



# PROGRESS REPORT

**March 2, 2005**

*Submitted to*

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

*Submitted by*

**Folsom Lake College**  
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Dr. Brice W. Harris, Chancellor

**TABLE**  
*of*  
**CONTENTS**

Certification of the Progress Report.....3

Statement on Report Preparation.....4

Responses to Recommendations from Previous Review.....6

    A. Recommendation #1.....6

    B. Recommendation #2.....9

    C. Recommendation #5.....11

Progress Report Support Documents.....14

**CERTIFICATION  
of the  
PROGRESS REPORT**

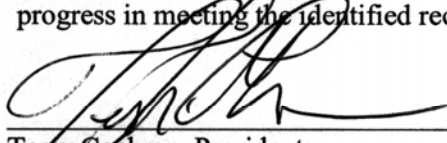
DATE: March 2, 2005

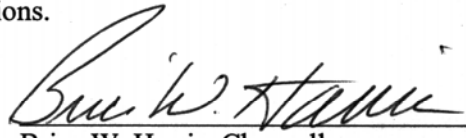
TO: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

FROM: Folsom Lake College  
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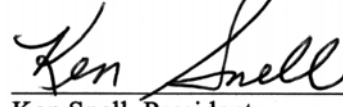
This Progress Report is submitted for the purpose of assisting in the determination of the institution's progress on three recommendations.

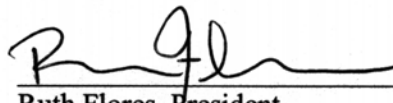
We certify that there was broad participation by the various college constituencies, and we believe the Progress Report accurately reflects the nature and substance of the institution's progress in meeting the identified recommendations.

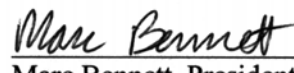
  
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Terry Cochran, President  
Board of Trustees

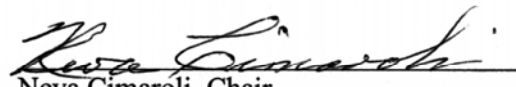
  
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Brice W. Harris, Chancellor  
Los Rios Community College District

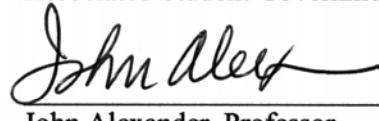
  
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Thelma Scott-Skillman, President  
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Susan Lorimer, Vice President Instruction  
Accreditation Liaison Officer

**STATEMENT**  
*on*  
**REPORT PREPARATION**

Folsom Lake College (FLC) received its initial accreditation in January 2004. As part of its accreditation requirements, the college was asked to address five recommendations as described in the Accrediting Commission for Community and Junior Colleges (Commission) 2003 *Evaluation Report, Folsom Lake College* (Ref. S.1). In addition, a March 2005 Progress Report and subsequent visit were required for 3 of the 5 recommendations (Recommendations #1, #2, and #5). The following statement describes how the college prepared this Progress Report.

In early Spring 2004, President Thelma Scott-Skillman reactivated the college's Accreditation Steering Committee and expanded it to include the Academic Senate Executive Board and Classified Senate representatives. The committee's charge was to finalize the *Accreditation Strategic Planning and Operational Items* matrix (Ref. S.2). The matrix was developed in Spring 2004 to address the college's own self study planning agenda items.

In Fall 2004, Accreditation Liaison Officer Sue Lorimer facilitated the Accreditation Steering Committee meetings until the Academic Senate appointed Instructional Program Coordinator and English Professor John Alexander as Faculty Accreditation Chair in November 2004. Steering Committee faculty members were appointed following consultation with the Academic Senate President, and included all the 2003 Self Study Standard Chairs and the Academic Senate President. The College President also appointed the Classified Senate President, the new college Research Analyst, and the college Vice Presidents and Deans to serve on the Steering Committee.

As indicated in the minutes (Ref. S.3), at its first fall meeting on September 24, 2004, the Steering Committee reviewed the Commission's Letter to the College President (Ref. S.4) as well as the Commission's instructions on how to prepare a Progress Report (Ref. S.5), approved a report timeline (Ref. S.6), made assignments, and authorized the development of a survey (Ref. S.7) to gather information about Recommendation #5. The Steering Committee assigned one half of its members to the Recommendation #1 Team, under the leadership of English Professor Brian Robinson, and the second half of its members to the Recommendation #5 Team, under the leadership of Professor John Alexander. Recommendation #2 is a district-wide recommendation regarding college centers. Los Rios Community College District (LRCCD) Chancellor Brice W. Harris assigned the leadership of this recommendation response to Vice Chancellor of Education and Technology Marie B. Smith.

Recommendation Teams #1 and #5 began gathering data for the report after the first Steering Committee meeting. The Recommendation #5 Team members and the college Research Analyst developed the survey regarding Recommendation #5 (Ref. S.7). It was then approved by the Steering Committee at its October 14, 2004 meeting and distributed to approximately 350 FLC employees the next week. Ninety-one employees responded. Survey results are detailed in the *Accreditation Recommendation #5 Survey Research Report* (Ref. S.8). During this same time period, Recommendation Team #5 members met with participatory governance committees,

constituency leaders, and those responsible for addressing key components of the recommendations to gather verbal input and request written responses.

College employees were informed about the report process and Steering Committee's work at the August 13, 2004 Convocation (Ref. S.9), the October 8, 2004 College-Wide meeting (Ref. S.10), the December 10, 2004 College-Wide meeting (Ref. S.11), and the January 14, 2005 Convocation (Ref. S.12). Constituency leaders also provided updates to their groups during their regularly scheduled meetings throughout Fall 2004 (Ref. S.13).

On January 28, the Steering Committee received the district's response for Recommendation #2 and approved the responses for Recommendations #1 and #5 for inclusion in the final draft report. This document, therefore, reflects the progress on Recommendations #1, #2, and #5 through January 2005. The final draft of the Progress Report was distributed to college constituency groups on February 1 for their final recommendations to the College President by February 11. President Thelma Scott-Skillman approved the 2005 Progress Report for submission to the LRCCD Board of Trustees (Ref. S.14). The Trustees approved the report at their March 2, 2005 meeting (Ref. S.15).

#### **ACCREDITATION STEERING COMMITTEE MEMBERS**

John Alexander, Faculty Accreditation Chair

Sue Lorimer, Accreditation Liaison Officer

Richard Booth, Administration

Tim Curran, Faculty

Lisa Daly, Faculty

Monica Flores, Administration

Ruth Flores, Classified

Gary Hartley, Administration

Kathleen Kirklin, Administration

Linda Malloy, Faculty

Denise Noldon, Administration

Chris Olson, Classified

Wayne Olts, Faculty

Brian Robinson, Faculty

Sherry Rogers, Faculty

Victoria Rosario, Administration

Ken Snell, Faculty

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

**(Accreditation Team Visit: October 14-16, 2003)**

**Recommendation #1:** *The college has implemented several planning-related activities that must now be evaluated in order to determine what has been effective and what has not. Because of the absence of clear links between the processes, the team recommends a) the development of a complete blueprint of the mission review, research, planning, and evaluation cycle in order to more clearly communicate these processes to faculty, staff and the community. This blueprint would include definitions of all relevant terms, detailing of the processes for implementing and evaluating the plans, and a clarification of links between college mission, goals, plans and resource allocations (Standard 1.4, 3A.1, 3A.3, 3A.4, 3B.1, 3B.2, 3B.3, 4D.6, 5.10, 6.7, 8.5, 9A.1); and b) the proper training of decision-makers in accessing and using research resources currently available (Standard 3A.2).*

**DESCRIPTION**

In response to Part A of Recommendation #1, Folsom Lake College's Educational Planning Committee (EPC) was charged with the task of developing a process that would ultimately generate a Strategic Plan for FLC (Ref. 1.1). An EPC subcommittee was formed in January 2004, and from this subcommittee two key documents emerged.

The first document, entitled *Developing the FLC Strategic Plan* (Ref. 1.2), outlines the components of effective strategic planning and enumerates the components of FLC's Strategic Plan. This document also offers a timeline to develop the components, identifying not only the tasks to be completed and their timelines, but also the lead person or group responsible for each task. In addition, key terms are defined and further needs are identified.

A second document, a flow chart entitled *FLC Strategic Planning Components* (Ref. 1.3), illustrates the relationship of the FLC Strategic Plan to other planning documents such as the *Los Rios Community College District Strategic Plan* (Ref. 1.4) and the FLC Educational Master Plans (Ref. 1.5), as well as to other FLC plans being developed by various participatory governance committees. Together, these two EPC documents are designed to guide the development of the FLC Strategic Plan, clarify links between planning activities, and communicate these links to the college and the community.

In addition, a draft *Blueprint for the FLC Mission, Research, Planning, and Evaluation Cycle* document (Ref. 1.6) has been approved by EPC for college review. This draft identifies cycle tasks to be completed, task completion timelines, and those responsible for completing the tasks. This document serves as the final component of the overall blueprint recommended by the visiting Accreditation Team, identifying processes for implementing and evaluating plans, and clarifying links between the college's mission, goals, plans, and resource allocations.

FLC's response to Part B of Recommendation #1 began in June 2004, when the college's first Research Analyst was hired and the FLC Office of Institutional Research was established. The Research Analyst provides research support for the weekly Administrative Staff and Instructional Staff Meetings as well as a variety of college committees including EPC, Matriculation and Student Success, and the Education Initiative Task Force. Customized reports for instruction and student services programs are available upon request (Ref. 1.7).

The Research Analyst has received training in accessing district level data regarding FLC students and programs and is a member of the District-wide Research Council. Working with instruction and student services administrators, he developed the college's *2004-2005 Research Agenda* (Ref. 1.8). In Fall 2004, the college established a Research Advisory Task Force with representations from all constituencies to guide future research agendas and to determine the best ways to disseminate research information and encourage its use by college decision-makers (Ref. 1.9).

## ANALYSIS

A review of the EPC's minutes (Ref. 1.10) reveals diligence in responding to Part A of Recommendation #1. The committee first addressed the development of a process to create an FLC Strategic Plan on February 4, 2004, and by March 31, 2004 copies of *Developing the FLC Strategic Plan* (Ref. 1.2) were distributed. By the April 21 meeting, the *FLC Strategic Planning Components* flow chart (Ref. 1.3) had been developed to clarify links between the FLC Strategic Plan and other college plans. Minutes from the Spring 2004 semester (Ref. 1.10) demonstrate careful preparation of the plan as well as attention to the processes necessary to develop that plan.

This diligence continued into the Fall 2004 semester when EPC organized the Mission & Vision Event, a first step in establishing the base from which all college plans (including the Strategic Plan) will emerge. The event, which took place on October 22, included 24 members from across college constituency groups, and resulted in a draft revision of the college's original Mission and Vision Statements (Ref. 1.11). Shortly thereafter, the Academic Senate expressed concern that this EPC-led event did not include enough participants and that a college-wide forum would have been more appropriate. To address this concern, the College President met with the Academic Senate President to revise the task assignments and to modify the timeline provided in *Developing the FLC Strategic Plan* (Ref. 1.12). A College-Wide Forum is now scheduled for February 25, 2005 to discuss the draft Mission and Vision statements and to allow broader review and input. Likewise, responsibility for implementing the spring Strategic Planning Event to develop FLC Goals and Objectives, as well as Key Performance Indicators, has been moved to a task group comprising leaders from each of the college constituency groups. All of these activities indicate that progress has been made since the October 2003 Accreditation Team visit.

The college has made significant progress in Part B of Recommendation #1. Although the Research Analyst has been on campus only a short time, he has been active in providing college constituencies with research information and educating people about what data is available and how it can be used. Examples include a presentation at the College-Wide Meeting in October

2004 (Ref. 1.13) on the use of data for analysis of student persistence, as well as presentations at Fall 2004 (Ref 1.14) and Spring 2005 (Ref. 1.15) Flex workshops on FLC student demographics and trends in FLC enrollments and student success. He also created, administered, and then reported on surveys to support the review of the college's mission and vision statements (Ref. 1.16; Ref. 1.17) and this accreditation report (Ref. 1.18). Plans are underway for the Research Analyst and the Instructional Design and Development Coordinator to begin training faculty and staff on the construction and use of online, customized research reports. Initial training sessions will focus mainly on the process of gathering data, but then will grow more detailed and hands-on as users become more familiar with the information.

#### PLAN

The college will continue to implement the plans and processes already in place, and refine them as needed.



**Recommendation #2:** *The Los Rios District has developed a strategic plan to serve the people within the district through the creation of four colleges and a series of educational centers affiliated with each of those colleges. The team recommends that, in order to increase effectiveness, this plan should include appropriate provision for delivery of necessary instructional and student support services at all of the existing centers and at those that may be created in the future. (Standards 4A.4, 5.6, 6.1, 7A.1, 9A.1, 9A.2)*

#### DESCRIPTION

In response to this recommendation, as well as similar recommendations made to the other Los Rios colleges, the District reaffirmed its commitment to provide guidance to centers development. In the Fall 2004 semester, discussions within the Chancellor's Executive Staff and in Retreat settings have lead to conceptual agreement regarding the approach to be used in center development, both existing and new.

#### ANALYSIS

The review of the Chancellor's Executive Staff Meeting minutes (Ref. 2.1), the Chancellor's Retreat Agenda (Ref. 2.2), and the *New Centers Schedule* document (Ref. 2.3) shows that discussions on centers development have been ongoing. Interviews with participants in that process indicate that considerable time was spent in developing a common and thorough understanding of the relationship between the center and the college, as well as current policies, so that all other planning assumptions are based on those premises. For example, it is generally assumed that a "center" is defined as one that conforms to state definitions; all others shall be considered outreach centers. The center will support the mission(s) of the college and will be considered an integral part of the college's operation. Programs and services will be designed and delivered at a breadth and depth that is consistent with the growth of the college. Within the Los Rios District there are established procedures that will apply to the development of college centers in the same way they apply to colleges as a whole. For instance, faculty staffing, including counselors, in LRCCD is allocated based upon formulas (Ref. 2.4; Ref. 2.5). A college's instructional faculty allocation is determined on a Weekly Student Contact Hour (WSCH) per FTES basis. The college itself, not the District Office, ultimately determines the allocation of faculty within the college. This distribution of responsibility provides appropriate flexibility for the colleges in meeting the programmatic needs of a developing center. While support staff is not formula generated, they are fundamentally allocated based upon growth in both facilities square footage and FTES. Administrative support for the colleges and their centers is funded through the Program Development Funds (discretionary funds) of the District (Ref 2.6). LRCCD believes this approach of allocating personnel to the colleges, on a combined basis of need and formula, provides the required flexibility to meet the developing programmatic needs of the centers. Since a college center is an integral part of the college, the current methodology of allocation of resources serves as an appropriate foundation for centers development in the Los Rios District.

## PLAN

The Spring 2005 semester will include further discussions with the intent to provide clarity and consistency for all colleges to use in their center development. The District and the colleges recognize that guidance for program development, staffing and other services required to deliver instruction and student support programs must be consistent, well-understood and robust enough to allow for the full development of regional centers to support the educational mission of each college.

**Response to Recommendation #5:** *The team recommends that the college community give high priority to fostering trust by clearly outlining and guaranteeing the roles and responsibilities of faculty, staff, and administrators through the development and implementation of consistent processes that provide for the inclusion of all appropriate constituencies. (Standard 10.B6 and 10.B8)*

#### DESCRIPTION

As indicated in the Accreditation Team's *Evaluation Report* (Ref. 5.1) and also in the college's 2003 *Self Study* (Ref. 5.2), there is consensus at FLC that the *College Participatory Governance and Collegial Consultation* (CPGCC) document (Ref. 5.3) needs to be revised. The current document is flawed in that some processes are open to interpretation, which leads to conflict and slowed college processes. Also, it does not clearly define the charge of each participatory governance committee, which has made it difficult for administration and the Academic Senate to know where to direct tasks and get timely recommendations. Work on revising the CPGCC document began when the College President called for the convening of the College Coordinating Council, which met once in Fall 2003 and again in Fall 2004 (Ref. 5.4); additional meetings are planned for Spring 2005. To facilitate revision of the CPGCC document, in Fall 2004 the college hosted an AB 1725 workshop that featured presenters from the Statewide Academic Senate and the Community College League of California (Ref. 5.5).

The *Evaluation Report* (Ref. 5.1) expresses concern regarding "administration's commitment to comply with policies and participatory decision-making." Examples cited to support this claim are the lack of regard for meeting times of standing committees and the distribution of policies without consultation, such as the student grievance policy, publication guidelines, and dress code for employees." Progress has been made regarding the meeting times of participatory governance committees. At the beginning of each term, a master meeting schedule (Ref. 5.6) is updated and distributed college-wide. Committees meet on designated days and times as agreed to collaboratively, and the schedule is considered sacred once it has been distributed. Progress has also been made regarding the student grievance policy. The Matriculation/Student Success Committee developed a *Student Grievance Procedures and Student Code of Conduct* flyer (Ref. 5.7) that describes how the college will implement LRCCD Board policies and regulations that relate to this matter. After the document was approved, committee members (including representatives from administration, classified, and faculty) hosted a "Classroom Management Strategies" workshop in Fall 2004 in which the policy and its implementation were discussed (Ref. 5.8). The Matriculation / Student Success Committee also reviewed the publication guidelines document, which was subsequently approved and implemented (Ref. 5.9; Ref. 5.10). Finally, the controversy regarding the dress code policy for employees was short-lived, and the policy was never implemented.

The *Evaluation Report* (Ref. 5.1) also states that "both faculty and administrators indicate mistrust regarding one another's roles and responsibilities" in college decision-making. The participatory governance committees have addressed this by developing and implementing college decision-making processes. The Budget and Institutional Facilities Planning Committee (BIFPC) revised and updated Part I of the *BIFPC Handbook* (Ref. 5.11), clarifying processes and procedures; the committee converted some budget forms to PDF format and made them available

online so that they can now be filled out more easily and submitted via email; the committee also held its annual budget workshop at both FLC main campus and EDC this year so as to accommodate as many faculty and staff as possible (Ref. 5.12). The Curriculum Committee completed Part 1 of its *Curriculum Handbook* (Ref. 5.13), which, along with many other curriculum documents and forms, is available on the shared drive; the committee revised the “Credit By Exam” form and process, and is working to clarify the process for students that want to take “Special” or “Independent” studies; the committee also hosted several workshops (*Student Learning Outcomes*; *SOCRATES*) designed to familiarize faculty and others with new processes (Ref. 5.14). The Educational Planning Committee (EPC) produced several important planning documents, including *Developing the FLC Strategic Plan* (Ref. 5.15), *FLC Strategic Planning Components* (Ref. 5.16), and draft *Blueprint for the FLC Mission, Research, Planning and Evaluation Cycle* (Ref. 5.17); the committee also held a mini-retreat in Fall 2004 to review and revise the current FLC mission and vision statements, a necessary precursor to the development of a Strategic Plan (Ref. 5.18). Until recently, the Academic Senate had been unable to find a faculty member willing to chair the Professional Activities Committee (PAC), with the result that the committee has not been meeting regularly (Ref. 5.19). However, some subcommittees of PAC have continued to function normally. In particular, the Faculty Hiring Priorities Subcommittee met per its outlined procedures and forwarded to the Academic Senate a prioritized full-time faculty hiring list for Fall 2005 (Ref. 5.20).

Additionally, the college has addressed faculty and administrator distrust toward one another through other improvements. Faculty recognize administrative efforts to work more closely with area spokespersons and lead discipline faculty during the schedule development process; in particular, in Fall 2004 the 3 instructional deans worked with faculty to create a scheduling grid that codifies start times for classes (Ref. 5.21). Furthermore, with work currently underway to move from an area to a departmental organizational structure, the college is implementing a new schedule development process in which the deans, lead discipline faculty, and the faculty coordinator will work together in small groups to develop the schedule collaboratively (Ref. 5.22). Also, the Vice President of Instruction and the Union’s College President have called for a workload committee, which will discuss, among other things, the criteria by which FTE is allocated to disciplines (Ref. 5.23). Progress also has been made with the recent revision of the *Instructional Procedures* document, which is distributed along with other information to all faculty at the beginning of each semester (Ref. 5.24). This document provides information and procedures on over 40 topics important to classroom instructors, e.g. absence reporting, photocopying, and equipment service.

## ANALYSIS

Responses to the *Accreditation Recommendation #5 Survey* (5.25) indicate that the development and implementation of these processes is not coinciding with an increase in trust. Of particular concern are the responses to survey item #1, “The college has made progress towards fostering trust between faculty and administration.” There were 5 possible responses to this item: Considerable Progress; Some Progress; Little Progress; Very Little or No Progress; and Worse than in 2002. All but 1 of the administrator and part-time faculty responses indicate that Considerable, Some, or Little progress has been made. Classified responses are split between

Considerable Progress and Very Little or No Progress. Full-time faculty responses vary dramatically, with a fairly equal distribution of responses across the 5 categories.

Faculty responses during interviews are consistent with the responses to survey item #1. Most faculty recognize progress made by the deans in scheduling and communication, as well as progress made by our new Vice President of Instruction to improve processes and relationships. However, some faculty believe administration has done little to foster trust in regards to college decision making processes, citing as evidence a recent conflict regarding the EDC library renovation (Ref. 5.26).

Also of concern are the survey responses of all respondents (not just faculty) to item #15, "College faculty have a substantive and a clearly defined role in the decision making process at the college." A comparison of the 2002 and 2004 responses indicates decreasing levels of agreement. Decreasing levels of agreement are also indicated in the responses to survey items #23-#25, which pertain to whether the college respects, encourages, and supports the role of faculty in college decision-making processes (Ref. 5.25).

Currently, the college is implementing plans designed to overcome this lingering trust problem. The Coordinating Council is reviewing the current CPGCC document (Ref. 5.3) and developing recommendations that will be presented at a college-wide forum scheduled for March 11. Constituency leaders believe this document, once revised, will help the college to overcome distrust regarding participatory governance processes. The revised document is expected to identify the charge of each participatory governance committee and clarify how tasks enter and exit the participatory governance system. Also, the new schedule development process will facilitate increased collaboration and improved communication between faculty and administration; moreover, it will help ensure increased consistency regarding the allocation of FTE, the scheduling and staffing of distance education classes, and the scheduling of adjunct, all of which are concerns expressed by faculty during interviews (Ref. 5.26). The organizational shift from areas to departments should also improve communication and process implementation. Finally, the college has existing items in the *Accreditation Operational Planning Items* matrix (Items 7B.2 and 10B.3) that call for periodic climate surveys, which will help determine whether these changes coincide with improvements in the climate of trust (Ref. 5.27).

The college has developed one additional planning item that should help overcome the trust problem. Several participatory governance committees lack operational handbooks that clarify committee charge and processes, which has caused confusion and contributed to mistrust over college decision-making processes. Once the CPGCC document has been revised to include the charge of each participatory governance committee, each committee will then create or review its operational handbook.

#### PLAN

Create operational handbooks for those participatory governance committees that do not yet have them. Ensure all committee handbooks are aligned with their committee's charge, reviewed annually, and updated as needed.

## PROGRESS REPORT SUPPORT DOCUMENTS

### Statement on Report Preparation References

- S.1 2003 *Evaluation Report, Folsom Lake College*
- S.2 *Accreditation Strategic Planning and Operational Items*, October 14, 2004
- S.3 Accreditation Steering Committee Agendas and Minutes, 2004-2005
- S.4 ACCJC Letter to the College President, January 16, 2004
- S.5 *Preparation of a Progress Report with a Visit*
- S.6 Accreditation Progress Report Timeline, Approved September 24, 2004
- S.7 *Recommendation #5 Survey*, October 18, 2005
- S.8 *Accreditation Recommendation #5 Survey Research Report*
- S.9 Convocation Agenda and PowerPoint Presentation, August 13, 2004
- S.10 College-Wide Meeting Agenda, October 8, 2004
- S.11 College-Wide Meeting Agenda, December 10, 2004
- S.12 Convocation Agenda, January 14, 2005
- S.13 Minutes 2004-2005: Academic Senate; Classified Senate; Associated Student Government
- S.14 LRCCD Board of Trustees Agenda, March 2, 2005
- S.15 LRCCD Board of Trustees Minutes, March 2, 2005

### Recommendation #1 References

- 1.1 *Accreditation Strategic Planning and Operational Items*, October 14, 2004
- 1.2 *Developing the FLC Strategic Plan*, Approved June 2004
- 1.3 *FLC Strategic Planning Components*, Approved June 2004
- 1.4 *Los Rios Community College District Strategic Plan*, March 2002
- 1.5 FLC Educational Master Plans
- 1.6 *Blueprint for the FLC Mission, Research, Planning, and Evaluation Cycle*
- 1.7 FLC Office of Institutional Research Report Samples
- 1.8 *2004-2005 Research Agenda*
- 1.9 Research Advisory Task Force Minutes, Fall 2004
- 1.10 Educational Planning Committee Minutes, 2004-2005
- 1.11 *EPC Recommendation on Revising FLC Mission and Vision Statements*
- 1.12 *Developing the FLC Strategic Plan*, Revised December 2004
- 1.13 College-Wide Meeting Agenda, October 8, 2004
- 1.14 Fall 2004 Flex Program Flyer
- 1.15 Spring 2005 Flex Program Flyer
- 1.16 *FLC Reality Check Survey of Mission and Vision Statements*
- 1.17 *Mission / Vision Reality Check Survey Research Report 2004-10-05*
- 1.18 *Accreditation Recommendation #5 Survey Research Report*

## **Recommendation #2 References**

- 2.1 Chancellor's Executive Staff Meeting Minutes, October 2004 and January 2005
- 2.2 Chancellor's Retreat Agenda, December 15, 2004
- 2.3 *LRCCD New Centers Schedule*, September 15, 2004
- 2.4 *LRCCD Authorized Counseling Positions FTE*, 2004-2005 Fiscal Year
- 2.5 *LRCCD Faculty Hiring Plan*, Fall 2005
- 2.6 *LRCCD Proposed Allocation of Program Development Funds and Selected Categorical Programs*, 2004-2005 District Strategies

## **Recommendation #5 References**

- 5.1 2003 *Evaluation Report, Folsom Lake College*
- 5.2 *Folsom Lake College Report of the Institutional Self Study for Candidacy/Initial Accreditation*, June 2003
- 5.3 *College Participatory Governance and Collegial Consultation*
- 5.4 Coordinating Council Minutes, Fall 2004
- 5.5 AB 1725 Workshop Flyer
- 5.6 FLC 2004-2005 Meeting Schedule
- 5.7 *Student Grievance Procedures and Student Code of Conduct* Flyer
- 5.8 Fall 2004 Flex Program Flyer
- 5.9 FLC Matriculation/Student Success Committee Minutes, February 11, 2004
- 5.10 *FLC Publications & Posting Guidelines*, August 2004
- 5.11 *FLC Budget and Institutional Facilities Planning Handbook*
- 5.12 FLC Budget and Institutional Facilities Planning Minutes, 2004-2005
- 5.13 *FLC Curriculum Committee Handbook*
- 5.14 FLC Curriculum Committee Minutes, 2004-2005
- 5.15 *Developing the FLC Strategic Plan*, Revised December 2004
- 5.16 *FLC Strategic Planning Components*, Approved June 2004
- 5.17 *Blueprint for the FLC Mission, Research, Planning, and Evaluation Cycle*
- 5.18 Mission and Vision Review Event Agenda, October 22, 2004
- 5.19 Professional Activities Committee Minutes, 2004-2005
- 5.20 FLC Faculty Hiring Priorities Subcommittee Minutes, Fall 2004
- 5.21 *Scheduling Matrix*
- 5.22 Spring 2006 Scheduling Process Memo
- 5.23 College Workload Committee Minutes, Fall 2004
- 5.24 Spring 2005 Faculty Packet
- 5.25 *Accreditation Recommendation #5 Survey Research Report*
- 5.26 *Recommendation #5 Climate Report: Summary of Interviews*
- 5.27 *Accreditation Strategic Planning and Operational Items*, October 14, 2004