



# **Report of the Institutional Self Study For Candidacy/Initial Accreditation**

**June 2003**

*Submitted to*

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

*Submitted by*

**Folsom Lake College**  
100 Clarksville Road  
Folsom, CA 95630

**Los Rios Community  
College District**  
1919 Spanos Court  
Sacramento, CA 95825

**Los Rios Community College District  
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**CERTIFICATION**  
*of the*  
**INSTITUTIONAL SELF STUDY REPORT**

DATE: June 18, 2003

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

FROM: Folsom Lake College  
100 Clarksville Road  
Folsom, CA 95630

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

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

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Pamela Haynes, President  
Board of Trustees

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Brice Harris, Chancellor  
Los Rios Community College District

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Thelma Scott-Skillman, President  
Folsom Lake College  
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Ken Snell, President  
Academic Senate

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Trenton Hyatt, President  
Student Government

---

Barbara Van Rooyan, Counselor  
Faculty Accreditation Chair

---

Barry Christian, CEO  
IBS-US

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Sherry Rogers, Faculty  
Editor



## **ABSTRACT** *of the* **REPORT**

**Standard One:** On May 14, 1999 at a collegewide retreat current FLC constituents articulated details of identity for the new Folsom Lake College (FLC). FLC Mission Statements and Vision Statement were formally adopted at a collegewide retreat on February 4, 2000 and Los Rios Community College District (LRCCD) Board of Trustees approval followed on October 18, 2000. Educational purposes expressed within the mission and vision include facilitating student development of intellectual competencies, workplace competencies, civic and interpersonal competencies, and serving the community. Members from all constituencies worked collaboratively to develop, and will continue to develop, planning and evaluation processes to ensure that FLC mission and vision are the prime factors guiding all institutional planning and decision making. FLC has fashioned a comprehensive foundation that defines the institution, its educational purposes, its students, and its place in the higher education community, and therefore, has made significant progress toward meeting Commission Standard One: Institutional Mission. FLC will expand on this foundation by ensuring that academic departments, instructional programs, and service areas that do not have a mission statement and supporting goals and objectives that reflect the FLC Mission Statements will develop them.

**Standard Two:** All college publications such as the catalog, schedules, website, student guide, and others aimed at the service population are regularly reviewed for accuracy and honest representation. The Faculty Handbook contains statements that guide faculty practices to ensure integrity in the pursuit of truth and the dissemination of knowledge. Both the LRCCD and FLC have published codes of conduct for all constituencies and regularly provide workshops to ensure that everyone is knowledgeable of appropriate conduct. As proclaimed in the mission statements, FLC values and accommodates the diverse backgrounds, perspectives, abilities, and interests of all who are part of the college community. Consistent with LRCCD policies and procedures, FLC publicly embraces recruitment and hiring practices that seek to enhance diversity. Along with the practices just described, FLC has managed its affairs and relationships, including those with the Commission, in an honest and truthful manner, and therefore meets the criteria of Commission Standard Two: Institutional Integrity. Current efforts toward institutional integrity will be enhanced by seeking DSPS and EOP&S staff positions, facilitating an increase in underrepresented student populations, and by diligently pursuing Commission recommendations in response to this self study.

**Standard Three:** With the exception of the FLC Accreditation Survey and a few less comprehensive surveys, most research data utilized by FLC is generated by the LRCCD Office of Institutional Research or Cosumnes River College (CRC). By means of surveys, focus groups, town meetings and other methods, these two entities regularly generate quality data on topics such as enrollment, outcomes, access, academic achievement, satisfaction, employment, demographics, degrees and certificates awarded, and more. This data does not consistently differentiate FLC populations, nor does it provide needed FLC specific data on topics such as matriculation, special populations, tutoring, assessment validation, or local industry and community needs. FLC has put significant effort into designing planning processes that integrate research and evaluation as a means to ensure that all programs and services support the institutional mission and vision. The Educational Master Plan process will be implemented spring 2003, the Instructional Program Review process is fully developed and ready for implementation, and the last sections of the Budget and Institutional

Facilities Planning Handbook will be completed spring 2003, with completion of the Enrollment Management Plan and Student Services Program Review soon to follow. Collectively, these planning processes address educational, financial, physical, and human resource needs. The 1992 FLC Strategic Plan is being revised and will integrate all college plans and processes, the LRCCD Strategic Plan and processes, and also the accreditation recommendations and cycles. All college constituencies have been and will continue to be involved in both the development and implementation of planning processes. Standard Three: Institutional Effectiveness is the area with the most growth opportunities for FLC. The college will identify resources necessary to move forward with a comprehensive research planning agenda, will seek means to acquire the customized data necessary for the most effective planning and evaluation, and will develop a comprehensive process/plan to evaluate the accomplishment of college mission and purposes. Instructional Program Review will be fully implemented as one of the core instruments for evaluating the ability of programs/departments to accomplish the mission and purposes of FLC. Integral to the Instructional Program Review process will be an assessment of achievement of program/department-identified student learning outcomes. Additionally, FLC will examine methods for assessing the effectiveness of non-traditional course delivery modes, such as open-entry-open-exit and distance learning, in facilitating achievement of student learning outcomes. The strategic planning process and strategic plan will be completed.

**Standard Four:** FLC offers comprehensive programs, services, and curriculum that lead to certificate and degree awards, facilitate lifelong learning, and promote professional growth and development to meet the unique needs of the community. FLC offers a broad-based curriculum of general education and transfer courses, as well as courses in occupational education, basic skills, continuing education, staff development, and community education. FLC has been experimenting with options for short-term classes in four, six, and nine-week formats as well as weekend-only formats. All three FLC sites provide counseling services through full-time and adjunct counselors by appointment, and during peak enrollment periods on a drop-in basis. FLC and CRC have negotiated the division and maintenance of degrees, certificates, and courses, resulting in approximately 24 degrees and 15 certificates available through FLC. Until the FLC Catalog is completed in summer 2003, FLC utilizes the CRC catalog to identify programs and requirements. The draft FLC Catalog describes expected learning outcomes for all programs, and in every class students are given a syllabus that lists course objectives. FLC graduates demonstrate reading competency, the ability to think and to communicate effectively both orally and in writing, to use mathematics, to understand the modes of inquiry of the major disciplines, to be aware of other cultures and times, to carefully consider ethical problems, and to develop the capacity for self-understanding. FLC degree programs require completion of a general education pattern that includes courses from natural sciences, American institutions, social/behavioral sciences, humanities, language and rationality, living skills, and ethnic/multicultural studies. Information technology is not required general education though many faculty require this proficiency in their courses. Discipline faculty, as part of the Educational Master Plan and Instructional Program Review processes, review and develop courses, degrees, and certificates as needed and submit any changes to the FLC Curriculum Committee, LRCCD Curriculum Committee, articulation officer, and other external entities as necessary for review and approval. Along with discipline faculty and the Curriculum Committee, faculty peers ensure the quality of instruction through formal faculty performance review cycles as well as through informal collaboration and encouragement. Each instructor's syllabus must include grading procedures, scale and expectations, textbooks and materials, testing rules and policies, course sequence, examination schedules, course critical thinking components, and pre-requisites or co-requisites as identified in the current catalog. FLC honors all courses from designated accredited institutions. Currently, articulation agreements exist with the majority of CSU and UC campuses for general education,

major, and departmental courses. Methods of instruction at FLC include: traditional lecture and/or laboratory format; self-paced on-line; on-line web-supported; live-interactive television; multi-site format; teleconference; supervised laboratory; open-entry/open-exit computer and business classes; apprenticeship; clinical internship; learning communities; small group discussions; internship; student-lead discussion; work experience; community education; and collaborative community research. The Innovation Center offers training and assistance to faculty to ensure that electronic offerings meet or exceed the accepted principles of good practice. Overall, FLC demonstrates a solid foundation for meeting Commission criteria outlined in Standard Four: Educational Programs. This solid foundation will be enhanced by securing the means to acquire more detailed data on student populations, on needs of local business and industry, and on technical and professional competence of students completing occupational and vocational programs. Additionally, FLC educational programs will benefit from faculty development of clearly stated learning outcomes for each course.

**Standard Five:** Information on FLC services, programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures is available through college staff, FLC and LRCCD websites, college catalog, class schedule, student guide, and student services brochures, including some in Spanish and Russian. Student support and development programs and services include, but are not limited to: assessment/orientation, Associated Student Government (ASG), career placement, childcare, counseling, DSPS, EOP&S/CARE and CalWORKs, financial aid, outreach and recruitment, student life, transition services, transfer, and tutoring in coordination with faculty. Most of these programs and services are offered at all three campuses and during day and evening hours. FLC does not administer admissions assessments; however, all assessments used by the college to facilitate student placement in appropriate level courses have met state matriculation standards. Forums and festivals sponsored by clubs support diversity on campus. FLC provides opportunities for the pursuit of personal development and civic responsibility through its activities, clubs, and service learning projects. Storage of student records is in compliance with requisite regulations. Review of FLC student support and development programs and services reveals a comprehensive package related to criteria of Commission Standard Five: Student Support and Development. As FLC grows, it will need to continue to hire diverse faculty and staff to maintain comprehensive and accessible programs and services. Additionally, student support and development will be enhanced by prioritizing the hiring of a researcher who facilitates developing a student services research agenda that is integrated into the collegewide research agenda.

**Standard Six:** The Folsom campus Personal Learning Environment contains a 100-station computer lab, a library reference area, four student study rooms, and media to support distance education and in-house video use. The library collection includes over 8,000 books, 125 videos, compact discs, and other non-print material, 75 periodical and newspaper titles and approximately 180 course related reserves, and thirteen full-text databases. The El Dorado Center (EDC) Learning Resource Center houses the library, including almost 10,000 volumes and 25 periodical titles. Access to the holdings of FLC libraries is provided through the LRCCD libraries' shared online system. Interlibrary loan services are mediated through formal agreements with three consortia. Librarians at both sites provide group orientation and instructional sessions for students and faculty as well as individual reference sessions. FLC and EDC Computer Labs have extensive software to support traditional and electronically mediated courses. Formal information technology agreements are coordinated by the LRCCD. Tutoring by other students is available at both the Folsom campus and EDC, with special programs for reading and writing. The Folsom campus Innovation Center, stocked with state-of-the-art equipment, regularly provides all staff with opportunities for training on effective use of technology, including the districtwide online course management system, Blackboard. Hours of

operation with appropriate support staff for library and learning resources, tutoring, and information technology resources are typically Monday through Friday, including evenings and weekends when possible. FLC has seen tremendous expansion of library, tutoring, and information technology resources and therefore better alignment with the criteria of Commission Standard Six: Information and Learning Resources. FLC will continue to improve these resources by increasing the library collections and adding more tutors. FLC will prioritize hiring additional staff, including librarians and support staff, for all information and learning resource services. In addition, FLC will develop a formal plan to guide evaluation of library effectiveness.

**Standard Seven:** Anticipated for fall 2003, FLC will employ 63 full-time faculty, 190 part-time faculty, and 60 full-time classified staff. Qualifications and selection of faculty, classified staff, administrators, and student employees are clearly stipulated in publicly available LRCCD Board Policies and Regulations. The recently updated LRCCD Hiring Manual for Full-time Faculty translates those policies and regulations into guidelines for hiring faculty. Criteria for selecting faculty include knowledge of subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution. Job descriptions for all categories of staff accurately reflect job responsibilities and are related to the institutional objectives since they originate in the unit for which the position is budgeted. All job descriptions are publicly distributed by the LRCCD via community media, district and campus postings, and other broadcast means. The names of full-time faculty and administrators are listed in the catalog along with the individual's position or title and degrees held. Faculty evaluations proceed according to the LRCCD/Los Rios College Federation of Teacher (LRCFT) agreement. This agreement outlines criteria for evaluation including the maintenance of knowledge in one's field, participation in governance structures, participation in professional development activities, accommodation of students with different learning styles, and evidence of careful preparation in area of assignment; student evaluations and a self study are also among the criteria. Three collective bargaining agreements guide classified employees' performance evaluations. Regardless of employee category, all evaluations aim to recognize and nurture excellence, identify standard performance, and indicate areas where improvement is necessary or desirable. Evaluations occur at clearly stated intervals. FLC provides continued professional development opportunities for all categories of staff through allocation of funding for individual (including sabbatical leaves) and group proposals, promotion of LRCCD-sponsored training, and college-sponsored training and development workshops (Innovation Center and Academy for Innovation in Teaching and Learning). Input from potential participants drives planning of college-sponsored training and development and written evaluations are conducted at the end of every activity. The FLC equity officer ensures that all human resource practices comply with LRCCD policies and regulations regarding equity. All personnel records are maintained in the LRCCD personnel office with restricted access under the direction of the vice chancellor of human resources. At FLC, the president's office maintains a brief, restricted access, working file on each employee. FLC has made good faith efforts to meet all criteria in Commission Standard Seven: Faculty and Staff. FLC will review and update its classified hiring priority process and will improve clarity of evaluation processes for all constituencies.

**Standard Eight:** The 151-acre FLC main campus in the City of Folsom has 50,851 assignable square feet (ASF) of instructional and support facilities, and serves over five thousand students. This site includes one permanent state-of-the-art structure that opened fall 2001, twelve portable buildings, and joint-use recreational athletic fields. The 19-acre EDC site has 32,816 ASF of permanent instructional and support facilities opened in 1994, and serves over two thousand students. The outreach center in Rancho Cordova (RCC), opened October 2000, has 5,293 ASF with four classrooms and some support spaces, and presently serves about one thousand students. FLC also

holds classes at eighteen off-site locations. FLC is approved for full funding of its capital construction projects over the next several years due to the passage of a LRCCD local bond and a state bond in November 2002. The projects include Phase 1B, bookstore/cafeteria, Phase 1C, physical education complex, and performing arts complex at the Folsom campus and the parking lot expansion and second instructional building at EDC. FLC utilizes a LRCCD facilities condition inventory system to identify and prioritize scheduled maintenance and major repair projects. FLC facilities are designed, constructed, and maintained to meet and often exceed mandated standards for access, safety, security, and healthful environment. The Budget and Institutional Facilities Planning Committee (BIFPC) identifies, discusses, and prioritizes equipment needs submitted by faculty and classified staff. Equipment purchased to support educational programs and services resides in and is maintained by individual departments, with the exception of computer and AV related instructional technology. The facility planning process, as outlined in the BIFPC handbook, is tied to the Educational Master Plan, FLC Strategic Plan, and program review processes and also the LRCCD Strategic Plan. FLC is in full compliance with criteria of Commission Standard Eight: Physical Resources. The college will enhance existing physical resources by working with the LRCCD to prioritize Phase 2 facility needs, identify and pursue possible locations and facility options for RCC, and explore options for securing resources for acquiring state-of-the-art equipment at all locations. FLC will also actively seek information from and work cooperatively with all participatory governance committees that influence facilities planning.

**Standard Nine:** Financial planning, as clearly outlined in the BIFPC handbook, is directed by departmental and institutional goals that have been identified through collegewide planning processes. FLC, via LRCCD financial planning, reflects realistic assessments of resource availability and expenditure requirements. A preliminary college discretionary fund (CDF) allocation of \$425,945 for 2003-04 reflects an additional ten percent cut to the 2001-02 allocation because additional state budget cuts are expected for the 2003-04 fiscal year. BIFPC collaborates with the Educational Planning Committee to ensure that capital plans support educational objectives and plans for facilities. Through the participatory governance structure, all college constituencies have a voice in development of financial plans and budgets. The LRCCD PeopleSoft financial management system provides solid control mechanisms, dependability, and timely information for sound financial decision-making. Periodic internal audits and annual external audits are conducted to ensure that appropriate accounting principles are followed, and recommendations are promptly followed up. Together, the Board of Trustees, LRCCD reporting and the PeopleSoft system, audits, limiting contract authority to the chancellor, citizen oversight committees, and FLC participatory governance processes all ensure effective oversight of finances. Auxiliary operations include the FLC Foundation (an unincorporated associate of the Los Rios Foundation) and its annual golf tournament that supports scholarships, the FLC Bookstore, and the cafeteria scheduled to open 2005. Other fundraising efforts include food vending and a pay-for-print system. All proceeds are used to support instructional programs and services. FLC utilizes the LRCCD Non-Fat Guide to Purchasing, which outlines numerous state laws and board policies that influence and control the purchasing process to ensure institutional integrity is maintained. Various audits and meetings of the PeopleSoft financial management user group ensure regular evaluation, and if necessary, improvement of financial management. Future obligations and plans for payment are coordinated at the district level. Practices related to risk management are integrated between LRCCD and FLC and include providing safety analysis sheets to new employees, monthly safety training, annual training for campus police, vehicle training, and Emergency Operations Plans. LRCCD development of minimum, mid-range, and maximum budgets allows for immediate adjustments in spending plans to ensure necessary cash flow and reserves. LRCCD maintains reserves of three to five percent in the general fund and provides for all compensation to be adjusted at the end of the fiscal year once actual revenues are known. In

accordance with the college BIFPC, contingency reserve for instructional supply funds is five percent for cost fluctuations and fifteen percent carryover for the next fiscal year. FLC clearly meets all criteria of Commission Standard Nine: Financial Resources. FLC will work with the LRCCD to ensure equitable distribution of resources to support institutional programs and services, including staffing, and the FLC Foundation. Additionally, the college will pursue options for increasing financial resources so that appropriate reserves can be maintained during rapid growth and will seek alternative resources including grant opportunities and business partnerships.

**Standard Ten:** LRCCD Board of Trustees clearly meets all Commission Standard 10A Governing Board criteria, except for A.6; there is a need for better-defined in-house programs for new member orientation and governing board development. The FLC president leads the defining of annual goals/objectives, tracks accomplishment, and publishes this information on the FLC website. The president works with college constituencies to prioritize and develop plans for achieving goals/objectives and collaborates with peers on districtwide strategic planning. The president efficiently manages resources, oversees expenditures, and ensures implementation of board policies and regulations. The president has secured numerous grants in support of the FLC mission. Current administrative structure includes a vice president of instruction and student development, vice president administration, four deans, and two instructional coordinators. Administrative needs of FLC will continue to change considerably with rapid college growth. All FLC administrators are qualified and evaluated according to board policies and regulations. Administrators, faculty, classified staff, and students have clearly defined roles in institutional governance per the publicized Participatory Governance Consultation Model. The roles of staff and students are promoted through Classified Senate and ASG. All constituencies have delegated seats on participatory governance standing committees including Curriculum, Budget and Facilities Planning, Educational Planning, Matriculation and Student Success, and Professional Activities. The substantive role of administrators and faculty is evident in co-chair responsibilities for each participatory governance committee. Participatory governance committees that deal with educational programs are faculty weighted as are faculty hiring and evaluation committees and other committees or processes that relate to faculty areas of responsibility and expertise. FLC Academic Senate promotes faculty roles in academic and professional matters and operates within constitution and bylaws that define election of senators and participatory governance committee chairs. FLC Academic Senate has one vote at district senate. An MOU supports some release time for Academic Senate and respective participatory governance chairs, but is not guaranteed until FLC is a separate college. LRCCD clearly meets all criteria of Commission Standard 10C Multi-College Districts and/or Systems. FLC has made significant progress toward meeting all criteria of Commission Standard Ten: Governance and Administration. FLC will expand on this progress by exploring ways to provide an effective teaching and learning environment including assessment of all constituencies' roles and seeking opportunities to further promote and maintain the spirit of participatory governance. Additionally, FLC will explore ways to enhance communication between the college and the district and will continue to dialogue with LRCCD regarding functional roles, as outlined through the mapping process, amongst colleges and the district.

# ORGANIZATION

*for the*

## SELF STUDY

### Self Study Timeline

Spring 2000 – Fall 2003

In spring of 2000 Folsom Lake College constituencies were invited to an “Introduction to Accreditation” workshop. This workshop was offered twice during the semester to ensure full participation. It was not only an introduction to accreditation but an invitation to involvement in the process. In the base year of 1997-98 FLC was staffed by only 39 faculty, staff and administrators and served 5,100 students. There was full realization of the tremendous amount of work ahead for a small number of people and therefore the need to begin preparing well ahead of the anticipated Fall 2003 WASC site visit. In the 2002-03 year staffing had increased to 125 personnel and student population was at 8,314; this large increase required additional efforts to ensure that the accreditation process would be an inclusive, collaborative effort.

Due to the limited number of staff and students when FLC began planning for the self study the decision was made to form five standard committees (workgroups) to address the ten standards with four of the workgroups addressing multiple standards. The steering committee was comprised of the accreditation chair, liaison officer, five workgroup chairs, five administrative workgroup members and academic senate chair.

#### Standard Committee Organization:

Workgroup #1	Standards One, Two, Three
Workgroup #2	Standard Four
Workgroup #3	Standards Five, Six
Workgroup #4	Standards Seven, Ten
Workgroup #5	Standards Eight, Nine

#### **Spring 2000**

- Drafting of timeline for accreditation
- Drafting of documentation list
- Meeting of faculty accreditation chair and college vice-president with Academic Senate president, Classified Senate president and Associated Student Government president
- Accreditation memo to all constituencies

#### **Fall 2000**

- Identification of accreditation workgroups, chairs and steering committee
- Orientation for steering committee
- Meeting of workgroups for planning
- Report/request for eligibility sent to WASC
- Document archiving begins

### **Spring 2001**

- Meeting of workgroups to formalize plans
- Meeting of steering committee

### **Fall 2001**

- Identification of workgroup writers
- Recruitment of editor
- Meeting of steering committee
- Identification of research needs

### **Spring 2002**

- Collegewide accreditation survey conducted
- Accreditation update meeting for all constituencies
- Meeting of district accreditation committee
- Accreditation presentation by Sacramento City College faculty
- Accreditation update at collegewide meeting
- Review of workgroup #1 draft by steering committee
- Review of workgroup #4 draft by steering committee
- Continuation of document archiving
- Review of drafts by editor
- Accreditation update to Leadership Council
- Accreditation update to FLC Foundation
- Accreditation link added to FLC website
- Meeting of steering committee

### **Fall 2002**

- Board of Governors approval of center status to college status
- Meeting of steering committee
- Standard Ten meeting with LRCCD Board of Trustees
- Submission of substantive change report to LRCCD Board of Trustees for approval
- Submission of workgroup #2, 3, 5 drafts to steering committee for review
- Accreditation workgroup chair retreat at district office
- Continuation of editing
- Selection of graphic designer
- Introduction of Accreditation Question of the Month

### **Spring 2003**

- Posting of self study report draft on shared drive for review
- Hard copies of self study report available in libraries
- Review of self study report by participatory governance committees
- Review of self study report by Academic and Classified Senates
- Review of self study report by Associated Student Government
- Final revision of self study report by steering committee
- Final editing of self study report
- Formatting of self study report for publication
- Presentation of planning agenda at district accreditation meeting

- Patron and Foundation Updates
- Planning of team visit logistics begins
- Completion of documents archiving
- Presentation of FLC Report of the Institutional Self Study for Candidacy/Initial Accreditation to LRCCD Board of Trustees for first reading

### **Summer 2003**

- Presentation of FLC Report of the Institutional Self Study for Candidacy/Initial Accreditation to LRCCD Board of Trustees for second reading and action
- Publication of self study report
- Mailing of self study report to WASC
- Team visit briefing for all constituencies
- Finalization of team visit plans

### **Fall 2003**

- Final preparation for team visit
- WASC site visit



## **HISTORY** *of the* **INSTITUTION**

Folsom Lake College (FLC) is the fourth community college to be established in the Los Rios Community College District (LRCCD) within the Sacramento region. Its name is derived from the beautiful Folsom Lake of the eastern part of the Sacramento region. FLC is located in the eastern foothills and along the highway 50 corridor that weaves its way through the mountains toward Lake Tahoe. At its January 1991 meeting, the Board of Governors approved a Long-Range Capital Outlay Growth Plan. Among the facility needs identified in the plan was a new college to serve the eastern portion of the LRCCD. Specifically, the plan forecast 46 percent enrollment growth for LRCCD within the ensuing 15 years. The 1991 plan states: "Serving one of the nation's fastest growing metropolitan areas [Sacramento], this 49,000-student district...is expected to grow to 72,000 students by 2005. As of fall 2002, the LRCCD enrolled over 72,000 students.

Since 1964, LRCCD has been involved in planning for an educational facility to meet the needs of the Folsom region. In 1967, the district acquired land to be preserved for a future Folsom Lake College. By 1991, Folsom was identified as the fourth fastest growing city in California. District enrollment projections, as well as an interest survey among Folsom area residents and businesses, clearly supported the development of a new college in accordance with state criteria. Considering the distances that residents of the eastern portion of the district must currently travel to receive services, and the fact that existing facilities have been facing enrollment demands in excess of capacity, it is clear that large numbers of unserved and underserved individuals may not have access if this college is not built. Since 1993, FLC has been operating in portables at the Folsom campus, as well as in leased space in Folsom, and nearby Rancho Cordova and El Dorado Hills. A well-established education center located in Placerville and an outreach center located in Rancho Cordova are extended education and support programs of FLC.

The educational plan for the proposed FLC reflects the existence of two major subpopulations of prospective students: the more traditional, younger students focusing on general education and transfer programs, along with entry-level vocational programs; and working, older adult students (including many single parents). Along with traditional programs, the college has the dual focus of serving as an instructional delivery system aimed at meeting the needs of local business and industry, with requisite flexibility in scheduling and support services. Varied instructional modalities and technologically advanced delivery modes are emphasized providing even greater access than what typically occurs in traditional college settings.

In fall 1992, the LRCCD submitted a proposal seeking college status for its existing site in Folsom. The Board of Governors approved the proposal in November 1992 provided that the Chancellor, on or before July 1, 1997, met the California Postsecondary Education Commission (CPEC) general guidelines for the definition of a college, subject to written approval. In December 1992, CPEC approved the Folsom Lake site as the fourth college of the LRCCD.

Originally, the LRCCD established July 1, 1997, as the target date for FLC to become a college. Because of funding constraints on capital outlay projects, LRCCD asked for and received an extension from the Chancellor's Office. In September 1995, the Board approved the district's request for the extension from July 1, 1997, to July 1, 2005. With the passage of Proposition 203 in 1997,

capital outlay funds became available for FLC. Funds were approved for site planning. In fall 1999, funds were available for the construction of Phase IA, the first instructional building, which became operable in fall 2001. The second phase was approved for construction in 2001-02 with plans to commence building in spring 2003. Additional funds have also been made available for the planning and design of the third phase of facilities. The passage of Measure A, a local bond, in March 2002 provides for the necessary local contribution to complete the construction of the new college facilities. In fall 2002 the Chancellor’s Office once again reviewed and approved the transition from a long-established center to a fully functioning campus. In fall 2002 CRC filed a Substantive Change Report with Western Accreditation of Schools and Colleges (WASC) Commission about the separation of FLC from CRC. FLC was then granted eligibility status by WASC to begin the self study process, with a scheduled site visit in fall 2003 along with the other colleges within the district.

## POPULATION AND ENROLLMENT PROJECTIONS

The district serves the greater Sacramento metropolitan area, including all of Sacramento County, as well as parts of El Dorado, Yolo, Placer and Solano counties. Its service area covers a diverse 2,400 square miles, comprised of densely populated metropolitan communities, rapidly expanding suburbs, small Sierra foothill towns, agricultural areas, and national forest and state park regions.

The new college site, a 151-acre parcel owned by the LRCCD, is located to the southeast of the City of Folsom, on East Bidwell Street, approximately halfway between the city and State Highway 50. The City of Folsom is currently striving to extend Sacramento’s Regional Transit light-rail network to Folsom. Prospective commute times from neighboring communities range from approximately 10 minutes from the City of Folsom, to 40 minutes from Citrus Heights. In fall 2002 the unduplicated student population headcount was 8,314. A study by the district planning staff of Folsom-area students currently enrolled revealed the following characteristics:

- Sixty percent are women;
- Almost 43 percent are 30 years old or older. The second largest group, at 34 percent, is between 18 and 24 years of age; and
- Approximately 76 percent of the students are white, with 21 percent from ethnic minority populations (9.1 percent Asian American; 7.2 percent Latino; 2.8 percent African American; and 1.9 percent Native American).

The Chancellor’s Office Research and Planning Unit and the LRCCD both project strong growth for FLC through the year 2015 as reflected below:

Year	Enrollment	WSCH/ Enrollment	WSCH	Full-time Equivalent Students (FTES)
2002	9,545	8.59	81,987	5,466
2003	10,557	8.59	90,682	6,045
2004	10,948	8.59	94,042	6,269
2005	13,046	8.59	112,068	7,471
2010	18,074	8.59	155,253	10,350
2013	20,124	8.59	172,864	11,524
2014	21,087	8.59	181,136	12,076
2015	21,772	8.59	187,020	12,468

The changing environment of LRCCD, and specifically at FLC, clearly indicates continuing increases of low income and first generation students. This is most evident at the Rancho Cordova Center where the number of Board of Governors' Fee Waiver recipients has increased 85 percent from FY 2000-01 to FY 2001-02. Programs and services at the Folsom campus and El Dorado Center are focused on addressing the needs of all students, including at-risk students. Student success including increased transfer rates and retention rates are at the core of this center's existence. Perhaps most significantly, the numbers of students eligible for student support services continue to increase. The district has taken the necessary steps to meet these challenges. (*See Demographic Data.*)

## **EDUCATION AND SUPPORT PROGRAMS**

The educational master plan developed for the proposed FLC is based on the LRCCD mission and vision statements, with the primary goal being—to offer quality educational programs and services supported with state-of-the-art technology and focused on increased access for the growing surrounding communities of eastern Sacramento and El Dorado counties. The process for developing the educational master plan included input from faculty, staff, students, administrators, and citizens across the LRCCD. The final product resulted from their dedication and commitment. It not only fulfills the needed student requirement but also provides a blueprint for guiding and managing the expected rapid growth over the next five to ten years. The document and process are dynamic because they provide an overall master plan while being flexible, allowing for adjustments and change.

The planned curriculum and services encompass general education (transfer), associate degrees, occupational programs, developmental skills, basic skills, and a full offering of student services, including counseling and advising, EOP&S, DSPS, CalWORKs, financial aid, library and learning resources, and assessment. The educational master plan provides detailed information on current programs and services, as well as new programs and services projected through 2015. The educational goals, the learning environment needed to meet these goals, the spaces required to provide the learning environment, and the support services required are described. The facilities, staff, support, and technology required for the curriculum are identified.

Nontraditional scheduling of classes will continue to be available to meet the needs of the increasing numbers of older, part-time, working adults and younger students seeking postsecondary education opportunities. A key focus for FLC is an instructional delivery system aimed at meeting the needs of local business and industry. The flexible scheduling of program offerings is an important component of this system.

## **THE PLANNING OF A FOURTH COLLEGE**

The district proposed a multi-phased development approach for the proposed college. During Phase IA construction was completed for fall 2001, with the scheduling emphasis aimed at meeting the needs of the expected large numbers of older, working students. Phase IB, already in the funding stream with construction to begin spring 2003, will enable the site to meet enrollment capacity and begin to offer a full-service program. The following conclusions were made as a result of the planning efforts:

- A full service college would better serve the local population, which includes traditionally underserved groups.

- The acquisition of 151 acres of land for this site was motivated by the plan for a full-service college in the Folsom community.
- The City of Folsom's partnership in sharing costs of the current joint-use fields was precipitated, in part, by the anticipation that its residents would also enjoy a full service higher education facility.
- The conversion from center to college status will open the doors to additional grants and endowments that will benefit the region's populations.
- College status, with a significant increase in course offerings to match expected enrollment, is central to the LRCCD collaborative agreement with CSUS and UCD allowing for dual enrollments and a near seamless transfer of students from one institution to the other.

Despite the advantages, LRCCD is keenly aware of the increased costs that will accompany the expansion and change of status and has been consistently planning for such a change during the last ten years; the following have been taken into consideration:

- Need for additional support staff, qualified faculty and administrators
- Anticipated increase in operational and support costs
- Anticipated expense of a separate accreditation status
- Need for new construction and other improvements for the proposed college to be funded locally. These improvements are likely to grow substantially beyond those required for maintaining center status.
- Need for new, revised funding approaches to the distribution of district revenue

LRCCD has studied the issues, contacted other small colleges that have been through the process, and begun the accreditation process. With all that has been learned and accomplished, the LRCCD Board, administrative staff, faculty, students and the community are in agreement that college status is an appropriate goal. The site has begun the WASC accreditation process with a self study to be completed by August 2003, WASC site visit scheduled for fall 2003, and WASC board review and approval by January 2004.

Collaborations and partnerships appear to have been the cornerstone of the philosophy and mission of the FLC. For example:

- *CSU Sacramento*: Preliminary discussions have occurred for CSUS to consider alternative access for students in the Folsom area by offering upper division and some graduate-level coursework at the proposed Folsom Lake College. The goal is to coordinate class scheduling so students can complete their bachelors degrees at the FLC. Dual admission, access to CSUS advisors, and other benefits are a part of this partnership.
- *UC Davis*: Dual admission, access to UCD advisors, and transfer agreement opportunities are continuing to increase.
- *The City of Folsom*: Joint use of facilities has and will continue to enhance positive relationships and meet joint needs. A joint-use agreement for the development of recreational facilities at the college site was adopted in February 1992. Under the terms of this agreement, the city contribution towards the recreation facilities was \$1.5 million for the development of utility requirements and athletic playing fields.
- *Local business and industry*: The local chambers of commerce have had an active role in lobbying for the college. There is strong interest in the programs planned to offer direct assistance to local businesses.

## STAFFING

As of spring 2003 FLC employs a staff of fifty-nine full-time faculty and one hundred ninety part-time faculty. Among full-time faculty members, ninety-eight percent hold master and doctorate degrees. Fifty-six percent are women; three percent are African American; eight percent are Asian; fifteen percent are Hispanic; and two percent are Native American. The college also employs fifty-eight full-time classified staff; and seven administrators. The district has made a very concerted effort to attend to the staffing resources to facilitate the transition of the education center to a fully operable college. Growth and facilities needs are reviewed on a regular bases. (*See Demographic Data*)

## FUNDING SOURCES AND FACILITIES

Funding for the Folsom Lake College facilities is primarily from two sources: state funds and local bond funds. In March 2002, the LRCCD was successful with the passage of its bond—Measure A. In November 2002, the state’s general obligation bond was also passed. The funding identified for Folsom Lake College totals approximately \$163 million, of which \$81 million is from LRCCD local contributions.

The first phase of permanent facilities, Phase IA, consisted of 33,428 assignable square feet (ASF). Construction began in fall 1999 and opened with classes and student support services in fall 2001. This first phase was funded primarily by the state. The district funded approximately \$2 million for site and parking improvements. This first phase includes 5,524 ASF in lecture, 12,000 ASF in laboratory, 8,090 ASF in library, 5,704 ASF in office and student services and 2,111 ASF in AV/TV. All classrooms are wired and equipped with the latest technology and are designed with the concept of “flexibility” of space, allowing for maximum use and any necessary future conversion.

Future capital outlay projects requesting state funding include the following projects:

- Phase IB Facilities totaling 63,050 ASF include 38,850 ASF for laboratory/lecture spaces, 8,480 ASF in office, 1,940 ASF in expanded student services and 13,720 ASF in expanded library space. Funding for the construction phase has been appropriated and is scheduled to begin in summer 2003 with opening by spring 2005.
- Phase IC Facilities planning was completed in fall 2002. ASF totals approximately 50,162 and includes 35,227 ASF for additional lecture/laboratory and office space and 14,935 ASF of needed support space.

Future capital outlay projects that will be funded with local bond funds include the following projects:

- Bookstore, Cafeteria, Police Services (the initial and final project plans were completed spring 2003)
- Fine and Performing Arts Complex (the initial and final project plans were completed spring 2003)
- Gymnasium (initial project plan completed fall 2002)
- Additional Lecture/Laboratory Space (TBD)

Since 1993, FLC has also had a very cooperative partnership with the City of Folsom. Joint-use facilities include outdoor tennis courts, soccer fields and softball fields. Future plans will expand the tennis courts and enhance the fields as the college’s physical education curriculum expands to meet the demand.

The following is a list of all the projects including the anticipated cost and funding source that are currently planned at Folsom Lake College:

**FOLSOM LAKE COLLEGE  
PROPOSED CAPITAL OUTLAY PROJECTS**

Proposed New Projects	Year	Total Cost	Possible Funding Source		
			Local Bonds	State Bonds	District/ Other
New Instructional and Library Spaces	2003-15	\$97,832,000	\$31,545,500	\$65,920,500	\$366,000
New Student/Faculty Support and Phys. Ed. Facilities	2003-15	25,604,000	21,422,000	3,091,000	1,091,000
Transportation, Access and Parking Improvements	2004-15	8,055,000	8,055,000	-	-
New Fine and Performing Arts Spaces	2005-07	19,698,000	8,864,100	8,864,100	1,969,800
<b>Folsom Lake College Total</b>		<b>\$151,189,000</b>	<b>\$69,886,600</b>	<b>\$77,875,600</b>	<b>\$3,426,800</b>

The district has submitted a 2003-04 Final Project Proposal (FPP) for Phase IC Facilities, a 2004-05 FPP for the Physical Education Facility, and a 2005-06 Initial Project Proposal for the Fine and Performing Arts Center. The ability to fund these proposals depends on the amount of a future capital outlay bond, district contribution and the site’s continued eligibility.

**FISCAL**

FLC’s transition to full college status has been and continues to be a priority component of the LRCCD's long-range planning process. This planning includes the provision of adequate staffing and operational funds to ensure students receive the full complement of instructional, student and administrative support services necessary for a quality educational experience. The transition to operation as a college in terms of independent management of programs, staffing and operations has already occurred. In that respect, the current operational budget of the district already provides for FLC's operation in most aspects necessary as a full college. Therefore, the transition will not result in an impact on LRCCD's ability to sustain its current operations nor to provide for future growth. The LRCCD has a long history of prudent fiscal management and a planning process that links the allocation of resources to the strategic plan of the District. And, the passage of bond Measure A in March 2002 provides the required local contribution needed to complete all capital outlay projects for a new college.

The LRCCD had the foresight to acquire an appropriate site for a new college campus in 1967. The Folsom area is experiencing an unprecedented population growth. At the same time, it is experiencing an influx of new businesses and industries. The Folsom site is an ideal location for a new college, as it provides local services to the residents of the eastern portion of the district who

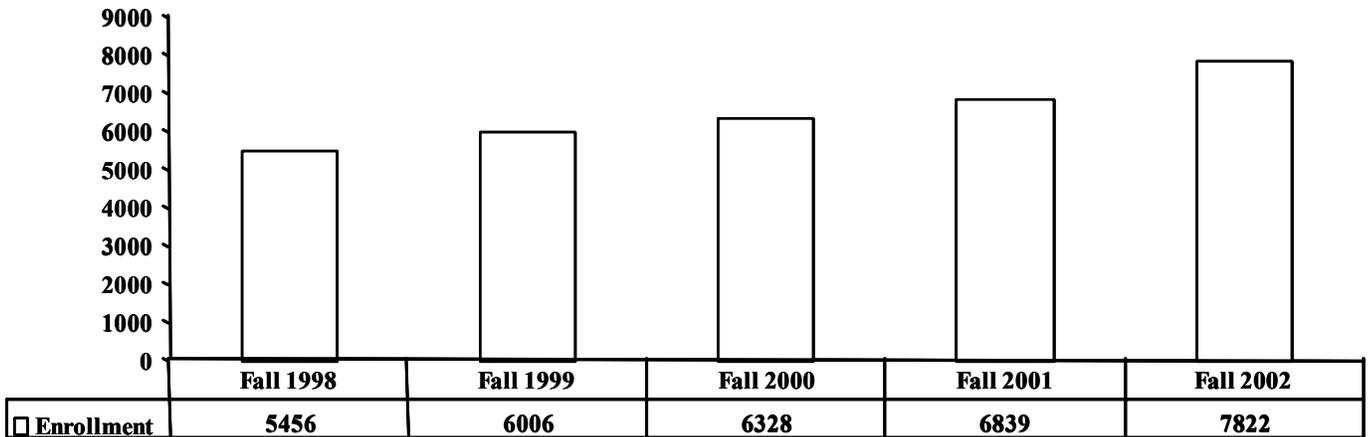
currently have excessive commutes and to the workers and business communities of the region who will benefit from an education plan tailored to their needs. The hiring of a very competent and well-qualified faculty and staff has enabled a very smooth transition from center status to college status. Focused attention has been placed on not only day-to-day operations of instruction and support services, but also on planning for FLC's future.



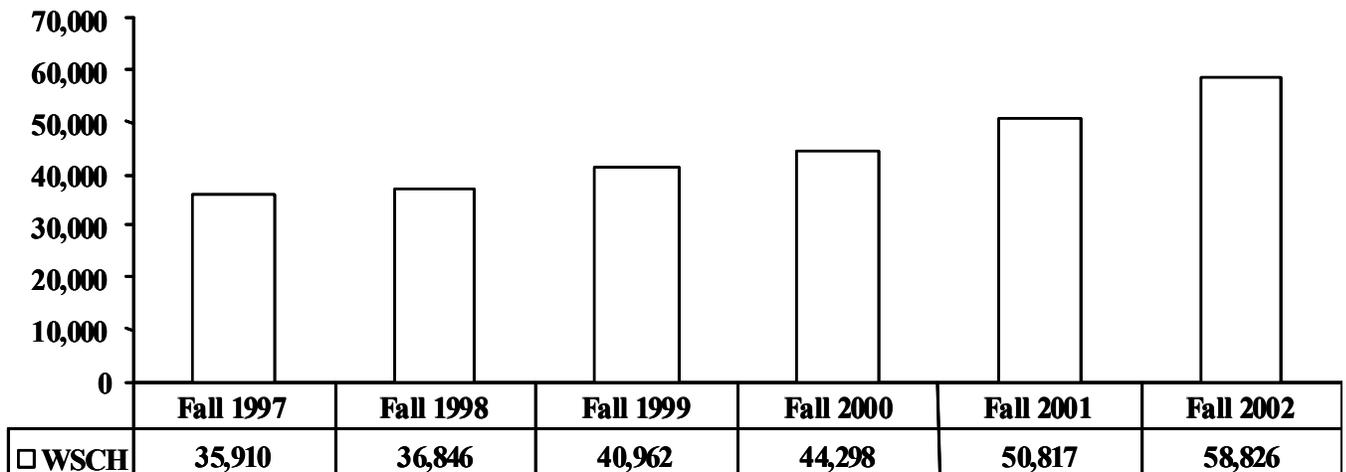
## DEMOGRAPHIC DATA

All information contained in this section of the self-study has been obtained from the Los Rios Community College District (LRCCD) database, the Office of Research and Development and the Human Resources Office. Separate collection of some data did not occur prior to 1998. For reporting purposes to the state Chancellor's Office, FLC/EDC data continues to be reported under Cosumnes River College (CRC) until such time as FLC becomes accredited as a college. Therefore, some data is not readily available at this time. All data includes the Folsom Lake Center, El Dorado Center, Rancho Cordova Center, and all off-campus sites.

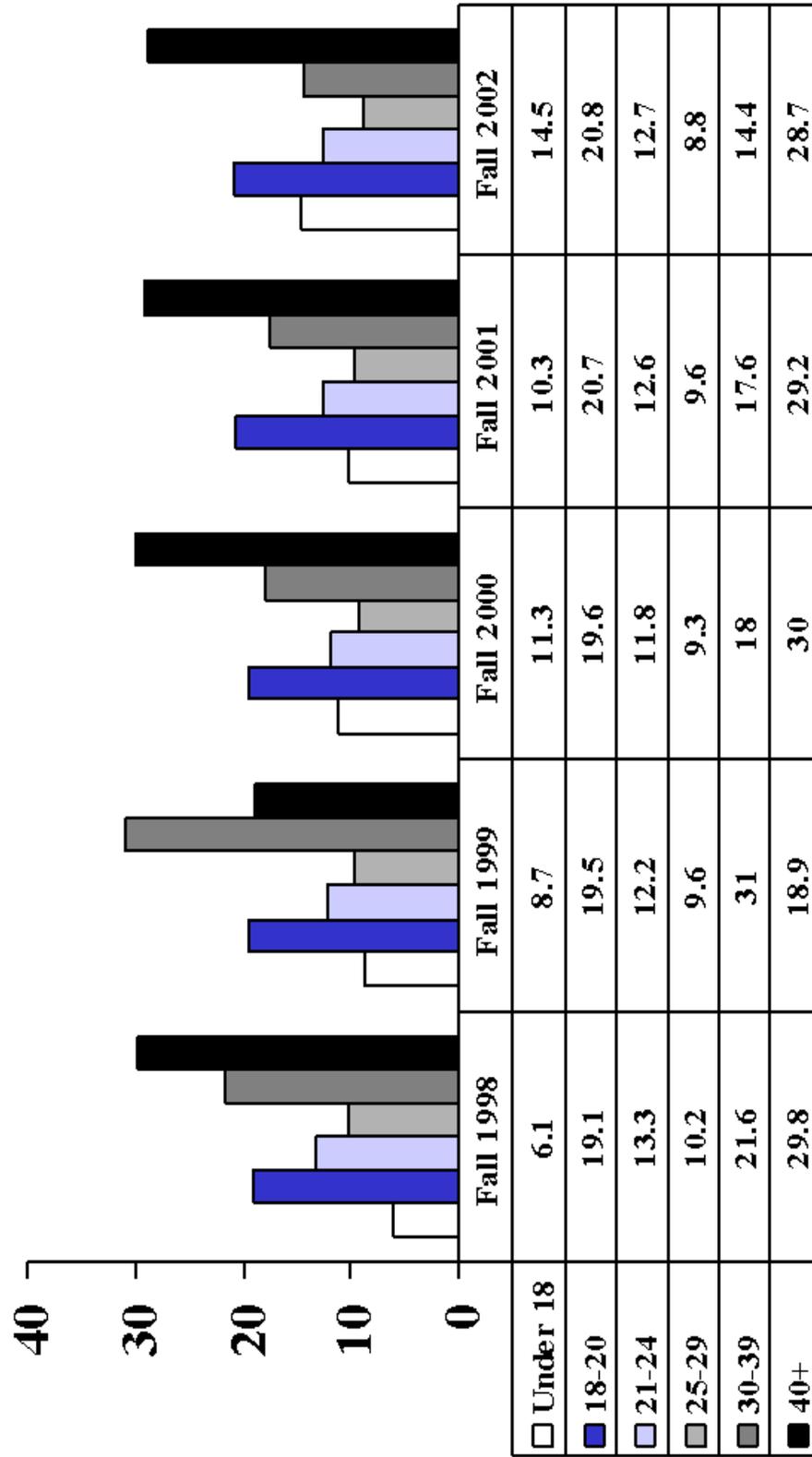
### Enrollment of Students at Folsom Lake College



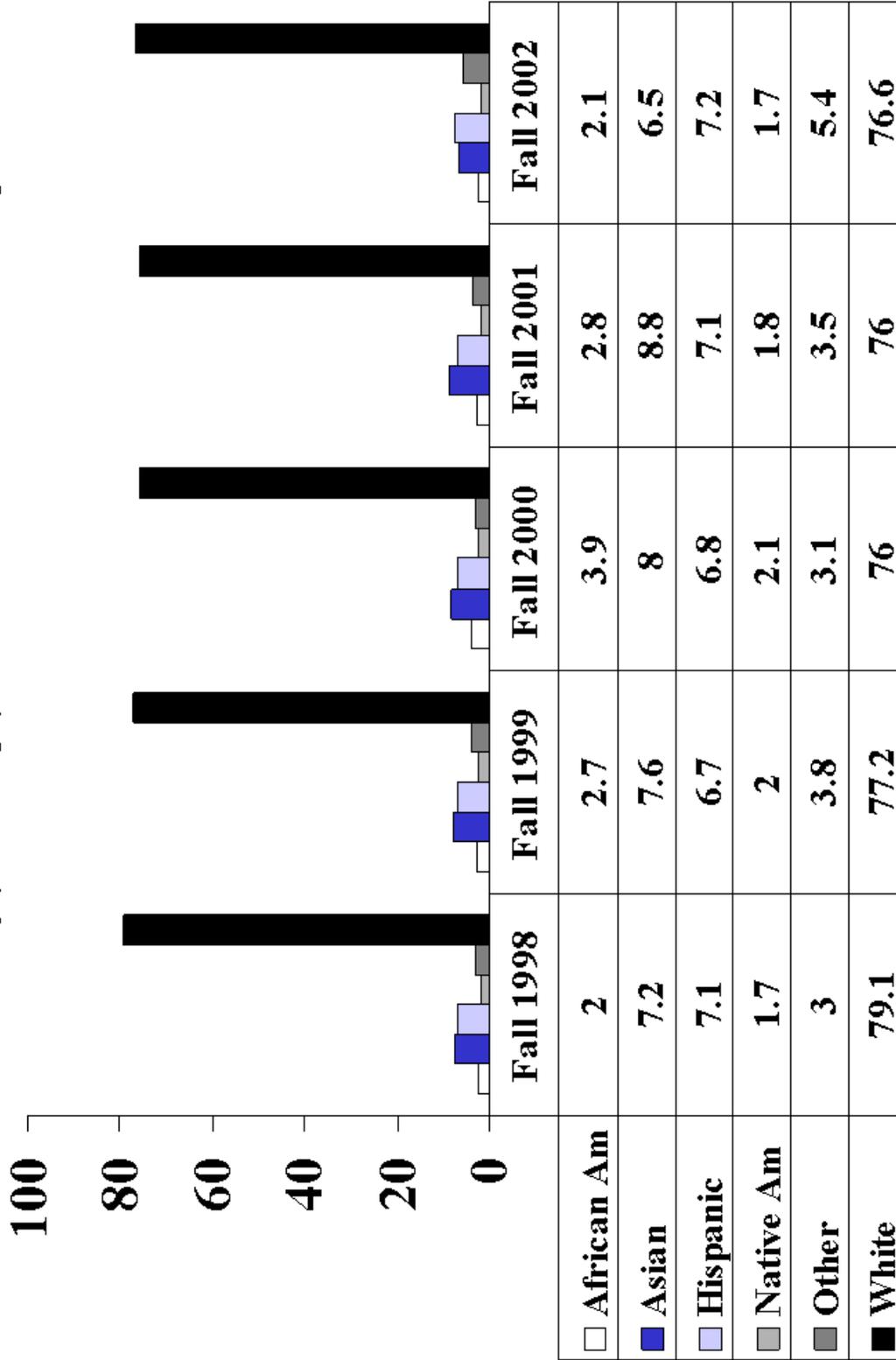
### Weekly Student Contact Hours (WSCH) at Folsom Lake College



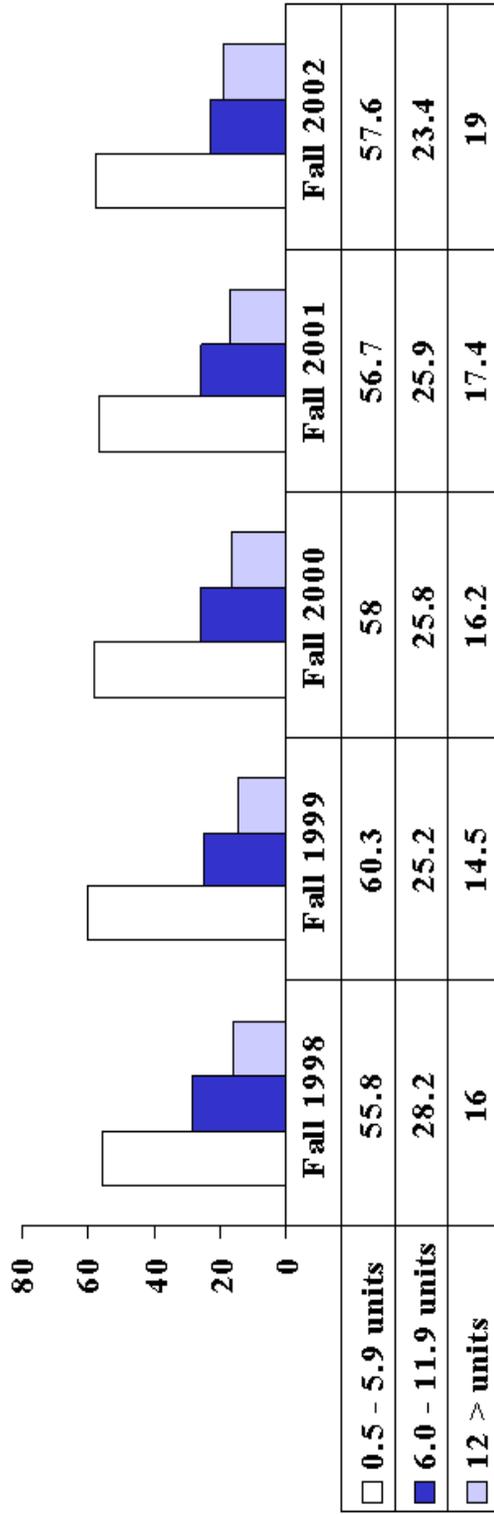
**Age Group (Percentage ) of Students at Folsom Lake College**



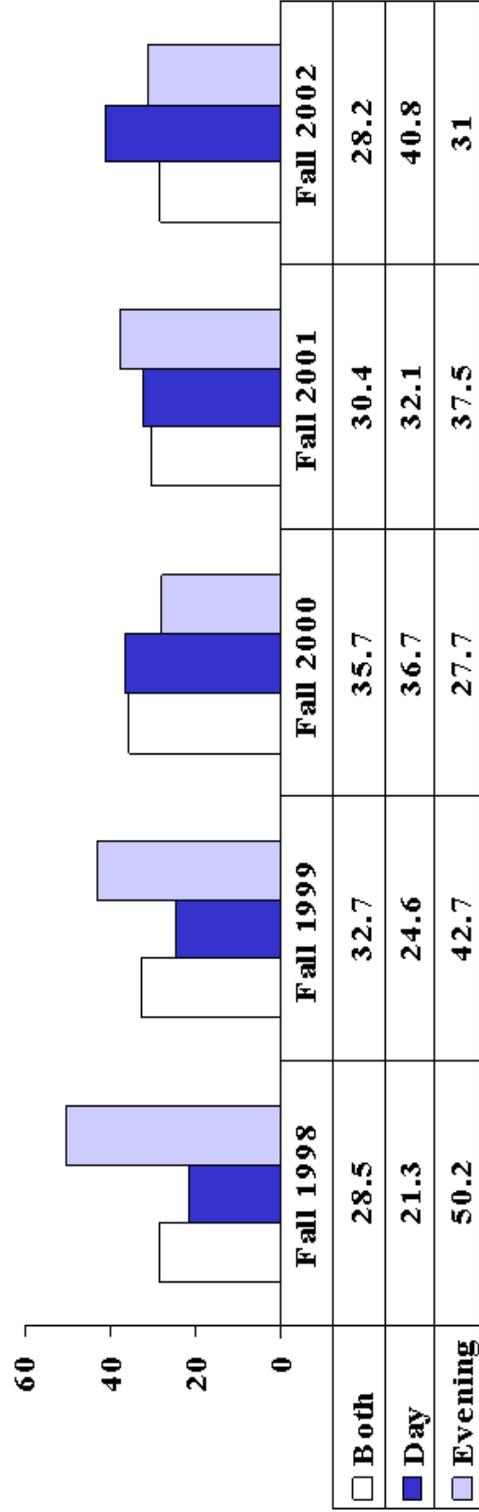
Ethnicity (Percentage) of Students at Folsom Lake College



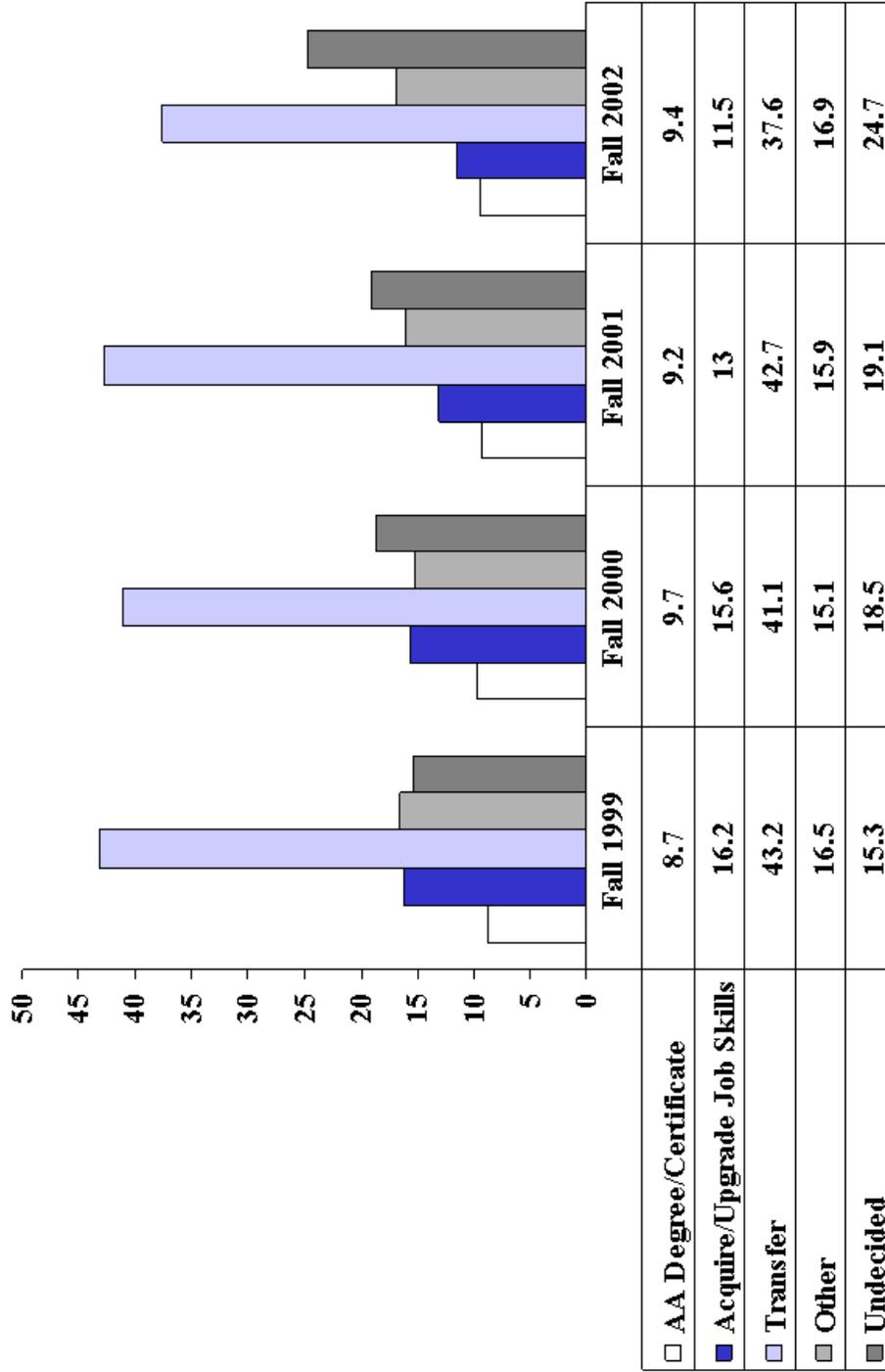
**Unit Load (Percentage) of Students at Folsom Lake College**



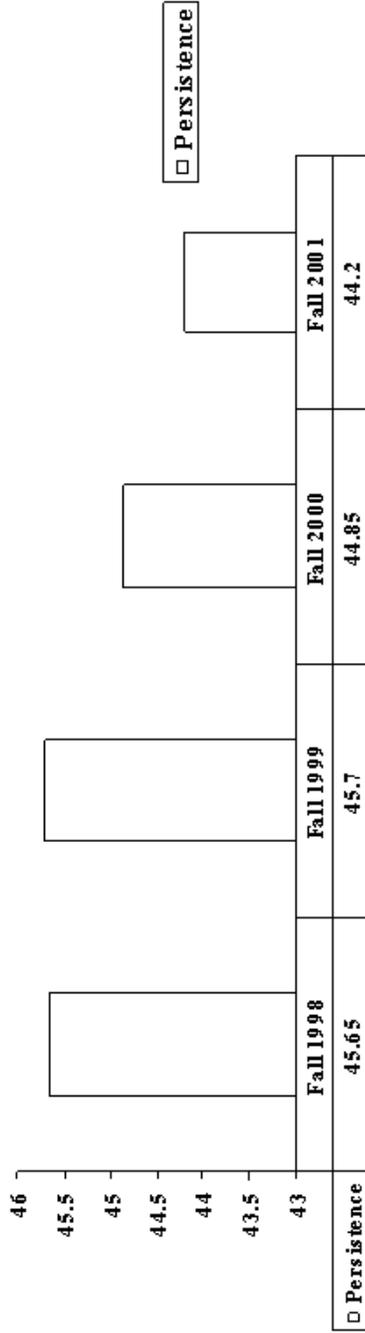
**Day/Evening Enrollment (Percentage) of Students at Folsom Lake College**



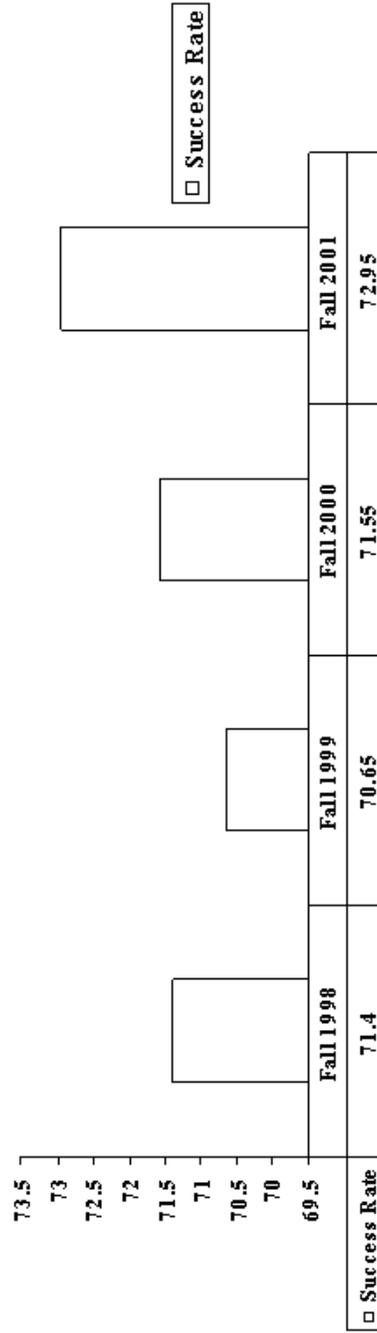
### Educational Goals (Percentage) of Students at Folsom Lake College



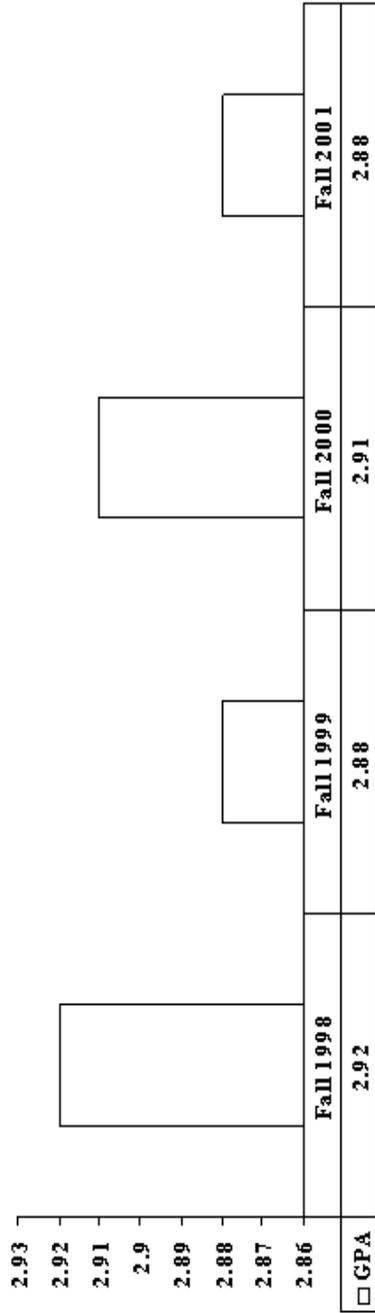
Persistence Rate of Students at Folsom Lake College



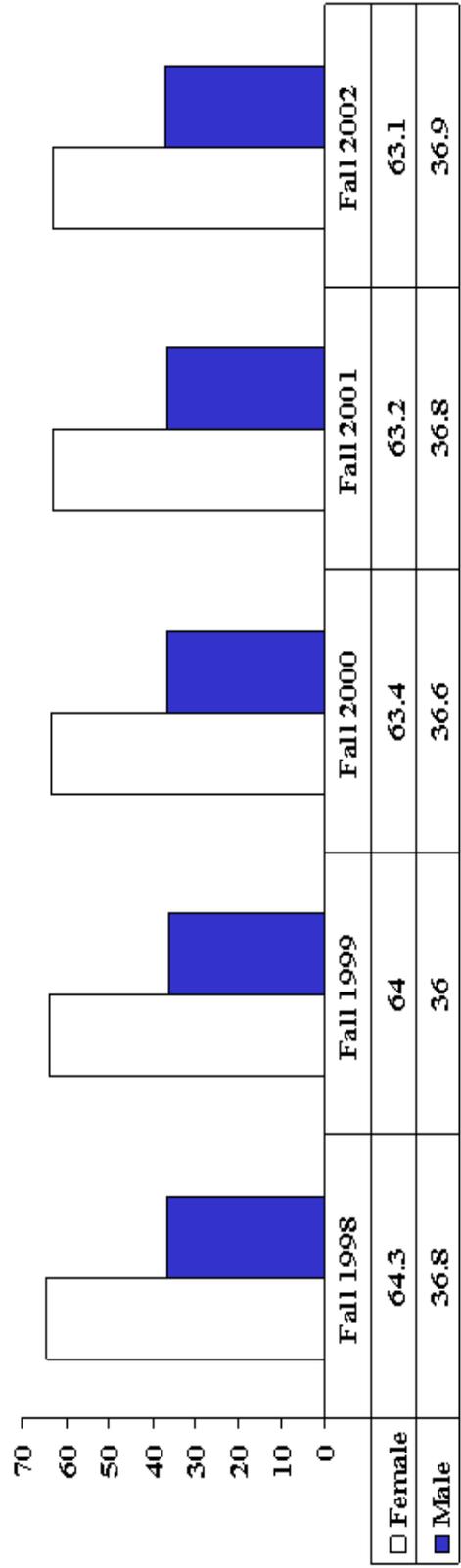
Course Success Rates (Percentage) of Students at Folsom Lake College



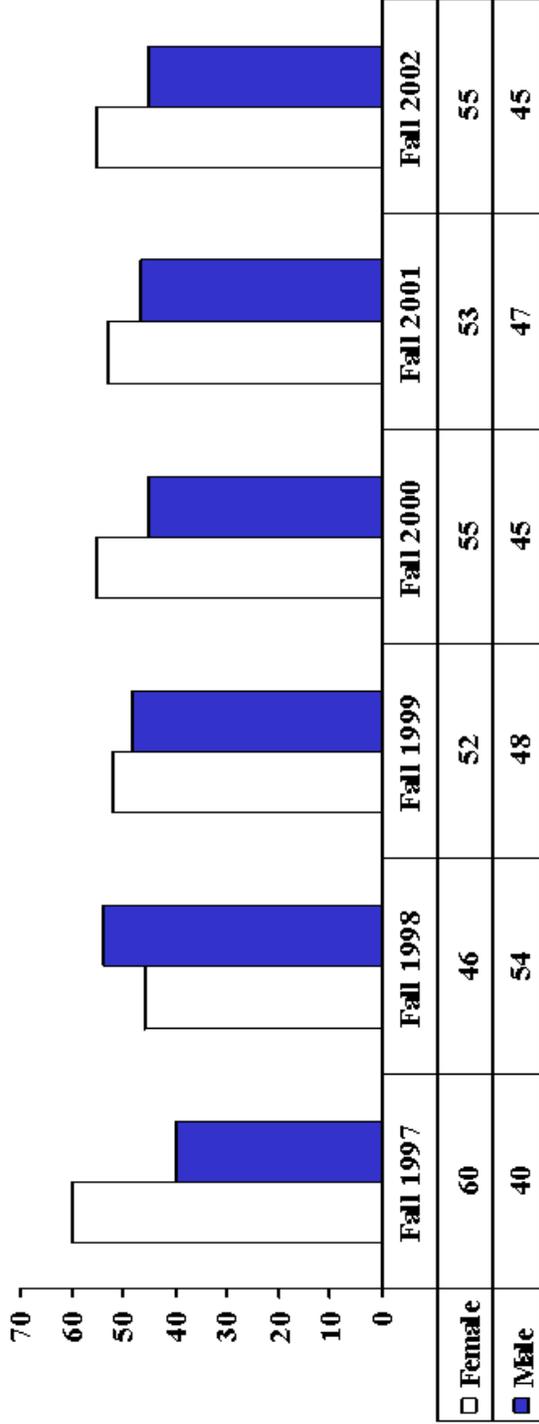
**Grade Point Averages of Students at Folsom Lake College**



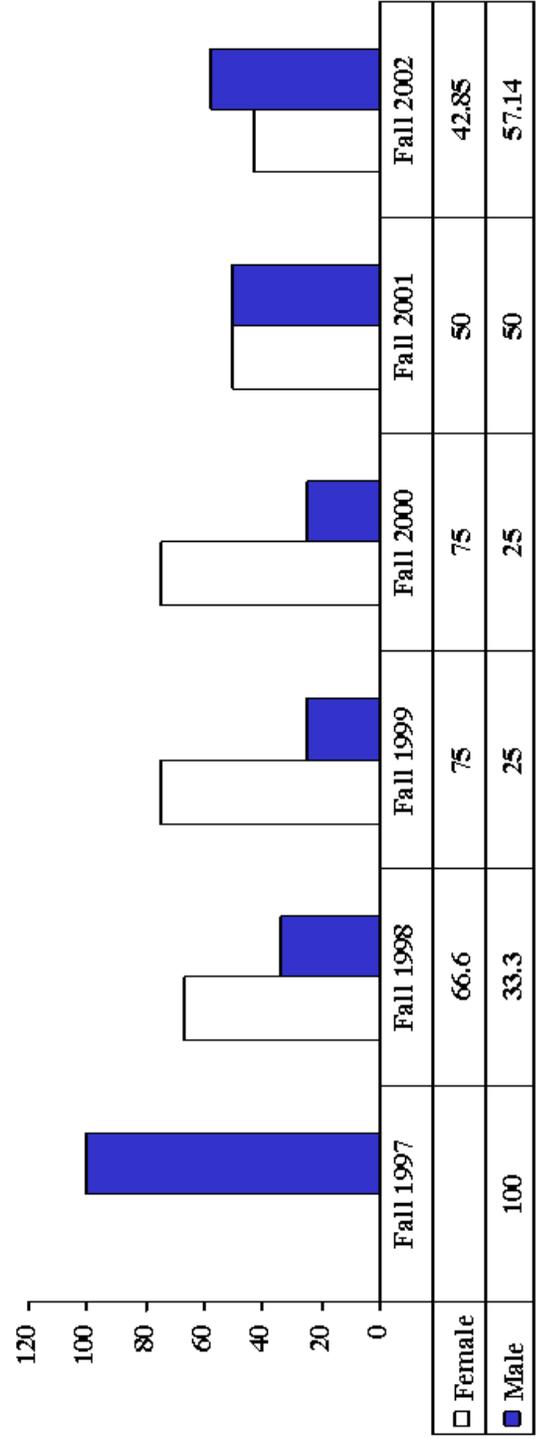
**Gender (Percentage) of Students at Folsom Lake College**



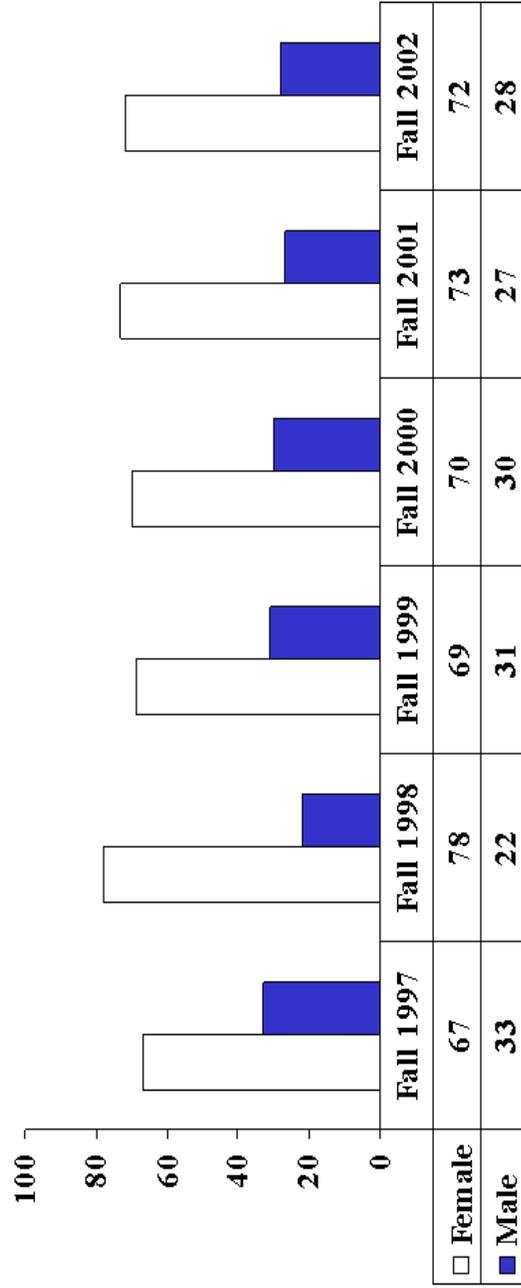
### Gender (Percentage) of Full-time Faculty at Folsom Lake College



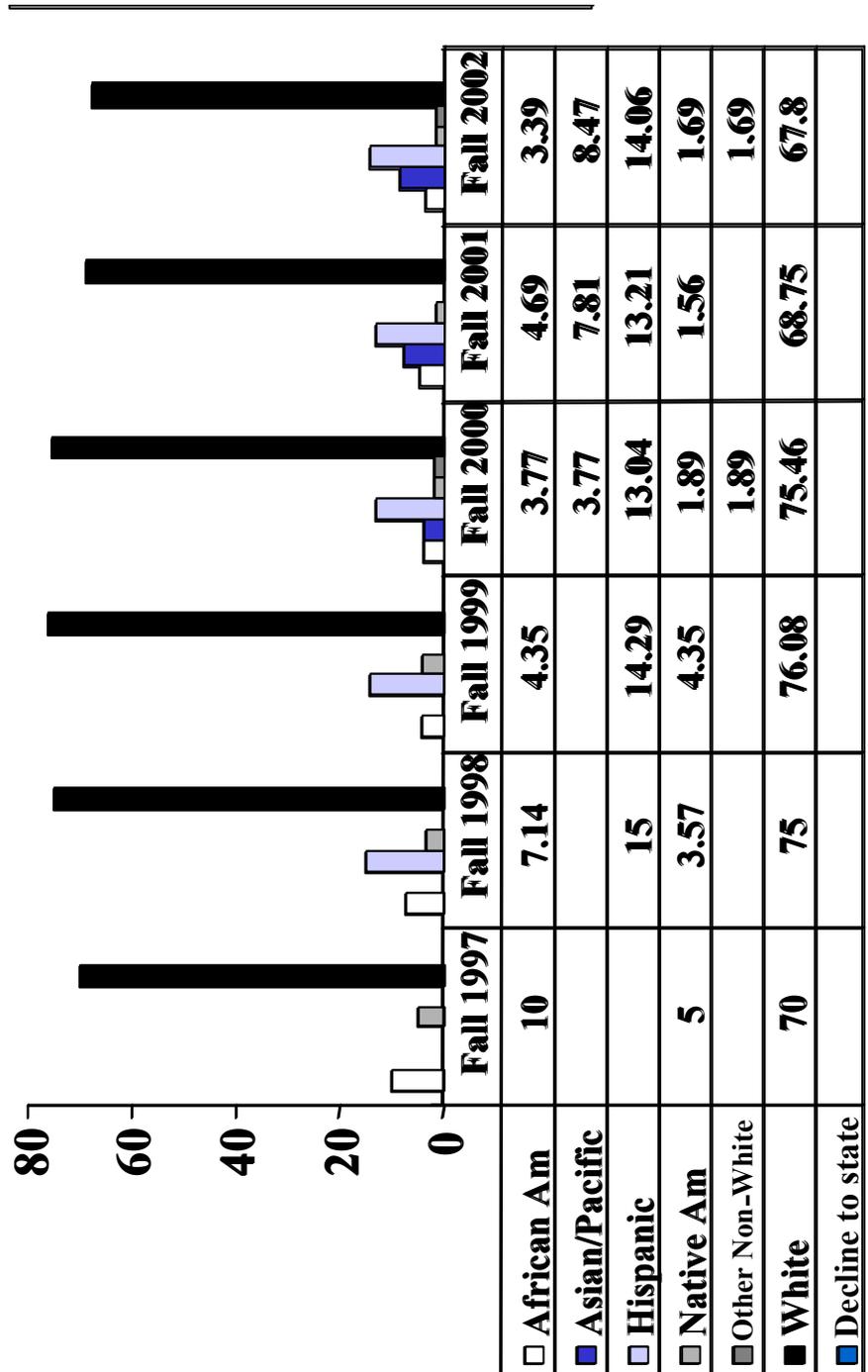
### Gender (Percentage) of Administrators at Folsom Lake College



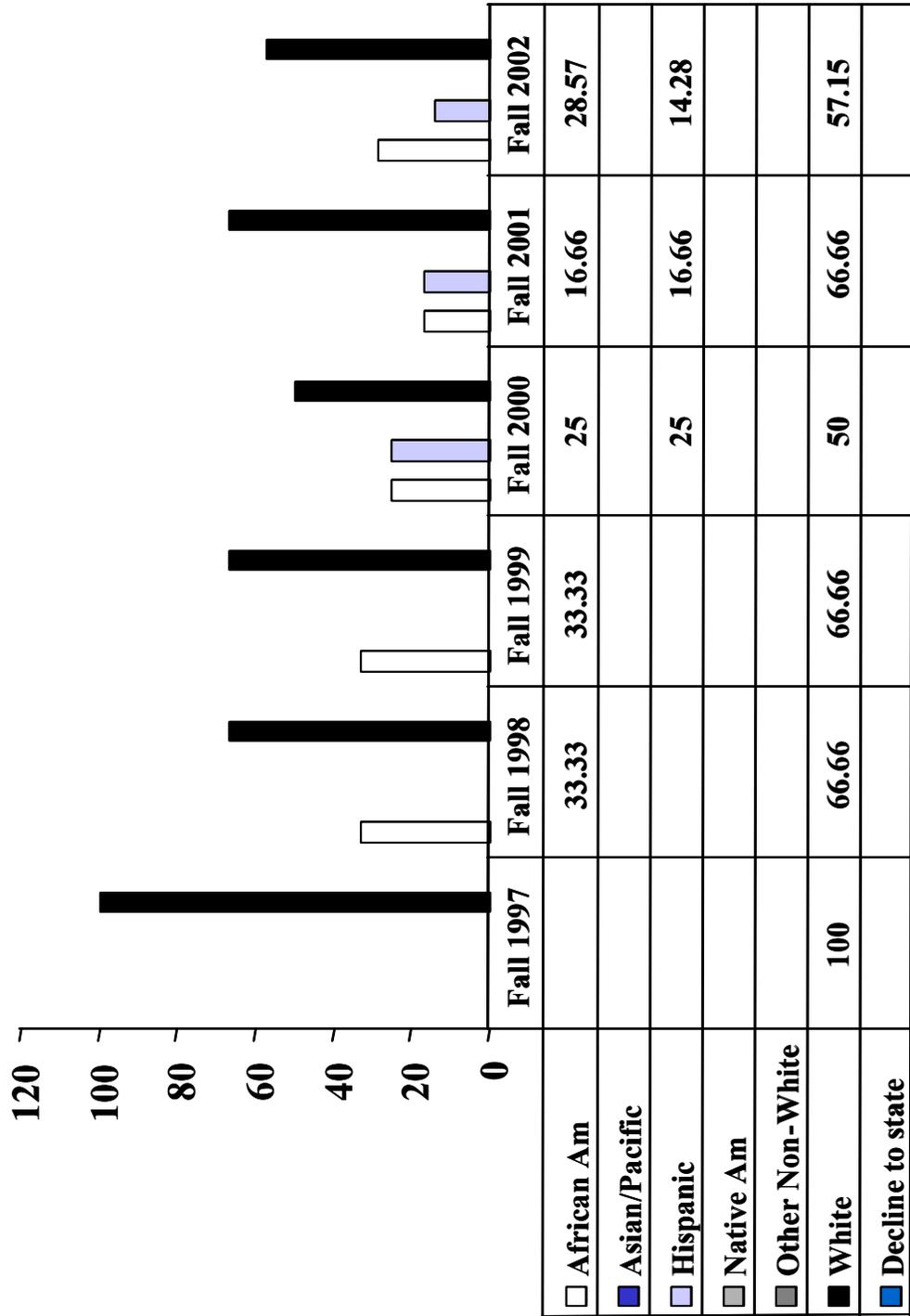
**Gender (Percentage) of Full-time Classified Staff at Folsom  
Lake College**



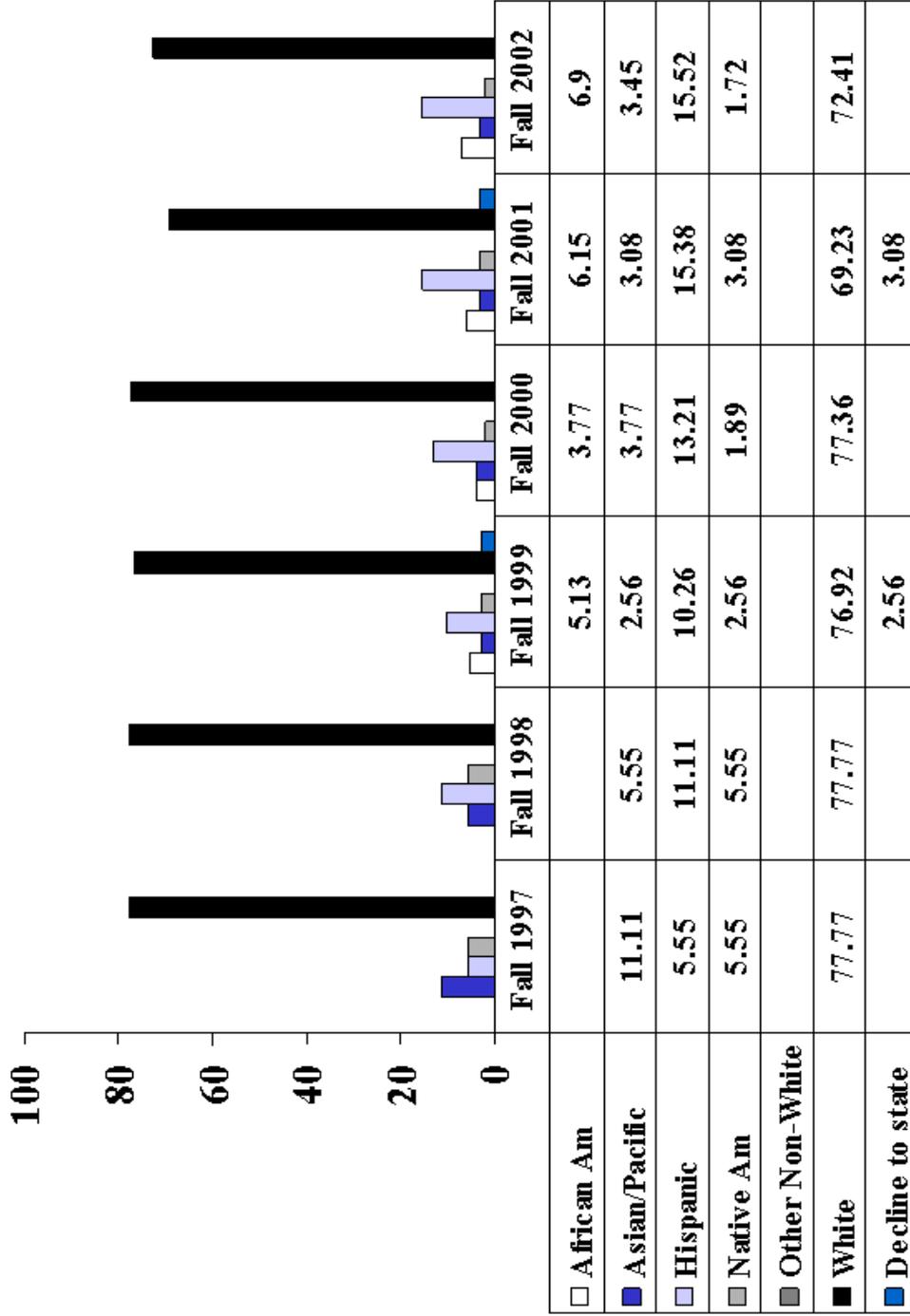
**Ethnicity (Percentage) of Full-time Faculty at Folsom Lake College**



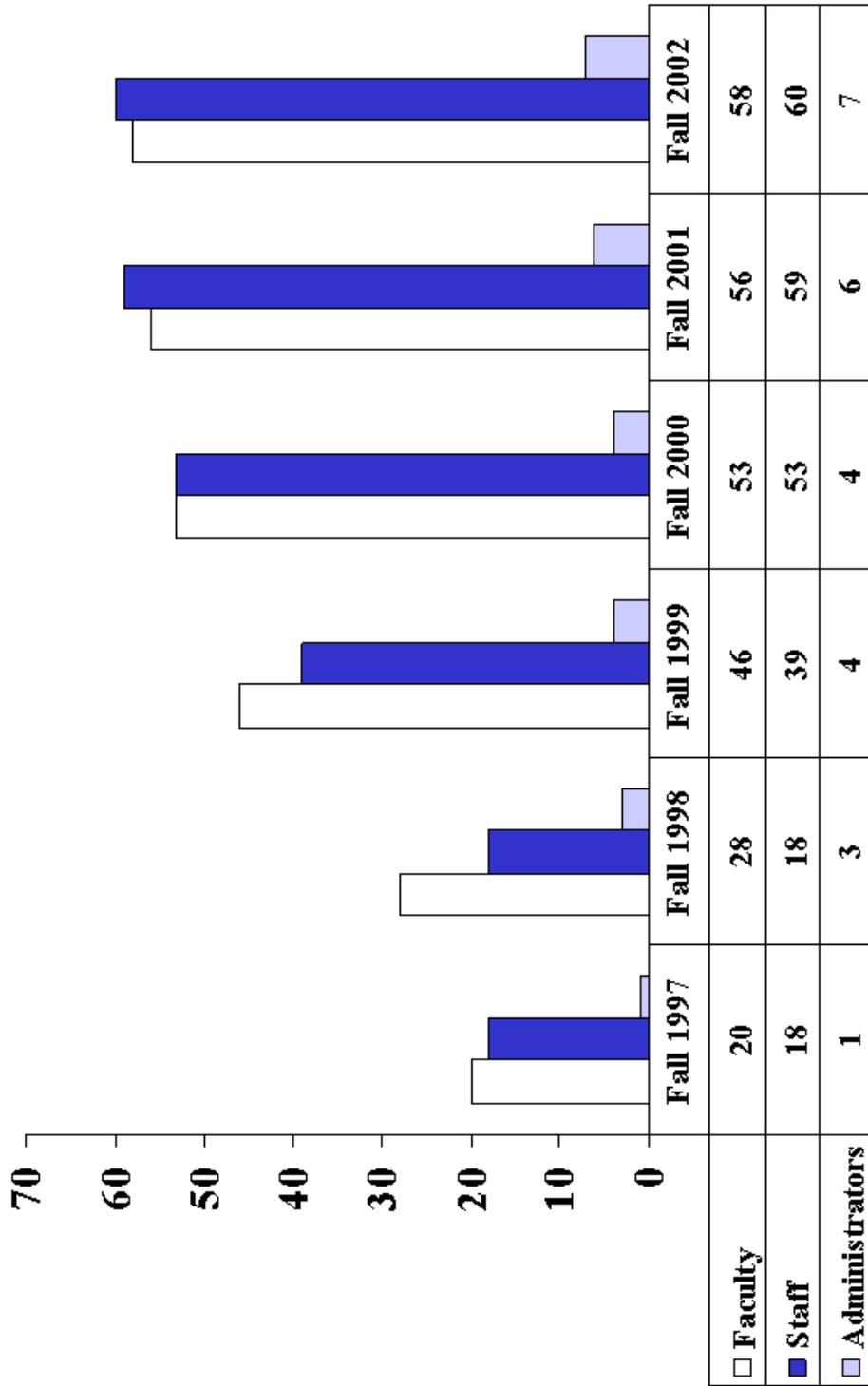
**Ethnicity (Percentage) of Full-time Administrators at Folsom Lake College**



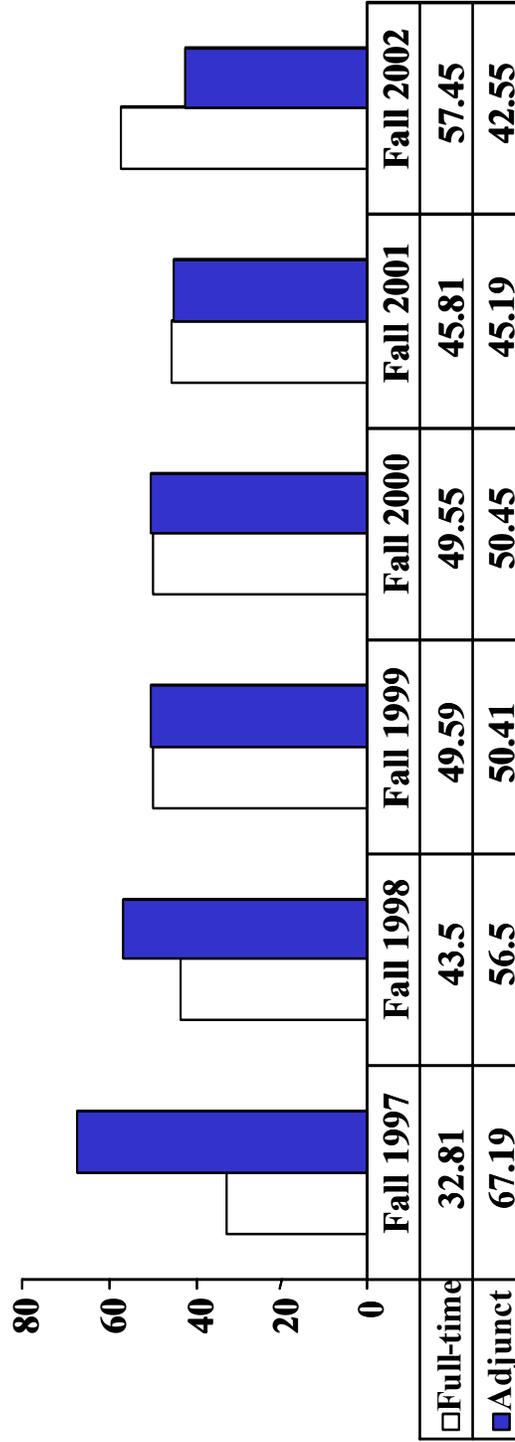
**Ethnicity (Percentage) of Full-time Classified Staff at Folsom Lake College**



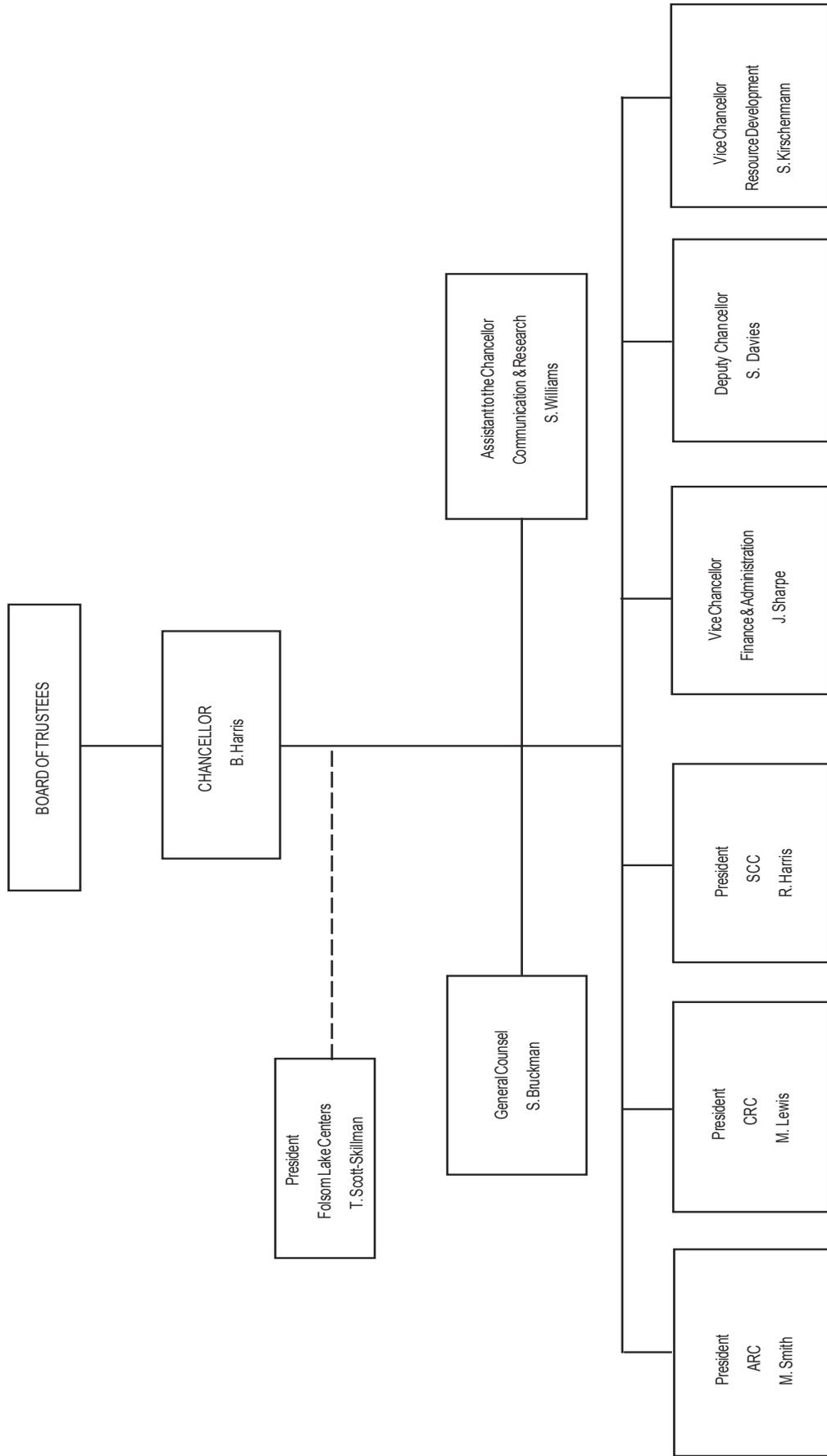
**Actual # of Full-time Employees at Folsom Lake College  
(All faculty, classified staff, & administrators)**



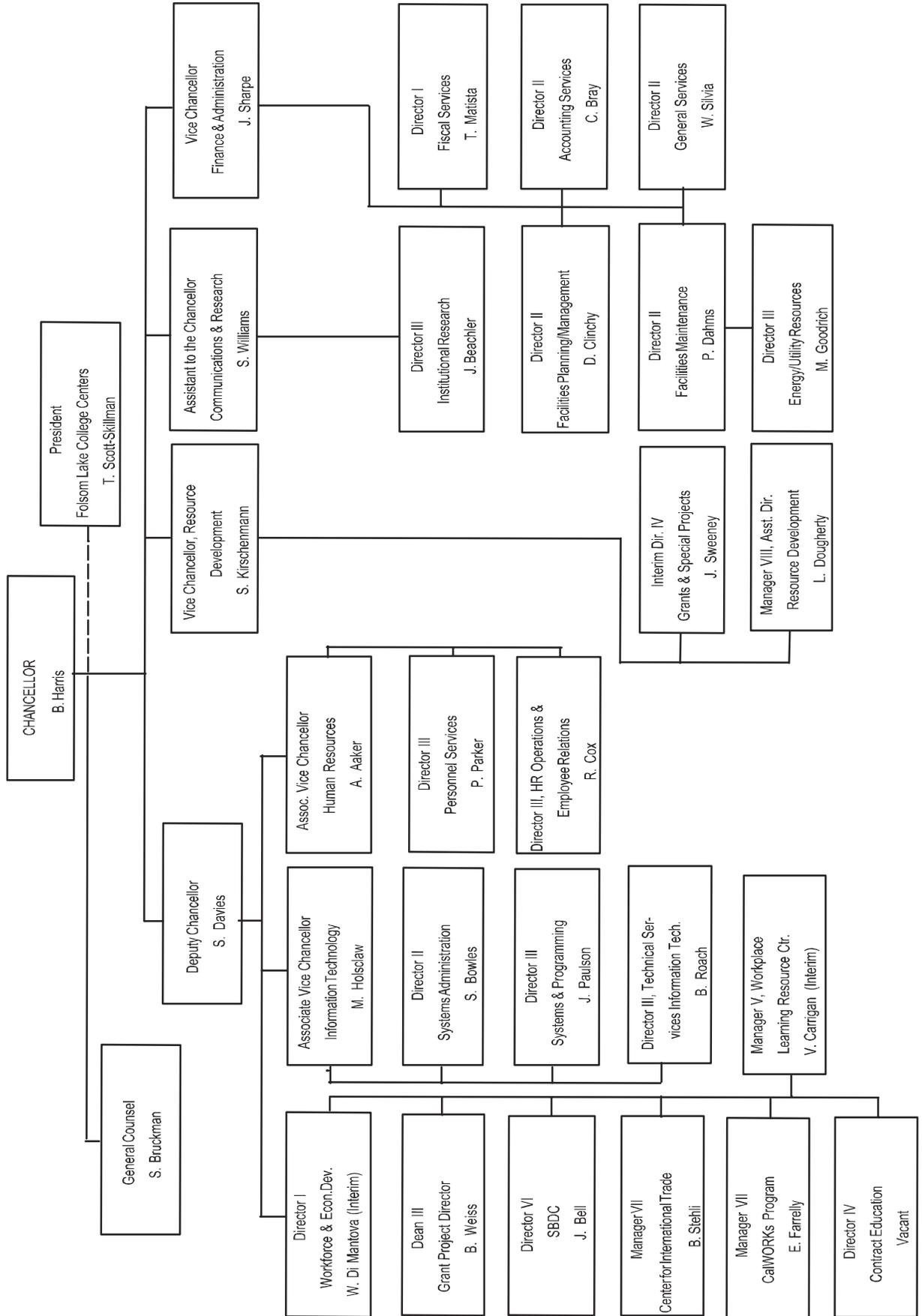
**FTE of Full - time and Adjunct Faculty at Folsom Lake College**



LOS RIOS COMMUNITY COLLEGE DISTRICT  
 Table of Organization for District Office Management Staff

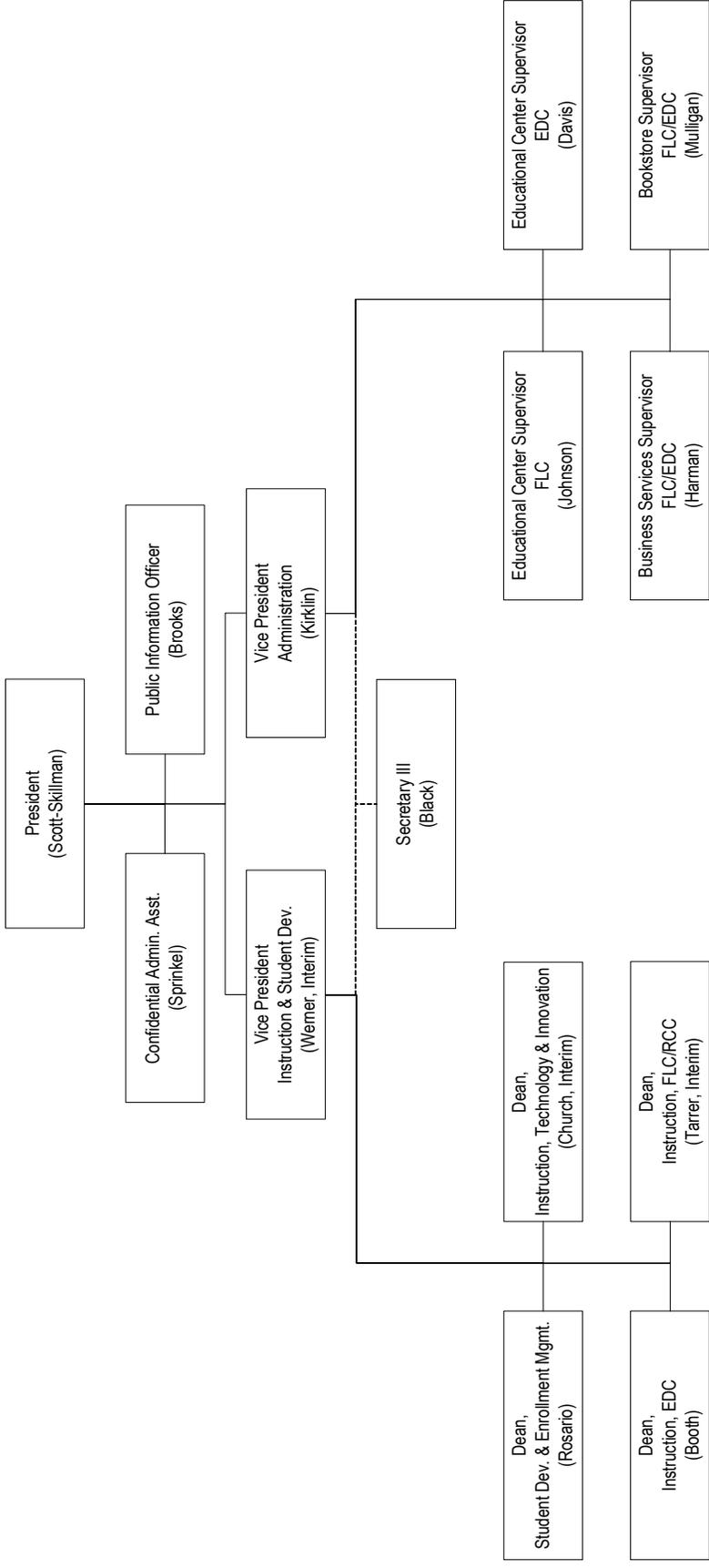


LOS RIOS COMMUNITY COLLEGE DISTRICT  
DISTRICT OFFICE TABLE OF ORGANIZATION

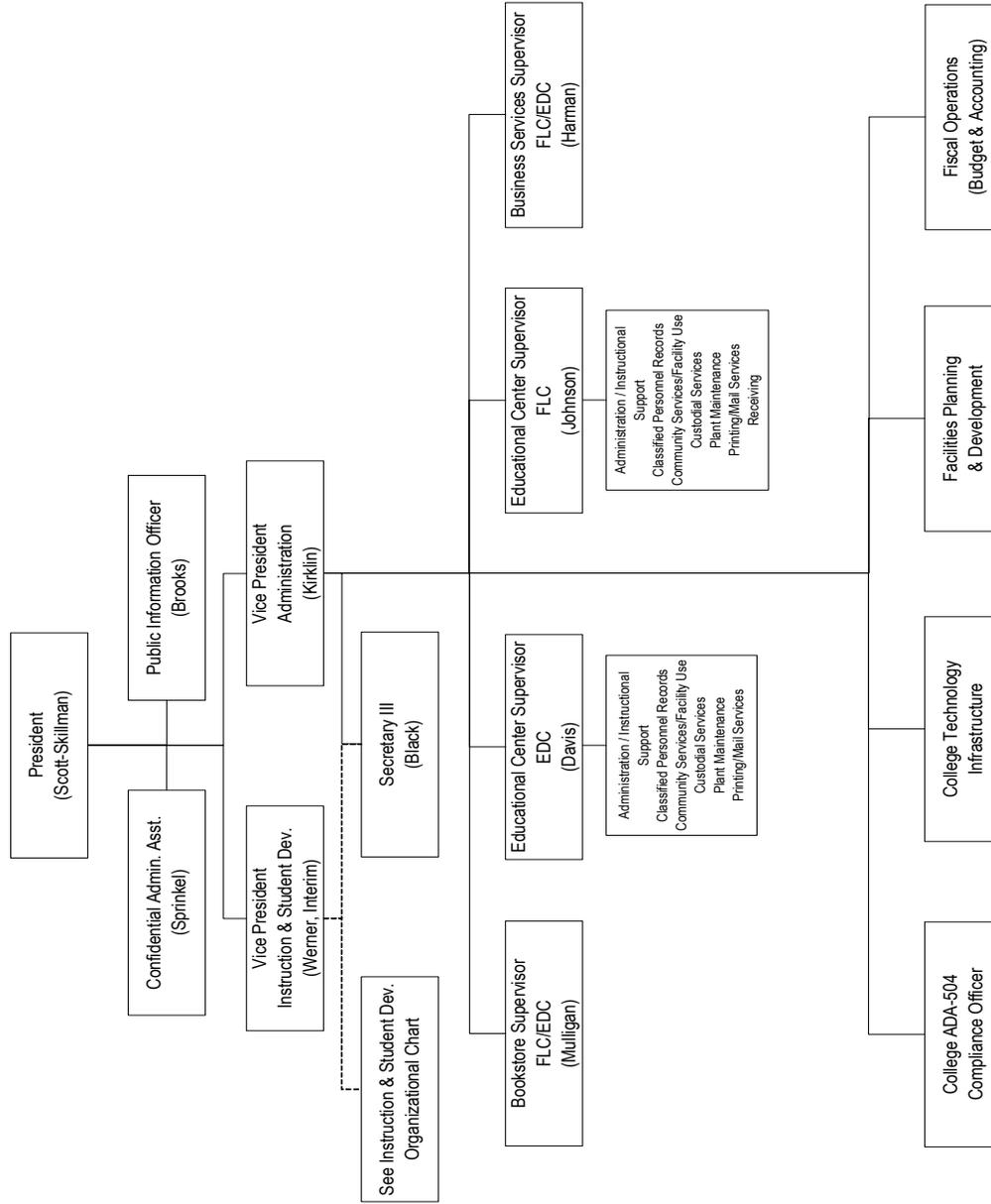


# Organizational Chart

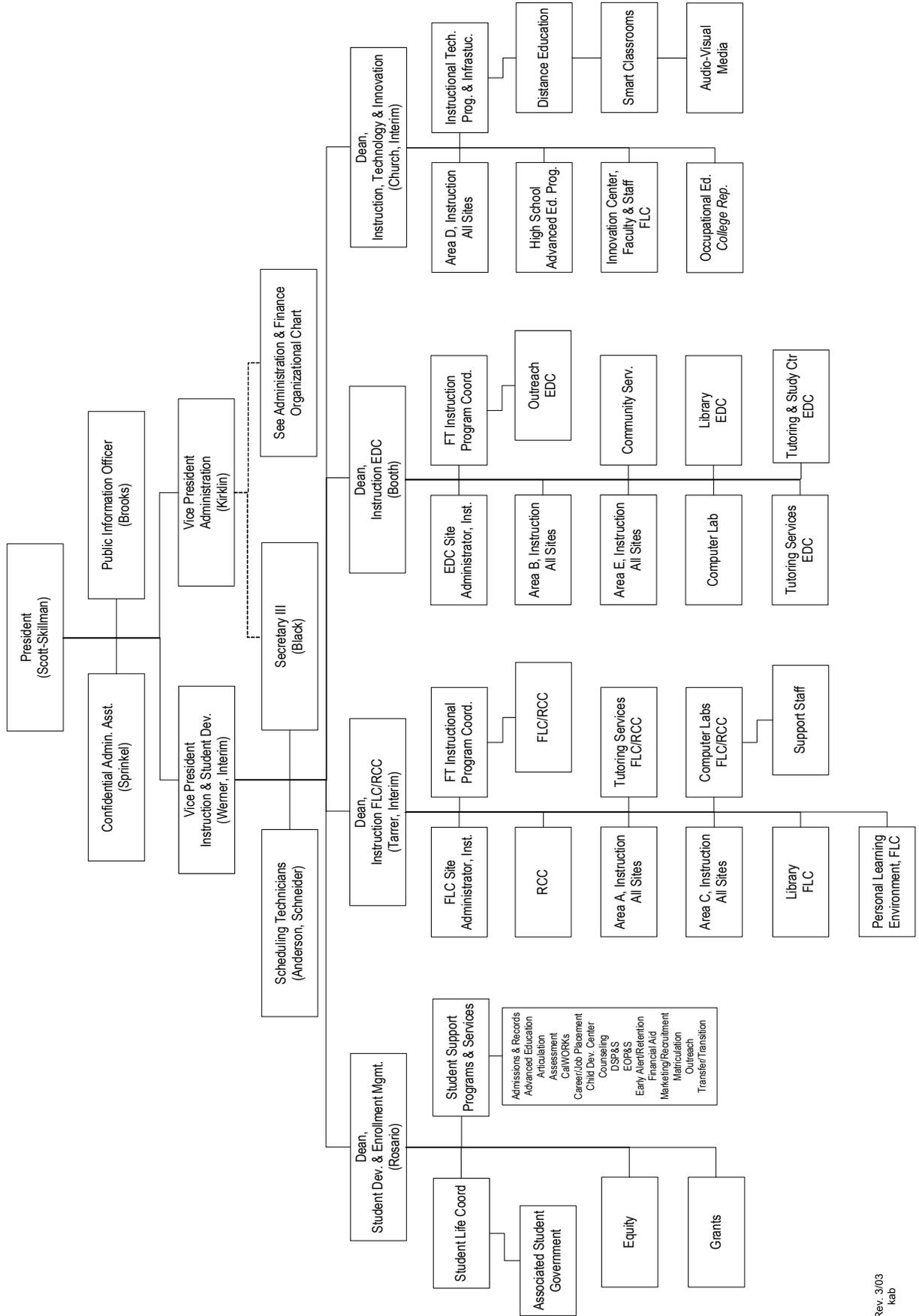
## Folsom Lake College



**Organizational Chart  
Administrative Services**



# Organizational Chart Instruction/Student Development





## **MAPPING** *the* **DISTRICT**

District mapping was implemented in Spring 2002 to assist the colleges and district office in preparation for the upcoming accreditation schedule and review. Designed to move away from using an organizational chart to represent how colleges in multi-college districts operate, the mapping process is an effort to actually define the functionalities of responsibility and how well they work. A three-step process was implemented: (1) A description of the “intended practices” (the actual map), which are the functional lines of responsibility (i.e., what policy/procedure intends); (2) An evaluation of how well the intended lines of responsibility are understood by the colleges and district and how closely the intended map is followed in practice; and (3) An evaluation of how well the arrangement contributes to the performance of the colleges.

To complete this requirement, Los Rios Community College District designed and administered a survey of its leadership constituencies. This survey was designed to ask two-part questions about thirteen broad functional areas of responsibility: educational program; student support; governance and administration; planning and research; facilities planning; building administration and grounds maintenance; safety and security; personnel; management activities; and other/miscellaneous activities. Each respondent was asked to assess his or her impression of where the responsibility for each functional area lies. They were then asked to assess how effective that alignment works in practice to support the colleges in meeting their missions.

Surveys were sent to 463 employees who are members of the following groups: the Academic Senate, Classified Senate, districtwide accreditation committee, participatory governance committee chairs and all college department chairs, confidential staff and managers districtwide. The response rate was 46.0 percent. The results are identified in the mapping chart on the following two pages. For further detailed information on the mapping process please refer to the full report on District Mapping: Functional Lines of Responsibility.

# Mapping the District

## The Functional Lines of Responsibility in Los Rios Community College District

(Where the Majority of the Tasks Lie within Each of the 16 Functional Areas)

<u>Primarily College</u>	<u>Coordinated Jointly</u>	<u>Primarily District</u>
Education Program	Planning and Research	Governance & Administration
Student Support	Fiscal Activities	Facilities Planning
Food Service	Communication Activities*	
Bookstores	Human Resources	
Child Care Services	Management Information Systems /Information Technology	
	Grants and Foundations	
	Building Administration and Grounds Maintenance**	
	Safety and Security	
	Mail Distribution	

\* Communication activities includes internal (colleges), internal (across district), publications, public information/PR and Government Relations.

\*\* Some tasks of this major area are exclusively college functions and others are exclusively district functions.

# Mapping the District

## Perceptions about the Functional Lines of Responsibility in Los Rios Community College District

(Correctly identified = those for which the majority of tasks have been correctly identified)

<p><b><u>Correctly Identified</u></b></p>	<p><b><u>Not Correctly Identified</u></b></p>
<ul style="list-style-type: none"> <li>Education Program</li> <li>Student Support</li> <li>Food Service</li> <li>Bookstores</li> <li>Child Care Services</li> <li>Planning &amp; Research</li> <li>Fiscal Activities</li> <li>Communication Activities*</li> <li>Human Resources</li> <li>Mail Distribution</li> <li>Governance &amp; Administration</li> <li>Facilities Planning</li> </ul>	<ul style="list-style-type: none"> <li>Building Administration &amp; Grounds Maintenance</li> <li>Grants &amp; Foundations</li> <li>Management Information Systems/Information Technology</li> <li>Safety &amp; Security</li> </ul>

\* Communication activities includes internal (colleges), internal (across district), publications, public information/PR and Government Relations.



# **COMPLIANCE**

*with*

## **ELIGIBILITY REQUIREMENTS**

### **1. AUTHORITY**

Folsom Lake College Center (FLC) and El Dorado Center (EDC) are authorized to operate as an educational institution and award degrees under the auspices of Cosumnes River College (CRC), which is governed by the Los Rios Community College District (LRCCD) Board of Trustees. Such authority is granted under the California Education Code. CRC is regulated by the California Community College Board of Governors and is accredited by the Western Association of Schools and Colleges and other specialized accrediting agencies. FLC and EDC have been officially recognized by the Chancellor's Office, California Community Colleges as educational centers since 1993 and 1968 respectively.

The LRCCD and the FLC/EDC campus constituency groups are diligently preparing for FLC to become the fourth comprehensive and fully accredited institution within the district.

### **2. MISSION**

FLC/EDC developed its current mission statement through a campus-wide collegial consultation governance process in spring 2000. The mission statement, adopted by the Los Rios Community College District Board of Trustees, Oct, 18, 2000 clearly delineates the following: (1) the collective views of the two centers' constituency groups; (2) the consistent alignment with the LRCCD's mission, board-identified goals and legal authorization; (3) the integrity of a degree-granting institution of higher education; and (4) the commitment to being responsive to students and community needs.

The newly adopted mission statement will appear in the summer/fall class schedule and center brochure for 2001-2002.

### **3. GOVERNING BOARD**

The governing board of the Los Rios Community College District (American River College, Cosumnes River College, Sacramento City College, Folsom Lake College Center, and El Dorado Center) is a functioning governing board upholding the responsibility for the quality and integrity of all its educational sites. The Board of Trustees is responsible for setting policy for the district. Specific to FLC, the governing board ensures the planning and design of the newest college campus and FLC's mission is effectively addressed. The board is sufficient in size to fulfill its responsibilities consistent with the California Education Code. The board formulates broad public policy in community college education and functions as the legislative and policymaking body charged with the oversight and control of the district.

The governing board consists of seven members, elected for four-year terms by registered voters in geographical divisions and a non-voting student member. All elected board members must reside within the district boundaries and within their specific representative geographical division. Board members have no employment, family, or personal financial interest in the institution and annually verify compliance with the State's Conflict of Interest Code.

#### **4. CEO**

The FLC president was confirmed and publicly announced by the LRCCD board in July 2000. The new president, formerly the FLC and EDC provost, has primary responsibility to establish, promote and fulfill the college's mission, adhere to federal, state and local mandates, including all LRCCD board policies and regulations. The president's education leadership is manifested through the attainment of sound fiscal management and strategic planning, effectively and consistently articulating the college's mission, goals and objectives, managing an effective educational environment, and maintaining institutional vitality.

#### **5. ADMINISTRATIVE CAPACITY**

The LRCCD Board of Trustees has adopted policies and regulations that specifically address administrative duties and responsibilities for FLC administration to operate and fulfill its obligations. An administrative structure is currently being implemented which will provide the administrative capacity required to support the college's mission and purposes. A hiring process has been established by appropriate districtwide policy that specifically distinguishes the most competent, well-qualified individuals needed to uphold the integrity and values of the college and support its mission.

#### **6. OPERATING STATUS**

Approximately 6800 students enroll each semester at FLC and EDC. This includes full and part-time students taking college credit classes offered throughout the day, evening and during the weekend. FLC provides a very comprehensive yet flexible scheduling of curriculum. Students are provided the opportunity to pursue associate degrees, certificate programs, fulfill transfer requirements, acquire new skills and/or upgrade old skills or to improve their basic skills.

Campus-based lecture and lab classes as well as a variety of distance learning courses provide a diversity of course offerings. Courses are held at FLC, EDC, and a new center (as of Fall 2000) Rancho Cordova Center (RCC) and thirty off-site locations throughout the surrounding communities. FLC purposefully prepares its faculty to embrace the latest in technology to enhance access and provide greater flexibility with its course offerings.

#### **7. DEGREES**

As required by law and the LRCCD governing board, FLC currently utilizes the CRC catalog which identifies all requirements for the AA degree and certificate of Achievement programs, as well as course descriptions, prerequisites and advisory information on all credit courses. Through an initial intake process (matriculation) students indicate their educational goals. The vast majority of students self-identify a degree or certificate and/or prepare for transfer to a four-year institution.

As a new college, FLC will continue to provide appropriate, relevant degree, certificate and transfer options for its students.

#### **8. EDUCATIONAL PROGRAMS**

FLC offers a diverse educational program for students. Students have access to general education, degree/certificate programs, transfer curriculum, technical (vocational) education, basic skills, and alternative educational programs. All FLC degree and certificate programs are congruent with its mission and the mission of its current main campus, CRC. Degrees and certificates are conferred under the authority of the Board of Governors of the California Community Colleges. Degrees and certificates are offered in a variety of majors.

The FLC educational programs are reviewed regularly through the current CRC program review process. The FLC governance process provides the vehicle for its Education Program Planning Committee to develop a recommended program review process and new program approval process. This committee is actively planning these processes for collegewide consideration to address all matters pertaining to educational programs after being granted the accreditation to operate as a separate college.

## **9. ACADEMIC CREDIT**

FLC awards academic credits based on generally accepted practices in degree-granting institutions of higher education and in keeping with standards set by the American Association of College Registrars and Admissions Officers. In addition to regularly scheduled credit classes, students may receive college credit for participation in the following alternative credit and study options: Advanced Placement tests (CEEB); College Level Examination Program (CLEP – General Examinations); Credit by Examination; Credit for Military Service; Honors Program, ROTC; Special Studies; Study Abroad Programs; Cooperative Work Experience and Internships.

## **10. EDUCATIONAL OBJECTIVES**

Educational objectives for degree and certificate programs are published in the CRC catalog. All course outlines approved by the Curriculum Committee are required to have clearly stated objectives and learner outcomes. Effective Fall, 2000 the FLC governance process provides the vehicle through its Education Program Planning and Curriculum Committee to review all new curriculum being proposed and any revisions to current curriculum. After review consideration occurs at FLC, curriculum is then reviewed and processed through CRC Curriculum Committee. These processes will be in place until FLC is granted approval to operate as a separate college.

## **11. GENERAL EDUCATION**

To ensure breadth of knowledge and promote intellectual inquiry, FLC/EDC, under the auspices of CRC have three established options for completion of general education requirements. The options include CRC Requirements, California State University General Education and Breadth Requirements and Intersegmental General Education Transfer Curriculum (IGETC).

All requirements are outlined and published in the CRC Catalog. The general education components include demonstrated competencies in reading, writing, computational skills and multicultural requirements, as well as introduction of major areas of knowledge. Credit is consistent with levels of quality and rigor appropriate to higher education.

Through the FLC shared governance process the Education Program Planning and Curriculum Committee is currently reviewing the general education philosophy and rationale.

## **12. FACULTY**

FLC/EDC have forty-five full-time faculty and approximately one hundred and eighty five part-time faculty to support the centers' current educational programs. All full-time faculty names and degrees are published in the CRC Catalog. Faculty meet the teaching/hiring requirements of Title 5 and are substantially qualified and experienced to support the educational programs. Statements of faculty responsibilities are published in the LRCCD Agreement with Los Rios College Federation of Teachers, Article 4.

Through the FLC shared governance process a hiring priorities committee has been established to address future faculty needs.

### **13. STUDENT SERVICES**

FLC/EDC provide student services consistent with student characteristics and the institutional mission. These services are outlined in the FLC/EDC Student Guide as well as on the FLC website ([www.flc.losrios.cc.ca.us](http://www.flc.losrios.cc.ca.us)) Included are services and programs for learning disabled, educationally and economically disadvantaged students as well as academic, career, reentry, & crisis intervention counseling.

### **14. ADMISSIONS**

Admission policies are consistent with the college's mission and specify the qualifications of students appropriate for all programs. Admissions information and requirements are published in the CRC catalog, the FLC/EDC class schedule and on the FLC website.

### **15. INFORMATION AND LEARNING RESOURCES**

FLC/EDC have full service, limited resource libraries with over 10,000 volumes available and eight databases. FLC is a member of Online Computer Library Center and the Mountain Valley Library System. FLC/EDC have central computing centers with nearly 140 computers combined. Internet access is available to faculty, staff and students, and provides additional direct library service to students at both on-site and off-site locations. There is sufficient access to information and learning resources and services to support the college mission and its educational programs.

### **16. FINANCIAL RESOURCES**

The funding base, financial resources and plans for financial development are adequate to support the college mission and educational programs. The FLC budget is part of the LRCCD budget model. Copies of the college budget are available and are reviewed regularly. For the past several years FLC has maintained its own budget and fiscal accountability for the majority of its programs and services. As a result of the shared governance process the FLC Facilities Planning and Budget Committee is currently recommending modification to the established budget process.

### **17. FINANCIAL ACCOUNTABILITY**

CRC and its two centers, as part of the LRCCD, demonstrate financial accountability through the findings of an independent auditor secured by the governing board. The independent auditor report is presented annually to the governing board in public session. In addition, the district is required to file financial statements with Chancellor's Office, California Community Colleges. The college adheres to Board approved policies and procedures regarding all fiscal matters.

### **18. INSTITUTIONAL PLANNING AND EVALUATION**

Since 1964, the LRCCD has been involved in planning for an educational facility to meet the needs of the Folsom region. At that time the district's Board of Trustees commissioned a long-range facilities planning study to determine the number and location of future campuses that would be needed to serve the growing Sacramento area. In addition, a strategic master plan for FLC was developed in 1992 linking planning processes for development of programs, staffing, facilities and budget. FLC is developing a planning process to update the original proposal for the development of Folsom Lake College. Planning for Folsom Lake College has spanned nearly three decades. Various facilities planning studies, at both the state and local levels, have all supported the need for a fourth college in the Los Rios District to meet the educational needs of Folsom, Placerville, El Dorado Hills, Rancho Cordova, and Cameron Park residents.

Under the auspices of CRC, a collegewide system for program review is in place, with program review validation processes established for instruction, student services, learning resources, budget

and facilities. The FLC governance process provides the vehicle for its Education Program Planning Committee to develop a recommended program review process and new program approval process. The committee is actively planning these processes for college-wide consideration to address all matters pertaining to educational programs, student services, learning resources, budget and facilities.

**19. PUBLIC DISCLOSURE**

All information pertinent to FLC is published in the CRC Catalog, FLC/EDC class schedule and other appropriate places, including the FLC website. Items such as mission, objectives, admissions requirements and procedures, programs, courses, degrees offered, and other items relative to attending the institution are clearly described in these public documents.

**20. RELATIONS WITH ACCREDITING COMMISSION**

Cosumnes River College, Folsom Lake and El Dorado Centers and the Los Rios Community College District Board of Trustees provide assurances that the institution adheres to the eligibility requirements and accreditation standards and policies of the Commission. The institution describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

**STATEMENT OF ASSURANCE**

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

Signed:

Date:

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**Thelma Scott-Skillman, College President  
Folsom Lake College**

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



**RESPONSES**  
*to*  
**RECOMMENDATIONS**  
*from*  
**PREVIOUS REVIEW**

(Team visit March 18-20, 1997)

Folsom Lake and El Dorado Centers of Cosumnes River College (CRC) were visited in 1997 as a part of CRC's accreditation review. CRC has responded to the accreditation team's recommendations regarding that visit. There were two recommendations that required a response from the education centers. Those responses are noted below.

**OVERARCHING RECOMMENDATION:**

*The district and the college should give a high priority to integrating the new district planning process with the college planning process, especially in addressing growth and staffing of the college and its two centers.*

The district and the education centers have made considerable progress in terms of this overarching recommendation. The district strategic planning process has been updated, with the five district planning goal areas remaining the same: access, student success, teaching and learning effectiveness, community and economic development, and organizational effectiveness.

Since 1996 the education centers have been transitioning as a fourth institution within the district. The board, the district and the three colleges recognize the education centers as a "fourth" college in most categories. One category is that of establishing goals for the academic year in relation to the district's strategic planning goals. The education centers' mid-year and year-end achievement reports are presented and integrated into the District-wide planning process. Each year the budget is organized around the five goal areas. The education centers are revising a draft strategic planning process that will integrate all planning issues, including education programs and services, program review, resources (staffing, fiscal, facilities, equipment), and research data.

The education centers are also allocated staffing resources, including classified support staff, faculty, and administrators and fiscal resources similar to the other three colleges. There have been numerous agreements amongst the various districtwide constituency groups to facilitate the transition of the education centers to college status. Ample representation of the centers' needs is presented and acted upon with some additional considerations applied due to their rapid growth. One example of this was the need to open another outreach center in Rancho Cordova (fall 2000), one of the service areas of Folsom Lake College. Facilities were leased, support staff was provided, equipment, including a state-of-the-art computer lab and instructional FTE was also provided to adequately serve a rapidly growing area. The district has made a conscientious and deliberate effort over the past ten years to ensure that the education centers are adequately staffed as they transition to college status.

**STANDARD FOUR RECOMMENDATION:**

(This area is addressed in Standard Seven of the Handbook of Accreditation and Policy Manual, 1996 Edition)

*4.1: As the College and centers continue to grow, every effort should be made to address staffing needs in support of student learning, especially with regard to the need for additional classified positions. Consideration also should be given to progressing toward a full-time/part-time faculty ratio at the Folsom Lake and El Dorado centers comparable to those at the three colleges. This concern should be specifically addressed in the planning process for the transition of the centers into a fourth college.*

The district and the college have directed a significant amount of the Partnership for Excellence dollars into classified positions to support student learning at the Folsom Lake and El Dorado Centers. The need for classified support positions are re-examined every year as a part of the overall planning process to meet the demands of growth at the centers.

Every effort is being made to increase full-time faculty positions. A full-time/part-time faculty ratio at the centers is addressed through the centers' standard process of prioritization and distribution of faculty positions. The centers establish their own prioritization through an established program review and planning practice. That prioritization is then sent forward to the district. The prioritized recommendations are then reviewed along with recommendations from the three colleges. Much progress has been made in the hiring of full-time faculty for the centers to meet the rapid growth. As of fall 2002 the full-time/part-time ratio is 58/42. However, until additional facilities are constructed, the ratio will probably remain slightly higher than the college's obligation.

## **STANDARD ONE: INSTITUTIONAL MISSION**

***The institution has a statement of mission that defines its educational purposes, its students, and its place in the higher education community.***

In 1995, the Folsom Lake and El Dorado Centers began laying groundwork for the new Folsom Lake College (FLC) scheduled to begin operating independent of Cosumnes River College (CRC) in fall 2003. This led to the formation of an Academic Senate and necessary participatory governance committees. Before detailed planning could proceed, the Academic Senate considered it vital to establish the mission and vision of FLC. As such, the Educational Planning Committee (EPC), one of the newly formed participatory governance committees, moved to create a subcommittee of faculty, staff, students, and administrators to explore how best to develop the mission and vision statements. In 1998, with preliminary work complete, this subcommittee was charged with formally overseeing the process for determining the mission and vision of FLC as the fourth college in the Los Rios Community College District (LRCCD).

To ensure that all constituencies had a cooperative environment to discuss values and goals for the new institution, the EPC arranged a collegewide retreat on May 14, 1999. The consultants Moore, Iacofiano, Goltsmann, Inc. were hired to facilitate this seminal event. Creative ideas emerged from faculty, staff, students, and administrators working together in small groups comprising a mixture of all constituencies. When the small groups reported back to the whole, it was apparent that everyone was energized by the opportunity to discuss innovative approaches to being a college. This shared experience resulted in the Folsom Lake College *Draft Strategic Plan Framework*, a document that provided a significant foundation for mission and vision development.

Following several months of both informal and formal discussion, the *Mission Statements and Vision Statement* of Folsom Lake College were adopted by an overwhelming consensus of students, faculty, staff, and administrators at a collegewide retreat on February 4, 2000. This retreat was the culmination of the two-year process to develop institution-defining statements that include input and support from all constituencies. These statements mark the pinnacle of a momentous shared journey.

### **MISSION STATEMENTS**

- Introduce students to those broad areas of human knowledge and understanding that contribute to purposeful and meaningful lives.
- Inspire and prepare students through rigorous academic programs that facilitate completion of associate degrees and certificates, encourage transfer to a higher learning institution, and provide education and training to prepare students for employment or to enhance career skills.
- Provide curriculum and instruction that will promote the participation and success of all students.
- Provide opportunities for lifelong learning and professional growth and development through the collegewide community.

- Provide a comprehensive student support program that will promote the success of all students.
- Create and maintain a cooperative environment that reflects and honors the diverse backgrounds, perspectives, abilities, and interests of individual students and our communities.
- Facilitate a cooperative community relationship by working in partnership with schools, colleges and universities, community groups, local government, and business and industry.
- Provide an innovative educational environment.

## **VISION STATEMENT**

Folsom Lake College is a learning community committed to pursuing excellence and inspiring student achievement. We provide quality educational programs and services to enrich and empower students to reach their full potential as informed and productive members of the community. We are an educational organization that embraces change, values diversity, and focuses on creativity, skill building and personal enrichment.

### ***1.1 The institution has a statement of mission, adopted by the governing board, which identifies the broad-based educational purposes it seeks to achieve.***

#### **DESCRIPTION**

The *Mission Statements and Vision Statement* of FLC were adopted by the Los Rios Community College District (LRCCD) Board of Trustees on October 18, 2000. These statements identify the broad-based educational purposes the college seeks to achieve. The educational purposes include: facilitating student development of intellectual competencies, facilitating student development of workplace competencies, facilitating student development of civic and interpersonal competencies, and serving the community.

#### **ANALYSIS**

The *Mission Statements and Vision Statement* of FLC are the result of several years of collaborative planning that involved all college constituencies. How to best implement programs to achieve these educational purposes is an ongoing dialogue within the participatory governance committees and constituency meetings.

#### **PLAN**

- None

***1.2 The mission statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.***

**DESCRIPTION**

During the all-constituent retreat on May 14, 1999 participants discussed and identified the FLC student population and the parameters under which programs can be offered and resources allocated. Faculty, staff, students, and administrators then affirmed the college's commitment to serving all target groups who could benefit from the college's educational services. This purpose was incorporated into the Mission Statements.

The Mission Statements define the students that FLC intends to serve. This population includes students seeking transfer opportunities, associate degrees, certificates, vocational training, lifelong learning, and professional growth. These target groups include students of diverse backgrounds, perspectives, abilities, and interests.

In addition to defining the student population FLC will serve, the Mission Statements also identify parameters under which programs can be offered. At the May 1999 retreat, discussions included identifying parameters for: program content, teaching and learning styles and approaches, methods of instruction, and delivery mechanisms. Acceptable delivery mechanisms discussed ranged from one-on-one contact to integrated technology to distance learning and on-line options, all of which are currently in use at FLC. One clear concern during retreat discussions was that technology cannot replace the essential nature of teacher-student interaction and therefore should not supplant it. Once program parameters were further defined, the overall values identified were incorporated into the Mission Statements, which emphasize that the college provides an innovative educational environment with curriculum and instruction promoting the participation and success of all students.

As per the Mission Statements, FLC resources are allocated to facilitate completion of associate degrees and certificates, to encourage transfer to a higher learning institution, and to provide education and training to prepare students for employment or to enhance career skills. FLC also provides resources to support opportunities for lifelong learning and professional growth and development through the collegewide community and resources for a comprehensive student support program that promotes the success of all students.

**ANALYSIS**

A review of the FLC Mission Statements indicates that it does define the students the college intends to serve as well as the parameters under which programs can be offered and resources allocated. Overviews of collegewide retreats reveal a thoughtful mission development process used to define these elements.

**PLAN**

- None

### ***1.3 Institutional planning and decision-making are guided by the mission statement.***

#### **DESCRIPTION**

Three core instruments of institutional planning and decision-making, the FLC *Budget and Institutional Facilities Planning Committee Handbook (BIFPC)*, *Educational Master Plan (EMP)* and *Instructional Program Review (IPR)*, are designed to facilitate implementation of the FLC mission statements.

The BIFPC handbook states that all budget requests and allocations shall support and advance the mission and goals of FLC, its organizational centers, and the LRCCD. Likewise, this handbook states that all budget requests and allocations shall support and advance the EMP for the college and the goals set forth by each participatory governance committee; both the EMP and participatory governance committee goals directly reflect the FLC Mission Statements. Budget requests further require justification as to how requested items tie to the academic department, instructional program, or service area mission/goals and objectives, which are all derivatives of the FLC Mission Statements. Partnership for Excellence proposals, too, must describe the relevance of the proposed project to the college's strategic plan and Mission Statements.

The EMP is a planning document that provides a comprehensive view of the college's projected requirements for educational programs and support services. Decision makers including faculty, staff, administration, and standing committees use this information to direct decisions on curriculum, services, staffing, facilities, equipment, staff development, and projects. Since the EMP is a vehicle for implementing the Mission Statements, the Mission Statements are therefore driving critical institutional planning and decision-making in these areas listed.

IPR ties directly to the EMP by providing a planning framework to address academic department and instructional program goals and objectives. Precise goals and objectives must pertain to the operation and development of a department or program under the direction of the department or program mission statements, which are derived from the FLC Mission Statements. Articulating goals, objectives, strategies for action, and responsible personnel directly follows academic and service area mission statement adoption and ensures that planning and decision-making at every level within the institution is guided by the FLC Mission Statements.

#### **ANALYSIS**

A review of the core instruments for institutional planning and decision-making reveals that the BIFPC handbook, IPR, and EMP directly stipulate that institutional planning is guided by the FLC Mission Statements. Some academic departments, instructional programs, and service areas have developed mission statements with supporting goals and objectives, while others are still in the process.

#### **PLAN**

- Academic departments, instructional programs, and service areas that do not have a mission statement nor supporting goals and objectives that reflect the FLC Mission Statements will develop them.

## ***1.4 The institution evaluates and revises its mission statement on a regular basis.***

### **DESCRIPTION**

What currently exists is the first mission statement for the new college; therefore the topic of previous regular evaluation and revision is not applicable for this self study. The creation of the Mission Statements for FLC though, as discussed in Standard 1.1, involved all constituents at FLC in a detailed and productive two-year process of evaluation and revision. This evaluation and revision process was validated when the *Mission Statements and Vision Statement* for FLC were approved by the faculty, staff, students, and administrators in February 2000 and by the LRCCD Board of Trustees in October of 2000.

Apparent from LRCCD research is that FLC is expected to grow rapidly to over 12,000 students by the year 2010. The past two years have seen the start of this explosive growth with permanent buildings, the planning and designing of the next phase of construction, the hiring of faculty and staff, and the development of new curricula and programs, all to meet the needs of the increasing number and diversity of students. With this in mind, the Educational Planning Committee determined that a bulleted format was most versatile for updating the mission statement of a rapidly changing college by enabling additions, subtractions, and other modifications without having to redo the entire model.

### **ANALYSIS**

As was the recent dilemma, until FLC establishes an office of institutional research and employs full time institutional research staff, the college will continue to have limited access to thorough objective data necessary for the most effective evaluation of the FLC Mission Statements and the institutional operations that exist to support them. A second issue regarding the evaluation and revision of the FLC Mission Statements pertains to the rapid growth of the college and the corresponding hiring of many new faculty, staff, and administrators who have yet to participate in the evaluation and review process. Means to ensure that this high percentage of new personnel, particularly many young, untenured, and inexperienced faculty, have an opportunity to understand their role with respect to the FLC Mission Statements should be pursued. Furthermore, all FLC personnel should have the opportunity to participate in evaluation and revision of the FLC Mission Statements in regular intervals that are consistent with the rapid growth of the college.

### **PLAN**

- None

## **WORKS CITED**

- 1-1 FLC Draft Strategic Plan Framework
- 1-2 FLC Mission Statements and Vision Statement
- 1-3 Budget and Institutional Facilities Planning Handbook
- 1-4 Educational Master Plan
- 1-5 Instructional Program Review

## STANDARD TWO: INSTITUTIONAL INTEGRITY

*The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.*

*2.1 The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalogues, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.*

### DESCRIPTION

Folsom Lake College (FLC) presently operates under the Cosumnes River College catalog. However, FLC does print a separate schedule that is free of charge at FLC student services, the El Dorado Center (EDC) and Rancho Cordova Center (RCC). The schedule is also distributed to high schools and other high-interest locations. Newspaper tabloid-style schedules are mass mailed within the college's service area.

While students may still register for classes using traditional in-person and telephone methods, March 2002 marked the advent of utilizing PeopleSoft for student services and the subsequent opportunity for on-line registration. For those who require assistance with the on-line registration process, computers and staff are available in student services to assist them.

The FLC website is located at [www.flc.losrios.edu](http://www.flc.losrios.edu). Detailed information about the college and its services is provided. Students may contact counselors at <http://www.flc.losrios.edu/~counsel/>, a website that received the prestigious California Community Colleges Matriculation and Student Success Award 2001. This counseling website provides information about academic counseling services and provides links to assist students with career selection.

The *Student Guide*, a comprehensive booklet with information specific to FLC and its centers, is disseminated by counselors or is available upon request. In addition to college-specific information, this guide provides general information regarding matriculation, majors, study skills, career assessment, graduation, and other areas of interest for new and returning students.

A public information officer was recently hired to organize promoting the college, its courses, its events, and anything else offered or presented by the college to the community. Newspaper, billboard, and movie theater advertisements are used to reach the widest possible community audience.

## ANALYSIS

The FLC *Mission Statements and Vision Statement* should be published in the class schedule until FLC has its own catalog, which is in the process of being finalized. Other significant topics such as curricular offerings, student fees, financial aid, fee-refund policies, and important calendar dates have been addressed in the class schedule. Administration and faculty contact information have not been printed in the schedule, but could be included.

Printed materials, including individual flyers describing majors and instructional programs, are lacking or limited. These items need to be available to students. Likewise, there is an absence of brochures that describe FLC as an institution. All of these printed materials are currently in the design and development stages.

## PLAN

- None

**2.2 *The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching process.***

## DESCRIPTION

While there is currently no formal board-adopted policy, the draft FLC *Faculty Handbook* provides a Faculty Statement of Professional Ethics, adapted from the American Association of University Professors. The statement makes clear that faculty have a primary responsibility “to seek and to state the truth.” Such a responsibility entails critical self-evaluation as well as various external checks and an obligation to abide by college curriculum policies. The handbook also contains an FLC Academic Freedom Statement that primarily addresses academic freedom as it relates to textbook adoption. These professional statements are consistent with the FLC Vision Statement, which stresses the provision of “quality educational programs and services to enrich and empower students to reach their potential as informed and productive members of the community.” Such a goal involves, as declared by the FLC Mission Statements, introducing students “to broad areas of human knowledge and understanding that contribute to purposeful and meaningful lives” and creating and maintaining a “cooperative environment that reflects and honors the diverse backgrounds, perspectives, abilities and interests of individual students and our communities.”

In addition to the handbook, the Los Rios Community College District (LRCCD) agreement with the Los Rios College Federation of Teachers (LRCFT) offers clear guidelines concerning faculty

academic freedom. Article 17 addresses faculty rights and protection, as well as faculty obligations, related to academic freedom.

## **ANALYSIS**

The LRCCD/LRCFT agreement and draft FLC *Faculty Handbook* statements on academic freedom together provide faculty with relatively good protection to teach within their area of expertise as they see fit. The role of regular faculty as advocates of academic freedom for adjunct colleagues is specifically addressed in the handbook. However, issues of academic freedom and responsibility specific to adjunct faculty need to be reviewed and regularly disseminated. Academic freedom includes responsibility as defined in the agreement and handbook. For those instances when faculty practices may be in question, the LRCCD/LRCFT agreement provides guidelines for grievance.

## **PLAN**

- None.

### ***2.3 Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.***

## **DESCRIPTION**

The draft FLC *Faculty Handbook* provides a Faculty Statement of Professional Ethics maintaining that faculty are obligated to foster free inquiry among other faculty and students but that such an obligation requires that intellectual honesty govern such investigations. Such a stipulation can be interpreted as the obligation of faculty to promote exploration of a topic based on the faculty's own views so long as students are made aware that such views are personal to the faculty member. The Faculty Statement of Professional Ethics further declares, "student sensitivities should be respected." The LRCCD/LRCFT agreement conveys the obligation of faculty to make it clear to students when any information presented is a personal opinion.

## **ANALYSIS**

Academic freedom and its associated responsibilities are addressed through the evaluation process. A review of current practices indicates that faculty abide by the Faculty Statement of Professional Ethics as stated in the draft FLC *Faculty Handbook*. Likewise, other college staff continue to present relevant data fairly and objectively.

## **PLAN**

- None

## **2.4 Institutions which strive to instill specific beliefs or world views or to require codes of conduct of faculty, administrative and support staff, or students give clear prior notice of such policies.**

### **DESCRIPTION**

As a public education institution, FLC is open to and respectful of the variety of beliefs and world views held by all in the college community. Regarding codes of conduct, FLC has specific codes of conduct for all college constituents to ensure that the vision and mission of the college are upheld. The codes of conduct for faculty are presented in the draft FLC *Faculty Handbook*, a work that includes both the Faculty Code of Ethics and the Faculty Statement of Professional Ethics. Additionally, the handbook describes various policies concerning a number of issues such as classroom management, equity, grading practices and procedures, and student grievance procedures.

Administrators and classified supervisors are encouraged to participate in a districtwide Manager/Supervisors Workshop conducted annually by the LRCCD Chancellor's Office. At this workshop, the vice chancellor and human resources personnel review pertinent information regarding administrative duties and responsibilities, including codes of conduct. Should issues of employee or student conduct arise, administrators consult the LRCCD *Administrative Handbook*, a binder of information including a section on student and employee grievances specifically entitled Management Procedures Complaints/Grievances.

The Classified Senate is currently in the process of completing a draft code of ethics for classified staff along with revising and updating its constitution and bylaws. LRCCD board regulation 6912 outlines unacceptable conduct for classified staff, while the collective bargaining agreements all discuss acceptable conduct and remedies.

In accordance with LRCCD board policy, information addressing student codes of conduct is available to students in printed form on the student information table located at student services. Additionally, these policies are printed in the *FLC Catalog*, the *FLC Student Guide*, and are posted on the FLC website. The Professional Activities Committee addressed the issue of student discipline in spring 2002. Recommendations were prepared and submitted to Academic Senate for consideration.

### **ANALYSIS**

The Academic Senate developed the Faculty Statement of Professional Ethics and the Faculty Code of Ethics. These documents are posted on the Academic Senate website in addition to being available in the draft FLC *Faculty Handbook*. Regarding students, existing Student Code of Conduct and Student Grievance Policies need to be modified specifically for the FLC student population. Per our mission, FLC continues to promote respect for diversity of beliefs and worldviews within the college community.

### **PLAN**

- None

## ***2.5 The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation.***

### **DESCRIPTION**

While the draft FLC *Faculty Handbook* offers some specific instructions for matters concerning student violations of academic honesty, the handbook also indicates that faculty are entrusted with significant leeway to establish individual policies. The handbook states: “Faculty members use their professional judgment in determining the effect on their students’ grades should there be sufficient evidence that a student is cheating. What you [the faculty] determine, however, should be based on criteria in your student information sheet” otherwise known as the syllabus. Policies concerning issues such as plagiarism and other acts of misconduct must be made clear to students both orally and in writing. Individual faculty polices together with the student Code of Conduct, adopted from Cosumnes River College, provide students with the guidelines necessary to understand academic honesty issues.

Commensurate with faculty rights in this area is the obligation to uphold the Faculty Code of Ethics as well as the *Mission Statements and Vision Statement*, which stress that students be given proper respect and encouragement. Numerous resources such as writing labs, tutors, librarian assistance, faculty office hours, and others exist to aid students with assignments and thus encourage original work.

With regard to faculty, the principles of academic honesty are stated in the draft FLC *Faculty Handbook* and in the LRCCD/LRCFT agreement. With regard to students, faculty clarify classroom policies in their syllabi that describe expectations of the students concerning academic honesty. At semester orientations, faculty receive printed guidelines from administration regarding the necessary syllabi content, which includes the need to cite information on expectations and consequences of violations to academic honesty. Faculty are ultimately responsible for establishing policies and communicating these policies in writing to students. While individual instructors determine practices for their courses, the college as a whole currently operates under the FLC Student Code of Conduct.

### **ANALYSIS**

Although course syllabi consistently provide students with information on faculty-developed policies regarding academic honesty, exposure to the college’s Student Code of Conduct is less ubiquitous. Students may benefit from increased opportunities to view collegewide policies on academic honesty.

A significant number of faculty indicate that plagiarism is a major concern. Consequently, a workshop was held in spring 2002 to discuss strategies for detecting and dissuading plagiarism and to emphasize the significance of clearly explaining policies on plagiarism to students. While this workshop began a good dialogue, additional training for faculty, novice and experienced, is needed.

### **PLAN**

- None

## **2.6 *The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.***

### **DESCRIPTION**

FLC demonstrates its commitment to issues of equity through policies and practices aimed at maximizing access and achievement for all employees and students. A variety of programs and services exist to maximize access and achievement for all students, including those with economic, physical, learning, childcare, cultural, location, or other challenges. These programs and services include: financial aid assistance, DSPS, EOP&S, math and english assessment, ESL curriculum, tutoring, personal and academic counseling, online orientation, the Child Development Center, and dissemination of literature to targeted populations. Additionally, the Associated Student Government provides a forum for students to address issues of equity.

Opportunities for maximizing access and achievement for all current, or potential, employees are manifested through implementation of the policies and practices outlined in the *Hiring Manual for Full-time Faculty*, LRCCD *Board Policies and Regulations Manual* 8,000 series for administration, and the Los Rios Classified Employees Association (LRCEA) Article 3 and board policies and regulations 6,000 series for classified. Each of these provides specific guidelines to ensure a uniform process for the hiring of employees within each respective category, and reflects the LRCCD commitment to being an equal opportunity employer. Support for continuing achievement by all employees is provided through frequent college staff development opportunities, LRCCD staff development opportunities, and financial support for external professional development opportunities for all categories of employees. Finally, policies and practices clearly state the college's intolerance for behaviors that would hinder maintaining an equitable environment for any member of the college community. The dean of student development and enrollment management is the designated FLC equity officer and is responsible for receiving complaints and conducting investigations of any alleged violations related to these matters. Likewise, the vice president of administration is the designated 503c officer responsible for investigating complaints relative to the Americans with Disabilities Act (ADA.)

While the FLC commitment to diversity is reflected in the policies on discrimination and sexual harassment, it is the FLC *Mission Statements and Vision Statement* that truly illustrate the significance that the college places on diversity. The vision specifically states that FLC is an educational institution that "values diversity," whereas one of the mission statements singles out the issue of diversity in stating that the college will "create and maintain a cooperative environment that reflects and honors the diverse backgrounds, perspectives, abilities, and interests of individual students and our communities." This attitude is evident in the practices for recruiting faculty, staff, administrators, and students and remains a significant theme underlying all other FLC activities. District level commitment to this issue is reflected in board policies and regulations.

### **ANALYSIS**

At present, FLC has all Title 5 student support services in place, but could enhance access and achievement of students with special needs through increased staffing of respective programs.

There is currently a disparity in the percentage of Hispanics making up the student population relative to the percentage of Hispanics in the service area of EDC. El Dorado County has a Latino population

of 8.6 percent as compared to a 4.9 percent Latino student population at EDC. College outreach staff are focused on identifying and recruiting more of the Hispanic population in El Dorado County.

#### **PLAN**

- Pending budgetary limitations, approved positions will be filled for a DSPS coordinator and an EOP&S director to steward these programs that support student equity.
- Over the next year, FLC will enhance diversity by facilitating an increase in underrepresented student populations.

### ***2.7 The institution demonstrates honesty and integrity in its athletic programs.***

#### **DESCRIPTION**

Currently, FLC has no athletic program nor any short term plans to develop an athletic program. If and when the college develops an athletic program, the athletic department will establish, promote, and uphold standards of honesty and integrity by abiding by the rules and regulations set forth by the Commission on Athletics.

#### **ANALYSIS**

Non-applicable.

#### **PLAN**

- Non-applicable

### ***2.8 The Institution demonstrates honesty and integrity in its relationship with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure and self study requirements.***

#### **DESCRIPTION**

The LRCCD and college constituency groups are diligently preparing for FLC to become the fourth comprehensive and fully accredited institution within the district. FLC has and continues to comply with Commission standards and requirements with honesty and integrity. Upon acceptance of the *Request for Eligibility Review* from The Accrediting Commission for Community and Junior Colleges (ACCJC) and Western Association of Schools and Colleges (WASC) in January 2001, FLC continued organization for its first self study by appointing a steering committee consisting of accreditation liaison officer (ALO), accreditation faculty chair, workgroup chairs, and workgroup administrators. Bi-monthly meetings have been held since spring 2000. The college is committed to an ongoing review of the accreditation findings and self study through the establishment of a standing accreditation steering committee.

In fall 2000, five accreditation workgroups were formed consisting of representatives from all constituency groups: faculty (one of whom serves as workgroup chair), staff, students, and an administrator. Each workgroup was assigned one or more accreditation standards to research, document, and prepare for inclusion in the self study. All workgroup chairs had access to copies of the 1996 Handbook of Accreditation and the 1997 Guide to Institutional Self Study and reports to the Commission. All workgroup chairs reported directly to the faculty accreditation chair.

To gain additional experience of the process, several administrators and faculty from FLC participated in accreditation evaluation team visits at other California community colleges. Likewise, the accreditation faculty chair and the dean of student development and enrollment management participated in the annual self study workshop sponsored by the ACCJC in September 2001. The accreditation faculty chair has provided status reports at collegewide meetings each semester, updating all constituencies. Training and information workshops were held for accreditation workgroups and all interested faculty, staff, and students. The accreditation self study training video was available to all workgroup members and was viewed by a general college audience on several occasions.

## ANALYSIS

Current practice and assurances provided by Cosumnes River College (the present accreditation umbrella institution), the LRCCD, the LRCCD Board of Trustees, and the college itself indicate that FLC adheres to the eligibility requirements and accreditation standards and policies of the Commission. This is substantiated by the fact that FLC describes itself in identical terms to all its accrediting agencies, communicates any changes in accreditation status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities.

## PLAN

- Following receipt of recommendations from the Commission, the accreditation steering committee and participatory governance committees will meet regularly to discuss progress and changes to ensure that Commission recommendations are implemented.

### ***2.9 The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services.***

## DESCRIPTION

It is the purview of the participatory governance committees to develop policies and practices for the college. Participatory governance committee goals and objectives, which stem from the FLC *Mission Statements and Vision Statement*, provide the direction for regular evaluation and revision of these institutional policies and practices. The *Mission Statements and Vision Statement* themselves will be updated periodically, while the various plans, processes, handbooks, and guides that reflect the mission and vision statements are updated at intervals necessary to maintain institutional integrity.

Examples of more specific policies and practices that have been or are currently being evaluated and revised include those relating to faculty and classified hiring priorities, professional development, organizational structure, Partnership for Excellence (PFE) allocation, and the Student Code of Conduct and Student Grievance Policies.

FLC publications are evaluated and revised at intervals commensurate with the complexity of the publication. The *FLC Catalog* will be updated every year, whereas the class schedule is presently updated every semester. The FLC website, which is a format that enables the most timely changes, is updated on an ongoing basis.

## **ANALYSIS**

Some policies, practices, and publications of FLC are recently created and therefore have not yet come up for review, while others such as the schedule and the tabloid are reviewed each semester. It is anticipated that regular evaluation and revision will become common procedure. Maintenance of the FLC website could be improved.

FLC currently operates with a number of policies, practices, and even some publications that clearly represent its mission, programs, and services. As FLC continues to grow as a college, it will need to evaluate and revise these policies, practices, and publications so as to best reflect the vision, mission, and needs of the new college.

## **PLAN**

- None

## WORKS CITED

- 2-1 CRC Catalog
- 2-2 FLC Class Schedule
- 2-3 FLC Class Schedule (tabloid)
- 2-4 FLC website: [www.flc.losrios.edu](http://www.flc.losrios.edu)
- 2-5 FLC counseling website: [www.flc.losrios.edu/~counsel/](http://www.flc.losrios.edu/~counsel/)
- 2-6 FLC Student Guide
- 2-7 FLC Mission Statements and Vision Statement
- 2-8 *draft* FLC Faculty Handbook
- 2-9 LRCCD Agreement with LRCFT (cross referenced)
- 2-10 LRCCD Administrative Handbook (cross referenced)
- 2-11 FLC Classified Code of Ethics
- 2-12 *draft* FLC Classified Senate Constitution and By-Laws
- 2-13 LRCCD Board Policies and Regulations Manual (cross referenced)
- 2-14 LRCCD Agreement with LRCEA (cross referenced)
- 2-15 LRCCD Agreement with SIEU (cross referenced)
- 2-16 LRCCD Agreement with LRSA (cross referenced)
- 2-17 FLC Academic Senate website: [www.flc.losrios.edu/~assenate/](http://www.flc.losrios.edu/~assenate/)
- 2-18 Hiring Manual for Full-time Faculty
- 2-19 Request for Eligibility Review

## **STANDARD THREE: INSTITUTIONAL EFFECTIVENESS**

*The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes which can be validated by objective evidence.*

### **3A. Institutional Research and Evaluation**

**3A.1 Institutional research is integrated with and supportive of institutional planning and evaluation.**

#### **DESCRIPTION**

Currently, Folsom Lake College (FLC) utilizes data compiled by the Los Rios Community College District (LRCCD) Office of Institutional Research to drive decisions on institutional planning and evaluation. The institutional researcher at Cosumnes River College (CRC), working with the data that is generated internally from the Institutional Research Database, breaks out and reports this information separately for FLC and the El Dorado Center. Student enrollment, outcomes, and satisfaction data are generated on an annual basis by the district in an *Environmental Scan Report Card*, which is then used by the colleges for planning purposes. This report card provides an annual updated set of measures related to access, academic achievement, satisfaction, and employment of students attending LRCCD colleges. Its purpose is to provide comprehensive outcome data that are complementary to the measures generated by the Chancellor's Office for California Community Colleges' Partnership for Excellence. This report card is designed to provide more depth to a wide variety of institutional effectiveness measures by including comparative analysis. The LRCCD Office of Institutional Research posts reports on the LRCCD website at <http://irweb.do.losrios.edu>. The LRCCD Office of Institutional Research also conducts Noel Levitz student and employee satisfaction surveys across the district, as well as other surveys such as those assessing occupational student outcomes. The major findings of district surveys and research efforts along with input from all of the LRCCD colleges and units were used to develop a *LRCCD Strategic Plan* in spring 2001. This strategic plan, and therefore the research that led to its development, are used as a guide not only for districtwide planning and evaluation, but also for individual college planning and evaluation.

Though much of the research itself is currently provided by district efforts, the integration of research data in support of institutional planning and evaluation occurs at the college level. The instruments that FLC will use to incorporate research into institutional planning and evaluation are the *Educational Master Plan*, *Instructional Program Review*, *Enrollment Management Plan*, *Student Services Program Review*, and *Instructional Technology Planning Goals and Objectives*. Each of these instruments requires the input of data acquired through institutional research to justify planning decisions and resource allocation. The *Educational Master Plan* is a recently created tool, with its first utilization scheduled for spring 2003. *Instructional Program Review* is currently conducted under the direction of CRC. Some FLC faculty have participated in the CRC Instructional Program Review in order to acquire a better understanding of this process. The Educational Planning

Committee at FLC has developed a comprehensive *Instructional Program Review* process that will be implemented when official college status is achieved, anticipated spring 2004. Using these planning tools in conjunction with the *LRCCD Strategic Plan*, a new *FLC Strategic Plan* will be developed in 2003-2004.

To ensure that those areas of research most needed for effective planning and evaluation at FLC are communicated to district research staff, an administrator and faculty member from FLC participate on the District Research Council. This council meets on a monthly basis and provides recommendations for pre/co-requisite research, assessment validation, program evaluation, and accreditation standards.

## **ANALYSIS**

The scope of customized research available to assist FLC with institutional planning and evaluation is currently limited. Research provided by the LRCCD Office of Institutional Research has provided some, but not all, of the information necessary to carry out comprehensive analyses. As they currently stand, many of the FLC instruments that enable integration of research in support of institutional planning and evaluation are either in their first stages of use or still being developed. Improving research resources and fully implementing the tools for institutional planning will greatly enhance the ability of FLC to consistently employ research in support of institutional planning and evaluation.

## **PLAN**

- FLC will seek means to acquire the customized data necessary for the most effective planning and evaluation.

### ***3A.2 The institution provides the necessary resources for effective research and evaluation.***

## **DESCRIPTION**

As a significant entity responsible for collection and evaluation of data for research and reporting purposes, the LRCCD Office of Institutional Research is the source for most data presently used in FLC evaluation processes. LRCCD provided resources include an internet accessible database <http://irweb.do.losrios.edu> used for both internal and external dissemination of information. This resource permits data queries by demographics for enrollment, degrees and certificates awarded, high school tracking, and other categories of interest and provides student feedback via internet surveys. Additionally, an e-search website is available for specific research at the college level.

Another resource provided by the LRCCD is the planning and implementation of districtwide surveys such as the *Noel Levitz Satisfaction Surveys*. Results of the spring 1998 and spring 2001 versions of this survey reveal the 20 most important issues to FLC and El Dorado Center students. Gap analyses were conducted to determine the level of student satisfaction relative to each item rated as important and will be used to inform the strategic planning process at FLC.

Beyond LRCCD support, FLC provides what local resources it can to facilitate effective research and evaluation. An FLC specific *Accreditation Survey* was designed and implemented by personnel recruited from various service areas at the college. Conducted in spring 2002, this survey gathered input from regular and adjunct faculty, administrators, classified staff, and students. The survey was designed to support the needs of the accreditation self study teams.

FLC has also created planning tools such as the *Educational Master Plan* and *Instructional Program Review* that are useful resources for organizing data relative to college needs and priorities. The *Educational Master Plan* provides a three-year horizon of projected requirements for educational programs and support services at the college, while the *Instructional Program Review* provides a more specific view of items related to particular instructional programs and academic departments.

As human resources are likewise a significant component of utilizing effective research and evaluation, FLC promotes opportunities for personnel to become informed about good practices related to effective research and evaluation. Recent efforts toward this end include attendance by faculty leaders and administrators at the October 2002 Student Learning Outcomes Workshop sponsored by the Research and Planning Group (RP Group) and co-sponsored by the Association of Instructional Administrators (AIA), and also the October 2001 Learning Institute. To aid in promoting opportunities for personnel to utilize good practices related to research and evaluation, a site license for SPSS, a universal statistical software package, has been purchased by FLC and is a resource currently available for use.

## **ANALYSIS**

While a collection of LRCCD resources and college level tools are in place, FLC designated financial and human resources to support effective research and evaluation are inadequate. Data provided through current means does not include separation of demographics for the Rancho Cordova Center. Additionally, FLC lacks the ability to systematically acquire comprehensive data on institution-specific as opposed to districtwide educational programs, classroom assessments, innovative technology programs, curriculum, classroom facility use, special enrollment patterns, and class offerings and cancellations, among others.

The self study also revealed that FLC needs to provide more resources for educating employees on how to best utilize research and evaluation processes and data in support of the mission, goals, and/or student learning outcomes of their respective service areas.

## **PLAN**

- FLC will examine present research needs and identify resources necessary to move forward with a comprehensive research planning agenda.

### ***3A.3 The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.***

#### **DESCRIPTION**

FLC uses various means to evaluate accomplishment of its mission and purposes. In spring 2002, the FLC *Accreditation Survey* was conducted. This survey was developed and implemented by in-house personnel and disseminated to regular faculty, adjunct faculty, administrators, and classified staff of FLC and the El Dorado Center. A student version of the survey was also disseminated. In addition to addressing several accreditation standards, this survey also deals with multiple elements of the college's mission and vision statements and the purposes contained therein. Information gained from this survey was used to inform the accreditation self study and will continue to be used to inform other designated institutional planning processes. Responses to three particular survey prompts provide validation for the ability of FLC to accomplish its mission and purposes: For "The College creates a campus climate that serves and supports the student population," 85.4 percent of employees and 85.5 percent of students strongly agree or agree; for "The College creates an environment that welcomes and encourages diversity," 87.7 percent of employees and 86.6 percent of students strongly agree or agree; and for "The College supports an environment that encourages intellectual, ethical and personal development," 83.6 percent of employees and 86.6 percent of students strongly agree or agree.

*Instructional Program Review* (IPR), an FLC process modeled after Cosumnes River College program review, was developed in spring 2002 and will be implemented when the college receives accreditation. The intent of IPR is to evaluate a program/department as to its educational mission, pedagogy, curriculum, and practices. IPR measures the success of the program/department in accomplishing its mission and purposes, which are reflections of institutional missions and purposes, by assessing human, physical, and financial resources along with various student indices. These student indices include: completion of certificates and degrees, grade analyses, follow-up for transfer and occupational programs, and wage data, among others.

As with many of the research functions, a significant amount of design and implementation of means to evaluate how well FLC accomplishes its mission and purposes is actually tied to districtwide efforts. Annual *Environmental Scan Report Cards* provide a comprehensive internal review of LRCCD effectiveness in serving students. Student and employee surveys, affinity focus groups, college town hall meetings, and charrettes are other means employed by the district to assist the colleges in evaluating accomplishment of their respective missions and goals. Program specific surveys of former students are the district's effort to provide more customized feedback to the colleges. The recently completed Computer Information Science Survey and Accounting Survey and the soon to be disseminated Biology Survey will provide detailed information on how well these FLC programs/departments accomplish their mission and purposes, and in turn, institutional mission and purposes.

#### **ANALYSIS**

Although FLC has means to evaluate accomplishment of its mission and goals, improvement is warranted. There is currently no comprehensive plan/process in place to determine the effectiveness of how well and in what ways the college is indeed achieving its mission and purposes. Additionally, the lack of an Office of Institutional Research, and the respective resources, limits the college's

ability to design and implement needed institution specific assessments that would provide unique data distinct from what the LRCCD Office of Institutional Research currently provides. Examples of these data categories include: matriculation, special populations (i.e. EOP&S/CARE, DSPTS, CalWORKs), tutoring, and assessment test validation, among others. Industry and community research needs to be expanded to substantiate how well current programs contribute to FLC mission and purposes.

## **PLAN**

- FLC will develop a comprehensive process/plan to evaluate the accomplishment of college mission and purposes.
- Instructional Program Review will be fully implemented as one of the core instruments for evaluating the ability of programs/departments to accomplish the mission and purposes of FLC. Integral to the Instructional Program Review process will be an assessment of achievement of program/department-identified student learning outcomes.
- FLC will examine methods for assessing the effectiveness of non-traditional course delivery modes, such as open-entry-open-exit and distance learning, in facilitating achievement of student learning outcomes.

### ***3A.4 The institution provides evidence that its program evaluations lead to improvement of programs and services.***

## **DESCRIPTION**

FLC has access to data from a variety of evaluation tools useful for informing the college about those aspects of programs and services in need of improvement. More specifically, data generated from the following have led to improvements in several programs and services at FLC: student satisfaction surveys, environmental scans, enrollment and productivity reports, and other research provided by the LRCCD Office of Institutional Research, *Instructional Program Review* and other research provided by CRC, and the FLC Staff and Student *Accreditation Surveys*. Those programs and services at FLC that have experienced improvements due to information provided by these evaluations include: instructional and occupational programs, student services, campus security, student government, community events and programs, and outreach.

Information gathered from the spring 2001 Noel Levitz Student Satisfaction Survey indicates that while student satisfaction is high overall, aspects that need improvement include: scheduling more classes at convenient times, offering a wider variety of classes, increasing the amount of parking, and improving library resources and services. Those aspects related to course offerings were carefully considered in a redesign of the college's scheduling process, whereas those aspects related to the other resources were addressed in FLC phase 1B facility planning. The spring 2001 Noel Levitz Student Satisfaction Survey also highlighted the college's need for enhancement in the areas of financial aid and career counseling. FLC responded to this need by hiring a full-time financial aid officer and temporary assistance in the transition center.

## ANALYSIS

Limited research resources challenge the ability of the institution to generate data showing how the FLC response to information obtained through various evaluation methods correlates with any specific improvements in programs and services. While the mere act of FLC responding to the need for change and other circumstantial evidence suggest that aspects of programs and services in need of improvement have indeed been improved, it will not be until an FLC Office of Institutional Research is established that this premise can be substantiated by data from comprehensive analyses.

Furthermore, many of the FLC developed evaluation tools have yet to be fully employed. As a result, much of the evaluation data used to drive improvement in programs and services is LRCCD or CRC generated. This data is limited in its usefulness because frequently the data does not differentiate between CRC and FLC and its El Dorado and Rancho Cordova centers. Consequently, FLC only data is unavailable to guide institution specific improvements in programs and services.

## PLAN

- None

### ***3B. Institutional Planning***

#### ***3B.1 The institution defines and publishes its planning processes and involves appropriate segments of the college community in the development of institutional plans.***

## DESCRIPTION

The various participatory governance committees at FLC have defined several planning processes. In order to facilitate easy access to these processes by constituents, the college is currently working toward publishing all planning processes on the FLC computer network. In the mean time, most planning processes are mass distributed through campus email. Hardcopies of timelines and many of the planning processes are assembled collectively in the *FLC Master Calendar and Faculty Resource Binder*, located in the staff workrooms at FLC and the El Dorado Center. Hardcopies of planning processes are also maintained at various locations on campus so that individuals beyond the regular college community, or those who don't have access to the network, may view them. The comprehensive processes that collectively address the planning needs for the full range of programs and services provided by the college include the *Educational Master Plan, Instructional Program Review, Student Services Program Review, Enrollment Management Plan, Budget and Institutional Facilities Planning Handbook, and Instructional Technology Planning Goals and Objectives*. Less global planning processes are defined within the minutes of each participatory governance committee, and are made broadly available through electronic dissemination via a college network.

FLC participatory governance committees are organized such that all constituencies have representation on each committee. Furthermore, the proportion of each constituency making up the committees and various subcommittees reflects the relevance of the committee/subcommittee

purview to specific college programs and services. It is within these standing committees, or subcommittees thereof, that planning processes are developed.

Following the collegial development of planning processes, FLC utilizes various means to provide opportunities for and encourage all segments of the college to participate in planning efforts. Collegewide meetings, open to all employees and students, provide forums for cultivating planning issues that are then acted upon by the respective participatory governance committee. All individuals of the FLC community have a voice in institutional planning by means of these standing committees; each person has the opportunity to voice input directly, due to membership on a participatory governance committee, indirectly through an academic/service area representative, or simply by addressing the committee, either verbally or in writing, during the open comment periods available at meetings. A college leadership council also meets at least twice a year to set planning agendas and review progress. While required attendance at this gathering includes leadership of the various constituencies, anyone is welcome to attend. Information about opportunities to participate in planning activities is disseminated via collegewide email and targeted email, and increasingly through such venues as the college newsletter and website.

Each standing participatory governance committee has a collection of specific planning issues within its area of responsibility. Through collegial consultation efforts, these committees or derivative subcommittees define and publish planning processes as well as facilitate planning efforts related to the following areas:

*Curriculum Committee:*

curriculum development, prerequisites, degree and certificate requirements, grading policies, course approval, instructional program approval, and distance education, among others

*Budget and Institutional Facilities Planning Committee:*

budgets, facilities, health and safety, institutional technology, signage, and technical support, among others

*Matriculation and Matriculation and Student Success Committee:*

admissions and records, student preparation and success, access, matriculation, orientation, assessment processes, articulation, retention, services for students with special needs, outreach, and enrollment management, among others

*Professional Activities Committee:*

professional development activities, FLEX program, sabbatical leaves, technical training, retraining/skills updating, faculty and classified staff hiring and priorities, human resources and diversity, professional standards, and student disciplinary appeals, among others

*Educational Planning Committee:*

instructional area organization, class scheduling, program and services studies and reviews, research and survey, education program development, master calendar, accreditation and self study, college vision/mission/goals and objectives, enrollment management process, and strategic planning, among others

## ANALYSIS

FLC does indeed take seriously the issue of defining institutional planning processes. As FLC is presently transitioning from being a center to a stand-alone college, most planning processes are in their infancy. Significant human resources, though, have been devoted to study the respected planning processes of other institutions in order to lay the groundwork for developing distinct processes for FLC. Initial versions of key institutional planning processes, the *Educational Master Plan*, *Instructional Program Review*, and the *Budget and Institutional Facilities Planning Handbook* are completed and at various stages of utilization, with an *Enrollment Management Plan* and *Student Services Program Review* soon to follow. Programs and services at FLC will benefit from all institutional planning processes once they are fully developed and utilized.

A key feature of this planning structure is the flexibility of committees to work together on issues that impact more than one committee. Examples of these collaborative efforts include: planning for new and remodeled facilities by the Budget and Institutional Facilities Planning and Educational Planning Committees; developing the *Educational Master Plan* and *Enrollment Management Plan* by the Matriculation and Student Success and Educational Planning Committees; and developing the college catalog by the Educational Planning, Curriculum, and Professional Activities Committees.

Review of email communication, shared network content, hard copy exchanged, minutes of participatory governance committees, and notes of other planning related gatherings indicates that FLC places high priority on publishing information not only about the planning processes themselves, but also on opportunities to actively participate in institutional planning. One universally held belief is that all members of the college community need accurate information. Streamlining and standardizing methods for disseminating information related to planning processes would help to ensure that all constituencies receive timely updates, and therefore accurate information, on planning processes.

The FLC planning processes currently being developed and existing planning practices demonstrate that FLC involves appropriate segments of the college community in the development of institutional plans. The Academic Senate, Classified Senate, and administration put forth tremendous effort to work collegially in devising a participatory governance framework in which all constituents have a voice in planning and related decision making. Defined planning processes and other participatory governance mediated activities rely upon input from those constituents who are involved in the programs or services being addressed.

## PLAN

- None

### ***3B.2 The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.***

#### **DESCRIPTION**

Evaluation processes employed, or soon to be employed, by FLC are discussed in detail in substandard 3A.3. To summarize, these evaluation processes include: FLC Staff and Student *Accreditation Surveys*, *Instructional Program Review*, and LRCCD facilitated evaluation processes such as annual *Environmental Scan Report Cards* and program specific surveys of former students, among others. Planning processes employed include: *Educational Master Plan*, *Instructional Program Review*, *Student Services Program Review*, *Enrollment Management Plan*, *Budget and Institutional Facilities Planning Handbook*, and *Instructional Technology Planning Goals and Objectives*. Evaluation and planning processes are designed to be integrated and interdependent.

Evaluation and planning processes are integrated through participatory governance committee activities. These standing committees use information from the various evaluation processes listed above to develop and prioritize their respective annual goals and objectives that lead to institutional improvements. Each participatory governance committee then utilizes appropriate planning processes, identified above, to achieve these improvements.

Evaluation and planning are also integrated in other ways. Evaluation feedback is provided to service areas, which use this feedback to develop specific goals and objectives that lead to further institutional improvement. Even at the individual employee level, FLC integrates its evaluation and planning processes to identify priorities for improvement. This is seen within the performance review processes for all categories of employees. During a review, various measures are used to gather information about an individual's performance. The results of the evaluation process are subsequently discussed with the employee so that priorities for improvement can be identified and the employee can plan for how best to accomplish those improvements prior to their next review.

#### **ANALYSIS**

FLC has established the foundation for integrating evaluation with planning so that priorities for improvement at all levels of the institution can be identified and subsequently acted upon. FLC efforts in this regard are bolstered through affiliation with a college district that effectively uses evaluation data to direct planning and thus facilitate improvement. To successfully expand upon this foundation, FLC will need to address the limited research resource issue, which hampers the ability to conduct the thorough evaluations that lead to the detailed feedback necessary for good quality planning. Additionally, FLC will need to finalize development of all planning tools so that there are mechanisms in place to address improvements.

#### **PLAN**

- None

### ***3B.3 The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve programs and services.***

#### **DESCRIPTION**

Educational, financial, physical and human resources plans result, or will soon result, from clearly defined planning processes occurring within specified timeframes and other parameters and are therefore systematic by design. Planning for these four resources is integrated both horizontally and vertically within the institution. This integration simultaneously considers the needs of the main campus in Folsom as well as the El Dorado and Rancho Cordova Centers.

Evidence of horizontal integration is seen in the overlap of issues addressed within the planning processes for these four resources. In the broadest sense, educational planning drives financial, physical, and human resources planning. Examination of the *Educational Master Plan* process, therefore, reveals that this process requires input of what the physical, financial, and human resources needs are in order to maintain, or create anew, an academic program or student support service. A similar study of financial and physical planning processes outlined in the *Budget and Institutional Facilities Planning Handbook* illustrates how the financial and physical planning processes require input as to how any expressed needs for these resources relate to educational planning criteria. Likewise, prioritization for faculty and classified staff positions links the hiring prioritization to identified educational planning needs of academic areas and student support services.

Vertical integration of planning processes at FLC is a step behind horizontal integration. The result of vertical integration will be the revised *FLC Strategic Plan*. Although the strategic plan revision is not complete, the relationships of components that combine to guide strategic planning are identified. At the core of the strategic planning components are the *FLC Vision Statement and Mission Statements*. All other components exist to elaborate goals and objectives designed to assure that the college is fulfilling its vision and mission. Each of these supporting components details integrated educational, financial, physical, and human resources plans to varying degrees depending upon the component. One component is the *Educational Master Plan*, which includes planning information from each instructional area, library and innovation center, student services, and administration. The *Educational Master Plan* has a three-year horizon with accommodations for review and update every fall. This planning component provides an opportunity for service areas to discuss such items as curriculum, new programs, schedules, hiring priorities, budgets, special projects, and facilities. A second component of strategic planning is *Instructional Program Review*, which has a six-year horizon and facilitates planning based on mandated comprehensive evaluation of mission, programs, curriculum, directions, and practices for academic departments. In addition to providing a global plan integrating all educational, financial, physical, and human resources needs of the college, the *FLC Strategic Plan* will align college goals and objectives with those delineated in the *LRCCD Strategic Plan*, which has a three-year horizon.

#### **ANALYSIS**

The ultimate goal of all planning is improvement of programs and services. Observation of programs and services at FLC reveals an overall track record of continual efforts to improve. While planning at FLC is not yet entirely systematic throughout all levels of the institution, the college is in the process of achieving this goal. Integrated planning for educational, financial, physical, and human resources

is clearly visible within the planning instruments that have been or are in the midst of being developed. Service areas and committees continue to implement program and service improvements as the strategic plan is finalized. Development of a revised strategic planning process will enable FLC to implement and track institution-wide improvements in programs and services with greater efficacy.

## **PLAN**

- FLC will complete development of a strategic planning process and strategic plan that will interconnect all planning and evaluation processes in coordination with LRCCD planning and accreditation cycles.

### ***3C. Institutional Outcomes Assessment***

#### ***3C.1 The institution specifies intended institutional outcomes and has clear documentation of their achievement.***

## **DESCRIPTION**

On an annual basis, the collegewide goals are derived from goals and objectives identified through the district's strategic planning process. There are currently five broad district goals that the board asks each of the colleges to embrace. Both the district goals and college goals are periodically reviewed and revised accordingly. As FLC was in its formative stages, the provost of the education centers was responsible for identifying key areas focused on the district's five goals that moved the centers toward full college status. Those goals were submitted in August of each year for the chancellor and board to review. Beginning fall 2002 the new FLC president began working with college constituent groups to gain broader input on the development of collegewide goals. All constituent groups, including Academic and Classified Senates, Associated Student Government, and all college governance committees were asked to review and provide input on the 2002-03 goals, including mid-year and year-end updates. Goals are submitted in August, with mid-year updates in February and year-end updates in August of each year. The goals and progress charts are updated and posted on the college's website. At the program level, many departments and services areas are working on specific goals and objectives. Particular attention is being paid to student learning outcomes.

## **ANALYSIS**

As the institution has evolved, opportunity has also evolved for constituency groups to review current year goals and activities directly related to planning, as well as identify the upcoming academic year's goals and activities. It is the intention of the college president and the senate presidents to establish a more comprehensive and all-inclusive process to actively engage faculty, students, and staff in the identification, review, and updating of college goals. While faculty currently address student learning outcomes on an individual basis, an institution-wide process for measuring and documenting such outcomes does not exist at this time. The ability to effectively document achievement of various institutional outcomes is contingent upon increasing the research and evaluation resources for the college.

## PLAN

- None

### ***3C.2 The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.***

## DESCRIPTION

The institution makes its various planning documents available to the public and college community via its website and/or hardcopy. College goals as well as mid-year and year-end achievements of goals for current and previous years are accessible via the college's website. While some documents are in draft form, they are still made available for public review. On its website, the LRCCD provides updates and research information specific to each college. Over the past several years, more FLC data distinct from CRC data has become available.

A new public information officer (PIO) and outreach and retention staff are now in place to provide accurate and up-to-date information on programs and services available at the various educational sites. The PIO is working with key staff and faculty in developing a college catalog, Fact Book, college brochures, and program information documents. The PIO regularly produces the semester class schedule and tabloids that are mailed to over 155,000 residents. An informative internal newsletter is also published three times a year. Information on the education centers' progress and student achievements are now included in various district publications. The district also provides a regular updated Environmental Scan Report that reflects CRC and its education centers, which currently include FLC, El Dorado Center, and Rancho Cordova Center.

FLC continues to explore ways to establish partnerships with local businesses, high schools, and community organizations and agencies. Staff and faculty actively participate in numerous community events such as local business/job fairs, high school/college nights, local county fairs, and chamber activities.

## ANALYSIS

All planning documents, either in final or draft form, serve to assure the public that the college is achieving and maintaining quality programs and services. Draft documents need to be finalized with a timeline for updating. A marketing plan that integrates with the college's strategic planning process is needed. A quick click on the college's website will provide information on the latest achievements. The hiring of key staff such as the PIO and outreach and retention staff has provided greater clarity on the type of information that needs to be publicized. Staff is working diligently to ensure that information published about the educational centers including their programs, services, staff, and faculty are clear, accurate, and up-to-date.

## PLAN

- None

***3C.3 The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.***

**DESCRIPTION**

As FLC develops to full college status it is imperative that plans and processes that are developed be reviewed to determine how well they assess the college's institutional effectiveness. Presently, regarding institutional research efforts, FLC relies upon CRC and the district Office of Institutional Research to assess institutional effectiveness. The institutional researcher at CRC, working with CRC data, breaks down and reports data separately for FLC and the El Dorado Center whenever possible. Review of this system is ongoing. The evaluation processes for programs and services at FLC are outlined in detail in Standard 3A.4. Efforts to develop and review all processes are ongoing.

Revision of the 1992 strategic plan for FLC is underway and will continue in order to address, in part, the area of institutional plans. Participatory governance structure is in place to address planning processes. Plans and processes that have been generated by the college's participatory governance committees include the following:

- *Educational Master Plan*
- *Instructional Program Review*
- *draft Student Services Program Review*
- *draft FLC Matriculation Plan*
- *draft Enrollment Management Plan*
- *FLC Budget and Institutional Facilities Planning Handbook*
- *Outreach and Recruitment Operations Manual*

**ANALYSIS**

FLC has developed the plans and processes outlined in the description above. Continual review by participatory governance committees and other appropriate means will ensure that these tools meet the needs of the college as it continues to grow.

To facilitate understanding of relationships between research, evaluation, plans, and planning, FLC will develop a chart linking all organizational planning processes. Completing revision of the 1992 strategic plan for FLC will further advance coordination of the college's planning efforts.

**PLAN**

- None

## WORKS CITED

- 3-1 LRCCD Environmental Scan Report Card
- 3-2 LRCCD Office of Institutional Research website: <http://irweb.do.losrios.edu>
- 3-3 Noel Levitz Satisfaction Surveys
- 3-4 LRCCD Strategic Plan
- 3-5 Educational Master Plan
- 3-6 Instructional Program Review
- 3-7 *draft* Enrollment Management Plan
- 3-8 *draft* Student Services Program Review
- 3-9 *draft* Instructional Technology Planning Goals and Objectives
- 3-10 participatory governance committee agendas/minutes (cross references)
- 3-11 FLC Accreditation Survey
- 3-12 FLC Mission Statements and Vision Statement
- 3-13 LRCCD program specific surveys of former students
- 3-14 FLC Master Calendar and Faculty Resource Binder (cross referenced)
- 3-15 FLC Budget and Institutional Facilities Planning Handbook
- 3-16 FLC Goals and Objectives
- 3-17 FLC website: [www.flc.losrios.edu](http://www.flc.losrios.edu)
- 3-18 FLC Catalog
- 3-19 Fact Book
- 3-20 FLC brochures (cross referenced)
- 3-21 FLC Class Schedule
- 3-22 FLC Class Schedule (tabloid)
- 3-23 FLC Crossing Boundaries newsletter
- 3-24 1992 FLC Strategic Plan (cross referenced)

3-25 *draft* FLC Matriculation Plan

3-26 Outreach and Recruitment Operations Manual



## **STANDARD FOUR: EDUCATIONAL PROGRAMS**

***The institution offers collegiate level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.***

### ***4A. General Provisions***

***4A.1 The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.***

### **DESCRIPTION**

As a member of the Los Rios Community College District (LRCCD) family, Folsom Lake College (FLC), operating under the auspices of Consumes River College (CRC), developed its *Mission Statements and Vision Statement*. This was done through a collegial consultation process and set the framework for a comprehensive community college committed to pursuing excellence and inspiring student achievement. FLC offers comprehensive programs, services, and curriculum that lead to certificate and degree awards, facilitate lifelong learning, and promote professional growth and development.

FLC offers a broad-based curriculum of general education and transfer courses, as well as occupational education, basic skills, continuing education, staff development, and community education courses. In addition, each site serves the unique needs of its own community. For example, the Folsom campus, surrounded by a growing number of high technology companies, offers a wide variety of technology courses. EDC, situated in a small, historic town on the western slope of the Sierra Nevada Mountains, targets its community needs and interests. RCC, located in a community with an emerging Eastern European population, offers classes in workforce preparation and ESL. Furthermore, each site offers the following services to students: counseling, assessment, orientation, EOP&S/CARE, financial aid and scholarships, learning disabilities assessment, DSPS, transfer opportunities, bookstore, police and security, tutoring, distance learning classes, and student activities.

Local demographics and economics vary by site. The Folsom campus and RCC reside in Sacramento County. This county has experienced a 23 percent increase in population over the last 11 years and is expected to increase another 33 percent by 2020. The current percentage of the population under 18 years old is 27.6 percent with projected public school enrollments increasing by 3.7 percent by 2010-11. Ethnicity in the county is 60.8 percent White, 14.2 percent Latino, 12.6 percent Asian, 10.1 percent African American, and 2.2 percent Native American. It is projected that by 2040 more than half of the population in Sacramento County will be non-white. Of those in Sacramento County, 16 percent are foreign born with 24.4 percent of the population reporting speaking a language other than

English at home. Of the non-English speaking population 10 percent speak Spanish, 5.7 percent speak other Indo-European languages, and 8.2 percent speak Asian and Pacific Island languages. Disabled persons constitute 18.3 percent of the population. The 2000 census revealed a median age of 31.8, and 58.2 percent of the population resided in owner-occupied homes.

EDC is located in El Dorado County, which has experienced a 30 percent change in population over the last 11 years and is expected to double its population by the year 2020. The current percentage of the population under 18 years old is 26.1 percent, though surprisingly there is a projected decline in El Dorado County public schools, decreasing by 5.2 percent in 2010-11 from the 2001-02 levels. Ethnicity in the county is 85.6 percent White, 8.6 percent Latino, 3 percent Asian, 2 percent Native American, and 0.7 percent African American. Only 7.2 percent of the persons in El Dorado County are foreign born with 10 percent of the population reporting speaking a language other than English at home; of those, 6.4 percent report Spanish as the primary language. Disabled persons constitute 16.3 percent of the population. In 2000, the median age was 35.3 and 75 percent of the population resided in owner-occupied homes.

As a part of the process for becoming an independent college, faculty and administration from CRC and FLC met to determine which of the programs offered by CRC should continue to be offered at the future FLC. It was agreed that FLC should continue to offer some programs in their entirety, and other programs conjointly with CRC, in order to afford students at both colleges maximum opportunity to complete degrees and certificates.

FLC has developed a comprehensive *Educational Master Plan* process to help discipline faculty evaluate and develop programs that will serve students and the community well. Each plan incorporates institutional research data, as well as information gained from citizens' advisory councils, industry boards, and internal/external surveys. Also, the Educational Planning Committee facilitates a separate, formal *Instructional Program Review* process to evaluate the status and progress of all college programs.

## **ANALYSIS**

FLC does indeed seek to meet the varied educational needs of its students as evidenced by the assortment of instructional programs and student support and development services currently available. The college places significant emphasis on the importance of offering programs consistent with its mission and vision statements and the demographics and economics of the community as demonstrated by the significant amount of time spent crafting institutional assessment tools.

The *FLC Strategic Plan*, based on the *Mission Statements and Vision Statement*, needs to be updated to reflect the current *Educational Master Plans* being completed by academic departments, student services, and administration. This will enable program development, facilities planning, and strategic planning to be aligned. An *Enrollment Management Plan* needs to be fully developed to guide program planning.

## **PLAN**

- The *FLC Strategic Plan* will be updated.

**4A.2 Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced, within a reasonable time.**

**DESCRIPTION**

Currently, FLC offers a broad array of general education and transfer degree curriculum through a variety of methods including standard classroom instruction, self-paced on-line, on-line web-supported, and live-interactive television. Multi-site instructional formats, in particular, promote increased student enrollments, which in turn allow consistent, timely course offerings. Additionally, FLC continues to explore options for short-term classes in four, six, and nine-week formats as well as weekend-only formats. Thus students pursuing an associate degree in general education transfer have broad and varied access to required courses. FLC offers all coursework for most transfer programs in the CRC catalog. For those programs where all coursework is not offered, students can still complete the majority of the coursework at FLC and finish their degree/certificate requirements at CRC.

Discipline faculty review all programs yearly, and required coursework is offered in a pattern that facilitates program completion. Course scheduling also reflects the results of student surveys, which are conducted periodically at all three FLC sites to determine student need.

In conjunction with CRC, FLC offers the following programs. All coursework is offered for those disciplines that are bold:

DISCIPLINE	DEGREES			CERTIFICATES		
	FLC	FLC/ CRC	MOU	FLC	FLC/ CRC	MOU
Administration of Justice	X			X		
Accounting		X			X	
Art		X				
Automotive Mechanics Technology			X			X
Biology		X				
Building Inspection Technology			X			X
Business		X			X	
Communication		X				
Communication - Applied Communication Skills					X	
Chemistry		X				
CIS – Computer Programming, CIS Programming, Management Information Systems		X				
CIS – Desktop Publishing; Internet Programming: C/C++; Fortran; Pascal; Virtual Basic					X	
CIS – Network Systems Engineering, Network Systems Administrator			X			X
<b>Communication Media -Television Production</b>					X	
Communication Media					X	
Television Production: Cable Access Production						
Construction Management Technology			X			
Drafting Technology			X			X
Early Childhood Education (ECE)		X			X	
ECE – Elementary School Teacher Assistant, Family Support Services						X
English		X				
Engineering			X			
Environmental Design -Architecture, Construction			X			X
Environmental Design - Construction						

DISCIPLINE'(CON'T)	DEGREES			CERTIFICATES		
	FLC	FLC/ CRC	MOU	FLC	FLC/ CRC	MOU
Fire Technology						X
General Education-Transfer		X				
Geology		X				
Horticulture			X			X
Horticulture – Landscape maintenance, Nursery Operations			X			
Human Services	X			X		
Human Services - Gerontology	X			X		
Interdisciplinary Studies			X			
Management		X			X	
Management - Retail		X			X	
Management Information Systems – all, except Programming, COBOL		X			X	
Management Information Systems – Programming, COBOL						X
Marketing		X				X
Mathematics		X				
Music			X		X	
Physics		X				
Real Estate		X			X	
Science - General		X				
Social Science – General		X				
Teacher Preparation – Liberal Studies		X				

Student surveys are conducted periodically to improve course scheduling. The *Rancho Cordova Center Survey for Summer Offerings 2003* indicated that 40 percent of the students attended night courses and 32 percent of the students received financial aid. The student population is predominately female, over 30 years old, and non-native English speakers. Degrees, transfer, and certificates were the top educational goals with English, ESL, computer, and business indicated as course preferences. Based on the results of this survey, a summer program will be offered for the first time in 2003. Furthermore, the results of the survey will impact year-round scheduling.

## ANALYSIS

The *Scheduling Needs and Student Concerns Survey* assessed core issues such as course scheduling, course cancellation, distance learning, and educational resources. Responses validated current scheduling practices at FLC, with students preferring full semester morning or evening classes, in a one or two day per week format. Additionally, 62 percent of students wanted general transfer courses, which are the majority of the courses FLC offers. Although students indicated an interest in extending library and Personal Learning Environment hours during finals, their needs for afternoon and evening access had been met.

The findings also indicated: 1) a need to expand tutoring services into the evening; 2) a strong interest in distance learning classes; 3) a mild interest in classes offered during the afternoon, during which time facilities are underutilized; and 4) a concern regarding class cancellation, which had affected one-third of the students surveyed. FLC has responded to the survey as follows: 1) tutoring services have now been assigned to our faculty coordinators to address student requests and issues related to their tutoring needs; 2) the new course schedule promotes and provides a more detailed explanation of distance education courses; 3) classes have been identified for afternoon offerings; and 4) the Academic Senate and administration have developed and approved course cancellation guidelines that provide timely evaluation of low-enrolled courses with a caveat that enrollment is not the only criterion. Courses may be kept despite low enrollment.

The lack of a full-time, on site institutional researcher to accurately analyze course completion, persistence, and transfer rates places this task with administration, area spokespersons, and instructional coordinators. FLC depends upon the LRCCD office to assist with such data. Consistent historical data, as well as current research methodology, is essential for informed decision making.

#### **PLAN**

- FLC will prioritize hiring a researcher to ensure collection of data regarding student populations at each site and to query the needs of local business and industry.

***4A.3 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.***

#### **DESCRIPTION**

Programs are eliminated or significantly changed only after a comprehensive analysis of student interests, industry needs, and enrollment patterns. Such changes must proceed through the college Curriculum Committee and then the LRCCD Curriculum Coordinating Committee before being submitted to the state for approval. Both need and impact analyses are presented to these committees. Students who start a program of study under a particular year's catalog retain those catalog rights even though they may take several years to complete their program.

FLC itself has not eliminated or significantly changed any programs. Thus far, any changes to FLC programs have been initiated by CRC faculty and processed by the CRC Curriculum Committee. FLC is currently developing its own programs and policies.

#### **ANALYSIS**

Current practice ensures that enrolled students may complete their education in a timely manner with a minimum of disruption.

#### **PLAN**

- None

**4A.4 The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.**

**DESCRIPTION**

*Human Resources*

As can be seen in the following table, the number of faculty and staff has increased to accommodate a growing student population. The hiring process begins at the LRCCD office, which allocates faculty and classified positions to each college. At the college, faculty and classified hiring committees convene and prioritize staffing needs. Both committees make prioritized hiring recommendations to the college president. Regarding administration, a permanent dean for EDC has been hired and a third dean of instruction is a hiring priority for 2003-2004.

Semester	Head Count (1st Census)	Full-Time Faculty	Part-Time Faculty	Staff	Administration
2001-2002	Fall 6839 Spring 7413	54	190	48	6
2002-2003	Fall 7822 Spring 7313	59	190	59	7

*Financial Resources*

FLC receives funding from the LRCCD and CRC. The district utilizes a formula that allocates funds directly to FLC. Other funds, such as matriculation, DSPS, EOP&S/CARE, and financial aid, are allocated first to CRC, which then allocates to FLC.

FLC has a Budget and Institutional Facilities Planning Committee (BIFPC), which consists of the vice president of administration, faculty, classified staff, and student representation. Through the *Educational Master Plan* process, academic departments and service areas identify and prioritize needs. Each academic department and service area discusses needs with the appropriate dean and vice president of instruction and student services prior to submitting requests to BIFPC. The committee then evaluates and prioritizes the proposals and submits a budget recommendation to the college president. A process has been established for academic department and service area base allocations, equipment, temporary staffing, and emergent requests.

*Physical (Facilities) Resources*

Facilities include the main campus in Folsom with a new building that opened in fall 2001 with almost 41,000 square feet of space for instruction, student services, and personal learning. The building features an Innovation Center, which provides instruction to faculty and staff on state-of-the-art technology, and also a Personal Learning Environment, which provides student access to numerous resources, including books, periodicals, and computer programs. The PLE contains more than 120 computers in support of library research, distance education, the self-paced online computer

information science program, math and English tutoring, a writing lab, and DSPS. Other features of the PLE include individual and group study rooms.

Two new science labs have been added at FLC due to tremendous growth in the sciences. These portable labs, equipped with computers, were acquired from American River College in fall 2001. A very generous five-year grant from Aerojet GenCorp has provided additional financial support to furnish the chemistry labs with the latest equipment. Planning for the next Folsom campus expansion, Phase 1B with approximately 63,000 square feet, is completed and construction will begin June 2003.

EDC is planning an additional building, approximately 13,400 square feet, which will house a computer lab, art facilities, and additional classrooms. Construction will begin in 2004. As an added convenience for students, a parking lot expansion will be completed in 2003.

At RCC, additional space and classes have made this outreach center a success. The self-paced online computer information science program was initiated there and then expanded to the Folsom campus. Elsewhere, FLC utilizes 18 off-site locations to bring education closer to the community.

### *Physical (Technology) Resources*

One hallmark of FLC is its technology infrastructure. Numbers of computers have doubled on the Folsom campus from approximately 75 in 2001 to 150 at present. More importantly, the platforms have been standardized to industry specifications thus allowing for efficient maintenance and upgrades. The new building features smart classrooms, each one equipped with a computer, VCR, DVD player, and overhead sound and projection system. All new classrooms will be similarly equipped. Furthermore, EDC classrooms are currently being converted to smart status. The new Phase 1A building at the Folsom campus also houses a state-of-the-art broadcast facility, which is equipped with the new Parker Vision automation system that allows students at EDC and RCC to hear, see, and speak with their instructor during broadcast from the Folsom campus.

### *Communication Resources*

At FLC, all regular faculty, adjunct faculty, staff, and administrators have email accounts on the LRCCD web server. These accounts may be accessed at work from any office or at home via the internet. All faculty, staff, and administrators also have voice mail accounts.

The LRCCD has recently switched over to the PeopleSoft information management system, which allows faculty to manage enrollments, wait lists, and grades. The system also enables the tracking of valuable enrollment data, which faculty now use when developing *Educational Master Plans* for their disciplines or programs. Students in turn can view grades during the semester or enroll online for the following semester.

Both FLC and the LRCCD have websites that provide students and the general public with various resources. The class schedule as well as instructor web pages with class information are available online. The Ask-the-Librarian link on the library web page enables students to get assistance online.

## ANALYSIS

Currently, human and financial resources at FLC are limited due to the state budget crisis, though as a member of the LRCCD family, FLC is well positioned to weather this period. Funding for the expansions at the Folsom campus and EDC is encumbered and those projects will proceed, thanks to the passage of a LRCCD bond measure in March 2002 and the state bond measure in November 2002. Nonetheless, planning and use of funds for day-to-day needs will be carefully monitored.

The library, although technologically rich, is in the process of ordering books, periodicals and reference materials for the shelves. As additional programs move into the PLE, such as tutoring and self-paced online, space is constrained and support staff struggle to accommodate new growth and student demand. Also, ongoing training of instructors in instructional technology has led to increased demand for the smart classrooms.

Regarding distance education, the *Scheduling Needs and Student Concerns Survey* indicated that only 14 percent of the respondents had taken a distance education class. Of these students, 45 percent had completed the course via interactive televised fixed system (ITFS) and 39 percent via online format. Within both groups, 82 percent indicated that the formats were helpful in learning the course material. Of the 268 respondents who reported not having taken a distance-earning course, 31 percent were not aware distance learning was available. This finding resulted in the class schedule highlighting the distance-education offerings and positioning them in the front of the document. In spring 2003 FLC offered 33 online and 24 ITFS classes, 12 of which were broadcast from FLC and 12 from CRC. Second week enrollment reports indicate 1184 students enrolled in online classes and 700 enrolled in ITFS classes.

## PLAN

- None

***4A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.***

## DESCRIPTION

All three FLC sites provide counseling services through regular and adjunct counselors by appointment and during peak enrollment period on a drop-in basis. Evening students are served by full-time counselors, who are assigned evening duty as part of their load, as well as by adjunct counselors. Additionally, services for students with disabilities are provided on a limited basis through a coordinator and a learning disability specialist from CRC. A student personnel assistant and a part-time counselor with training and expertise in assisting students with disabilities also support these services locally. EOP&S/CARE, CalWORKs, and financial aid services are locally staffed and provide program advising specific to the needs of students who qualify and use those programs.

The counseling department is managed by the dean of student development and enrollment management, who provides up-to-date information regarding statutory and fiscal requirements. The dean participates in districtwide meetings of counseling deans to address advising issues affecting students. The dean also sits on the district research council, which discusses student satisfaction, program review, and pre and co-requisite implementation, all of which pertain to effective student advising.

Chaired by a counseling faculty member, the counseling department meets monthly to stay current in college and district policy, curriculum development, financial aid, four-year college and university transfer agreements, and articulation changes. Counselors participate in participatory governance on Educational Planning, Curriculum, Matriculation and Matriculation and Student Success, Budget and Facilities Development, and Professional Activities Committees. Additionally, counselors serve on the LRCCD Articulation, Educational Planning, and Curriculum Committees, and the general education subcommittee. Counselors are active participants in the Los Rios Counselor's Association, which meets annually to share information between the colleges. The counseling department has hosted conferences and workshops to support faculty development and training for our region. Additionally, the counseling department has held several training sessions for new instructional faculty regarding transfer requirements, registration, and on-line grading. Counselors give presentations at professional development activities, consult on key instructional issues, and contribute to class schedule development. Counselors also attend Area C monthly meetings to discuss issues relevant to this area, including academic advising issues. Counseling faculty teach human career development classes with topics including career development, study skills, and educational planning.

Currently, the LRCCD counseling ratio is 900:1 per the union-approved faculty contract. FLC has six full-time counselors to meet this ratio, providing services at the Folsom campus, EDC, and RCC. Additionally, FLC serves the needs of specific populations through CRC specialists and local student personnel assistants.

Transfer services at FLC were expanded through *Project 1000*, a state grant; university and college relationships were enhanced, marketing materials were jointly developed, and students were advised regarding specific academic programs and transfer strategies.

## **ANALYSIS**

The EOP&S/CARE, CalWORKs, and financial aid programs require special emphasis on long-term educational plans. While the DSPS program is currently staffed by faculty from CRC through spring 2003, a majority of learning disability support provided by CRC will be eliminated fall 2003. The needs of special student populations are increasing and full-time counselor expertise will be required for these students in the near future.

## **PLAN**

- None

## **4B. Degree and Certificate Programs**

**4B.1 The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.**

### **DESCRIPTION**

FLC is committed to providing rigorous student centered educational opportunities for all members of the community. The FLC Mission Statements reflects this commitment.

The degree and certificate approval process is supported by the LRCCD Office of Institutional Research, which provides information related to business and industry needs, economic development plans, and state and local government mandates. Often this data leads to the creation of interdisciplinary certificate and degree programs. Two examples are the teacher preparation program offered in conjunction with CSUS and a proposed history/anthropology/biology interpretive program.

New programs are often prompted by community need or by other emerging programs in the CSU and UC systems. Programs are developed by faculty who ensure that appropriate courses are offered. Student learning outcomes are clearly delineated. All programs are scrutinized to ensure compliance with Title 5 and the California Education Code with respect to number of courses, length of courses, appropriate sequencing, duration of program, academic rigor, and critical thinking component.

Additionally, faculty follow the *Educational Master Plan* process to ensure that required facilities, equipment, and student learning resources are available when a program commences. All programs are further monitored and evaluated through the *Instructional Program Review* process, with particular attention being given to the success of students and their subsequent employment or transferability.

Currently, FLC and CRC are negotiating the division and maintenance of degrees, certificates, and courses. Although FLC has few degree and certificate programs to claim as its own, work is underway through the *Educational Master Plan* process to identify and initiate pertinent programs. Additionally, FLC faculty are working with local agencies such as JobOne (an economic development agency), the El Dorado Arts Council, Chambers of Commerce within Folsom and El Dorado Counties, Folsom Prison, Folsom Mass Transit, and Folsom Planning Council to develop programs that will serve local needs.

### **ANALYSIS**

FLC has taken the steps necessary to build educational programs that support the vision and mission of the college. Likewise, measures are being implemented to ensure that all educational programs are coherent and appropriate. An in-house researcher would greatly enhance these efforts. To better align FLC educational programs with expectations beyond the college, there is also a need to develop additional articulation agreements with universities and to develop community based advisory committees.

## PLAN

- None

***4B.2 The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.***

## DESCRIPTION

All FLC programs are processed through the FLC Curriculum Committee and subsequently identified in the draft *FLC Catalog*. This faculty-initiated process delineates the content and student learning outcomes. Discipline faculty maintain contact with faculty at four-year institutions to ensure alignment between community college and university requirements.

Degrees and certificates are identified in the catalog with a brief description of degree objectives, a list of required and elective courses and any prerequisites, and additional general education and graduation requirements. Courses are described in the catalog and in the class schedule circular.

FLC currently utilizes the CRC catalog to identify programs and requirements. The Curriculum, Matriculation and Student Success, and Educational Planning Committees are reviewing the draft *FLC Catalog*, which is anticipated to be completed summer 2003.

## ANALYSIS

While FLC faculty and staff can provide some information on the needs of specific educational programs, there is a need for expertise from members of industry.

## PLAN

- None

***4B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.***

## DESCRIPTION

Student learning outcomes for a given course are aligned with educational program outcomes; therefore, course grades demonstrate achievement of learning outcomes for educational programs. The draft *FLC Catalog* describes expected learning outcomes for all programs, minimum graduation requirements, and graduation competency requirements, including reading competency, written

expression competency, and mathematics competency. The curriculum/course outline for each FLC course is on file in the instruction office. The Curriculum Committee, through its course and program approval process, ensures that course objectives and learning outcomes are clearly described. In every class, students are given a syllabus that lists course objectives. All syllabi are on file in the instruction office.

The awarding of an associate degree indicates not only program completion, but also demonstrated achievement of student learning outcomes for courses within the program. Additionally, all graduates have demonstrated the ability to think and to communicate clearly and effectively both orally and in writing, to use mathematics, to understand the modes of inquiry of the major disciplines, to be aware of other cultures and times, to carefully consider ethical problems, and to develop the capacity for self-understanding.

To keep abreast of issues related to student learning outcomes, FLC representatives participated in statewide research planning organization sponsored workshops in fall 2002. FLC also offered flex professional development activities to assist faculty in formalizing student learning outcomes.

## ANALYSIS

While faculty have been actively engaged in gathering information to revise curricula in preparation for becoming a separate college, formalized student learning outcomes for all educational programs need to be completed. There is also a need to generate data for tracking achievement of these student learning outcomes.

## PLAN

- None

***4B.4 All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.***

## DESCRIPTION

FLC degree programs require completion of a general education pattern that includes courses from natural sciences, American institution, social and behavioral sciences, humanities, languages and rationality, living skills, and ethnic/multicultural studies. In addition, students must show competency in college level reading, written expression, and computational skills. A transfer program requires additional course work and higher level of competency in these areas. Degree specific programs contain coursework in content and research in the subject area. Discipline specific coursework, as specified in the catalog, is integral to all degree programs.

A director of transfer and articulation, 40 percent appointment, begins services at FLC in spring 2003. Also beginning spring 2003, a transition center clerk will provide transfer and career services.

## ANALYSIS

FLC adheres to Education Code, Title 5, LRCCD board policies and regulations, and CSU and UC requirements for transfer and degree applicable courses. As such, FLC is in compliance with this Commission substandard. The articulation officer, in conjunction with the Curriculum Committee, reviews all educational program proposals to ensure continuing compliance. One area, though, that does need attention is that pertaining to course transferability.

## PLAN

- None

### ***4B.5 Students completing degree programs demonstrate competence in the use of language and computation.***

## DESCRIPTION

Critical thinking skills related to the use of language and computation are infused into all possible courses at FLC and competence with regard to language and computation is demonstrated via successful student completion of those courses. Course and educational program student learning outcomes are crafted such that every student who completes an associate degree at FLC demonstrates competency in the use of language and computation. FLC maintains an ongoing dialogue regarding standards for the use of language and computation through participation in all district level competency committees for writing, reading, and math. FLC degree programs require competencies in writing, reading, and computation as stipulated by section 7200, Academic Standards and Progress of LRCCD board policies and regulations, and also as stipulated by the following sections of Title 5, California Code of Regulations:

Section 51002	Standards of Scholarship
Section 55800.5	Minimum Credit Hours for Graduation from Two Year Course
Section 55802	Associate in Arts Degree
Section 55805	Philosophy and Criteria for Associate Degree and General Education
Section 55805.5	Types of Courses Appropriate to the Associate Degree
Section 55806	Minimum Requirements for the Associate Degree

Transfer courses meet the requirements of the CSU and UC systems as established by Section 40405 General Education Breadth Objectives, 40405.1 California State University General Education Breadth requirements, and Section 40405.2 Intersegmental General Education Transfer Curriculum.

## ANALYSIS

FLC has awarded degrees and certificates that meet the criteria established by the LRCCD, Title 5, and Education Code. FLC awarded 144 degrees and 136 certificates in 2000-01 and 254 degrees and 78 certificates in 2001-02. The increase in the number of students receiving degrees suggests an increase in the number of students exiting the college with competence in the use of language and computation.

## PLAN

- None

### ***4B.6 The institution documents the technical and professional competence of students completing its vocational and occupational programs.***

## DESCRIPTION

In fall 2000, the LRCCD Office of Institutional Research collaborated with occupational education deans, academic area deans, and faculty to develop a series of program-specific follow-up surveys. The program-specific surveys were designed to determine how well courses met the employment and educational needs of former LRCCD students, both those who earned degrees or certificates as well as those who did not. The surveys assessed the students' level of preparedness, employment and salary information as well as feedback on academic preparation for taking certification and licensing exams. The initial programs were accounting, automotive technology, computer information science, and electronics. Additional programs surveyed in spring 2002 included: early childhood education, drafting and engineering design technology, and nursing. Results from the earliest surveys did not differentiate FLC from CRC students, but more recent surveys do.

In addition to district level efforts to document the technical and professional competence of students completing vocational and occupational programs, FLC has informally tracked students in particular vocational/occupational programs for some time. Lead faculty for programs such as accounting, administration of justice, early childhood education, and human services maintain information about the success of former students.

## ANALYSIS

Currently, since FLC operates under the umbrella of CRC, assessment of the technical and professional competence of students completing vocational/occupational programs is not entirely FLC specific. As FLC becomes a separate college, it will need to fully assess and document the competence of its students. This needed documentation can then be used to guide improvements in programs and services. As with many of the needs brought to light by this self study, the addition of a researcher is necessary to fully implement tracking of vocational/occupation students.

## PLAN

- FLC will expand means to assess technical and professional competence of students completing occupational and vocational programs.

## **4C. General Education**

### **4C.1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.**

#### **DESCRIPTION**

Graduation and General Education requirements for an Associate of Arts/Science degree and the CSU and UC general education transfer and breadth requirements are published in the 2002-2003 CRC catalog. FLC has similar information available on its website listed under Counseling and Career/Transfer Information, in individual brochures available to students at the counseling office and other high traffic areas on campus, and in the draft *FLC Catalog*. Students may also obtain both general education and career and transfer information during planned counseling meetings at the Folsom campus, EDC, and RCC. Information from these various sources describes the components necessary for graduation, including completion of a specific number of units, requirements for major field of study, general education requirements, and specific competency requirements. The general education areas are: 1) natural science; 2) American Institutions; 3) other social and behavioral sciences; 4) humanities; 5) languages and rationality; and 6) living skills. These areas are consistent with policy adopted by the LRCCD Board of Trustees and are applicable for all of the colleges within the district.

#### **ANALYSIS**

All FLC degrees require a general education component, which is published in clear and complete terms in both the currently used CRC catalog and the soon to be adopted *FLC Catalog*. Other than completing the transition to the *FLC Catalog*, no significant changes are necessary.

#### **PLAN**

- None

### **4C.2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.**

#### **DESCRIPTION**

The first bullet of the FLC Mission Statements addresses the philosophy and rationale for General Education requirements: “Introduce students to those broad areas of human knowledge and understanding that contribute to purposeful and meaningful lives.” A statement included in the currently used CRC catalog also reflects the philosophy:

The college is committed to the principle of providing a broad general education that includes: natural science, social and behavioral sciences, humanities and the arts, and language and critical thinking. The college continues to offer other courses that enhance lifelong learning and prepare students for the needs and demands for

everyday life. All these skills help create a balanced life in a democratic society that is diverse in its social, cultural, and educational backgrounds.

FLC uses criteria found in LRCCD board policies and regulations, Title 5, and Education Code directives to ensure appropriate placement of courses in the general education area. The FLC Curriculum Committee reviews all course offerings and new course proposals. Furthermore, the LRCCD Curriculum Coordinating Committee has a general education subcommittee that reviews all general education curricula to ensure consistency throughout the district.

## ANALYSIS

The general education component of FLC educational programs is based on a philosophy and rationale that are clearly stated in the widely published FLC Mission Statements. Criteria by which the appropriateness of each course in the general education component is determined are well designated and coordinated both within the college and the district. As such, there are no significant changes necessary at this time.

## PLAN

- None

***4C.3 The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.***

## DESCRIPTION

General education requirements are based on the LRCCD adopted associate degree requirements in accordance with law and with the rules and regulations of the California Community College Board of Governors. Periodically, representatives meet with their counterparts at other colleges in the district to coordinate policies districtwide. The general education requirements include the minimum number of units and grade point average as well as the residency needed at the college recommending the degree. Policy also states the minimum number of units required for completion of a major. As stated in district policy, each college has the primary function of education and to transmit from one generation to the next the knowledge and skills requisite to enlarge the comprehension of our place in the universe.

Education is not limited to the classroom as many courses take to the road to explore marine, desert, and high country life in every facet to include geology, art, history, and science. Faculty and students collaborate with federal, state, and county agencies such as the U.S. Forest Service, Resources Conservation District, and El Dorado County Irrigation District on data collection and analysis; participate fully in local literacy events; contribute to area art events; perform with our choir; and

have been recognized for their business acumen and debating skills statewide. The human services program places interns in our community. More over, students are enrolled in the liberal studies for elementary teaching transfer program, which assures a seamless transition to CSU, Sacramento. These same students are placed in our local elementary schools to gain classroom experience. Early childhood education students also volunteer in our local elementary schools. An additional benefit is the subtle recruitment of having our local college students interact with the children of our community.

Student-initiated research provides an opportunity for students to develop intellectual, research, and technology skills. Our students are first introduced to technology through our college and district websites, registration system, and extensive library resource system. Subsequently, students have access and support for enhancing their knowledge, skills, and abilities by a comprehensive information technology curriculum, a customized online computer studies curriculum, and a state-of-the-art Personal Learning Environment and tutoring center. Faculty are kept abreast of technology and trends through the Innovation Center, where courses are conducted, and extensive technologies in a variety of platforms are available for course and presentation development.

FLC faculty, staff, students, and administration embrace innovation, uniqueness, and commitment to the life-long learning process and application of knowledge to current issues in our community and our world. Faculty, student government, and community professionals have presented student/community forums on world issues such as the aftermath of 9/11, women's history, domestic violence, sex and the law, and California history.

The college offers many immediate opportunities for all to contribute to society. The student government coordinates many of these functions to include blood drives, Christmas giving, children's book drive for our local schools, and eyeglasses for our friends in Mexico. Our growing college is also establishing traditions that include community Halloween and fall festivals, potlucks and battle of the bands, student-faculty softball, basketball and bowling challenges, and a golf tournament that garners support throughout the district.

## **ANALYSIS**

The general education currently provided by FLC clearly does introduce the content and methodology of the major areas of knowledge and provides the opportunity for students to develop the skills and attitudes that will make them effective learners and citizens. These efforts are consistent with the FLC vision and mission.

Although an information technology component is not included in the general education requirements, many faculty have integrated technology into their courses and require students to be technologically proficient and/or computer literate. This increase in information technology facility is not only being promoted by faculty but also by the students themselves, as indicated by the remarkable increase in students choosing online courses as well as courses that utilize the internet to support more traditional coursework.

## **PLAN**

- None

***4C.4 Students completing the institution's general program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.***

**DESCRIPTION**

The LRCCD has established competencies for reading, writing, and mathematics. The FLC graduation requirements include coursework in language and rationality, which include logical and critical thinking, oral communication and mathematical computations. As per Title 5, critical thinking skills have been infused across the curriculum.

FLC offers a wide range of general education courses that emphasize oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking. Course objectives, as stated in each curriculum/course outline, are included on syllabi distributed to students at the beginning of each semester. Instructors are encouraged to vary teaching methodologies so that students can demonstrate competence in a variety of ways.

Faculty from FLC attended a statewide workshop on student learning outcomes training. Collegial dialogue has commenced, with faculty beginning to formalize student learning outcomes during the *Educational Master Plan* process.

The FLC Curriculum Committee regularly reviews all general education curricula to ensure that core competencies are clearly defined and stated. Discipline faculty will also review curricula on an annual basis as part of the *Educational Master Plan* process.

**ANALYSIS**

Completion of the FLC general education program clearly requires competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking. Work toward formalizing student learning outcomes with respect to these competencies is evident.

**PLAN**

- None

#### ***4D. Curriculum and Instruction***

***4D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.***

##### **DESCRIPTION**

The development, implementation, and evaluation of all educational programs at FLC begin and end with our faculty through a department planning process. Discipline faculty, as part of the Educational Plan and *Instructional Program Review* process, review and develop their programs and curriculum as needed. New or revised curriculum and programs are then submitted to the Curriculum Committee for review and approval.

The faculty-led Curriculum Committee processes all curriculum and program proposals. It is responsible for approving all new courses and degree/certificate programs as well as revisions to courses or programs that result from the planning and program review process. The committee is faculty-weighted with all faculty appointments made by the Academic Senate president to ensure balanced participation across academic areas. The composition of the committee also includes classified employees, appointed by the Classified Senate president, and a student representative, appointed by the Associated Student Government president.

The Curriculum Committee is in the process of developing a handbook that will provide detailed information on the submission guidelines, approval process, and review requirements for all courses, degrees, and certificates. The *Curriculum Handbook* will also include information about the composition and function of the different subcommittees that will be responsible for evaluating initial proposals and revisions to course, degree or certificate programs. The Curriculum Committee has several subcommittees, including general education, multi-cultural, prerequisite/co-requisite, distance education, and technical review.

The process for curriculum submission, whether an original proposal or a revision resulting from program review, begins with informal communication between the discipline or department faculty, the instructional dean and the technical review subcommittee chair who provides information on the overall submission process. Once the appropriate forms are completed and voted on by the discipline or department members, the curriculum proposal is next sent to the discipline department chairs at the other LRCCD colleges to ensure collegial contact and districtwide dialogue. The proposal is then submitted to the technical review subcommittee, which reviews the proposal for accuracy and completeness, particularly with regards to course objectives, or learning outcomes, and detailed units of instruction. If approved, the curriculum is returned to the originator to secure signatures of the instructional dean, learning resource faculty, and the area spokesperson before it is submitted to the chair of the Curriculum Committee to be placed on the agenda for full and thorough review, discussion, and action. All proposals approved by the FLC Curriculum Committee are currently forwarded to the CRC Curriculum Committee on a consent agenda and to the LRCCD Curriculum Coordinating Committee for review and to guide districtwide planning efforts for program development.

All approved regular courses, degrees, and certificates are reviewed by the college articulation officer for appropriate action and forwarded to the California Community College Chancellor's Office for approval, and if appropriate, to CSU Chancellor's Office and/or UC Office of the President for approval.

Curriculum and associated program review and planning, conducted on a regular basis, are integrated into overall institutional planning. Supporting the *FLC Strategic Plan* is the *Educational Master Plan* process, through which programs and courses are evaluated annually at the department level. All programs will be evaluated every six years through the *Instructional Program Review* process. These review processes are intended to dovetail with both college and district strategic planning.

The *Educational Master Plan* process was approved fall 2002 by the Educational Planning Committee. Documentation and training ensued during the professional development program in January 2003, after which faculty began to develop their *Educational Master Plans*. The curriculum development component of the *Educational Master Plan* begins with the review of existing curriculum and that developed prior to the completion of the *Educational Master Plan* process.

## ANALYSIS

FLC has inherited an inventory of CRC courses, programs, degrees and certificates that have been approved through the curriculum process, but the existing curriculum must be reviewed and revised to reflect the FLC mission and discipline Education Master Plans. The instruction office, working with the Curriculum Committee, has begun compiling a comprehensive curriculum database that identifies both new courses and those inherited from CRC that may be in need of review by the discipline faculty. As the curriculum database is compiled, the process of reviewing the current curriculum and integrating proposed curriculum has inherent challenges, which include educating faculty on the importance of integrating clear student learning outcomes, the new curriculum, planning and educational processes, developing the initial documents, and implementing the plans. The necessary dialogue is currently taking place at the discipline level through the *Educational Master Plan* process.

The separation of the CRC and FLC curriculum approval processes has created challenges for faculty and administrators at FLC. However, to avoid confusion, curriculum submission guidelines and forms are available to all faculty via the college intranet, and those forms have been updated as processes have changed to ensure consistent understanding of submission requirements and processes. The complexity of the CRC curriculum transmittal forms has also created confusion for faculty unfamiliar with the process. As a result, FLC has begun reviewing and revising the forms and will have identifiably different and more easily managed forms by spring 2003. These forms and explanations for completing them will be available in the *Curriculum Handbook* as well as through the college instructional shared drive. Furthermore, the Curriculum Committee has initiated a series of college wide training workshops to help faculty understand the process for curriculum development, submission, review and revision. Coordinated through the professional development committee, these workshops are presented in conjunction with other workshops related to a variety of instructional issues, including innovative instructional methodologies, student learning outcomes, multiple intelligences, course management, retention practices, and more. Continuation of all of these efforts should minimize the challenges of establishing and evaluating educational programs and the curriculum they comprise.

## PLAN

- None

### ***4D.2 The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.***

## DESCRIPTION

At FLC, consistent with other colleges in the LRCCD, faculty peers ensure the quality of instruction through formal faculty performance review cycles as well as through informal collaboration and encouragement. Discipline faculty and the Curriculum Committee, in particular, are responsible for ensuring academic rigor. Educational effectiveness is an inherent part of the *Educational Master Plan* and *Instructional Program Review*, which will include the critical component of student learning outcomes.

Faculty develop discipline programs and curriculum through the *Educational Master Plan* process. The development takes into account guidelines from the state chancellor's office, including Title 5 requirements, standards established by CSU and UC, and the recommendations of professional associations. Other activities that ensure the quality of instruction include professional development opportunities for new as well as veteran instructors conducted through the Innovation Center, currently via the *Academy for Innovation in Teaching and Learning*, and administrative review of class syllabi each semester.

Furthermore, to maintain the quality and academic rigor of alternative delivery systems such as those courses offered through online or other distance learning formats, the Curriculum Committee uses additional processes established by the distance learning subcommittee. Documents used for this approval process were adopted spring 2002 by the Curriculum Committee using the state *Guidelines for Good Practices: Technology Mediated Instruction*.

Folsom Lake College takes pride in its hiring procedures that include recommendations from the Academic Senate for hiring committee memberships, development of criteria and interview questions, careful screening of applications, and professional interview process. These respected hiring practices give FLC a head start on cultivating instructors who value quality instruction, academic rigor, and educational effectiveness.

Once hired, tenure-track faculty are invited to orientation during the summer at FLC and to additional district training. New faculty members are assigned mentors, who provide instructional guidance. A *Mentor Handbook*, currently under development, will clarify the mentor's role. Mentors do not serve on mentee evaluation committees. Additional documents such as the *Master Calendar and Faculty Resource Binder* are provided to new faculty to identify instructional and non-instructional responsibilities.

## ANALYSIS

Implementation of the comprehensive *Educational Master Plan* and *Instructional Program Review* processes should ensure quality of instruction, maintenance of academic rigor, and continued educational effectiveness. These processes are in their infancy and much training, planning, and subsequent evaluation needs to occur. There is also a need for the *Educational Master Plan* to be integrated into the FLC Strategic plan as the strategic plan is revised.

While faculty hiring and review processes are well established in the LRCCD and FLC and thus provide consistent avenues for ensuring quality instruction, the area of mentoring, at least at FLC, warrants improvement. Although every new faculty member is assigned a mentor, the mentoring process needs to be enhanced to ensure better transition into the FLC environment.

## PLAN

- None

***4D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.***

## DESCRIPTION

Generally accepted methods of student learning and the awarding of credit are based on the curriculum transmittal forms for all courses that are reviewed and approved by the Curriculum Committee. Every semester the vice president of instruction distributes syllabi requirements for instructors. Each instructor's syllabus must include grading procedures, scale and expectations, textbooks and materials, testing rules and policies, course sequence, examination schedules, course critical thinking components, and prerequisites or co-requisites as identified in the current catalog. The intent is to ensure that each student knows what is required by the instructor in order to receive an acceptable grade in the course. This is in accordance with LRCCD *Board Policies and Regulations Manual R-7252*, and Title 5 requirements.

In addition to syllabi availability for students at student services counters, syllabi for each semester are reviewed and kept on file within the office of the vice president of instruction. Syllabi review includes checking that methods of student evaluation are consistent with the curriculum/course outline and instructor syllabus. Evaluations may include examinations, research projects, essays, critical thinking activities, and problem solving, among others.

Within the section titled College and Academic Regulations, the current college catalog defines a unit of work for both lecture and laboratory. The units of instruction are standardized throughout the district at 1 unit of credit for every 18 hours of lecture instruction and 1 unit of credit for every 54 hours of laboratory instruction. This current lab to lecture ratio of two thirds will change to three quarters in fall 2003.

Credit for a class is based on clearly defined criteria established by the instructor of record. Students receive grades in the course based upon the outcome criteria and their overall performance in the course.

## ANALYSIS

A major focus of the review by the vice president of instruction is to ensure that course objectives are clearly defined and stated. As the college grows, this task of thorough review needs to be delegated. While faculty currently state course objectives in their syllabi, more formalized student learning outcomes need to be developed. Distinct student learning outcomes for each course and educational program will ensure that evaluation of student learning and the award of credit are based upon clearly stated and published criteria.

## PLAN

- Faculty will develop clearly stated student learning outcomes for FLC courses.

***4D.4 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.***

## DESCRIPTION

At present there is not an institutional policy that clearly states how transfer credits are accepted. However, FLC honors all courses from designated accredited institutions. Official transcripts are evaluated in Admission and Records and those courses that are indicated as non-remedial, associate degree applicable, or transfer are accepted. Military service experience and high school advanced placement courses are also accepted for college credit. Transcripts from other countries are evaluated by an international transcript evaluation service and accepted or rejected accordingly.

When a student wants to substitute a course for an FLC course, a counselor reviews the transcript and the catalog of the issuing institution. If the counselor believes the request is warranted, the student is advised to submit a petition with transcripts, catalogue course description, and course syllabi from the previous institution. The completed petition is then submitted to the appropriate department. The lead discipline faculty review it, approve or deny it and forward it to the dean for processing. If approved, the course can be used as a substitute for the equivalent FLC course.

A regional organization of articulation officers, including FLC, meets on a regular basis to discuss transfer and articulation issues. Articulation agreements with four-year colleges and universities are developed and maintained by the articulation officer. Currently, articulation agreements exist with the majority of CSU and UC campuses for general education, major, and departmental courses.

Counselors use the CAN system, and equivalencies have been helpful to faculty when verifying completion of appropriate courses and prerequisites. The statewide ASSIST program, which is the official website for articulation agreements between two-year and four-year institutions, is readily available to counselors, students, and faculty. In addition, the district subscribes to collegesource.com, a website that maintains current and historical catalogs of all institutions that subscribe.

## ANALYSIS

From the counseling perspective, tools such as ASSIST and the collegesource.com are invaluable resources that expedite course substitution procedures. Faculty, on the other hand, are less aware of these resources and overall do not have a clear understanding of transfer of credit policies and procedures. The FLC course substitution/waiver process needs to be delineated for all faculty.

## PLAN

- None

### ***4D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.***

## DESCRIPTION

FLC embraces a range of delivery systems and modes of instruction that reflect student need, optimize the learning experience, and support curriculum objectives. Delivery systems include traditional lecture and/or laboratory format, online, televised, teleconferenced, supervised laboratories, open-entry-open-exit computer classes, apprenticeship, clinical internship, learning communities, small group discussions, internships, student-lead discussions, work experience, and community education courses. The pedagogy includes supplemental instruction, tutoring services, study groups, and collaborative techniques, typically housed in the Personal Learning Environment. The instructional technology subcommittee of the Educational Planning Committee is developing the *Instructional Technology Planning Goals and Objectives* document to describe the various delivery systems used at FLC.

Currently, the interactive television and self-paced course formats are offered at all three FLC sites. Interactive television can be viewed at all sites in specified classrooms. Online courses are taken over the internet with orientation and subsequent testing administered on campus. Self-paced courses provide an open-lab environment, with instructors available during specified times.

The *Scheduling Needs and Student Concerns Survey*, conducted in fall 2002 from a sample of randomly selected classes, is the first investigation into the use and efficacy of the broad range of delivery systems at FLC. The random sample was taken from all Folsom campus and EDC classes, not just the distance education classes.

## ANALYSIS

Of the 323 students that responded to the *Scheduling Needs and Student Concerns Survey*, 268 respondents reported not having taken a distance learning course. Of those 268, 31 percent were not aware that distance learning was available; 49 percent indicated interest in distance education courses, with the online format garnering the most support at 70 percent, followed by the self-paced format at 61 percent.

Beyond the *Scheduling Needs and Student Concerns Survey*, there has been limited data to ascertain whether the range of delivery systems and modes of instruction at FLC are appropriate to the needs of its students. More local, systematic investigations of the delivery systems and modes of instruction should be conducted. Generating the data for this kind of assessment is a challenge, though, since FLC does not have a faculty-researcher dedicated to studying pedagogy.

## PLAN

- None

***4D.6 The institution provides evidence that all courses and programs, both credit and non-credit, whether conducted on or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.***

## DESCRIPTION

All credit and non-credit courses offered at the college are designed by faculty in the discipline and approved by the college and district curriculum committees, as well as the LRCCD Board of Trustees. Until recently, curriculum and programs were reviewed by CRC faculty through the CRC Instructional Program Review process. However, FLC has been developing new processes. Two key processes developed are the *Educational Master Plan*, which is a modification of a process at American River College, and the *Instructional Program Review*, which is a modification of the process at CRC. These FLC processes will guide the design and approval of all courses and programs, monitor their administration and implementation, and fully evaluate their outcomes and efficacy.

FLC courses will be reviewed annually at the department level through the *Educational Master Plan* process, and then every six years through the *Instructional Program Review* process. *Instructional Program Review* is performed by the faculty who teach the courses. It includes updating content, such as textbooks and references, and making other changes based on student and faculty feedback on effectiveness of the courses. Course revisions must be approved by the college and district Curriculum Committees and the LRCCD Board of Trustees. Additionally, the FLC Curriculum Committee has developed a revision subcommittee to facilitate the approval of curriculum updates warranted by *Educational Master Plan* or *Instructional Program Review* processes.

## ANALYSIS

FLC has made great strides toward developing institutional policies and procedures for design, approval, administration, and periodic evaluation of its curriculum. Continued efforts in this area will result in maintaining high quality instruction as the college grows.

## PLAN

- None

### ***4D.7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on Principles of Good Practice in Distance Education.***

## DESCRIPTION

FLC takes pride in the state-of-the-art Innovation Center, which provides support and guidance to faculty that want to develop electronic instructional delivery systems. The Innovation Center coordinator, hired fall 2001, conducted a thorough needs analysis to determine faculty interest and experience, software/hardware requirements, and necessary training. A detailed plan was then generated, and the Innovation Center was equipped with the appropriate hardware/software. The center offers training on an on-going basis, including faculty forums to discuss theories and practices of distance education, such as those found in the *Guidelines for Good Practices: Technology Mediated Instruction*. Additional resources reside in the Innovation Center. The faculty leader continues to offer training, guidance, and assistance in course development and helps to ensure that electronic offerings meet or exceed the accepted principles of good practice.

Currently, the instructional technology available at FLC is being used primarily to enhance existing traditional, face-to-face classes. An instructional technology subcommittee of the Educational Planning Committee, consisting of interested faculty, information technology personnel, and our faculty technology leader, has been formed. In addition to its planning function, this committee serves to provide guidance in implementing best practices across all electronic mediums.

To ensure that our electronic delivery systems are informative and engaging, new alternatives such as streaming media and audio are being investigated. District research support for such technology is being explored. The district has made a tremendous investment in the Blackboard course management system to assist instructors that want to transition courses to full or partial online status. The Curriculum Committee has adopted a distance education approval process to ensure academic rigor of all academic or vocational classes regardless of delivery mode.

## ANALYSIS

Anecdotal evidence suggests that our students, particularly our commuter and remote students, benefit from the increased electronic communication. There is concern, though, regarding the

intervals of evaluation and revision in the area of electronic delivery systems. Accurate representation of online and other electronically mediated distance education courses is crucial to their success, and yet these relatively new course offerings may experience problems with software, instructor access, and student discipline/motivation that detract from their potential value. It is therefore necessary to consider policies and practices relating to this venue that enable evaluation and update in a timeframe more appropriate to this medium.

## **PLAN**

- None

***4D.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with applicable Commission policies and guidelines.***

Non-applicable.

## WORKS CITED

- 4-1 FLC Mission Statements and Vision Statement
- 4-2 Educational Master Plan
- 4-3 Instructional Program Review
- 4-4 1992 FLC Strategic Plan (cross referenced)
- 4-5 *draft* Enrollment Management Plan
- 4-6 CRC Catalog
- 4-7 Rancho Cordova Center Survey for Summer Offerings 2003
- 4-8 Scheduling Needs and Student Concerns Survey
- 4-9 Project 1000 grant
- 4-10 FLC website: [www.flc.losrios.edu](http://www.flc.losrios.edu)
- 4-11 LRCCD website: [www.losrios.edu](http://www.losrios.edu)
- 4-12 FLC brochures (cross referenced)
- 4-13 *draft* FLC Catalog
- 4-14 FLC Class Schedule
- 4-15 course syllabi (cross referenced)
- 4-16 LRCCD program specific surveys of former students
- 4-17 LRCCD Board Policies and Regulations Manual (cross referenced)
- 4-18 *draft* FLC Curriculum Handbook
- 4-19 Guidelines for Good Practices: Technology Mediated Instruction
- 4-20 *draft* Mentor Handbook
- 4-21 FLC Master Calendar and Faculty Resource Binder (cross referenced)
- 4-22 *draft* Instructional Technology Planning Goals and Objectives

4-23 CRC Instructional Program Review

4-24 course substitution/waiver forms

4-25 Instructional Technology Survey



## **STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT**

*The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.*

**5.1** *The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.*

### **DESCRIPTION**

Folsom Lake College (FLC), an open-access institution, admits all students over the age of eighteen, or those possessing a high school diploma. Under special circumstances, FLC also admits students younger than eighteen through its advanced education program. The college is also responsive to serving international students and veterans. In support of the statewide community college mission, the FLC Mission Statements contain eight proclamations that demonstrate FLC priorities regarding the wellbeing and success of students. Among these are: “Provide curriculum and instruction that will promote the participation and success of all students”; and “Provide a comprehensive student support program that will promote the success of all students.” Publishing admission policies and following practices consistent with such statements is a necessary first step in helping students achieve a quality educational experience, beginning with admission to the college.

Information on services and admissions policies is provided in a variety of publications including: FLC and Los Rios Community College District (LRCCD) websites, college catalog, class schedule, student guide, and student services brochures. In addition, counselors and student services staff provide students with information regarding services and admissions policies. It is worth noting that the counseling department has initiated, developed, and is ready to implement online orientation. This will bring policy and procedures relative to admissions straight to the student regardless of location. Finally, faculty include student services information in course syllabi and student services staff regularly visit classrooms to provide additional information to students.

FLC also provides students with additional information regarding specific academic and vocational programs through brochures and the internet. The FLC and LRCCD websites clearly outline all academic and vocational program information including that regarding policies and procedures for application and admission processes. In addition, the *Student Guide* lists all specific student support programs and information regarding application, selection, student preparation for college, and admission processes. This guide was most recently updated spring 2003 and provides students with information they need to be successful.

All information is printed in English, and some is available in Spanish and Russian; students also have access to bilingual staff members who can interpret other information for them. The Rancho Cordova Center (RCC) serves a large population of immigrants from Russia and the Ukraine and

specifically employs faculty and staff with the ability to translate and speak to students from these regions.

All policies, standards, and practices are specifically linked to and consistent with LRCCD policies and regulations as well as state and federal regulations and are regularly reviewed. To ensure that FLC is following admissions practices consistent with its mission, student services staff meet regularly to discuss policies, changes, new programs, and regulations. Planning meeting participation by staff from FLC, the El Dorado Center (EDC), and RCC ensures consistent program development and evaluation. Student services excellence is maintained through weekly and monthly meetings of respective staff. Policy and regulation updates are sent to all student development faculty and staff by the dean, and to the rest of the management team as needed. Procedural changes pertinent to college faculty are disseminated through email broadcasts.

Registration and admission issues are addressed in the participatory governance committees, with the Matriculation and Student Success committee regularly reviewing pertinent issues, policies, and practices. Specifically, there is a subcommittee committed to constantly reviewing the admissions processes for our students. The college catalog is updated on an annual basis and the class schedule is reviewed and updated each term. A supplement, the tabloid, is published closer to the start of the semester and includes the most accurate and up-to-date course listing including short-term classes. The *Student Guide* is revised on an as-needed basis and as resources allow.

Specific program information is updated on an annual basis, and information on the college and district websites corresponds to the admissions policies published in the college catalog, class schedule, and student guide. The college and district websites are updated as information is provided.

## **ANALYSIS**

FLC is indeed publishing admissions policies consistent with its mission and appropriate to its programs, and ensures that practices consistent with policies are followed. The results of the FLC *Accreditation Survey* conducted spring 2002 provide additional feedback on admission policies publication. Of students surveyed, 27.8 percent strongly agree, 33.9 percent agree, 8.7 percent disagree, and 1.7 percent strongly disagree that information is easy to locate. Finally, 27.8 percent don't know that information is easy to locate perhaps suggesting that not every student is made sufficiently aware of the availability of this information. Faculty and staff survey results are similar with 29.1 percent of those surveyed strongly agreeing and 43.6 percent agreeing that information is easy to locate while 4.3 percent disagree and 0.4 percent strongly disagree. Similarly, however, 22.6 percent of those surveyed don't know.

While the college provides alternate delivery to non-English speakers, more information in languages other than English is needed. This is a particular need at the Rancho Cordova Center that serves a large population of limited English speakers.

## **PLAN**

- None

**5.2 *The institution provides to all prospective and currently enrolled students current and accurate information regarding its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.***

**DESCRIPTION**

One element of the FLC mission is to “Inspire and prepare students through rigorous academic programs that facilitate completion of associate degrees and certificates; encourage transfer to a higher learning institution; and provide education and training to prepare students for employment or to enhance career skills.” Providing current and prospective students with accurate information regarding programs and policies is necessary to this process. Thus, FLC provides information on programs, admission policies, graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures in a variety of ways. This information is found in the college catalogue, the class schedule, the student guide, the college and district websites, individual brochures and is covered in student orientations at all locations.

The college strives to ensure that this information is broadly circulated to both current and prospective students. A tabloid with class schedules is direct mailed to 155,000 residents in the FLC service area and 13,000 copies of the class schedules are available on campus at no cost. The college catalogue is available for sale in the college bookstore and student services area. Students may also review the catalog in the student services area, on the district website, and in the library. The *Student Guide* is given to all students who attend the new student orientation. Brochures and handouts regarding college programs and services are available by request over the telephone, at presentations, at orientation, and are provided at college and community fairs.

Additional information is available on the college and district websites including: college academic calendar, class schedules, maps and locations of all campus sites, information regarding admission policies, graduation requirements, social and academic policies, programs, student conduct standards, compliance and grievance procedures, college safety data, and students rights and responsibilities. Students now have access to information through the website via the new PeopleSoft program. This program was implemented districtwide in summer 2002 to provide students with the ability to register and access records online. This information is easily accessible because the college computer labs provide internet availability to students at no cost.

Students at FLC are not limited to print media when seeking information about programs and services, for they may also seek specific information in-person at the student services area. Student services staff are not the only resource; all faculty are informed through training and meetings of key contacts that provide information and services to students, and new faculty are given specific training in student support and development programs. Additional information and assistance regarding students’ rights is available through the Associated Student Government office at the Folsom campus and EDC. Students who qualify for graduation and transfer certificates are contacted by the campus through direct mail and phone calls to assist them with the graduation and transfer process, a service which also helps students meet required deadlines.

FLC has several checks in place to ensure the accuracy of information. Reviews by student services staff and the Matriculation and Student Success Committee are done on a regular basis to evaluate currency and accuracy of information. Associated Student Government provides additional feedback.

Institutional policies and procedures also ensure that information conveyed to students is accurate. A standard format for print publications and web publications exists. The responsibility for review of all documents before distribution is shared by the public information officer, the dean of student development and enrollment management, and instructional deans. The dean of student development and enrollment management and individual area supervisors are responsible for accuracy of information. A new admissions and records supervisor has been hired and will share in the responsibility of accuracy and update of student information. Any changes to academic policy must be reviewed by appropriate participatory governance committees. The FLC Academic Senate also shares the responsibility for changes to academic policy. Once a change is approved at the college level, final approval is given by the LRCCD Board of Trustees.

## ANALYSIS

The FLC *Accreditation Survey* results indicate that information is conveyed accurately. Of the students surveyed, 29.6 percent of students strongly agree, 54.5 percent agree, 7.7 percent disagree, and 3.4 percent strongly disagree that accurate information is provided. Of those surveyed, 4.7 percent don't know. Similarly, 30.4 percent of faculty and staff surveyed strongly agree and 58.3 percent agree that the college provides accurate information to students. Conversely, 3.5 percent disagree, and 1.7 percent strongly disagree, while 6.1 percent don't know. Such success in providing accurate information appears to be longstanding. The 1998 and 2001 Noel Levitz surveys found high levels of satisfaction for the criteria "Program requirements clear and reasonable" and "Academic advisor knowledgeable about program requirements."

While the FLC website is an excellent source of accurate information, its organization presents challenges. These challenges, however, have been noted by the college, and the instructional design and development coordinator is reorganizing the website for easier navigation and a more modern look.

The first run of the PeopleSoft fall 2002 registries also presented challenges for users. The LRCCD office has responded promptly to these challenges. A liaison team of admissions and records employees meets at the district office weekly to discuss PeopleSoft issues.

## PLAN

- None

### ***5.3 The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.***

## DESCRIPTION

LRCCD colleges, and FLC in particular, are enrolling a growing number of new, young students who are ethnic minorities, particularly those in Sacramento and Yolo Counties. Some of these new students may also be either economically disadvantaged or educationally disadvantaged and many

may be both. This increasingly diverse population is currently reflected in the total enrollment of LRCCD, which is 45 percent ethnically diverse. In addition, increasing numbers of those students enrolled in the LRCCD have disabilities, currently three percent, requiring appropriate academic adjustments or auxiliary aids. According to the LRCCD Office of Institutional Research, a trend toward a more ethnically diverse population is projected to continue over the next ten years and beyond. Almost half of the population in the four county area served by the district will be non-white by 2040, though Sacramento and Yolo counties are far more ethnically diverse. Of particular interest to FLC is the fast growing population of legal immigrants. Sacramento County ranked 8th among all California counties for the number of legal immigrants in 1996 with 7,342 immigrants settling there. Approximately three hundred settled in El Dorado County. The country of birth of the 1996 legal immigration population to Sacramento County is as follows: 17.8 percent from Mexico, 8.7 percent from Vietnam, 7.6 percent from the Ukraine, 7.5 percent from the Philippines, 6.6 percent from India, 5.2 percent from China, 3.9 percent from Fiji, 3.0 percent from Laos, and 39.7 percent from a variety of other countries throughout the world. These increases have been reflected in the increased enrollments of Russian and Ukrainian immigrants at RCC. Though the population in both El Dorado and Placer Counties is projected to have low proportions of non-white residents, only 18 percent for each by 2030, an effort to identify the Hispanic population is underway.

LRCCD student support and development programs are uniquely designed to address the needs of students from the service area. Comprehensive services assist students in reaching high levels of academic achievement, regardless of their educational or socioeconomic profile. The program plan and scope of activities give priority to strengthening of both basic and high-level skills in mathematics, reading, writing, and science. Assessment and monitoring of skill levels, grades, activities, financial assistance, and follow-up of graduates after transfer or completion of their course of study are all key factors in the successful operation of this program.

Throughout the LRCCD, and specifically at FLC, the number of low income and first generation students continues to increase. This is most evident at the RCC where the number of BOGG recipients has increased 85 percent from FY 2000-01 to FY 2001-02. Programs and services at the Folsom campus and EDC are focused on addressing the needs of all students, including at-risk students. Increased transfer and retention rates reflect FLC success. Perhaps most significantly, the number of students eligible for student support and development programs continues to increase. FLC has taken necessary steps to meet the challenges.

Student support and development programs and services are designed to enhance student access, retention, and equity, and to facilitate successful goal attainment. Student support and development staff provide leadership and service delivery in the development and implementation of specific policy, program, and budget matters that impact student enrollment and matriculation and student success at FLC. Most importantly, student support development staff contribute significantly to the teaching and learning process that occurs at the college. The comprehensive programs and services supported by the student support and development service area include, but are not limited to: admissions and records, assessment/orientation and matriculation, Associated Student Government, career placement, Child Development Center, counseling, DSPS, EOP&S/CARE and CalWORKs, financial aid, grant coordination, outreach and recruitment, student life, and transfer and articulation. The student support and development service area also partners with instruction to ensure adequate tutoring is provided for all students in need of such services.

Staff administer categorical programs and special services, which are essential to providing access and success for low-income and underrepresented students. Student support and development

services administer over \$1.9 million appropriated annually to FLC for implementing a comprehensive network of support programs and services including, but not limited to, those discussed below.

### *Assessment and Orientation*

A first step in educational support is to establish students' skill levels, a task performed in math, English, and ESL through various assessment instruments. Assessment services exist at FLC as well as its centers. Students are provided information about test dates and times, and can review test materials which are also available online. Assessment results are provided within two days. New student orientation participants can receive information regarding: graduation and transfer requirements, completing educational plans, reading the class schedule and college catalog, student rights and responsibilities, and steps to follow during registration.

### *Childcare Services*

Although a large proportion of students, 21 percent, at FLC are in the more traditional age range, 18-21, the largest group of students, 29 percent, is over 40. Such students often have childcare needs; therefore, the college currently provides on-site childcare for students, offering additional access and service to students with small children aged three to pre-kindergarten. Childcare services are available at EDC through a partnership with the adjacent El Dorado County childcare facility, while childcare services are provided through an FLC facility at the Folsom Campus.

Located at the Folsom campus, the Child Development Center has been operating for three academic years, with licensing effective October 21, 1999. There is one subsidized classroom with a maximum capacity of 30 preschool children ages 3-5 years. The center currently operates from 7:45 a.m. to 3:45 p.m. Monday through Friday. It is staffed by one lead teacher, one teacher with additional temporary support staff, and overseen by one administrator. A fulltime faculty member receives a stipend to serve as the program director. The 1,880 square foot facility, enclosed by a perimeter metal fence, includes a climbing structure, sand and grass areas, and bicycle trails. The outdoor environment plays a critical role in the children's learning. The environment is set up to offer a variety of choices including spaces for active play, places for creative and constructive play, places for environmental play such as digging and water play, and places for growing plants. The outdoor play area is closely located to a wetland preserve for extended learning opportunities.

### *Counseling Services*

Counseling services at FLC are in place to help students with both educational and personal aspirations. As of fall 2002, six regular faculty and a varying number of adjunct counselors are available to assist with:

- Academic counseling—including assistance with certificate/degree requirements, transfer requirements, preparation for an academic major, and course selection.
- Career counseling—assessment of interests, abilities, and values, labor market information, and employment trends.
- Re-entry counseling—resources for single parents, displaced homemakers, and a support network.
- Immediate crisis intervention—conflict resolution, stress management, coping skills, and if necessary referrals to community resources.
- Short-term personal counseling—assistance with personal, family, or work challenges and concerns that relate to educational goals and progress.

- Multicultural counseling—counseling in the context of respect for cultural origins and values.
- Transition services – career services, transfer services and job placement

Throughout the history of FLC, all counselors have served the needs of the entire student population without the assistance of specialty or discipline specific counselors. These specialty counseling areas include, but are not limited to, EOP&S/CARE and CalWORKs and DSPS. Fall 2002, an adjunct was specifically hired to deliver counseling services to students with disabilities. Veterans and international students are also part of every counselor’s caseload. Counseling is provided day and evening, year-round at all three FLC sites. Expansion of counseling services at RCC is currently being addressed.

#### *Disabled Students Programs and Services*

DSPS provides special services, such as diagnostic testing, note-taking, and alternative test arrangements, to students with physical, psychological, or learning disabilities. Currently DSPS is supported by a full-time student personnel assistant who divides her time between the Folsom campus and EDC, a half-time adjunct counselor (also split between the two sites), and a full-time DSPS coordinator at Cosumnes River College (CRC). Temporary staff conduct assessments for those students with learning disabilities on a weekly basis at the Folsom campus and EDC. Specialized software and equipment, such as large text and tape-recorders, are made available at each of the three sites.

#### *EOP&S/CARE and CalWORKs*

EOP&S/CARE offers such things as: grants for textbooks, priority registration, career assessment, transfer assistance, counseling, tutoring, and peer advising to help educationally or economically disadvantaged students meet their educational goals. EOP&S services are also provided by two staff members regularly scheduled at each of the three sites. CalWORKs, on the other hand, is a state funded welfare to work program designed to help individuals on public assistance become self-sufficient. These programs are often augmented by financial aid in the form of grants, loans, and work-study.

#### *Financial Aid*

The FLC financial aid officer is scheduled weekly at each of the three sites, with designated office space provided at both the Folsom campus and EDC. Students can receive extensive information on current scholarships, grants, loans, and work-study in addition to other financial aid services. The full time financial aid officer is able to make awards through the use of Powerfaids.

#### *Outreach, Recruitment, and Early Alert*

Outreach, recruitment, and early alert programs provide service to students on campus and in the community. The main role of outreach staff is to inform both internal and external audiences about programs and services that FLC provides. In the community, outreach staff target potential students in the high schools, businesses, and organizations in El Dorado, Amador, and Sacramento Counties. On campus, the outreach staff inform students about services that will help them through the matriculation and retention process.

#### *Reading and Writing Centers*

Reading and writing centers at both the Folsom campus and EDC provide assistance in reading and writing to students in all subject areas. Students enrolled in either a 0.5 unit or 1.0 unit English 252 credit/no credit class and work on an individualized basis with a reading or writing teacher. Papers required for other classes can be written or revised with academic guidance through English 252.

### *Tutoring*

Tutorial services in a variety of areas are available by appointment and on a drop-in basis in both individualized and small group settings. The tutors are hired as student help and must have completed the course for which they are tutoring with a 3.0 or better grade point average and have a referral from the instructor. Tutors then receive training in tutoring skills and customer service to better serve the students. Tutoring services are free to all students in need of instructional support.

FLC utilizes several methods to identify the educational support needs of its students including: student surveys, Associated Student Government requests, participatory governance committee issues, student feedback, faculty information, counselor feedback, and faculty and counselor review processes. FLC also receives information regarding pre-collegiate needs through direct outreach to high schools and middle schools. The college is also provided support from the LRCCD Office of Institutional Research. Documents such as the Environmental Scan of the Greater Sacramento Area and investigation into such things as student outcomes help FLC better understand its students' educational needs. The college is also provided with economic development information and research as well as information from local business and industry.

### **ANALYSIS**

The 1998 and 2001 Noel Levitz surveys rated both "Concern for the Individual" and "Student Centeredness" above the national mean level of satisfaction. However, those same surveys noted some key areas where FLC is not yet meeting expectations and could work to improve. Financial aid, for instance, had large performance gaps regarding helpful counselors and announcing awards in time to help in planning. The college has since hired its own full-time financial aid officer. To a degree, such performance gaps may be attributed to growth in enrollment outpacing growth in staffing. For a short time financial aid service was only available on a limited basis at FLC. Full financial aid service is now available on a regular basis at the Folsom campus and its centers, provided by only one full-time financial aid officer.

Other services are similarly impacted as a result of limited staff. For example, six full-time counselors must serve the needs of all three FLC sites. Services for students with disabilities are currently provided primarily by CRC, with some support staff at the FLC sites.

FLC is already working to fill gaps in support services caused by a lack of staffing. Based on growth and categorical funding needs, three full-time counselors have been requested for the 2003-04 hiring cycle: one EOP&S director/counselor, one general counselor/DSPS coordinator, and one general counselor. In addition, a LRCCD director of articulation and transfer services will be added for the 2003-04 academic year; this position will be split 60 percent at the LRCCD office and 40 percent at FLC. To further address student support and development services staffing issues, the college needs a vice president of student services position to manage the workload of all student development programs and services.

FLC is well supported by the LRCCD Office of Institutional Research. However, a full time researcher would help to identify students' educational needs more precisely. The environmental scan, for instance, generated data for the entire LRCCD service area that stretches from Davis in the east to Placerville in the west and above through approximately sixty miles and three counties, rather than the focused service area of FLC.

## PLAN

- None

### ***5.4 The institution involves students, as appropriate, in planning and evaluating student support and development services.***

## DESCRIPTION

FLC students are encouraged and welcomed to participate in planning and evaluation of student support and development services. The Associated Student Government (ASG) coordinates student participation and involvement in these activities. The college has also hired a student life coordinator who helps facilitate student involvement in planning and evaluation functions.

Students currently serve on participatory governance committees, hiring committees, and accreditation committees. In particular, two student appointments are made to the Matriculation and Student Success Committee annually. Student participation in governance committees is vital to decision making and planning processes at FLC. On occasion, the ASG president and student leadership meet with the college president to address any issues or concerns of students. The ASG president also attends the college leadership meetings and the LRCCD Board of Trustees meetings. There is a permanent seat on the Board of Trustees for one LRCCD student.

There has been broad student involvement in strategic planning and vision and mission development. Student focus groups were conducted as part of the strategic planning process for the LRCCD in 1998. Members of ASG were also involved in the 2000 FLC retreat where the *Mission Statements and Vision Statement* were drafted.

Student opinions and input are also sought informally on a daily basis. Students are hired in a number of capacities in student support and development programs and services. There are students working in admissions and records, EOP&S, transition center, financial aid, library services, bookstore, tutoring, computer lab, and administration offices. This involvement of students allows for ongoing review by the student employees, as well as a student voice in the implementation of policy and procedure in these areas. For example, valuable feedback from bilingual students working at RCC indicates a critical need for services related to this population.

More formal input occurs through student evaluation of faculty, counselors, administrators, and student support and development programs. Students may also provide direct in-person feedback to student support and development staff. A suggestion box has been available at RCC since its inception, with a suggestion box at EDC as well. ASG also provides other resources to assist students with issues or concerns they may have.

To a degree, student involvement in planning also occurs directly in the classroom. During the fall 2002 semester, students in a psychology research class at FLC developed a survey to determine students' needs for summer programs at RCC. With the assistance of an RCC faculty member and the vice president of instruction and student development, students gathered data on the Rancho Cordova student population and identified criteria that would assist faculty and administration with

scheduling summer courses. As a result of the students' findings on topics such as interest in a summer program, interest in course offerings, and optimal scheduling, the first summer course offerings for RCC were created.

Students are involved in the planning of numerous campus activities and the establishment of new student clubs and organizations. Students assist with the development and implementation of graduation and the class valedictorian selection process. It is anticipated that students will spearhead the selection of the FLC mascot. A great deal of student involvement is generated through ASG. A strong public presence of student government in the past two years has helped to get more students involved. Public recruitment of student members in the 2000-01 and 2001-02 academic years has increased membership in student government from seven in fall 2000 to over twenty in spring 2002. In spring 2002 FLC offered a variety of student activities including: women's history week, staff-student end of semester softball game and barbecue, community welcome day, students helping students, battle of the bands, blood drive, and civic rallies. Continued support will help to build this important element of FLC.

## **ANALYSIS**

As expressed in the FLC Mission Statements, the college strives to "Create and maintain a cooperative environment that reflects and honors the diverse backgrounds, perspectives, abilities, and interests of individual students and our communities." This cooperative environment is indeed reflected in student involvement in planning and evaluation of student support and development services at FLC.

The FLC *Accreditation Survey* indicates recruitment efforts are effective, but that there is still more work to be done in other areas. Of students surveyed, 22 percent of strongly agree and 47.8 percent agree that the college respects the role of students in the planning and evaluation of student services programs. However, a lack of awareness of student government suggests a need for more outreach. Only 7.8 percent of students surveyed strongly agree and 14.7 percent agree that they know the role of student government in the decision making process. On the other hand, 22 percent disagree, and 6.0 percent strongly disagree that they are aware of this role, while 49.6 percent don't know.

Faculty and staff results are similar. Of faculty and staff surveyed, 14.2 percent strongly agree, 27.4 percent agree, 12.4 percent disagree, and 4.4 percent strongly disagree that the college has established clear roles for student participation in the planning and evaluation of student services programs. Similar to students, 41.6 percent don't know.

FLC has increased overall involvement of students in participatory governance committees and other venues for collegewide planning and decision making. The number of students involved in campus wide organizations and clubs has also increased. Additional efforts need to be made, though, to continue to recruit students to be involved in campus activities and committees, to ensure that students maintain a significant role in planning and evaluating student support and development services, as well as other college affairs.

## **PLAN**

- None

**5.5 *Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.***

**DESCRIPTION**

As an open access institution the FLC does not administer admissions assessments. However, as noted in its Mission Statements the college strives to “Inspire and prepare students through rigorous academic programs that facilitate completion of associate degrees and certificates; [and] encourage transfer to a higher learning institution...” Often assessment and placement practices are the first step in that mission, and all assessments used by the college have met matriculation standards established by the California Community College Chancellor’s Office in the *Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in California Community Colleges* manual. All assessment instruments were normed under CRC and are valid under California Community College Chancellor’s office specifications. Evidence focusing on cultural/linguistic bias and insensitivity and offensiveness had to be provided for approval. Multiple measures are built into all assessment instruments through the CAPPS, ensuring that placement does not occur with only a test score. Currently, the instructional deans of English and math are reviewing testing instruments in preparation for separation from CRC, at which time the college will need to seek approval to administer valid and appropriate instruments to its students.

Placement in math classes is determined by performance on the UC/CSU Math Diagnostic Testing Project (MDTP), which has versions for algebra readiness, elementary algebra, intermediate algebra and pre-calculus. The MDTP math analysis readiness test is designed for those going into the teaching profession. All are fully approved until June 2006.

Placement in English and reading and writing classes is determined by the College Test for English Placements (CTEP), approved until 2007. This instrument consists of three parts: a reading comprehension component, a sentence structure and grammar component, and sentence structure and syntax component. The Combined English Language Skills Assessment (CELSA) is used for ESL students.

All placement instruments used at the college have received approval for use by the state chancellor’s office; therefore, the instruments have been deemed free from bias. Care is taken on the part of assessment staff to offer the assessment in a comfortable setting that is quiet and free of distraction, an activity that requires careful room scheduling. In addition, the assessment staff hand out practice tests to alleviate any anxiety students may have prior to assessing. Assistance is also available online. Another form of assessment, ability-to-benefit testing, is also available to determine eligibility for financial aid.

Students wishing to contest the results of assessment testing have recourse through the FLC Prerequisite Challenge Application. Students wishing to contest prerequisites in English classes may demonstrate readiness through several types of evidence including: diagnostic test scores in writing, reading, and critical thinking, such as advanced placement; portfolios of non job-related writing, such as other college or high school courses or portfolios of job related writing with employment information included; college coursework that reflects reading abilities; on the job critical reading experience; or a reference letter or phone call from a LRCCD reading or English instructor indicating a student’s ability. Generally more than one piece of evidence is required. In math, readiness for a

class can be established through an explanation of work experience that required students to use certain mathematical concepts, advanced placement scores, or high school transcripts.

Three-member teams, comprising one administrator and two faculty members who evaluate the materials and respond within five working days, review challenge applications in both disciplines. The instructor whose course is being challenged is not a member of the committee in order to ensure fairness. Diligent checking of prerequisites by student services staff has helped to ensure that students are properly placed at the beginning of the semester and has helped to cut down on the need for prerequisite challenges.

## **ANALYSIS**

Preliminary investigation of FLC assessment and prerequisite review practices indicates that they are working well. Informal interviews with math and English instructors indicate an overall satisfaction with student placement and readiness for the courses offered.

LRCCD is mandated by law to validate assessment tests, and so the District Research Council re-evaluates tests on a cyclical basis in order to minimize bias. To a degree, however, the cut scores for both the math and English assessment instruments do not reflect the FLC population, for they were normed on the CRC population with FLC as part of that pool. Re-norming these instruments to reflect the FLC population only would help to place students more accurately; however, such re-norming is quite labor intensive and requires a researcher, and at this time FLC is without such a person. In addition, the system used to administer and score tests is quite old, a DOS system. An updated computer system is needed.

Overall, prerequisite review and challenge procedures are working well. A subcommittee of the Matriculation and Matriculation and Student Success Committee, though, found that in some ways the process is not as user friendly as it could be. Student accessibility to prerequisite challenge forms and understanding of the assessment process need to be improved. This subcommittee recommended that faculty remain flexible in the first few weeks of class to accommodate students utilizing the challenge process.

## **PLAN**

- FLC will prioritize hiring a researcher.

### ***5.6 The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.***

## **DESCRIPTION**

A component of the FLC mission is to “Provide a comprehensive student support program that will promote the success of all students,” a goal that can prove to be quite a challenge given the size of the college service area. FLC provides a variety of student support and development programs and services including: financial aid, DSPS, EOP&S/CARE and CalWORKs, transition services, tutoring, and counseling services. These programs and services are offered at all three sites and

during day and evening hours. Currently services to international and veterans students are provided through CRC.

Admission services are provided by four full-time staff and one supervisor. DSPS services are provided by a ten-month full-time student personnel assistant scheduled at both the Folsom campus and EDC. Financial aid services are provided by a full-time financial aid officer scheduled at all three sites. EOP&S/CARE and CalWORKs services are provided by a full-time student personnel assistant at EDC and a full-time supervisor scheduled between the Folsom campus and RCC. There is 7.24 full-time equivalent (FTE) available for counseling services shared among the three sites. Tutoring services are provided at the Folsom campus and EDC by a team of hourly tutors supervised by faculty. The dean of student development and enrollment management is scheduled at each of the three sites every week to ensure appropriate, reliable, and accessible service delivery. It has been a long-standing commitment of this college to ensure that comprehensive support services are available wherever students take their classes, and is working diligently to make this happen.

The FLC counseling website was developed to provide an alternative delivery method of services to distance education students or students with non-traditional schedules. Funded by a LRCCD student services grant from the state chancellor's office, the website offers information in four broad categories: new student information, student services, transfers, and graduation. Within these categories, students can find more specific information on each of these topics. This service is augmented by an online orientation, which students can take at home or at an open computer lab at the college. Once students complete the orientation, which consists of a series of quizzes about the counseling website, a form verifying their completion is emailed to the assessment staff who record student completion of orientation into PeopleSoft. Students who receive such verification, and meet with a counselor, will then be eligible for priority registration. Students with disability and educational disadvantages, students nearing graduation, and new matriculants have access to earlier registration periods than the general student body.

## ANALYSIS

FLC *Accreditation Survey* results suggest that student support and development programs and services at FLC are appropriate, comprehensive, and reliable. When asked whether student services at the college are appropriate and comprehensive given the needs of the student population, 24.1 percent of students surveyed strongly agreed while 48.7 percent agreed. Only 8.2 percent of students surveyed disagreed and 0.9 percent strongly disagreed. However, 18.1 percent of students surveyed didn't know. Similarly, when asked whether student services at the college are accessible for all students during the day or evening, 26.2 percent of students surveyed strongly agreed, 44.6 percent agreed, 12.4 percent disagreed, 3.9 percent strongly disagreed, and 12.9 percent didn't know. For both of these questions, survey results remain fairly consistent between part-time and full-time students. These results are corroborated by the 1998 and 2001 Noel Levitz surveys, both of which identify a low performance gap for campus services and show a slight improvement in the rating for these services between 1998 and 2001. However, among student services faculty and staff, there is a clearly expressed need for additional staffing to continue this level of services. A DSPS coordinator position was approved for the 2003-2004 year pending adequate funding. When FLC separates from CRC, the current practice of supporting DSPS services at FLC via CRC staff will be discontinued; therefore, the DSPS coordinator position becomes critical to meeting student needs.

Faculty and staff FLC *Accreditation Survey* results were similarly positive with 29.3 percent strongly agreeing, 44.0 percent agreeing, 10.3 percent disagreeing, 1.7 percent strongly disagreeing and 14.7

percent not knowing that student services were appropriate and comprehensive given the needs of the student population. When asked whether student services were accessible during the day or evening for all students, 36.8 percent of faculty and staff surveyed strongly agreed, 44.7 percent agreed, 10.5 percent disagreed, 2.6 percent strongly disagreed, and 5.3 percent didn't know.

The counseling website has proven to be an important means for distance education students to participate in an additional component of matriculation thereby increasing the number of students the college can orient. The fact that the counseling website won the Board of Governor's and California Community College Chancellor's Office Matriculation and Student Success Award in 2002 at the 10<sup>th</sup> Annual Megaconference suggests that the counseling website is an invaluable addition to the delivery of counseling services. However, the online orientation will only be effective for as long as the information on the counseling website is accurate, and currently funds do not exist to hire someone to keep the website updated.

## PLAN

- FLC will prioritize hiring diversely qualified faculty and staff to ensure comprehensive and accessible services, regardless of service location or delivery method.

### ***5.7 The institution, in keeping with its mission, creates and maintains a campus climate which serves and supports its diverse student population.***

## DESCRIPTION

As stated in the mission statements, FLC strives to "create and maintain a cooperative environment that reflects and honors the diverse backgrounds, perspectives, abilities, and interests of individual students and our communities." Although a cursory glance at FLC demography may suggest a lack of diversity, the college does serve a student body that is somewhat diverse in ethnicity and quite diverse in age, educational preparedness, abilities, and educational goals. The institution embraces diversity through its hiring practices, planning processes, and support of collegewide events and activities.

The LRCCD *Environmental Scan Report Card* indicates that FLC serves a student population that is 76 percent white, 2 percent American Indian, 9 percent Asian/Pacific Islander, 3 percent African American, 7 percent, and 3 percent other. Although such numbers don't imply substantial diversity, as the City of Folsom grows, the diversity of both the service area and the college should increase. The proportion of both Asian/Pacific Islander and African American students, for instance, was up 2 percent and 1 percent, respectively, in fall 2001.

Such numbers, however, conceal a great deal of diversity, for the FLC service area spans three counties, encompassing urban, suburban, and rural populations. RCC, for example, supports much more ethnic diversity and has a high proportion of English as a second language students. As a result, this center provides some student information in Russian, makes Russian interpreters available, and conducts outreach through Russian and Ukrainian community leaders.

In contrast, many of the student services at the Folsom campus aid older students and working parents. By gender, 63 percent of FLC students are female and 37 percent male. By age, the largest proportion of FLC students, (9 percent, is over 40 while 17 percent are ages 30-39. Those ages 25-29 as well as those under eighteen collectively make up 10 percent of college enrollment while those 18-20 make up 21 percent and those 21-24 make up 13 percent. Services such as EOP&S/CARE and CalWORKs, Financial Aid, CRC's international student program and veterans services bring economic diversity onto campus. Such diversity requires flexibility in the services provided, and FLC has demonstrated that flexibility. At the Folsom campus, a lack of available childcare helped prompt the formation of the Child Development Center. In addition, childcare for students at EDC is provided by a partnership between the college and the El Dorado County Office of Education Ken Lowry Center.

While the Folsom campus serves primarily suburban students, EDC serves a high proportion of rural students. One of the unique identifiers highlighted at the vision and mission development retreat was the Sierra Nevada Mountains foothills setting and respective population. Students coming to EDC from places like Pollock Pines, Georgetown, and Grizzly Flats similarly utilize services like EOP&S/CARE and CalWORKs and financial aid.

In keeping with its commitment to recruit and retain a diverse student body, FLC staff have established cooperative working relationships with the El Dorado County Latino Focus Group, Placerville's one-stop employment center JobOne, the Economic Development Department, and local chambers of commerce. In addition, the college advertises in other-language publications such as the Russian phone directory and a Latino newsletter.

Student services staff are trained in customer service techniques to be able to provide excellent service and treat each student with sensitivity and care. College staff and faculty were able to participate in a panel on working with serving student with disabilities. Employees of FLC include bilingual staff members who are fluent in several different languages including Spanish, French, American Sign Language, and Russian. The faculty, classified staff, and administration represent diversity in background, ethnicity, age, and gender.

Diversity is valued consistently throughout the LRCCD. Workshops on programs like DSPS and EOP&S/CARE help LRCCD employees to better understand issues of diversity. In addition, jobs in the LRCCD are listed in a registry and undergo a national search in order to ensure a broad and diverse applicant pool and to attract more diversity into the district. Jobs are also posted on the district website, which is an important means for attracting diverse applicants from the local community, because national searches are not conducted for staff positions.

Forums and festivals put on by ASG and by clubs on campus also serve to support diversity on campus. The French Club, for instance, offers Christmas in France each December, and the foreign languages is planning an International Day in spring 2003. However, the experience of diversity is not limited to formal events at FLC. A group of concerned professors and students began to meet informally in fall 2001 to discuss images of Islam in American media and the effects of September 11<sup>th</sup> on Middle Eastern students at the college. In addition to the sharing of ideas and perspectives, a bibliography of books offering perspectives on Islam was generated out of these meetings.

## ANALYSIS

As with other FLC *Accreditation Survey* topics related to campus environment, results were quite positive. Of students surveyed, 27.4 percent strongly agree and 48.7 percent agree that the college creates a campus climate that serves and supports the student population. Only 9 percent of students surveyed disagree, 0.4 percent strongly disagree, and 5.1 percent don't know. Similarly, 37.9 percent of students strongly agree, and 48.7 percent agree that the college creates an environment that welcomes and encourages diversity. Of the respondents, 8.2 percent disagree, none strongly disagree, and 5.2 percent don't know. Faculty and staff results are similarly positive. When asked whether the college creates a campus climate that serves and supports the student population, 38.8 percent of faculty and staff surveyed strongly agreed and 46.6 percent agreed. Of the respondents, 9.5 percent disagreed, 3.4 percent strongly disagreed, and 1.7 percent don't know. When asked whether the college creates an environment that welcomes and encourages diversity, 47.8 percent of faculty and staff surveyed strongly agreed, and 40.0 percent agreed. Of the respondents, 7.8 percent disagreed, 2.6 percent strongly disagreed, and 1.7 percent didn't know.

These FLC *Accreditation Survey* results are corroborated by the Noel Levitz survey results that indicate "student centeredness and campus climate" as well as "concern for the individual" rank above the national mean level of satisfaction. Furthermore, FLC rated high on the survey criterion regarding whether faculty are fair and unbiased in treatment of the individual. Again, such feedback indicates that the college is maintaining a supportive campus climate. FLC should build upon its successes by regularly offering activities that promote the value of diversity.

## PLAN

- None

### ***5.8 The institution supports a co-curricular environment that fosters intellectual, ethical and personal development for all of its students and encourages personal and civic responsibility.***

## DESCRIPTION

FLC provides opportunities for personal development and fostering civic responsibility through activities, clubs, organizations, and service learning projects. ASG sponsored events greatly enhance the co-curricular environment. Past events include: a parliamentary procedure workshop, a canned-food drive, a blood drive, and leadership training. ASG also brought the community onto the campus in 2001 when they staged a very successful Halloween Carnival. During the spring 2002 semester, ASG hosted a candidates' forum for student trustee and student government elections. Women's History Week is an annual event in March on both the Folsom campus and EDC. Student artwork is displayed at the Folsom campus and EDC during regularly scheduled art shows. The college recently implemented a recycling program as well. At this time FLC has no organized athletic events or athletic team facilities.

Faculty-sponsored opportunities for personal development and fostering civic responsibility are also imbedded in the curriculum. For example, History 18 provides opportunities for students to serve as

docents in museums. The human services curriculum has students volunteer in public agencies. The teacher preparation program provides opportunities for future teachers to work directly with elementary school students in the classroom. Tutoring opportunities in the Placerville Boys and Girls Club are also established. The college recently implemented a recycling program as well.

Civic responsibility is fostered at FLC through co-curricular activities that strengthen college ties to the local community. Some of these activities are more traditionally civically oriented, such as voter registration drives, open forums, and leadership conferences with feeder high schools. However, community ties are also fostered through such festive activities as a battle of the bands, fall festival, health fairs, community Christmas tree decorations, and toy drives. Members of ASG have participated in both the City of Folsom Veteran's Day Parade and the City of Placerville Christmas Parade. The Students in Free Enterprise Society (SIFE) was formed in spring 2002 and has been a successful competitor receiving numerous awards. Spring 2003 also marked the advent of a community service club at FLC. The mission of this club is to promote tolerance and understanding for all humanity through service to others. In providing activities consistent with this mission, the community service club not only helps to foster personal and ethical development, but also encourages personal and civic responsibility.

Other FLC programs enhance personal development by assisting with career development. The cooperative work experience programs are coordinated with the CRC internship program to provide internships for students, including volunteer work and community service experiences. This program also offers job readiness workshops including resume preparation, career planning, and interviewing techniques.

Intellectual development is fostered in several ways. The counseling department provides leadership and college success programs for students. Student clubs like the French Club, and a developing college literary magazine also serve to promote intellectual development.

As an extension of the established FLC commitment to encourage personal and civic responsibility, the college is seeking grant funding to advance the Teacher Preparation Service Learning Project. Among its other goals, this project aims to develop program partnerships to identify community service needs and placement sites, to integrate community-based service into the teacher preparation curriculum, and to assist elementary students in developing a commitment to community service through improved reading skills.

## **ANALYSIS**

FLC *Accreditation Survey* results indicate that the college has been successful at supporting a positive co-curricular environment. Of students surveyed, 32.2 percent strongly agree, 54.9 percent agree, 6 percent disagree, that the college supports an environment that encourages intellectual, ethical, and personal development, while 6.9 percent don't know. Similarly, 36.2 percent of faculty and staff surveyed strongly agree, and 47.4 percent agree that the college supports an environment that encourages intellectual, ethical, and personal development while 8.6 percent disagree, 2.6 percent strongly disagree, and 5.2 percent don't know. The LRCCD Noel Levitz survey results support these conclusions, with students rating a high mean level of satisfaction when asked whether they are able to experience intellectual growth at FLC.

As for many community college students, demands beyond the classroom limit participation in co-curricular activities. In the case of FLC, inadequate facilities also limit growth of co-curricular

activities, a challenge that will be alleviated, though, with construction of additional facilities in the near future. A student life coordinator was hired to facilitate development of clubs and activities; as a result, the number of co-curricular student activities has expanded greatly. Even with this expansion of co-curricular activities, FLC recognizes a need to further develop opportunities for service learning and internships for students.

## PLAN

- None

**5.9 *Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of form in which those files are maintained.***

## DESCRIPTION

Records are stored in accordance with the FLC Student Records Retention Policy, a policy that is in compliance with both Title 5 and the Family Educational Rights and Privacy Act of 1974. Admissions and records staff scan paper documents into the Keyfile document imaging system, and those records are backed up onto the server daily. LRCCD information technology services provide support to assure that these documents can be linked to specific students' records in the PeopleSoft administrative computing software. Those paper documents that are scanned are then stored in boxes in a separate building for three years. Prior to summer 2002, these records were sent to CRC where they were permanently stored. Now, however, the records are kept permanently at FLC.

Confidentiality of student records is ensured by the security administrator who grants access to PeopleSoft records by job title. Counselors, for instance, have access to student schedules, transcripts, and hold-information, while financial aid officers have access to general biographical and demographic information, student schedules, and fee waiver information. The confidentiality of this information is also protected at the district level, for application security ensures that only district employees have access to sensitive student data, and those students using self-service functions of the software are restricted to their own records by user IDs and passwords. Staff are regularly apprised of Family Educational Rights and Privacy Act (FERPA) regulations and are required annually to sign a statement acknowledging their responsibility in maintaining student records.

## ANALYSIS

The creation and implementation of the Student Records Retention Policy suggests that student services staff are performing the task of storage and maintenance of student records well. However, because FLC enrollment is increasing rapidly, storage space is an issue. While boxes of paper records are currently stored in a shed, in time these records will be electronically stored eliminating the need for additional storage space.

## PLAN

- None

### ***5.10 The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.***

#### **DESCRIPTION**

In its years as a center of CRC, FLC relied on informal interviews and consultations to evaluate the appropriateness, adequacy, and effectiveness of its student services. However, over the 2001-02 school year a systematic program review was conceptualized. Under the guidance of the dean of student development and enrollment management FLC will develop that systemic program review, which will encompass all student services at the college. The review process will guide development of student learning outcomes for student services.

FLC has relied on a variety of surveys in order to systematically evaluate its services. The districtwide Noel Levitz surveys have served as an invaluable tool for evaluating student services. In addition, student satisfaction surveys were administered to all students enrolled at RCC when it opened fall 2000. Referenced throughout Standard Five is the FLC *Accreditation Survey*, which includes several questions directly addressing student services. A collegewide *Point of Service Survey* is in draft form and will soon be distributed to evaluate student satisfaction.

On a smaller scale, the FLC public information officer administered a survey regarding the registration process in a class at EDC in fall 2002, and suggestion boxes are in place at RCC as well as the ASG office at EDC. Presently, however, a suggestion box is not available on the Folsom campus.

#### **ANALYSIS**

The fact that student services continues to receive high ratings on the Noel Levitz surveys suggests that the program reviews presently in place, although informal, are working well. As the college grows, however, informal processes are not likely to be as effective. The implementation of more formal program reviews, already in draft form at present, is warranted. In addition, while the data gathered from more informal surveys has been informative, it is less certain than that gathered from more formal surveys such as the Noel Levitz. As the aforementioned program reviews are implemented, the specific data gathered will identify where there is satisfaction with student services and where there are recommendations for improvement, all according to service area. Unfortunately, however, applying such specificity to services could be difficult without the aid of a researcher to interpret the data. A more easily remedied circumstance is the absence of a suggestion box on the Folsom campus, for one could be installed and utilized rather easily.

#### **PLAN**

- FLC will develop a research agenda for student services that is integrated into the collegewide research agenda.

## WORKS CITED

- 5-1 FLC Vision Statement and Mission Statements
- 5-2 FLC website: [www.flc.losrios.edu](http://www.flc.losrios.edu)
- 5-3 LRCCD website: [www.losrios.edu](http://www.losrios.edu)
- 5-4 CRC Catalog
- 5-5 FLC Class Schedule
- 5-6 FLC Student Guide
- 5-7 FLC brochures (cross referenced)
- 5-8 LRCCD Board Policies and Regulations Manual (cross referenced)
- 5-9 FLC Accreditation Survey
- 5-10 FLC Class Schedule (tabloid)
- 5-11 Noel Levitz Surveys
- 5-12 Environmental Scan Report Card
- 5-13 Rancho Cordova Center Survey for Summer Offerings 2003
- 5-14 Standards, Policies, and Procedures for Evaluation of Assessment Instruments Used in  
California Community Colleges Manual
- 5-15 FLC Prerequisite Challenge Application
- 5-16 FLC counseling website: [www.flc.losrios.edu/~counsel/](http://www.flc.losrios.edu/~counsel/)
- 5-17 FLC Student Records and Retention Policy
- 5-18 *draft* Student Services Program Review
- 5-19 RCC Student Satisfaction Survey
- 5-20 *draft* FLC Point of Service Survey
- 5-21 Application and Registration survey

## **STANDARD SIX: INFORMATION AND LEARNING RESOURCES**

*Information and learning resources are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.*

**6.1** *Information and learning services and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories are sufficient to support the courses, programs, and degrees wherever offered.*

### **DESCRIPTION**

At Folsom Lake College (FLC), information and learning resources fall into three broad categories: library and learning resources, tutoring, and information technology. Information and learning resources have evolved from the traditional library setting into an entity that is present throughout campus; consequently, terminology to describe information and learning resources has evolved as well. As a result, each campus has applied terms for various services that reflect their individual natures. The majority of services available to students at the Folsom campus are housed in a space called the Personal Learning Environment (PLE) including: library, tutoring, computer lab, reading and writing center, DSPS, and distance education. Also housed on the Folsom campus is an Innovation Center that assists faculty with utilizing technology in their courses. The El Dorado Center (EDC), on the other hand, houses its library in the Library/Learning Resource Center, and only tutoring is available in the Tutoring and Study Center. EDC also has a Reading and Writing Center and a Computer Lab, both located apart from the library.

#### *Library and Learning Resources*

The Folsom campus library, which moved into the PLE in Summer 2001, contains a 100-station computer lab, a library reference area, four student study rooms, and an additional 70 seats for students. The library collection includes over 8,000 books, 125 videos, compact discs, and other non-print material, 75 periodical and newspaper titles and approximately 180 course related reserves. Access to the holdings of the library is provided through the Los Rios Community College District (LRCCD) libraries' shared online system from Innovative Interfaces, Inc. Currently thirteen full-text databases are also available to FLC students and staff, regardless of site, via cooperative purchasing with the other LRCCD libraries. The library's web-based catalog and full-text databases, which can be accessed through the library web page, are available 24/7 both on and off campus. FLC students may request books and media items through interlibrary loan from other campus libraries. In addition, the Folsom campus PLE provides five TV/VCR units to support the distance education program and in-house library video use. Librarians at both sites provide group orientation and instructional sessions for students and faculty as well as individual reference sessions.

Established in 1996, the EDC Learning Resource Center houses the library, which has grown from 5,000 to almost 10,000 volumes. Students have access to holdings in all libraries and centers throughout the LRCCD. There are currently 25 hardcopy periodical titles supported and an extensive augmentation of periodical databases available through district library subscriptions. The EDC library website also provides the Librarian's Guide to Internet Subject Indexes [www.flc.losrios.edu/~lrc/subjects/index.html](http://www.flc.losrios.edu/~lrc/subjects/index.html). Additionally, the EDC Learning Resource Center also contains an art gallery, study rooms, and 45 seats for students. A fax machine, copier, and copy card printer also add to learning and information resources at this location.

### *Tutoring*

Tutoring of FLC students by other students is offered at both the Folsom campus and EDC. Both sites offer drop-in hours and tutoring by appointment, accommodating both day and evening students. Currently, tutoring is available in the following disciplines: accounting, biology, chemistry, communications, computer information science, construction management, English, French, history, mathematics, physics, political science, psychology, sign language, and Spanish. Tutoring services in other disciplines are added on an as needed basis.

In addition to the above services, students can receive faculty tutoring in reading and writing at either site. Both centers offer English 252 Reading/Writing Supplement a variable unit class in which students can receive instructor or staff help with writing assignments from other classes. This course supplements any courses that require writing. The Reading and Writing Center at EDC also offers 1 to 2 unit module courses on reading improvement, spelling, vocabulary, and the basics of sentence structure.

### *Information Technology*

A 100-station computer lab with all of the computers linked to 2 Xerox 432 Document Centers shares space with the library in the Folsom campus's PLE. Software on the computers is extensive and includes: Adobe Acrobat, Microsoft Office 2000, Netscape, Math Pro Explorer, Peachtree Accounting and Diet Analysis Plus. In addition, there are 30 copies of Adobe PageMaker and ten copies of Adobe Photoshop 7.0. Students enrolled in any FLC electronically mediated courses have access to these computers, which are loaded with software necessary for any of the online courses offered.

The EDC Computer Lab, which is adjacent to the Library/Learning Resource Center, contains 53 computers linked to 3 printers. The computers are loaded with Microsoft Office and Microsoft programming languages as well as the same programs featured in the computer lab at the Folsom campus. Six computers with similar capabilities are located in the Reading and Writing Center at EDC. Like the computers at the Folsom campus, those at EDC are loaded with software necessary to complete coursework for FLC online offerings.

Officially opened in February 2002, the FLC Innovation Center offers regular seminars in technology and pedagogy in the classroom as well as applications of technology to job functions of classified staff. It is also the site of the *Academy for Innovation in Teaching and Learning*, a grant program that provides faculty and staff with professional training opportunities in a variety of technical and pedagogical approaches that can be incorporated into work assignments.

## ANALYSIS

### *Library and Learning Resources*

The 1998 and 2001 Noel Levitz surveys as well as the FLC *Accreditation Survey* indicate that while libraries at both the Folsom campus and EDC have grown, more work is needed to provide appropriate resources. The most recent survey, the FLC *Accreditation Survey*, conducted from April 5 to April 30, 2002, yielded 116 valid responses to the faculty and staff survey and 236 valid responses to the student survey. When asked whether the library book and periodical collection was adequate to support course work, 10.9 percent of students surveyed strongly agreed and 23.5 percent agreed. However, 19.1 percent disagreed, 11.3 percent strongly disagreed and 35.2 percent didn't know. Faculty and staff results were similar, for 6.9 percent of those surveyed strongly agreed and 26.7 percent agreed that the book and periodical collection is adequate for class work. On the other hand, 29.3 percent of those surveyed disagreed, 12.1 percent strongly disagreed, and 25 percent didn't know.

When compared with the Noel Levitz surveys, given in 1998 and 2001, the above results suggest that librarians have identified these challenges and are working to alleviate them. The Noel Levitz survey compares a survey item's rank order of importance with rank order of satisfaction and in the process develops a performance gap. Performance gaps of more than 1.25 indicate a cause for concern. The survey also catalogs the best and worst features of the college environment. In 2001, the Noel Levitz survey indicated that the library resources and services were not meeting students' expectations with a performance gap of 1.35 and a ranking of ninth on a list of the ten areas where FLC was not meeting expectations. These results, however, were an improvement over the 1998 survey which found a performance gap of 1.54 and ranked library resources and services sixth on the list of areas where FLC was not meeting expectations. Again, this continuous improvement in survey ranking suggests that librarians' efforts are indeed making library services more able to support coursework.

A further indication of improvement emerges from the comparison of the libraries' present state with its state at the time of the *Cosumnes River College (CRC) 1996 Accreditation Self-Study Report*. This self study notes, "The El Dorado Center library collection, though still lacking in many ways, has improved dramatically since the 1991 Accreditation Report (which makes no mention of it at all)." Additionally, the report indicates that the collection doesn't serve students' research needs adequately. The Folsom campus library, still in its infancy, has collection gaps as well. These gaps are identified at both library sites through a collaborative process between the librarians and classroom faculty, assessment done at the reference desk, and interlibrary loan requests made by students. The Folsom campus and EDC librarians are in the process of formalizing a thorough collection development policy. However, due to the lack of time and staff it has not been completed.

Typically library functions are divided into two service areas: 1) Technical Services and Systems and 2) Public Services and Information Resources. The Technical Services and Systems service area handles acquisitions, cataloging, serials, and library system coordination. The Public Services and Information Resources service area provides reference, instruction, circulation, and reserve services. The inadequate number of library staff at both the Folsom campus and EDC makes it impossible to provide the depth of service that all of these activities require.

Students have access to the holdings at all libraries and centers throughout the LRCCD, as well as through the library system Innovative Interfaces Inc., which went live January 2002. This computer interface allows students to request materials, designate where they want the material sent for pickup,

renew material, and view their own library record with a system that is reliable, user friendly, and consistent throughout the district. Although periodical collections need to be expanded, the FLC online library databases provide students with access to numerous full-text resources. Webpages for both the Folsom campus and EDC library services offer students a wide array of databases and indexes accessible via computers either on or off campus. Such resources also help ensure that students who take classes at the Rancho Cordova Center will be able to utilize library databases.

Survey results indicate that such solutions are working effectively, for 33.8 percent of students surveyed strongly agree and 23.5 percent agree that the library has adequate electronic resources to support coursework. Similarly, 31.9 percent of faculty and staff surveyed strongly agree and 42.2 percent agree on this point. Numbers of those who disagree that electronic resources are adequate are minimal. However, the 25.2 percent of students surveyed who don't know suggests that increased outreach efforts should be made, and librarians at both sites have already begun to familiarize students with the resources available. The librarian at the Folsom campus offers approximately 10 to 15 orientations per semester to classes from all areas of the curriculum. Plans are also underway to offer drop-in library orientations at set times throughout the semester and to offer one-unit library instruction and research classes. Staffing constraints and the demands of developing a new collection, though, have kept such programs in the planning stages only. The librarian at EDC offers approximately 25 to 30 orientations per semester, reaching an estimated 2,500 students and branching into all of the curriculum offerings from the more traditional English classes to such courses as chemistry and mythology. Such outreach and education will likely continue improvement of the library services.

### *Tutoring*

Although tutoring services at FLC are relatively new, the program has been flexible, successful, and accommodating to students thus far. Students requesting tutoring by appointment are contacted in a timely manner, and those arranging tutoring have made every effort to accommodate students' schedules and time constraints. Drop-in tutoring has been scheduled in order to accommodate both day and evening students. Those requesting tutoring have been pleased with the flexibility of the program. Sufficient numbers of student tutors have been lacking in some areas, most notably English, but subject area instructors are working on recruitment. In the 2001-02 school year students at the Folsom campus tutoring center received 425 contact hours of tutoring. The 2002 school year has started well; however, because the tutoring center is without a dedicated space, there is also a need for better advertising to make students more aware of the tutoring services available to them.

Tutoring at EDC is housed in its own Tutoring and Study Center, which makes record keeping less of a challenge. In fall 2001, of the 73 students who received tutoring, 9 dropped or received an incomplete while 66 achieved a passing grade in the subject for which they were tutored. In spring 2002, of the 66 students who received tutoring, 10 dropped or received an incomplete while 48 received passing grades. Also, the tutoring coordinator job is split, roughly half in the center and half in the community for outreach and recruitment. As a result, some students have dropped in and found an empty desk. Students have commented that they like to have someone present in the tutoring services even when there is not a scheduled tutor.

The EDC Reading and Writing Center serves an average of 150 students per semester and its combination of English 252 and module courses provides a sound supplement to English or other classes. The Folsom campus reading and writing center is relatively new and as a result has served fewer students. The addition of module courses at the Folsom campus, perhaps when the reading and

writing center moves into its own dedicated space, would help support students' needs more fully. More advertising and awareness of reading and writing center services at the Folsom campus would also likely bring in more students.

### *Information Technology*

Computer services at both the Folsom campus and EDC are overall sufficient to support coursework when everything is working properly. At the Folsom campus, the two Xerox 432 Document Centers serve not only as copiers but also as printers and, if the absence of backup is any indication, seem to serve students' needs well. Software on the computers is extensive and relevant to coursework; however, because of LRCCD purchasing agreements, non-Microsoft software, such as Adobe PageMaker and Photoshop, is limited. This can present some challenges when students find themselves without access to the programs being utilized in their courses. FLC offers a hybrid system of online education that requires students to attend a mandatory orientation and to take all exams on campus. These and other students enrolled in electronically mediated courses have ample access, either from home or on campus, to computer resources necessary to support coursework.

Innovation Center services are extensive and appropriate. Seminars on various classroom applications and issues are presented throughout the year, and in conjunction with the *Academy for Innovation in Teaching and Learning* have included a summer boot camp for recent hires. This joint program included seminars in classroom management, pedagogical approaches, college governance, technological advances, and academic freedom issues. The success of such programs indicates that the Innovation Center is supporting courses, programs, and degrees well.

### **PLAN**

- None

**6.2 *Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.***

### **DESCRIPTION**

#### *Library and Learning Resources*

Educational equipment and materials in various formats are selected as appropriate for the Folsom campus and EDC. Procedures and criteria for selecting, acquiring, and removing library materials are being developed. This policy will provide the framework to ensure a current, diverse, and balanced collection of materials. Faculty input is solicited for the development of the collection, and all suggestions regarding selection of materials in the library are welcomed and evaluated. The librarians frequently inform instructors of new materials in the library collection. In addition, databases are evaluated by district librarians on a yearly basis with additions and/or changes made to support the needs of the students and changes in the curriculum as well as funding sources.

## *Tutoring*

Tutoring coordinators, in consultation with faculty in specific subject areas, evaluate materials based upon perceived results in student tutoring programs and recommend supplementary materials to aid in tutoring.

The Folsom campus reading and writing center is relatively new and at present sharing space with DSPS, while the EDC Reading and Writing Center is established in a dedicated space. Reading and writing center instructors, in consultation with other English faculty, add materials when necessary and also keep copies of textbooks and assignments from other classes, such as history, in order to better serve students' needs.

## *Information Technology*

A committee of information technology (IT) staff, faculty, and administrators collaborate to decide the potential value and potential challenges of new software being considered for the computer labs. Faculty suggestions for new software are given to the area spokesperson who then forwards those suggestions to IT staff. In the Innovation Center, money was reserved for the initial setup occurring fall 2001, and the lab was equipped after a needs analysis, consisting of a survey of faculty and staff as well as individual interviews, was conducted. The Innovation Center officially opened in February 2002. Presently, selection of equipment and materials for the center is guided by the needs of faculty and staff and proceeds according to campus budget process. Acquisitions and discontinuations are also guided by the usage of resources.

## **ANALYSIS**

### *Library and Learning Resources*

The collections at both the Folsom campus and EDC libraries have improved greatly since 1996 when it was observed, "El Dorado Center and especially Folsom Lake Center need to develop adequate library collections that will provide basic references for student research needs." At the time of that report, the Folsom campus was without a formal library and EDC had been established with about 5,000 volumes. Since then, the Folsom campus has opened a formal library in its PLE, and the EDC collection has doubled. However, with a total collection of roughly 18,000 volumes and an expected 22,000 volumes by fall 2003, the two libraries are small in comparison to other community colleges. Also, the Association of College and Research Libraries, in its 1994 *Standards for Community, Junior, and Technical College Learning Resource Programs* recommends a minimum of 69,250 volumes, including books, serials, videos and film. At present the total FLC collection falls well below that level and should be increased.

Faculty as well as staff and students have been informed that librarians would like their input as they develop the collection. However, response from the faculty has been minimal, suggesting a need to explore ways to get faculty, staff, and students more actively involved in the collection process. The FLC *Accreditation Survey* supports this suggestion, for 25 percent of faculty and staff surveyed did not know if the library's resources were adequate to support course work. The curriculum form requiring library signoff for all new courses has been relatively successful as another means for involving faculty in collection development. Opportunities for any person, including students, to provide input is enhanced by a computerized library catalog system that presents a "Suggest a Title" button as a menu option. Another challenge presented in the acquisition of library materials is the

relative newness of the Folsom campus library. A college library collection takes time to build and usually contains many materials relevant to the unique programs of that college. Also, in trying to develop a collection with depth, the Folsom librarian found many titles already out of print. FLC is still growing, which makes it difficult to discern what materials will be needed for specific emerging programs.

### *Tutoring*

Organization and maintenance of materials in the tutoring center at the Folsom campus has been a challenge. Tutoring is offered in a corner of the PLE rather than in a separate center; therefore, storage space is limited. Yet, cooperation between the tutoring coordinator and Folsom campus librarian has yielded positive results; the librarian has volunteered space in her offices, adjacent to the space allocated for tutoring, in which tutors can store materials, thus offering more resources to students. The existence of a separate Tutoring and Study Center at EDC makes storage of materials more feasible. While storage is less of an issue at EDC, both sites would benefit from increased funding for acquisition of tutoring-related materials. The current budget for tutoring is for tutoring wages only, so additions to the budget would assist in obtaining items such as tutorial software, study carrels, and reference books.

The absence of a computer in the Folsom campus reading and writing center is a challenge because students using its services are enrolled in positive attendance classes, requiring record keeping of their hours. At present records are kept by hand with student files stored separately in a filing cabinet. As it is likely that the growth of student use will outpace the movement of the reading and writing center into its own dedicated space, this file system will likely grow inefficient. Also, the addition of other 1 to 2 unit courses in the reading and writing center will be a challenge given the two drawer file space presently available. As the Folsom campus reading and writing center is a recent addition, time to gather needed materials has been short. The lead instructor currently bridges this gap by often using personal materials to supplement instruction.

The EDC Reading and Writing Center is established and in a dedicated space, therefore acquisitions and storage of materials is less of an issue. However, because the EDC Reading and Writing Center is housed in a lecture classroom that has been converted to a lab space, storage is still a challenge. A different configuration, including flatter file drawers and more storage space, would help the center run more efficiently.

### *Information Technology*

For the computer labs, the process of forwarding software suggestions through area spokespersons to the requisite committee works well at EDC. Time constraints can present challenges, though. It would be beneficial to give technicians installing software more time to test the conversions. Perhaps because things are newer in the Folsom PLE, faculty seem less aware of the process of forwarding software recommendations through the area spokesperson to the dean.

The initial setup of the Innovation Center was guided by a needs analysis survey of faculty and staff as well as individual interviews and input. Although the center has been officially opened for only a short time, its acquisitions process adheres to the campus budget process and is guided by the needs of faculty and staff. Conclusions are difficult to draw from so short a tenure on campus. Though the increased faculty drop-in use as well as participants in the Academy for Innovations in Teaching and

Learning suggests that the Innovation Center materials acquired and organized by the instructional design and development coordinator are helping to fulfill FLC needs.

## PLAN

- The FLC library collection will be increased.

### ***6.3 Information and learning resources are readily accessible to students, faculty, and administrators.***

## DESCRIPTION

### *Library and Learning Resources*

The library, and thus the PLE that it resides in, at the Folsom campus is open from 8:00 a.m. to 10:00 p.m. Monday through Friday and 9:00 a.m. to 1:00 p.m. on Saturday. The library located in the Learning Resource Center at EDC is open from 8:30 a.m. to 8:00 p.m. Monday through Thursday and 8:30 a.m. to 4:00 p.m. on Friday. In addition, each library also has a website that provides the college community with 24/7 remote access to library resources, information, and services that include the district library catalog and full text databases.

All areas of both libraries are wheelchair accessible. At the Folsom campus, individuals are able to access online library resources by using enabling software such as Jaws and Zoomtext. New videos are only purchased if they provide closed captioning. The library staff continues to monitor online resources to ensure that they do not present accessibility problems.

### *Tutoring*

Tutoring at the Folsom campus takes place in the PLE where students can receive tutoring on a drop-in basis or by appointment. The schedule for drop-in tutoring varies by discipline, but tutors are generally available for one and a half to two hours at a time. The hours of availability for by-appointment tutoring are coordinated between the tutor coordinator, the tutor, and the student seeking tutoring. The tutoring hours at the EDC Tutoring and Study Center vary, but attempts are made to cover morning, afternoon, and evening hours. Tutoring in English is available through the Folsom campus reading and writing center, open Monday through Thursday from 2:30 p.m. to 5:30 p.m. or the EDC Reading and Writing Center open weekdays from 9:00 a.m. to 2:00 p.m.

### *Information Technology*

The Folsom campus computer lab shares space with the library in the PLE and therefore has the same hours of operation: 8:00 a.m. to 10:00 p.m. Monday through Friday and 9:00 a.m. to 1:00 p.m. on Saturday. Instructional assistants are available during the PLE open hours to assist students, in particular those taking electronically mediated courses, with software issues. The presence of an instructional assistant also provides a means to monitor appropriate use of facilities and equipment. The EDC Computer Lab is open Monday through Thursday 8:00 a.m. to 8:30 p.m. and Fridays 8:00 a.m. to 3:00 p.m.

The Innovation Center is open thirty-five hours per week for walk-in services: Monday and Wednesday 8:00 a.m. to 3:00 p.m., Tuesday and Thursday 12:00 p.m. to 7:00 p.m., and Friday 8:00 a.m. to 3:00 p.m. In addition, the Innovation Center's instructional design and development coordinator offers regular seminars in technology and pedagogy in the classroom as well as application of technology to both instruction and job function. The coordinator is also available for consultation during regular office hours.

## ANALYSIS

### *Library and Learning Resources*

As collections have expanded at both the Folsom campus and EDC, so have open hours. While the expanded hours are accommodating to students, what is lacking is library staff available during those hours. Library staff at the Folsom campus are currently available only during the weekdays and one evening a week; there are no library staff available four evenings a week and on Saturdays. Coverage at the EDC library is also inadequate especially in the evenings. While the Rancho Cordova Center students have access to the online library catalog and databases, an interlibrary loan process has not been established at that site due to lack of staffing. This is partially remedied by the use of a LRCCD library card that allows outreach students to check out material at any LRCCD college library they may choose to visit.

Accessibility has improved over levels indicated in the *1996 Cosumnes River College Accreditation Self-Study Report*, which addresses the need for more hours. Among its recommendations, the report notes, "EDC and FLC need many additional hours with staff available to assist students." Other comments address the need for greater computer access, a need that has been filled with the inclusion of a computer lab within the PLE at the Folsom campus, the addition of computers in the EDC Learning Resource Center, and the addition of a Computer Lab at EDC.

Survey results indicate that this increase in accessibility is helpful. Regarding library hours of operation, 19.1 percent of students surveyed strongly agree and 46.5 percent agree that library hours of operation are adequate. At the same time, 7.0 percent disagree and 2.6 percent strongly disagree that the hours of operation are adequate. However, 24.8 percent of students surveyed don't know, perhaps again suggesting a need for further outreach. Of faculty and staff, 29.3 percent of those surveyed strongly agree and 49.1 percent agree that hours are adequate while the numbers of those who disagree or don't know are minimal.

The librarians have seen a significant increase in the use of library services and resources. The Folsom campus had few statistics and minimal circulation prior to the new library system established January 2002, so at this time only a calendar year count rather than a fiscal year count is available. Folsom campus checkouts and renewals for January 2002 through December 2002 were 4,226. Checkouts and renewals for EDC during the same time period were 4,144. Within the LRCCD, there were 377 interlibrary loan requests placed by the Folsom campus and 692 placed by EDC. The Folsom campus also requested three interlibrary loans from outside the district.

## *Tutoring*

The Folsom campus tutoring hours have also been accommodating due to its hybrid system with varied hours for either drop-in or by-appointment tutoring. Due to the fact that tutoring is offered in a corner of the PLE and shares space with distance education services, accurate numbers on who is receiving drop-in tutoring are hard to ascertain. Some of these challenges will be alleviated when tutoring receives a dedicated space in the next building phase, Phase 1B, and operates with a more defined system for checking students in and out. At EDC, while budget drives the number of hours that the Tutoring and Study Center can be open, the tutors and coordinator survey students and faculty to determine when optimum use will occur and then open the center during those hours. The best circumstance, as indicated by students, would be to have someone present in the Tutoring and Study Center even when no tutors are scheduled.

When the Folsom campus reading and writing center opened in fall 2001, the lead instructor attempted a variety of morning and afternoon hours only to find that the majority of students were in class in the morning and wanted help in the afternoon. As a result, this reading and writing center operates throughout the late afternoon. The EDC Reading and Writing Center, on the other hand, remains open during prime daytime student hours. These hours serve EDC students well. Given the number of night classes offered and the number of working students that El Dorado serves, though, some night offerings might increase the number of students taking English 252 or other reading and writing classes.

## *Information Technology*

Both the Folsom campus and EDC computer labs are accessible to students over a wide range of hours. At this time it is not cost effective to keep the labs open beyond existing hours. If growth in enrollment necessitates change in this area, it will be discussed. For students enrolled in electronically mediated courses, instructional assistants are available during the open hours at the Folsom campus to assist with software challenges. Unfortunately, at present there is no provision for fixing hardware for these students. An additional need is for a fully adaptive computer station in order to maximally serve those with special needs.

The increasing utilization of the Innovation Center by faculty and staff is evidence of its accessibility. Since its official opening in February 2002, walk-in consultations by faculty and staff have steadily increased. Also, starting in spring 2002, the Innovation Center became the site for the *Academy for Innovation in Teaching and Learning*, a grant project which has led to such things as: in service seminars for utilizing technology in research, departments designing web pages, and the setup of multidisciplinary learning communities. Lastly, because many of the Innovation Center seminars will be offered as flex professional development credit for faculty, it is likely that utilization will continue to increase.

## **PLAN**

- None

**6.4 *The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.***

**DESCRIPTION**

*Library and Learning Resources*

The libraries at the Folsom campus and EDC each have a full-time librarian with a master's degree in library science. There are also two permanent classified positions.

*Tutoring*

As of fall 2002, the tutoring program at the Folsom campus had a total of ten tutors, eight of whom were paid and two of who were tutoring for units through academic disciplines. Of requested subjects, the EDC tutoring program employs seven student tutors in a variety of subjects, including English.

The Folsom campus reading and writing center is overseen by two English faculty who offer tutoring as part of their academic load. The EDC Reading and Writing Center is overseen by a faculty member in the English department and is run with the help of an instructional assistant.

*Information Technology*

One senior IT technician and two instructional assistants staff the computer lab at the Folsom campus. The instructional assistants are cross-trained in other services offered by the PLE including: library circulation, open-entry-open-exit classes, ITFS, distance education, and test proctoring. Four people staff the EDC Computer Lab: one senior IT technician, one half-time instructional assistant, and two temporary classified instructional assistants. IT staff at the Folsom campus help to run and trouble shoot Blackboard, the LRCCD system for delivery of online education. For students, the presence of instructional assistants trained in Blackboard or other necessary online learning software helps ensure that appropriate services are available to solve any computer program related problems that may arise.

The instructional design and development coordinator, a faculty member, oversees Innovation Center operation. Likewise, the *Academy for Innovation in Teaching and Learning* is run by a faculty member and aided by a student assistant. The Innovation Center offers training on web page design to support electronically mediated courses, and extensive support services exist both at the college as well as at the district level for trouble shooting any problems with delivery of the courses. The online learning course management system, Blackboard, is run through the LRCCD office to ensure that the program is consistent for all colleges. In addition, a help desk for instructors, run by the district office through American River College helps to solve problems.

## ANALYSIS

### *Library and Learning Resources*

FLC has made great improvements in staffing. Previously, there was one librarian at EDC whose time was split one-half in the library, and one-half performing duties as learning center coordinator, ITFS coordinator and attending to related responsibilities. Individuals in other positions now perform these additional responsibilities so the EDC librarian can devote all efforts to the library. Still, growth in the courses and services offered at the college has outpaced the ability of staff to meet those demands. As a result, library staffing remains inadequate for a college the size of FLC and does not meet California Title 5 regulations for library staffing levels.

The Association of College and Research Libraries recommends a minimum of one administrator, five professionals, five technicians, and four other staff for a college with the full time equivalent students (FTES) of FLC. Unfortunately, FLC falls well short of this recommendation. This lack of staffing is felt most keenly in terms of services offered to students. At the Folsom campus, for instance, the full-time librarian is available 35 hours per week while the library is open 74 hours, leaving more unavailable than available hours. Challenges to availability are compounded by the fact that the new librarian is, among other things, building a collection, cataloging that collection, and is lead for computer and library staff in the PLE. Thus, while overall growth in information and learning resources has been positive, a need for more staff to assist with these resources still exists. To meet these needs, a proposal for another full-time librarian at FLC has been put forth for the 2003-04 hiring cycle. Despite these challenges, the librarians continually strive to improve services and contribute to learning, but professional workshop and conference attendance is difficult.

### *Tutoring*

The Folsom campus tutoring program has grown a great deal in its short tenure on campus and is assisting students well. The lack of tutors in English was a concern early on; however, the presence of the reading and writing center has lessened the need for tutors in English. EDC tutoring is adequately staffed at the present time.

The Folsom campus reading and writing center has grown from one faculty member to two, and its open hours have grown from two days a week to four. As it continues to grow, options for adding an instructional assistant should be explored. With existing staffing levels, the EDC Reading and Writing Center serves a large portion of the student body well. If evening hours were implemented, though, another faculty member on staff would be helpful.

### *Information Technology*

Computer labs at the Folsom campus and EDC are appropriately staffed. However, because the instructional assistants on the Folsom campus are expected to perform so many of the duties in the PLE, staffing can at times be a bit thin, and students can grow frustrated when staff are not knowledgeable about certain services offered in the PLE. The senior IT technician, for instance, has been asked questions about library circulation. To help alleviate these problems, adding another library media technical assistant at the Folsom campus is priority number eleven on the classified hiring priorities list.

In comparison with other colleges, the Innovation Center is a bit sparsely staffed. Other colleges, for instance, have both an instructional design and development coordinator as well as an educational media design specialist. Increased utilization seems inevitable; therefore, more staff in the Innovation Center would be helpful. Until additional support staff can be hired for the Innovation Center, the research specialist and graphic designer positions, numbers three and ten respectively on the classified hiring priorities list, may provide some support.

## PLAN

- FLC will prioritize hiring additional staff, including librarians and support staff, for the Folsom campus Personal Learning Environment and the EDC Tutoring and Study Center, Learning Resource Center, and Reading and Writing Center.

### ***6.5 The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.***

## DESCRIPTION

### *Library and Learning Resources*

The 2002-03 discretionary operating budget for each library was \$16,740. The FLC campus library also received \$560,000 in state capital equipment money to develop its library collection. While this library was funded initially by the capital equipment fund, it now maintains a budget funded by the college discretionary operating budget allocation, the district program development fund process, and grants and categoricals. The LRCCD and its colleges collectively purchase online databases by pooling state technology funds for electronic resources with district funds. The amount spent for the databases districtwide in 2002-03 was \$143,271. During 2002-03, the libraries subscribed to 13 databases, available online both on and off campus.

### *Tutoring*

Partnership for Excellence (PFE) funding supported the creation and continues to support the ongoing maintenance of the tutoring programs. College discretionary funds as well as grant and categorical funds such as VTEA, EOP&S, and DSPS are also funding sources used to support tutoring services.

### *Information Technology*

The computer lab at each site receives a \$1,000 discretionary operating budget. Grants and categorical funds such as VTEA, PFE, and Telecommunications and Technology Infrastructure Program (TTIP) are used to maintain and support operations when and where appropriate. In addition, the FLC implemented a card access printing system, GoPrint, in the computer labs and libraries to cover and control the increasing costs associated with student printing. All revenue earned from this system is used to purchase supplies and to maintain and replace equipment such as copiers, printers, and card readers.

To create the Innovation Center and PLE at the Folsom campus, the state capital building and equipment fund provided initial start-up funding. In the 2001-02 fiscal year, the Innovation center received approximately \$200,000 to purchase initial equipment and materials. The center receives an \$8,000 annual operating budget and does not rely on grants and categoricals. Grants and categorical funds such as Telecommunications and Technology Infrastructure Program (TTIP) are used to augment the needs of the center when available.

The FLC IT services department maintains an inventory of all hardware and software for the college. Each year the IT department identifies needs for new and replacement computer and related peripheral equipment and submits the priority list to the vice president of administration. The priority list prepared by the IT department is submitted to the Budget and Institutional Facilities Planning Committee (BIFPC) and ranked with other equipment requests. Through the BIFPC budget planning process, the college is kept informed by IT services on its local technology infrastructure needs. The BIFPC recognizes the importance of maintaining technology and consistently ranks these needs as a high priority.

## **ANALYSIS**

### *Library and Learning Resources*

While the initial budget increase for the libraries was substantial, it is still inadequate to meet the needs of a growing college library. A funding formula for library material related to growth in FTES and new curriculum will be investigated. Once the state start-up money spending ceases in December 2003, the library will still need to acquire up-to-date quality research material, fill collection gaps, and purchase material for new curricula. In addition, the current budget must also cover the print periodical collection, and all of the operating and maintenance expenses necessary to run a library. The FLC library does not meet Title 5 regulations for periodical subscriptions or volumes on shelf.

Current library database subscriptions are primarily general purpose and wide-appeal databases. Increased funding is needed to provide more specialized databases to meet the needs of students in specific subject areas. As the quality and quantity of e-books improve, this resource will be considered if funding is sufficient. Due to the mobility of LRCCD students among district colleges and the growing number of remote users, it is cost effective and practical to continue to pool funds and to coordinate the purchase of electronic resources.

### *Tutoring*

The budget for tutoring services is adequate and promotes the ongoing effectiveness of the program. Needs are met and will continue to be met based upon the grant funding currently received.

### *Information Technology*

The annual budget for the Innovation Center completely supports the required software upgrades and equipment replacements necessary to keep the center reflective of the latest offerings in technology. There is a commitment to keep this area well funded and thriving.

With the reduction of state budget resources and rapidly changing technology systems, the college will need to be vigilant to ensure adequate resources are directed towards maintaining materials and

systems that are state-of-the-art and relevant to the needs of our students and faculty. To recognize the importance of this challenge, the Educational Planning Committee, through its instructional technology subcommittee, has developed a technology plan that makes recommendations on staffing needs and an equipment/software replacement/upgrade inventory plan.

## PLAN

- None

**6.6** *When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.*

## DESCRIPTION

### *Library and Learning Resources*

The library collections at FLC are supported by membership in three library consortiums for which formal agreements exist: Sierra Valley Library Network (SVLN), Mountain Valley Library System (MVLS), and Online Computer Library Center (OCLC). MVLS is a regional consortium of multi-type libraries. The membership provides interlibrary loan agreements with libraries in Sacramento, Placer, El Dorado, Yolo, Yuba, Sutter, Nevada, Alpine, and Mono counties. Services provided by MVLS include an online regional catalog of member libraries' holdings, weekly delivery services for borrowed materials, workshops, and consortium purchase of online databases. The SVLN is one of the seven regional networks associated with the Library of California. OCLC, which also facilitates interlibrary loan services, is a global cooperative that serves 41,000 libraries in 81 countries.

### *Tutoring*

Tutoring and the reading and writing centers do not rely on other institutions for information and learning resources.

### *Information Technology*

Informally, the LRCCD office provides and maintains technology infrastructure elements and applications while FLC provides college specific IT services and assists in the delivery and maintenance of infrastructure elements. In addition, the LRCCD office participates in agreements with the colleges to allocate state funded grants for IT services in a manner that benefits the district as a whole. More formally, agreements exist regarding software purchases in which the district leverages the buying power of all colleges and outreach centers. The district office participates in agreements with the colleges to host college web applications in the district office data center to provide a conditioned and secure environment and centralized administrative services in a cost effective manner.

The Innovation Center holds no agreements with other institutions and thus does not need to document those services. However as previously stated, at the district level both formal and informal agreements exist regarding the sharing of information technology.

## **ANALYSIS**

### *Library and Learning Resources*

The combination of local and global consortia serves students well and ensures that library resources are easily accessible and adequate. Although time constraints often prevent students from utilizing this service, those who do utilize it are pleased by the results, a conclusion suggested by the FLC *Accreditation Survey* results. Of those students responding, 12.7 percent strongly agree and 25 percent agree that services available through the interlibrary loan program are adequate. Only 3.9 percent of students responding disagree and 1.3 percent strongly disagree. Notably though, 57 percent of students responding don't know. Faculty and staff results are similar with 22.4 percent of faculty and staff responding strongly agreeing and 33.6 percent agreeing that services available through the interlibrary loan program are adequate while, 8.6 percent of those responding disagree and 1.7 percent strongly disagree that services are adequate. Finally, 33.6 percent of faculty and staff responding didn't know if interlibrary loan services were adequate. Collectively, these survey results raised the question of whether students, faculty, and staff know the difference between interlibrary loan within the LRCCD district and interlibrary loan from outside the district, as there are notable distinctions between these two services.

### *Tutoring*

There is currently no identifiable need to formally rely on other institutions or sources for information and resources to support tutoring services.

### *Information Technology*

Existing agreements, both formal and informal, to provide information and learning resource support for the information technology needs of FLC are sufficient.

## **PLAN**

- None

**6.7 The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and makes appropriate changes as necessary.**

**DESCRIPTION**

*Library and Learning Resources*

A formal review process for the FLC libraries has not been created because these libraries are still in the development stages. Nonetheless, evaluation of the collection is done informally on an almost daily basis. When assisting students and working with instructors' assignments, the librarian is able to assess what in the existing collection is current and relevant to the students' assignments and what is lacking. The collection is also reviewed when new curriculum is added. Interlibrary loan requests are checked to see what is being requested that the library may not own.

Faculty suggestions for additions and revisions to the library collections are encouraged; however, despite numerous solicitations for these suggestions, there has been minimal response. Student input is also welcomed, and students, faculty, and staff now all have the ability to make suggestions via a "Suggest a Title" button within the online library catalog.

Shared online resources are evaluated at the district level with librarians from all LRCCD colleges meeting to select and evaluate electronic resources as a group. Each database is reviewed for journal, magazine, and newspaper titles and/or available content, full-text coverage, and ease of use for students. Overlapping databases are compared along with the cost of each database. Areas of demand by students and instructors are also considered.

*Tutoring*

Tutoring services at FLC are still in their infancy, so no formal system of evaluation exists. However, the tutor coordinators at both the Folsom campus and EDC evaluate services on an informal basis by looking at such things as when services are most likely to be utilized and which subjects have the most demand for tutoring. Both reading and writing centers conduct informal evaluations of their services by consulting regularly with other faculty.

*Information Technology*

IT staff gather feedback from the computer lab staff to informally review system performance. Similar reviews are conducted in the Innovation Center. In addition, plans are in place for the Innovation Center to offer bi-annual surveys evaluating its services and exploring what needs faculty may have.

**ANALYSIS**

*Library and Learning Resources*

The growth not only of the collections but also of the services offered at FLC suggests diligent evaluation by librarians at both the Folsom campus and EDC. The library staff at FLC are starting to collect statistical data to help evaluate the adequacy and effectiveness of its resources and services.

As FLC grows, the informal nature of evaluations will need to become more formalized. Survey and assessment tools need to be researched and developed to provide qualitative feedback on services and resources. Librarians expect to create an evaluation plan in the near future; however, more appropriate staffing levels will be required to implement such a plan. The Folsom campus and EDC libraries are in the process of developing an *Educational Master Plan*. This will help the libraries define goals and document accomplishments.

As previously expressed, there is a need for faculty to take a more proactive role in helping library staff maintain the most appropriate collection to support specific courses. As the collection grows and ages, faculty need to be encouraged to review their subject area and assist in weeding, a task which should encourage faculty to make more suggestions for new material.

### *Tutoring*

A plan for systematically evaluating the adequacy and effectiveness of tutoring needs to be developed.

### *Information Technology*

The adequacy and effectiveness of computers in the computer labs is observable and quantifiable, thus the informal interviewing of computer lab staff by IT staff works well. The Innovation Center, because it is so new, has yet to implement a formal evaluation plan. The 2001 Innovation Center faculty *Instructional Technology Survey* does, however, demonstrate careful planning on the part of the instructional development and design coordinator. In addition to assessing the technology skills of faculty, the survey sought to identify barriers to technology among faculty and to ascertain what types of training and support would be most needed in the classroom. Although the survey was extensive and the findings enlightening, the fact that only 21.5 percent of faculty receiving the survey responded suggests that more outreach needs to take place to involve faculty in this systematic review.

## **PLAN**

- FLC will develop a formal plan to guide evaluation of library effectiveness, staffing efficiencies, and adequacy of services.
- FLC will develop a formalized tutoring plan, including strategies for increasing the number tutors.

## WORKS CITED

- 6-1 FLC Library webpage: [www.flc.losrios.edu/~library](http://www.flc.losrios.edu/~library)
- 6-2 Librarian's Guide to Internet Subject Indexes: [www.flc.losrios.edu/~lrc/subjects/index.html](http://www.flc.losrios.edu/~lrc/subjects/index.html)
- 6-3 Academy for Innovation in Teaching and Learning grant
- 6-4 Noel Levitz Surveys
- 6-5 FLC Accreditation Survey
- 6-6 CRC Accreditation Self-Study Report 1996
- 6-7 Instructional Technology Survey
- 6-8 Standards for Community, Junior, and Technical Colleges Learning Resource Programs
- 6-9 LRCCD Blackboard website: <http://blackboard.losrios.edu>
- 6-10 Sierra Valley Library Network interlibrary loan agreement
- 6-11 Mountain Valley Library System interlibrary loan agreement
- 6-12 Online Computer Library Center interlibrary loan agreement



## **STANDARD SEVEN: FACULTY AND STAFF**

*The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services whenever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.*

### **7A. *Qualifications and Selections***

**7A.1** *The institution has sufficient faculty and staff who are qualified by appropriate education, training and experience to support its programs and services.*

#### **DESCRIPTION**

Folsom Lake College (FLC) is acquiring a broad variety of faculty and staff to meet the needs of a comprehensive community college. Anticipated for fall 2003, FLC will employ 63 full-time faculty, 190 part-time faculty, and 60 full-time classified staff. Los Rios Community College District (LRCCD) *Board Policies and Regulations Manual* 5123 states, "The minimum qualifications for hire are those included in the list of disciplines most recently adopted by the Board of Governors." All full-time faculty members meet the qualifications for their position as determined by the Board of Governors and outlined in R-5123. Non-teaching staff also meet the basic qualifications as outlined in the job description for their positions, including the knowledge and/or experience to carry out their assigned duties.

FLC bolsters its workforce by hiring temporary classified and student help employees through college discretionary funding and programs such as financial aid work-study, CalWORKs, and various grants. LRCCD board policies and regulations series 6000 defines temporary hiring practices. In addition, temporary staff hired through grants and categorical programs are qualified in accordance with the guidelines designated by each respective program.

The LRCCD recognizes the need to continue increasing the number of new hires, as well as to improve the full-time faculty/part-time faculty ratio, and has been very supportive in these endeavors. FLC added eight new faculty for the 2002-03 academic year. The district's hiring procedures as described in the 2002-03 *Hiring Manual for Full-time Faculty* and the LRCCD board policies and regulations are utilized for all hires. The hiring priority process begins with discussion among faculty in each academic area at the college. A prioritized list for each academic area is then sent to the faculty hiring priorities subcommittee of the Professional Activities Committee. This subcommittee, whose membership includes area spokespersons or their designees, the vice president of instruction, the instructional deans, and the instructional program coordinators, then discusses and prioritizes a recommended collegewide hiring priorities list. After the list is developed, it is sent to both the Academic Senate and the college president. Barring extenuating circumstances, the list is approved and the vice president of instruction meets with counterparts from the other colleges to develop a district faculty hiring priority list.

The classified hiring process involves collaboration among the LRCCD Executive Council/Board of Trustees and three collective bargaining organizations: the Los Rios Classified Employees Association (LRCEA), the Los Rios Supervisor's Association (LRSA), and the Service Employees International Union Local 790 (SEIU). At the college level, the classified hiring priorities subcommittee of the Professional Activities Committee prioritizes FLC needs for classified hiring. This subcommittee consists of management and classified representatives. Once college priority recommendations are approved by the president, the vice presidents of administrative services from each college and the vice chancellor of finance meet to establish a districtwide classified employee hiring priority list.

Currently there are six administrators including the president, two vice presidents, a dean of student development and enrollment management, and three deans of instruction. One dean of instruction serves as the site administrator for the El Dorado Center. Administrative relationships for these positions are displayed within the organizational charts located in the Organization of the Institution section of the Introduction for this self study.

## **ANALYSIS**

The spring 2002 *FLC Accreditation Survey* contains questions directly related to the selection, evaluation and professional development of faculty. Of 88 respondents, 71 percent agree or strongly agree with the statement, "The college has sufficient faculty who are qualified by appropriate education, training and experience to support its programs and services at the college's current enrollment level."

Rapid growth of FLC creates a continuing need for additional faculty. Many of the college's academic departments consist of one full-time faculty member while others consist only of part-time faculty. The FLC productivity of 547 in fall 2002 was highest in the LRCCD; other colleges in the district average approximately 500. This high FLC productivity number indicates that oversized classes are the norm and reinforces the need for more faculty hires.

FLC does not presently meet the state recommended full-time to part-time faculty ratio of 75:25, but there is ongoing effort to remedy this. Currently the full-time equivalent (FTE) instructional ratio is 58.34 percent full-time faculty to 41.61 percent part-time faculty. Additionally, some departments have no full-time faculty members. Although encouraged to do so, part-time faculty are not required to hold office hours, get involved in campus activities, or otherwise remain available on campus. Thus, this situation results in less out of class contact time between students and faculty.

The spring 2002 *FLC Accreditation Survey* contains questions directly related to the selection, evaluation, and professional development of staff. Of 87 respondents, 47 percent agree or strongly agree that "The college has sufficient classified staff who are qualified by appropriate education, training, and experience to support its programs and services at the college's current enrollment levels." The percentage that disagrees or strongly disagrees is 43 percent, with 10 percent indicating they don't know. Cohort analysis reveals that 62 percent of full-time faculty and 65 percent of the classified staff believe the college has insufficient qualified classified staff. All administrator responses also indicate insufficient qualified classified staff. This response pattern underscores what faculty, staff, and administration often state verbally; there are insufficient classified staff to meet the needs of a rapidly growing college.

The staffing changes indicated in the chart below reveal that LRCCD is committed to providing the staffing resources necessary to support its fourth college. The district has strengthened the FLC faculty, staff, and administrative hires since the 1996 Cosumnes River College (CRC) accreditation visit. The chart shows that staffing has more than doubled for each constituency group.

Staffing	Academic Year				
	Base Year		Projected		Percentage Increase
	1997-98	2002-03	2003-04	Change	Over Base Year (change / base yr)
<b>Faculty</b>					
Instruction	22	49	50	28	127.27%
Instructional Coordinator	1	2	2	1	100.00%
Counselor	4.5	6	8	3.5	77.78%
Librarian	1	2	3	2	200.00%
Total faculty	28.5	59	63	34.5	121.05%
<b>Staff</b>	23	60	60	37	160.87%
<b>Administrator</b>					
President/Provost	1	1	1	0	0.00%
Vice President	1	2	2	1	100.00%
Dean	0	4	4	4	400.00%
Total administrators	2	7	7	5	250.00%
<b>Total Staff</b>	<b>53.5</b>	<b>126</b>	<b>131</b>	<b>77.5</b>	<b>144.86%</b>

## PLAN

- FLC will review and update its classified hiring priority process to ensure that it is responsive to the needs of the college.

**7A.2 *Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.***

**DESCRIPTION**

FLC follows the LRCCD policies and procedures as outlined in the *Hiring Manual for Full-time Faculty*. This manual provides information regarding screening, interviewing, rating, and reference checking as directed in the LRCCD *Board Policies and Regulations Manual* 5000 series.

In consultation with the instructional dean and vice president of instruction, department faculty create job descriptions for full-time faculty positions. For a non-traditional faculty position, such as a coordinator, the Academic Senate and the most closely related departments provide input regarding the job description. Once routed through the LRCCD office, all job descriptions are publicly distributed via community media, district and campus postings, and other broadcast means.

Hiring committees comprise three to five faculty members appointed by the Academic Senate president, upon consultation with area spokespersons, and have at least one discipline expert and a trained equity representative. Should there be no faculty trained as an equity representative, the administrator would serve in this capacity. The hiring committee also includes one classified staff member, one student, and two administrators, with one of the administrators chairing the committee. The *Hiring Manual for Full-time Faculty* clearly delineates the screening and selection processes. Only those who have screened all applicants may participate in the selection of candidates to be interviewed. The screening committee is a subset of the hiring committee and must include the equity representative, the discipline expert, and the committee chair. Other members of the committee are welcome to participate.

The LRCCD office maintains a pool of candidates available to fill part-time faculty positions. When a vacancy occurs, FLC advertises in newspapers and checks the LRCCD pool for qualified applicants. Using a smaller hiring committee, the college then goes through a process similar to that used for hiring full-time faculty. Emergency hires are for one semester only and must complete the normal hiring process in order to teach a subsequent semester.

The process for hiring classified employees is similar to that for hiring faculty, but the LRCCD does not provide a manual. Job announcements for classified positions are created with input from district representatives and all bargaining units. Once routed through the LRCCD office, all job descriptions are publicly distributed via community media, district and campus postings, and other broadcast means.

For classified hires the vice president of administration, with input from supervisors, staff, and Classified Senate forms a hiring committee. The make-up of the committee reflects the position being advertised, with significant representation from the bargaining unit of the vacant position. The committee must include a classified equity representative and the immediate supervisor. The immediate supervisor generally serves as chair of the committee. Faculty are included on the hiring committee where appropriate. Following guidelines listed in LRCCD Board Policies and Regulations Manual 6116 and the Equity Plan Employment Checklist, hiring proceeds with a uniform screening and interview process similar to that for full-time faculty.

The collective bargaining contracts for each of the classified units SEIU (Personnel Policies, Article 6) and LRCEA (Personnel Policies, Article 3) contain specific language that pertains to the hiring process. There are differences in each contract; therefore, it is important that administrators and supervisors are very familiar with the hiring language of each contract. The LRSA contract (Personnel Policies, Article 5) does not contain specific language regarding the hiring process. The employment procedures outlined in LRCCD *Board Policies and Regulations Manual R-6100* are followed for all regular and temporary classified positions.

Likewise, the employment of students is monitored to ensure fair and equitable practices. LRCCD *Board Policies and Regulations Manual R-2600* provides guidelines regarding financial aid and student employment. LRCCD *Board Policies and Regulations Manual R-2631* specifically addresses the eligibility, selection, and appointment of student employees. The guidelines established under this regulation are followed in the hiring and employment process.

Hiring of administrators is guided by LRCCD *Board Policies and Regulations Manual 9000* series.

## ANALYSIS

Feedback from recent FLC hiring committee participants indicates that the new LRCCD *Hiring Manual for Full-time Faculty* needs some revision. The process was first implemented for the spring 2002 hires. The LRCCD Academic Senate is keeping a list of suggested revisions to be considered during a review of the manual following spring 2003.

Another issue related to hiring procedures is an FLC rather than district issue. The screening of 50-100 or more applications in a period of 7-10 days creates some time management challenges, especially when some hiring committee members are discipline experts or administrators from another college in the district. In addition, if the screening committee is large, then more time is needed to allow screening by all members. The hiring of 7-10 new full-time faculty every year has been both a blessing and a burden for the current FLC faculty, many of whom serve on two full-time faculty hiring committees every year. The hiring workload is also burdensome for administrators, who sit on four or more full-time faculty hiring committees every spring. Improvement in the hiring timelines began during the 2001-02 academic year due to careful planning and the addition of two new deans.

## PLAN

- None

***7A.3 Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.***

## DESCRIPTION

Minimum qualifications as determined by the Academic Senate are used for all faculty hires. Per the LRCCD hiring policy, job descriptions originate in the unit for which the position is budgeted since

the unit staff has the expertise to develop the job description. The appropriate academic department or committee, therefore, recommends the subject matter knowledge and teaching experience qualifications for job descriptions.

The faculty members of hiring committees are selected on the basis of several criteria, including subject area expertise. If there are no faculty members available in the specific discipline, faculty members from a closely related discipline are identified to serve on the hiring committee. Occasionally full-time faculty in a particular discipline at other colleges in the LRCCD provide content expertise.

The *Hiring Manual for Full-time Faculty* specifies that every interview include a teaching demonstration and open-ended questions relating to the candidate's pedagogy and philosophy of teaching. Some questions focus on educational methodology, evaluation of student performance, and sensitivity to and understanding of the diverse academic, cultural, socioeconomic, disability, and ethnic backgrounds of community college students. Additionally, full-time faculty interviews include a teaching demonstration/classroom simulation using a variety of teaching techniques and interacting with students in a typical instructional situation. This allows the committee to assess a candidate's abilities in covering a discipline-specific topic. Interview questions relating to teaching experience focus on recency and breadth of in-class instruction in a particular discipline. The hiring of part-time faculty follows similar guidelines to those for full-time faculty.

## ANALYSIS

The screening criteria and interview questions used for hiring teaching faculty at FLC adequately address knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.

## PLAN

- None

***7A.4 Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.***

## DESCRIPTION

The names of full-time faculty and administrators are listed in the catalog along with the individual's position or title and degrees held. The LRCCD personnel office verifies that appropriately accredited U.S. institutions or their equivalent awarded all degrees. In instances where a non-U.S. institution awarded a degree and there is no reciprocal accreditation understanding, the candidate's degree and transcripts must be deemed equivalent by an approved transcript evaluation agency, such as Educational Records Evaluation Service (ERES).

## ANALYSIS

FLC faculty and administrators meet and often exceed the minimum qualifications for their positions. Diverse and highly qualified professionals are the result of college hiring efforts in accord with LRCCD and state policies.

## PLAN

- None

### **7B. Evaluation**

***7B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluations is formal and timely.***

## DESCRIPTION

Each category of staff, including faculty, classified, and administration, has its own system of evaluation. Article 8, Performance Review, of the *LRCCD Agreement with the Los Rios College Federation of Teachers* (LRCFT) for July 1, 2002 through June 30, 2005, guides both regular and adjunct faculty evaluations. The opening paragraph to Article 8 states, “While formal performance review as described in this article occurs on a cyclical basis, informal review by colleagues and supervisors occurs on a continuous basis, and, as such, communication should also be continuous.” Beginning with the second year, faculty under evaluation also submit a self study.

Although the formal evaluation is bound to a timeline, including formal classroom visitations with evaluations by peers and administration, the overall evaluation process is ongoing. Formal classroom visitations and evaluations are conducted in the fall of each year, and informal classroom visitations and evaluations may be conducted in the spring.

The classified evaluation process is designed to be ongoing with both verbal and written input. Effective communication is considered the key to an efficient work force. To this end, a classified employee and supervisor work in tandem for continuous improvement.

Three collective bargaining agreements guide classified employees’ performance evaluations: white collar, LRCEA (Article 4); blue collar, SEIU (Article 6); and supervisor, LRSA (Article 5). *LRCCD Board Policies and Regulations Manual 9141* guides the evaluation process for management employees. Confidential classified evaluations follow the same guidelines established for white-collar employees. The *Frisk Practical Guidelines for Evaluators in Documenting Unsatisfactory Employee Performance* is used by managers and supervisors to assist them with the preparation of classified evaluations. A reviewing officer must sign off on all classified evaluations prepared by a rater.

Administration evaluations are handled quite differently from those for faculty and classified employees, although classified supervisors are managed similarly. The person to be evaluated selects those who will evaluate from among peers and those with whom that person works. The

administrator of the evaluation may choose to ask one or more individuals to anonymously submit an evaluation if the evaluation administrator believes those selected by the person to be evaluated are not fully representative of the work area and contacts of the person to be evaluated. LRCCD *Board Policies and Regulations Manual* R-9141 states, in part that the evaluation "... requires input from managers and staff with whom the administrator regularly interacts." Administrators under evaluation also submit a self study.

## **ANALYSIS**

The evaluation processes for all FLC employees including faculty, staff, and administrators are conducted according to the appropriate agreements and/or policies and regulations and as such are systematic.

While the overall process for evaluating faculty is sufficient, those conducting faculty observations for evaluation purposes should do so in a manner that allows enough information to be gathered for a full and accurate assessment of the faculty member. In doing so, observers should respect the classroom/workplace environment and have the courtesy to provide notification prior to visitations.

Regarding classified staff, since faculty may not supervise classified staff, the classified supervisor is responsible for conducting evaluations of all instructional assistants and laboratory technicians. This, on occasion, may produce the less desirable situation of the person who most directly works with the employee not being formally involved in the evaluation process.

With respect to administrators, the FLC *Accreditation Survey* question "College administrators are evaluated systematically and regularly," elicited an overall 59 percent "don't know" response from all those participating in the survey. This would seem to indicate a lack of understanding of the administrative evaluation process and may be due to the fact that there is no in-house guide for evaluation of administration, beyond the general statements in LRCCD Board Policy and Regulations. FLC should create its own guide for adherence to LRCCD board policies and regulations in terms of administrative evaluations. This guide should be shared with all constituencies so that the college community is aware of the process.

## **PLAN**

- FLC will work to improve clarity of evaluation processes for all constituencies.

### ***7B.2 Evaluation processes seek to assess effectiveness and encourage improvement.***

#### **DESCRIPTION**

The opening sentence of Article 8 of the LRCCD/LRCFT agreement states, "The primary goal of faculty performance review is the improvement of the quality of the educational program." It continues, "The process should promote professionalism, enhance performance, and be effective in yielding a genuinely useful and substantive assessment of performance. To achieve this goal, it is necessary to identify, recognize and nurture excellence; to identify standard performance, to indicate areas where improvement is necessary or desirable." Similar language describes the evaluation process for classified staff and administrators.

## ANALYSIS

The recent FLC *Accreditation Survey* yields insights to this section of Standard Seven with the question, “My personnel evaluation accurately assessed my effectiveness.” With responses by cohort, 81 percent of full-time faculty and 83 percent of part-time faculty agreed or strongly agreed. Among classified staff, 94 percent agreed or strongly agreed, and among administrators, 67 percent agreed or strongly agreed while 33 percent didn’t know.

For the survey question “My personnel evaluation team focused on and encouraged meaningful professional improvement,” 70 percent of all respondents agreed or strongly agreed with this statement, 19 percent disagreed or strongly disagreed, and 10 percent did not know. However, among full-time faculty, 23 percent disagreed or strongly disagreed, but only 12 percent of classified shared this opinion.

Regarding whether “Personnel evaluations are conducted in a non-threatening environment,” 31 percent of full-time faculty disagreed or strongly disagreed. Overall, 80 percent of all constituency respondents agreed or strongly agreed. All of the administrators agreed or strongly agreed and 83 percent of the classified staff also agreed.

Of all the cohort groups, it appears to be the full-time faculty who express the most concern about their evaluations, given the responses to the evaluation-related survey questions. Efforts should be made to foster a “safe” atmosphere in which improvements can be encouraged. The evaluation process, though intended to be fair and accurate, can become subjective rather than objective. Care must be taken by the review team to remain open-minded to teaching approaches different from one’s own individual preference. There are many methodologies available and practiced by faculty in the classroom, thus faculty can be encouraged to strengthen those methods best suited to their individual personalities and teaching environment while they may also be encouraged to experiment and expand their techniques with other methodologies.

## PLAN

- None

***7B.3 Criteria for evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.***

## DESCRIPTION

Article 8 of the LRCCD/LRCFT agreement for July 1, 2002 through June 30, 2005 lists the faculty evaluation criteria, many of which directly relate to this substandard. They include the maintenance of knowledge in one’s field, participation in governance structures, participation in professional development activities, accommodating students with different learning styles, and evidence of careful preparation in their area of assignment.

The *Faculty Performance Review* form lists all of the criteria given in Article 8.4.1, with individual ratings of unsatisfactory, needs improvement, and satisfactory, plus an overall rating with the same three categories. The *Student Review of Faculty Performance* is also considered during the faculty performance review.

In addition to the specific criteria listed above, adjunct, tenure-track, and tenured faculty reviews include the following elements: classroom observations by tenured faculty in the discipline, student evaluations to help assess teaching effectiveness, and for second, third, and fourth year tenure-track faculty, a self study to help analyze professional development and growth. There is also a timeline that must be followed.

## **ANALYSIS**

The uniform policies and procedures for evaluating LRCCD faculty take into account teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities. In complying with these district policies and procedures, FLC evaluation practices are consistent with this Commission substandard.

The LRCCD/LRCFT agreement contains clear guidelines, procedures, and timelines that should be adhered to. FLC faculty performance review teams make every effort to comply with the timelines. These have presented a challenge at FLC, though, because of the proportionately low number of tenured faculty. At the start of the fall 2001 review cycle there were 34 untenured faculty but only 19 tenured faculty at FLC. Only tenured faculty may sit on the performance review teams for tenure-track faculty; consequently many serve on two or three probationary faculty review teams in addition to a tenured and adjunct faculty review teams. Observing the strict contractual deadlines while still meeting one's classes, office hours, and other collegial obligations has presented a challenge that all involved have been pressed to meet.

One or two visits to a classroom by a review team member may likely not capture the ongoing effectiveness of faculty over a period of time. Thus, the Student Review of Faculty Performance provides the evaluation team with additional information. However, review team members should not highlight two or three negative student reviews to the detriment of a majority of positive reviews. Faculty on the review teams should remain cognizant of this balance.

There may be some lack of understanding about contract section 8.4.1.15 in terms of what constitutes governance and department meetings. In particular, clarification is needed on which meetings are mandatory and which meetings are not and how the faculty performance review team evaluates participation in this arena.

## **PLAN**

- None

## **7C. Staff Development**

### **7C.1 The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.**

#### **DESCRIPTION**

FLC provides continued professional development for faculty, classified staff, and administration in several ways: allocation of funding for individual and group proposals, promotion of LRCCD sponsored training, and the institutionalization of college sponsored training and development workshops.

The Professional Activities Committee (PAC) is responsible for providing appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission. FLC has received funding devoted to faculty, classified staff, and administrative training and development from the state as well as the LRCCD. These funds, while currently in jeopardy as a result of statewide budget cuts, have been available for all faculty and staff to access via college and district processes. Specifically, the processes followed at FLC were established through collegial consultation and proposals are monitored through participatory governance processes. The PAC, which has representation from all campus constituent groups, includes three subcommittees whose responsibility it is to review proposals and make recommendations to the college president for funding faculty and staff development opportunities. Additionally, a subcommittee of the PAC is responsible for designing, implementing, and evaluating college-sponsored faculty and classified staff training and development activities, including the schedule and events for faculty flex programs.

The budget of the PAC has been about \$15,000 a year. Of these funds, PAC allocates a portion to college-wide or group activities, while the remainder of the funds are split 75 percent and 25 percent between faculty and staff respectively for individual professional development activities. The faculty and staff funding subcommittees of PAC have developed an application and approval process for allocating the funds through two separate subcommittees, one making recommendations on faculty proposals and the other making recommendations on staff proposals. Application forms for all group proposals, whether individual, group or college-wide, are available on the instructional network via a shared drive as well as through hard copies available in the staff and faculty workrooms at each site. The applications are forwarded to the committee chairs for review and action by the respective subcommittees. Recommendations are then forwarded to the college president. Each person or group who receives funding is required to submit a written evaluation of the activity. Additionally, participants in collegewide activities also complete a written evaluation of the activity. The evaluations of all activities funded by PAC are reviewed at monthly meetings. A report of activities that PAC has funded is completed each fiscal year. A binder containing PAC forms, meeting agendas, meeting minutes, applications, and evaluations is kept for each fiscal year on file in the office of the PAC chairperson. Eighteen faculty and five classified staff members received funding for professional development activities in the 2002-03 fiscal year.

The sabbatical leaves subcommittee includes five area spokespersons, a representative from the LRCFT and the vice president of instruction. The college is awarded sabbatical leaves according to a negotiated formula identified in the LRCCD/LRCFT agreement. Each semester, the chair of the sabbatical leaves subcommittee announces the availability of leaves, the timelines for submission, and the criteria for evaluation. The applications are available via a shared drive to all faculty and also

through the instruction office. In addition to completing the appropriate forms, each applicant is invited to present an oral argument to the full committee. Recommendations of the sabbatical leave subcommittee are forwarded to PAC and the Academic Senate as an information item and to the college president for action. The LRCCD Board of Trustees ultimately approves all requests for sabbatical.

Approved sabbaticals include an evaluation component; each sabbatical recipient is required to present a written report to the PAC within three months of the conclusion of the leave. The committee reviews the results in relation to the original proposal and forwards its assessment to the college president. Once a year the chancellor selects several sabbatical leave projects from across the district for presentation to the LRCCD Board of Trustees.

Sabbatical leaves awarded thus far have included a variety of proposals intended to establish transfer level courses and programs for FLC students. These proposals have included the development of an online biology course, surveying the English curriculum and programs at other colleges in our area to aid in future planning for the FLC English department, developing curriculum and completing the application for state approval of a new associate degree in speech communication, researching and developing curriculum for a graphic communications certificate, and researching and developing the curriculum necessary for a transfer degree in philosophy.

The LRCCD human resource services department supports faculty and staff training through activities sponsored by and housed at the district training facility. The district provides a fully equipped modern training room where faculty and staff across the district are able to participate in specialized classes covering a variety of computer skills and applications. Over sixty sections were offered during the fall 2002 semester. The training opportunities are promoted through flyers and emails to all LRCCD employees. Staff participation is encouraged by supervisors releasing them from regularly assigned duties in order to attend.

The professional development subcommittee is responsible for designing and implementing ongoing faculty and staff development activities, including faculty flex workshops and events. Although the flex subcommittee had been a designated subcommittee of PAC, the *Academy for Innovation in Teaching and Learning* grant created an opportunity to expand the charge of the flex subcommittee to include ongoing activities. The professional development committee, which combines the academy program with the flex planning subcommittee, represents the initial institutionalization of the grant and the initiation of a comprehensive faculty and staff development program. The co-chairs of the professional development committee, appointed by the chair of the PAC, establish the calendar, identify presenters, and conduct evaluations of the activities. Workshops cover a wide range of topics, including, but not limited to: classroom management, learning theory and application, online teaching, instructional technology, customer service, team building, assessing student learning outcomes, and communication in the classroom.

The *Academy for Innovation in Teaching and Learning* project, a Fund for Student Success grant from the California Community Colleges Chancellor's Office, was initially planned for three years for approximately \$570,000 but was terminated after only one year due to the state's budget deficit. In spite of its limited duration, however, the academy grant was able to provide \$213,000 in funding for equipment for the FLC Innovation Center and for faculty development in the areas of curriculum development, faculty mentoring, instructional development training, as well as conference travel. Additionally, the academy grant supported on-campus training workshops and seminars for new and

senior faculty. One of the primary goals of the academy grant was to institutionalize a comprehensive faculty development program.

FLC has made a significant investment in the new Innovation Center. The purpose of this center is to provide faculty and staff the equipment and support they require to infuse technology into the teaching and learning process or their job function. The facility includes a multimedia lab, equipped with scanners, digital cameras, and other hardware and software to support the acquisition and creation of digital content, a training area equipped with laptops and a wireless network, and a small digital video and audio production studio. The wireless network is portable so that the El Dorado and Rancho Cordova centers can also be supported. An initial equipment purchase of \$130,000 was made to start up the lab. District funds provide for the cost of the teleconferencing equipment repair and transmission costs. The college is supporting the center with a \$10,000 a year base allocation budget for basic operating expenses, consumables, and the update and maintenance of hardware and software.

A fulltime faculty coordinator with academic preparation and experience in instructional design and technology is charged with guiding the development of Innovation Center programs. The coordinator provides ongoing training, individualized consulting for special projects, and support for the equipment and software, as well as pedagogy as related to instructional technology. The lab is also open for faculty and staff to do independent work on any of the equipment.

## **ANALYSIS**

FLC has been doing a good job of providing professional development opportunities to faculty, classified staff, and administration consistent with the college mission. While a significant number of faculty and staff have been funded each year, funding will be reduced in the future as FLC increases the number of employees while not experiencing a corresponding increase in funds for professional development from the state.

One of the primary goals of the academy grant was to institutionalize a comprehensive faculty development program; this goal was accomplished in part by integrating the academy with the flex planning subcommittee and housing the newly formed professional development subcommittee under the auspices of the professional activities committee. While the loss of funding from the state has hindered the ability of the academy to fulfill all of its objectives, the newly formed professional development subcommittee continues to design and implement faculty and staff training activities, thereby accomplishing a portion of the goal.

Classified staff are encouraged by supervisors to participate in training workshops by supervisors releasing them from regularly assigned duties to attend. However, limited staff at FLC makes this option problematic, so an effort has been made to develop more on-campus opportunities through the professional development subcommittee workshop offerings and the Innovation Center training sessions conducted by the instructional design coordinator. FLC should find other means, if possible, to increase resources for the Innovation Center.

## **PLAN**

- None

## ***7C.2. Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.***

### **DESCRIPTION**

FLC provides professional development for faculty, classified staff, and administration. The committee or coordinator assigned to each staff development activity is charged with the planning of the activity. This planning consists of surveys to collect input from faculty and staff and other constituents that may be involved. A written evaluation is conducted at the end of every activity. These evaluations are reviewed by the committee or coordinator assigned. The information gathered is then used to improve future activities.

At FLC, each person or group who receives funding through PAC is required to submit a written evaluation of the activity. Likewise, when collegewide activities are funded, participants are asked to complete a written evaluation of the activity. The evaluations of all activities funded by PAC are reviewed at the regular PAC meetings. These evaluations are kept on file for others to reference as they select similar activities.

As per the LRCCD/LRCFT agreement, sabbatical leave requests must meet one or more of the criteria set for these leaves. Each instructor that is granted a leave is required to present a written report within three months of the conclusion of the leave. The sabbatical leaves subcommittee evaluates the report. The results reported are compared to the proposed objectives in the application. This report is sent to the college president and the LRCCD Board of Trustees for final approval.

The LRCCD has a modern training room at the district office that housed 62 professional development sections in fall 2001. Each course flyer has a section for participants to give feedback on desired times and offerings. At the end of each offering, an evaluation is conducted. Course offerings in the spring 2002 semester were changed based on feedback from fall evaluations.

At FLC, the PAC helps to design and fund the collegewide flex activities held at the start of each new semester. Activities include various breakout sessions and department/area meetings where both full-time and adjunct meet together. The topics selected for the breakout sessions are based on faculty suggestions and past flex evaluations. For example, the addition of meetings where full-time and adjunct instructors meet as departments was based on recommendations from evaluations received.

The development and implementation of Innovation Center programs, equipment, and services reflects the needs of faculty and classified staff. An extensive survey is administered bi-annually to both faculty and classified staff to determine needs and identify expertise levels and interests related to technology. Survey results provide a basis for the development of seminars and the acquisition of hardware and software.

Many of the programs offered through the FLC Innovation Center are developed in response to the emerging and immediate training needs of faculty and staff. For example, in summer 2002, the LRCCD implemented a new online system for faculty to access class rosters and input final grades. Responding to this emerging need, the faculty coordinator developed training materials, and conducted numerous training sessions to prepare faculty for the new system.

## ANALYSIS

The processes whereby professional development programs are planned and evaluated currently serve FLC well and are in compliance with this substandard.

## PLAN

- None

### ***7D. General Personnel Provisions***

#### ***7D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.***

## DESCRIPTION

As the newest institution within the LRCCD, FLC follows the employment procedures outlined in the appropriate district hiring manuals and the 5000, 6000 and 9000 series of LRCCD *Board Policies and Regulations Manual*.

A new LRCCD *Hiring Manual for Full-time Faculty* that increased faculty participation and provided a uniform process for the entire district was distributed in November 2001. This version reflects updated procedures resulting from a series of recommendations that originated from a 1986 districtwide participatory governance committee. The hiring manual was revised in 1997 and 2000. The FLC Academic Senate president and LRCFT representative actively took part in those proceedings. These newly published procedures were implemented during the FLC spring 2002 hiring cycle.

This new *Hiring Manual for Full-time Faculty* mandates procedures that are designed to ensure completeness and selection of the best-qualified candidate. Immediately following interviews, hiring team members discuss each candidate's strengths and weaknesses; they then rank the candidates and present their list to the president. At that time, hiring team members also have the opportunity to provide additional input to the college president. Once finalists are determined, one administrator and optionally one faculty member check candidate references.

The vice president of instruction coordinates all faculty and instructional management hiring, and the vice president for administration coordinates all classified and administrative hiring. These offices work closely in consultation with their respective participatory governance constituencies, as well as their respective bargaining representatives, in implementing the hiring process.

## ANALYSIS

Three FLC *Accreditation Survey* questions addressed employment procedures. For "The college adheres to its written policies in regard to employment procedures for faculty hiring," 65 percent of respondents agreed or strongly agreed with the statement, while 20 percent said they didn't know. Among cohorts, more of the classified staff, 22 percent, and part-time faculty, 29 percent, stated they

did not know, which makes sense given that they may not have served on full-time hiring committees. Of full-time faculty, 23 percent disagreed with the statement, perhaps indicating misunderstanding or some lack of communication about the new faculty hiring manual.

For “The college adheres to its written policies in regard to employment procedures for classified staff hiring,” 51 percent of respondents agreed with this statement, 37 percent did not know, and 12 percent agreed or disagreed. A full 83 percent of classified staff agreed or strongly agreed, as opposed to the 56 percent of the full-time faculty and 35 percent of the part-time faculty. Again, this may indicate a lack of knowledge among faculty, since few faculty ever sit on classified hiring committees.

Regarding whether “The college adheres to its written policies in regards to employment procedures for administrative hiring,” overall, only 39 percent of respondents agreed or strongly agreed with this statement, and 45 percent said they did not know. By cohort, 42 percent of full-time faculty agreed or strongly agreed, while 35 percent disagreed or strongly disagreed. Of part-time faculty, 32 percent agreed, while 66 percent said they did not know. Of classified, 55 percent agreed, while 33 percent did not know. Among administrators, 100 percent agreed with the statement. The high proportion of “Don’t Know” responses may indicate a lack of involvement in administrative evaluations by those supervised, or a lack of communication or understanding of just how administrators are evaluated.

The small number of full-time faculty, classified staff, and administrators available to participate in the hiring process causes hiring activities to be a major responsibility for all full-time personnel. This requires the constant training of newly hired personnel, refresher training for current personnel, and often the appointment to several hiring committees simultaneously.

While a hiring manual exists for faculty hires, there is an absence of a manual with specified procedures for classified and administrative hiring. The former includes “best practices” consistent with collective bargaining agreements and statutory laws and regulations. FLC works closely with all affected constituencies regarding classified and administrative hires, but from time to time, some of the final hiring decisions have caused some elements to perceive their perspectives as being marginalized.

## **PLAN**

- None

### ***7D.2 The institution regularly assesses and reports its achievement of its employment equity objectives, consistent with the institutional mission.***

## **DESCRIPTION**

The FLC *Mission Statements and Vision Statement* clearly express college commitment to embracing diversity in recognition of the population that we serve. Consistent with current LRCCD policy regarding the ramifications of Proposition 209, FLC continues to maintain its commitment to a strong affirmative action component, particularly with regard to outreach and hiring.

The LRCCD, and thus FLC, hiring policies and regulations have been modified to comply with Proposition 209, and as a result of these modifications many of the reports and forms that formerly existed under the affirmative action rubric have been eliminated. Hiring statistical data is available at the district office and may be reviewed by the FLC equity officer, currently the dean of student development and enrollment management. This information is not for general public release nor does it influence the hiring process.

A trained equity representative is designated for all hiring committees to ensure that employment procedures comply with state and LRCCD guidelines. The FLC equity officer ensures particular attention is given to safeguarding LRCCD *Board Policies and Regulations Manual* P-5111 and R-5111 dealing with equity in human resource practices.

## ANALYSIS

While the final impact of recent court decisions regarding state affirmative action policies have not yet been determined, FLC continues to value diversity. FLC embraces the philosophy that our college reflects and honors the diverse backgrounds, perspectives, abilities, and interests of individual students and our communities. To support this philosophy, FLC needs to continue to have a college equity officer and provide a trained equity representative to all hiring committees.

## PLAN

- None

***7D.3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.***

## DESCRIPTION

The LRCCD *Board Policies and Regulations Manual* follows the series: 5000 certificated, 6000 classified, and 9000 management and confidential personnel. New hire orientations conducted both by the LRCCD and FLC inform new personnel where they may find these documents.

Appropriate policies, regulations, and manuals are updated regularly in response to changes in federal and state laws, legal decisions, collective bargaining negotiations, participatory governance process, and executive decisions. These updates are distributed throughout the LRCCD via email and the district website. The latest of such updates regarding personnel policies and procedures was the publication and distribution of the November 2001 *Hiring Manual for Full-Time Faculty*. This publication is also available on the LRCCD website.

Documents of relevance to both full-time and part-time faculty and classified staff are easily accessible. All employees have access to LRCCD email and the district website and may obtain information regarding personnel policies and procedures from these sources. All LRCCD board policies and regulations are also available in hard copy through the college president's office.

Personnel policies and procedures specific to FLC faculty are compiled in the *Faculty Handbook*. This handbook is currently in draft form and being reviewed by the Academic Senate.

## **ANALYSIS**

A review of FLC practices indicates that personnel policies and procedures affecting all categories of staff are clear and available for review. Additionally, development of these policies and procedures is done at the district level with input from all colleges to ensure a uniform, equitable, and systematic process.

At FLC, attention should be given to providing up-to-date information on personnel policies and procedures. This process should include completing the draft FLC *Faculty Handbook* as well as developing a similar handbook for classified staff.

## **PLAN**

- None

***7D.4 The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.***

## **DESCRIPTION**

All personnel records are maintained in the LRCCD personnel office under the direction of the vice chancellor of human resources. The personnel office is located within a locked and otherwise secured area during non-operational hours. The district personnel office is charged with training all assigned personnel specialists to ensure that personnel records are private, accurate, complete, and permanent. Access to these files is restricted. Information placed in an employee file is limited to the appropriate documents identified by LRCCD board policies and regulations.

No official personnel files are maintained at FLC. However, the office of the college president maintains a file on each employee. These files contain selected basic information such as copies of evaluation reports and personal data information. Local access to these files at FLC assists administrators in directing personnel actions and making decisions without having to constantly access the permanent files at the LRCCD office. Copies of employee evaluation reports are maintained locally. Student evaluations of faculty members are temporarily held in this local file until grades are submitted, at which time they are returned to the faculty member. These local files are for senior management access only and are secured within a locked file storage container. Only designated personnel have access to the files.

## **ANALYSIS**

Evaluation of current practices at FLC indicates that the basic personnel records that are actually maintained at the college, as well as the bulk of official records that are maintained at the LRCCD office, are secure and confidential.

## **PLAN**

- None

## WORKS CITED

- 7-1 LRCCD Board Policies and Regulations Manual (cross referenced)
- 7-2 LRCCD Hiring Manual for Full-time Faculty
- 7-3 FLC Accreditation Survey
- 7-4 Educational Master Plan
- 7-5 LRCCD Equity Plan Employment Checklist
- 7-6 LRCCD Agreement with SEIU (cross referenced)
- 7-7 LRCCD Agreement with LRCEA (cross referenced)
- 7-8 LRCCD Agreement with LRSA (cross referenced)
- 7-9 CRC Catalog
- 7-10 *draft* FLC Catalog
- 7-11 LRCCD Agreement with LRCFT (cross referenced)
- 7-12 Frisk Practical Guidelines for Evaluators in Documenting Unsatisfactory Employee Performance
- 7-13 Faculty Performance Review form
- 7-14 Student Review of Faculty Performance form
- 7-15 Staff Development Proposal form
- 7-16 Sabbatical Leave Application
- 7-17 Professional Activities Committee Binder (cross referenced)
- 7-18 Academy for Innovation in Teaching and Learning grant
- 7-19 Instructional Technology Survey
- 7-20 *draft* FLC Faculty Handbook
- 7-21 FLC Mission Statements and Vision Statement

## **STANDARD EIGHT: PHYSICAL RESOURCES**

*The institution has sufficient and appropriate physical resources to support its purposes and goals.*

**8.1** *The institution ensures that adequate physical resources are provided to support its educational programs and services whenever and however they are offered.*

### **DESCRIPTION**

The main campus of Folsom Lake College (FLC) is located in the City of Folsom on a 151-acre parcel that was donated to the Los Rios Community College District (LRCCD) in 1967. Through the joint efforts of the LRCCD and the City of Folsom the site was opened for classes in January 1993. Today the site consists of 50,851 assignable square feet (ASF) of instructional and support services facilities and serves over five thousand students.

The FLC main campus has one permanent structure and twelve portable buildings. There are joint-use recreational athletic fields that were developed by the City of Folsom, plus 1,100 paved and lighted parking spaces. In addition to the on-site facilities, the college operates classes at eighteen off-site locations.

The portable structures contain ten standard classrooms, a biology lab, a physical science lab, a chemistry lab, a student lounge and student government/life office, administration and business services offices, a bookstore, an instructional scheduling office, faculty offices, a receiving/duplicating/mail area, a maintenance workroom, and a college police office.

FLC Phase 1A, a new state-of-the-art permanent facility, opened fall 2001. The building houses six counseling offices, eight interdisciplinary classrooms, two distance learning classrooms, a Personal Learning Environment with combined computer lab and library, twenty six faculty offices, and an Innovation Center for faculty and staff professional development.

Phase 1B construction begins May 2003. This phase consists of nine interdisciplinary classrooms, two biology labs, two chemistry labs, a physical science lab and a second dry science lab, an art studio, a 140-seat lecture hall, a language and reading/writing center, offices for faculty and instructional deans, expansions of student services and the library, and a new community room. Occupancy is expected fall 2005.

Construction on a bookstore/cafeteria is scheduled to commence January 2004; the building will be ready for occupancy in spring 2005. Phase 1C construction is scheduled to begin June 2004 followed by construction of the first phase of the physical education complex in January 2005 and the performing arts complex in January 2006.

FLC operates an educational center in Placerville, the El Dorado Center (EDC). EDC opened in 1966 and moved to its current location in spring 1994. The 19 acre EDC site has 32,816 ASF of

permanent facilities that include: instructional building with eleven interdisciplinary classrooms; biology wet lab; chemistry wet lab; dry science lab; Computer Lab; art studio; library; administration building including student services, bookstore, faculty and administrative offices; physical education building; and a maintenance building. This facility serves over two thousand students.

Construction of the second instructional building at EDC, consisting of 13,446 ASF, is anticipated to begin December 2003. This facility includes a computer lab, seven interdisciplinary classrooms, a language and computer lab classroom, an art studio, and a reading and writing center. Relocating the open computer lab to the new building enables expansion of the library. The art lab in the current building will be remodeled to accommodate other disciplines such as early childhood education and psychology. Occupancy of this building is planned for spring 2005. Construction of an additional EDC parking lot begins spring 2003. The building is expected to be ready for use fall 2003.

FLC also operates an outreach center in Rancho Cordova, the Rancho Cordova Center (RCC). RCC opened October 2000. This center has 5,293 ASF and includes four interdisciplinary classrooms, a computer lab, a student services counter, and a faculty/counselor office. This outreach center was developed through the joint efforts of the LRCCD and the City of Rancho Cordova and presently serves about one thousand students. The number of students attending RCC will quickly outgrow the capacity of this site.

**FOLSOM LAKE COLLEGE CAPITAL BUILDING PROJECTS**  
Present through 2007

Capital Project	Building	Assignable Square Feet	Gross Square Feet	Construction To Begin	Estimated Occupancy	<i>Trans &amp; Parking Improvements</i> No. Parking Spaces
1A		33,422	50,355	1999	2001	815
1B		64,990	96,153	Mid 2003	Mid 2005	811
Bookstore/Cafeteria		16,000	21,260	Early 2004	Early 2005	N/A
1C		54,400	79,310	Mid 2004	Early 2006	675
Physical Education – Phase 1		20,800	27,040	Late 2004	Early 2006	N/A
Fine Arts		46,356	60,263	Late 2005	Late 2007	N/A
<b>Totals</b>		<b>235,968</b>	<b>334,381</b>			<b>2,301</b>

**EL DORADO CENTER CAPITAL BUILDING PROJECTS**  
Present through 2005

Capital Project	Building	Assignable Square Feet	Gross Square Feet	Construction To Begin	Estimated Occupancy	No. Parking Spaces
Instructional Building - 2	Space	13,446	20,921	Early 2004	Mid 2005	N/A
Transportation & Parking Expansion – West lot		N/A	4.4 acres	Early 2003	Late 2003	339
<b>Totals</b>		<b>13,446</b>	<b>20,921</b>			<b>339</b>

**RANCHO CORDOVA CENTER  
Capital Building Project**

Capital Building Project	Estimated Assignable Square Feet	Est. Gross Square Feet	Estimated Timeline/ Construction Begin	Estimated Occupancy	Estimated No. Parking Spaces
Land Acquisition		10 to 15 acres	2004		N/A
Instructional/Administration Bldg.	16,000	21,000	2009	2011	
Transportation & Parking	N/A		2009	2011	350
<b>Totals</b>	<b>16,000</b>	<b>20,921</b>			<b>350</b>

**ANALYSIS**

The FLC service area is experiencing rapid population and economic growth. In turn, enrollment at FLC is increasing each semester and thus creates a constant need for additional facilities. The LRCCD is addressing this need. Phase 1A of the college is completed. Construction of Phases 1B and 1C is scheduled to begin in 2003 and 2004, respectively. To bridge the needs between now and when the phases of build out are complete, the district leases numerous offsite facilities.

A lack of facilities is a perpetual challenge at FLC. There is an immediate need for additional classrooms, a reading and writing lab, a foreign language lab, permanent wet and dry science labs, increased space for student services, a larger student lounge, additional faculty office space, a larger bookstore, a cafeteria, and a larger computer lab. As construction continues, additional parking as well as non-instructional space for receiving, maintenance, college police, custodial, and storage must also be provided.

In spite of the current California budget crisis, FLC is approved for full funding of its capital construction projects through Phase 1C due to the passage of a LRCCD local bond and a state bond in November 2002. The local bond funds allow the district to increase its local contribution thus reducing the amount being requested from the California Community College Chancellor's Office for the Phase 1C physical education and performing arts facilities. The local bond is fully funding the cafeteria/bookstore building and providing funds for additional parking. It should be noted that the physical education and performing arts buildings are not currently funded through construction. Construction funding is dependent on the passage of a 2004 state bond. If the state bond does not pass, it is estimated that construction will be delayed by two to four years. Assuming that construction is not delayed due to lack of funding, FLC will grow from its present 50,851 permanent ASF to nearly 246,000 ASF over the next five to six years.

The facilities at EDC provide a positive learning environment for the students as well as the faculty and staff. Ongoing construction-related situations continue to be monitored, including remodeling of the Tutoring and Study Center, distance learning facilities, computer lab, art facility, foreign language lab, community room, and computer systems. EDC staff are working closely with the director of district facilities, architects, and senior FLC personnel to address any challenges that arise.

Due to increased student enrollment and limited space at RCC, flexible scheduling was implemented and cabling that provides distance education capability was installed. FLC and the LRCCD are seeking a site to purchase so that a permanent facility may be built in order to ensure adequate physical resources for its rapidly growing service population.

## **PLAN**

- FLC will work with the LRCCD to prioritize FLC Phase 2 facility needs.
- FLC will work with the LRCCD to identify and pursue possible locations and facility options for RCC.

### ***8.2 The management, maintenance, and operation of physical facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.***

## **DESCRIPTION**

The vice president of administration and facilities management staff meet regularly to identify and discuss the management, maintenance, and operation needs of the FLC including the centers. FLC utilizes a LRCCD facilities condition inventory system to identify and prioritize scheduled maintenance and major repair projects. Identified projects may include classroom remodels, technology upgrades, facility renewal, campus beautification, health and safety concerns, compliance with federal and state mandates, parking lot maintenance, and capital construction. Projects are funded through college and/or district resources or through a specific state allocation.

The Folsom campus and EDC each employ a full-time maintenance technician who performs routine repairs and maintenance as well as minor construction and carpentry. The maintenance technicians coordinate and work with the facilities management staff on larger projects. Over the past two years, the facilities management department has worked with colleagues at the other LRCCD colleges to develop a graveyard maintenance team. The graveyard team rotates on a regular schedule throughout the district performing a variety of repair and maintenance tasks that cannot be addressed during the regular operating hours of a particular site.

## **ANALYSIS**

FLC personnel and the facilities management department work collaboratively and effectively to address the maintenance and operational needs of the college and its centers. The facilities maintenance operation is both responsive and cost-effective.

## **PLAN**

- None

**8.3 *Physical facilities at all site locations where courses, programs, and services are offered are constructed and maintained in accordance with the institution's obligation to ensure access, safety, security, and a healthful environment.***

**DESCRIPTION**

The facilities of FLC are designed, constructed and maintained according to California Title 24 building code and the Americans with Disabilities Act (ADA). These codes require strict compliance with regulations regarding handicapped accessibility, fire and life safety, structural safety, and security of occupants from building items such as electrical and mechanical systems. These facilities are also maintained and operated in accordance with the California Occupational Health and Safety Act (CalOSHA) to ensure a healthy environment for all occupants.

To ensure compliance with federal, state, and local building codes and safety regulations, FLC and the LRCCD employ several engineering, planning, and maintenance staff. In addition to district staff, often, professional architects, engineers, inspectors, and consultants are engaged to make certain that facilities are accessible, safe, secure, and healthy. The Division of State Architects and State Fire Marshal offices review new facilities plans for ADA access, structural safety and fire/life safety compliance.

FLC routinely exceeds the minimum requirements of Title 24 and ADA codes. Automatic door openers, emergency phone systems, fire alarm systems, fire suppression systems, intrusion alarms, etc. are routinely installed at a level not required by code. Emergency lighting is installed throughout all campuses and elevators have been retrofitted with emergency lowering devices to allow egress in the event of a power outage. Additional ramps and curb cuts have been completed in the past several years to provide increased access to the handicapped. Through the scheduled maintenance and special repairs program, EDC will be upgrading its fire and security alarm systems and installing emergency phones in the parking lots. Emergency phones are currently installed in the parking lots at the main campus of FLC.

FLC and the LRCCD have safety committees in place that identify, discuss, and recommend procedures and remedies to address access, safety, security, and healthful environment concerns. The LRCCD *Board Policies and Regulations Manual* is routinely reviewed to ensure compliance with federal and state mandates. Committee membership includes college police, collective bargaining units, facilities management, risk management, vice presidents of administration, as well as faculty, classified staff, and students. The vice president of administration routinely works with all college constituencies to address environmental concerns and ensure maintenance and repairs are done in a timely manner.

**ANALYSIS**

While FLC and the LRCCD work diligently to ensure that all sites and facilities are accessible, safe, secure, and provide for a healthful environment, there is still a need to better inform all constituencies of how to report a problem or concern related to these issues.

## PLAN

- None

### ***8.4 Selection, maintenance, inventory and replacement of equipment are conducted systematically to support the educational programs and services of the institution.***

## DESCRIPTION

Providing adequate and properly maintained equipment to meet the educational mission is an important priority of FLC. Annually, the Budget and Institutional Facilities Planning Committee identifies, discusses, and prioritizes equipment needs submitted by faculty and classified staff through the budget process to ensure appropriate purchases when funds become available. The LRCCD maintains a districtwide inventory database on all equipment purchases. Periodically the General Services office conducts inventory audits to verify the status and location of equipment.

Equipment purchased to support educational programs and services resides in and is maintained by individual academic departments. Each academic department receives an annual operating budget to support routine maintenance and repair costs. Departments periodically evaluate the equipment under their purview to determine its value in terms of program effectiveness. When equipment is found to be outdated or no longer functional, it is replaced, updated, and/or assigned to surplus.

The FLC information technology (IT) services department provides training as well as support for selecting, installing, and maintaining computer and related peripheral purchases. The IT staff also maintains a technology inventory for the college and makes recommendations for replacement. To address the ongoing demands of technology, the Educational Planning Committee has developed the *Instructional Technology Planning Goals and Objectives* that include recommendations for maintenance and replacement. Audio-visual needs are currently supported through distance education services.

## ANALYSIS

In the immediate future, most of the equipment at FLC will be provided through the ongoing capital outlay projects. While EDC will benefit from its capital outlay project, equipment for programs not affected by the project will need to be provided through the State Instructional Equipment Fund and other college/district resources. The same can be said for RCC. Over the longer term, continued growth of the college, as well as constant changes in technology, will challenge the ability of FLC to add or replace equipment. New instructional programs that become part of the curriculum will also need to be addressed.

Lack of an audio-visual media technician to monitor and repair equipment is an immediate concern at both the Folsom campus and EDC. This position is being prioritized with other support needs of the college, and will be added as funding allows.

## PLAN

- FLC and the LRCCD will explore all options for securing resources, including grants and partnerships, for acquiring state-of-the-art equipment to support high quality educational programs and services at all locations.

### ***8.5 Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.***

## DESCRIPTION

The facility planning process is an integral part of FLC educational planning activities. Facility planning is dependent on quantitative evaluation of existing space, the ability to serve students, and on carefully documented projections of future needs. The construction of facilities is the result of a rational and orderly planning process. This planning process is tied to the *Educational Master Plan* and strategic plan and also the mission and goals of an academic department or service area through the program review process. The Educational Planning Committee is responsible for recommending programs to be offered at the college and establishing the program review process. This program review process helps identify facility, staffing, and equipment needs that in turn guide facility planning. The work of this committee is directly tied to the responsibilities of the Curriculum Committee and the Budget and Institutional Facilities Planning committee.

The facilities planning process is used to determine: type of facility projects to be pursued, whether new construction or modernization, size, when the facility should be changed, cost of facility projects, and how facilities projects should be funded. This process also includes the preparation and submission of state project proposals and planning documents. Annually, the LRCCD facilities management department, with input from the college, submits an updated five-year construction plan to the California Community Colleges Chancellor's Office. District facilities management works with the college to develop initial and final project plans for capital construction, scheduled maintenance and repair projects, and other projects. These projects support institutional goals of the college and district, and reflect core college values and planning criteria. Where appropriate, consultants are hired to assist the college and district in planning efforts. The facilities management department assigns a project planner to represent the interests of the district and the college. The assigned planner provides coordination and direction to the architects and others, and resolves issues and concerns that may arise during the design development.

Constituencies are working together to update facility plans. Their efforts will determine placement of additional instructional space, a performing arts center, a physical education complex and gymnasium, athletic fields, and a permanent child development center. Due to the fact that FLC is actively involved in various stages of planning for new facilities at each site, facilities planning meetings are ongoing to ensure that each phase of the respective projects is completed on time.

## **ANALYSIS**

As discussed in Standard 3: Institutional Effectiveness, existing and emerging planning and evaluation processes at FLC are intricately linked to each other as well as to the vision, mission, and goals not only of FLC but also the LRCCD. This helps ensure sound planning and evaluation of physical resources. Furthermore, equipment is reviewed regularly to ensure replacement of obsolete equipment so that an innovative educational environment is maintained.

The Budget and Institutional Facilities Planning committee expects to complete the facilities planning section of the *Budget and Institutional Facilities Planning Handbook* by the conclusion of the spring 2003 semester. As this handbook is completed and facility planning processes are finalized, the committee needs to consider ways to more fully incorporate informational reports from other participatory governance committees in order to ensure a fully integrated institutional facility planning process. To assist the Budget and Institutional Facilities Planning committee in assessing facility needs and making recommendations on projects, informational reports from other participatory governance committees need to be fully incorporated into the process.

## **PLAN**

- FLC will actively seek information from and work cooperatively with all participatory governance committees that influence facilities planning.

## **WORKS CITED**

- 8-1 LRCCD Board Policies and Regulations Manual (cross referenced)
- 8-2 *draft* Instructional Technology Planning Goals and Objectives
- 8-3 Educational Master Plan
- 8-4 Instructional Program Review
- 8-5 FLC 1992 Strategic Plan (cross referenced)
- 8-6 FLC Mission Statements and Vision Statement
- 8-7 Budget and Institutional Facilities Planning Handbook



## **STANDARD NINE: FINANCIAL RESOURCES**

*The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.*

### **9A. Financial Planning**

*9A.1 Financial planning supports institutional goals and is linked to other institutional planning efforts.*

#### **DESCRIPTION**

At Folsom Lake College (FLC), the coordinated work of participatory governance committees, including Educational Planning, Curriculum, Matriculation and Student Success, and Budget and Institutional Facilities Planning (BIFPC), results in financial planning that directly supports institutional goals. This work begins at the program level where the visions of the educational programs and services are identified as part of the planning process. These visions are introduced to the Educational Planning, Curriculum, and Matriculation and Student Success Committees, plans to carryout the visions are created. The prioritized needs of each educational program and/or service area are then brought to the BIFPC as part of the yearly budgeting process.

BIFPC meets bi-monthly to discuss and take action on financial as well as facilities planning issues of the college. The committee has established a Budget and Institutional Planning Handbook that outlines the practices and procedures of how the budgeting process works and how facility planning happens. This handbook is available to everyone. The committee has also established necessary subcommittees that partner with other participatory governance committees to look at issues that may affect collegewide financial planning. One such subcommittee is charged with looking at an information technology sinking fund to proactively plan for collegewide institutional technology needs and the large dollar expenditures that they entail. BIFPC also includes, as part of its formal agenda for each meeting, committee reports from other participatory governance committees. This allows the BIFPC to maintain an overall understanding of the direction the college is going and to make sound financial decisions based on the collegewide institutional goals.

#### **ANALYSIS**

With the completion of Section I-Budget Planning Process, of the *Budget and Institutional Facilities Planning Handbook*, FLC has provided a valuable tool for effective budget planning that supports institutional goals. The handbook helps everyone understand how the budget planning process works. It contains many flowcharts and diagrams describing all of the pieces that go into the budget planning process, as well as directions and forms for facilitating the budget request process. Section II-Facilities Planning Process of the *Budget and Institutional Facilities Planning Handbook* needs to be completed.

## PLAN

- None

***9A.2 Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements. In those institutions which set tuition rates, and which receive a majority of funding from student fees and tuition, charges are reasonable in light of the operating costs, services to be rendered, equipment, and learning resources to be supplied.***

## DESCRIPTION

The California state legislature establishes community college resident enrollment fees. The local tuition rates for non-resident and international students at FLC are set by the Los Rios Community College District (LRCCD) per state allowable formulas. After the district performs an annual assessment and analysis of tuition rates at the surrounding community colleges such as Yuba, Sierra, Delta, and Solano, a recommendation of rates is placed on the LRCCD Board of Trustees agenda in January or February for approval.

Annual and long-range financial planning at FLC takes into consideration several factors in order to conservatively address resource availability and expenditure requirements. The *Budget and Institutional Facilities Planning Handbook* recommends a contingency reserve for each new fiscal year of 20 percent, including 5 percent for instructional supplies and 15 percent for carryover into the next fiscal year. Since the college level annual budget process takes place well before the state budget is passed, FLC conservatively plans for resources at or below that of the current year funding for anticipated allocations. Through the budget request process, BIFPC only recommends requests for funding up to the outlined funding levels.

## ANALYSIS

FLC does not have any direct control of the amount of discretionary resources that are allocated to the college; however, formulae for such allocations are reviewed and recommended by the vice presidents of administration council and the LRCCD Budget Committee in an effort to ensure equitable distribution. Also, allowing for contingency reserves in our budget planning process effectively safeguards FLC against over-budgeting.

The college discretionary funds (CDF) allocation for 2002-03 was held at the 2001-02 level because of anticipated state budget cuts. The preliminary CDF allocation of \$425,945 for 2003-04 reflects an additional ten percent cut to the 2001-02 allocation because additional state budget cuts are expected for the 2003-04 fiscal year. With the growth experienced by all colleges in the LRCCD, but especially at FLC, the reduction in CDF puts a strain on the ability of the college to adequately meet daily operating needs.

## CDF ALLOCATION

### 2002-03 College Discretionary Funds

Factors	Folsom Lake Center	El Dorado Center	Combined Totals
WSCH	38,925	20,959	59,884
FTE	112.36	72.36	184.72
Total Square Feet (s.f.)	81,835	48,853	130,688
Assignable s.f. (ASF)	58,629	31,497	90,832
Base Equipment Value	\$60,000	\$15,000	\$90,000
			\$51,887

### RATES

Weekly Student Contact Hours (WSCH)	\$5.56
Full Time Equivalent (FTE)	\$20.00
Total s.f.	\$ 0.30
Assignable Utilization	65.9%
ASF Rate	0.198
Equipment Reduction Factor	20.0%

### CDF AMOUNTS

Factors	Folsom Lake Center	El Dorado Center	Total Preliminary Fiscal Year (FY) 03 Allocation (unadjusted)	<i>Budget Reduction (adjusted)</i>	Total Final Allocation FY 03
WSCH	\$216,423	\$116,532	\$332,955	\$41,985	\$290,970
FTE	\$2,247	\$1,447	\$3,694	\$234	\$3,460
Total s.f. ASF Utilization	\$24,312	\$14,894	\$39,206	\$0	\$39,206
Base	\$11,478	\$6,487	\$17,965	\$2,498	\$15,467
Equipment Value	\$60,000	\$15,000	\$90,000	\$35,000	\$55,000
			\$51,877	\$17,292	\$69,169
<b>Total</b>			<b>\$535,697</b>	<b>\$62,425</b>	<b>\$473,272</b>

## PLAN

- FLC will seek alternative resources including grant opportunities and business partnerships.

### ***9A.3 Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.***

## DESCRIPTION

A goal of the LRCCD is the development of FLC as a comprehensive community college. A component of the FLC mission is to provide an innovative educational environment. In following, physical facilities planning becomes a very important part of the annual long-range capital planning process. The annual and long-range capital plans are determined at the LRCCD level and are driven for the most part by state funding. At the college level facilities planning is overseen by a college steering committee made up of the administrators, participatory governance committee chairs, Academic and Classified Senate presidents, as well representation from student body leadership. However, each and every person that is affected by the planning process is asked to provide input into the process by attending the planning meetings. This has allowed the college to take an interest-based approach to planning what our future facilities will look and feel like.

FLC is currently in the midst of enormous growth with respect to physical facilities as planning proceeds for Phase 1B, 1C, a bookstore/cafeteria facility, physical education facilities, a performing/fine arts facility, and build out of the rest of the Folsom campus. The El Dorado Center (EDC) is adding a new parking lot as well as planning for another instructional building. Finally, property for a permanent facility for the Rancho Cordova Center (RCC) is currently being sought. Phase 1B of the Folsom campus is in the final stages of planning with the project going out to bid in spring 2003. Phase 1B planning participants met on an approximately weekly basis with the respective architects during the design phase of each of the other buildings named above. Participants will continue to meet in the next several months to finalize designs and begin the process of establishing furniture, fixtures, and equipment for all of the facilities.

## ANALYSIS

Input from constituents at both the college and district level as done through the participatory governance process ensures that annual and long-range capital plans support designated FLC and LRCCD educational objectives. Due to significant growth occurring at FLC, there is particular attention on planning for physical facilities. Thus, annual and long-range capital plans, by necessity, have a strong connection to the plan for physical facilities.

## PLAN

- None

#### ***9A.4 Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.***

##### **DESCRIPTION**

FLC is following the budget process that was codified by BIFPC in April 2002 to establish spending recommendations. This detailed process for financial planning and budgeting is outlined in the *Budget and Institutional Facilities Planning Handbook*.

The financial resources available to FLC are allocated primarily by the LRCCD Budget Committee, which uses various formulas. Each year the vice president of administration in conjunction with the chairperson of BIFPC prepares a budget calendar that includes appropriate deadlines. Administration then prepares budget development documents. These documents are used to support requests for new replacement equipment, alteration, library materials, augmentations to base operating budget allocations, and permanent classified staffing. In developing area budgets, the area spokespersons solicit input from area faculty and support staff. After an area reaches a consensus on priorities for each budget category, budget request documents are prepared by the area spokesperson and submitted to BIFPC for review. BIFPC then establishes collegewide priority lists for classified and student temporary support staff, equipment, alterations, and augmentations. After BIFPC completes the review process and establishes spending priorities, recommendations are submitted to the college president who has final approval authority.

All budgetary decisions are made with consideration to the *Educational Master Plan*, mission and goals of the LRCCD and FLC, and goals set forth by participatory governance committees. In particular, decisions made in the Educational Planning Committee, a faculty led group composed of faculty, administrative and classified staff, and students, influences financial planning. With this in mind BIFPC has formed two joint subcommittees with the Educational Planning Committee. These committees are the information technology subcommittee and the budget and facilities subcommittee. The purpose of these subcommittees is to proactively analyze budgetary needs.

##### **ANALYSIS**

FLC has gone to great lengths to publish and distribute policies, procedures, and guidelines for developing the budget. A draft of section one of the *Budget and Institutional Facilities Planning Handbook* was created and has been fully implemented. Section two will soon be completed. In addition, the vice president of administration sends out, at the beginning of each budget cycle, a detailed timeline including flowcharts to help guide all faculty and staff in submitting budget requests. Collectively, these efforts ensure that institutional guidelines and processes are clearly defined and followed.

##### **PLAN**

- None

***9A.5 Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets.***

**DESCRIPTION**

FLC has established a process and structure under the *Participatory Governance and Collegial Consultation Agreement* through which administrators, faculty, and support staff all have meaningful input. BIFPC, established in accordance with Title 5, meets regularly to discuss pertinent information regarding financial planning for FLC. Administration, faculty, classified staff, and the student body all have representatives who sit on the committee and are able to provide input on decisions that are made.

BIFPC responsibilities are to:

- Serve as a recommending authority to the college president, who has final budget approval authority, on all budget allocation matters at the college;
- Develop and recommend budget allocation models for all budget development revenue sources;
- Provide recommendations to the college president for expenditures that are consistent with annual institutional goals and objectives of FLC and the LRCC;
- Periodically review institutional and area budgets for consistency, making necessary recommendations for process revisions to the college president.

Thus, as described, BIFPC is designed to have a wide variety of input so that an operating budget that meets the needs of the college community can be recommended and then approved by the college president. The Academic Senate makes a conscientious effort to ensure that at least two faculty representatives from each area sit on BIFPC along with representatives from administration, classified staff, and the student body.

To meet challenges of the future, faculty and support staff within each instructional department will perform an *Instructional Program Review* at prescribed intervals. This review allows departments to forecast their growth so that the college will have sufficient time for meaningful consideration of institutional priorities through the budget planning process.

**ANALYSIS**

Through existing practices, FLC has made every effort to provide appropriate opportunities for participation by administrators, faculty, and support staff in the development of financial plans and budgets. Continual review of these practices, as already stipulated within established policies and procedures, will serve the college well.

**PLAN**

- None

## **9B. Financial Management**

### **9B.1 The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making.**

#### **DESCRIPTION**

FLC currently uses the financial management system of PeopleSoft, implemented throughout the LRCCD as an integrated software system that interfaces the financial system with human resources and student applications. When the financial system was converted in January of 2000 the district implemented line item budgeting. All college expenditures, including vendor checks, employee paychecks, journal entries, and appropriations transfers are entered and tracked through the integrated PeopleSoft system. Purchase requisitions, employment requests, and appropriation transfers are each tracked with a unique form. Once a purchase requisition has been entered into the PeopleSoft system it may be tracked by the appropriate manager.

Managers, deans, and the appropriate vice president sign all paperwork as directed under the authorized signer list of LRCCD *Board Policies and Regulations Manual R-8315*. Before purchase requisitions and employment requests are approved, the account classification is verified for appropriateness per the *California Community College Budget and Account Manual (BAM)*. Using the PeopleSoft financial management system, managers and the business services staff can verify that the account number/budget string is valid and there is a sufficient account balance to process budget transfers, cover purchase requisitions and/or temporary employment requests. Account numbers and account balances can be verified within the system at any time after they have been entered and assigned an appropriate budget string.

Financial reports are provided to the management staff monthly. On request, the business services staff can provide current account balance information using a query function. Managers, deans, and other appropriate staff can also access financial information using a desktop link.

Internal controls are used at the district and college level to safeguard funds from loss or misuse and promote efficient expenditure management. Periodically, internal audits are conducted to validate and evaluate internal control processes. An annual external audit is also performed to ensure that appropriate accounting principles, Generally Accepted Accounting Principals (GAAP) and Governmental Accounting Standards Board (GASB), are followed. LRCCD fiscal and accounting services staff and FLC business and administrative services staff work cooperatively to develop and/or change business rules and practices according to LRCCD Board Policies and Regulations Manual 8000 series.

#### **ANALYSIS**

Financial management systems in place provide solid control mechanisms, dependability, and timely information for sound financial decision-making. Line item budgeting has resulted in greater accountability at the area/departmental level as illustrated by the fact that purchase requisitions will not process if the budget string doesn't have sufficient funds. The implementation of PeopleSoft, though, has required vigilance on a districtwide basis to ensure effective utilization.

## PLAN

- None

***9B.2 Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive and timely.***

## DESCRIPTION

FLC annually receives operating funds from various resources through the LRCCD. The college has functioned within these means for several years. The district uses funding formulas to determine allocation of resources to the colleges. The formulas have been adjusted using a small college factor approach to ensure institutional programs and services are adequately supported and maintained. In addition, FLC received a start-up allocation to support outreach efforts at the Rancho Cordova Center (RCC) until weekly student contact hours (WSCH) was sufficient to support operation.

A balanced proposed *Tentative Budget* is presented to the LRCCD Board of Trustees in June and a balanced proposed *Adopted Budget* is presented in September. The ending balance for 2001-02 was approximately three percent of unrestricted expenditures. Assumptions such as employment contract obligations, payroll step and range needs, various district contract liabilities, and increases in utilities and health and welfare are incorporated into the budget.

A review of the independent audit report for fiscal years 1999 through 2002 shows that the LRCCD consistently receives an unqualified opinion on its financial statements; there are no major instances of non-compliance and no reportable conditions in internal controls. Overall, the district is considered a low risk auditee.

## ANALYSIS

The LRCCD is fiscally sound and well managed. District responses to external audit findings are comprehensive and timely. Findings that affect the colleges are discussed with the vice presidents of administration and changes or adjustments in business practices are then implemented as appropriate.

As FLC is recognized by the district as having unique growth requirements, appropriate growth allocations have been provided to support increasing institutional programs and services; however, insufficient staffing continues to be a challenge.

## PLAN

- FLC will work with the LRCCD to ensure equitable distribution of resources, including staffing, to support institutional programs and services.

***9B.3 The institution practices effective oversight of finances, including management of financial aid, externally-funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments.***

**DESCRIPTION**

LRCCD implementation of the integrated software system PeopleSoft allows for online budget inquiry as well as the creation of special reports. Effective oversight of finances at FLC is achieved with the aid of this technology, as it interfaces the financial system with human resources and student applications. Budget reports are generated on a monthly, quarterly, and annual basis. The vice president of administration regularly reviews and monitors FLC budget and expenditures. Each quarter, revenues and expenditures are analyzed as part of a state required report that is prepared by the district. On an annual basis, the LRCCD provides a report of financial information to the California Community College Chancellor's Office where review by external auditors occurs.

Financial resources available to FLC originate primarily through the LRCCD. At the college, BIFPC serves as a recommending authority on all budget allocation matters except those associated with permanent employee positions. Budgeted expenditures are largely formula driven and must undergo several reviews and authorizations prior to any adjustments. In addition, the status of all authorized personnel positions at FLC is monitored by a district position control system. The budgetary process at FLC ensures that the distribution of funds shall remain consistent with existing formulae, budgeting priorities, and other established procedures. Final approval authority rests with the college president. Formula driven expenditures together with monitoring of budgets and authorized positions at both the college and district levels helps to provide effective oversight of available funds.

The following list addresses various programs and types of funds available and how FLC achieves effective oversight of finances in these arenas:

- 1) Partnership for Excellence (PFE) funds must be spent in accordance with district policies and must use the LRCCD PFE forms. All PFE expenditures are aligned with one or more of the five PFE system wide goals. The Matriculation and Student Success Committee at FLC created a separate process for establishing the recommendations for expending FLC allocation of these funds. To assist BIFPC in determining its budgetary recommendations, PFE recommendations are submitted annually as an information item.
- 2) FLC budget process establishes recommendations for four distinct budgets: the Annual Operating Budget (AOB), the Augmentations to Annual Operating Budget (AAOB) the Capital Outlay Budget (COB) for instructional equipment, and Temporary Help for temporary classified staff and student help.
- 3) Purchasing of goods and services for grant projects is centralized through the LRCCD purchasing department. The district provides a form containing a block that must be completed for all purchases charged to categorical programs. This block allows for added review when expending categorical funds to ensure that funds are spent in compliance with the program requirements and objectives.

- 4) The LRCCD established the Citizen's Bond Oversight Committee in order to satisfy the accountability requirements for local bond Measure A under Proposition 39. The committee reviews expenditure reports to ensure that bond proceeds are expended only for the purposes set forth in the ballot measure and will submit a report to the LRCCD Board of Trustees annually.
- 5) Funds not required for immediate needs at FLC may be invested according to LRCCD guidelines. A quarterly report of these investments is prepared and submitted to the district chancellor. Details of these investments are also included in quarterly and annual reports prepared by the district and presented to the LRCCD Board of Trustees, and then subsequently submitted to the district internal auditor.
- 6) Authorization to contract is provided at the district level. The chancellor is authorized and empowered to contract in the name of the LRCCD, subject to provisions of law, and approval or ratification by the Board of Trustees.
- 7) All service agreements for consulting services require authorization of signatories. They shall comply with IRS guidelines, standard bidding processes and requirements, and be approved by the LRCCD Board of Trustees.
- 8) Auxiliary organizations must submit budgets for review by the LRCCD Chancellor's Office. An auxiliary organization must maintain adequate records and prepare an annual report showing its operations and financial status. Each organization shall have an annual fiscal audit performed by a certified public accountant. The audited statement of financial condition shall be available to any person upon request.
- 9) The financial aid office completes reporting and accounts for all federal and state funds as well as prepares an annual scholarship report that accounts for all scholarship funds.

## **ANALYSIS**

The establishment of guidelines and reporting requirements at both FLC and the LRCCD ensures effective management of available resources. As FLC and the district grow and move toward enhanced technology as a means to deliver its programs, adopted procedures may become inefficient and obsolete.

LRCCD and FLC use of formulas to determine funding allocations has assisted in achieving balanced budgets. The formulas allow for enhanced productivity and efficiency standards and help ensure a more equitable distribution of limited resources. Oversight of finances and expenditures is accomplished in a more pro-active manner when formula-based.

LRCCD utilization of the PeopleSoft system has allowed for enhanced monitoring of financial resources and expenditures. FLC is better able to manage its resources and expenditures because of the integrated nature of the software. However, because PeopleSoft is a new system, full potential in financial management functions of the software has yet to be realized.

## **PLAN**

- None

***9B.4 Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.***

**DESCRIPTION**

FLC has worked in concert with the LRCCD to develop auxiliary activities and fund raising efforts to support the programs and services of the college. The district established the Los Rios Foundation to engage in fund raising activities and in soliciting contributions. The purpose of the foundation is to promote the mutual interests of and partnership development between the community and the LRCCD; to expand public understanding of the quality of instruction offered by the district; to encourage the constituency to take advantage of educational opportunities offered by the district; to develop and promote fundraising activities in concert with the district colleges; to assist in developing student scholarships, trusts, and endowments to administer property, programs, and activities; and to invest funds pursuant to the terms of the grant, device, bequest, trust, contract or procedure under which funds were received. In summary, the mission of the Los Rios Foundation is to provide a margin of excellence for students by funding student and faculty programs, facilities, and activities.

The Los Rios Foundation includes four subsidiary college foundations that are unincorporated associates. The FLC Foundation is one of these subsidiary college foundations. Established in 1999, the FLC Foundation is growing in membership that represents the Folsom and El Dorado communities. The foundation board works with business leaders and FLC staff in promoting the foundation mission to advance education by providing financial resources and enhancing community support. One specific example of how the FLC Foundation supports programs and services for students of the college is its signature fundraising event, the annual FLC Golf Tournament. The proceeds have been used to establish a student scholarship endowment.

The Los Rios Foundation and its subsidiaries comply with the accounting principles for a governmental entity as generally accepted in the United States. During the fiscal year, transactions are recorded on a cash basis and at year-end the records are adjusted to include necessary accruals. The Board of Directors oversees the reported amounts of assets, liabilities, revenues, expenditures, and contingencies during the reporting period. The books are reviewed annually by an independent audit firm and filed appropriately. A report is submitted annually that includes non-required supplementary information for the purposes of additional analysis.

Another auxiliary organization is the FLC Bookstore. Currently, excess revenues are kept in reserve and are meant to augment bookstore permanent staffing and equipment needs and provide adequate operating cash flow and facilities planning. In the future, after a permanent facility has been constructed to house the bookstore, and after significant growth of FLC, the bookstore will be expected, like its sister bookstores at other colleges in the LRCCD, to provide an annual augmentation to the instructional-related fund that will support instructional programs and services of the institution. Business services and bookstore staff maintain the financial records, purchase equipment, take care of deposits and payments, and perform the annual physical inventory. The bookstore manager does the purchasing required to maintain the necessary inventory. The vice president of administration oversees all financial activities of the bookstore. The bookstore is audited annually during the LRCCD independent audit. Explanation of significant changes in the financial statement line items from the previous fiscal year is required. Involvement of college staff in

bookstore transactions, oversight by the vice president of administration, and an annual external audit collectively provide a system of appropriate checks and balances.

A third auxiliary operation will be the FLC cafeteria. After a permanent facility has been constructed to house the cafeteria, the districtwide outside vendor contract will include FLC when the new facility opens in 2005. The cafeteria will be expected, like cafeterias at sister colleges in the LRCCD, to provide an annual augmentation to the instructional-related fund that will support programs and services of the institution. Oversight of this auxiliary operation will be achieved through periodic audits of vendor records. Monthly financial statements and an annual audit will also be required.

Other fundraising activities for FLC include food vending and a fee for printing system. Commissions earned from food vending activities are put into the general fund of the college and used for purposes that ultimately support programs and services of the institution. Oversight of the general fund is established at the LRCCD level. Revenue from the districtwide pay-for-print system in use at the Folsom campus and EDC is used to cover supplies and maintenance expenses and build an equipment replacement reserve fund for student printing services. In compliance with state education code, fees charged to students for printing services are cost recovery only. This source of revenue supports programs and services of the institution and is consistent with the mission and goals of the institution. The vice president of administration oversees the financial activities of the pay-for-print system.

## **ANALYSIS**

It is anticipated that through the auxiliary activities and fundraising efforts described, FLC will continue to accrue supplemental resources to support the programs and services of the institution. It is also anticipated that these efforts will continue to be conducted in a manner consistent with the mission and goals of the institution and principles of integrity.

While the Los Rios Foundation is well established, the FLC Foundation is a relatively recent addition and currently less able to provide robust support. There is a need to clearly delineate resources for the FLC Foundation in order to better support programs and services of the college.

The FLC Bookstore is profitable and solvent. It broke away from the Cosumnes Rivers College (CRC) umbrella in 2001. The store is well managed and maintains a strong profit margin, the surplus of which is reinvested in instructional programs and services. A standard profit margin amongst LRCCD bookstores is 8-10 percent. At FLC, a 14 percent average profit margin has been realized. The business services department keeps the books. Inventory is done manually, which by current standards is inefficient and time consuming. With the addition of a permanent facility and as FLC experiences growth, the bookstore will need to add staff and update its operations.

The facilities planning process necessary for the construction of the cafeteria is well underway. The decision to contract out cafeteria services will free FLC of all constraints associated with having existing employees involved in cafeteria activities. Campus vending operations will compliment the services provided by the food service vendor.

The pay-for-print system was originally implemented to cover the costs of paper, but has also become a means to encourage judicious printing by students. As expansion of the college continues and current technologies become outdated, reserve funds created by this system will need to be used to update equipment.

## PLAN

- FLC will work with the LRCCD to prioritize allocation of resources to support the FLC Foundation.

***9B.5 Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.***

## DESCRIPTION

The LRCCD *Non-Fat Guide to Purchasing* outlines numerous state laws and board policies that influence and control the purchasing process. The handbook states that the LRCCD operates on a purchase requisition/purchase order system and that the district goal is to maintain extremely high standards in purchasing transactions and contractual agreements, even beyond those required by law. The LRCCD has adopted the Code of Ethics developed by the National Association of Educational Byers, Inc. as delineated in the *Non-Fat Guide to Purchasing* handbook.

All long-term financial and contractual commitments at FLC must be reviewed and authorized at the district level. The LRCCD general services and legal counsel are responsible for reviewing all contracts before approval or recommendation to the Board of Trustees. A district authorized signer list specifically identifies positions authorized to sign various documents, including: payroll authorizations, purchase orders, contracts, etc. This ensures proper oversight of district commitments as well as provides an accountability tool for these obligations.

## ANALYSIS

Existing practices regarding contractual agreements with external entities, both at FLC and within the LRCCD, are well governed and executed in a manner that maintains integrity of the institution. There is every indication that this will continue to be the case.

## PLAN

- None

***9B.6 Financial management is regularly evaluated and the results are used to improve the financial management system.***

## DESCRIPTION

The LRCCD, and thereby FLC, is subject to an annual independent audit of all funds. This audit is completed in a timely manner prior to December 31. Previously identified audit findings are included in the audit as well as any institutional responses to these findings. The district also conducts internal audits on various operations throughout the LRCCD. The district internal auditor

may be assigned to review policies and procedures pertaining to a specific task at the college. For example, cash handling procedures at the FLC Bookstore were recently reviewed to limit exposure to theft.

Additional evaluation of financial management occurs through the districtwide PeopleSoft system financial user group. This group meets regularly to discuss business practices and make recommendations on improving the financial management capabilities of the system.

## **ANALYSIS**

External audits, internal audits, and regular meetings of financial user groups associated with performance of the PeopleSoft system demonstrate that financial management at the LRCCD and FLC is regularly evaluated and that results are used to improve the financial management system.

Historically, the district, and thus FLC, has had minimal findings and has successfully corrected these issues prior to the next fiscal year. The annual independent audit is an effective tool for improving management of the LRCCD, and in turn FLC, finances. Internal audits and various projects to improve the management of finances have worked well. Regarding PeopleSoft, the system is new to staff throughout the district, so policies and procedures that may be more efficient, comprehensive, or enlightening when it comes to evaluating the effectiveness of the financial management system may not yet be realized.

## **PLAN**

- None.

## **9C. *Financial Stability***

### **9C.1 *Future obligations are clearly identified and plans exist for payment.***

#### **DESCRIPTION**

Identifying future obligations and establishing plans for payment is primarily a district level responsibility. FLC cannot enter into any long-term obligations without approval from the LRCCD and Board of Trustees.

In March 2002, the LRCCD electorate passed a 265 million dollar local general obligation bond. The district will incur this debt over a period of years beginning in 2002-03. Funding for this debt is secured because general obligation bonds are funded by an ad valorem, or property, tax. The LRCCD also recognizes the need to fund other long-term debt. All unused vacations are fully funded in the Other Debt Service Fund. Additionally, the district has conducted an actuarial study and has pre-funded approximately 75 percent of long-term actuarial debt. All other long-term financial commitments are specified by particular funding sources.

Due to FLC growth, state bond funds have been and will continue to be released for construction at the Folsom campus, the additional instructional building at EDC, and specified equipment as outlined on the master equipment list approved by the Office of State Architect.

## **ANALYSIS**

The LRCCD approach to issuing long-term debt is prudent and conservative. A considerable amount of time is dedicated to identifying and evaluating debt service revenue streams prior to actually issuing debt. Joint efforts by FLC and the district ensure that future obligations are clearly identified and plans exist for payment. As FLC develops and the various sites of operation expand, commitment to these good practices needs to continue.

## **PLAN**

- None

### ***9C.2 The institution has policies for appropriate risk management.***

## **DESCRIPTION**

General Services coordinates all risk management for the LRCCD. Historically, the district has utilized self-insured funding programs, which provide better local control and rates than fully indemnified programs. The LRCCD utilizes an actuarial methodology to identify long-term risk exposure including those claims that may be incurred but not reported (IBNR). Full funding for current and future claims minimizes the district exposure to unfunded risk losses. Practices related to risk management are integrated between LRCCD and the colleges and include *Emergency Operations Plans*.

LRCCD Facilities Maintenance conducts monthly safety training meetings on a variety of topics for district and FLC maintenance staff. College police are required to attend mandatory training each year to stay current on laws and certifications and to ensure that LRCCD police are certified under Police Officer Standards Training (P.O.S.T.). FLC maintenance and custodial staff are required to participate in a monthly safety program using video tapes to keep up-to-date on safety issues, materials safety data sheets (MSDS) handling, etc. When temporary classified/student employees are hired, the college is required to give them the safety analysis sheet related to the job classification in which they will be working. Both FLC and the LRCCD have strict procedures that must be followed whenever someone is injured on campus. Vehicle use regulations now require that any employee who drives a vehicle that may hold 10-15 passengers must participate in the LRCCD driver safety training for certification and clearance.

## **ANALYSIS**

The LRCCD, and thus FLC, approach to risk management is decidedly proactive and recognizes long-term costs of property, liability, and workers' compensation claims. The district has been successful in funding the long-term obligations of these losses. Existing institutional policies for risk management will continue to serve FLC and the LRCCD well.

## PLAN

- None

### ***9C.3 Cash flow arrangements or reserves are sufficient to maintain stability.***

#### DESCRIPTION

FLC financial stability is grounded in sound financial practices initiated at the district level. Historically, the LRCCD has been financially stable due to conservative business practices and solid accounting principles. At the district level, the budget is developed based upon three potential levels of funding: minimum (X), mid-range (Y), and maximum (Z). Generally, the Board of Trustees approves the annual budget at the Z level, but authorizes operations and expenditures at the X funding level until the district revenue picture is finalized. This allows for immediate adjustments in spending plans when funding becomes available, but does not over-commit the district, and thus FLC, to funded programs or expenditures.

To assist the LRCCD in meeting its cash flow obligations, tax and revenue anticipation notes (TRANS) are issued annually. All TRANS borrowing is coordinated by district Finance and Administration and reviewed by General Counsel and financial advisors for regulatory compliance. This practice is in conjunction with regular cash flow monitoring that occurs at FLC.

#### ANALYSIS

The LRCCD method of adopting an X, Y, Z budget ensures a conservative budget approach while providing flexibility for mid-year adjustments. This system coupled with adopted formulae provides safeguards from overspending budgets and therefore underlies the financial stability at the college.

FLC and the district at large utilize effective cash flow techniques. Among these, TRANS borrowing is generally accepted as an effective tool to assist in maintaining financial stability.

## PLAN

- None

### ***9C.4 The institution has a plan for responding to financial emergencies or unforeseen occurrences.***

#### DESCRIPTION

The LRCCD maintains fiscal reserves that meet or exceed all minimum requirements. In addition, the district has adopted a policy on reserves of three to five percent in the general fund. LRCCD reserves are recognized as reserves for economic uncertainty in the event of any financial emergency or unforeseen occurrences. At FLC, the Budget and Institutional Facilities Planning Committee

recommends an appropriate contingency reserve for each new fiscal year. Effective with the 2000-01 fiscal year, the contingency reserve for instructional supply funds is five percent for cost fluctuations and fifteen percent carryover for the next fiscal year.

Since 1987, LRCCD collective bargaining agreements provide for all compensation, including salary and fringe benefits, to be adjusted at the end of the fiscal year once actual revenues are known. This compensation method limits any exposure for the district, and thus FLC, and enhances the ability to deal with financial emergencies during the fiscal year.

## **ANALYSIS**

Review of current LRCCD and FLC practices indicates that adequate reserves to meet unforeseen circumstances have been identified. Rapid growth of the college, as defined by the number of students served, necessitates increases in human and physical resources. Meeting these needs with limited financial resources presents a challenge to the practice of keeping appropriate reserves.

The LRCCD method of funding salary and fringe benefit adjustments at the end of the fiscal year ensures the flexibility needed to respond to financial emergencies. In addition to providing financial stability for the college, this unique approach has achieved support from the bargaining units.

## **PLAN**

- FLC will pursue options for increasing financial resources so that appropriate reserves can be maintained during periods of rapid college growth.

## **WORKS CITED**

- 9-1 Budget and Institutional Facilities Planning Handbook
- 9-2 FLC Goals and Objectives
- 9-3 LRCCD Strategic Plan
- 9-4 FLC Mission Statements and Vision Statement
- 9-5 Educational Master Plan
- 9-6 participatory governance committee goals and objectives (cross referenced)
- 9-7 Participatory Governance and Collegial Consultation Agreement
- 9-8 Instructional Program Review
- 9-9 LRCCD Board Policies and Regulations Manual (cross referenced)
- 9-10 Authorized Signer list
- 9-11 California Community College Budget and Account Manual
- 9-12 Proposed Tentative Budget
- 9-13 Proposed Adopted Budget
- 9-14 LRCCD Partnership for Excellence forms
- 9-15 Los Rios Foundation Mission
- 9-16 FLC Foundation Mission
- 9-17 LRCCD Non-Fat Guide to Purchasing
- 9-18 FLC Emergency Operations Plans

**STANDARD TEN:  
GOVERNANCE AND ADMINISTRATION**

*The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students, and facilitate effective communication among the institution's constituencies.*

**10A. Governing Board**

*10A.1 The governing board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

**DESCRIPTION**

The Board of Trustees for the Los Rios Community College District (LRCCD) comprises seven members elected by the voters within their sub-district and one student trustee elected by students districtwide. Board members serve staggered four-year terms so that three members are up for election followed by four additional members two years later. The board reflects the public interest by developing policy and providing oversight. This was evident in 1997 and again in 2001 when all members of the board participated in the development of the *LRCCD Strategic Plan* and ultimately approved each of those plans.

**ANALYSIS**

The LRCCD Board of Trustees has a successful track record of serving the public interest as indicated by the substance of board activities and decisions. Board commitment to and knowledge of community colleges serve FLC well. Members are actively engaged in community and state activities and are also very involved in setting policy for the district. The staggered terms office provide for ongoing continuity of board membership and thus stability of district governance.

**PLAN**

- None

***10A.2 The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the board-approved institutional mission statement and policies.***

#### **DESCRIPTION**

The LRCCD Board of Trustees is actively involved in overseeing the educational quality and financial health of the organization by periodically reviewing curriculum changes and financial information. The board regularly examines the district and colleges' financial stability and accountability through periodic updates primarily from the chancellor, vice chancellor for finance and administration, and administrative staff. The board continues to oversee the educational quality of FLC by reviewing and approving curriculum recommendations from the district curriculum committee. Additionally, the board monitors district progress on implementation of the district mission and *LRCCD Strategic Plan* several times a year and is involved in the accreditation process.

#### **ANALYSIS**

The LRCCD Board of Trustees' records reflect that the actions of this governing body do regularly ensure educational quality, financial stability and integrity, and practices consistent with institutional mission and policies. Board members regularly seek and receive information from FLC and district staff on college programs, services, and activities. The board has approved all curriculum. Annual board-commissioned external audits substantiate LRCCD sound fiscal management.

#### **PLAN**

- None

***10A.3 The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.***

#### **DESCRIPTION**

The LRCCD Board of Trustees establishes broad institutional policies and delegates to each college president and respective staff the responsibility for developing and implementing the policies. Over the past five years, the governing board has directed the review and revision of nearly all LRCCD policies. Each year the Board of Trustees develops, in concert with the chancellor, goals for the upcoming year and prepares a report on accomplishments of the previous year. The board delegates to the chancellor the function of specifying required actions and designing the detailed arrangements under which the district shall operate, in accordance with *LRCCD Board Policies and Regulations Manual P-3112.1.3*.

## ANALYSIS

Although the Board of Trustees annually reviews performance in achieving its stated goals, there is not currently a policy clearly articulating a process for governing board evaluation. A comprehensive review process exists for tracking every policy and procedure in the district. Access to all policies and regulations via the LRCCD website clearly demonstrates Board priority in making such polices available to the general public and college communities.

## PLAN

- None

***10A.4 In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.***

## DESCRIPTION

The Board of Trustees is responsible for employment of the LRCCD chancellor and for appointment of the vice chancellors and college presidents upon recommendation of the chancellor. The board reviews the chancellor's performance three times annually, including a formal evaluation with input from various constituent groups in October. The chancellor and the governing board on an annual basis conduct performance review of the LRCCD executive staff, including vice chancellors and college presidents.

## ANALYSIS

The LRCCD Board of Trustees has a well-defined role in selection and evaluation of executive officers within the district and executes its authority accordingly.

## PLAN

- None

***10A.5 The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.***

## DESCRIPTION

District policies clearly direct the operation of the board. The LRCCD *Board Policies and Regulations Manual* specifically describes the rules and regulations of the Board of Trustees including its size, duties and responsibilities, ethical conduct requirements, structure, operating

procedures, and the processes for assessing board performance. Specifically, the size of the governing board is defined in board policy 3132, duties and responsibilities are addressed in board policy 3112, ethical conduct requirements are summarized in board policy 3114, structure and operating procedures are listed in board policies 3133, 3211, and 3213. The responsibility to perform regular self-evaluation of the performance of the governing board is mentioned in board policy 3112.3.4.

## **ANALYSIS**

Although the board annually reviews its performance in achieving its stated goals, there is no clear policy articulating the Board of Trustee evaluation process. Specific procedures for implementing this self-evaluation are not listed, and no reference is made to administrative regulations for self-evaluation. In early spring 2003 the topic of self-evaluation was placed on a board meeting agenda and discussed. In August of each year the board reviews the LRCCD and college goals and activities. The board has expressed that successful achievement of goals by the colleges and district is a positive evaluation of the board and that the public evaluates the board through the election process.

## **PLAN**

- None

### ***10A.6 The governing board has a program for new member orientation and governing board development.***

## **DESCRIPTION**

LRCCD *Board Policies and Regulations Manual* P-31123.4 specifies that, “The board shall maintain an effective program for new member orientation and ongoing board member development.” New members to the board are provided an orientation that includes an introduction to the policies and procedures of the district.

## **ANALYSIS**

Orientation of new board members does occur, primarily with the chancellor and board president implementing the orientation activities. Some Board of Trustees members also have participated in statewide organizational workshops focused on roles, responsibilities, and effective leadership as a board member. A better-defined in-house orientation and training program for new board members could enhance clarity of board member roles and responsibilities.

## **PLAN**

- None

### ***10A.7 The board is informed about and involved in the accreditation process.***

#### **DESCRIPTION**

The LRCCD Board of Trustees has been actively involved in the accreditation process, receiving frequent reports and participating in the development, review, and approval of the FLC self study. This includes involvement with the FLC effort to seek initial accreditation. In fall 2002, the board reviewed and approved the accreditation commission required Cosumnes River College (CRC) *Substantive Change Report* for new program offerings at the Rancho Cordova Center (RCC), as well as the *Eligibility Report* regarding the separation of FLC, including the El Dorado Center (EDC) and RCC, from CRC. The board also reviewed and approved the request of the commission for all colleges in the district, including FLC to undergo accreditation at the same time. During fall 2002, several members of the FLC accreditation steering committee met directly with board members to update them on progress to-date regarding self study development. In May 2003 the board will review the draft through a first and second reading process, ultimately with action for eventual submittal to WASC in late summer 2003.

#### **ANALYSIS**

Significant efforts on the part of the Board of Trustees, LRCCD, and FLC ensure that the board is not only well informed, but also actively involved in the accreditation process.

#### **PLAN**

- None

### ***10B.1 The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities.***

#### **DESCRIPTION**

In order to describe the institutional chief executive officer's leadership in defining goals, developing plans, and establishing priorities, one needs context in which this leadership takes place. The FLC *Mission Statements and Vision Statement* were forged through a collegewide process in spring 1999.

#### **MISSION STATEMENTS**

- Introduce students to those broad areas of human knowledge and understanding that contribute to purposeful and meaningful lives.
- Inspire and prepare students through rigorous academic programs that facilitate completion of associate degrees and certificates; encourage transfer to a higher learning institution; and provide education and training to prepare students for employment or to enhance career skills.
- Provide curriculum and instruction that will promote the participation and success of all students.
- Provide opportunities for lifelong learning and professional growth and development through the collegewide community.

- Provide a comprehensive student support program that will promote the success of all students.
- Create and maintain a cooperative environment that reflects and honors the diverse backgrounds, perspectives, abilities, and interests of individual students and our communities.
- Facilitate a cooperative community relationship by working in partnership with schools, colleges and universities, community groups, local government, business and industry.
- Provide an innovative educational environment.

## VISION STATEMENT

Folsom Lake College is a learning community committed to pursuing excellence and inspiring student achievement. The college provides quality educational programs and services to enrich and empower students to reach their full potential as informed and productive members of the community. We are an educational organization that embraces change, values diversity, and focuses on creativity, skill building and personal enrichment.

The president is the first hired for FLC, with her assignment beginning July 1, 2001. Bringing a wealth of experience from her years at the state Chancellor's Office, she served as vice president of instruction and student development for three years at FLC prior to her hire as president. Along with other constituent leaders, the president worked in the districtwide strategic planning process. As vice president of instruction, she participated in the planning of the workshops and retreats that lead to the FLC *Mission Statements and Vision Statement*. The FLC president has affirmed the college mission and vision statements, and has initiated efforts in support of respective themes and goals, including the integration of student services and providing general and career education at all sites. The president continually asks questions regarding student success and encourages processes that focus on improving learning. Beginning spring 2000, the president, who was then serving as the vice president of instruction, led FLC into the beginning steps of preparing for the first accreditation as a separate college. With the accreditation faculty chair, she devised a timeline and planning process for accreditation.

The president has led the way in encouraging transfer, a focus of the second bullet of the FLC Mission Statements, by spearheading the *Project 1000* grant entitled Recruiting, Admitting, and Transferring an Additional 1000 Community College Transfer Students. The grant is designed to build an institutional climate and commitment to transfer and to establish a collective collegewide responsibility for the transfer function at FLC, making transfer a major focus for our emerging college.

The president also participated in the *Crossing Boundaries* grant, a grant that focuses on financial aid as a link to higher education and targets our fast growing legal immigrant populations. This grant allows FLC the resources to build more alliances with organizations and associations that represent the under served target populations in our service areas by assessing our marketing efforts, developing more aggressive outreach techniques, collaborating and coordinating existing resources and using technology to market the college financial aid resources.

The third and eighth bullets of the FLC Mission Statements regarding provision of curriculum and instruction to promote the participation and success of all students and to provide an innovative educational environment are supported by the president's efforts, along with the grant writing team,

in securing a grant entitled *Academy for Innovation in Teaching and Learning*, whose primary focus is to establish a multifaceted faculty development and support program. The three major elements of the grant are 1) an Innovation Center that will support professional education for new and continuing faculty, 2) a faculty mentoring project for new faculty and interns, and 3) establishment of a faculty support system to monitor student success. This grant is so successful that it became the pilot grant within a larger LRCCD Teaching/Learning Innovation grant application to the state Chancellor's Office.

The president has supported another mission statement goal, that of facilitating cooperative community relationships, by developing partnerships with local schools, community groups, local government, and business and industry. These community relationships have also been developed through active involvement with the FLC Foundation.

Overall, the FLC president leads by example and by regular communication, making effective use of memo and emails to communicate with all faculty and staff on goals, plans, and informational updates. The president holds a collegewide meeting at least once each semester, in addition to the administrative update she and the management team give during the mandatory flex day each semester. These collegewide meetings serve as a regular gathering of the college community and elicit general responses to processes and informational updates. The president also holds leadership council meetings at least once a semester. Constituency leadership is invited to these council meetings where information and progress is shared. To facilitate communication, the president meets regularly with the Academic Senate president. The FLC president makes routine reports at each LRCCD Board of Trustees meeting and prepares special reports as required. The president also participates with district staff and the other college presidents on the executive cabinet chaired by the chancellor.

## **ANALYSIS**

The president has used her considerable grant writing skills to secure funding to allow FLC to carry out its mission statements. Since FLC is a new college, only about 20 of the 54 full-time faculty are tenured. According to the LRCFT contract, only tenured faculty may serve on a faculty performance review team and if doing so, may not also serve as the probationary faculty member's mentor. The *Academy for Innovation in Teaching and Learning* grant mentoring program thus serves a clear need. In addition, this grant allows stipends and release time to non-tenured faculty who per LRCFT contract are not eligible until three complete years of full time service to apply for partial sabbatical leaves that would result in additional training in the use of technology, program development, and so on. Again, this serves a clear faculty need for time to spend outside of the classroom on professional growth.

All college presidents are required to write their goals as a part of the LRCCD management team. In the past, the FLC provost shared drafts of these with constituency leadership. Since the new president assumed the job in July, such a consultative process was not possible at the beginning of her first year in office. At the onset of the president's second year, the college goals were shared with all constituency groups for input. The goals and achievements are accessible via the web or hardcopy.

Two staff FLC *Accreditation Survey* items address the college president's leadership in defining goals and setting plans for the college. One question reads, "The college president provides effective leadership in defining and achieving goals for the college." Among respondents, 75 percent agreed

or strongly agreed with the statement and only 18 percent disagreed. Among full-time faculty, 27 percent disagreed, the largest proportion of disagreement among the cohorts. Discussion with faculty leadership indicates that the disagreement may arise from a perception that the president does not directly publish her goals and plans for the college in a regular fashion. As an example, few faculty had read let alone understood the importance and function of the *Academy for Innovation in Teaching and Learning* grant. There is no doubt that the FLC president has goals and priorities and those who work closely with the president report clear organizational skills, so perhaps the communication of these goals is not as clear as it could be.

Another FLC *Accreditation Survey* question reads, “The college president provides effective leadership in establishing plans and priorities for the college.” Overall, 73 percent agreed or strongly agreed and only 17 percent disagreed or strongly disagreed with this statement. Among cohorts, the full-time faculty again had the strongest disagreement at 27 percent; classified staff had the strongest agreement level at 89 percent, beside the three responding administrators, all of whom agreed. The management staff meets frequently and so it is logical that the team would respond affirmatively to this statement. The communication of the planning and prioritizing process could be more clearly articulated to the faculty.

## PLAN

- None

### ***10B.2 The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.***

## DESCRIPTION

The FLC president, through LRCCD board policy, has responsibility and accountability for ensuring a financially sound institution. In doing so, all finances of the college are updated to the statutes, regulations, and policies required by law. Through the FLC participatory governance process, all constituency groups have opportunity for input into college budget priorities. The president meets regularly with the vice president of administration who is directly responsible for maintaining the fiscal affairs of the college. A very comprehensive budget process was developed and approved through the participatory governance process with a college budget committee providing oversight.

## ANALYSIS

The FLC *Accreditation Survey* question, “The college president efficiently implements priorities controlling budget and expenditures,” yielded similar responses from all cohorts with the majority of respondents, 40.7 and 27.9 percent, agreeing and strongly agreeing. Developing the college budget is a very comprehensive, form and time-driven process requiring clear understanding of many elements. As new faculty and staff are hired, it is evident that more detailed workshops are needed to ensure greater knowledge of the process. Faculty in particular need to obtain more clarity of the process, including required forms, varied expenditures, and timelines to ensure instructional programs have sufficient resources.

## PLAN

- None

***10B.3 The institution is administratively organized and staffed to reflect the institution's purposes, size, and complexity. The administration provides effective and efficient leadership and management which make possible an effective teaching and learning environment.***

## DESCRIPTION

The FLC Organizational Charts are located in the Organization of the Institution section in the Introduction of this self study. The college administrative structure includes the FLC president, who is assisted by two vice presidents, the vice president of instruction and student development and the vice president of administration. A public information officer also reports directly to the college president and holds a position as a member of the college professional management staff.

The FLC president is responsible for the overall administrative well being of the college in accordance with the directives and duties assigned by the LRCCD chancellor in cooperation with the regulations established by the Board of Trustees. The college president reports directly to the chancellor.

The vice president of administration serves as the director of administrative affairs. In this role, the vice president plans, organizes, administers, and supervises the operations of business services, fiscal operations, facilities, duplicating, custodial/facilities, police services and the bookstore. Like the vice president of instruction and student development, the vice president of administration reports directly to the FLC president.

The vice president of instruction and student development serves as the director of academic affairs with duties that include planning, organizing, and supervising the instructional programs of FLC. This vice president is also responsible for the overall supervision of student development including admissions and records, student grievances, and the counseling/student services area. The vice president also supervises the disciplinary officer for students.

As of Spring 2003 the vice president of instruction and student development is assisted by four dean positions: two deans of instruction; a dean of learning resources, instruction, and technology; and a dean of student development and enrollment management. An instructional program coordinator supports each of the two instructional deans. FLC is in the process of hiring a third dean of instruction. One dean of Instruction is assigned to EDC and serves as the site administrator for the center.

The FLC president conducts a weekly cabinet meeting with the vice presidents to establish meeting agendas and seek updates/clarity on collegewide issues. The president also conducts a weekly management staff meeting that includes the two vice presidents, deans, instructional coordinators, and the public information officer. The purposes of the weekly management meetings include facilitating college direction, sharing decisions regarding the college, discussing financial

accountability, prioritizing tasks, coordinating department functions, reviewing staffing requirements, and discussing how best to meet the objectives of the FLC mission and vision statements. Additionally, the president holds a weekly meeting with the Academic Senate president to address common and distinct issues of concern. The administrative perspective on shared governance issues is carried to the participatory governance committees through the management representative to that body.

The vice president of instruction and student development also meets weekly with the deans and coordinators. The main purpose of this meeting is to discuss enrollment management and instructional-related matters. The vice president of instruction and student development also facilitates monthly meetings for instructional deans, faculty program coordinators, and area spokespersons to engage in specific matters pertaining to the education programs, curriculum, course scheduling, and other instructional-related matters.

## ANALYSIS

The administrative needs of FLC have changed considerably and will continue to change along with increased student enrollments due to the rapid population growth, changes in technology, changing state requirements, and increased staffing. These changes have increased the complexity of the college. As of spring 2003 the administration team has grown and is adjusting and experiencing more stability. The current budget uncertainties have required a hold on one permanent dean of instruction position at FLC. In addition, the dean of student development and enrollment management is performing all the required duties and workload comparable to other vice presidents of student services across the district, while covering three campus sites. The vice president of instruction and student development spends the vast majority of his time on academic and instructional matters. It is clear that the current administration organizational structure needs to be updated to more adequately address the disparity of comparable workload and positions with other colleagues in the district. Specifically, two positions should be re-evaluated, vice president of instruction and student development and the dean of student development and enrollment management.

A question on the *FLC Accreditation Survey*, “The college president efficiently manages resources to provide an effective teaching and learning environment,” provided the following results; overall, 73 percent of respondents agreed or strongly agreed with this statement, while only 13 percent disagreed. All cohorts generally followed this pattern, although part-time faculty had the lowest agreement at 68 percent.

“The college president promotes academic excellence” was also a question on the *FLC Accreditation Survey*. Among all respondents, 80 percent agreed or strongly agreed with this statement, and only 14 percent disagreed. Among cohorts, the full-time faculty had the strongest disagreement at 23 percent, which may indicate issues for the college since faculty, in concert with the president, have primary responsibility for ensuring academic excellence.

Another question of the *FLC Accreditation Survey* queried whether “The college is administratively organized and staffed to reflect the college’s purposes, size, and complexity.” Overall, 57 percent agreed or strongly agreed, while 35 percent disagreed or strongly disagreed. Among cohorts, 54 percent of full-time faculty disagreed or strongly disagreed with the statement, indicating an area of concern for FLC. The administrators were split, with two agreeing and one strongly disagreeing. Classified, however, agreed with the statement 67 percent. It is difficult to tell from this question

whether the issue is with the organization of the administration, or with the number of administrators, or both. That there is some problem in this area, however, is hard to dispute.

Yet another FLC *Accreditation Survey* question sought feedback on whether “The college administration provides efficient leadership and management to support an effective teaching, learning, and working environment.” Overall, 54 percent agreed or strongly agreed, while 35 percent disagreed or strongly disagreed. There was considerable variation by cohort. Of full-time faculty, 64 percent disagreed with the statement and the administrators were again split, with 2 agreeing and 1 disagreeing. The classified staff were far more positive, with 78 percent agreeing or strongly agreeing. Again, the high proportion of full-time faculty who feel the administration does not provide leadership and management to support an effective teaching, learning, and working environment, indicates a problem for the college in this area.

## PLAN

- FLC will seek opportunities to further promote and maintain the spirit of participatory governance.
- FLC will explore various ways to provide and will assess all constituencies’ roles in an effective teaching and learning environment.

***10B.4 Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.***

## DESCRIPTION

Administrators hired at FLC must meet or exceed the minimum training, experience, and qualifications established in the job descriptions. All applications for administrative positions are screened for minimum qualifications appropriate to the particular positions. For each management position to be filled, a job description is updated or developed by the supervisor of the management employee and the associate vice chancellor of human resources and approved by the chancellor, in accordance with LRCCD *Board Policies and Regulations Manual R-9121*. The LRCCD Board of Trustees must approve individuals selected for the positions. Each administrative position has a job description outlining respective duties and responsibilities.

All FLC administrators are evaluated on a regular basis as outlined in board policy P-9141. The supervisor is the primary evaluator and is responsible for completing the evaluation. Additionally, the perspective of the manager’s colleagues and other appropriate members of the college/district faculty and staff should be considered. Self-evaluation is also a part of manager evaluation along with feedback received from the supervisor on a continuous basis.

## ANALYSIS

An FLC *Accreditation Survey* question asked whether “College administrators’ duties and responsibilities are clearly defined and published.” Overall, 37 percent of respondents agreed or strongly agreed, 31 percent disagreed, and 32 percent did not know. Among cohorts, the faculty had a somewhat lower agreement rate at 27 percent, a much higher disagreement rate at 62 percent, and a lower did not know rate of 12 percent. Among classified, 50 percent agreed and 28 percent did not, while 22 percent did not know. All of the administrators agreed with the statement. Apparently, the duties and responsibilities of FLC administrators are not clearly understood by the other constituencies.

Another question of the FLC *Accreditation Survey* addresses whether “College administrators adhere to their duties and responsibilities as defined in published board policies and regulations.” Overall, 42 percent agreed or strongly agreed, 13 percent disagreed or strongly disagreed, and 45 percent did not know; these results are similar to those for the question previously discussed. The full-time faculty had a higher agreement rate of 46 percent, and also a higher disagreement rate of 31 percent, with a smaller unknown rate of 23 percent. Classified staff had 56 percent who agreed or strongly agreed, 17 percent who disagreed, and 28 percent who did not know. One administrator disagreed with the statement, while two strongly agreed. These responses may suggest that communication about the specific administrative duties and responsibilities and the manner in which they should be carried out should be improved, or that adherence to and regulations should be improved. In any event, there seems to be some problem in this area. Since many of the FLC administrators are new to management, these administrators should be receiving training and/or mentoring in management duties and in developing management skills.

One more FLC *Accreditation Survey* question sought feedback on administrative elements of the college by asking whether the “College administrators are evaluated systematically and regularly.” Overall, only 30 percent of respondents agreed or strongly agreed, 11 percent disagreed, and 59 percent did not know. Among full-time faculty, the proportion who agreed with the statement was 46 percent, 19 percent disagreed, and 35 percent did not know, which may indicate that at least some faculty have been involved in an administrative evaluation. All of the administrators responding agreed with the statement, as did 33 percent of the classified staff, although 50 percent said they did not know. The administrative evaluation process does not seem to be clearly understood.

While the FLC administrators work well together as a team, the absence of additional managers and support staff has placed considerable stress on the existing managers. This likely compounds the issues related to unclear job duties, since manager duties may vary by necessity in order to compensate for shortages in staffing.

## PLAN

- None

***10B.5 Administration has a substantive and clearly defined role in institutional governance.***

**DESCRIPTION**

The FLC *Participatory Governance Consultation Model* agreed upon by administration and the FLC Academic Senate and implemented at the beginning of the fall 2001 semester delineates the role of each constituency in participatory governance processes. Each participatory governance committee has an administrative liaison serving as co-chair that works closely with the faculty chair to coordinate the business of the committee. The model clearly defines the sphere of academic and professional responsibilities within senate purview and the non-academic and professional responsibilities that the participatory governance committees deal with. The model also delineates those areas that require administration to consult collegially with the Academic Senate.

**ANALYSIS**

The collegial consultation model is being implemented as smoothly as can be expected in a rapidly growing institution. An FLC *Accreditation Survey* question queried whether “College administrators have a substantive and clearly defined role in the decision-making process at the college.” Overall, 59 percent agreed with this statement, 16 percent disagreed or strongly disagreed, and 26 percent did not know. Among the cohorts, all the administrators agreed or strongly agreed with this statement, compared to 62 percent of the full-time faculty. Of the classified staff, 83 percent agreed or strongly agreed and 17 percent disagreed. Among full-time faculty, 45 percent agreed, 5 percent disagreed, and 50 percent did not know. These responses, along with anecdotal comments, suggest that perhaps the administrative role in the governance processes is not clearly understood by all constituencies, or perhaps not clearly enough defined.

**PLAN**

- None

***10B.6 Faculty have a substantive and clearly defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional policies which relate to their areas of responsibility and expertise.***

**DESCRIPTION**

The FLC *Participatory Governance Consultation Model* of fall 2000 along with committee membership documents of 2000 and 2001 clearly identify the important role of faculty in institutional governance, including ad hoc bodies. FLC faculty play a significant role in hiring and evaluation of personnel, educational program planning, and facilities planning. They also have an active voice in areas such as professional staff development activities and various college policies and procedures directly and indirectly related to those support services that enhance the success of students.

The substantive role of faculty in faculty hiring is identified in the newly revised LRCCD *Hiring Manual for Full-time Faculty*. The role of faculty in evaluation of faculty is identified in the *LRCCD Agreement with the Los Rios College Federation of Teachers* (LRCFT). Faculty involvement in hiring and evaluation includes the formation of adjunct faculty pools and the evaluation of adjunct colleagues.

FLC educational program planning arises in the academic departments and areas and includes consultation with the deans and with discipline faculty at the other LRCCD colleges; it then goes through the Educational Planning Committee new program process. Curriculum development follows a similar route.

Facilities planning also involves faculty. The Phase 1B and 1C planning sessions gathered faculty whose expertise was necessary in determining the shape and function of labs and other classrooms, and faculty will be asked to submit equipment lists for specific department needs. Not all facility size and equipment requests can be granted and funded, but faculty input was provided. Administration makes the final decisions regarding facility size and numbers.

## ANALYSIS

As the institution has evolved into a college in its own right, faculty have increasingly had a more substantive voice in governance and in educational program matters. This coincides with the establishment of spokespersons for academic areas and the inception of the FLC Academic Senate. This success has been somewhat diluted, though, by the fact that some matters at FLC are still dealt with by time shortage management rather than by a proactive following of the collegial consultation model. The Educational Planning Committee has instituted a master calendar to aid in proactively planning and meeting deadlines in a timely fashion with substantive input from all involved.

FLC facilities planning sessions were sometimes rescheduled to fit the needs of the architects and district planners, causing consternation for faculty who then had to rearrange coverage of their classes. Other departments had to send faculty on a rotating basis and try to keep everyone apprised of what occurred in the last planning session so that the next representative to the planning meeting was well informed and prepared to actively participate. Sometimes faculty expertise and concerns were subsumed by cost and time constraints.

An FLC *Accreditation Survey* question asked whether “College faculty have a substantive and a clearly defined role in the decision-making process at the college.” Generally, 73 percent of the respondents agreed or strongly agreed, while 19 percent disagreed or strongly disagreed. The full-time faculty agreement rate was also 73 percent, although the disagreement rate was 27 percent. Among part-time faculty, the agreement rate was 74 percent, and the disagreement rate was 13 percent. All of the administrators strongly agreed with the statement, as did 83 percent of the classified staff.

Another FLC *Accreditation Survey* question inquired whether “The college respects, encourages and supports the role of faculty in the decision making process of the college.” Generally, 69 percent of the respondents agreed or strongly agreed with this statement while 21 percent disagreed or strongly disagreed. Breakdown by cohorts shows 64 percent of the full-time faculty agreeing or strongly agreeing with the statement but 36 percent of full-time faculty disagreed or strongly disagreed with the statement. Of the administrators, 100 percent agreed or strongly agreed with the statement and 65 percent of the classified staff agreed or strongly agreed. The full-time faculty variance on this

question may speak to either the “respects,” the “encourages” or the “supports” part of the survey question. Anecdotal discussions have focused on the need for consistent support for faculty in providing expertise, consistent meeting times and dates set well in advance, and prior surveying of involved faculty as to their class schedules.

A final FLC *Accreditation Survey* question related to the role of faculty queried whether “College faculty exercise a substantial voice in other college policies which relate to their areas of responsibility and expertise.” Overall, 64 percent of respondents agreed or strongly agreed, while 17 percent disagreed. Among cohorts, 63 percent of the full-time faculty agreed with the statement, while 23 percent did not. All of the administrators agreed or strongly agreed, and 89 percent of the classified staff did so as well. Of part-time faculty, 53 percent agreed, 8 percent disagreed, and 40 percent did not know, again possibly indicating a need for better communication and information for that cohort.

## PLAN

- None

***10B.7 Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance. In the case of private colleges, the institution has a formal process for providing input regarding institutional governance.***

## DESCRIPTION

The formation of the FLC Academic Senate began as a senate-in-training under the guidance of the CRC Academic Senate. The FLC Academic Senate has advanced to the current status of an independent Academic Senate with ratified constitution and bylaws, acting in cooperation with the CRC Academic Senate and the LRCCD Academic Senate. Details of this progress are discussed below.

### *Spring 1998*

In May of 1998, the CRC Academic Senate president, set up a senate-in-training for FLC in order for the faculty to learn about the rights and responsibilities of the faculty through the senate and in order to formulate some ideas about governance. The CRC senate president agreed to serve as mentor to the senate-in-training and met in June 1998 with the four faculty appointed to this ad hoc group. This virtual senate operated loosely under the *CRC Academic Senate Constitution and Bylaws*, fulfilling the obligations of those documents in a limited fashion.

### *Fall 1998*

Over the summer of 1998, four faculty, two from the Folsom campus and two from EDC, developed a draft shared governance model to serve for 18 months. It was approved in fall 1998 by the faculty and thus began the FLC virtual senate. The FLC faculty elected four senators. These senators began discussions with administration, classified staff, and students on governance committee structures and processes, culminating in documents that set up committee rules and constituency membership. The

Matriculation and Student Success committee began functioning mid-fall semester while the other committees commenced spring semester 1999.

#### *Spring 1999*

Some virtual senate members along with some Educational Planning Committee members and constituency representatives provided input into retreat planning for the collegewide retreat held offsite at the Folsom Community Center. The FLC *Mission Statements and Vision Statement* were developed as a result of this collegewide retreat.

#### *Fall 1999*

In fall 1999, after spring election of senators, the senate selected from its elected membership a president and five committee chairs. Participatory governance committee meetings commenced, and the committees provided input regarding institutional governance. The committee structure consists of Curriculum, Educational Planning, Budget and Institutional Facilities Planning, Matriculation and Student Success, and Professional Activities Committees. The FLC Academic Senate continued an ongoing dialogue with the FLC provost on substantive matters beyond the existing the governance structure. Topics included a middle college concept that would be located on the Folsom campus or on adjoining property and also accreditation workgroup membership.

#### *Spring 2000*

In spring 2000, the LRCCD Academic Senate officially recognized the Academic Senate for the future FLC, and commencing fall 2000 allotted the FLC Academic Senate president one vote at district senate until such time as FLC becomes accredited as a separate institution. When this occurs, the FLC Academic Senate will receive full representation and voting allocation.

At this time the senate began meetings with the FLC provost and the other constituencies in an attempt to clarify which committee assignments were of an academic and professional nature and thus belonged to the senate, and which were not. Discussions included how the participatory government committees would deal with the various responsibilities before them, since some were academic and professional in the purview of the senate, and some were not. The provost and the academic senate representatives worked through spring 2000 and over the summer to resolve this question and to develop a process delineating how administration and faculty would come to resolution on those items whose relevance to academic and professional issues were questioned.

#### *Fall 2000*

A collegial consultation document was signed in fall 2000 and the model is being implemented.

#### *Spring 2001*

In spring 2001, the Academic Senate past president received 0.20 reassigned time to do a survey of existing Academic Senate constitutions and write an initial rough draft of an *FLC Academic Senate Constitution and Bylaws* and a *Faculty Handbook*. These items were submitted for consideration at the end of the semester.

#### *Fall 2001*

Fall 2001 saw the creation of an ad hoc senate constitution committee composed of faculty members from both the Folsom campus and EDC. This committee reworked the initial draft and sent it to the Academic Senate. At the spring flex day, the senate held a faculty forum and presented faculty with the constitution subcommittee draft. A similar informational forum to answer questions and receive faculty input was held before the first senate meeting of the semester. The constitution committee

finished the initial drafting and revision of the bylaws in February and sent the draft to the Academic Senate. The senate hosted an informational forum on the bylaws on the first Friday in March. The FLC Academic Constitution and Bylaws were submitted to the faculty for ratification and were approved and ratified in May 2002.

## ANALYSIS

FLC has made significant strides in establishing an Academic Senate. Candid discourse between administration and the senate continues and is healthy. Insight into collegewide perceptions on the success of the FLC Academic Senate in providing a means for institutional governance input may be gained by examining the FLC *Accreditation Survey* question that asks whether the “College faculty have a substantive and a clearly defined role in the decision-making process at the college.” Generally, 73 percent of the respondents agreed or strongly agreed, while 19 percent disagreed or strongly disagreed. The full-time faculty agreement rate was also 73 percent, although the disagreement rate was 27 percent. Among part-time faculty, the agreement rate was 74 percent and the disagreement rate was 13 percent. All of the administrators strongly agreed with the statement, as did 83 percent of the classified staff.

A second FLC *Accreditation Survey* question inquires whether “College faculty have established an Academic Senate (or appropriate organization) for providing input regarding the decision making process at the college.” Overall, 95 percent of the respondents agreed or strongly agreed with this statement, with only 1 percent disagreeing and 4 percent stating that they did not know. All of the faculty strongly agreed or agreed with the statement, echoed by 100 percent of the administrators. Similar results were present in the adjunct cohort as well as the classified staff cohort, with both 95 percent of the part-time faculty and the classified staff strongly agreeing or agreeing with this statement.

## PLAN

- None

***10B.8 The institution has written policy which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.***

## DESCRIPTION

LRCCD board policy identifies appropriate administrative support at the district level for academic senates including release time for senate leadership. In spring 2000 the LRCCD Academic Senate signed a memo of understanding (MOU) with the chancellor agreeing that reassigned time for each college academic senate would be 1.6 full-time equivalent (FTE) per semester, with various funding mechanisms and additional release time for district senate and district committees also being addressed. The district senate MOU states support for funding FLC senate release time as FLC continues to grow into a college, but no funding is guaranteed in this document.

FLC is not yet a separate college, thus the Academic Senate has not received this 1.6 FTE reassigned time. From the inception of the virtual senate, FLC administration negotiated to build the FLC senate reassigned time each year so that FLC will be at 1.6 FTE by fall 2003. In the spring 1999 semester, the virtual senate received 0.532 FTE total for faculty leadership in participatory governance committees and senate leadership.

In fall 2000, following academic senate negotiations with the chancellor, administration funded 1.0 FTE for positions and supplemented this with 0.40 FTE from the chancellor's reassigned time in order for FLC to gear-up and produce the documents necessary for accreditation. This additional reassigned time went to senators chairing the Matriculation and Student Success and Educational Planning Committees.

Beginning fall 2001, the chancellor's reassigned time became the FLC president's reassigned time. The president utilized 0.10 FTE from that fund to support preparation for accreditation. Due to funding shortages caused by the energy crisis, administration was not able to increase support for senate leadership. The FLC Academic Senate was given 1.2 FTE reassigned time per semester from regular funding sources for senate and committee leadership and had to reduce the amount of reassigned time for two faculty participatory governance chairs. In fall 2002, 1.4 FTE reassigned time was provided.

The collegial consultation model signed by FLC Academic Senate and administrative representatives in fall 2000 supports faculty participation in governance and policy and planning bodies. The model defines areas of responsibility for each participatory governance committee, noting whether these responsibilities are of an academic and professional nature or not, and establishes a process to be followed when the recommendation of a committee falls under senate purview. Constituency membership on each committee is listed in documents resulting from discussions in fall 1998 with constituency representatives. FLC faculty have seats on the LRCCD Academic Senate and districtwide committees, whether ad hoc or long standing committees of one or more years duration.

Policy and planning bodies not addressed in one of the participatory governance committees in the model still require academic senate involvement and faculty input. While these processes are not always spelled out, faculty are involved as exemplified in planning bodies, such as the Phase 1B facilities planning sessions held fall 2001.

## **ANALYSIS**

Clearly FLC has written policy that identifies support for faculty participation in governance via the Academic Senate. The collegial consultation model outlines venues for faculty participation on policy, planning, and other bodies. In other instances, the LRCFT contract outlines faculty participation in faculty performance review teams and in department representation to management.

An FLC *Accreditation Survey* question inquired whether "The college respects, encourages, and supports the role of faculty in the decision making process of the college." Generally, 69 percent of the respondents agreed or strongly agreed with this statement while 21 percent disagreed or strongly disagreed. Breakdown by cohorts shows 64 percent of the full-time faculty agreeing or strongly agreeing with the statement, but 36 percent disagreeing or strongly disagreeing with the statement. All of the administrators agreed or strongly agreed with the statement and 65 percent of the classified staff agreed or strongly agreed. Anecdotal discussion has focused on the need for additional reassigned time so that faculty may fully participate in institutional governance.

## PLAN

- None

### ***10B.9 The institution clearly states and publicizes the role of staff in intuitional governance.***

## DESCRIPTION

LRCCD *Board Policies and Regulations Manual* P 3411-3412 and R 3411-3412 establish participatory governance that includes involvement of classified staff. These policies and regulations along with FLC collegial consultation documents clarify the role of classified staff in participatory governance process.

FLC established a Classified Senate that meets regularly and sends out minutes to all constituencies. The Classified Senate leadership regularly communicates with staff regarding classified issues and seats on the participatory governance committees. This body has a constitution and by-laws that include purpose, responsibilities, duties of officers, and much more.

Beyond the Classified Senate, classified staff have opportunities to participate in FLC governance through collegwide participatory governance committees, leadership and coordinating counsels, and accreditation workgroups, among others. The following FLC standing participatory governance committees include classified representation:

- Budget and Institutional Facilities Planning
- Curriculum
- Educational Planning
- Matriculation and Student Success
- Professional Activities (including the classified hiring priorities subcommittee)

On a larger scale, the LRCCD has established several districtwide committees with staff representation, including the chancellor's cabinet, districtwide shared governance and steering committee, and the district matriculation committee.

## ANALYSIS

FLC and the LRCCD publicly recognize the value of classified staff participation in institutional governance as shown by the governance structures in place. Likewise, support for classified staff in institutional governance is evident in funding allocated to backfill the Classified Senate president, if need be for extended or critical periods of time, to enable participation in governance matters.

The classified staff version of the *FLC Accreditation Survey* inquired whether "College classified staff have a substantive and a clearly defined role in the decision making process at the college." The majority of the staff that responded agreed with the statement.

Another FLC *Accreditation Survey* question queried whether “College classified staff have established a senate (or appropriate organization) for providing input regarding the decision making process at the college.” The overall response to this statement was 68 percent, with 4 percent disagreeing and 28 percent did not know. By cohorts, 89 percent of the full-time faculty agreed or strongly agreed with the statement, as did 89 percent of the classified staff. All of the administrators strongly agreed. In contrast, 61 percent of the part-time faculty responded that they did not know, with 40 percent agreeing or strongly agreeing with the statement. This part-time faculty response may indicate a lack of interaction with classified staff in governance matters as not many of the part-time faculty serve on committees.

A third FLC *Accreditation Survey* question asked whether “College classified staff exercise a substantial voice in other college policies, which relate to their areas of responsibility and expertise.” In general, 42 percent of those responding agreed or strongly agreed while 18 percent disagreed or strongly disagreed and 40 percent did not know. By cohort, 54 percent of the full-time faculty agreed or strongly agreed with this statement, 15 percent disagreed or strongly disagreed, and 31 percent did not know. Among part-time faculty that did not know, the rate climbed to 72 percent, and 24 percent disagreed or strongly disagreed, while 24 percent agreed or strongly agreed. All administrators agreed or strongly agreed with the statement. Classified staff had a 56 percent agreed response to this statement, but 45 percent disagreed or strongly disagreed. The high rate of not knowing for part-time faculty may again indicate lack of interaction between the two employee groups. As to the classified staff 56 versus 45 percent agreed versus disagreed response, the question may be related to use of the word substantial to describe the classified voice or that the process by which classified share their expertise is unclear.

A final FLC *Accreditation Survey* question related to the role of classified staff in institutional governance sought feedback on whether “The College respects, encourages, and supports the role of classified staff in the decision making process of the college.” Overall, 51 percent of those responding agreed or strongly agreed with this statement while 17 percent disagreed or strongly disagreed and 32 percent did not know. By cohort, 46 percent of the full-time faculty agreed or strongly agreed with this statement, with 23 percent disagreeing or strongly disagreeing and 23 percent responding that they did not know. Of the classified staff, 72 percent strongly agreed or agreed with the statement, as did 100 percent of the administrators. Of part-time faculty, 40 percent agreed or strongly agreed with the statement and 55 percent said that they did not know.

The participatory governance structures are relatively new to FLC, thus there should be continued discussion of staff involvement and the use of staff expertise. In particular, the part-time faculty seem to be unaware of the role of staff in governance. Broader communication should take place so that the collegewide community is clear on the role of staff in institutional governance.

Due to recent increases in the number of full-time staff, the current Classified Senate *Constitution and By-Laws* structure and language is not able to properly fulfill its stated purposes in an efficient manner. Recognizing this, the Classified Senate has formed a subcommittee to examine the constitution and by-laws, draft revisions, and present them to the Classified Senate for ratification. This process should be well publicized and communicated to all constituencies.

## **PLAN**

- None

***10B.10 The institution clearly states and publicizes the role of students in institutional governance.***

**DESCRIPTION**

Associated Student Government (ASG) is the official student representative organization that provides leadership and support for the FLC student body. This organization, through its student-elected council, is responsible for directing a variety of student activities and serves as the official student voice in campus affairs. ASG states its purpose in the *FLC Student Guide* as:

“... Encourage student participation in the governing of [FLC], establish an open communication among the students, faculty, staff, and administrators, [and] facilitate scholastic, cultural, social, and recreational activities on campus and in the community.”

In addition to developing and coordinating programs that stimulate intellectual and social life at FLC, students are provided a voice in institutional governance through membership on standing participatory governance committees at the college. Students participate on committees such as Budget and Institutional Facilities Planning, Educational Planning, and Matriculation and Student Success as well as on full-time tenure track faculty hiring committees.

ASG meets regularly, as does its five standing committees. These meetings are publicized and minutes are taken. Executive officers are elected in April of each year and assume office at the end of spring semester. Student council representatives are elected in April and September and assume office immediately in the school month following the election. All elections are well publicized and supervised. On a broader scale, there is one student from the LRCCD elected to the Board of Trustees for a one-year term. FLC students participate in this publicized, districtwide election. The student trustee attends the board meetings and votes *ex-officio*. The primary responsibility for this student is to coordinate meetings and the flow of information between the student body presidents of the four colleges. Student government members participate in regional and statewide leadership development and legislative activities sponsored by the California Student Association of Community Colleges (CalSACC).

As part of its presence on campus, ASG has an office in the remodeled portables at the Folsom campus and in the student services complex at EDC. Office hours for these locations are posted. The faculty advisor's office is part of the ASG space at the Folsom campus. Storage of the student identification card equipment and all ASG supplies and equipment is also in this office space. Beyond having a dedicated location for FLC students to interact with their representative, ASG also holds a number of activities and publishes one or more newsletters to its constituency. Usually, there is a student suggestion box in the student lounge area at both sites. FLC clubs keep in contact with the activities director, who represents club interests at ASG meetings. Through these various means, ASG gathers input from students as to the direction the ASG leadership should take in terms of activities, improvements in student life, and so on.

ASG has had three different faculty advisors over the past four years. The dean of student development and enrollment management supervises the faculty advisor, who generally receives 0.50 FTE as student life coordinator to work with the ASG and with students in clubs and other activities at both the Folsom campus and EDC. The faculty advisor attends any meetings involving student

government and/or activities, attends leadership and collegewide meetings, teaches the student government class, and develops the student life program. The vice president of instruction and student development meets regularly with the ASG advisor to address issues of concern and maintain open communication.

## **ANALYSIS**

FLC faculty and administrators have made special efforts to include students on campus standing committees. Students also have the opportunity to participate on faculty hiring committees. College efforts reflect the belief that students are an important part of the participatory governance process and that student involvement is required for total campus success. Overall, FLC, with the assistance of ASG, has made good effort to clearly state and publicize the role of students in institutional governance. This sentiment is reflected in an FLC *Accreditation Survey* question that inquired whether “The college provides the ability for students to participate in the decision making process of the college.” Overall, 68 percent of the respondents agreed with the statement, 10 percent disagreed or strongly disagreed, and 22 percent did not know. By cohort, 88 percent of the full time faculty agreed or strongly agreed, as did 100 percent of the administrators and 78 percent of the classified staff. For the part-time faculty 50 percent agreed or strongly agreed with the statement while 42 percent responded that they did not know, again perhaps indicating a lack of information by that cohort in terms of participatory governance.

Despite solid efforts at stating and publicizing the role of students in institutional governance, ASG has experienced challenges in garnering full participation from students. ASG has had a difficult time encouraging the student body to vote in elections. These challenges regarding participation occur within the ASG itself. While ASG meetings are announced and publicized, there is some concern over low levels of attendance at the meetings and what level of representation should constitute a quorum.

Students report being somewhat disheartened by the turnover in ASG advisors. The lack of continuity with the faculty advisor position has impacted student morale and initial involvement in student government. This circumstance may affect student government involvement in college governance activities. Advisors split between two different academic areas presents challenges in communication, attendance at meetings, and work with students.

Currently, ASG office space serves a number of student-related needs. Space is at a premium as FLC grows, so the student government office space is somewhat crowded at this time. This lack of space may impact the ability of the student government to reach out to its constituents.

## **PLAN**

- None

## ***10C. Multi-College Districts and/or Systems***

The LRCCD Board of Trustees and the chancellor understand the uniqueness of each college and the need to value the colleges as individual institutions. The LRCCD is an effective family of colleges, including Sacramento City College, American River College, Cosumnes River College, and the soon to be Folsom Lake College, working to meet the needs of the community.

### ***10C.1 The district/system chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.***

#### **DESCRIPTION**

The current LRCCD chancellor has been with the district since 1996 and works to provide leadership for the development and implementation of strategic direction, core values, mission, and vision for the district. The chancellor articulates focused planning, implementation, and evaluation in areas such as educational and support programs, facilities, and student needs. The chancellor also works closely with the college presidents, academic senate leaders, and union representatives to carry out the district's mission.

#### **ANALYSIS**

During his tenure with the LRCCD, the current chancellor has provided effective leadership in the development of two strategic plans, one in 1997 and another in 2001. These plans have been successful in contributing to priority development for the district as well as influencing college planning. The chancellor has consistently forged strong, positive partnerships with entities such as local business, higher education institutions, legislators, government agencies, and civic and community service organizations. In addition, the chancellor has successfully communicated the facility needs of the LRCCD and benefits of community college education to the local communities enabling the passage of a local bond to effectively address such needs.

#### **PLAN**

- None

### ***10C.2 The district/system chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.***

#### **DESCRIPTION**

While the chancellor has ultimate responsibility for the management of human, financial, and facility resources as well as for compliance with governing board policies and state and federal regulations and laws, the creation and implementation of district policies and regulations is overseen by the LRCCD Board of Trustees with input from all constituent groups via the chancellor's cabinet. A districtwide budget committee, recently created by the governing board and chancellor, serves as a good example of how management solicits input from all constituent groups. In addition, the

chancellor and district office staff work with the college leadership to continue the tradition of conservative financial management; financial health is a core value of the LRCCD shared by all employees.

## **ANALYSIS**

The chancellor consults regularly with key staff and various constituency groups to ensure the solvency of the district and the legality of all fiscal matters. Policies and practices have been implemented to minimize and/or eliminate any inequities among the colleges. As a result, the colleges tend to be more collaborative, working in a more cohesive direction together, rather than separately.

## **PLAN**

- None

### ***10C.3 The district/system has a statement which clearly delineates the operational responsibilities and functions of the district/system and those of the colleges.***

## **DESCRIPTION**

The LRCCD defines responsibilities and roles of each unit within the organization and utilizes an interest-based approach in dealing with disagreements. *District Mapping: Functional Lines of Responsibility* is a series of reports which include an outline of the functional lines of responsibility across broad operational areas, defined by the intentions of policies, procedures, and practice. Those functional areas that are primarily college include: education program, student support, food service, bookstore, and child care services. Those functional areas that are coordinated jointly include: planning and research, fiscal activities, communication activities, human resources, management information systems/information technology, grants and foundations, building administration and grounds maintenance, safety and security, and mail distribution. Those functional areas that are primarily district include: governance and administration and facilities planning.

## **ANALYSIS**

There is a clear understanding of the delineation of responsibilities within the organization. College personnel recognize most centralized functions and operations performed by the district. There is concern, though, that certain centralized services provide a challenge to preserving the uniqueness of each college. Unless there is a compelling reason for planning, programmatic, and operational decisions to be district driven, each college should assume primary responsibility in these areas.

## **PLAN**

- FLC will continue to dialogue with LRCCD regarding functional roles, as outlined through the mapping process, amongst the colleges and the district.

***10C.4 The district/system provides effective services that support the mission and functions of the college.***

**DESCRIPTION**

The staff of the LRCCD office function to sustain the mission of the colleges and clearly understand their responsibility for supporting the instructional process and student success. Examples of district level support for the colleges are in the areas of grants, fundraising, public information, and student success and transfer research. In addition, the district provides critical data to guide and strengthen the college education and support programs.

**ANALYSIS**

District staff provide the most up-to-date information to assist college staff in performing their duties to sustain both the college and district missions. Such centralized services provide cost-saving measures, improved services to college staff, and increased opportunities for success of students, programs, and services.

**PLAN**

- None

***10C.5 The district/system and the college(s) have established and utilize effective methods of communication and exchange information in a timely and efficient manner.***

**DESCRIPTION**

The LRCCD office works with the colleges to effectively communicate both internally and externally in a timely and efficient manner. The chancellor uses multiple methods of communication with district personnel and his open door policy and willingness to communicate are well known throughout the organization. The chancellor participates in convocation day events at each college every semester. In addition, he selectively picks days to visit the campuses, walk the halls, and talk with faculty, staff, and students. The chancellor also sponsors special collegewide meetings at each campus, including the center sites for updates on matters crucial to the wellbeing of our district, college, staff, students, and communities. Hardcopy and email communiqué are sent to update the FLC community on LRCCD affairs.

**ANALYSIS**

As evidenced by the numerous means employed, the LRCCD and FLC strive for effective methods of communication and exchange of information in a timely and efficient manner. Despite these significant efforts, communication continues to be cited, particularly by faculty, as an area for improvements.

## **PLAN**

- FLC will explore ways to enhance communication between the college and the district.

### ***10C.6 The district/system has effective processes in place for the establishment and review of policy, planning, and financial management.***

## **DESCRIPTION**

The LRCCD has an effective strategic planning process that includes input from all colleges, constituent groups, and the community. Additionally, there are districtwide planning processes for finance and technology and a district budget committee including representation from all constituent and collective bargaining groups.

## **ANALYSIS**

As an organization, the LRCCD demonstrates a clear understanding of the challenges and opportunities of the future and has effectively planned for continuing to support student success. Each of the planning processes contains an evaluation or review process to enhance the effectiveness of their prescribed focus.

## **PLAN**

- None

## WORKS CITED

- 10-1 LRCCD Strategic Plan
- 10-2 LRCCD Board Policies and Regulations Manual (cross referenced)
- 10-3 Substantive Change Report
- 10-4 FLC Eligibility Report
- 10-5 FLC Mission Statements and Vision Statement
- 10-6 FLC Goals and Objectives
- 10-7 Project 1000 grant
- 10-8 Crossing Boundaries grant
- 10-9 The Academy for Innovation in Teaching and Learning grant
- 10-10 FLC Accreditation Survey
- 10-11 Participatory Governance Consultation Model
- 10-12 LRCCD Hiring Manual for Full-time Faculty
- 10-13 LRCCD Agreement with LRCFT (cross referenced)
- 10-14 FLC Master Calendar and Faculty Resource Binder (cross referenced)
- 10-15 FLC Academic Senate Constitution and Bylaws
- 10-16 CRC Academic Senate Constitution and Bylaws
- 10-17 *draft* FLC Faculty Handbook
- 10-18 MOU with LRCCD Chancellor
- 10-19 *draft* Classified Senate Constitution and By-Laws
- 10-20 FLC Student Guide
- 10-21 EDC student newsletter
- 10-22 Crossing Boundaries Newsletter
- 10-23 District Mapping: Functional Lines of Responsibility



# **PLANNING SUMMARY**

## **Folsom Lake College Report of the Institutional Self Study for Candidacy/Initial Accreditation SPRING 2003**

The self study completed by the faculty, classified staff, administrators and students of Folsom Lake College represents a broad-based effort to describe institutional practices and to define overall levels of effectiveness. Planning agendas to be accomplished over the next six years of the accreditation cycle follow each of the standards of this self study. As a result of the institutional self study process and analysis of the planning agendas, five broad-based themes emerged. Those themes included a focus on and need for: 1) Integrated Planning; 2) Enhancement of Effective Communication; 3) Staffing Priorities; 4) Research Development; and 5) Learner Outcomes. The Accreditation Self Study Steering Committee will assume the initial task of identifying the responsible staff/committees/constituent groups and develop a tentative timeframe for accomplishing each of the standards' planning agendas. Those recommendations will be processed through the college's participatory governance process. Additional operational planning items identified through the self study review process will be prioritized and addressed with other college goals, which are directly tied to the district's strategic goals. The list of the operational planning items is available for review.

The five major themes that emerged from the self study are highlighted below. All of these themes have significant impact upon student success and the fulfillment of the college's vision and mission statements. The planning agendas for each of the standards within the self study also follow.

### **THEME ONE: INTEGRATED PLANNING**

The conceptual development of Folsom Lake College required district-wide planning from a broad group of individuals and committees. During the past five years, the cornerstone for college-wide planning has shifted to committee structures through its participatory governance process. All constituent groups have an active voice in collegewide matters. Great progress has been made in planning efforts as FLC has been transitioning from center status to college status. Certainly the need to improve the integration of planning is paramount to becoming even more effective as an institution. The self study revealed that integrated planning constitutes more effective utilization of various plans, data, and processes: Educational Master Plan, program review, research data, the participatory governance process and other forms of information in its decision-making processes. FLC needs to build upon these structures by developing a consistent and informed process for integrating the results of these structures into the college's strategic planning and decision-making process.

### **THEME TWO: ENHANCEMENT OF EFFECTIVE COMMUNICATION**

Effective communication between all the constituencies at FLC is necessary to fulfill the college's mission and ensure student success. The need for improved communications was evidenced in recommendations that will guide the college in creating a more accurate college identity. Dissemination of accurate, current, up-to-date information and communication in general were common concerns in the standards of the self study. Plans also cited need for improving communication to students; between instructional and non-instructional faculty; among staff,

management and participatory governance committees; between the college and district office. Several planning items cited needed improvement of communication and communication vehicles focused on providing training and developing programs/workshops to increase awareness of college and district processes, procedures, goals and activities among faculty, support staff, administrators, and students. Of particular concern was the need to establish a more definitive timeline to review the participatory governance process to ensure clarity of the process by all constituent groups.

### **THEME THREE: STAFFING PRIORITIES**

The LRCCD has made a concerted effort to transition the education centers to college status. Focused attention has been placed on resources, including staffing, since the conceptual development of the college some ten years ago. The college's organizational structure and staffing priorities are regularly reviewed as a part of the entire district's staffing prioritization process. Faculty and staff provide justification of hiring needs for their respective areas. As more focused attention on integrated planning occurs, staffing prioritization will become even clearer. Current budget constraints certainly have a major impact on the hiring of all staff. In addition to the current budget constraints, the college is located in an area of population growth and will no doubt continue to be presented with staffing challenges to meet the needs of ever increasing numbers of students. The self study clearly indicated need for staffing in key areas such as research and planning, classified support staff, instructional faculty and its administration. Paramount to the execution of addressing the vast majority of the college's planning agenda resulting from the self study review is that of a highly qualified researcher. Library/learning resources staffing was also deemed crucial to enhance the support of student success within the learning resource environments established at both the Folsom campus and EDC.

Professional staff development for all constituent groups was also cited. The district and college have made very strong and visible commitments to professional staff development through various streams of resources, including staff positions, facilities, and funding for training opportunities. There is continued need in staff development particularly given the increased hiring of faculty and staff for a new college, the increased and changing student population and the overall obligation of the college to provide on-going professional development opportunity for its faculty and staff.

### **THEME FOUR: RESEARCH DEVELOPMENT**

FLC needs to utilize research more effectively. It's apparent that a well-trained individual knowledgeable of data collection and analyses is required as an initial step for FLC to effectively utilize research in its planning and decision-making efforts. Training of key personnel, including faculty and staff at FLC, is needed in the use of district and college data and database management software. Currently limited research data is obtained from the district's Office of Institutional Research. Both collegewide and in-class research data are needed to understand current status of institutional, program and service effectiveness. Additionally a research agenda is needed to establish sound decisions for future planning. The instructional faculty needs to be provided with clear and accurate data on students. Classroom-based research will facilitate clarity on learner outcomes.

### **THEME FIVE: LEARNER OUTCOMES**

Measuring student learner outcomes is at the forefront of conversations particularly amongst FLC faculty and administration. The college is committed to verifying student success in terms of

measurable outcomes. As noticed in Theme Four above, the college lacks adequate research to effectively identify and verify such measurable outcomes. In preparation for measuring student learner outcomes, many of the college's faculty and several administrators have participated in state, district and college-wide workshops focused on learner outcomes. Faculty are reviewing their curriculum, including course outlines and syllabi based on information they obtain from a variety of workshops and discussions on learner outcomes. Classroom-based research data is critical for the success of adequately identifying and verifying measurable student learner outcomes.



## **PLANNING AGENDA**

### **STANDARD ONE**

- Academic departments, instructional programs, and service areas that do not have a mission statement and supporting goals and objectives that reflect the FLC mission statements will develop them. (1.3)

### **STANDARD TWO**

- Pending budgetary limitations, approved positions will be filled for a DSPS coordinator and an EOP&S director to steward these programs that support student equity. (2.6)
- Over the next year, FLC will enhance diversity by facilitating an increase in underrepresented student populations. (2.6)
- Following receipt of recommendations from the Commission, the accreditation steering committee and participatory governance committees will meet regularly to discuss progress and changes to ensure that Commission recommendations are implemented. (2.8)

### **STANDARD THREE**

- FLC will seek means to acquire the customized data necessary for the most effective planning and evaluation. (3A.1)
- FLC will examine present research needs and identify resources necessary to move forward with a comprehensive research planning agenda. (3A.2)
- FLC will develop a comprehensive process/plan to evaluate the accomplishment of college mission and purposes. (3A.3)
- Instructional Program Review will be fully implemented as one of the core instruments for evaluating the ability of programs/departments to accomplish the mission and purposes of FLC. Integral to the Instructional Program Review process will be an assessment of achievement of program/department-identified student learning outcomes. (3A.3)
- FLC will examine methods for assessing the effectiveness of non-traditional course delivery modes, such as open-entry-open-exit and distance learning, in facilitating achievement of student learning outcomes. (3A.3)
- FLC will complete development of a strategic planning process and a strategic plan that will interconnect all planning and evaluation processes in coordination with LRCCD planning and accreditation cycles. (3B.3)

## **STANDARD FOUR**

- The FLC Strategic Plan will be updated. (4A.1)
- FLC will prioritize hiring a researcher to ensure collection of data regarding student populations at each site and to query the needs of local business and industry. (4A.2)
- FLC will expand means to assess technical and professional competence of students completing occupational and vocational programs. (4B.6)
- Faculty will develop clearly stated student learning outcomes for FLC courses. (4D.3)

## **STANDARD FIVE**

- FLC will prioritize hiring of a researcher. (5.5)
- FLC will prioritize hiring diversely qualified faculty and staff to ensure comprehensive and accessible services, regardless of service location or delivery method. (5.6)
- FLC will develop a research agenda for student services that is integrated into the collegewide research agenda. (5.10)

## **STANDARD SIX**

- The FLC library collection will be increased. (6.2)
- FLC will prioritize hiring additional staff, including librarians and support staff, for the Folsom campus Personal Learning Environment and the EDC Tutoring and Study Center, Learning Resource Center, and Reading and Writing Center. (6.4)
- FLC will develop a formal plan to guide evaluation of library effectiveness, staffing efficiencies, and adequacy of services. (6.7)
- FLC will develop a formalized tutoring plan, including strategies for increasing the number of tutors. (6.7)

## **STANDARD SEVEN**

- FLC will review and update its classified hiring priority process to ensure that it is responsive to the needs of the college. (7A.1)
- FLC will work to improve clarity of evaluation processes for all constituencies. (7B.1)

## **STANDARD EIGHT**

- FLC will work with the LRCCD to prioritize FLC Phase 2 facility needs. (8.1)
- FLC will work with the LRCCD to identify and pursue possible locations and facility options for RCC. (8.1)
- FLC and the LRCCD will explore all options for securing resources, including grants and partnerships, for acquiring state-of-the-art equipment to support high quality educational programs and services at all locations. (8.4)
- FLC will actively seek information from and work cooperatively with all participatory governance committees that influence facilities planning. (8.5)

## **STANDARD NINE**

- FLC will seek alternative resources including grant opportunities and business partnerships. (9A.2)
- FLC will work with the LRCCD to ensure equitable distribution of resources to support institutional programs and services, including staffing. (9B.2)
- FLC will work with the LRCCD to prioritize allocation of resources to support the FLC Foundation. (9B.4)
- FLC will pursue options for increasing financial resources so that appropriate reserves can be maintained during periods of rapid college growth. (9C.4)

## **STANDARD TEN**

- FLC will seek opportunities to further promote and maintain the spirit of participatory governance. (10B.3)
- FLC will explore various ways to provide and will assess all constituencies' roles in an effective teaching and learning environment. (10B.3)
- FLC will continue to dialogue with LRCCD regarding functional roles, as outlined through the mapping process, amongst the colleges and district. (10C.3)
- FLC will explore ways to enhance communication between the college and the district. (10C.5)



# Acronyms List

## FLC Self Study Report

AAOB	Augmentations to Annual Operating Budget
ACCJC	Accrediting Commission for Community and Junior Colleges
ADA	Americans with Disabilities Act
AIA	Association of Instructional Administrators
ALO	Accreditation Liaison Officer
AOB	Annual Operating Budget
ASG	Associated Student Government
BIFPC	Budget and Institutional Finance Planning Committee
CalSACC	California Student Association of Community Colleges
CalWORKs	California Work Opportunity and Responsibility to Kids
CDF	College Discretionary Funds
CELSA	Combined English Language Skills Assessment
CIS	Computer Information Science
COB	Capital Outlay Budget
CRC	Cosumnes River College
CTEP	College Test of English Placement
DSPS	Disabled Students Programs and Services
EDC	El Dorado Center
EMP	Educational Master Plan
EOP&S	Extended Opportunities Programs and Services
EPC	Educational Planning Committee
ERES	Educational Records Evaluation Service
ESL	English as a Second Language
FERPA	Family Educational Rights and Privacy Act
FLC	Folsom Lake College
IPR	Instructional Program Review
IT	Information Technology
ITFS	Interactive Televised Fixed System
LRCCD	Los Rios Community College District
LRCEA	Los Rios Classified Employees Association
LRCFT	Los Rios College Federation of Teachers
LRSA	Los Rios Supervisors Association
MSDS	Materials Safety Data Sheets
MDTP	Math Diagnostic Testing Project
MVLS	Mountain Valley Library System
OCLC	Online Computer Library Center
PAC	Professional Activities Committee
PIO	Public Information Officer
PLE	Personal Learning Environment
P.O.S.T.	Police Officer Standards Training
PFE	Partnership for Excellence
RCC	Rancho Cordova Center
RP Group	Research and Planning Group
SEIU	Service Employees International Union
SIFE	Students in a Free Enterprise Society
SVLN	Sierra Valley Library Network
TRANS	Tax Revenue Anticipation Notes
WASC	Western Association of Schools and Colleges