PEER REVIEW TEAM REPORT

Folsom Lake College
10 College Parkway
Folsom, CA 95630

This report represents the findings of the Peer Review Team that conducted a Focused Site Visit to Folsom Lake College from October 12, 2022 to October 13, 2022. The Commission acted on the accredited status of the institution during its January 2023 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Katrina VanderWoude
Team Chair

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Folsom Lake College
Peer Review Team Roster
TEAM ISER REVIEW

Dr. Katrina VanderWoude* Team Chair Los Angeles Community College District Vice Chancellor	Dr. JoAnna Schilling, Vice Chair Cypress College President
ACADEMIC MEMBERS	
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ACCJC STAFF LIAISON	
Dr. Gohar Momjian Vice President	

*Persons who served as participants on the district review team.

Folsom Lake College
Peer Review Team Roster
FOCUSED SITE VISIT

Dr. Katrina VanderWoude, Team Chair*
Los Angeles Community College District
Vice Chancellor

Dr. JoAnna Schilling, Vice Chair
Cypress College
President

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Honolulu Community College
Assistant Professor, English

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Summary of Focused Site Visit

INSTITUTION: Folsom Lake College

DATES OF VISIT: October 12-13, 2022

TEAM CHAIR: Dr. Katrina VanderWoude

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In February 2022, the team conducted a Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component). The team provided Core Inquiries that were pursued during the visit to validate compliance, improvement, or areas of excellence. The two Core Inquiries are appended to this report.

A four-member peer review team conducted a Focused Site Visit to Folsom Lake College on October 12-13, 2022 for the purpose of completing its Peer Review Team Report as part of the determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a pre-Focused Site Visit meeting with the outgoing college CEO on August 15, 2022, and then another meeting with the incoming interim CEO on September 15, 2022, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. The team chair further maintained regular contact with the ALO in preparation for the on-site visit.

During the Focused Site Visit, team members toured the main campus and the two educational centers, meeting with approximately fifteen faculty, administrators, classified staff and students in formal meetings, group interviews, and individual interviews. The team held an Open Forum on October 12, 2022, which was attended by over twenty employees and students, that provided the College community and others an opportunity to share their thoughts with the Focused Site Visit team. During the exit report on October 13, 2022, the team chair thanked the College staff for their exceptional work in coordinating and hosting the Focused Site Visit and shared an unofficial overview of preliminary observations.

Major Findings and Recommendations of the Peer Review Team Report

Team Commendations

Commendation 1: The team commends the College for their excellent use of data dashboards including the Improve Database, the Efficiency Measures Dashboard, and the Student Success and Equity Dashboard for all constituent groups to use that informs their respective student learning outcomes analysis, program review assessment, and determination of equity and achievement gaps. (I.B.6, II.A.7, II.A.16)

Team Recommendations

Recommendations to Meet Standards:

None

District Recommendations to Meet Standards:

None

District Recommendations to Improve Quality:

District Recommendation 1:

In order to increase effectiveness, the team recommends the District develops, implements, and documents a process that consistently involves stakeholders for the regular review of all Board Policies and Administrative Regulations, as well as revisions and the initiation of new policies and regulations as needed. (IV.C.7)

Introduction

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

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

The passage of two bond measures in 2002 and 2008 has helped fund new facilities construction at FLC over the past 15 years, with multiple buildings contributing to the growth of the campus and its centers. The main campus also includes the Harris Center for the Arts, which is home to FLC's visual and performing arts education programs and to local arts organizations and community partners. The College is in the planning stages of a science building on the main campus and the Rancho Cordova Center Phase II is scheduled to open in 2024.

The total fall term student headcount increased by 8.5% between Fall 2016 and Fall 2020. The expansion of the Rancho Cordova Center in 2015 and the development of the prison education program in 2016 have both helped to increase student headcount. The annual headcount (total unduplicated number of students across the academic year) increased 8.2% between the academic years of 2016-2017 to 2020-2021. The annual number of course enrollments increased 8.0% during that same reporting period

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

The team recognizes FLC for its institution-wide focus on, and commitment to, equity. The centering of equity on campus is evidenced by the establishment of a dedicated Equity Center, the creation of a Student Success and Equity data dashboard, and the commitment to view operations and student success through an equity lens – all demonstrated and confirmed during the site visit.

The team further recognizes the College for its collaborative spirit and "can do" attitude, evident during the visit. Collegiality among constituent groups is demonstrated through the college-wide

branding of "Falcontude" and the commitment to spirit wear and school colors that note pride in the work of the college.

FLC has intentionally developed and nurtured healthy and reciprocal connections with the communities it serves. Examples include the intentionality of the programs offered at the educational centers and the community engagement that occurs at these centers. The Innovation Center and the Harris Center serve as destinations and enrichment points for campus and community interaction on the main campus.

Eligibility Requirements

1. Authority

The team confirms that Folsom Lake College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

The College operates under the authority of the State of California Education Code, which establishes the California community College system under the leadership and direction of the Board of Governors (State of California Education Code 70900-70901).

The College meets the Eligibility Requirement.

2. Operational Status

The team confirmed that Folsom Lake College is operational and provides educational services to 13,938 unduplicated student enrollments (annualized) within degree applicable credit courses for the period of the 2021-2022 Academic Year.

The College meets the Eligibility Requirement.

3. Degrees

The team confirmed that 93.3% of Folsom Lake College course sections were offered as credit sections in programs that lead to degrees. In the same year, Folsom Lake conferred 1301associate degrees and 631 certificates.

The College meets the Eligibility Requirement.

4. Chief Executive Officer

The team confirmed that the Board of Trustees employs a Chancellor as the Chief Executive Officer of the Los Rios Community College District (LRCCD) that has direct oversight to the President of Folsom Lake College. The Interim President of Folsom Lake College serves as the Chief Executive Officer of the College and was appointed by the LRCCD Board of Trustees in September 2022. The CEO does not serve as a member of the Board of Trustees nor as the board president.

The team found that the Board of Trustees delegates authority to the LRCCD Chancellor and Folsom Lake College President to administer board policies and implement administrative procedures.

The College meets the Eligibility Requirement.

5. Financial Accountability

The evaluation team confirmed that Folsom Lake College within the Los Rios Community College District performs audits for all financial records, which are conducted by an independent accounting firm. Audit reports are certified, findings and associated District/College responses are appropriately documented. Audits for FY 2019, 2020, and 2021 note District compliance with federal programs.

The College meets the Eligibility Requirement.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third-Party Comment

Evaluation Items:

☒	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
☒	The institution cooperates with the review team in any necessary follow-up related to the third-party comment.
☒	The institution demonstrates compliance with the Commission *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: Folsom Lake College provided opportunities for third-party comment in advance of the team visit by publishing the process on its website and allowing for feedback across internal and external stakeholders. ACCJC did not receive any applicable third-party comments.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

☒	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
☒	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
☒	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
☒	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The College works with internal stakeholders and has an established process for identifying institution-set standards and tracking performance over a five-year period. The College has a well-publicized website and interactive dashboards showing student success and completion milestones, provided clear evidence of student progress and achievement, and regularly reports and discusses data in operational and governance groups.

<u>Credits, Program Length, and Tuition</u>
Evaluation Items:

☒	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
☒	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
☒	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
☐	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
☒	The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: Folsom Lake College awards credits for courses, degrees, and certificates as appropriate for an institution of higher education and in compliance with federal and state requirements. The College Curriculum Committee and the Office of Instruction appropriately

implement Course credit calculations as described in the California Community College Chancellor's Office (CCCCO) Program Course Approval Handbook.

The Curriculum Committee and Office of Instruction adhere to all standards for credit hours, length of programs and certificates, and verifies consistent standards are applied across all programs and disciplines. Folsom Lake College does not offer any clock hour courses.

Transfer Policies
Evaluation Items:

☒	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
☒	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
☒	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: Transfer policies, agreements with transfer institutions, and clear pathways for transfer to other institutions are disclosed to students and the public and are well articulated and implemented on the website, as well as campus publications. Articulation agreements meet the academic standards established by the California Community College Chancellor's Office (CCCO) and meet the standards of the receiving institutions.

The College has Guaranteed Admission Agreements with the CSU system. For the CSU, UC, and California Community College system, the Intersegmental General Education Transfer Curriculum (IGETC) articulation agreement includes general education courses and certain major courses. For the UC system, the University of California Transfer Course Agreement (UCTCA) agreement serves as an evolving list of transferable courses.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
☒	The institution demonstrates regular and substantive interaction between students and the instructor.
☒	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
☒	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
☐	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
☐	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
☒	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
☒	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

☐	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
☐	The college does not offer Distance Education or Correspondence Education.

Narrative: Folsom Lake College utilizes Canvas as its Learning Management tool and the Team reviewed a sample of Distance Education courses from Fall 2021 and examined them in alignment with the College's own stated definition, policy, and training expectations for Distance Education compliance. College processes support compliance with the Commission Policy on Distance Education and Correspondence Education.

Student Complaints
Evaluation Items:

☒	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
☒	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
☒	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
☒	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
☒	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: Folsom Lake College has a clear student complaint process, and makes it available to students through its website, catalog, and schedule.

The College maintains records on student complaints in the respective division offices. Records of formal complaint concerning harassment or discrimination are maintained in the District Human Resources Office.

The Accreditation status of the College and its programs is appropriately represented on the College website.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

☒	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
☒	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment*, and *Policy on Representation of Accredited Status*.
☒	The institution provides required information concerning its accredited status. (Standard I.C.12)

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: Program descriptions and degree requirements, board policies, admissions policies, and center locations are all easily identifiable on the College website. The catalog details

requirements for transfer, degrees, and certificates. Department pages list faculty, certificates/degrees offered, sequences for those certificates/degrees, and program completions. The website lists academic policies and regulations including Standards of Conduct, Student Conduct, and Academic Honesty. Folsom Lake College maintains current accreditation status on the website and welcomes community input on accreditation matters.

Title IV Compliance

Evaluation Items:

☒	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
☒	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
☒	If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
☐	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16) n/a
☒	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.
☐	

Narrative:

The College is in compliance with all Title IV requirements. An annual audit is performed by external auditors and includes a complete review of Title IV compliance.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Folsom Lake College's (FLC) mission, vision statement and statement of institutional values, clearly defines the College's broad educational purposes and commitment to serving a diverse student population, and emphasizes its support for student learning and student achievement. The College has broadened its mission by creating an equity statement, which further underscores the importance of equity-driven decision-making and support for the diverse educational needs of its student body.

The College uses data effectively to identify the success of its students and to determine how well it is accomplishing its mission including: meeting the educational needs of students; assessing and reviewing its processes, identifying key performance indicators and ensuring they support the College's mission; and data are integrated into college planning. The College's decision making is informed by the College Master Plan and FLC's programs and services are aligned with its mission.

The institution's mission-based assessment includes a well-defined Master Planning Process that helps ensure that College governance and decision-making processes are data-driven and participatory in nature. The institution's mission guides institutional decision-making, planning, and informs institutional goals for student learning and achievement. FLC's mission is reviewed annually and widely publicized.

Findings and Evidence:

The team found that the College's mission statement, and accompanying vision statement, create a strong foundation for the institution's broad educational purposes. The intended student population is identified, articulated in the catalog and on the website, and its commitment to equity and social justice is clearly articulated through its Equity and Land Acknowledgement statements -- all which underscores a commitment to the needs of an increasingly diverse student body. Detailed information on degrees and certificates offered is located in the College catalog and all planning processes are aligned on the Master Planning Matrix. Folsom Lake College's commitment to broad student achievement is referenced in their statement emphasizing "educational opportunities and support for students to transfer to four-year institutions, to improve foundational skills, to achieve career goals, and to earn associate degrees of certificates." (I.A.1)

The team verified that the College regularly collects data and makes it available to programs and departments in order to determine how effectively it accomplishes its mission. The data are gathered annually and provided through institutional key performance indicators (KPIs) and a program-detailed data dashboard used in annual planning and reflection. Efficiency measures data are used annually and in the six-year program review cycle to assess effectiveness in each program. These data are reviewed annually by the College's Academic Year Planning Matrix to

set institutional priorities, review KPIs, and improve practices and processes towards meeting the mission and the educational needs of students. (I.A.2)

The team found that FLC's master plan and its programs and services are successfully integrated with its stated mission and the Master Plan informs all other planning processes to ensure alignment with the college mission. Courses are organized by programmatic level through a well-articulated course numbering system; the Programs and Majors page on the website leads students to program maps of its degrees, certificates, and transfer options which, in turn, help to define typically offered patterns, GE alignment, and courses within each program. Academic departments, as well as student services, undergo a comprehensive reflection on their respective programmatic data to ensure alignment with the College's stated mission during the annual program review process. Finally, special support programs, such as the 15 to Finish, the creation of an Equity Center, and Soar to Success, have been developed and evaluated based on student need identified from the review of data-driven processes, and align with FLC's stated mission and values. (I.A.3)

FLC reviews its mission statement annually and is revised every five years. FLC successfully incorporates its annual and programmatic planning processes and activities in alignment with its mission. The mission is widely publicized including in the institution's website, College Catalog, College Master Plan, Strategic Plan, and student services across the college and education centers. The College's goals and achievement are widely shared across its various shared governance committees, and are developed by faculty, staff, administrators and student representatives and are reviewed annually to align with the College's mission, vision, and values. The team found that the mission was last formally approved by FLC's governing board, the Board of Trustees in 2016. (I.A.4)

Conclusion:
The College meets the standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:
Folsom Lake College demonstrates its commitment to its mission, student learning and achievement, institutional effectiveness through its established program review and annual planning process. The College has a system in place for assessing the accomplishment of its mission through robust dialog on student success, student equity, including data disaggregated by student demographics and course modality, and ongoing assessment of student learning. The College has robust data dashboards that allow campus practitioners and the community to access data, overall and disaggregated.

Findings and Evidence:
Folsom Lake College has structures and processes in place to foster regular dialog and reflection on student learning, achievement, academic quality, and institutional effectiveness. Structures include its primary participatory governance structure, the Institutional Effectiveness Committee, which serves as the primary college governance body that oversees planning and evaluation, and the Program Review and Department Planning Subcommittee. Through annual unit planning,

the College disseminates information on student outcomes, equity, and student success, as well as resource needs to appropriate participatory governance bodies. As evidenced by committee minutes and the annual update of college-wide goals, these participatory governance bodies engage in regular dialog about student learning and achievement in light of the College's mission. (I.B.1).

The College has a system in place for defining, documenting, and assessing course, program, and institutional learning outcomes as well as service area outcomes. Course and program learning outcome assessment are incorporated into the unit planning process and 6-year program review process and are reviewed to improve student learning and achievement. The College uses exit surveys of graduating students to assess its institutional learning outcomes and has demonstrated an increase in the percentage of course student learning outcomes assessed within the established 6-year assessment cycle. As demonstrated by the SLO Committee's Annual Report, the vast majority of courses were assessed within the 6-year assessment cycle. Course and program SLO assessment data are entered into the Nuventive Improve Accountability Management System. (I.B.2)

Folsom Lake College has an established process for identifying, reviewing, and revising institution-set standards and other key performance indicators. The Research Advisory Council, a subcommittee of the Institutional Effectiveness Committee, sets standards for college performance, and participatory governance committees, such as the Institutional Effectiveness Council, assess how well the College is achieving its standards for student achievement, appropriate to its mission. The College publishes information on its performance via its KPI Summary Report and interactive data dashboards posted to the Office of Institutional Research Dashboards. Data are easily accessible and can be disaggregated by various student and course factors via a number of dashboards, such as the Success and Equity Dashboard, Efficiency Measures Dashboard, and other reports including the Degrees and Certificates Report, posted to the College website. (I.B.3)

The College has a system in place for assessing student learning and achievement to identify actions and whether resources are required for instructional and student services programs. Institutional processes, such as the student equity planning process, are in place to prioritize and allocate resources to address equity gaps in student achievement based on key performance indicators, such as enrollment, retention, completion, and transfer. (I.B.4)

Folsom Lake College assesses accomplishment of its mission through program review and its annual planning process, which includes the development and evaluation of goals, objectives, and student learning outcomes. The College publishes course- and program-level enrollment, retention, and success by mode of delivery as evidenced in published data dashboards. The program review and annual unit planning process is central to the College's overall planning and resource allocation process. At the institutional-level, the College Goals and Achievements document serves as the mechanism for summarizing college plans, identifying a lead or person responsible for overseeing each major initiative, and identifying progress indicators on an annual basis. (I.B.5)

The College disaggregates and analyzes achievement data for various subpopulations of students.

The College publishes these disaggregated data via public data dashboards. When the College identifies performance gaps through the program review process or analysis of disaggregated achievement data in its Student Equity Plan, the Student Equity and Achievement Subcommittee allocates resources to address these equity gaps. The team noted that the College routinely disaggregates student learning outcome data by student demographics or modality. (I.B.6)

FLC and the Los Rios Community College District have processes in place to initiate review and evaluate policies and practices across the College. The process includes a provision that district policies are reviewed by the Chancellor's Cabinet and appropriate college or district committees every three years. College governance structures and processes are evaluated via constituent surveys, committee debrief and discussion, overseen by the Institutional Effectiveness Committee. Budget allocation processes are regularly reviewed by the College's Budget and Facilities Planning Committee. Additionally, practices are evaluated at the department level through the annual unit planning and program review processes. The college is encouraged to look at communicating to the campus widely both what is funded and to ensure that all constituencies are aware of college funding priorities. (I.B.7)

Through established committee structures and annual reporting processes, the College communicates the results of its assessment and evaluation activities. Each year, the Institutional Effectiveness Committee reviews the College's key performance indicators, and student success and equity data are published via public-facing, interactive dashboards. The College communicates the results of its learning outcome assessment through its SLO Committee and annual SLO Annual Report, which documents trends in assessment findings, assessments completed within the established 6-year assessment cycle, and areas of strength and challenges. Assessment and evaluation data are monitored via the College's KPI dashboard and through the Institutional Effectiveness Committee and Student Learning Outcomes Subcommittee. Although annual reporting is provided to the IEC, the College is encouraged to find avenues to communicate connections to planning, assessment, and resources more broadly to the campus community. (I.B.8)

Folsom Lake College engages in continuous, broad-based evaluation through its 10-year master planning process, three-year student equity planning process, and annual college planning process. The College articulates the alignment of these plans through the Master Planning Matrix, which includes all major college plans, planning cycles, and committees and councils responsible for shepherding each type of plan. These processes are informed, reviewed, and implemented through the College's participatory governance structure as outlined in the College Governance Agreement and the College's Participatory Governance Structure document. Participatory governance groups receive summaries of relevant information gathered from the annual unit plans, as demonstrated by the College's Annual Planning Reports. (I.B.9)

Conclusion:
The College meets the Standard.

Commendation 1: The team commends the College for their excellent use of data dashboards including the Improve Database, the Efficiency Measures Dashboard, and the Student Success and Equity Dashboard for all constituent groups to use and informs their respective student

learning outcomes analysis, program review assessment, and equity and achievement gaps. (I.B.6, II.A.7, II.A.16)

I.C. Institutional Integrity

General Observations:
Folsom Lake College practices integrity and transparency in their policies, processes, and communications. The catalog is annually updated to reflect the institution's commitment to its vision, mission, and commitment to equity, as well as important information about student learning outcomes (SLOs), academic calendar, program and degree requirements and other material key to its constituencies. The College website and Board Policies also include information about processes such as academic freedom and professional ethics. The team noted a commitment to well-designed policies and processes, and the transparent communication policies and processes.

Findings and Evidence:
Folsom Lake College provides accurate information to students, prospective students, personnel, and the wider community. The institution publishes the mission statement, student learning outcomes and program maps for educational programs, as well as support services on its website. The institution's Accreditation webpage contains accurate, updated information about accreditation with ACCJC. The catalog includes a description of the institution's accreditation status. The Public Information Services Office (PISO) formally and continuously reviews its web content and the Office of Instruction performs catalog review annually. (1.C.1)

The institution publishes an annual college catalog for students and prospective students which contains all the accurate and current information required under ACCJC Catalog Requirements. A college catalog archive, and policies related to admissions, graduation and transfer, student responsibilities as well as general information about the college on its website. The catalog is reviewed bi-annually and updates are communicated by addendum or update to the website. (1.C.2)

The team confirms that the institution relies on documented assessment of student learning and the evaluation of student achievement to communicate academic quality to constituencies. Information about institutional effectiveness goals, student success and equity and efficiency measures are made publicly available to current and prospective students on the College's Facts and Statistics Webpage. Facts and Statistics web pages contain institutional effectiveness goals, institutional student learning outcomes, a Student Success Scorecard, and the Student Equity Plan. The student success and equity dashboard and the efficiency measures dashboard are further available to employees on the employee website, FLC Inside. (I.C.3)

The institution's catalog describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. The Folsom Lake College website also includes information about programs of study, meta-majors, the six disciplines associated with each meta-major, and the details regarding degrees and certificates, student learning outcomes, requirements, and course descriptions for each discipline. (I.C.4)

The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. The institution's master planning matrix details the flow of review for all institutional plans, goals and academic year plans. Folsom Lake College partners with the district to coordinate annual catalog production according to an annual catalog workflow and deadlines. Institutional policies and procedures are regularly reviewed as part of the participatory governance of the college following an instructional ADP and program review cycle. The institution's Public Information Services office reviews all marketing material. (I.C.5)

The institution's website and catalog provide prospective and current students information regarding the total cost of education, including tuition and fees, student fees and other required expenses. Folsom Lake College hosts a Cost of Attendance webpage which communicates the true cost of attending the institution, including the cost of living with family vs. living off-campus. The Net Price Calculator allows students to better understand the total cost of education. Students can search for course materials and see costs listed on the institution's bookstore website. (I.C.6)

The team observed evidence that the institution assures institutional and academic integrity through Board Policy 7142, Controversial Issues. The College's Academic Rights and Responsibilities website, and its catalog highlight academic freedom, free assembly and free speech, and the institution's commitment to ensuring a free pursuit and dissemination of knowledge and intellectual freedom for faculty and students. Students are informed of the institution's commitment to academic freedom through the College and Academic Regulations catalog page. (I.C.7)

The institution establishes and publishes clear policies that promote honesty, responsibility, and academic integrity for all constituencies. The Student Rights and Responsibilities web page provides information about a wide range of academic rights and responsibilities. The college catalog identifies student rights and responsibilities, standards of conduct, and academic integrity and responsibility. Disciplinary procedures and due process, as well as student grievance and class-related concerns are likewise published on the college website. Board Policy 2441, Standards of Conduct, and Board Policy 2442, Due Process detail standards of conduct and due process. Distance education policies are addressed through Board Policy 7145, Distance Education. (I.C.8)

Board Policy 7142, Controversial Issues states that "The Board endorses the principles of academic freedom" (3.1). The college catalog's statement on College and Academic Regulations outlines faculty standards for professional conduct. The Faculty Handbook makes it clear that faculty "shall also clearly differentiate for students the expression of the faculty members personal opinions or convictions from the objective presentation of theory, fact, or ideas." (17) (I.C.9)

As an open access public institution, Folsom Lake College does not seek to instill specific beliefs or world views therefore Standard I.C.10 is not applicable. (I.C.10).

The College does not operate in foreign locations, therefore Standard I.C.11 is not applicable. (I.C.11).

The institution demonstrates its commitment to compliance with Eligibility Requirements, accreditation standards, commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes as evidenced by regular reports by the Accreditation Steering Subcommittee to the Institutional Effectiveness Committee and updates to the College's accreditation webpage. (I.C.12).

The Folsom Lake College Accreditation website demonstrates that the College communicates any changes to its accredited status to the Commission, students, and the public. Outside accrediting agencies, such as the California Department of Public Health, the El Dorado Local Emergency Medical Services Authority, and the National Accrediting Agency for Clinical Laboratory Sciences are likewise identified on the Accreditation website. (I.C.13).

The institution demonstrates its commitment to high quality education, student achievement, and student learning are paramount to other objectives through its values and planning processes. The Folsom Lake College Strategic plan and both the College and the District's values statements highlight the commitment to student success and equity above all other considerations. Board Policy 8631, Conflict of Interest Rules, ensures the College is transparent about conflicts of interest. (I.C.14).

Conclusion:
The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:
Folsom Lake College (FLC) offers over 100 degrees and certificates. Courses follow a clear numbering system that, in collaboration with the college catalog, college website, and department two-year program maps, help students identify which classes can be applied to which educational goals. Certificates, majors, and courses are updated on a six-year cycle, unless they are designated career education, in which case they are reviewed for updates every two years. The Curriculum Committee oversees curricular changes and its processes ensure that the curricula align with the college mission and the standards of higher education. Student Learning Outcomes (SLO) exist at the course, program, and institutional level (ISLOs). SLO assessment happens on a six-year cycle, but is reported in annual department plans or program reviews, and in reports from the Student Learning Outcomes Committee. The College's catalog lists all courses and programs and their website clearly describes major and certificate offerings, recommended pathways for students to complete those programs in two years, and student learning outcomes for those programs and the courses within them. SLO assessments at the course level and Graduate Exit Surveys and the program level are used collectively to assess instructional programs and through annual plans and once-every-six-years program reviews provide input to institutional planning.

Findings and Evidence:
The College offers degrees and certificates in both general education and career education. FLC has identified student learning outcomes for all programs, and published them in the college catalog and on the college website. Programs are reviewed by the college's Curriculum Committee to ensure the curriculum aligns with the college's mission, is appropriate to higher education, and is responsive to the evolving needs of the college community. Part of the Curriculum Committee review process includes having all new programs and certificates, regardless of location or means of delivery, complete a Future Directions worksheet indicating how the program aligns with the college's mission and goals. (II.A.1)

College faculty review and revise all curricula at least once every two years for career education programs and once every six years for other courses and programs, following standards set in the Curriculum Handbook and reviewed and approved by the faculty-led Curriculum Committee. A Distance Education Subcommittee provides guidance and review for faculty adding or revising distance education modalities. These processes ensure that the content and methods of instruction meet and will continue to meet academic and professional standards and expectations. The program review process (every six years on rotating schedule) and annual department planning process both ask departments to analyze data related to student access and success as well as achievement of student learning outcomes (SLOs) and currency of program and course revisions and assessments. The program reviews are presented to the Institutional Effectiveness

Committee (ICE) by the departments. Results of SLO assessment are collated and shared with the ICE by the SLO Committee. (II.A.2)

Student learning outcomes (SLOs) for programs are documented on the campus website and in the catalog. SLOs for all courses within a program are also shown under the programs on the website. All course SLOs appear as "Outcomes and Objectives" in approved course outlines of record. All courses and programs are assessed every six years, in alignment with the curriculum-review cycle, and reports are posted in Improve. A review of these assessments occurs as part of the annual department plan. Assessment of programs is primarily completed through an exit survey for all graduates of that program. In the survey, graduates receive a list of programs SLOs and indicate the level at which they believe they achieved each one. A few programs have mapped their course SLOs to their program SLOs and evaluate the course assessments as part of their overall program-level SLO assessment. Departments report on their ongoing program assessments in the department annual plans. The SLO Committee reviews annual departmental assessment reports and produces its own annual report based on those findings, which it reports to the Institutional Effectiveness Committee and Academic Senate. All part-time and full-time instructors are required to provide students with syllabi with the same SLOs as in the official course outline as outlined in the Faculty Handbook. Syllabi are also shared with the Office of Instruction. The team observed a sample of syllabi, and found approved SLOs/objectives in almost all of them. The team suggests that the college consider distinguishing between SLOs and objectives in course outlines of record and complete mappings between PSLOs and course SLO for all programs to better inform those assessments. (II.A.3)

The College uses a course numbering system to clearly distinguish pre-collegiate level curriculum from college-level curriculum: 1-99 for Developmental or basic skills courses (not applicable to associated degrees); 100-299 for courses applicable to an associate degree but not transferable to a four-year institution; 300-499 for courses that can transfer to a four-year college. The college has also provided several sections of support courses to be taken in conjunction with transfer-level courses in math and English for students who need extra help. The college provides skill-builder courses through their Reading & Writing Center and English Center. (II.A.4)

The Los Rios Community College District (LRCCD) Board Policy 7241 describes the criteria for programs of study and requirements for graduation, which include the satisfactory completion of a minimum of 60 units of collegiate work with a C grade point average. LRCCD Board Policy P-7241 also provides descriptions of each of the General Education areas required for a degree, which are used by the GE subcommittee to review and recommend courses for approval to the Curriculum Committee. General education requirements and patterns are shown on the college website and in the catalog. The Curriculum Committee's preview and approval processes along with the Future Directions Worksheet that all programs proposals submit along with their program descriptions ensure that programs have appropriate breadth, depth, and rigor and are aligned with the college's mission. (II.A.5)

Folsom Lake College's Programs and Majors web pages contain program maps that show students how to complete degrees in two years. The College's meta-majors provide students with the best first-year courses to take to ensure they can meet the two-year completion mark even if

they have not yet decided on a specific major. In the annual department plans, departments report on the effectiveness of their scheduling plans to ensure access to courses across sites, times, and modalities so students can complete their degrees in two years. Departments use a combination of enrollment management plans, Ad Astra forecasts on needed sections, and Degree Planner to set their own department scheduling plans. (II.A.6)

The College assesses student needs and success through multiple methods deployed at multiple levels including a Graduate Exit Survey and Learning Support Services Survey. The data are disaggregated by identified student subpopulations and presented on the Office of Institutional Research webpage and Student Success and Equity Dashboard. Departments can request additional surveys and data. As part of the annual planning process, departments report on how they use that data to make decisions about which courses to offer in which modality. The College provides numerous support services to improve equity and success for all students including an Equity Center. To ensure the quality of distance education courses, all courses identified to be offered as distance education must go through a curriculum approval process outlined in the Curriculum Handbook. Instructors are encouraged to align their courses with the CVC-OEI rubric and a FastTrack OEI Rubric Academy is offered to faculty to assist. The course outline of record contains two sections devoted to modifications and requirements for offering the class through distance learning: Section 8 is for non-emergency situations and Section 9 is for emergency situations. Section 9 was added to all course outlines at the start of the pandemic to address emergency needs to offer a course online. Section 9 addresses all the elements required to meet standards for regular and effective contact as required by Title 5 as well as accessibility requirements. The team suggests the college consider modifying the permanent addenda (Section 8) to include or reference the same level of requirements as noted for emergency offerings (Section 9). A sample of 5% of Distance Ed courses were reviewed by the team through CANVAS and the majority of these clearly demonstrated regular and substantive engagement initiated by the instructor. (II.A.7)

The college does not have department wide course or program examinations. (II.A.8)

College faculty are evaluated in their performance reviews on their adherence to the course outline and their assessment of student learning outcomes (SLOs). The Faculty Handbook outlines the requirement that grading criteria set by instructors for courses be aligned to achieving student learning outcomes. All programs have SLOs and those SLOs are assessed in a graduate exit survey. There are some programs that have mapped their program SLOs to course SLOS in that program to demonstrate that attainment of degrees and certificates comes from completion of student learning outcomes. The team suggests that the college consider completing all course-to-program mappings for all programs. To fully demonstrate that credit for courses comes from the achievement of course SLOs, the team also suggests the College consider modifying assessment methods in course outlines of record to link the methods to particular course SLOs. The college does not offer courses based on clock hours. (II.A.9)

The College clearly communicates transfer-for-credit policies to its students through its catalog and through the admission with transfer credit portion of its website. The college has developed articulation agreements with public and private colleges to which their students commonly transfer and advertises these on its articulation website along with transfer information for

University of California and California State University colleges. C-ID-approved and aligned courses, as well as Associate Degrees-Transfer, are noted in the catalog. (II.A.10)

The College has institutional student learning outcomes (ISLOs) that cover communication competency, information competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. Quantitative competency is part of their general education program, and required for all students completing Associate of Arts, Associate of Science, or Associate Degree-Transfer. Starting Spring 2016, all students completing a degree or certificate are sent a link to a Graduate Exit Survey, in which they assess their preparation for each of FLC's ISLOs. The Community College Student Survey of Engagement (CCSSE) has also been administered biennially since 2014, most recently in Spring 2018 in 33 classes to 582 students. That survey addresses quantitative preparation. Every two years the SLO Subcommittee reports on these survey results in an ISLO assessment that is shared with the Institutional Effectiveness Committee and the Academic Senate. Departments can use the mapping function in Improve to map their course and program level SLOs to the ISLOs. The team was impressed with the Improve functionality and suggests the college consider completing mappings for all programs. (II.A.11)

General Education (GE) patterns and requirements at Folsom Lake College are based on information contained in Los Rios Community College District (LRCCD) Board Policy 7241: Graduation Requirements, which requires students receiving an associate degree to complete a minimum of 3 units each in Humanities, American Institutions, Social and Behavioral Sciences, Natural Sciences, English Composition, Communication and Analytical Thinking, and Living Skills. LRCCD Board Policy P-7241 also provides descriptions of each of the General Education areas required for a degree, which are used by faculty the GE subcommittee to review and recommend courses for approval to faculty the Curriculum Committee. (II.A.12)

All interdisciplinary studies programs and traditional majors require a minimum of 18 units in an area of emphasis as well as completion of the required GE pattern. The requirements for the GE Pattern are set and reviewed by the Curriculum Committee's. These requirements are laid out in the Programs and Majors portion of the college website, as well as, in the catalog and on the website. (II.A.13)

The College maintains information on all Career Education (CE) programs in its catalog and website. Departments with programs that lead to external licensure exams or certification update student pass rates in Improve. Advisory committees are used as part of the curricular review process for CE courses and programs. (II.A.14)

The College's Curriculum Handbook includes a section on Program Appraisal and Deletion process with clear instructions on how to initiate a program deletion, including a phase-out plan of two years to allow a final cohort of students to complete degree requirements. Planned program discontinuance is noted clearly in the catalog with dates for final suspension as demonstrated with the 2016-2018 planned deletion of the Fire Technology degree and certificate programs. (II.A.15)

The College's departments complete an Annual Department Plan (ADP) in which they report on what they have learned from overall assessment of their programs and courses. Some of these data come from their own student learning outcome (SLO) assessments– other data come from the Office of Research and the student success and equity dashboard. ADPs also note strategies they have in place or would like to put in place for improvement in student achievement and success. Individual course and program SLO reports are stored in Improve and collated into aggregate annual reports completed by the SLO Committee and shared with the Academic Senate and the Institutional Effectiveness Committee. Every six years, departments complete a program review in which they report on the currency and relevance of their programs. Departments present their completed program reviews to the Institutional Effectiveness Committee, highlighting their accomplishments, barriers, and needs. The College notes that these various reports are used to inform resource allocation priorities for the coming year. Although communication occurs regarding resource allocation at the individual department and area level, the team encourages the College to develop a more comprehensive process to communicate how the ADP leads to resource prioritization across the college. (II.A.16)

Conclusions:
The College meets the Standard.

See Commendation 1

II.B. Library and Learning Support Services

General Observations:
Folsom Lake College (FLC) provides comprehensive library and learning support services at its main campus and two educational centers. The team noted that FLC regularly evaluates the services, collections, equipment, and technology contracts provided to students in order to ensure they are of sufficient quality, accessible, and support the mission of the college. Data on usage and trends are compiled on their collections and services and are used to help improve their library and learning support services. The College involves faculty and subject matter experts to assess the collections and resources available to students and evaluates the efficacy of their library and learning support service programs, collections, contracts and services.

Findings and Evidence:
The College supports student learning and achievement by providing library and other learning support services to all students and staff, regardless of location or means of delivery, including courses delivered through distance education. Students may access campus library materials and reserve materials at the main campus, the El Dorado Center, and electronic resources are available at the Rancho Cordova Center; students may also access resources from the Los Rios District collections, which are displayed clearly on the website resource page. The College addresses the challenges of supporting two educational centers by rotating librarians, having a consistent on-campus schedule, and providing research assistance at all locations. FLC provides on-campus and online tutoring through on-campus peer-advisement support and discipline-specific tutoring, the latter which is available through NetTutor and Tutor. com. Embedded tutoring is scheduled in math, science, English, and ESL courses. Schedules for all tutoring services are available at the centers, and peer mentors are made available to support learning and

success skills. The team also noted the customized support for special populations, such as DSPS, by providing mentoring, longer tutoring sessions, and study skills-based support. (II.B.1)

The College has a library collection policy to help librarians address the needs of faculty and students. The team commends the library staff for their frequent review of the collections to meet identified student needs through a variety of survey and discipline-specific input. This is accomplished by soliciting faculty and student feedback, as well as analyzing curriculum, frequent research requests, and the availability and usage of electronic resources. FLC further relies upon the expertise of librarians in the evaluation, selection and maintenance of appropriate resources that support the institution's mission, in service of student learning. Librarians lead coordinated efforts to engage faculty in the selection of current and appropriate collections and resources in support of FLC's educational programs. The College reviews the computer inventory annually at each of its locations and provides upgrades to ensure access to current technology and equipment. (II.B.2)

The College regularly evaluates the effectiveness of library and learning support services in meeting student learning at FLC via the institution's student learning outcomes (ISLO) and Program Review which help address continuous improvement. SLOs are regularly assessed during the department review and all library faculty members teach an information literacy course to ensure alignment with the ISLOs. All FLC students are enrolled in the supervised tutoring course, which aligns with the institutional standard of self-awareness which, in turn, is assessed for meeting the SLO. The College utilizes surveys and Canvas quizzes to assess student understanding of utilizing the library services, success in conducting research, as well as reviewing student usage of tutoring services. The team lauds FLC planning efforts in identifying discipline-specific tutoring, such as math, sciences, and usage to address specific equity needs, and to rely on data and assessment as a strong indicator of student success. (II.B.3)

The College, and the students it serves, have benefited from District and statewide collaboration, culminating in its migration to the Library Services Platform. This consortium has augmented access to resources and addresses the security and maintenance challenges that may occur at the college. The team notes that online tutoring services, such as Tutor.com and NetTutor assist in discipline-specific tutoring services and that the tracking of discipline-specific usage is useful in determining satisfaction and outcomes of these services. The College maintains the security of its materials and collections in a variety of ways. The physical library materials are secured at the FLC and EDC libraries with the use of security gates that alert staff of any unauthorized removal of library materials. The Los Rios Library Collection maintains annual service agreements of all licensed content using a combination of vendor supported IP authentication and locally supported EZ Proxy authentication for off-campus users using a single sign-on (SSO) process. (II.B.4)

Conclusions:
The College meets the Standard.

II.C. Student Support Services

General Observations:
Folsom Lake College (FLC) has a comprehensive set of support services aimed at addressing both academic and non-academic barriers to student success. FLC's mission and focus on equity drive the provision of support services to students. Services are available to students regardless of location or modality. Student needs and the quality of services provided to students are regularly evaluated and assessed, with the end goal of making any necessary modifications aimed at improving student success. FLC offers a rich mix of extracurricular experiences for its students that include, but are not limited to: collegiate athletics, wide-array of cultural events, student governance, student clubs, and a variety of student leadership and engagement opportunities. FLC has adopted and adheres to admissions policies consistent with its mission and properly discloses admissions eligibility and important academic policies to its student body. FLC properly secures student information and adheres to the Family Educational Rights and Privacy Act (FERPA).

The team was impressed with the comprehensive set of student services that students rated highly on the availability and quality of their experiences across student services. Students report high satisfaction on availability of services; high satisfaction with the quality of human interactions with respectful and caring employees; and high percentage of students who would recommend these services to fellow students.

The team also noted and suggests FLC consider improving the student support experiences of disproportionately impacted student groups by finding opportunities for improving the cultural sensitivity and cultural understanding of employees (findings from Student Satisfaction Surveys and RP Group Report).

Findings and Evidence:
The College regularly evaluates the quality of student support services and solicits feedback from students via student satisfaction surveys, administered on a two-year cycle, with most recently completed in Fall 2020. Satisfaction surveys assess availability of services, quality of experiences with the unit, and provide students with the opportunity to offer insights on the strength of the unit, as well as, recommendations they offer for improvement. In addition to the two-year cycle of student satisfaction surveys, FLC also conducts specialized focused group sessions to gain deeper understanding of areas of college interest. Most recent focus group was conducted by the Research and Planning Group (Fall 2020) to gain deeper understanding of the experiences of disproportionately impacted student groups. The team confirmed that FLC utilizes insights gained from their surveys and focus groups to make adjustments that assist the College in accomplishing its mission. The availability, quality, and overall effectiveness of student support services are measured regardless of location (i.e. FLC main, El Dorado Center, Rancho Cordova Center) or means of delivery (i.e. in-person, online, phone, chat, email, or website). (II.C.1)

The College identifies and assesses both Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) across all of their student services. SLOs cover what a student should know or be able to do as a result of the service experience, while SAOs articulate expectations of the service experience itself. Every student services unit produces an Annual Unit Plan AUP) where

they provide an overview of their focus, identify unit resources, and review key evidence that helps inform service plans for the year, thus, ensuring the development and maintenance of high-quality services to support student learning and success. (II.C.2)

The College assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services regardless of service location (i.e. FLC main, El Dorado Center, Rancho Cordova Center) or means of delivery (i.e. in-person, online, phone, chat, email, or website). FLC offers a comprehensive set of support services aimed at addressing both academic and non-academic barriers to student success. Students report high satisfaction with the quality of experiences across student support services. Students rate FLC Student Services very high on: the availability of services, the quality of human interactions with employees (who students experienced to be respectful and caring), and whether a student would recommend said service to other students. Aside from offering core student supports services (i.e. Admissions and Records, Counseling, Financial Aid, and long-standing programs aimed at supporting special student populations—EOPS, CARE, CalWORKs, DSPS, Veterans support), FLC offers support for basic needs (Falcon Cares program) and numerous equity-focused efforts via their Equity Center (Deferred Action for Childhood Arrivals (DACA) and undocumented student support and the Peer Engagement for Achievement, Cultural Connection, and Excellence (PEAC²E) program). FLC's mission and focus on equity drive the provision of support services to students. FLC's Annual Unit Plans focus on "Equity Minded Actions" keeps efforts on track. (II.C.3)

The College offers co-curricular programs and athletic programs that are suited to the College's mission and contribute to the social and cultural dimensions of the educational experience of its students. FLC's Equity Center focuses on the creation of a welcoming, supportive environment where students feel safe, supported, and can contribute richness to FLC co-curricular experiences. The College's athletic program supports ten sports teams and operates under California Community College Athletic Association (CCCAA) regulations and standards of integrity. Associated Students of Folsom Lake College (ASFLC) provides students' opportunities for student advocacy, engagement, and empowerment. FLC has responsibility for the control of these co-curricular and athletics programs, including their finances. (II.C.4)

The College provides counseling and academic advising programs to support student development and success both on-ground at all locations and online to ensure students understand graduation and transfer requirements, and receive timely, useful, and accurate information, which the team confirmed via the Fall 2020 Student Satisfaction survey results. In addition to core academic advising being offered in the General Counseling department, the Soar to Success program (early alert and case management program) utilizes success coaches and counseling liaisons, as they leverage the network of support programs available at the College in support of student success. The College also provides a Career and Transfer Center for transfer students and information about meta-majors, program maps and majors are published on the website. FLC prepares Counseling faculty and other personnel involved in advising services via professional development opportunities. (II.C.5)

The College has adopted and adheres to admissions policies consistent with its mission that specify the qualifications of students appropriate for its programs. The team reviewed the FLC Catalog which contains important admissions policies, as well as, reviewed Los Rios Community

College District (LRCCD) admissions policies concerning: Advanced Education, Student Classification, International Student Admissions, Transcript of Records, Transfer of Credit, Repetition of Courses, Dual Enrollment, Attendance Requirements, Probation and Dismissal, Resident Status, Access to Student Records, and various policies on student fees (nonresident, international, enrollment, parking, and instructional materials). FLC defines and advises students on clear pathways to complete degrees, certificate and transfer goals via their strong counseling and advising programs, in addition to providing direct information to students via the college catalog, website on meta-majors, and website on program maps for all of its degrees and certificates. (II.C.6)

The College regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. FLC implemented changes to placement for English, ESL, and math in accordance with California's Assembly Bill 705 (CA Community College Assessment and Placement) and have validated equitable placement practices as per Title 5 California Code of Regulations. FLC reviews and responds to English, ESL, and math course success data (e.g., throughput rates by groups, gaps driven by enrollment or success rates, and gaps changed over time) in order to minimize equity gaps among student groups. (II.C.7)

Folsom Lake College has policies and procedures in place to ensure that the institution maintains student records permanently, securely, and confidentiality. The College publishes its policies, including for release of student records on the website and in the catalog and provides training to new staff to ensure compliance with the Family Educational Rights and Privacy Act (FERPA) via FERPA Overview document and PowerPoint Presentation. FLC's enterprise information system (PeopleSoft) and content/process management system (OnBase) are maintained and secured by the Los Rios Community College District Office and FLC College Information Technology departments, which ensure secure backup of all files. (II.C.8)

Conclusions:
The College meets the Standard.

Standard III

Resources

III.A. Human Resources

General Observations:
Folsom Lake College effectively uses its human resources to achieve its mission and to improve academic quality and institutional effectiveness. Selection criteria are published and hiring practices are established for faculty, classified, managerial personnel. Processes are in place to systematically evaluate personnel at stated intervals. Written personnel policies and procedures exist, and mechanisms are in place to review, update, propose, and change policies and procedures through shared governance. Professional development opportunities across multiple constituencies are available to support the diverse workforce and goals of the college. The institution makes provision for the security and confidentiality of personnel records, and mechanisms are in place for employee access to their personnel files.

Findings and Evidence:
Folsom Lake College assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by adhering to the Los Rios Community College District (LRCCD) employment policies and procedures. The LRCCD Hiring Practices Administrative Guide outlines the hiring processes for faculty, classified and management positions. Criteria, qualifications, and procedures for selection are clearly stated and available through LRCCD board policies, web resources, and manuals with an emphasis on diversity and equity. Job descriptions are directly related to the mission in serving its student population. (III.A.1)

The team reviewed evidence to support the college's hiring practices on faculty qualifications that include knowledge of subject matter and requisite skills for the service to be performed. The California Community College Chancellor's Office (CCCCO) Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook and the LRCCD Faculty Hiring Manual address criteria on appropriate degrees, professional experience, discipline expertise, teaching skills and scholarly activities that align with the mission of the college. Faculty job descriptions include curriculum development and review, and assessment of learning. (III.A.2)

LRCCD hiring practices for administrators and other employees responsible for educational programs and services are established and ensure Folsom Lake College's maintenance of institutional effectiveness and academic quality. (III.A.3)

LRCCD processes assure that potential employees of Folsom Lake College have the required degrees from institutions accredited by recognized US accrediting agencies for faculty, administrator, and other employee positions. Where equivalency must be established, LRCCD policies identify criteria for such determinations. (III.A.4)

Folsom Lake College assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. LRCCD has written criteria for evaluating faculty, classified and management on performance of assigned institutional responsibilities and other activities appropriate to their expertise. Varied employee agreements align with the LRCCD policies and clearly state criteria and intervals. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented. (III.A.5)

Effective January 2018, Standard III.A.6 is no longer applicable.

Folsom Lake College maintains sufficient qualified faculty, which includes full-time and adjunct faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve the college's mission. The LRCCD has established guidelines for authorizing new and replacement faculty positions. Allocations occur where the need is the greatest based on growth considerations, retirements, and resignations. Program reviews and position prioritization at the college also factor into the decision-making process. The college acknowledges that the number of full-time positions is governed by state regulation and their operating procedures are aligned with meeting legislative mandates. (III.A.7)

The college has policies and practices within its faculty handbook which provide for adjunct faculty orientation, oversight, evaluation, and professional development. Additional information is provided through the instructional resources page. The college provides adjunct faculty with opportunities to participate in the life of the institution. (III.A.8)

The college possesses a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. The college acknowledges that budget deficiencies are making it difficult to backfill positions. However, a process is in place for the hiring of classified staff. Annual department and unit plans identify the positions, and the Classified Hiring Priorities Committee oversees the prioritization process. If funding is available, positions are staffed upon management approval. (III.A.9)

The college maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission. Planning and budgeting procedures are in place for new full-time administrators that comply with LRCCD board policies. (III.A.10)

The LRCCD establishes, publishes, and adheres to written personnel policies and procedures. The LRCCD New Employee Handbook informs on a variety of topics including but not limited to human resources procedures, professional development, and work environment considerations. The LRCCD policies and regulations are readily available for review through the district website. Processes are in place to review, update, propose, and change policies and procedures through shared governance as needed or required to comply with California or federal law. Manager training, updated human resource materials, and compliance officers ensure equitable and consistent administration. Employees are notified semi-annually of their rights and responsibilities as LRCCD employees. (III.A.11)

Through its policies and practices, the LRCCD creates and maintains appropriate programs and services that support diverse personnel. Professional development opportunities include district-wide training on equity, diversity, and implicit bias. Employee resource groups serve as resources to support diverse individuals within the college that align along ethnic or sexual orientation/gender identities. The employee groups may also serve in an advisory capacity to provide training workshops. The LRCCD also recruits new, diverse, prospective faculty members through its Faculty Diversity Internship Program (FDIP). The program trains interns in the fall of the academic year, who then participate in a 16-week hands-on internship with a faculty mentor during the spring semester. Increases in a diverse adjunct applicant pool are anticipated. The LRCCD regularly assesses its record in employment equity and diversity consistent with its mission. (III.A.12)

The LRCCD Strategic Plan specifies values that the college upholds for all its personnel. These values strive for a collegial, ethical, and professional work environment. Board policies and regulations ensure that employees behave ethically while performing their duties. These board policies and regulations also provide for consequences of ethics violations. Additionally, the district also has a policy in place to address financial or potential conflicts of interest for those individuals making governmental decisions. (III.A.13)

Folsom Lake College plans for and provides all personnel with appropriate professional development, consistent with the institutional mission. The Faculty Professional Development Committee and the Classified Professional Development Committee are actively involved in developing the schedule for Flex (e.g., equity training, meta-majors Canvas shells) and SKILLS Day activities (e.g., emergency preparedness, culturally competent customer service), respectively. Equity focused professional development opportunities are also available for both faculty and classified employees. Professional development needs of employees are systematically evaluated, and constituent groups are surveyed on the merits of offerings to inform future needs that include but are not limited to pedagogy, technology, and connectivity to college-wide goals. (III.A.14)

LRCCD board policies and administrative regulations make provisions for security and confidentiality of personnel records. Only employees, their direct supervisors, and confidential human resources staff have access to personnel files. A mechanism is in place to allow employees access to their records in accordance with law. Collective bargaining agreements also specify rights to personnel files, confidentiality, and content. (III.A.15)

Conclusion:
The College meets the Standard.

III.B. Physical Resources

General Observations:

Folsom Lake College effectively uses its physical resources to achieve its mission and to improve academic quality and institutional effectiveness. The institution, through its main campus and two educational centers, assures safe and sufficient physical resources for a healthful

learning and working environment. College and LRCCD planning, and evaluation processes are in place to develop, maintain, upgrade, and replace facilities and equipment to assure effective utilization in support of the institution's programs and services. Long-range capital plans are developed in support of institutional improvement.

Findings and Evidence:

Folsom Lake College assures safe and sufficient physical resources at all its locations where it offers courses, programs, and learning support services. Apart from the main campus, the college has two centers, the El Dorado Center in Placerville and the Rancho Cordova Center in Rancho Cordova. Collectively, the college has 18 buildings on 172 acres. The college is growing. Two new buildings will open for classes Spring 2024. Construction plans are evaluated by the California Department of State Architecture to ensure structural integrity. The college and LRCCD work together to plan, build, upgrade, and replace physical resources. Processes and practices for these functions are described in the Budget and Facilities Planning Handbook. Processes and practices are also in place to inspect, maintain, repair, and replace exterior and interior components on a regular basis, as needed, or in an emergency. Comprehensive safety programs and resources are available to campus personnel and students to assure access, security, and a healthful working and learning environment. (III.B.1)

Folsom Lake College plans, builds, maintains, and upgrades or replaces physical resources in a manner that assures effective utilization and continuing quality to achieve its mission. The college works with the LRCCD to review and update the college's Facilities Master Plan. Contributions from multiple stakeholders encompass planning considerations, assessments of existing infrastructure, and projected future growth/need. A college Budget and Facilities Planning Committee oversees college planning, and the Budget and Facilities Planning Handbook guides the committee's practices. To ensure that program and service needs determine equipment and maintenance considerations, the college relies on annual planning processes. Annual department and unit plans inform resource allocation decisions that support programs and services. (III.B.2)

To assure the feasibility and effectiveness of physical resources in supporting the college's programs and services, Folsom Lake College plans and evaluates the facilities and equipment on a regular basis. In partnership with LRCCD, the Facilities Master Plan is reviewed and updated every 5 to 10 years. Annual planning identifies low-cost equipment and facility needs in annual department and unit plans. Facility usage is also evaluated through room utilization tracking which informs maintenance practices. (III.B.3)

Long-range capital plans support the college's improvement goals and reflect projections of the total cost of ownership of new facilities. LRCCD has processes and practices that guide long-range facilities planning and capital building projects. The college and the district work in partnership to address current and future infrastructure needs. LRCCD Long-Range Construction plan is developed from the LRCCD Facility Master Plan, and it specifies the campus projects, the cost for each, and the funding sources. The Folsom Lake College (FLC) Facilities Master Plan, a component of the district facility master plan, supports the FLC College Master Plan, and is updated periodically. State funds, local bonds, and college funds are used to pay for projects. The LRCCD Facilities Management Department provides oversight for all state and locally

funded projects. LRCCD also has a Board of Trustees appointed Citizen's Bond Oversight Committee that reviews bond expenditures annually. (III.B.4) (III.B.4)

Conclusion:
The College meets the Standard.

III.C. Technology Resources

General Observations:
Folsom Lake College effectively uses its technology resources to achieve its mission and to improve academic quality and institutional effectiveness. The resources are appropriate and adequate. The college plans for updates and replaces technology to ensure its infrastructure, quality, and capacity. Technology resources are in place at the main campus and its two centers, and processes are in place to assure access, safety, and security. The college provides appropriate technology instruction to all its constituencies, and policies and procedures are in place to guide the appropriate use of technology in the teaching and learning processes.

Findings and Evidence:
Folsom Lake College technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning and support services. The LRCCD technology plan provides a framework to support on-going district-wide technology needs while the college technology plan provides a framework for guidance and decision-making in network, infrastructure, and security, the college technology environment, academic and instructional computing, student services support computing, and administrative services computing. Acquisitions and support are a joint responsibility, but college technology needs are evaluated and reported in annual department and unit plans. Resources prioritization happens through budgetary processes. LRCCD has a purchasing process that requires its approval, through the District Office of Information Technology, for software, non-standard hardware, and new IT systems. Technology surveys for feedback from the campus community seek to inform upgrades. The college acknowledges a focus on technology quality and availability for all its constituencies during remote operations. (III.C.1)

Folsom Lake College continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. The college and district technology plans provide the framework for these activities. The FLC technology committee develops the college technology plan, and the Budgeting and Facilities Planning Committee recommends allocating up to 4% annually to support replacement and innovation. A mechanism is in place to identify hardware, its age, and replacement costs and criteria are established for replacement. The LRCCD has begun to evaluate its plan on an annual basis. Student feedback on technology needs has also been a consideration. (III.C.2)

The College assures that technology resources at all locations where it offers courses, programs and services are implemented and maintained to assure reliable access, safety, and security. Infrastructure information and an inventory of hardware at the main campus and centers are provided for in the technology plans. FLC organizational charts demonstrate a structure in place for the responsibility of hardware and software maintenance, and processes are in place to provide support when needed. Information security practices are described and accessible by the campus community through the LRCCD website. (III.C.3)

Folsom Lake College provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations. Technology training and support is available to employees through workshops and website resources. For distance education instructors, professional development is available to align online courses to the California Virtual Campus - Online Education Initiative Course Design Rubric. This focuses on effective practices and technology to increase student success in online courses. Information Technology Services and Media Services provide support with hardware and other equipment, software, maintenance, and technology access. Students are provided with assistance to Canvas and other web applications. An FLC Tech Support Desk and an LRCCD IT Help Desk are available for support as well. Accessibility is a key consideration and the FLC website outlines the support provided to varied campus constituencies. One accessibility example is a student Canvas Guide available in multiple languages. Assessments of technology training sessions are performed to determine effectiveness. (III.C.4)

The college has policies and procedures that guide the appropriate use of technology in the teaching and learning processes. The Folsom Lake College Distance Education Subcommittee of the Curriculum Committee is tasked with assisting curriculum developers, reviewing Distance Education best practices, and making recommendations on faculty qualifications. The Distance Education Plan guides the subcommittee's practices. The college organizational structure includes a Distance Education manager that provides oversight on varied Distance Education activities/processes. Additionally, the college has a webpage on Computer and Internet Use that specifies rules for computer, software, and internet utilization. (III.C.5)

Conclusion:
The College meets the Standard.

III.D. Financial Resources

General Observations:
Folsom Lake College effectively uses its financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Financial resources are sufficient to support and sustain the college's learning programs and services, and its mission serves as the foundation for financial planning that supports institutional goals. Policies and procedures are in place to ensure sound practices and stability in budget development. Mechanisms are in place for the dissemination of timely financial information and multiple campus constituencies have opportunities to participate in planning and budget development. Institutional planning reflects a realistic assessment of financial resources, including operating funds, reserves, and liabilities.

Practices and mechanisms are in place to ensure financial integrity, accuracy, and oversight critical for stability in operations.

Findings and Evidence:
Folsom Lake College has financial resources sufficient to support and sustain student learning programs and services to improve institutional effectiveness. These resources are allocated from the LRCCD to the college. The FLC Budget and Facilities Planning Handbook outlines the mechanisms for the allocation of funds from the LRCCD to the FLC divisions and departments. The distribution of resources is linked to annual department and unit plans, and program review processes that support the development, maintenance, allocation, and enhancement of programs and services. The budgeting principles and formulas outline the LRCCD values, vision, mission, and goals that ensure financial stability. (III.D.1)

The college's mission and goals are the foundation for financial planning, which is integrated with and supports all institutional planning. Both the LRCCD and FLC specify their missions and goals that serve as the basis for all programs, services, and budgets. The priorities of the LRCCD and Board of Trustees is reflected in the LRCCD annual budget. The college has policies and procedures to ensure sound financial practices and stability. The distribution of financial resources is consistent with the budgeting principles of the LRCCD, and the budget planning processes established through the Budget and Facilities Planning Committee. Appropriate financial information is disseminated throughout the college in a timely manner through varied mechanisms, which include division and department meetings, collective bargaining negotiations, public information requests, and the LRCCD Board of Trustees meetings. The team encourages the College to broaden the scope of financial information sharing to include campus-wide forums, wide dissemination of resource allocation reports and/or communications that provide the full scope of what is funded annually. This would both celebrate the many ways the college supports college initiatives, as well as broaden constituent awareness of the work of the college community. (III.D.2)

Folsom Lake College works in partnership with the LRCCD to clearly define and follow guidelines and processes for financial planning and budget development. The LRCCD allocation process utilizes a long-established funding methodology that forecasts revenues under three potential scenarios from conservative to optimistic. All constituencies have appropriate opportunities to participate in the development of institutional plans and budgets. A LRCCD budget committee makes recommendations on district-wide budget development processes that impact FLC, the FLC Budget and Facilities Committee makes recommendations for budget allocations, and annual department and unit plans outline the following year's objectives and resource requests. (III.D.3)

Policies and practices are in place at both the LRCCD and FLC to facilitate assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. The LRCCD Budget Committee includes a multitude of stakeholders that review budgetary changes and prioritizes allocations of additional funds. The FLC Budget and Facilities Planning Committee supports the budget allocation to each of the four operational areas of the college (President Services, Instructional Services, Student Services, and Administrative Services). The Budget and Facilities Planning Handbook provides an overview of college-level

planning processes for varied budgets, temporary staffing support, capital equipment, and contingency funds. (III.D.4)

To assure financial integrity of the college and responsible use of its financial resources, policies and procedures are in place to ensure sound financial practices and stability. A tentative budget is prepared, further revised as the funding landscape evolves, and moves through the approval process by the LRCCD BOT. The LRCCD budget includes annual revenues and expenditures as well as the budgets for each of the LRCCD colleges. FLC has access to its budget and financial activities through an Enterprise Resource Planning System (PeopleSoft) and varied reports. Financial information is routinely shared across the college in a multitude of ways (e.g., committees, divisions and departments, requests) to facilitate financial decision making. A resource planning system is employed to ensure resources are expended in a manner that aligns with the approved budget. Organizational units are in place to provide guidance, reviews of requests, and authorizations. In accordance with LRCCD policy, an authorized signer list has been established. Regular evaluation of financial management practices as well as annual audits by external licensed auditors occurs. (III.D.5)

LRCCD has policies and practices that ensure financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services. These practices include regular internal audits to test internal controls and to verify compliance with federal, state, and program regulations. District and college personnel perform regular review of budgets on a monthly, quarterly, and annual basis. Financial reports are also available to appropriate personnel that can determine whether operating funds are sufficient to support student learning and services. Folsom Lake College's Vice President of Administration reviews the budget and expenditures and presents the previous year's expenditures for review and discussion to the Budget and Facilities Planning Committee. (III.D.6)

LRCCD responses to external audit findings are comprehensive, timely, and communicated appropriately. The district has an external firm conduct a financial audit and compliance review. When the district had audit findings prior to 2014, changes were implemented and verified by an external auditor. The latest audit was "successfully completed without any significant deficiencies, material weaknesses, or findings for the ninth consecutive fiscal year." (III.D.7)

The LRCCD's financial and internal control systems are evaluated and assessed for validity and effectiveness. The Enterprise Resource Planning System, PeopleSoft, tracks incoming and outgoing financial transactions that are supported by appropriate approvals. Right to use is requested via an access request process. These internal controls are assessed by an external auditor via an annual audit process. The audit results serve as the basis for improvement. Regular evaluation of financial management practices occurs. (III.D.8)

The LRCCD has policies and procedures to ensure sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and implement contingency plans to meet financial emergencies and unforeseen occurrences. Its financial management practices ensure sufficient operating funds and reserves. The district meets its policy requirements with a projected total unrestricted balance of 20 percent and an uncommitted general fund balance of 5

percent. Risk management analyses suggest the financial practices of the district are sound. The Folsom Lake College budget allocation processes include budget set-asides to cover emergencies and unforeseen operational costs. (III.D.9)

The LRCCD and FLC have established organizational structures and employ policies and practices for effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, and institutional investments and assets. Internal and external audits, personnel at both the district and college, including the FLC Vice President of Administration, and the Enterprise Resource Planning System collectively provide oversight. The purchasing of goods and services for projects is coordinated through the district purchasing department, and a district purchasing handbook informs employees of purchasing policies and procedures. This also includes additional purchasing requirements for categorical programs and federal fund expenditures. A Citizen's Bond Oversight Committee has been established for bond measure accountability. A quarterly investment report for the Los Rios Colleges Foundation is provided to the LRCCD Board of Trustees. The foundation's finance committee has fiduciary responsibility for managing the investment portfolio and it is subjected to audits separately from the district. Contractual authorization happens at the district level. The college and district work in partnership to review and approve, respectively. (III.D.10)

The LRCCD and college have financial resources to provide a reasonable expectation of both short-term and long-term financial solvency. Short-range plans are made with consideration to long-range priorities to assure financial stability. The district and college also identify, plan, and allocate resources for payment of liabilities and future obligations. The 2020-2021 adopted budget presents the district's short-range plans and long-term priorities (e.g., pension funding and bond service). Established financial policies and practices ensure sound financial planning that includes sufficient operational funds and cash reserves. (III.D.11)

The LRCCD plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The OPEB Trust ended 2019/2020 with $144 million in funding, well above the OPEB liability of $124 million. The Summary of District Funds in the 2020/2021 Adopted Budget states that vacation liability is fully funded and paid leave for faculty is under a banked leave program. The district ensures that the actuarial plan for OPEB is current and meets appropriate accounting standards. (III.D.12)

On an annual basis, the LRCCD assesses and allocates resources for the repayment of locally incurred debt that can affect the financial condition of FLC. The voters authorized two general obligation bonds (Measure A and Measure M) that are funded through property tax assessments. District bond series have never exceeded a maximum of 25 years. FLC does not carry locally incurred debt. (III.D.13)

All financial resources of the LRCCD, including short- and long-term debt instruments, auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source. Regular audits ensure compliance with the intended funding purpose for both the LRCCD and the LRCCD Foundation. Grant project managers

comply with grant requirements and LRCCD purchasing practices include certification by the project managers that purchases comply with grant terms. (III.D.14)

Folsom Lake College has policies and practices to monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and come into compliance when the federal government identifies deficiencies. Varied financial aid resources are available to students and are accessible once students complete the required application, enroll in six financial aid course applicable units, and receive loan entrance counseling. The FLC Financial Aid Department has the primary responsibility for financial aid monitoring and the college takes any necessary action to ensure compliance. The current three-year cohort default rate is within federal limits. (III.D.15)

Contractual agreements with external entities are consistent with the mission and goals of Folsom Lake College, are governed by institutional policies, and contain appropriate provisions to maintain the integrity of the college and the quality of its programs, services, and operations. LRCCD policies and practices, and organizational structures ensure that FLC contracts are developed, reviewed, and approved in a well-established manner to ensure the integrity of the process involved in procuring goods and services. (III.D.16)

Conclusion:
The College meets the Standard.

Standard IV

Leadership and Governance

IV.A: Decision-Making Roles and Processes

General Observations:
Folsom Lake College's well established and documented governance processes serve the institution well and are consistently described throughout the ISER. The Collegial Consultation Agreement, Board Policies and Administrative Regulations work together to ensure that all constituency groups have a voice in governance. Participatory governance structures, policies and processes are published and readily available on FLC College Governance webpage. Governance processes are regularly evaluated and reviewed.

Findings and Evidence:
Board Policy 3411: Participatory Governance ensures that constituency groups have representation in local governance. Participatory governance committees have the opportunity to innovate new ideas and have input into campus practices, programs, and services. (IV.A.1)

Board Policy 3411: Participatory Governance, AR3412 Academic Senate fully supports participatory governance. AR 3412 delineates the rights and responsibilities of the Academic Senate. BPs & ARs are supported by the FLC's Collegial Consultation Agreement. College consultation structure and process is publicly available on the College Governance webpage. (IV.A.2)

FLC presents evidence that administrators and faculty have a substantive voice in the development of institutional policies, planning, and budget in their area of responsibility. For instance, budget processes are detailed in the Faculty Handbook and the Budget and Facilities Planning Handbook. (IV.A.3)

Board Policy 3411: Participatory Governance, AR3412 Academic Senate, and the College Consultation Agreement ensure faculty primacy in curricular and program review matters. FLC's Curriculum Committee works with the District Curriculum Coordinating Committee. Evidence is presented demonstrating that faculty and administration communicate on curricular and program processes. (IV.A.4)

FLC's Collegial Consultation Agreement ensures and outlines participatory governance between the Academic Senate and the College President. The College President and Academic Senate President meet often to discuss college issues. Issues that fall under Senate prevue are assigned to the Senate or appropriate participatory governance committee. FLC maintains a master plan matrix to ensure that plans are implemented. (IV.A.5)

The College and District utilize BoardDocs to share committee agendas and minutes. (IV.A.6)

Folsom Lake College presents evidence that the College evaluates the participatory governance process through the College Coordinating Council. The Institutional Effectiveness Committee

evaluates governance using a variety of data points. The meets College Coordinating Council at the end of Fall and Spring semesters to review proposals for change. (IV.A.7)

Conclusion:
The College meets the standard

IV.B: Chief Executive Officer

General Observations:
The College President is the CEO, educational leader and the chief administrative officer of the College. The President reports to the Chancellor of the Los Rios Community College District. The President's leadership role includes participation in activities, including, College Master Plan creation, regular meetings with Folsom Lake College management personnel, Academic Senate President, and other campus and community entities. The President sets standards for student achievement and participates in the assessment of the College's progress towards achieving the performance KPIs. Folsom Lake College President is present, engaged with the College and the communities it serves, and provides appropriate leadership.

Findings and Evidence:
The College President acts as CEO and college and reports to the chancellor of the Los Rios Community College District (LRCCD). The president sits on the Chancellor's Cabinet, participates in other district-level and college-level committees, reviews all annual department and unit plans. Additionally, the President is present at all second-level interviews for full-time faculty members and managers. (IV.B.1)

The College has formalized its administrative structure through organizational charts and the instructional matrix. These documents delineate departments and leadership roles, supervisory lines as well as the connection between units. (IV.B.2)

The College's president leads institutional improvement of teaching and learning through serving on the Coordinating Council, participating in the program review process, and attending Institutional Effectiveness Committee meetings as resources. The president sets standards for student achievement and review's the campus' progress in the KPI summary report. The college is involved in creating a College Master Plan, which covers the mission and vision of the college. (IV.B.3)

The President appoints the College's Accreditation Liaison Officer. The CEO maintains currency in accreditation-related matters by serving as chair on peer review teams and serving on the Accreditation Steering Subcommittee. (IV.B.4)

The Folsom Lake College President reports to the Chancellor of the Los Rios Community College District and regularly attends Chancellor's Cabinet, Board Meetings and serves on district-level committees. The Folsom Lake College President is primarily responsible for the administering of all Board policies, budget oversight and management. (IV.B.5)

The Folsom Lake College CEO communicates regularly and effectively with the College and the communities served by the institution. Events and meetings held by the President include; the

annual State of the College, the Folsom Lake College Philanthropy Council and the Greater Folsom Partnership. Additionally, the Presidents and participates in community groups and activities including events that support the Promise Program. (IV.B.6)

Conclusion:
The College meets Standard IV.B.

IV.C: Governing Board

General Observations:

The Board of Trustees ("Board") of the District exercises its authority and responsibility by working as a single entity to ensure Board Policies and Administrative Regulations are appropriate to assure academic quality, integrity, and the effectiveness of student learning programs and services.

Findings and Evidence:

The Board exercises the authority and responsibility it has in policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services. The Board works in unison; once it reaches a decision the full Board supports it. In 2016, the Board updated the Administrative Regulation for selecting and evaluating the District Chancellor and College Presidents. The work of the Board aligns with its role as a policy-making body that is focused on the educational quality of the District. (IV.C.1.)

The Board, through documented evidence in meeting minutes, illustrates it acts as a collective entity. Based on evidence, the Board votes on action agenda items, once it reaches a decision, the Board acts as one in support of the decision. (IV.C.2)

The Board follows a clearly defined policy for selecting and evaluating the CEO of the district. This is evidenced by policies and regulations that outline the timelines for these respective processes. (IV.C.3)

The Board acts on behalf of the District as an independent body that sets policy and maintains a focus on community as it applies to high quality educational programs. Through policies and regulations, the Board has set attributes, guidelines, and ethics for Board behavior in protecting the District. (IV.C.4)

The Board has established policies that ensure the quality, integrity, and improvement of student learning programs and services. This is evidenced by the Board receiving regular reports on student achievement both at regular Board meetings and at retreats. The Board has policies that set its authority for educational quality, legal matters, financial integrity, and stability. (IV.C.5)

The Board composed of seven members has established bylaws and policies that outline operating structure, responsibilities, and procedures. (IV.C.6)

The Board acts in a manner consistent with its policies and bylaws and conducts an annual self-evaluation as evidenced in the Fall 2020 Board Retreat Agenda in accordance with Board Policy 3112.

The District General Counsel reviews annually the Board Policies and Administrative Regulations for legal compliance. If the District General Counsel determines that a substantive revision is needed, General Counsel engages specific college vice presidents in discussion when the policy addresses their areas of responsibility. General Counsel also engages the Academic Senates in discussion, if the proposed revision is in the senates' purview. Then the proposed revision is brought to the Chancellor's Cabinet for discussion before going to the Board for consideration. The District General Counsel also drafts new Board Policies and Administrative Regulations, as needed, and follows the same consultation process as noted above. The team learned during interviews that any constituent group or employee can propose revisions of existing Board Policies and Administrative Regulations or creation of new ones. However, the process for doing so is not clear or documented. It is also apparent that stakeholders are not involved in the regular review of all Board Policies and Administrative Regulations.

The Board Policies and Administrative Regulations that the District General Counsel determines do not need to be revised are brought to the Board to be reaffirmed as a consent item on the Board agenda. Those Board Policies and Administrative Regulations that underwent substantive revisions are agendized for discussion and two readings by the Board. During the visit, the Board vice president confirmed this process. However, the date when Board Policies and Administrative Regulations were last reaffirmed by the Board is not noted on the specific Board Policy or Administrative Regulation which creates the impression that many of them were not revised or reviewed in many years or decades and are severely outdated. The team suggests that the date of last review or reaffirmation by the Board be consistently added to the respective Board Policies and Administrative Regulations. (IV.C.7)

The Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality as noted on the Board's retreat agenda in fall 2020. A review of Board agendas confirms that the Board requests updates on student learning and achievement, such as dual enrollment and course success in English and Math. Board reports include disaggregated data to highlight trends that may lead to disproportionate impact, as evidenced in the October 2020 Board retreat agenda. (IV.C.8)

Consistent with Board Policy 3113, the Board maintains an ongoing training program for board development and new member orientation. New Board members are oriented to the District and colleges through briefings provided in a Trustee Candidates Workshop (September 2020), that includes the Chancellor's executive team, and through their participation in the California Community League of California Effective Trusteeship Workshops. Additionally, new Board members are introduced to Board Policies, such as P-3113, regarding the expected attributes of and guidelines for the conduct of board members. The Board maintains staggered terms of office to provide continuity of board membership. (IV.C.9)

Board Policy 3112, Section 2.3.4, establishes the process for board evaluation, goal setting, regular review of progress toward goals at midyear, and regular informal discussion of performance. In concert with its policy, the Board's annual evaluation begins with a self-evaluation during the Fall retreat and concludes with results of the evaluation being discussed at a spring retreat. The results are used as a basis for the Board's annual goals set in the spring. The Board's self-evaluation assesses its success in promoting and sustaining academic quality and institutional effectiveness and the results of that evaluation are made public. (IV.C.10)

The Board adheres to a code of ethics as outlined in Board Policy 3114 (Statement of Ethics) and to conflict of interest policies and processes to address violations as outlined in Board Policy 8630 (Conflict of Interest Rules) and Board Policy 8610 (Conflict of Interest Code). Board members are required to recuse themselves from participating in issues/decisions where they have a conflict of interest. (IV.C.11)

The Board delegates full responsibility and authority to the Chancellor to implement and administer Board Policies, as outlined in Board Policy 4111 (Chancellor Authority) and Board Policy 3112 (Duties and Responsibilities). The Board holds the Chancellor accountable for the operation of the District, as outlined in Board Policy 9142 (Evaluation). In concert, these policies provide the Chancellor with full authority to operate the District without Board interference, and the Board evaluates the Chancellor annually to provide accountability toward achievement of mutually established goals. (IV.C.12)

Through Board retreats, regular Board updates, relevant reports, and trainings, the Board is informed and knowledgeable regarding eligibility requirements, accreditation standards, commission policies, and accreditation processes. The Board supports the District and College's efforts to maintain full accreditation through institutional effectiveness initiatives. (IV.C.13)

Conclusions:

The College meets the Standard.

District Recommendation 1 (improvement):

In order to increase effectiveness, the team recommends the District develops, implements, and documents a process that consistently involves stakeholders for the regular review of all Board Policies and Administrative Regulations, as well as revisions and the initiation of new policies and regulations as needed. (IV.C.7)

IV.D. Multi-College Districts or Systems

General Observations:

The Chancellor provides leadership and communication to the college presidents and holds them accountable for the effective governance and operation of their respective colleges. The team noted that roles and the division of responsibilities of the District and the colleges may not be sufficiently clear as outlined in the Functional Map. Board Policies, Administrative Regulations, and business processes provide a clearer understanding of the roles and responsibilities of the District and the College.

The District has agreed upon resource allocation formulas that allow the colleges to operate in alignment with their missions, and allow for the operations and sustainability of the colleges and the District. The college presidents are given full authority to implement programs, college resource plans, and Board Policies and Administrative Regulations.

There are various districtwide standing committees that provide for involvement and communication between the colleges and the District in support of effective decision making. The District does not have a district-level decision making guide or similar document that would help clarify the roles of the various districtwide committees as well as the flow of recommendations and decisions.

Constituents are engaged to participate in district planning. The colleges align their strategic plans to the District's strategic plan. Decisions are communicated through the organization by the Chancellor through Chancellor's Executive Staff and Chancellor's Cabinet meetings.

Findings and Evidence:

The Chancellor provides leadership for the operation of the District and in cooperation with the executive leadership through weekly meetings with the Chancellor's Staff, which includes the Presidents, Vice Chancellors, Associate Vice Chancellors, and District General Counsel, and the at-least monthly meetings of the Chancellor's Cabinet, which includes leaders of constituent groups. (IV.D.1)

The Functional Map uses the accreditation standards to identify primary, secondary, and shared responsibilities between the District and the College. While this approach provides a high-level view of responsibilities relative to each accreditation standard, it does not identify the actual functions and operations performed by the District Office making it difficult to determine the delineation of responsibilities. The team suggests that the District Office publishes, preferably on the District website, a list of the departments at the District Office and a brief description of the responsibilities and functions of each department. (IV.D.2)

The District started the process of reorganizing and centralizing Admissions and Records and Financial Aid, respectively. At the time of the visit, the team learned that the reorganization of Financial Aid is further along but still in the initial stages of a three-phase implementation. The

reorganization of Admissions and Records has not yet started but an initial analysis was performed. Ultimately, it is the team's understanding that all staff in Admissions and Records and Financial Aid, respectively, will report to the District Office but some staff will continue to be located at each of the Colleges. It will be important to monitor and evaluate the effectiveness of the new structures and operations once implemented. (IV.D.2)

The resource allocation model, which uses the proportionate share or "bucket" concept, was mutually agreed upon by all constituencies and is followed as part of the budgeting process. Allocations and reallocations of resources are defined and followed in the District budget model. If the District receives new funds, 80 percent of the new funds are allocated to the respective collective bargaining units based on a proportionate share. The compensation formula includes a provision known as the "trombone clause" whereby a reduction in base funding is applied, also following the 80/20 split. The District recognizes that this method ensures equity in the distribution of 80 percent of its resources, but it also has the effect of limiting the District's operating revenue on an annual basis to 20 percent. It also limits growth in the District's ending reserve. Program Development Funds (PDF) refers to the 20 percent of the new funds available after the distribution of the 80 percent bucket revenues. This 20 percent of new revenue is used to fund increases in operational costs as well as program improvement costs. To administer the 20 percent PDF, the District Budget Committee reviews recommendations of priority items. Formulas are used for many of the allocations of the PDF. (IV.D.3)

Board Policy 4111 notes that the Chancellor serves as the CEO of the District and that the Board delegates the administration of the District and the implementation of Board Policies to the Chancellor. The same policy states that the College President serves as the chief administrator of the College and is responsible for the overall supervision of the operation of the College in conformity with the directives and duties as defined by the Chancellor and consistent with Board Policy. The Chancellor delegates full responsibility and authority to the college presidents to implement and administer delegated Board Policies without interference and holds the college presidents accountable for the operation of the colleges. Board Policy 9142 states that the Chancellor reviews the college presidents' performance annually based on achievement of each's established goals for the year. The college presidents' job description sets the expectations for the responsibilities of the position, including implementing Board Policies at the colleges. The college presidents are given full responsibility to run their respective colleges. (IV.D.4)

Planning is integrated between the District and College. The Board delegates to the Chancellor, and the Chancellor ensures that each College has plans that align with its mission, vision, and values. College constituents, college committees, and District committees are involved in the formulation, review, and implementation of the colleges' and District strategic plans. In response to longstanding achievement gaps for African American and Latinx students, the colleges have agreed on shared metrics and targets for overall course success and equitable achievement for these students. The team suggests the College clarify the timetable for the achievement of these targets and conduct regular evaluation of progress towards the targets. (IV.D.5)

The District communicates with the colleges in a variety of ways. Through the Chancellor's Executive Staff, the Chancellor meets with the college presidents and District Office executives to discuss districtwide issues. Through the Chancellor's Cabinet, the Chancellor meets with the

college presidents and leaders of all constituent groups to also discuss districtwide issues. There are a number of districtwide standing committees–budget, educational technology, curriculum, accreditation, and research–and the District Academic Senate that provide for involvement and communication between the colleges and the District in support of effective decision making. The District does not have a district-level decision making guide or similar document that would help clarify the roles of the various districtwide committees as well as the flow of recommendations and decisions from the districtwide committees to the Chancellor and to the District Office and College Executive teams. The team suggests that the District develops such a document. During the visit, the members of the Executive Council indicated that College representatives in the various districtwide committees relay the information, recommendations, and decisions to their colleagues on campus. (IV.D.6)

The District conducts regular employee satisfaction surveys to inform the evaluation of District and College role delineations, governance, and decision-making processes. Governance and structure are also discussed at the Chancellor's Cabinet. The team encourages the College to more clearly document and communicate how improvements are made as a result of these surveys and discussion. (IV.D.7)

Conclusion:

The College meets the Standard.

Quality Focus Essay

In the Quality Focus Essay, Folsom Lake College acknowledged existing barriers to student success. The data show that the typical student at FLC takes six years to attain a degree. While some students are exploring various course topics before deciding on majors with clear paths to degrees/certificates or transfer, FLC recognizes that some of the delays are the result of long-held institutional processes and assumptions. To address this delay, FLC has focused on creating plans and projects as part of its Guided Pathways reorganization.

During on-site interviews, faculty, staff, and managers confirmed that the college is still exploring how to improve these student metrics. FLC has taken a number of steps, that include creating two-year plans to inform students (and counselors) of course offerings, developing academic plans, implementing Degree Planner software, and promoting program maps.

The college demonstrates a commitment to addressing equity gaps and barriers to student success, including time to completion. The college has clearly identified specific strategies to implement utilizing data and best practices. The QFE seems appropriate, and the College has built infrastructure and is now positioned to do the work of launching measures for student success and equity. The thrust of this work will be a major focus within the 2023 strategic plan.

Appendix A: Core Inquiries

College Core Inquiry 1

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

Core Inquiry 1: The Team would like to deepen our understanding of how integrated planning leads to college priorities and resource allocation.   - How is data used to inform college-wide priorities for initiatives, and how is this information used to prioritize resource allocation collegewide?   - How does the college use SLO assessment results to inform resource priorities?   - How does the college use planning to institutionalize priorities and activities?
Standards or Policies: I.B.6; II.A.16; III.D.1; III.D.4
Description: <ol type="a"> - The team reviewed the Institutional Effectiveness Council (IEC) meeting notes, strategic plan, Master Plan, and SLO/Program Review documents and did not clearly understand how data is used at the institutional level to inform planning priorities and resource prioritization. IEC minutes from December 14, 2020, and May 11, 2020, indicate that there has been some internal reflection on the IEC committee mission, which includes the use of data to inform college decision-making and institutional priorities, as well as the budget request/resource prioritization process via the Budget and Facilities Planning Committee.   - The team reviewed the narrative that articulates that SLO assessment, as noted in annual plans and program review. The SLO Subcommittee's annual report summarizes that college-wide trends lead to resource allocation priorities, but the team could not find evidence of how this occurs.   - The team reviewed the budget and facilities planning handbook and did not see how decisions about resource requests are prioritized and made.
Topics of discussion during interviews: <ol type="a"> - The Team would like to learn how the reporting and discussion of data (including SLO assessments) in IEC leads to prioritizing college initiatives, resource allocation, and other decision-making processes.   - The Team is confident the college has an integrated planning process that informs institutional priorities and resource allocation, but would also like to learn more about the process and would like to see examples of how the process has been implemented.
Request for Additional Information/Evidence: <ol type="a"> The Team would like to see IEC meeting minutes or other group documentation demonstrating that discussion of data that leads to annual or long-term goal-setting, identification of initiatives.

b. The Team would like to see documentation or evidence of the current process for identifying college goals/plans and how resources are prioritized to address these college-wide priorities.
c. The Team would like to see the annual resource prioritization list, the rubric used in generating the prioritized list, and identification of what was funded versus requested. For example, what are the process details at the college level? Are requests being pulled from ADPs, AUDs or program review?
d. The Team would like to see plans or budget documents that point to the data/reports that informed the decisions.

Request for Observations/Interviews:
a. IEC Co-Chairs
b. Budget and Facilities Planning Committee Co-Chairs
c. Personnel involved with college planning and resource prioritization
d. SLO Committee Chairs or others that oversee college SLO assessment
e. Program Review and Department Planning Subcommittee Chairs or others that oversee the program review process

College Core Inquiry 2

Core Inquiry 2: The Team would like to further understand how the College evaluates institutional effectiveness and how this leads to college or program improvement
   ● How do college committees and groups use data to evaluate and improve processes, policies, and practices?
   ● What changes/improvements in programs have occurred as a result of the consideration of program assessment and have they been evaluated for their effectiveness?
   ● How does the college assess the allocation of resources to improve the effectiveness of programs?

Standards or Policies: Standard I.B.7; I.B.9; II.A.16; II.C.2; III.D.1

Description:
  a. The team reviewed IEC minutes, the 2019-2022 Strategic Plan, annual unit plans, and program reviews, but was unable to determine how institutional evaluation efforts have led to actionable improvements in processes, policies, and practices.
  b. The team found strong evidence of the collection and distribution of Student Services assessment results. While students report high satisfaction levels with identified services, students also reported a need for improved cultural sensitivity and cultural understanding by employees. Students further report in the RP Group Report, disproportionately impacted student groups experience services differently. The team received confirmation that findings were distributed widely and available in time for development of 2021-2020 AUPs, but Student Services AUPs made no reference to how these findings were acted on.

Topics of discussion during interviews:
  a. Update on IEC work/progress
  b. The Team would like to discuss how the college closes the loop on resource allocation investments.
  c. Examples of changes/improvements in programs that have occurred as a result of the consideration of program assessment
  d. Examples of evaluations completed on changes/improvements to determine their effectiveness
  e. Examples of how the college uses the AUPs to improve

Request for Additional Information/Evidence:
  a. Minutes from the Budget and Facilities committee discussing the effectiveness of past investments.
  b. Program review and/or annual plans that document plans for improvements and improvements that have been accomplished;

c. Institutional planning and evaluation documents that include plans for improvements and reports on improvements that have been accomplished, with accompanying data on student learning and student achievement;
d. IEC minutes or other committee documentation that demonstrates the action planning process informed by data.

Request for Observations/Interviews:
a. IEC Co-Chairs
b. Budget and Facilities Planning Committee Co-Chairs
c. Personnel involved with college planning and resource prioritization
d. SLO Committee Chairs or others that oversee college SLO assessment
e. Program Review and Department Planning Subcommittee Chairs or others that oversee the program review process

f. VP and Dean of Student Services

District Core Inquiry 1

Based on the team's analysis during the Team ISER Review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

District Core Inquiry 1: The team would like to better understand how the Board ensures a regular cycle of review of its board policies to ensure their effectiveness in fulfilling the district's mission and revises the policies as necessary.
Standards or Policies: IV.C.7
Description: The team reviewed the college's ISER, which indicated that policies and regulations are created and amended to address changes in law, District operations, and the needs of students. The evidence supports the ISER's statement that "*On a quarterly basis, the general counsel informs the board of the need to update policies or regulation.*" The team also confirmed that the Board reaffirms all Board Policies and Administrative Regulations in batch form (1000-9000). The Board has Board Policy 3112, which addresses the process for adoption of policies. However, in a random sampling of the Board Policies and Administrative Regulations online, the team found Board Policies that had not been updated since the 1980s and 1990s. The team would like to better understand how the Board ensures a regular cycle of review of its Board Policies and Administrative Regulations to confirm their effectiveness in fulfilling the District's mission.
Topics of discussion during interviews: • Cycle for the regular assessment and revision of Board Policies and Administrative Regulations.
Request for Additional Information/Evidence:
Request for Observations/Interviews: • Individuals responsible for ensuring the regular updating of Board Policies and Administrative Regulations (e.g., Board Office).

District Core Inquiry 2

District Core Inquiry 2: The team would like to deepen its understanding of the specific delineation of college and district roles and responsibilities in order to better understand the following:

- The interface between district level governance and college level governance
- The autonomy of the colleges
- The functions carried out at the district office
- The impact of completed reorganizations on the colleges and the district office
- The analyses being done for planned reorganizations

Standards or Policies: IV.D.2, IV.D.3, IV.D.4, IV.D.7

Description:
a. The Functional Map uses the accreditation standards to identify primary, secondary, and shared responsibilities between the District and the College. While this approach provides a high-level view of responsibilities relative to each accreditation standard, it does not identify the actual functions and operations performed by the District Office making it difficult to determine the delineation of responsibilities. There are references to District reorganizations and centralizations but it is not clear what the impact on the delineation of responsibilities is.
b. The team read the references to the 80/20 resource allocation formulas; however, it is not completely clear what would happen in the event the district experiences a revenue reduction in terms of impact on personnel and the colleges.
c. The team did not see a district-level decision making guide that would help clarify the roles of the various district wide committees.
d. District governance and structure are discussed at the Chancellor's Cabinet. However, it is not evident how improvements are made as a result of these discussions.

Topics of discussion during interviews:
a. Delineation of responsibilities between the District and the colleges.
b. Resource allocation mechanisms.
c. The evaluation of district/college delineations, governance processes, and improvements.
d. How the colleges place items of interest on the agenda of the Chancellor's Executive Staff meetings.

Request for Additional Information/Evidence:
a. Brief description of the functions carried out at the district office.
b. Minutes of Chancellor's Cabinet meetings when District governance and structure were discussed.

    c. Agendas of Executive Staff meetings where college-initiated items of interest were discussed.
    d. Evidence of examples of any changes made in District governance.
    e. Example of how the 80/20 allocation formula works in the event of a reduction in revenue.
    f. Reports or analyses done leading to completed reorganizations, such as the centralization of the Public Information Officers and the Philanthropy office.
    g. Analyses of proposed reorganizations such Admissions and Records and Financial Aid.

Request for Observations/Interviews:
- Members of the Chancellor's Executive Staff
- Members of the Chancellor's Cabinet
- Members of District Academic Senate and other district-level participatory governance committees/councils (e.g., Technology, Curriculum, Research)