EXTERNAL EVALUATION REPORT

Folsom Lake College
10 College Parkway
Folsom, CA 95630

This report represents the findings of the External Evaluation Team that visited

Folsom Lake College on Monday, October 5-Thursday, October 8, 2015

Carole S. Goldsmith, Chair

NOTE: this page shall be added to the team report noted below, immediately behind the cover page, and shall become part of the final evaluation report associated with the review.

DATE: January 8, 2016

INSTITUTION: Folsom Lake College
                             10 College Parkway
                             Folsom, CA 95630

TEAM REPORT: Comprehensive Evaluation Report

This report represents the finds of the evaluation team that visited Folsom Lake College October 5-8, 2015.

SUBJECT: Commission Revisions to the Team Report

The comprehensive External Evaluation Report provides details of the team's findings with regard to the Eligibility Requirements, Accreditation Standards, and Commission policies, and should be read carefully and used to understand the team's findings. Upon a review of the External Evaluation Report sent to the College, the Folsom Lake College Self-Evaluation Report, and supplemental information and evidence provided by the College, the following changes or corrections are noted for the Team Report:

1. The Commission finds that the District is not out of compliance with Standard III.C.1, and that Standard reference should be removed from District Recommendation 1.

2. The Commission finds that District Recommendation 3 should be written as a recommendation to meet Standards rather than an improvement recommendation.

3. The Commission finds that the District is not in compliance with Standard IV.B.2 and has added that Standard to the citation in District Recommendation 3.

List of Team Members

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Institutional Research and Planning, Retired
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Dr. Paul Parnell
President
Norco College

Ms. Catherine Webb
Librarian/Accreditation Liaison Officer
Monterey Peninsula College

Summary of the Report

Institution: Folsom Lake College

Dates of visit: October 5-9, 2015

Team Chair: Carole Goldsmith, President, West Hills College Coalinga

A thirteen-member accreditation team visited Folsom Lake College from October 5-12, 2015, to assess how well the College is meeting the Accreditation Commission for Community and Junior Colleges (ACCJC) Standards, Eligibility Requirements, and addressing previous nine recommendations and to provide recommendations to the ACCJC regarding the status of the College in each of those areas.

In preparation for the Folsom Lake College visit, the team chair joined in all-day Team Chair Training on July 9, 2015 in Sacramento and meet with ACCJC administrative staff as well as other Team Chairs to review the policies and procedures of conducting a comprehensive external evaluation visit.

A pre-visit to Folsom Lake College was conducted by the team chair on August 20, 2015, to meet with the College President and accreditation liaison officer (ALO) to discuss logistics for the upcoming visit. The team chair and team assistant toured the campus and met with faculty and classified Standard leads.

In preparation for the visit, team members received the Folsom Lake College Self Evaluation Report of Educational Quality and Institutional Effectiveness. On August 18th, team members received log-in to Folsom Lake College Portal Accreditation site to access evidence such as Board Polices, Program Reviews, SLO Assessment Reports, and planning documents as well as various governance committee meeting minutes. Furthermore, all team members participated in the ACCJC team training held on September 1, 2015. The team members completed team assignments such as written evaluations of the Institutional Self Evaluation Report and began to identify areas in need for further investigation prior to the actual physical visit.

The day before the formal visit, four team members joined the Team Chair to conduct visits to the College's two educational centers – the El Dorado Center in Placerville, and the Rancho Cordova Center in Rancho Cordova. Later that day, the other members of the team joined the group to review and discuss the written materials submitted to the ACCJC in terms of examining of good practice regarding mission, goals and objectives; the appropriateness, sufficiency, and utilization of resources; the usefulness, integrity, and effectiveness of its processes; and the extent to which it is achieving its intended student achievement and student learning outcomes.

During the visit, the team met with students, faculty, staff, Board of Trustees members, administration, and community members. The team examined various documents, as requested by team members, in addition to those provided as evidence in the Self Evaluation Report.

Likewise, team members reviewed webpages and online line learning environment. Members visited several classes at Folsom Lake College and also at the two centers in Placerville, and in Rancho Cordova. All of the facilities of Folsom Lake College are well kept and designed with students in mind. The FLC's main campus have been built within the last 14 years; the El Dorado Center (EDC) recently completed renovation and construction project that provided for expanded services; and phase 1 construction of Rancho Cordova Center's permanent site is nearly complete.

The team also conducted two open forums which provided an opportunity for students, college staff, and community members to meet with the visiting team to express concerns and share best practices.

Overall, the team found the College to be collegial, open, and engaged in the accreditation process. The team appreciated staff and administration's efforts to prepare its Self Evaluation, prepare for the team visit, and assist the team when needed.

Introduction

Folsom Lake College (FLC) is a comprehensive, public community college, serving approximately 8,700 students in Sacramento and El Dorado County. The main campus is in Folsom, the El Dorado Center is in Placerville, and the Rancho Cordova Center is in Rancho Cordova. As one of four community colleges within the Los Rios Community College District, FLC's service area extends along Highway 50 corridor as far as Rancho Cordova to the west and well beyond Placerville to the east. Its service area extends northwest boundary with American River College and northeast to share a boundary with Sierra College and Lake Tahoe Community College, and south to the service boundary with Sacramento City College. In January 2004, Folsom Lake College received initial accreditation from the Accrediting Commission for Community and Junior Colleges.

Folsom Lake College offers associate degrees, associate degree of transfer, certificates, general education, transfer preparation, career and technical education, basic skills education, English as a Second Language, athletics, and other educational and cultural opportunities. One such opportunity is made available through the Folsom Lake College Visual and Performing Arts Center, the Harris Center. The Harris Center for the Arts is the new 80,000 square foot regional arts center is home to Folsom Lake College's visual and performing arts. It seeks to enrich the lives of students and the broader community throughout California's capital region by providing opportunities to experience artistic work, celebrate cultural traditions and enjoy creative productions.

The communities served by Folsom Lake College have shown great support for the College as evidence by the passage of Measure A in 2002, which authorized the issuance of $265 million in general obligation bonds to fund new facilities throughout the District. In 2008, the District successfully launched a second bond measure (Measure M) resulting in an additional $475 million for further expansion. The passage of these two bonds has allowed FLC to construct new facilities on the main campus and at the two centers. Future construction projects include partial funding from Measure M for a new career technical/science building and student services expansion, both at FLC main campus, pending passage of the next state educational bond.

Major Finding of the 2015 Visiting Team

College Recommendations

1. In order to increase effectiveness, the team recommends the College use its integrated institutional planning efforts and increased use of comprehensive disaggregation of student data in order to strengthen the linkage between SLO assessment and resource allocation, and thus improve the effectiveness of the institution's entire planning systems. (Standards I.B.3, I.B.4, I.B.6, I.B.7, II.A.1.a, II.A.2.e, III.C.1.a)

2. In order to increase effectiveness, the team recommends that the College expand its timely, continuous review of the catalog to ensure that courses and programs listed are available and offered and that all courses and programs are regularly assessed. (Standard II.B.2)

3. In order to increase effectiveness, the College should ensure a strong marketing campaign for students to access services, as well as intentionally observing, reflecting, evaluating, documenting and highlighting impact on student learning and success and identifying methods for improvements if needed. (Standard II.B.3, II.B.3.a, II.B.3.c, and II.B.4)

4. In order to increase effectiveness, FLC is encouraged to align its strategic vision for distance education with its Educational Master Plan, and develop ongoing processes for evaluating the ongoing effectiveness of its distance education offerings and technology services. The plan should be integrated with the program review process and with the on-going and routine technology assessments done by College and District Information Technology. The FLC Technology Plan should align with and directly support the College Strategic Plan. (Standard III.C.1, III.C.2)

5. In order to increase effectiveness, and ensure fiscal stability, and in light of significant population growth in the surrounding community, the college should undertake a study of the participation rate. (Standards III.D.1.b, III.D.1.c).

District Recommendations:

1. In order to meet the standards, the District Evaluation Team recommends that the LRCCD develop a comprehensive Technology Plan for the District. The plan should be integrated with the program review process and with the on-going and routine technology assessments done by District Information Technology. The Technology Plan should align with and directly support the District Strategic Plan and the colleges' strategic plans. Finally, the plan will need to be routinely assessed and updated to ensure currency (Standard III.C.2).

2. In order to meet the Standards, the District Evaluation Team recommends that the LRCCD develop a clearly-defined policy for selecting the presidents of the colleges (Standard IV.B.1.j)

3. In order to meet the standards as well as to improve institutional effectiveness and align policy with practice, the District Evaluation Team recommends that the District modify the existing Board Policy 4111 to more clearly define that the Chancellor delegates full responsibility, authority, and accountability to the presidents for the operations of the colleges. The Evaluation Team further recommends that Section 1.2 of Board 2411, which establishes the role of the President as the chief college administrator, be added to the policy section 4000 –Administration (Standard IV.B.3.e).

Commendations of the 2015 Visiting Team

Commendations

The External Evaluation Team identified several significant accomplishment and makes the following commendations.

1. The team commends the college for its commitment to student learning and success as demonstrated by thoughtful and inclusive use of student space, an empowering student employment program, in addition to its innovative initiative, "On Course: Choices of Successful Students". As a collaborative effort with Student Services and Instruction, this initiative highlights successful practices for students entering the College via the Centers. (Standard II.A, II.B, II.B.1, II.B.3.a, II.B.3.b, II.B.3.d)

2. The team commends the College for the alignment of student learning and success with the PLE/Welcome and Student Success Center adjacent to the Library. The space is a welcome hub for new students and continuing students in need of assistance and support. The College is implementing an assessment "check-in" to ensure students are assisted appropriately to encourage success in placing in a higher level math and/or English course. There are computers available for student use, study tables, and lounge seating for students to feel welcome and at ease. The WSS Center has created "pods" for DSPS students that include alternate media for students with disabilities and tools to assist with their success while not "separating" them due to the need for accommodations/alternate media. The Center is covered by student workers and peer mentors who have a strong sense of ownership and pride. (Standard II.B, II.B.1, II.B.3.a, II.B.3.b, II.B.3.d, II.C, II.C.1.c)

3. The team commends the College for the numerous high-touch programs that promote civic responsibility and personal development to enhance student learning and success exceeds the Standard. (Standard II.B.3.b)

4. The College is commended for creating an environment and dedicating resources to provide robust professional development for faculty (part-time and adjunct) and classified staff. (Standards II.B, II.B.3.d, III.A, III.A.5, III.A.5.a, III.A.5.b)

5. The college is also commended for the development of the Rancho Cordova and El Dorado Education Centers and the resultant expansion of educational services into the

community (Standards III.B.1.a, III.B.1.b).

6. The College is commended for its handling of a potentially violent situation under which a student initially referred by campus police for aggressive behavior, was later arrested on campus carrying guns and ammunition. (Standard III.B.I.b)

<p style="text-align:center">Responses to Recommendations of the Previous Evaluation Team</p>

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

The 2015 evaluation team found that Folsom Lake College (FLC) has put practices and processes in place in order to reach SLO proficiency level. FLC seems to rely on College-wide indicators, student surveys, and other indirect measures. Authentic assessment strategies often involve embedded assessment of student learning within the structure of courses through assignments, projects, case studies, exams, etc. While the evidence shows that this recommendation has been met**,** the 2015 evaluation team encourages the FLC faculty, the SLO Coordinator, and the Curriculum Committee to continue to refine their authentic assessment strategies, examine the results, evaluate the actions based on the data and analyses to continue to make improvements.

Recommendation 2: *The team recommends the college evaluate the educational effectiveness of electronically delivered courses including assessment of student learning outcomes, retention and success, and develop a distance education strategic plan (Standards I.B.1, II.B.2, II.B.2.a, II.B.2.d, II.B.2.e, II.B.2.f, II.B.3.a, II.C.1, II.C.2.c, III.C.1.c, IV.A.2.b)*

FLC has provided evidence of improvements regarding the lack of a distance education strategic plan and overall effectiveness of electronically delivered courses. The Technology and Distance Education Plan was recently updated. The team suggests the College ensure that it is delivering distance education, not correspondence education, especially regarding faculty-student interaction. The team also suggests the College review results of SLO assessments, retention and success for face-to-face versus distance education sections of courses. This may prompt questions to the Distance Education Coordinator, the SLO Coordinator, and faculty about any gaps in performance (and thus effectiveness) between modalities. While FLC's response to this Recommendation indicates the steps taken in 2010 to address the issue, it is unclear if the description indicates an ongoing process of evaluating the educational effectiveness of electronically delivered courses.

Recommendation 3: *The team recommends the college comply with the Distance Education requirements such as obtaining substantive change approvals when 50% or more of certificated or degree is obtainable in a distance delivery mode (II.A.1.b, II.A.2.d)*

The 2015 evaluation team found that Folsom Lake College (FLC) has addressed this recommendation, resolved the deficiencies, and meets the Standards.

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

The College has a faculty driven student learning outcomes evaluation process that is integrated in the College's planning process. The College revised its annual planning and resource allocation process to ensure that student learning outcomes informed College wide planning. Evidence reviewed indicates that the College uses student learning outcome data findings to inform strategic planning, Student Success and Support Programs (SSSP) planning, Student Equity Plan (SEP) project, and other initiatives. Furthermore, the College revised its planning cycle documentation and timelines to more clearly illustrate the integration of SLO assessment data in the planning process. The 2015 evaluation team found that Folsom Lake College (FLC) has addressed this recommendation, resolved the deficiencies, and meets the Standards.

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

The College has revised the annual department and unit planning, as well as resource allocation process, to clearly identify the professional development activities tied to specific College goals, all aligned to the mission. Additionally, the Professional Development Committee assess the impact of the professional development activities on teaching and learning as well as the use of technology. Evidence was reviewed that indicated that professional development activities had been assessed and often informed future endeavors. The 2015 evaluation team found that Folsom Lake College (FLC) has addressed this recommendation, resolved the deficiencies, and meets the Standards.

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

The College has taken action to incorporate a process to provide classified staff and administration may provide input in the annual evaluation process of the college president. The College requested that the District's general counsel draft new board policy language that would allow input from all College and District constituency groups in the evaluation process of the College president.

The District's general counsel also drafted new board policy language that stipulates how violations of the Board of Trustees' "Statement of Ethics" will be addressed.

The 2015 evaluation team found that Folsom Lake College (FLC) has addressed this recommendation, resolved the deficiencies, and meets the Standards.

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

Folsom Lake College's facility planning is primarily a District function and responsibility is clearly delineated in Board policy. The District uses Facility Soft Facilities Planning Tools For

Higher Education to assist with tracking Long Range Capital Projects. Technology planning is College function. Evidence reviewed indicated that the College develops and maintains equipment/infrastructure inventory and replacement schedules. The FLC Technology Committee prepares budgets, makes recommendations and plans for the replacement in keeping with technology upgrades. The institution's response to the pervious team's Recommendation is current, complete and supported by evidence in the Self Evaluation and through interviews. The 2015 evaluation team found that Folsom Lake College (FLC) has addressed this recommendation, resolved the deficiencies, and meets the Standards.

Recommendation 8: *In order to increase effectiveness of Standard II.C and Standard III.C, the team recommends the college complete a comprehensive evaluation of the learning support services provided in the following computer labs: FL 1-PLE, FL 1-35, FL 1-107, FL 2-240m FL 5-09, FL 1-07, FL 5-109, EDC C-201, EDC C-202, EDC C-204, and RCC 7 (II.C.1.c, II.C.2, III.C.2)*

The institution's response to the previous team's Recommendation is current, complete, and supported by evidence included in the Self Evaluation and through interviews. Evidence reviewed indicates that a comprehensive evaluation of learning support in the computer labs occur annually through the college-wide planning process. The institution has resolved all deficiencies related to a comprehensive evaluation of the learning support services provided in the identified computer labs. The 2015 evaluation team found that Folsom Lake College (FLC) has addressed this recommendation and meets the Standards.

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

The College convened a workgroup that included representation from all constituents of the College to refine the College Participatory Governance and Collegial Consultation (CPGCC) document to more fully explain the decision making process in detail. Interviews, along with the Self Evaluation Report, indicate that the workgroup was successful in revising and updating the document in order to meet this pervious recommendation. The revised CPGCC document was reviewed by Academic Senate and approved by the College president on May 17, 2011. The 2015 evaluation team found that Folsom Lake College (FLC) has addressed this recommendation, resolved the deficiencies, and meets the Standards.

Eligibility Requirements

1. **Authority**

   The evaluation team confirmed that Folsom Lake College is a two-year college that complies and operates under the authority of the State of California, the Board of Governors of the Los Rios Community College District. The College is accredited by the Accrediting Commission for Community and Junior Colleges.

2. **Mission**

   The evaluation team confirmed that the College's broadly defines the educational programs, student support services, enhanced opportunities, and environment the College strives to provide. The Los Rios Community College District Board of Trustees approved the current FLC mission statement at its June 11, 2014 meeting. The mission statement is published in the Catalog, website, and numerous other places.

3. **Governing Board**

   The evaluation team confirmed that Folsom Lake College is governed by a publicly elected seven-member Board of Trustees, elected by area and joined by a non-voting student trustee. The Board of Trustees is an independent policy-making body overseeing the District and the four colleges. Meetings are held monthly and scheduled at each of the four colleges once per year. The Los Rios Community College District home web page has a tab for the Board of Trustees that includes a lists the Board members along with a brief biography, a calendar of board meetings, and agendas and minutes. A majority of the board members have no employment, family, or personal financial interest in the institution.

4. **Chief Executive Officer**

   The evaluation team confirmed that Folsom Lake College has a Chief Executive Officer appointed by the Board of Trustees. Through board policy, the CEO has the appropriate delegated authority to administer Board polices and procedures. The college president, district chancellor and Board of Trustees, and their respective place in the organizational hierarchy, are reflected on the organization chart which is published in print and on the institution's webpage.

5. **Administrative Capacity**

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

6. **Operational Status**

   The evaluation team confirmed that Folsom Lake College has been in continuous operation since 2004, when it received initial accreditation status. It serves over 8,100 students who are enrolled at the main campus in Folsom, the El Dorado Center in Placerville, and the Rancho Cordova Center in Rancho Cordova. These students are actively enrolled in transfer and career technical education classes and participate through a variety of instructional modalities, including face-to-face, hybrid and online.

7. **Degrees**

   The evaluation team confirmed that the College offers a wide variety of degrees and certificates: 15 Associate Degrees for Transfer, 6 Associate of Science degrees, 23 Associate of Arts degrees, 26 Certificates of Achievement (at least 18 units), and 8 Certificates of Recognition (less than 18 units).   These degree and certificate programs are clearly described in the College catalog and other publications and a majority of students are enrolled in these programs.

8. **Educational Programs**

   The evaluation team confirmed Folsom Lake College's degree and certificate programs are consistent with its mission, are based on recognized patterns of study, are articulated with a number of colleges and are of sufficient content and length, and are conducted at levels of quality, appropriate rigor and are relevant to local labor market information. The processes in which programs are developed and updated are clearly outlined in Folsom College's Curriculum Handbook.

9. **Academic Credit**

   The evaluation team confirmed that Folsom Lake College sets forth processes and procedures for curricular matters including the determination of units of academic credit for courses as well as minimum units needed for various programs. The team reviewed their processes and guidelines (outlined in the Curriculum Handbook) and found that the awarding of credit is consistent with Title V regulations and conforms to accepted practices in community colleges. The FLC catalog outlines policies regarding alternative credit including, Advanced Placement, College Level Examination Program, International Baccalaureate, Credit by Examination, and Military Service Credit.

10. **Student Learning and Achievement**

    The evaluation team confirmed that Folsom Lake College assesses student learning outcomes for each of its programs. Academic and Transfer Programs at Folsom Lake College are reviewed every six years, and Career Technical Education Programs are reviewed every two years. SLO assessments are regular and systematic for all programs,

regardless of location or modality. Assessments are documented through the Annual Department Plan (ADP) as well in the culminating Program Review.

11. General Education

The evaluation team confirmed that Folsom Lake College general education courses are a significant component of all degrees and demonstrate the required rigor, quality, and competencies in writing and mathematics. The college's graduation requirements also include exposure to the humanities, languages and rationality, living skills, natural sciences, American institutions, social and behavioral sciences, and ethnic/multicultural studies. The team reviewed course descriptions and examined a sample of the course content outlines, and found that the general education path that is appropriate for an institution of higher learning.

12. Academic Freedom

The evaluation team confirmed that Folsom Lake College, supports academic freedom as defined Board Policy 7142 which recognizes that "a college best serves its community…as an opening intellectual forum where varying shades of opinion may be freely expressed and debated. Positive values evolve from a free exchange of ideas among informed citizens…" To this end "[t]he Board endorses principles of academic freedom" (Board Policy 7142, § 3.1). This tone is evidenced at the college level through the inclusion of the A.A.U.P. Statement of Principles on Academic Freedom in the college catalog. Through this statement, the college pledges itself to the principle that "[t]he common good depends upon the free search for truth and its free exposition." To this end, "academic freedom is essential to these purposes and applies to both teaching and research."

13. Faculty

The evaluation team confirmed Folsom Lake College employs sufficient full-time faculty to advance its mission and support all of the institution's educational programs. Currently, the College employs over 100 full-time faculty members and 186 adjunct faculty members.

Additionally, faculty members meet or exceed the minimum requirements for their disciplines based on regulations for the Minimum Qualifications for California Community College Faculty established in California Code of Regulations, Title 5. The faculty contract provides a clear statement of faculty responsibilities, which include assessment of student learning outcomes.

14. Student Services

The evaluation team confirmed that Folsom Lake College has a full complement of comprehensive services for all students, including students enrolled at the El Dorado Center and Rancho Cordova Center. The College's student services dedicated staff

provide student support services to all students, regardless of learning location or learning modality.

15. Admissions

The evaluation team confirmed that the College's Admissions & Records department follows policies and procedures as it relates to Title 5/CA Code of Regulations, District Board Policies (BP 2210-2265), FERPA Guidelines, and internal protocols. The admissions policies are clearly published in the Folsom Lake College catalog and publicized online.

16. Information and Learning Resources

The evaluation team confirmed that Folsom Lake College provides long-term access to sufficient print and electronic information and learning resources through its libraries through its libraries and learning support programs to meet the educational needs of students and instructional programs, regardless of location or learning modality.

17. Financial Resources

The evaluation team confirmed that Folsom Lake College's funding base, financial resources, and plans for financial development are adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

District financial planning and resource allocation is described in detail in the Los Rios Community College District 2015- 16 Tentative Budget, which in turn reflects the educational programs of the district and is supported by a robust discussion of key statutory and regulatory issues governing community college finance.

18. Financial Accountability

The evaluation team confirmed that Folsom Lake College as part of, The Los Rios Community College District, regularly undergoes an external financial audit for the District and its colleges by a certified public accountant. The audit, which the District makes available for viewing, is conducted in accordance with generally accepted auditing standards and Government Auditing Standards issued by the Comptroller General of the United States. The College demonstrates compliance with Title IV federal requirements. The annual external audits for the past three fiscal years reflected no financial statement findings, no federal compliance findings, and no state compliance findings or deficiencies in internal controls.

19. Institutional Planning and Evaluation

The evaluation team confirmed that Folsom Lake College has established processes for institutional planning and evaluation and recently revised its process in 2012. Ongoing and systematic cycles of events, with timelines, are well defined. Processes include planning, assessing, resource requests and allocation, implementation, and re-evaluation. The College's Strategic Plan, program reviews, student learning outcomes assessment, and annual department/unit plans collectively support achieving FLC's stated goals and

improvements. Folsom Lake College's Key Performance Indicators Report documents how well and in what ways it is accomplishing its purposes. College planning and evaluation also aligns with Los Rios Community College District processes.

20. Integrity in Communication with the Public

The evaluation team confirmed that Folsom Lake College communicates with the public through a variety of methods. The College's mission and goals; course, program, and degree information; admission and graduation requirements; fees and refund polices; catalog and class schedules; governance process and meeting minutes and names and credentials of faculty, administrators, and Board members are available in both in print and electronic format. The faculty, staff and administration are committed to transparent communication with members of the public.

21. Integrity in Relations with the Accrediting Commission

The evaluation team confirmed that Folsom Lake College demonstrates integrity in relations with the Accrediting Commission. The faculty, staff and administration are committed to transparent adherence to all ACCJC Accreditation Eligibility Requirements and Standards and accurately portraying itself to the Commission.

Compliance with Commission Policies and Federal Regulations

Public Notification of an Evaluation Visit and Third Party Comment

- ✓ The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.

- ✓ The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.

- ✓ The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

Regulation citation: 602.23(b).

Conclusion:

The evaluation team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Standards and Performance with Respect to Student Achievement

✓ 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.

✓ 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.

✓ 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.

✓ 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.

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

Conclusion:

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

See discussion in Standard I.B.2, I.B.5, and I.B.7.

Credits, Program Length, and Tuition

    ✓ Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

    ✓ 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).

    ✓ Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).

    ✓ Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.

    ✓ 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:

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

See discussion in Standard II.A.2.g, II.A.2.h, and II.A.2.i.

Transfer Policies

- ✓ Transfer policies are appropriately disclosed to students and to the public.

- ✓ Policies contain information about the criteria the institution uses to accept credits for transfer.

- ✓ 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:

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Distance Education and Correspondence Education

✓ The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

✓ There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

✓ The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

✓ The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

✓ 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:

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

See discussion in Standards II.A, II.B, and II.C.

Student Complaints

- ✓ 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 six years (since the last comprehensive evaluation) 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 govern mental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.

- ✓ 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:

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Institutional Disclosure and Advertising and Recruitment Materials

    ✓ The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

    ✓ The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.

    ✓ The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u>.

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

Conclusion:

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Title IV Compliance

✓ 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 USDE.

✓ The institution has addressed any issues raised by the USDE 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.

✓ The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

✓ 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.

✓ The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally 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:

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

See discussion in Standard III.D.2.d.

Standard I – Institutional Mission and Effectiveness
Standard I.A - Mission

General Observations

Folsom Lake College (FLC) has a well-defined mission statement that broadly describes the educational programs, student support services, enhanced opportunities, and environment the College strives to provide. Academic programs are intended "for completion and transfer; training to enhance employment and career skills; preparatory programs for student success; and opportunities for lifelong learning and enrichment" (Ref. I.01). The College's vision and mission statements are consistent and aligned with those in the District vision and mission statement (Ref. I. 02). Furthermore, the Folsom Lake College mission accurately reflects the student population as well as its vision to inspire excellence. The Mission Statement is found in printed publications as well as made available online.

Findings and Evidence

Folsom Lake College's educational purposes align with the mission of Los Rios Community College District (Ref. I.02). The undergraduate education provided also aligns with the California Community Colleges. The areas of study and program requirements of FLC's academic offerings are appropriate for a community college institution of higher education.

Folsom Lake College is an open-access institution. The intended students are the diverse population, age 16 or older, in the communities of eastern Sacramento and western El Dorado counties. FLC targets a broad range of students, younger and varied in their ultimate educational intention. Educational needs that exist in the community, expressed in the mission statement, are determined through periodic review of census data, local high school graduation rates, environmental scans, and various labor market data. The identified student population (I.A, p.58) is appropriate for the institution's location, resources, and role in higher education.

The College's mission statement expresses a commitment to student learning. FLC indicates this is fostered and ensured through its participatory governance structure, especially committee memberships which include faculty members, staff, administrators, and students from all areas of the College. FLC's governance committees are identified in the College Governance Agreement (Ref. I.05).

Instructional programs are consistent with FLC's mission. Student learning programs are established for associate degrees and transfer, career education, and basic skills. Annual department/unit plans and program reviews require department missions be aligned with the College mission. (StandardI.A.1) The program review process also involves conducting student surveys about the course and program offerings of the department.

Folsom Lake College conducts a Student Satisfaction with Support Services Survey each spring semester (Ref. I.06) to determine whether it is addressing the needs of its student population. The survey also asked students which support areas are most important to their success at the

College. The Community College Survey of Student Engagement (CCSSE) was administered in 2014 and allowed FLC to compare its results nationally. With 47% low income and approximately 75% of students placed in basic skills math and English, strong and often-used student services are a critical component of this population's success. Using the survey as a means of improving support services, quite a few changes were enacted between the 2014 survey and Fall 2015. (Standard I.A.1)

Advisory groups supporting career technical education programs meet annually to ensure that services and programs meet the needs of local businesses and industry. This and other meetings involve industry leaders, high school partners, and current students. FLC evidence indicated that feedback is used to inform curriculum revisions, program requirements, transition from high school to college, as well as understanding the implications of federal and state legislation and initiatives. (Standard I.A.1)

Evidence reviewed indicates that FLC use data findings to inform strategic planning, Student Success and Support Programs (SSSP) planning, Student Equity Plan (SEP) project, and other initiatives. FLC references its Key Performance Indicators Report (Ref. I.11) and the California Community College's Student Success Scorecard to illustrate the data it collects and monitors regarding institutional effectiveness. Departments and operating units report on student learning outcomes assessment and address how outcomes might be improved via annual department/unit plans.

Folsom Lake College's current vision and mission statements were approved by the Los Rios Community College District Board of Trustees at its June 11, 2014 meeting (Agenda Item 6C). The statements are published in the Catalog, website www.flc.losrios.edu/about-us/vision-and-mission-statements, and numerous other places. (Standard I.A.2)

The College's Institutional Planning Committee (IPC) is responsible for reviewing the mission statement at least every 3 years (Ref. I.05). The most recent review began in fall 2013. The process included an online survey by full-time and adjunct faculty members, classified staff, and administrators. Forums were held at all three sites to provide an opportunity for members of the college community to provide input. The College's faculty, classified, and student senates voted on the proposed draft before the vision and mission statements were forwarded to the College president and Board for approval. The revised mission statement incorporates the institutional student learning outcomes areas of critical thinking, communication skills, and community awareness. (Standard I.A.3)

The Annual Planning Process Overview Chart (Ref. I.22) illustrates that the College mission is central to its process. The Folsom Lake College mission statement informs the College Strategic Plan, Technology and Distance Education Plan, and the Professional Development Plan. (Standard I.A.4)

Conclusion

The evaluation team determined that the college mission statement defines Folsom Lake College's educational purposes, intended student population, and commitment to achieving

student learning. Instructional programs and student services are aligned with the College mission and vision. The mission statement is approved by the Board of Trustees, and published internally and externally. The College reviews its mission statement on a regular basis, obtaining feedback and making revisions as needed. The mission statement guides planning and decision making processes.

The College meets the requirements of Standard I.A.

Recommendations

None.

Standard I.B. - Improving Institutional Effectiveness

General Observations

Folsom Lake College's mission statement identifies the importance of student learning. The College has a new planning process, which includes a cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. The overarching goals are related to the overarching goals in the District Strategic Plan, ensuring alignment of College and District efforts and direction. The College's detailed planning cycle drives all decision processes. The Institutional Planning Committee (IPC) is responsible for reviewing FLC's annual goals and achievements. Student learning and continuous quality improvement are understood by the faculty and staff and are the impetus of the College's planning. Faculty and staff are engaged, and dialogue is robust. Prioritization of goals occurs within departments. Annual department/unit plans and scheduled six-year program reviews include reporting on assessment of student learning. Budget allocation decisions are based on SLO assessment results.

Findings and Evidence

Folsom Lake College participates in reflective, ongoing dialogue about the continuous improvement of student learning and institutional processes. This occurs through its participatory governance structure of committees and subcommittees, with representatives from all constituencies of faculty members, classified staff, students, and administrators (Ref. College Participatory Governance Committee Structure). Data provided by the College research office are made available. The Curriculum Committee and Program Development and Planning (PDP) Subcommittee, Student Learning Outcomes Committee, IPC, and Academic Senate are involved with the review of student learning. Discussions also occur at the department level regarding annual department/unit plans (ADP/AUPs), SLOs, and curriculum revisions. An example is the use of one program's SLO data to indicate the success level of its DE course and subsequent change in teaching modality to a hybrid format. The College has an SLO Coordinator who meets regularly with discipline faulty members to assist them in the development of course and program SLOs and methods of assessment. The SLO Committee is developing a rubric to assist programs in improving the quality of their assessments. CTE programs engage with advisory board members in discussions about improvements. Although there is an actionable improvement plan addressing the need to develop and implement strategies to improve dialogue around the understanding of institutional goals and planning processes, it is evident from the visit that this dialogue is already evolving. (Standards I.B.1, I.B.2)

Processes are established to guide the determination of FLC's priorities/goals. Targets to improve its effectiveness for both student achievement and institutional effectiveness are set through the strategic plan, annual College goals and achievements, and institution-set standards for student success. The Folsom Lake College Strategic Plan defines seven overarching goals along with specific strategies and directions for achieving them (Ref. I.23). Responsibility for fulfilling the strategic plan's objectives is a College-wide concern. IPC monitors progress and delegates activities to relevant committees where appropriate. Department/unit goals and annual

plans indicate how they support one or more College goals. At the department level, all ADP/AUPs must be aligned with the strategic plan and FLC mission and be reviewed annually (Ref. I.25). Collectively, these plans constitute a major part of the ongoing institutional planning, implementation, and evaluation cycle necessary to ensure continuous program and service improvements. In spring 2014, FLC established institution-set standards for student achievement metrics related to course completion, degree attainment, certificate achievement, and number of students who transfer. Five year trends were used. The process involved the Academic Senate and IPC. These standards are part of the annual KPI report (Ref. KPI Summary Report). The KPI Report supports institutional effectiveness and informs IPC. The IPC reviews the standards at the beginning of each fall, and the President relies on the KPI and institution-set standards to identify the College's Annual goals. (Standard I.B.2)

Folsom Lake College's planning cycles take approximately 18 months and include unit planning, budgeting, faculty and classified staff hiring, and reporting on previous year's goals (Ref. 1.22). IPC reviews the planning process at the end of every year, and recommends changes or improvements. The College's commitment to a data driven assessment process is reflected in the creation of a part-time dean of planning and research in 2012, now a full-time position. Both the College and District research offices provide extensive data and information to inform assessment, program review, and annual department/unit planning processes (ADP/AUP).

Program reviews are conducted on a scheduled six-year cycle for all divisions and programs, with the exception of a two-year cycle for career technical education programs. Quantitative data is provided to all operating units with information derived from enrollment and admissions records. Qualitative data is derived from surveys and focus groups. Instructional departments identify their budget requests and priorities for program improvements, beyond budgets set for routine program functions. These needs are then discussed and prioritized across disciplines at the division levels by faculty members and staff, and are forwarded to division deans and vice presidents for consideration. This open process, using Google Docs, has improved transparency. The Program Review Subcommittee recently evaluated its process and streamlined the reporting timeline in order to better align with the budget allocation process. Program review reports increasingly exhibit cross-discipline needs, which demonstrates the faculty understanding of the connection between program review and budget allocation. Examples of using SLO results from program reviews/annual plans to influence resource allocation include the formation of the Science Center, the Veteran's Center, and a test proctoring center. Each question in the Program Review report is identified as going to a specific committee, such as technology, to promote integrated planning and actions. (Standard I.B.3)

The Folsom Lake College Governance Agreement (Ref. I.05) guarantees each constituency the right and responsibility to participate in College governance. New program planning, instructional annual department planning, and program review are implemented by Program Development and Planning, a subcommittee of the Curriculum Committee. Non-instructional annual unit planning and program review are implemented by the vice presidents. The College research office provides assistance for all FLC planning processes. Beginning in spring 2014, IPC began annual verbal and written reports addressing the needs identified in the ADP/AUP.

These reports are used to inform the following year's College goals. New faculty and classified staffing requests are prioritized by the department and then division units with recommendations made to the College President. When funding and staff resources needed to fulfill planning items are not available, FLC may seek available grant money to support the needs of the College. The instructional Program Review process is distinctly faculty driven. (Standard I.B.4)

IPC directs the strategic planning process. The Budget and Facilities Planning Committee (BFPC) oversees the facilities planning process and periodically reviews budget allocation models used for all revenue sources. Resource allocation occurs at different levels, starting at the discipline/ operating unit level and working its way through the department and area levels and eventually ending with the College President, a sequence ensuring broad-based participation in financial resource allocation decision making. This process is outlined in the ADP/AUP cycle charts (Ref. I.36-I.38). (Standard I.B.4)

The Institution collects data related to quality assurance including environmental scan, enrollments, course success and persistence rates, degrees and certificates awarded, demographics, and survey results. In 2013, FLC added an Institutional Effectiveness webpage (Ref. I.46) to its main website, accessible to the public; this contains the College's Facts at a Glance, Student Success Scorecard results, College trends, and FLC's planning process overview chart (Ref. I.22). Reports are available on FLC's intranet (Insider) addressing matters of quality assurance. The District Research Office also maintains a webpage containing links to data resources, archived reports, research briefs, and other resources. The Public Information Services Office publishes several newsletters. The College President sends monthly updates, and holds various meetings including key constituency and stakeholder representatives (e.g., high schools, advisory groups, local business and industry leaders). Information informs the accreditation self-evaluation and midterm reviews, program review, annual planning, and College goals and achievements. (Standard I.B.5)

The College revised (improved) its planning cycle starting in fall 2013. IPC then identified 28 different planning documents and processes, and mapped the timeline of when they were reviewed and updated. The system was revised in spring 2015 to indicate responsible parties, approval process, and feedback. FLC has several interrelated College-wide plans, which include the facilities master plan, professional development plan, strategic plan, student success and support program plan, technology and distance education plan, all linked to the College's vision and mission statements. These plans along with an upcoming environmental scan and Student Equity Plan findings will set the framework for the College Master Plan, which is in the process of being drafted. The new Dean of Planning & Research position is fundamental in this process. FLC has worked to develop and execute the many parts of its ongoing planning and resource allocation cycle, leading to increased effectiveness and faculty/staff involvement. (Standard I.B.6)

Folsom Lake College's planning is informed at the department/unit level through annual plans. This includes instructional programs, student support services, library and other learning support services. FLC administers several surveys that gauge institutional performance. The College research office creates and conducts a periodic Student Satisfaction with Support Services

Survey to query students in randomly selected classes on satisfaction with 21 College support services ranging from campus police to tutoring to the library to financial aid. The survey measures recognition, use, and satisfaction rates. The results of this survey are sent to each support area for use in annual planning and program reviews. Besides surveys, departments are asked to use student performance data, such as course success rate and number of certificate and degree completers, to set goals and devise plans for departmental improvement. The Student Success and Support Program (SSSP) Plan and the Student Equity Plan are two examples resulting from intense review and assessment of existing programs. FLC's Planning & Research office and IPC will annually review evaluation mechanisms and recommend enhancements. (Standard I.B.7)

Conclusion

In response to recommendations from the 2009 self-evaluation, the 2015 evaluation team has determined that Folsom Lake College has worked diligently at refining its institutional effectiveness processes. Notably, the College hired a part-time, now full-time, Dean of Planning & Research. While some of the changes in FLC's systematic planning process have not had enough time to be fully implemented, the processes are well-defined and intentional. The College has identified Actionable Improvement Plans related to Standards I.B.1, I.B.2, I.B.5, and I.B.7. These Plans are all slated to be executed by the end of the spring 2016 semester as indicated in the Planning and Evaluation Timelines.

The evaluation team found that the College uses its governance process to ensure institutional-wide dialogue occurs in order to improve organizational functioning and student success. Additionally, through interviews with representatives from all constituency groups, including students, it was evident that the college has a well-designed evaluation process involving several feedback loops provides a means for on-going evaluation and improvement around institution-set standards.

The College meets the requirements of Standard I.B.

Recommendations

1. In order to increase effectiveness, the team recommends the College use its integrated institutional planning efforts and increased use of comprehensive disaggregation of student data in order to strengthen the linkage between SLO assessment and resource allocation, and thus improve the effectiveness of the institution's entire planning systems. (Standards I.B.3, I.B.4, I.B.6, I.B.7, II.A.1.a, II.A.2.e, III.C.1.a)

Standard II – Student Learning Programs and Services
Standard II.A – Instructional Programs

General Observations

Folsom Lake College offers a wide variety of lower division transfer education, career technical education, basic skills and lifelong learning including 15 Associate Degrees for Transfer, 6 Associate of Science degrees, 23 Associate of Arts degrees, 26 Certificates of Achievement (at least 18 units), and 8 Certificates of Recognition (less than 18 units) to a diverse student body. FLC is the newest and smallest college in the Los Rios Community College District. The College prepares students through its offerings at the main campus, its two college centers, the El Dorado Center in Placerville and the Rancho Cordova center in Rancho Cordova, and through distance education. The Folsom campus is, in itself, a full-service college, and programs and services are provided at the off-site locations at a level that is appropriate to meet the demands of the students. (Standard II A)

The college has identified both student-learning and service-learning outcomes that address the needs of students as they progress toward their goals of earning degrees, certificates, employment prospects, or transfer to four-year institutions. The courses and programs offered by the College are regularly and systematically assessed in order to assure currency, improve teaching and learning strategies, and review/refine/achieve their student learning outcomes. The majority of distance education courses are in hybrid (online and on-site) format which requires face-to-face interaction at one of the various locations.

Findings and Evidence:

Folsom Lake College offers classes in a variety of delivery modes, including traditional in-person, online, hybrid, interactive television (iTV), and open-entry/open-exit instructional labs. Programs are established and maintained at FLC under appropriate scrutiny. The quality and appropriateness of new programs is maintained through the college's program approval process. This information is subsequently incorporated into program planning through the college's Annual Department Plan/Annual Unit Plan (ADP/AUP) process. Interviews with faculty revealed thoughtfulness with regard to modality and review of SLO assessment evidence demonstrated improved student learning. FLC has made considerable strides towards increasing the effectiveness of the College's instructional programs. Furthermore, it was evident that the majority of DE offerings are in response to student demand and are in keeping with goals of providing access and appropriate modalities to current students and students in their district. (Standards II.A.I, II.A.1.a, II.A.1.b)

The FLC Self Evaluation Report indicates that all departments have developed Program Student Learning Outcome (PSLO) course maps that indicate the program courses in which program SLOs are attained and, as of spring 2015, 99% of regularly offered course SLOs have been assessed. During the evaluation visit, it was clarified that a significant amount of courses in the catalog, have not been assessed due to the fact that they have never been offered. Only 59.5 % of courses in the catalog have been assessed, yet nearly all of the courses that have been offered,

have undergone the SLO assessment. Folsom Lake College has self-identified catalog review as an emergent need and has begun a review of the catalog in concert with the development of an educational master plan. The evaluation team found clear evidence that the College has assessed 100% ISLOs. (Standard II.A.1.c)

According to the Self Evaluation Report, "FLC offers collegiate, developmental, pre-collegiate level courses and programs, and short-term training courses and programs. Currently, FLC offers no continuing education courses or programs for international students." The evaluation team determined that the College has a process to assess student learning outcomes which are addressed during the curriculum development and revision processes. To promote the quality and authenticity of their process, the College has identified a SLO coordinator to chair a Student Learning Outcomes Committee. The SLO coordinator is a faculty member afforded 40% reassigned time to assist with SLO development and assessment.

The evaluation team, through review of evidence and interviews, determined that faculty have a processes that guides the design, approval, and review of courses and programs, and the process is aligned and in support of the mission of the College. The College's Consultation Agreement describes the role of faculty in decisions regarding academic and professional matters. Course and program evaluation occurs through the regular program review process and the annual program review reports. Course and program development at FLC is faculty driven and involves clearly identified college and district level processes. Department faculty members have the primary responsibility of assessing course, program, and degree outcomes, using assessment methods relevant to their discipline. To maintain the ongoing dialog regarding student learning outcomes and refine the means through which the information in incorporated into broader college discussions, the college has revised aspects of its SLO identification and assessment process as well as aspects of its overall planning process. With the new process, department are asked not only to assesses outcomes, but also note significant findings and project the resources needed to improve future outcomes. Furthermore, interviews revealed that the Curriculum chair and the Student Learning Outcomes chair have started to informally share reports so as to inform the college community and reiterate the linkage between these two important college committees. (Standards II.A.2, II.A.2.a)

In the College's process of developing new program proposals, faculty members consider the following: the College mission; student and community needs (as identified by external scans), labor market analyses, and (for CTE programs) advisory committee recommendations; resource availability (e.g., full-time equivalent faculty [FTEF] allocations, appropriate classroom, lab, and equipment availability); enrollment and productivity trends; trends at four-year colleges and transfer institutions; and articulation/transferability of courses. (Standard II.A.2.b) A review of a sample of syllabi and course content outlines indicate that most courses use multiple measures (e.g., examinations, quizzes, homework, papers, projects, presentations, etc.) as a means to assessing student learning. (Standard II.A.2.d)

Folsom Lake College faculty annually complete an Annual Department Plan (ADP). Part of this process asks faculty to respond to the following prompt, "How will your department ensure access to courses across sites and times and in various modalities (e. g. hybrid, online, or

blended-block) in the coming year so that a student could complete a degree or certificate in two years? If you wish, you may link to any departmental-specific document(s) you use in planning". This facilitates scheduling and sequencing. (Standard II.A.2.c)

Folsom Lake College has clearly institutionalized SLO creation and assessment. As noted earlier, an SLO coordinator is chosen from faculty and receives 40% release time for work to maintain the culture of outcomes assessment and utilization. There is an active dialog within the institution relating to the question of producing "authentic assessment" that can be tied into institutional planning. During the last two annual review planning cycles, programs have begun the process of reporting out on their assessment. Several examples of tying assessment to resource allocation were provided during interviews (e.g., Communication faculty received resources for a video camera to record speeches and Biology received resources for a science skills center). The college has begun annual presentations of program reviews and is institutionalizing practices that are increasing the transparency of budget allocation and are providing opportunity for interdepartmental/disciplinary dialog. The college has made considerable strides in this area. (Standards II.A.2.e, II.A.2.f)

According to its Self Evaluation Report, Folsom Lake College does not use departmental and/or program examinations. Guidelines for the awarding of credit are outlined in the FLC Curriculum handbook and ensured through the Curriculum Committee. The college utilizes a system called, "SOCRATES" to electronically store and process curriculum. Course outlines of record demonstrate time requirements for the course including lecture and lab hours. The content and recommended activities are clearly tied to student learning objectives and the awarding of units of credit is consistent with Title V guidelines as well as college and district policy and procedure. (Standards II.A.2.g, II.A.2.h)

Students receive certificates and degrees when they have completed a series of courses. Course SLOs are assessed and, since those assessments are carefully mapped to program outcomes and measured through a data upward analysis, student achievement of course SLOs (which leads to grade achievement) is used to measure student achievement of programs. (Standard II.A.2.i)

Academic and vocational degree programs at FLC all contain a core of general education courses including choices in each of the following, Humanities, Language, Natural Science, American Institutions, Social and Behavioral Science, Ethnic Multicultural Studies, and Math. The commitment to a broad general education is found in their mission statement. All Career and Technical Education Programs at the College have advisory committees which provide input into CTE programs. Currently FLC offers two courses through their Administration of Justice program that qualify for certificates through the California Commission on Peace Officer Standards (POST). These courses are firearms training and arrest, search, and seizure. The Folsom Lake College Medical Lab Technician Program (MLT) Program is accredited by the California Department of Public Health (CDPH), Laboratory Field Services (LFS) and NAACLS (National Accrediting Agency for Clinical Laboratory Sciences). (Standards II.A.3, II.A.3.a, II.A.3.b, II.A.3.c, II.A.5)

Degree programs at FLC are focused in a clearly identified area of study or interdisciplinary core. Currently, FLC has five interdisciplinary programs including, 1) math and science, 2) arts and humanities, 3) communication and English, 4) understanding and self-development, 5) social and behavioral sciences. Board Policy P-7241 state that all associate degree programs must include a minimum of eighteen units in a major field of study or an area of emphasis. (Standard II.A.4)

Folsom Lake College provides accurate information to students about its courses, programs, policies and other relevant topics through a variety of means: the catalog, the website, and departmental brochures. (Standards II.A.6.a, II.A.6.c)

Courses are carefully reviewed by the General Education/Baccalaureate/Multicultural Degree Requirement Subcommittee to ensure that proposed courses are appropriate. The college has identified an Articulation Officer, who works closely with the Curriculum Committee to develop, implement, and evaluate articulation agreements as appropriate. Once a course gains basic transferability, the articulation officer articulates the course with individual colleges and universities. Course and program discontinuation is addressed through the Program Appraisal and Recommendation Process. In the case of a program discontinuation, the Curriculum Committee evaluated the change and discusses the ramifications for students. The college has committed to work with any impacted students to ensure that they can complete their programs in a timely manner. One program has volunteered to be eliminated, and the identified discontinuance process was utilized. Appropriate measures were taken to ensure that students were able to meet their educational goals. (Standards II.A.6, II.A.6.a, II.A.6.b, II.A.6.c)

Folsom Lake College, as a college with in the Los Rios Community College District, is governed by a "controversial issues" policy (Board Policy 7142) that recognizes that "a college best serves its community...as an opening intellectual forum where varying shades of opinion may be freely expressed and debated. Positive values evolve from a free exchange of ideas among informed citizens..."To this end "[t]he Board endorses principles of academic freedom" (Board Policy 7142, § 3.1). This tone is evidenced at the college level through the inclusion of the A.A.U.P. Statement of Principles on Academic Freedom in the college catalog. Through this statement, the college pledges itself to the principle that "the common good depends upon the free search for truth and its free exposition. "To this end, "academic freedom is essential to these purposes and applies to both teaching and research." (Standard II.A.7.a)

Student policies on academic honesty and other policies governing student conduct and responsibility are clearly stated in the FLC catalog beginning on p61. These statements are rooted in District Board Policy 2441 and Board Regulation 2441. (Standard II.A.7.b)

The College does not require conformity to specific codes of conduct. (Standard II.A.7.c)

The College does not offer curriculum in foreign locations to non-U.S. nationals. (Standard II.A.8)

Conclusion:

The evaluation team, through review of evidence and interviews with faculty and key leaders, Folsom Lake College adequately and appropriately provides programs and services throughout the institution, regardless of location or means of delivery. The institution meets the requirements of Standard II.A.

Recommendations

See Recommendation 1

Commendations

1. The team commends the college for its commitment to student learning and success as demonstrated by thoughtful and inclusive use of student space, an empowering student employment program, in addition to its innovative initiative, "On Course: Choices of Successful Students". As a collaborative effort with Student Services and Instruction, this initiative highlights successful practices for students entering the College via the Centers. (Standard II.A, II.B, II.B.1, II.B.3.a, II.B.3.b, II.B.3.d)

Standard II.B –Student Support Services

General Observations

Folsom Lake College (including the Rancho Cordova and El Dorado Centers) is diverse and provides programs and services consistent with its mission. FLC intentionally provides a comprehensive array of student support services for its students via a well delineated "student centered" philosophy and enthusiastically supportive environment. The faculty, staff, and administrators understand their student populations and provide access to design services, programs and pathways to meet the varied needs of the diverse student communities. While the College is fairly new, the Student Support Services designed and facilitated for students have been moving at a very rapid pace. Due to the swiftness and newness of implementation of some of the services, it resulted in a few gaps in Self Evaluation Report narrative, which is a primary piece of evidence for the evaluation team to use as one indicator when determining if the College meets or exceeds the Standards. However, the visiting team conducted interviews and reviewed recent analysis of data to evaluate Standard II.B. Essentially, the evaluation team concluded that College has outpaced itself in relation to the Self Study. This is an area where the premise that the College Self Study is a "snap shot in time" was most evident. The evaluation team noted that it takes time to reflect and document the exceptional work being done. It was evident that the College strives to serve students and provide services which will move the success and completion agenda forward. Student supportive services are offered in multiple modalities, including in person, on-line, by phone, hybrid, teleconferencing and even at a table in the corner of the student lounge. (Standards II.B, II.B.1, II.B.2, II.B.3, II.B.3.a, II.B.3.b, II.B.3.c, II.B.3.d, II.B.3.e)

Folsom Lake College provides multiple modalities and locations for students to equitably access supportive services. The El Dorado and Rancho Cordova Centers offer the full range of in-depth services for students consistent with the size and student population. Through the Peoplesoft platform, there are also eServices available for students to access in one of the many computer labs available at the College and Centers, or students can access remotely. The student services programs and offices provide hard copies of multiple forms and helpful tools for students to utilize to help increase their student learning and success.

It is evident that the College has processes in place to regularly collect and evaluate data to measure the effectiveness of student support services.

Findings and Evidence

Student Support Services at Folsom Lake College is comprehensive and robust, and includes a full complement of the same services scaled at the Rancho Cordova Center and El Dorado Center. There is a sense of college pride, along with a very strong commitment to student engagement and success. The atmosphere is welcoming and truly "student centered". Especially due to the influx of increased funding through the Student Success and Support Program and Student Equity Program initiatives, student supportive services have allowed faculty, staff, and administrators to be innovative while keeping students central. Although the planning and program review processes at the College utilize templates and tools designed for instructional programs, units within Student Services uses an outcome-focused mindset when implementing

programs and working towards improvement. Additionally, Student Support Services' planning includes both Student Learning Outcomes and Service Area Outcomes which need to be delineated in future self-studies for better outcomes to systematically assess. (Standard IIB)

Student supportive services are offered in multiple modalities, including in person, on-line, by phone, hybrid, and by teleconferencing at FLC main, and both Centers (EDC and RCC), to support student learning and achievement consist with its mission. There are a number of targeted programs for underserved or at-risk students who meet eligibility requirements, including EOPS/CARE, CalWORKs, and DSPS, which provide intensive advising and additional assistance for students. The College also provides tutoring services, embedded tutoring, and labs to assist students. (Standard II.B.1)

With the infusion of additional funding via the Student Success and Support Program (SSSP) and Student Equity Program (SEP), the College has been able to initiate a number of enhanced programs and services to assist students in advancing their success and completion. The "Steps to Success" initiative and the Welcome and Student Success Center are two examples of enhanced services. "Steps to Success" assists students to successfully complete the matriculation process through access services, support, and the identification of additional support services needed. The Welcome and Student Success Center serves as the gateway for new students to the College and continuing students who may need assistance, and provides computer labs, assessment pre-planning assistance, peer mentor interactions and support, "pods" for students with disabilities for alternate media, and in general places for students to lounge, study, connect, and encourage each other which leads to student success. Folsom Lake College has initiated multiple methods of providing support services for students using innovation, collaboration, with student-centered philosophy. (Standards II.B.1, II.B.3, II.B.3.a, II.B.3.b, II.B.3.c, II.B.3.d, II.B.3.e)

Folsom Lake College publishes a catalog, in print and on-line, annually for students, faculty, staff and the community. The catalog maintains up-to-date information through an annual review via the Public Information Office by departmental administrators, faculty, and staff to ensure currency. The section entitled "How to Use This Catalog" provides information on changes and addenda, and includes the College website address to access for any program or service updates, additions and/or changes. (Standard II.B.2)

The College utilizes research methods to determine the needs of supportive services to enhance student learning and success through the Student Success Scorecard, Annual Key Performance Indicators, and the CCSSE relative to the College's Strategic Plan. Through the College Governance Agreement, the Matriculation and Student Success Committee is charged with researching and identifying learning support needs of the student population and to provide appropriate services and programs to address those needs. This shared governance committee meets monthly, and has established two subcommittees on Assessment and Student Success to assist in fulfilling its charge and linking the committee to the Student Success and Support (SSSP) and Student Equity Plans.

Folsom Lake College has identified multiple ways to align student services and instruction to design practices and programs to impact student success. The thematic initiative "On Course: Choices of Successful Students" is one such collaborative approach to student success. Signage,

faculty-led success strategies workshops, and supportive services were discussed with both divisions (student services and instruction) to advance this theme of student learning and success. At FLC main, as well as the El Dorado and Rancho Cordova Centers have posters prominently displayed in student areas and the classroom to remind students of the choices necessary to be successful. The general quality of research methods to enhance student learning and success exceeds the Standard. (Standards II.B.1, II.B.3, II.B.3.a, II.B.3.b, II.B.3.c, II.B.3.d, II.B.3.e)

The Community College Survey of Student Engagement (CCSSE) provided data on the student usage, knowledge, and satisfaction of student services. The CCSSE survey data revealed that students are not fully utilizing the varied services to the degree as desired by Student Services. Folsom Lake College has exceptional supportive services designed to advance student learning and success; however, many of the programs, services and initiatives are new and have yet been fully assessed. Faculty, staff and administrators within Student Services understand the need to promote the services to students to utilize, in tandem with ensuring continuous evaluation and improve on newly implemented initiatives. With the infusion of Student Success and Support Program (SSSP) and Student Equity Program (SEP) funding, Folsom Lake College has an opportunity to build upon its proven high impact practices which lead to student learning and success. (Standards II.B, II.B.3.a, II.B.3.c, II.B.4)

There is a wealth of programs and services which support the development of civic responsibility among students. The Associate Students Organization (ASFLC) as a student led organization has implemented a number of leadership and civic engagement opportunities for students to increase their leadership capacity and student engagement. Student clubs are an integral part of ASFLC, which continue to grow with expressed student interest. Students are also engaged with faculty and staff who serve as advisors or liaisons with the community. (Standard II.B.3.b)

Folsom Lake College initiated athletics programs to foster engagement, leadership, and team competitiveness. The College follows regulations set by CCCAA and Title IX. Sports include golf, tennis, soccer, and baseball. Intercollegiate sports is aligned with the College's vision and mission statements, and supports student learning and their success by encouraging social responsibility and personal development.

Folsom Lake College has comprehensive counseling services across the main campus and both Centers. The general student population is provided with counseling to assist in supporting student development and success, with more intrusive counseling provided for students who are eligible and participate in special programs such as EOPS and DSPS. Counseling is offered in person, on-line, and by phone to assist in meeting the needs of students from any method. Professional development opportunities are available for counselors and other personnel to have the most current information to assist students, as well as intensive training for new adjunct counselors. (Standards II.B, II.B.3.a, II.B.3.c)

The College is committed to supporting and enhancing appreciation of diversity across the main campus and Centers. Both the El Dorado and Rancho Cordova Centers reflect a very diverse student population, as well as diversity within FLC main. The Folsom Lake College vision and mission statements commit to diversity as well as the Strategic Plan. The College houses a large arts and culture complex, the Harris Center, which brings a diverse array of programs and performances for FLC students and staff. (Standards II.B, II.B.3.b, II.B.3.d)

The College has significantly increased professional development opportunities for faculty and staff (between fall 2013 and fall 2014, FLC's professional development offerings related to diversity and multiculturalism increased 45%). The Professional Development Committee continues to offer and to promote faculty driven workshops to address multicultural and diversity issues and have done so by hosting workshops, student panel presentations and dedicated time on the semester flex program. The ASFLC, and the Multicultural and Diversity Committee, the College ensures that the understanding and appreciation of diversity is central. There are also programs and services which provide high impact student learning and success practices for students, including students with disabilities, veterans, and former foster youth. (Standards II.B, II.B.3.d)

Assessment instruments used at the college for proper placement in English, math, and ESL are the Mathematics Diagnostic Testing Project (MDTP), College Test of English Placement (CTEP), and COMPASS. Content validation was completed utilizing a small sample size. Due to this size, the College, in consultation and agreement with the Matriculation and Student Success Committee, decided to use American River College's cut scores and test validation. Multiple measures criteria was established and implemented via the Assessment subcommittee of the Matriculation and Student Success Committee. Folsom Lake College, along with the other colleges in the Los Rios District, agreed that all colleges within the district would honor scores from each other, thus supporting student learning and success. (Standards II.B, II.B.3.e, II.B.4)

Folsom Lake College follows a strict protocol on the confidentiality of and access to student records as outlined in BP/AP 2265. The Admissions & Records and Financial Aid Offices use a district-wide Employee FERPA Agreement and a Student Consent for Release of Student Records form. The College and Centers ensure compliance with California Education Code and Title 5 Regulations regarding confidentiality and storage of student records. The College uses a document imaging system, OnBase, to securely long-range store student files, educational plans, financial aid information and other confidential student records. Peoplesoft provides computerized maintenance and electronic storage of student records, enrollment data, payment information, and other auditable records. (Standards II.B, II.B.3.f)

The College regularly and systematically evaluates programs and services by completing Annual Unit Plans (AUP) and assessing Service Area Outcomes/Student Learning Outcomes (SAO/SLO). All units are included in the resource allocation process. Data from institutional research, the Student Satisfaction with Support Services Survey, and the CCSSE have been used in evaluating programs and services. As evidenced in meeting with Student Services leadership and staff, they all acknowledge the need to improve in documenting and systematically evaluating the data and successes of the programs and services, as well as better interpreting the data provided. FLC has noted an Actionable Improvement Plan to develop and implement strategies to encourage more students to utilize services available to them, and simultaneously systematically evaluation the exceptional work being done. (Standards II.B, II.3, II.B.4)

Conclusion

Folsom Lake College student services provides a broad and comprehensive array of supportive services for students. It is evident that the student support services advance the College's mission and supports Instructional Student Learning Outcomes. As the fourth College within the

Los Rios District, Folsom Lake College has engaged in the collaborative work necessary to align critical services for students, such as assessment, to decrease the confusion that students (especially new students to the College) may face.

The FLC Counseling Department maintains a high-touch philosophy as evident in its programs, courses, and services offered to assist students. One such initiative is the FLC "Welcome and Student Success Center" which was created to serve as the first point of contact area for new students to provide transitional services to facilitate their success at the College. New students are given welcome packets, campus tours, assessment "pre-checks" to assist in better student placement in English and math, and a Center philosophy where students engage, learn, grow, and study. The Center was created through a collaborative effort with Student Services and Instruction to utilize expanded space within the Library. It is an exceptional learning and succeeding facility for FLC students. (Standards II.B, II.B.3.a, II.B.3.)

Recommendations

2 In order to increase effectiveness, the team recommends that the College expand its timely, continuous review of the catalog to ensure that courses and programs listed are available and offered and that all courses and programs are regularly assessed. (Standard II.B.2)

3 In order to increase effectiveness, the College should ensure a strong marketing campaign for students to access services, as well as intentionally observing, reflecting, evaluating, documenting and highlighting impact on student learning and success and identifying methods for improvements if needed. (Standard II.B.3, II.B.3.a, II.B.3.c, and II.B.4)

Commendations

2. The team commends the College for the alignment of student learning and success with the PLE/Welcome and Student Success Center adjacent to the Library. The space is a welcome hub for new students and continuing students in need of assistance and support. The College is implementing an assessment "check-in" to ensure students are assisted appropriately to encourage success in placing in a higher level math and/or English course. There are computers available for student use, study tables, and lounge seating for students to feel welcome and at ease. The WSS Center has created "pods" for DSPS students that include alternate media for students with disabilities and tools to assist with their success while not "separating" them due to the need for accommodations/alternate media. The Center is covered by student workers and peer mentors who have a strong sense of ownership and pride. (Standard II.B, II.B.1, II.B.3.a, II.B.3.b, II.B.3.d, II.C, II.C.1.c)

3. The team commends the College for the numerous high-touch programs that promote civic responsibility and personal develop to enhance student learning and success exceeds the Standard. (Standard II.B.3.b)

4. The College is commended for creating an environment and dedicating resources to provide robust professional development for faculty (part-time and adjunct) and classified staff. (Standards II.B, II.B.3.d, III.A, III.A.5, III.A.5.a, III.A.5.b)

Standard II.C – Library and Learning Services

General Observations
The FLC library collections are sufficiently current, deep, and varied to support student learning. Online resources including databases, eBooks, web tutorials, and research guides provide comparable library services to the college's online students and augment the sources available at EDC and RCC.

Librarians analyze circulation data to identify subject areas that could be strengthened, and actively work with faculty and others responsible for student learning to identify materials that will improve learning and success.

Librarians at FLC provide ongoing instruction for students to develop information competency skills. Ongoing instruction in support of information competency occurs in several ways.

Findings and Evidence
Folsom Lake College supports the quality of its instructional programs through library and learning support services at its three locations. Library and learning support services at FLC include library services, reading/writing support, and tutoring. FLC-main and EDC both provide support for developmental coursework. A science skills lab (at FLC-main), and support for developmental coursework. All three locations have centralized computer labs available for student use. Online resources and services support online students, as well as students at all three physical locations. The library and learning support services (including the PLE/Welcome and Student Success Center) are to be commended for their student-centered mindset. Library and learning support services are designed and delivered with student success in mind. (Standard IIC)

The libraries at FLC-main and EDC both provide sufficient study space and computer workstations. The FLC-main library also maintains a classroom for bibliographic instruction with 37 additional computers. When not in use for library classes, this classroom serves as silent study space. The Reading and Writing Center, SOAR Central, and Tutoring Center share a central location in Cypress Hall, and there are computer workstations and study tables available. Although facilities are sufficient to support current needs, there is limited space for growth on campus; this may become an issue if expansion is warranted in the future. (Standards II.C.1, II.C.1.a)

The current leased Rancho Cordova Center (RCC) facility does not have a library. However, students can access library resources (videos, text books, circulating materials) at the current RCC site. Requested materials are delivered daily to the students attending RCC. The evaluation team visited the newly constructed RCC site and found an impressive student-centered learning library space. The new site will also have access to the District's electronic databases, online sites that provide additional access to over 14,000 full-text periodicals. (Standards II.C.1, II.C.1.a)

Folsom Lake College's libraries collection includes over 25,000 print titles 130,000 eBook titles, approximately 800 DVD/VHS materials, approximately 50 periodical subscriptions, and approximately 40 subscription databases. The EDC library collection has roughly 10,300 print

items, and 80 media items; students at all three campuses benefit from the electronic holdings. The library's collection development policies are thoughtfully developed, and guide selection of materials based on criteria related to currency, depth, variety, and relevancy for FLC's curriculum (Ref.II.99).

FLC's curriculum development process allows instructional faculty to participate in selection of library materials that directly support the curriculum. As new programs or courses are developed, library resources relevant to the subject matter are reviewed to ensure that specific materials required to support learning outcomes are either in place or ordered when possible. Learning support resources, including those offered through the Reading and Writing Center and Tutoring Center enhance student learning for students at all locations. Database purchase decisions are made at the district level, giving all LRCCD students, faculty, and staff access to the same core online resources. FLC librarians participate in district-wide database evaluation and collection development discussions. (Standards II.C.1, II.C.1.a).

Inter-campus loan with other colleges in the district serves as a mechanism to further extend and enhance the library's collection and provide access to resources. Funding for library materials is based on campus-funded, FTES-based formula, the rate that was agreed upon for a three-year period. As the three-year period expires, FLC is encouraged to evaluate whether this formula remains adequate to support expansion of print and online collections. (Standard II.C.1.a)

Library faculty teach LIBR 318, an online course that emphasizes skills necessary for academic and personal research. Librarians also provide bibliographic instruction sessions at all three locations. Sessions are tailored to the needs of the specific faculty member and course. Reference interactions provide opportunities for one-on-one instruction in person, over the phone, or via email. Librarians have also developed short instructional videos that focus on specific information competency skills or library resources. The effectiveness of these methods of is assessed using both direct and indirect assessment measures, including student and faculty surveys and assessment of LIBR 318 student learning outcomes. The Reading and Writing Center and tutoring provide one-to-one tutoring that supports the development of discipline-specific skills and information. (Standards II.C.1.b, II.C.2)

Currently, the FLC-main library is open 57 hours per week during the regular semester; the EDC library is open for 42.5 hours per week. Library hours are planned following course scheduling patterns; as there are few Friday evening and weekend courses, neither campus has Friday evening or weekend hours. However, online resources such as databases, eBooks, and video tutorials can be accessed remotely at any time (24/7), and support all students regardless of location or modality. Likewise, hours and services at the learning centers at all three locations are planned to meet the specific needs of students at the location. (Standard II.C.1.c)

FLC provides effective maintenance and security of its library and learning support facilities and equipment. Both FLC-main and EDC libraries have 3M security gates at building entrances to deter theft of materials from the library collections. The FLC-main library is equipped with security cameras, and doors are alarmed. Computers in the labs are locked to workstations, and the lab doors are locked when the labs are unattended. The Reading and Writing Center and Tutoring Center space is monitored by staff during regular hours, and can be locked during off hours. Staff from IT staff maintain and service instructional technology (including the

computers in the open labs) on a regular basis. Few security issues have been reported. (Standard II.C.1.d)

Along with the other colleges in the Los Rios District, FLC participates in the Community College Library Consortium, which allows for the purchase of online resources at reduced rates. The contract for the Integrated Library System (ILS) is also arranged at the District level. Sharing the ILS enables all four libraries in the District to share an online catalog interface that enables inter-campus loans. FLC librarians participate in ongoing discussions with the ILS vendor, and the responsibility for system administration rotates to each campus technical services librarian every fourth year. This shared responsibility allows each of the libraries in the district to have a shared interest and voice in system administration issues and decisions. (Standard II.C.1.e)

Library and learning support services faculty and staff evaluate their services through the ADP/AUP and program review processes. In addition, the library collects and evaluates data related to use of its services, including data related to reference, instruction sessions, circulation, inter-library loan, and study room use. Services are also evaluated through surveys. The library has conducted student satisfaction surveys at FLC-main and EDC; learning support services participate in the Student Satisfaction with Support Services Survey, and all library and learning support services participate in the CCSSE survey administered by the district office. (Standard II.C.2)

Conclusions

Folsom Lake College meets the Standards in the area of library and learning support resources. The library and learning support services staff demonstrate strong commitment to students by providing services and materials in support of the curriculum, information competency, and success for all students. The library staff also demonstrates a commitment to access by developing and promoting online resources such as eBooks, databases, and video tutorials that extend library services and collection to students at RCC and online. Moving forward, the college is encouraged to continue its focus on developing additional library and learning support services that support the unique needs of students at the Rancho Cordova Center.

FLC is applauded for its student friendly facility and the organization and easily navigable array of student support services.

Recommendations

None

Commendations

See Commendation 2

Standard III - Resources
Standard III.A – Human Resources

General Observations

Folsom Lake College offers programs and services at three locations: the Folsom Lake College located at 10 College Parkway, in Folsom, the El Dorado Center located in Placerville, and the Rancho Cordova Center in Rancho Cordova. The Rancho Cordova Center currently utilizes rented storefront space but has finished construction and will be moving to a permanent location in October 2015. A tour of the new facility revealed that it is well designed and will offer increased space and learning opportunities for students.

The evaluation team visited all three sites and the new Rancho Cordova facility and found that all appear safe, well maintained and intentionally designed with students in mind.

The College appears to be well staffed with faculty, administrators, and classified personnel even though a survey data states a desire to increase staffing levels (Ref.III.35). FLC uses the Annual Unit/Department Plan (AUP/ADP) to prioritize all personnel hiring. New requests for some positions, such as for counseling and classified staff, are determined by the respective contracts. (Standard III.A.2)

Human Resources for Folsom Lake College (FLC) are highly centralized with services provided by Los Rios Community College District. Evaluation team members met with Associate Vice Chancellor, Human Resources and a District Training Specialist. While at the District Office (DO), the evaluation team reviewed a substantial sample of human resources materials and documentation, including personal files. Policies and procedures are in place and seem to be equitably and consistently administered and are adequate for evaluating personnel. The institution seems to be fairly applying written policies. Personnel records are securely stored at the District Office. (Standards III.A.3, III.A.3.a, III.A.3.b)

Findings and Evidence:

The District Evaluation Team Members reviewed the Self-Evaluation documents and evidence provided by each college in preparation for the site visit. On October 5, 2015, Team Members assigned to this Standard met with Associate Vice Chancellor, Human Resources and a District Training Specialist to discuss Standard IIIA – Human Resources. The Team Members made careful review of human resources materials and policies specific to the Human Resources function to document compliance with Standard III.A.

The team evaluated district policies and practices in areas that the LRCCD 2014 Function Map indicated the primary (P) responsibility is held by the district. The team also evaluated the district on Standards for which there is shared responsibility (SH) between the district and colleges. In Standard III.A – Human Resources, those included Standards III.A.1.a., III.A.1.b., III.A.1.d.,III.A.3., III.A.3.a., III.A.3.b., III.A.4.a., and III.A.5.

The Self-Evaluation Report notes no Actionable Improvement plans for this section. The Team found documents and evidence that the College and District ensures that personnel are systematically and formally evaluated. Through team interviews with College and District personnel it appears that the College does have all the procedures, policies, and regulations

consistent with a well-organized institution of higher education in place. (Standards III.A, Standard III.A.1.b)

Annual Department Plans and/or Annual Unit Plans (ADP/AUP) clearly describe how each department/unit determines their staffing needs. Classified positions are prioritized by the appropriate Vice President or College President with input from the department/unit, which is then prioritized by the Classified Hiring Prioritization Committee. Request for faculty are prioritized by area faculty, which are then combined and prioritized by the Academic Senate's Faculty Hiring Prioritization Committee (FHPC). This list is reviewed by the Academic Senate, and the final list is sent to the College President. FLC's executive team prioritizes the administrative positions from the respective ADP/AUPs. The District Office allocates positions to the College. The hiring process is well established and follows common practices used by the system. Equity representatives ensure fair hiring practices are employed. Several checks during the process ensure equitable hiring with respect to equivalency and foreign degree evaluation. Practices are in place to ensure diversity of hiring pools. (Standard III.A.1)

The Self-Evaluation Report states that faculty evaluations contain a clause that considers the faculty members' effectiveness in producing student-learning outcomes, but does not provide evidence to substantiate the claim. Interviews with the District Office personnel confirmed the files did contain evaluation elements related to student learning outcomes. (Standard III.A.1.c)

Professional ethical standards are delineated in the college catalog (Ref.III.29), board policy P-6900 (Ref.III.30), board regulation R-9413 (Ref.III.31), contract (Ref.III.23), and board policy P-3114 (Ref.III.32). The Team found evidence of a code of professional ethics as well as policies and procedures in place for its Human Resource function, and it uses its policies in a manner that promotes fairness, equity, and diversity. The District also provides opportunities for professional growth and development (Standards III.A.1.d, III.A.3, III.A.3.a, III.A.3.b, III.A.4.a, III.A.5).

The Self-Evaluation Report states the in FA14 63.70% of the classes were taught by FT instructors which was down from 67.48; however, 12 growth positions were hired for FA15. Contracts determine new positions for counselors and classified staff. (III.A.2 & Eligibility Requirement 13)

Conclusions:

The College meets the Standard.

Recommendations:

None

Standard III - Resources
Standard III.B - Physical Resources

General Observations

FLC and LRCCD work together to plan, build, replace and maintain physical resources. The buildings at Folsom Lake College are stunning and functionally intelligent. The buildings engage aesthetically within the natural environment while encapsulating the College's unique character--topographically and technologically. Additionally, the facilities are flexible and include technologically-integrated classrooms that are environmentally, physically, and financially sustainable. The open, fluid spaces encourage formal and informal learning and are clearly a point of pride for students, faculty, and staff. The Library, Disabled Students Programs and Services (DSPS) pod space, silent rooms, and student success areas are examples of thoughtful planning of interior spaces with students in mind.

Findings and Evidence

The Budget and Facilities Planning Handbook states that Budget and Facilities Planning Committee (BFPC) is charged with overseeing college-level processes for three types of construction; whereas, the District Facilities Management (FM) is tasked with maintenance and modernization. Specifically, FM coordinates larger projects such as heating, cooling and irrigation systems and coordinates facilities planning of the four colleges. (Standard IIIB.1.a)

The facilities at the main campus, the El Dorado Center (EDC), and the Rancho Cordova Center (RCC) were recently constructed, built to code, and are compliant with the American with Disabilities Act (ADA) making them accessible to individuals with physical limitations. Safety of students, faculty, and staff has been given careful consideration. The FLC Safety Committee meets four times a year and is tasked with providing a safe environment for students, faculty, staff, administrators, and community members. All the buildings at the main campus have security cameras with panic buttons at higher risk areas. (Standard IIIB.1.b)

The Safety Committee has had far reaching agendas involving topics including the provision of security cameras, enforcement of no-smoking areas, people sleeping overnight in cars within parking lots, workshops on rape aggressor defense, cyber-bullying, bullying, and driving under the influence (DUI), self-defense, and women escaping a violent environment (WEAVE). (Ref: Safety Committee meeting minutes). Agenda development originates from a broad range of constituents including the community, faculty, student, LRCCD police, and staff input. The effectiveness of the Safety Committee can be seen in part through the District 2014 Employee perceptions survey, which indicated 73.6 % agreed or strongly agreed that "Los Rios is responsive to safety and security concerns" and 88.9% agreed or strongly agreed "I am safe from accidents at work." (Standard III.B.1.b)

Perhaps most exemplary in terms of campus safety is the event involving a student initially referred to the FLC Police for abusive behavior directed towards a law enforcement officer. This student was first referred to college police in 2010. Interventions, including placement on probation under a behavioral contract, unfolded after this 2010 event. Despite these efforts, the student was ultimately expelled in 2013. However, resulting from social media postings and certain interactions beginning in late 2012, the FLC police undertook a full threat assessment. This student was subsequently located on campus carrying guns and ammunition and was

arrested. Because of the proactive work of the police and administration, a potentially deadly event had been thwarted. (Standard III.B.1.b)

The College and the District work collaboratively in the development of long-range capital plans. At the College, the Budget and Facilities Planning Committee is responsible for the facilities planning in keeping with the institutional mission and improvement goals. The District FM is responsible for strategic and budget allocation planning for physical resources. Institutional facility needs are identified through ADP/AUP (Ref III.10) and program review (Ref. III.34) planning processes. The collaborative dialogue between the District FM and the institutional Facilities and Budget Planning Committee is informed and informs the institutional planning process. (Standards III.B.2.a, III.B.2.b)

The long-range capital plans (Facilities Master Plan) support a thoughtful, strategic building process for Folsom Lake College –a college learning environment that integrates teaching and technology. (Standard IIIB.2.a) Due to limited financial resources, there are some identified student needs that could not be met such as increased science facilities at the Main Campus. After discussion between the Instructional Deans and VPI, the prohibitive cost of modular science labs led to a resolution that students would attend science labs at EDC. This situation exemplifies creative problem solving through dialogue taking into consideration student needs, expected growth, and potential costs of alternative solutions.   (Standard III.B.2.b)

Conclusion

The College meets the Standard.

Recommendations:

None

Commendations:

5. The college is also commended for the development of the Rancho Cordova and El Dorado Education Centers and the resultant expansion of educational services into the community (Standards III.B.1.a, III.B.1.b).

6. The College is commended for its handling of a potentially violent situation under which a student initially referred by campus police for aggressive behavior, was later arrested on campus carrying guns and ammunition. (Standard III.B.I.b)

Standard III - Resources
Standard III.C - Technological Resources

General Observations

Folsom Lake College has well-defined systems of technology and support in place. There are clear delineations between the District Office Information Technology services and campus Information Technology Services and Media Services. District Office Information Technology is responsible for technology infrastructure, including systems and support for the college's administration, student services, instructional, library, operation, and facilities. FLC IT and Media Services maintain responsible for local equipment, and department/discipline-specific instructional technology needs. Perceptions of technology support services are very positive.

Findings and Evidence

FLC IT staff work in collaboration with District Office IT (DO IT) to provide comprehensive technology services, professional support, facilities, hardware, and software in order to meet the needs of learning, teaching, communications, research, and operational systems. DO IT provides support for the technology infrastructure and systems in use at FLC, including design, implementation, operation and support of the networks, security, the D2L learning management system, SOCRATES, PeopleSoft, and telephone and video conferencing. College IT staff support local network, equipment, and communication, including support for i-TV broadcast operations and campus audiovisual equipment. The responsibilities of both DO IT and FLC IT staff are clearly delineated and well understood. FLC identifies its technology needs through the AUP/ADP process in order to ensure that student learning programs and services are well supported. Likewise, the Innovation Center and Media Services offer support for teaching, learning, and college-wide communication. The Innovation Center and Media Services support creative integration of current and emerging technology in both on-ground and online courses, as well as inter-disciplinary projects that allow students to have first-hand experience with practical applications of technology. (Standards III.C.1, III.C.1.a)

FLC provides a variety of technology-related training opportunities for faculty, staff, and students. Many of FLC's technology trainings are provided by the department responsible for the use of the technology in question – for example, Student Services offers training on the SARS system; the library offers library-related technology training for faculty and students; Media Services offers audio-visual training. The Innovation Center provides training and support for faculty teaching online, hybrid, and web-enhanced courses through D2L. The FLC Online Educators learning community, also coordinated through the Innovation Center, provides an opportunity for ongoing training and peer support. Training for iTV courses is provided by Media Services. Currently, the effectiveness of technology training is largely assessed through participant surveys. The college is encouraged to continue its work to further develop ongoing and systematic assessments for the effectiveness of its technology and distance education training. (Standard III.C.1.b)

Infrastructure and enterprise software systems are acquired and maintained and the District-level, and FLC staff participate in District-wide committees related to the ongoing management and operation of these systems. To provide for the management, maintenance, and operation of campus-owed equipment, FLC IT and Media Services staff maintain a detailed inventory that tracks age, cost, and potential replacement and/or repurposing timelines. Technology operations and goals are tracked through an action plan matrix, for which an on-line spreadsheet is attached

to the Technology Plan. The online spreadsheet format allows for real-time updates and sharing of information. Systems are in place for reliability and emergency backup. (Standard III.C.1.c)

District Office IT (DO IT) provides a robust and secure infrastructure for all colleges and education centers in the district through its metropolitan area network (MAN). As DO IT shares in the funding for infrastructure expansion, DO IT and College IT work together to ensure that the technology infrastructure at FLC is current and sustainable. (Standard III.C.1.d)

FLC acquired much of its initial technology equipment through capital project funds. Finding ongoing resources to maintain the large numbers of computers and specialty instruments with preventative maintenance, repairs, and warranties, as well as the anticipated replacement costs over time remains a challenge at FLC. A variety of funding sources are used to support outdated equipment and purchase new technologies, including instructional and non-instructional equipment funds, grants, and the "technology sinking fund" established by the Budget and Facilities Planning Committee. Due to the economic downturn, the college has not made annual contributions to the sinking fund for several years. FLC acknowledges that additional funding sources may be needed in order to ensure sustainability of its existing technology as it ages, and provide a foundation for growth. As it moves forward in its development of a cohesive vision of future and emerging technology needs, FLC is encouraged to continue seeking realistic and sustainable funding sources for technology equipment. (Standard III.C.1.d)

Technology planning is integrated into the annual planning through ADP/AUP and program review processes. ADP/AUPs provide a mechanism for each department or unit to communicate technology needs and make requests for specific equipment or technology-related professional development for their area. Within FLC's participatory governance structure, the Technology Committee serves to make recommendations on IT matters, and is responsible for maintaining and evaluating the Technology Plan. The college has just begun (as of fall 2015) a strategic visioning process for its distance education and technology services, which will serve to better align technology planning with FLC's 10-year Educational Master Plan (also under development as of fall 2015). More formalized, coordinated, and ongoing processes for evaluating the effectiveness of technology services would enhance the progress the college has made in this area, and support further continuous improvement. (Standard III.C.2)

Evaluation of technology resources occurs through the ADP/AUP and program review processes, as well as user surveys. A more formalized, ongoing processes of assessing the effectiveness of technology services using the results of the assessment would enhance the progress the college has made in this area, and support continuous improvement. (Standard III.C.2)

Conclusions:

The College meets the Standard.

Recommendations:

4. In order to increase effectiveness, FLC is encouraged to align its strategic vision for distance education with its Educational Master Plan, and develop ongoing processes for evaluating the ongoing effectiveness of its distance education offerings and technology services. The plan should be integrated with the program review process and with the on-going and routine technology assessments done by College and District Information Technology. The FLC Technology Plan should align with and directly support the College Strategic Plan. (Standard III.C.1, III.C.2)

District Recommendations:

1. In order to meet the standards, the District Evaluation Team recommends that the LRCCD develop a comprehensive Technology Plan for the District. The plan should be integrated with the program review process and with the on-going and routine technology assessments done by District Information Technology. The Technology Plan should align with and directly support the District Strategic Plan and the colleges' strategic plans. Finally, the plan will need to be routinely assessed and updated to ensure currency. (Standard III.C.2)

Standard III – Resources
Standard III.D - Financial Resources

General Observations:

Budget Development and District financial planning at Folsom Lake College (FLC) is informed by the mission of the California community college system, and the mission, vision, and key strategic goals of the Los Rios Community College district. District financial planning is described in detail in the Los Rios Community College District 2015- 16 Tentative Budget, which in turn reflects the educational programs of the district and is supported by a robust discussion of key statutory and regulatory issues governing community college finance. The District Budget Committee is charged with financial planning. Fiscal Planning for capital development is influenced by the Long Range Capital Plans and informed by available local and state capital resources and impacts to operating budgets. (Standards III.D.1, III.D.1.a)

Given the very real revenue volatility often associated with the state budget, the Los Rios Community College District typically develops three budgetary scenarios that reflect revenue forecasts across several scenarios. Spending is constrained to the most conservative estimate until and unless higher revenues under the other scenarios emerge and can be confirmed. While no single scenario could be expected to capture every nuance and variable in the budget process, this tri-partite approach begins to establish reasonable parameters across an array of possible outcomes and in doing so provides greater clarity in planning. (Standard III.D.1.b)

Findings and Evidence:

According to evidence provided by the College, between the fall of 2009 and the fall of 2014, overall Student Headcount has fallen from 9,143 to 8,143 across this six-year window. Since the economic recovery several years ago, many community college districts across the state seem to be experiencing the historic inverse relationship between the health of the economy and student demand and the resultant softening in enrollment. The six-year drop in headcount at FLC, however, has progressed largely without interruption until this past year when year-over-year headcount between fall 2014 and fall 2015 census rose by more than 7%. When disaggregating headcount by site the RCC Education Center represented an exception to the decline described above. (Standards III.D.1.b, III.D.1.c)

When examining class enrollments by site and the number of classes each student is taking, one also sees a sustained decline. Over this same six-year window, course loads reflect a decrease in the number of students carrying six or fewer units. However, the number of students that are characterized as part-time carrying between six and twelve units, and full-time carrying 12 or more units went from 62% to 74% during this timeframe. (Standards III.D.1.b, III.D.1.c)

Looking more broadly at the communities served by FLC, one observes an increase in the population of most of the primary communities. The 2010-2015 projections of growth statewide and within the counties served by FLC reflect county growth between 8% and 15% with statewide growth estimated to be nearly 14% for the period (Dept. of Finance, p. 4).   The study goes on to note an increase in the number of unrepresented and socio-economically disadvantaged groups. Course placements in Basic Skills provide a mixed picture, with some areas falling and others increasing. (Standards III.D.1.b, III.D.1.c)

The Los Rios Community College District Tentative Budget outlines short-term, non-voter approved debt including Tax and Revenue Anticipation Notes, when issued, and Certificates of

Participation, as well as long-term, voter-approved debt including General Obligation bonds .Board Policy 8122 addresses budget development including the specification of a minimum reserve, development of a budget calendar, and a procedure for budget revision. Board Regulation 8122 goes into much greater detail about the composition, reflecting broad constituency membership, and responsibilities of the Budget Committee. At the college level, the roles and responsibilities of the budget and Facilities Planning Committee are outlined in the Budget and Facilities Planning handbook and the College Governance agreement. (Standards III.D.1.c, III.D.1.d, III.D.1.d)

The Los Rios CCD employs an Enterprise Resource Program (ERP). In addition to commissioning an annual external audit utilizing a certified public accountancy firm, the Los Rios District also employs two internal auditors who help ensure the fiscal propriety of the district and maintain and update a viable set of internal controls. Results of the external audit are a sound and objective indicator of fiscal performance and the viability of fiscal documents such as the annual budget. The annual external audits for the past three fiscal years reflect no financial statement findings, no federal compliance findings, and no state compliance findings or deficiencies in internal controls, no recurring findings and reflected unmodified opinions. Internal control systems are regularly evaluated and assessed through several avenues including the collaborative efforts occurring at both the college-level and district. (Standards III.D.2.a, III.D.2.b, III.D.2, III.D.2.e)

Los Rios Community College District Board Policy 8122 and Board Regulation 8122 speak to Budget Planning. As established in board Policy 8122, the district maintains an uncommitted reserve of at least 3%. Cash flow is analyzed on a monthly basis. When necessary for cash-flow purposes, short-term borrowing in the form of Tax Revenue and Anticipation Notes (TRANS) have been issued. District fund balance includes uncommitted, committed and restricted elements, and for the past five years has ranged from 11% to 14%. Fund balance and reserve amounts are discussed in the Budget document. State required financial reports reflect balance sheets with reserve amounts for each fund. Regulation 8122 notes the District Budget committee will, "meet on a regular basis, but not less than twice a semester" (p. 1). Insurance programs and coverages are reported by Risk Management on an annual basis. Reserve amounts for Incurred-But-Not-Reported (IBNR) are established based on actuarial projections. (Standards III.D.2.b, III.D.2.c, III.D.3, III.D.3.a)

Folsom Lake College (FLC) and the District office have business offices that work collaboratively toward ensuring financial resources are used with integrity and that the intended purpose of the fund source is honored. The district's Internal Audit function, through regular audits checking state and federal compliance, contributes to integrity of the college and district financial management processes. (Standard III.D.2.d)

The Los Rios District has been successful with the voter approval two bond measures under Proposition 39 (2000). Measure A was approved in 2002, and Measure M was approved in 2008 both of which have served to meet capital needs across the district. The district has complied with the accountability requirements including creating a list of eligible project activities prior to the election, the establishment of a Citizens' Oversight Committee, and has undertaken annual audits of each measure to ensure that bond proceeds are expended only for purposes presented to and approved by the voters of the district. The Citizen's Bond Oversight Committee submits an annual report to the District board of Trustees attesting to the work the committee undertook during the year. (Standards III.D.2.d; III.D.2.e; III.D.3.b)

FLC manages a comprehensive student financial aid program. The college monitors student loan default rates. The three-year default rate for FLC is 24.4%. Annual Fiscal Report submissions to the Commission are made by the college. (Standard III.D.2.d)

Contract authorization, for college contracting purposes, occurs at the district level. The district employs a Pay-for-Print system that is in use district-wide. The price point is designed to provide sufficient revenue to cover maintenance and supply costs as well as building a fund for equipment replacement. (Standard III.D.2.d)

The Los Rios District typically budgets using several scenarios. The most conservative of these scenarios involved only the calculation of a Cost of Living Adjustment (COLA) in addition to the base budget. The next two scenarios also incorporate growth and other potential revenue sources. Spending is limited to the most conservative approach until such a time those additional revenues can be sufficiently documented. (Standard III.D.3.a)

As noted above, the district and college business offices, in tandem with the office of Internal Audit, collaborate to employ various internal control mechanisms to ensure efficient fiscal management and provide safeguards from loss. The work of the third-party external audit serves to validate this work. (Standard III.D.3.b)

A centralized approach to purchasing goods and services is managed through the district purchasing office. A Purchasing Handbook informs users of relevant policies and regulations and is made available on-line. (Standard III.D.3.b)

The District has identified and funded its obligations for Other Post-Employment Benefits (OPEB) and does not have an Annual Required Contribution (ARC). Nonetheless, the district allocated $3.3 million for retiree health care anticipating continued volatility and uncertainty in the health care industry. The Los Rios Community College District 2015- 16 Tentative Budget identifies all short- and long-term debts of the district. (Standards III.D.3.c; III.D.3.d, III.D.3.e)

The evaluation of financial management practices at Folsom Lake College (FLC) and the Los Rios Community College District involves several groups. First, both the internal and external audit serve as avenues of review. Second, the District Director of Accounting chairs a financial user group that includes representation from all four colleges and the district level offices of technology and business services. Further, FLC's Budget and Facilities Planning Committee (BFPC) reviews its budget planning process regularly. (Standard III.D.3.h)

The District has negotiated a funding allocation methodology with its bargaining units whereby 80% of new revenues are dedicated to personnel related uses (salaries and benefits) and the remaining 20% are designated to program development and other operational activities. This framework allows for certainty and a clear understanding of available resources by all constituent groups. (Standard III.D.4)

Conclusion:

The College meets the Standard.

Recommendations

6. In order to increase effectiveness and ensure fiscal stability, and in light of significant population growth in the surrounding community, the college should undertake a study of the participation rate. (Standards III.D.1.b, III.D.1.c)

Standard IV – Leadership and Governance

Standard IV A – Decision-Making Roles and Processes

General Observations

The College has a well delineated structure of governance that includes broad representation on committees, including students, faculty, staff, and administrators. These constituencies participate in evidence-based decision making and the participatory governance process. They have clearly defined roles in expressing opinions on policies, planning, and budgeting. The participation of staff and faculty is exemplary especially from the classified staff.

The College strategic planning process, outlined in the Folsom Lake Annual Review and Approval process for college wide plans, the Annual Department/Unit Planning and Implementation Cycle 2015-2016, and the Annual Planning Process-Overview 2015-2016 ensures input from all constituency groups. The constituency organizations hold regular meetings, post agendas, and make minutes available to the entire College community. The College's new descriptions of its annual planning processes clearly explain the processes and the Interest Based problem solving training and approach is worth replicating.

Findings and Evidence

College governance is student centered, and facilitates decisions to promote student learning and student access and success. Interviews with the president indicate that she encourages all constituency groups to participate in the governance process. The president provides effective leadership for the College. The College community believes that governing board policies support the quality, integrity, and effectiveness of student learning services. (Standard IV.A.1)

Minutes and interviews with Folsom Lake College students, faculty, staff, and administrators indicate that the Institutional planning committee increased its effectiveness and that systematic participative processes were used to assure effective discussion, planning, and implementation. Faculty, staff, and administrators feel they have a defined role in the institutional governance. (Standard IV.A.1)

Administrative procedures describe how institutional planning processes are broad-based, comprehensive, systematic, and integrated into all aspects of decision making within the District. The procedures also require that the College use planning committees for developing, reviewing, updating, and implementing plans. The College Governance Agreement (CGA) specifically states how to bring ideas forward through College processes. During interviews, staff described how this procedure was used. (Standard IV.A.2, IV.A.2.a)

Board policy specifies that faculty and the Academic Senate be relied on for recommendations about student learning programs and services. In addition, the Academic Senate Constitution states that the Senate will make recommendations on curriculum, programs and services. The College's Curriculum Committee, a subcommittee of the Academic Senate, reviews all course outlines and student learning outcomes. The Curriculum Committee reports to the Senate monthly on curriculum issues. Evidence clearly describes the responsibilities and authority of

faculty and academic administrators in curricular and other education matters. The College and District curriculum committees appear to function effectively. (Standard IV.A.2.b)

Board policy specifies that procedures be established to ensure that students, faculty, and staff have the opportunity to express their opinions, to ensure that these opinions are given reasonable consideration, and to ensure the right to participate in District and College governance. Interviews and meeting minutes indicate that all constituencies work together for the good of the institution. (Standard IV.A.3)

The College demonstrates honesty and integrity in its relationships with external agencies. It complies with Accrediting Commission Standards, policies and guidelines. It documents past accreditation history on the College website and it has responded to and resolved previous recommendations. Additionally, it has filed appropriate substantive change reports. (Standard IV.A.4)

According to the report and verified through interviews, the College's participatory governance and decision making processes undergo regular assessment and results are used to improve the process. The process the College uses for evaluation is described in detail in the College Governance Agreement. (Standard IV.A.5)

Conclusions

The College has both a structure and a culture that encourages participation of all constituencies. CGA documents specifically state how constituencies bring ideas forward. Policy describes the process for evaluation of governance committees and integrated planning process. The process for evaluating institutional planning processes should be improved [CR1] by actionable plans to review and revised the CGA by the Institutional Planning Committees and for the College Research Office to administer an annual survey to improve communication across the District (Standards IV.A.1, IV.A.3)

The College meets the Standard.

Recommendations

None

Standard IV B -Board and Administrative Organization

General Observations

Folsom Lake College, Sacramento City College, American River College, and Cosumnes River comprise the four institutional of the Los Rios Community College District. In 2004, the District established these four separate institutions, a multi-college district that is governed by a seven-member Board of Trustees that acts independently to set policy for the District. A non-voting student trustee serves a one-year term bringing to the Board the students' perspective.

As a multi-college district with four colleges, an iterative process is used to negotiate, define, and distinguish roles and responsibilities between the District and the colleges. An ongoing conversation continues to clarify and refine roles and responsibilities. Despite the serious nature of this conversation, the Board has established a tone of transparency, inclusiveness, civility and trust so that members of various constituency groups participate in and support these changes. Through collaboration allowed the colleges and the District was able to develop a healthy reserve to weather the recent economic storms.

Findings and Evidence

A seven-member Board of Trustees (BOT) governs the Los Rios Community College District complemented by a non-voting student member. The governing board has adopted a series of board policies and regulations to assure the quality, integrity, and effectiveness of the District. These policies are posted on the LRCCD website. A review of a sample of Board meeting minutes, in conjunction with site Interviews, demonstrates that the governing board adheres to its established policies. The Board also has an established policy--Board Policy 4111--which describes the process for selecting the district chancellor. Board Policy 3132 delineates the duties, responsibilities and privileges of the Board members, including their terms of office, their election cycle, the procedures for adjusting trustee areas, the need to act as a whole, channel requests through the chancellor, and act ethically and professionally. (Standards IV.B.1, IV.B.l.a)

The governing board has established policies--most notably Board Policies 3112 and 3114--that are consistent with the mission of the District and articulate the expectations for quality, integrity, and constant efforts toward institutional improvement. Board Policy 3112 speaks to the trustees' expectations regarding the quality of policies that address the students, the facilities, district and college finance, curriculum, and general business. Board Policy 3114 notes that "[i]n providing educational opportunities for all who can benefit, the Los Rios Community College District is guided by principles of access, excellence, and values." Furthermore, the aforementioned Board Policy 3112 established the governing board as "the legislative and policy making body charged with the oversight and control of the Los Rios Community College District," signifying that the trustees retain ultimate responsibility for educational quality, legal matters and financial integrity for the District and its colleges. All Board Policies and Board Regulations of the Los Rios Community College District are publicly

available through the district's website, including those policies which address the size and structure of the Board (3132, 3133, and 3134), as well as the duties and responsibilities of trustees (3112, 3113, and 3114). (Standards IV.B.l.b, IV.B.l.c IV.B.1.d.)

The governing board acts in a manner consistent with its policies and regulations as evidenced in various minutes, resolutions and reports from its five board committees as posted on the LRCCD website under the Board of Trustees. These materials also indicate that the elected trustees regularly review their policies. (Standard IV.B.l.e)

Board Policy 3113 states that "[t]he Board of Trustees President and the Chancellor shall conduct an orientation session for all new Board of Trustees members...[and]… new...members shall be encouraged to attend the new Board of Trustees member orientation programs of the California Community College Trustees Association and the Association of Community College Trustees." (Standard IV.B.1.f.)

Los Rios Community College District policy outlines the process for periodical self-assessment of the Governing Board, calling for self- evaluation to occur annually. Over the last few years the board has completed its self-evaluation in the first quarter of the calendar year at its retreat. (Standard IV.B.1.g)

The Los Rios Community College District has policies that deal with ethical and appropriate behavior, including conflict of interest; gifts, tickets and passes; and, personal use of public resources. These policies comply with the Political Reform Act and Fair Political Practices. Board policy also defines a process for dealing with inappropriate governing board member behavior. Standard IV.B.1.h)

Minutes from various governing meetings provide evidence that the trustees have received training regarding their role in the accreditation process and commission standards, as well as regular updates regarding the progress of the colleges in crafting their Self Evaluation Reports. (Standard IV.B.1.i)

LRCCD Board Policy 4111 identifies the Board of Trustees as the entity that has the responsibility for selecting the chancellor and delegates full responsibility by specifying that the Chancellor shall serve as the chief executive officer for the Los Rios Community College District Board of Trustees. The administration of the Los Rios Community College District in all its aspects shall be delegated to the Chancellor who shall carry out the administrative responsibilities and functions in accordance with the policies adopted by the Board of Trustees. The Board of Trustees also delegates to the Chancellor the execution of all decisions made by the Board of Trustees concerning the internal operation of the District." As evidenced through a review of meeting minutes, this delegation of authority allows the governing board to remain focused on policy matters. (Standard IV.B.l.j)

Board Policy 2411 recognizes "[t]he president of a college...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 District Chancellor and consistent with the policies of the Board of Trustees."

The governing board delegates full responsibility and authority to the chancellor and the college presidents, recognizing the authority of the president on college matters. Board Policy 2411 states that "[e]ach College President's administrative organization shall be the established authority on campus. The College President is the final authority at the college level." The College president has ultimate oversight and responsibility for the planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. She performs these functions by delegating authority to her senior administrative team as well as relying on the participatory governance structure for recommendations. (Standard IV.B.2 and IV.B.2.a.)

There is a defined participatory governance system at the College through which discussions on institutional matters are considered. The decision-making processes forward recommendations to the president for action and final decision. Through the governance committees and the College Governance Agreement decision-making processes, the president guides the development of the mission, values, goals and priorities of the College. Institutional planning activities, program review, annual program plans, and student learning outcomes assessment rely on research and the analysis of internal and external conditions. Interviews showed that the president communicates institutional values, goals, and directions through a number of mechanisms, including regular meetings with the President's Advisory Group--a fully constituent representative organization that allows information to flow to and from the president's office in a cogent fashion--and various forums convened at each of the three locations of the college. To facilitate the delivery of data to the Office of the President, the Office of Institutional Research, under the Dean of Planning and Research, is a direct report to the president. As the college has continued to develop, integrated planning and resource allocation processes have been regularly reviewed and refined as they have proceeded through initial cycles of evaluation. Using the College's decision-making processes, the president ensures these evaluation processes are consistently reviewed for their effectiveness. Under Board Policy 2411, the college president is tasked to ensure compliance with statutes, regulations and policies and assures that institutional procedures and processes are aligned with the college's mission. (Standards IV.B.2.a; IV.B.2.b; IV.B.2.c)

The President manages the College budget effectively. During the 2012 state wide budget crisis, the President and vice presidents developed and implemented budget reductions. Prior to finalizing these reductions, the proposal was vetted through the participatory governance decision-making processes. (Standard IV.B.2.d)

The President collaborates and communicates effectively with the communities served by the College. The president is actively involved in several community organizations. She works closely with the local unified school district and maintains open lines of communication. (Standard IV.B.2.e)

Both the Los Rios Community College District and Folsom Lake College have written delineations of responsibilities, as evidenced by the functional maps and organizations charts that graphically explain the organization. Operational functions are delineated and communicated between the District and the colleges in the Function Map. The team confirmed

that the District provides a number of centralized services that support both the mission and operation of the colleges. Interviews indicated that the staff are knowledgeable regarding these functional distinctions. (Standards IV.B.3.a)

The District and colleges ensure that adequate resources are distributed to the colleges to support their effective operation. The effectiveness of the support service unit at the District Office is assessed through a six-year program review cycle. In addition, each of the 14 units completes an annual plan. Feedback opportunities are also provided through the service of college personnel on various District-level committees. (Standards IV.B.3.b.)

Distribution of resources from the District to the colleges occurs through a process that involves the District Budget Committee, the membership of which includes balanced representation from all four colleges and the District. This composition promotes broad-based constituency input into District fiscal policies. As indicated in Administrative Regulation 8122, the District Budget Committee's responsibilities "shall include the review and recommendations regarding District wide processes related to budget development which may have a major impact on College operations or allocations" (section 2.1). Per Board Policy 8122, committee recommendations serve as advisory to the chancellor. Processes for making determinations regarding resource allocation appear data driven. The example of allocation of staffing positions is provided. In this instance, growth, new facilities, balancing workload, necessary staffing for "start-ups," its strategic plan, and other factors are considered. (Standard IV.B.3.c)

The LRCCD is a fiscally conservative district. This has resulted in the establishment and implementation of sound fiscal principles and appropriate financial management. Through these practices, the District was able to maintain reasonably stable and consistent services over the course of California's economic downturn. As the state has recovered, this management during crisis has allowed the growth and development of programs and development before other colleges have been able to do so. (Standard IV.B.3.d)

Board policy clearly delegates authority for the daily operation of the District and the colleges to the chancellor and the college presidents. The functional map defines the roles and responsibilities of the chancellor and the presidents. The chancellor ensures the Folsom Lake College president is responsible for the administration and operation of the College. The College president is held accountable for her responsibilities and the sound operation of the College. This accountability is monitored through the annual evaluation process. (Standard IV.B.3.e)

The District uses many forms of communication with its employees at the District Office and with its employees at the colleges. These include the "Chancellor's Updates," emails to employees regarding various important issues, and extensive use of social media platforms In addition, the Chancellor speaks directly to college staff on issues of importance to the District at convocations (which occur at the beginning of each academic term), and follows up those presentations each fall and spring semester with more informal "brownbag" visits to the colleges and, when possible, the education centers. More formally, the District level participatory governance committees--including the District Academic Calendar Committee,

the Chancellor's Cabinet, the District Budget Committee, the District Curriculum Coordinating Committee, the District Matriculation Committee, the District Educational Technology Committee, and the District International Education Committee--allow opportunities for clear and appropriate communications between the college and the District. Board meetings are regularly scheduled ensuring access to the local college's students, employees, and community constituencies. Board meeting agendas, supporting documentation and minutes are posted on the LRCCD website. (Standard IV.B.3.f)

District decision-making structures and processes are described in the Board policies and regulations. Board Policy 3412 describes the relationship between the Academic Senate and the Board of Trustees. Board Regulation 3412 details the senate-led committees including the District Curriculum Coordinating Committee. Non-Senate led committees include the Academic Calendar Committee (Academic Regulation 7123), the District Budget Committee (Academic Regulation 8122), the District Educational Technology Committee (Academic Regulation 3412), and the Chancellor's Cabinet (Academic Regulation 3411). The District reviews its governance and decision-making processes for integrity and effectiveness informally in the Chancellor's Executive Staff group, in the Chancellor's Cabinet, and in other District groups such as the Vice Presidents' Councils and the District Academic Senate. Discussions regarding proposed revisions to the processes typically involve participants from the District and from all four colleges, who act as liaisons to their colleges and constituency groups. The District's Function Map, reviewed every four years, also delineates responsibilities and processes. (Standard IV.B.3.g.)

Conclusions

The College meets the Standard. The evaluation team has encountered a spirit of engagement, collegiality, and collaboration at Folsom Lake College and in the Los Rios Community College District. This inclusive culture of decision-making is evident at the Board level and permeates throughout the institution.

The Folsom Lake College president is responsible for and oversees planning, budgeting, selecting and developing personnel, and assessing institutional effectiveness. She performs these functions by delegating authority to her senior administrative team as well as relying on the participatory (CGA) governance structure for recommendations. Using the College's decision-making processes, the president should ensure integrated planning and resource allocation evaluation processes are reviewed for their effectiveness in ensuring the achievement of student learning.

District Recommendations

2. In order to meet the Standards, the District Evaluation Team recommends that the LRCCD develop a clearly-defined policy for <u>selecting</u> the presidents of the colleges (Standard IV.B.1.j)
3. In order to meet the standards as well as to improve institutional effectiveness and align policy with practice, the District Evaluation Team recommends that the District modify the existing Board Policy 4111 to more clearly define that the Chancellor delegates full

responsibility, authority, and accountability to the presidents for the operations of the colleges. The Evaluation Team further recommends that Section 1.2 of Board 2411, which establishes the role of the President as the chief college administrator, be added to the policy section 4000 –Administration (Standard IV.B.3.e).