

Cosumnes River College
Self Evaluation Report of
Educational Quality and Institutional Effectiveness

Support of Reaffirmation of Accreditation

Submitted by:

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Submitted to:

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

July 2015

Certification of the Institutional Self Evaluation Report

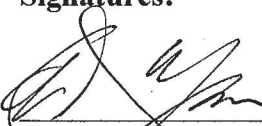
To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Whitney Yamamura, Interim College President
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8401 Center Parkway
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This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

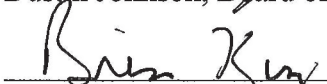
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Introduction

History of Cosumnes River College

Overview: The College and its Communities

Since 1970, Cosumnes River College (CRC) has provided quality educational programs and services to a growing and increasingly diverse community. In the past 45 years, the College has grown from a small rural institution surrounded by pastures and dairies to an urban/suburban college that currently serves more than 14,300 students, most of whom live in the south Sacramento region.

The College is an open admission comprehensive community college located in Sacramento, the capital city of California. The College is the third of the four colleges established by the Los Rios Community College District (LRCCD). CRC opened on September 14, 1970 on a 159-acre site in south Sacramento. The service area of the College includes some of the poorest and more affluent neighborhoods in the four-county Sacramento region. Approximately 26% of CRC students are considered middle income and 64% live in poverty or are classified as low-income. The communities within the service area include farming communities, which are experiencing very rapid growth and urbanization, and older suburban communities developed in the 1950s and 1960s that are now experiencing somewhat limited development.

Recent Changes

The last Self Study began in fall 2008 with the accreditation site visit occurring in fall 2009. The College accreditation was reaffirmed without conditions. The Midterm Report was sent to the Commission in fall 2012 and the three recommendations from the Commission were deemed to have been met. The self-identified planning agenda items from the last Self Study have been addressed or are part of a continuous improvement plan, such as the goal of assessing and improving the College's program review data packets. A Distance Education Substantive change report for programs that provide students the opportunity to complete 50% of their courses through distance education was submitted and approved in fall 2013.

In April 2006, the District submitted a Letter of Intent to the System Office for a new educational center in Elk Grove. In fall 2008, the Board of Governors granted conditional approval for the Elk Grove Center, and construction on the new center began in fall 2011. The Elk Grove Center opened in its permanent facility located approximately six miles south of the main campus on August 26, 2013. The facility includes nine classrooms/labs (including a computer lab), a learning resource center, and office space in approximately 16,400 assignable square feet. A substantive change proposal for the Elk Grove Center was submitted and approved in fall 2013. The required follow up site visit in April 2014 confirmed the Commission's approval. The California Community College Board of Governors approved educational center status for the Elk Grove Center on January 27, 2015.

After many years of significant growth, budget issues facing the state of California caused enrollments to begin to decline. The unduplicated student head count for fall 2009 was 16,235. Fall 2013 enrollment was 14,197, a decrease of over 12% in four years. The trend in decreasing enrollment reversed in the 2014-15 year. Enrollment rebounded modestly (4%) in

fall 2014 to 14,767, and the spring 2015 enrollment increased slightly by 1% compared to the previous spring semester.

The number of faculty members and staff has also been impacted by the 2009 budget constraints. Between fall 2009 and fall 2014, full-time faculty head count at the College decreased from 187 to 172. This drop is due largely to decreases in scheduled FTE combined with the decision to only replace retirees when their positions were deemed to be mission or program critical. This data does not include thirteen new faculty positions hired in the 2014-15 academic year, which represents a 7.5% increase in the College's full-time faculty. Between fall 2009 and fall 2014, the number of filled classified positions (head count) decreased from 183 to 161. The drop in classified head count is due largely to an increase in the number of unfilled positions that resulted from the "banking" of classified positions for the new Elk Grove Center and the judicious evaluation and reallocation of positions that were vacated due to resignations or retirement during this volatile budget period. This data does not include the nine new classified positions hired in the spring 2015 semester, which represents an almost 5% increase in the College's classified positions.

With the selection of a new College President in 2009, the management team has been expanded to meet the growing needs of the College. The Dean of the Elk Grove Center position was created and filled in fall 2014 to provide adequate supervision and leadership to the ongoing development of the Elk Grove Center. Over the past five and half years the College President hired six out of 18 managers, including the one Vice President. The changes were due to retirements and promotional opportunities. In December 2014, after serving more than five years, the College President retired. The Vice President of Instruction and Student Learning was appointed interim College President through July 1, 2015. The interim College President appointed an Associate Vice President of Instruction from a sister college in the Los Rios District interim Vice President of Instruction and Student Learning. In addition, the Vice President of Student Services and Enrollment Management left for a promotional position at the Chabot-Las Positas Community College District in January 2015. A retiree served in this position on an interim basis for the majority of the spring 2015 semester until a permanent replacement was identified and hired. The College's administrative capacity was enhanced in spring 2015 with the hiring of a Student Success and Equity Associate Dean, who will provide oversight of, and support for, the initiatives in the College's Basic Skills, Student Support and Success, and Student Equity plans. The Los Rios Community College District Board of Trustees selected a new College President who will begin July 1, 2015.

In addition to the new permanent educational facility in Elk Grove above, there has been significant construction of new buildings, facility expansions and remodeling on the main campus since the last site visit. The science building remodel and expansion was completed in fall 2010 adding 15,800 square feet of lecture, lab, and office space (an 83% increase over the old building) to the campus footprint. The construction of the Agricultural Greenhouse in 2011 and the Northeast Technical Building in 2012 added 17,631 assignable square feet on the north side of the College. The old welding and construction building was remodeled for use by the custodial, maintenance, and receiving departments. The athletic fields for baseball, softball and soccer were upgraded and enhanced the same year to improve the playing surface, increase audience capacity, expand storage, and provide press boxes and concession

facilities. The five story parking structure, which provides parking for approximately 2,016 vehicles and includes solar panels and electric car charging stations, was completed in 2012 in partnership with the Sacramento Regional Transit. The LEED Platinum Certified Winn Center was completed in 2013, adding 24,413 assignable square feet to the College. As a result of the secondary effects of this project, the Disability Support Programs and Services and Test Proctoring will move from their current location in portables to permanent facilities in spring 2016. At this time all College programs and services will be located in permanent facilities.

Of note, The Chronicle of Higher Education's Almanac of Higher Education in 2014 listed The College as the 9th most diverse public two year colleges of the 1,729 colleges in the nation. The College embraces and celebrates its diversity as reflected in its statement of values.

In sum, Cosumnes River College has continued to expand to meet the diverse needs of the community it serves. The College believes that it meets the accreditation standards and embraces and practices the goals of the Commission: to engage in ongoing dialog, reflection, assessment and improvement to better serve students and the community in a sustainable way.

Demographic and Institutional Data

Background

The Los Rios Community College District, recognized as a leader in institutional data collection and analysis, provides a data reporting infrastructure including student application and demographic information, course enrollment and outcomes data, as well as curricular and behavioral data. This data provides a comprehensive view of Cosumnes River College students, their course enrollments, course outcomes, degree and/or certificate achievement, and transfer rates.

The CRC Research Office analyzes and disseminates program level-data to inform the College's planning, decision-making, and assessment processes in various forms throughout the year:

1. Student Demographic and Academic Outcomes: This College wide data, updated annually, becomes a [framework](#) to inform the College's program review process for instructional and student service programs.
2. Performance Benchmarks and Analysis: This data is generated annually to inform self-assessment in multiple areas, including the [implementation](#) of the College's strategic plan.
3. Cohort Reports: These reports focus on basic skills students, transfer-designated students, and CTE students, identified and tracked for five academic years. This new data set will be available to inform the next program review cycle in 2015 as well as ongoing development and assessment of the College's Basic Skills Initiative.

Access

A review of community and enrollment data indicates that CRC is serving its surrounding community. Since 2009, however, as a result of recent state budget cuts, the enrollment has been declining at the College, despite the growth in Sacramento County and in Elk Grove. This reflects reductions in offerings made in response to budget cuts, changes in Title 5 that impacted enrollment patterns, and declines in the graduating class sizes at feeder high schools. While the enrollment at the main campus has decreased overall, enrollment at the Elk Grove Center has increased almost 108% since it opened in fall 2013.

CRC's student population is ethnically diverse with no majority population. According to Title III definitions, the College's ethnicity profile reveals that the College is an Asian American Native American Pacific Islander Serving Institution. By this same standard of measurement, recent increases in our Hispanic population indicate that the College will qualify as a Hispanic Serving Institution by the 2016-17 academic year.

An increasing percentage of CRC's students:

- report incomes that are "below poverty" based on their income to family size ratios and federal guidelines,
- enroll in six or more units, and
- are more focused on the educational goals of earning a certificate, degree or transferring (see graph in the College wide [PrOF data packet](#)).

A decreasing percentage of CRC's students:

- work 30 hours or more while attending school,
- are over the age of 30, and
- attend the College in the evening (a result of a reduction in evening offerings during budget cuts).

Student Success

[College course success rates](#) are the ratio of the number of students earning an A, B, C or P (Pass) divided by the number of student enrolled at census. Although course success rates in 2013-14 exceed course success rates in 2008-09 and 2009-10, the College has experienced a gradual decline in average course success rates since 2012.

Further investigation indicates that an increasing number of students are earning "Ws." Certain enrollment management policies, such as moving the "drop date with penalty" from the fourth to the third week in the semester, have contributed significantly to this change. The increased number of Ws is also related to the drop in retention rates, which measure the number of students who receive a grade in a course (excluding a W) divided by the number of students enrolled in the course. The College's average course success rates by ethnicity, freshmen status, instructional mode, course level, and academic standing illustrates a variation of outcomes. For example, students who are Asian Pacific Islander or White have greater average course success rates than students who are African American, American Indian, or Hispanic. The College is encouraged by progress made in the area of course success by course level (which is now comparable to College wide course success) and is looking forward to expanding and strengthening initiatives designed to address disparities in other areas.

The number of students who are transfer-ready has continued to increase since 2008-09, and after several years of decline in the transfer rate, the number of transfers from CRC to the CSU system has increased. The College's fall to spring persistence rates have been improving and are relatively high compared to other LRCCD colleges. In addition, the number of degrees awarded has increased steadily since 2008-09. The number of certificates awarded has fluctuated due to the fact that some students earn multiple certificates at the same time upon completion of their educational pursuits at the College.

The College's performance on the California Community College Chancellor's Office Scorecard metrics is varied. The College's performance improved in seven of the metrics but decreased in five. The declines in three of these areas resulted in performance below our baseline benchmark. The College has addressed this concern through initiatives outlined in the equity plan and expects to see future improvements in these performance metrics.

The College's performance on its Key Institutional Outcomes is also varied. In 2013-14, the College's performance exceeded our improvement benchmarks in four of the seven metrics. It is also encouraging that in one of the areas where the performance dropped, the 2013-14 data point did not fall below our baseline benchmark. In fall GPA and fall course success, however, our performance declined and fell below our baseline benchmark. Several of the initiatives in the equity plan are designed to address these areas.

Career Technical Education (CTE), Basic Skills and Transfer-Intent Cohort Analysis

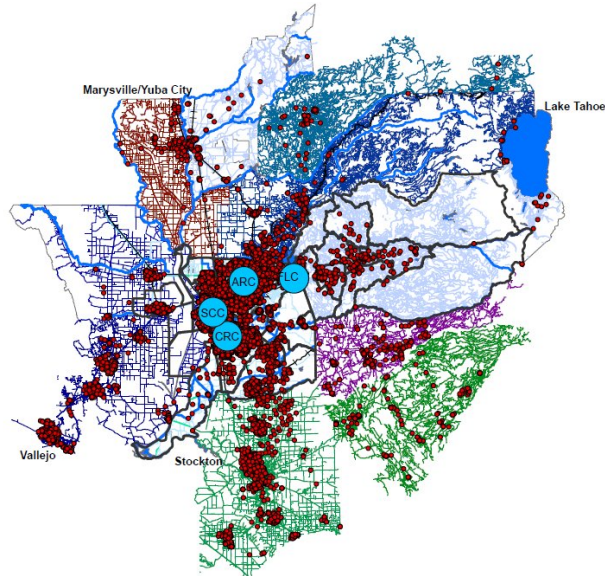
The analysis of the CTE, Basic Skills and Transfer-intent cohorts indicated no statistically significant differences in *enrollment* or *persistence* when the cohorts were compared to the College or when one cohort was compared to another. Likewise, cohort to College wide data by ethnicity indicated no significant difference. It is interesting to note that there were some differences in the trends among *success* measures for each cohort. Based on the metrics of GPA and average course success rates, the CTE cohort was “highest performing” cohort, and the Basic Skills cohort was the “lowest performing” cohort. The average course success rates and GPA of these cohorts was relatively stable over time. This was not true, however, for the Transfer-Designated Cohort. Although GPA was relatively stable over time, the average course success rate for this cohort declined over time. This may reflect enrollment patterns of students who postpone courses they perceive as more challenging and/or students who are more apt to drop classes they perceive will negatively impact their GPA, and thus, their transfer opportunities. Further study may be warranted if this pattern continues.

Student Demographic and Academic Success

Access

The Research Office provides data to decision makers regarding how well the College meets the needs of the student populations that we serve. Although CRC serves students in the broader Sacramento region, the College continues to serve students most proximal to participation rates in the chart below measured for areas in the “Top-10” student ZIP Codes. CRC is working with some communities south of the College to provide bus routes to give increased access to those students who live a significant distance away from the campus.

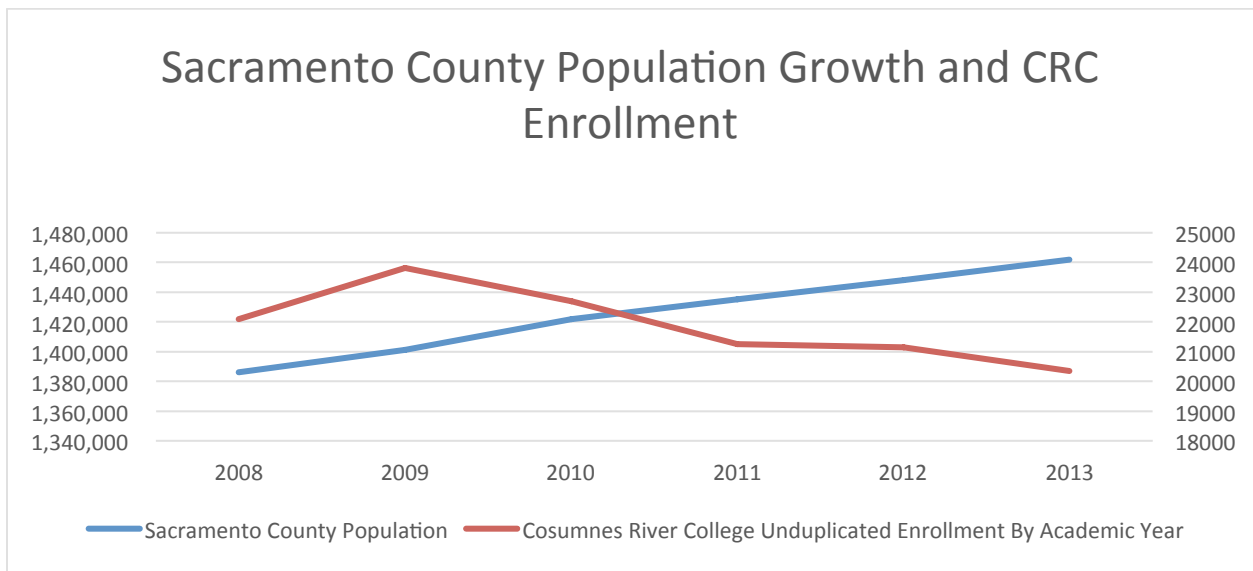
CRC Student Service Area 2002-2013



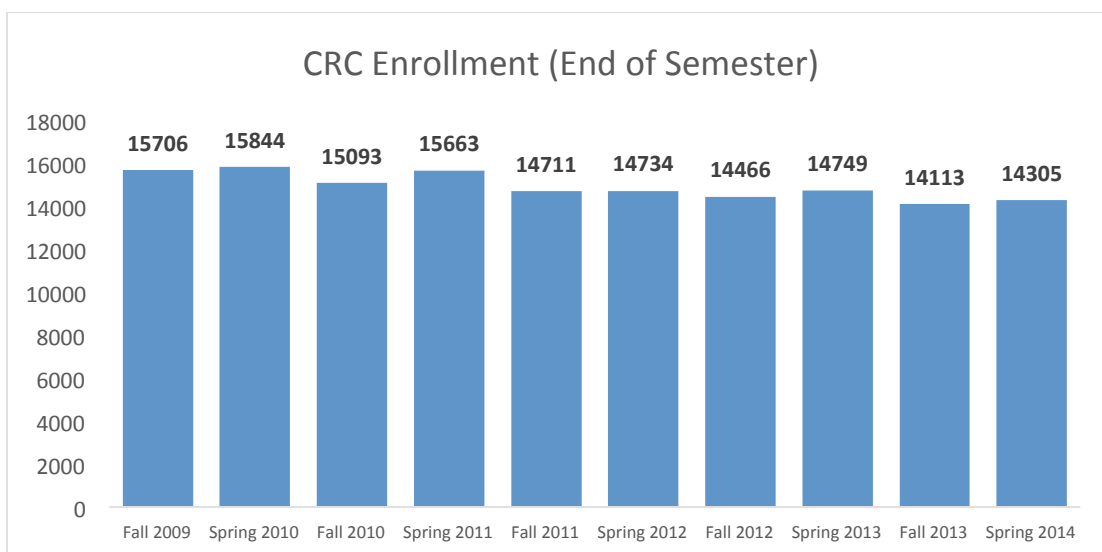
ZIP Code	CRC (F14 Enrollments)	2010 Census ZIP (Population)	TOTAL Participation Rate
95829 – Sacramento	842	24,755	3.4%
95758 – Elk Grove	2,018	60,435	3.3%
95757 – Elk Grove	1,285	40,222	3.2%
95624 – Elk Grove	1,925	61,989	3.1%
95828 – Sacramento	1,596	57,862	2.8%
95823 – Sacramento	1,989	73,985	2.7%
95632 – Galt	571	29,269	2.0%
95824 – Sacramento	316	30,221	1.0%
95822 – Sacramento	365	42,347	0.9%
95831 – Sacramento	312	41,321	0.8%
GRAND TOTALS	11,219	462,406	2.4%

Enrollment

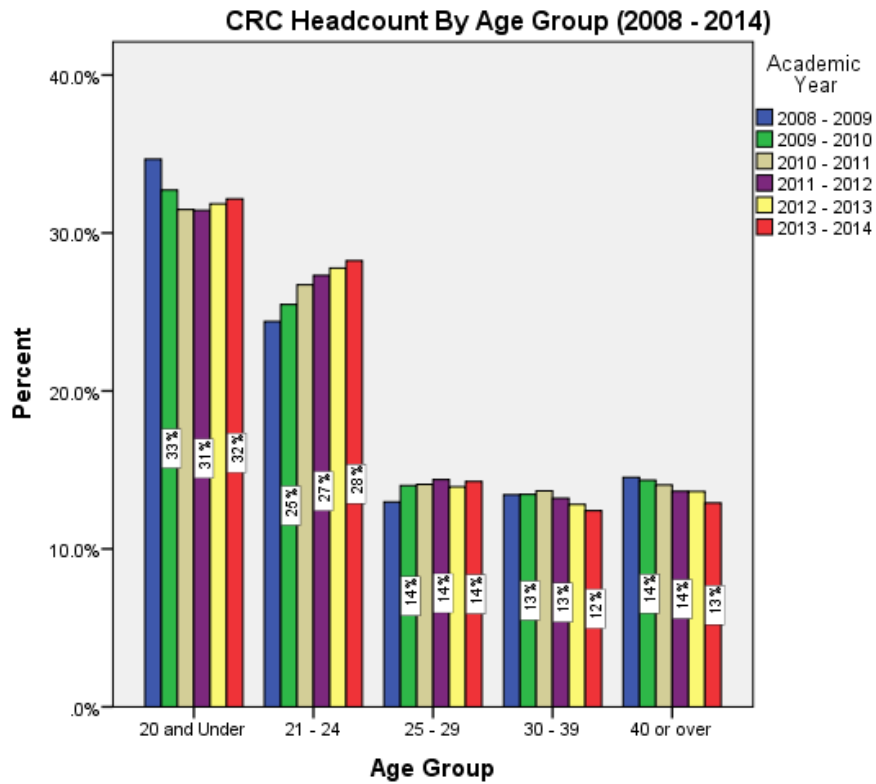
Growth in the Sacramento region is forecasted to continue its relatively steady rate for a number of years in the future. While the College had been growing at a rate exceeding that of the region, the graph below shows that the College enrollments are now decreasing, despite the growth of the surrounding community. This decrease reflects factors including curricular and resource reductions at the College related to the budgetary issues that began in 2009, the declining size of the high school graduating classes at our feeder high schools, and legislative changes that re-focused our mission, and organizational functions, on basic skills, CTE and transfer.



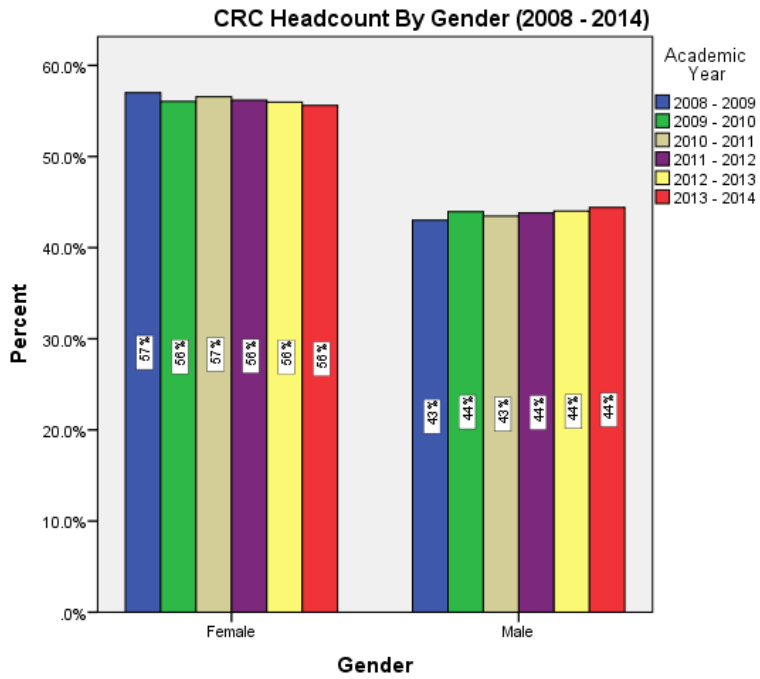
As indicated by the following graph, the College's enrollment for spring 2014 was 14,305 students, a decrease of 8.9% since fall 2009.



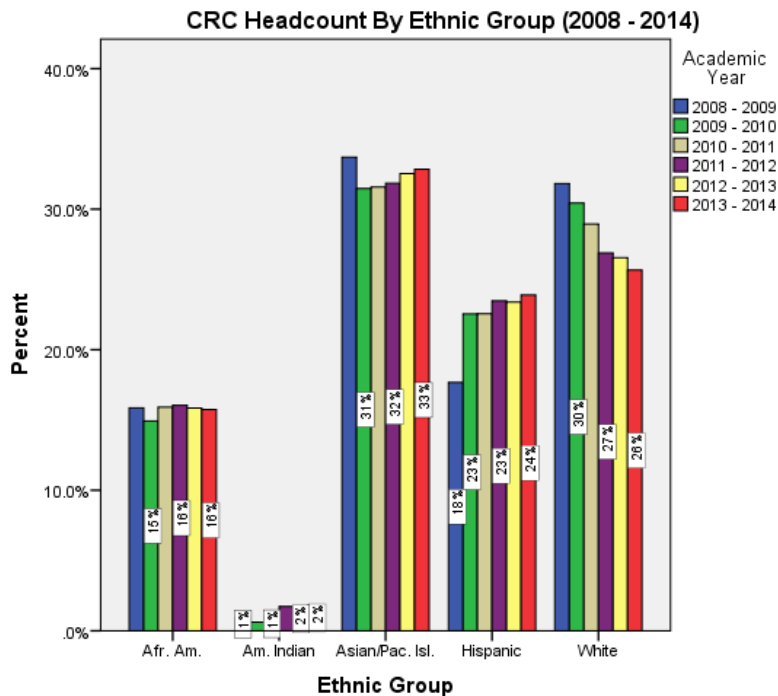
During the past five years, the number of students between the ages of 21 and 24 has been steadily increasing. There is a decline, however, in enrollment of students between 18-20 and over 30. Contributing factors may include the reduced size of graduating classes at feeder high school and the drop in course offerings related to the recession.



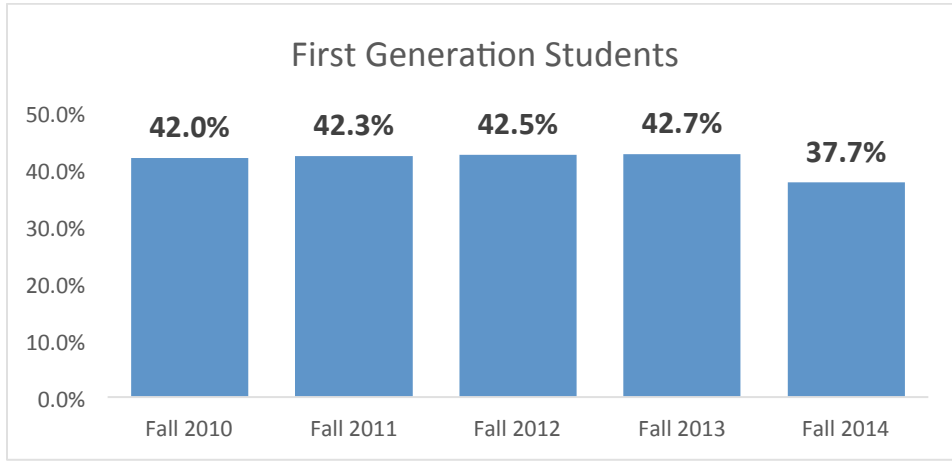
The College's gender balance has stayed relatively constant over many years. In general, CRC's student population is approximately 55% female, 45% male.



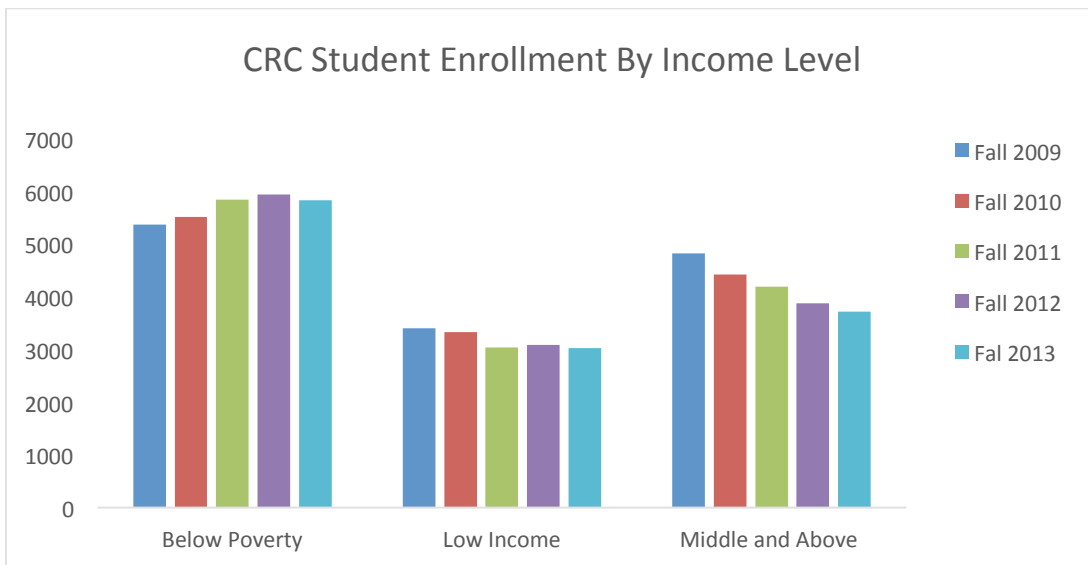
There is currently no majority ethnic group at Cosumnes River College. The College's student population is very diverse. The number of enrolled students of color has increased over many years and now comprises approximately 75% of the CRC student population.



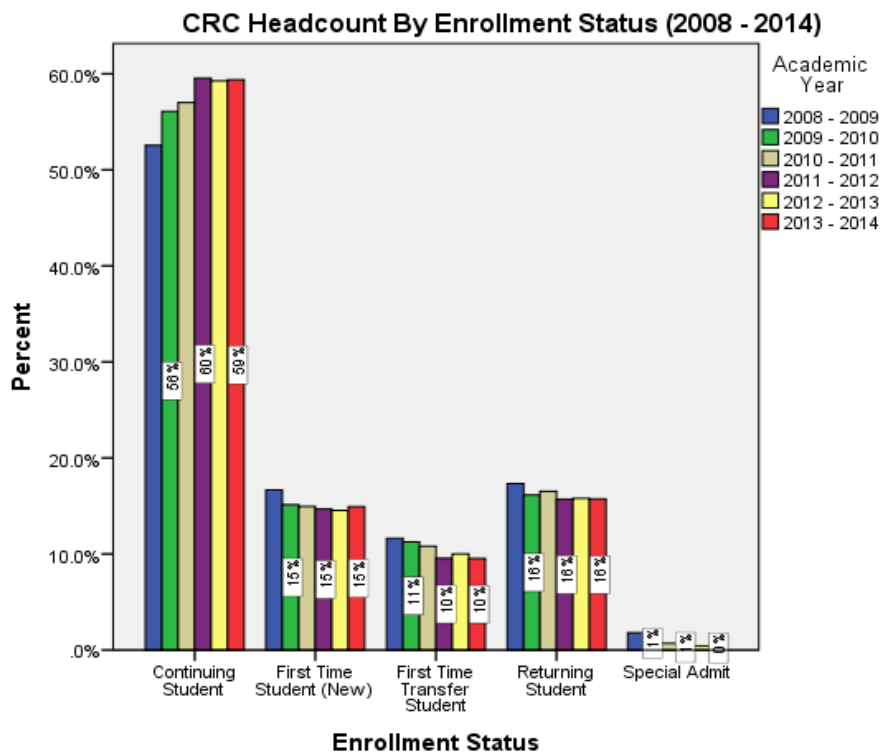
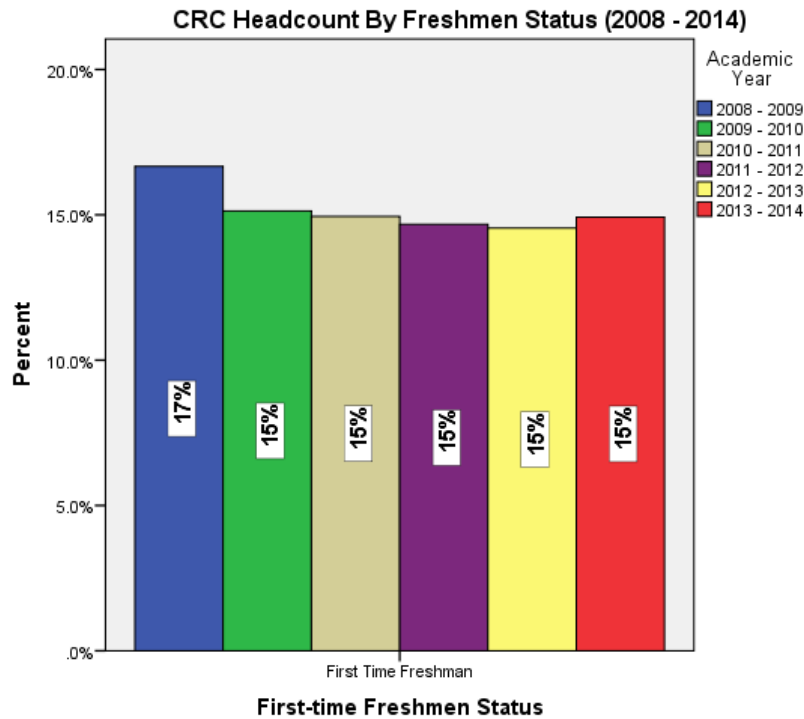
After a number of years with slow, but steady growth in the proportion “first generation” students, the number of these students suddenly dropped. One possible explanation for this is that the new state wide admissions application question regarding first-generation status was worded differently and resulted in fewer students who self-identified as a “first generation” student.



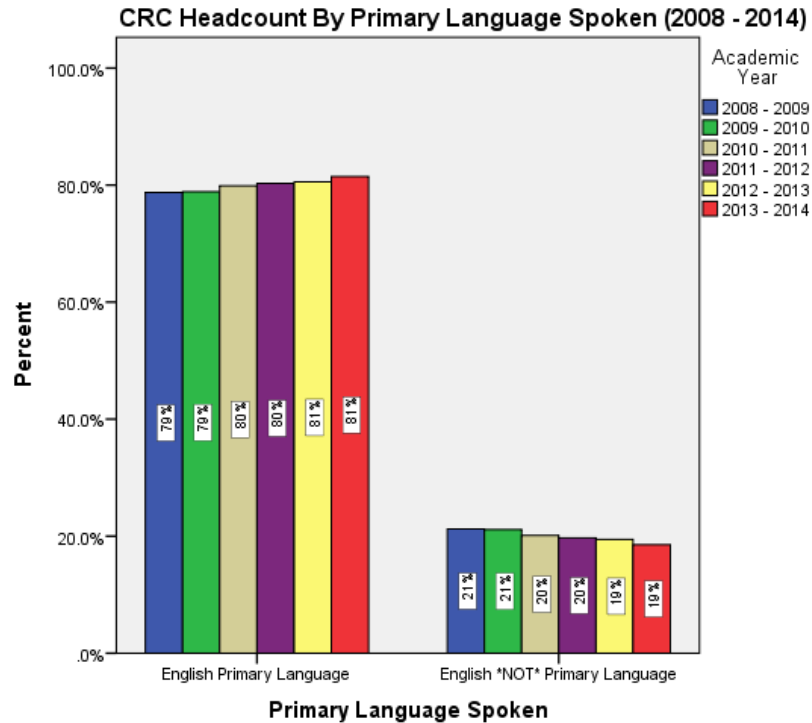
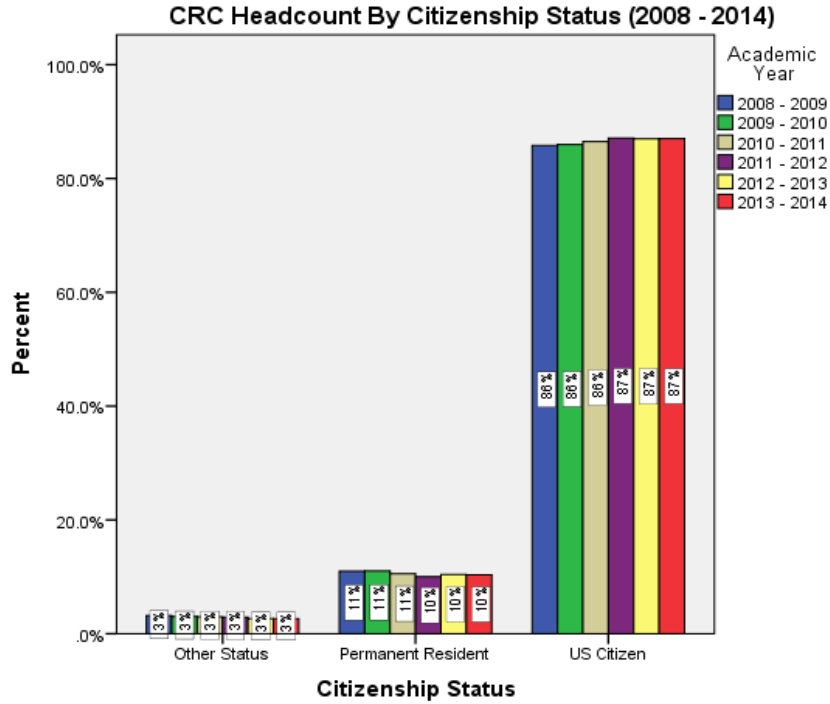
Over the past few years, the College has experienced a consistent rise in the number (and proportion) of students who are considered “below poverty.” This may be due to the struggling regional economy and the direct impact it has had on students in the southern part of Sacramento County.



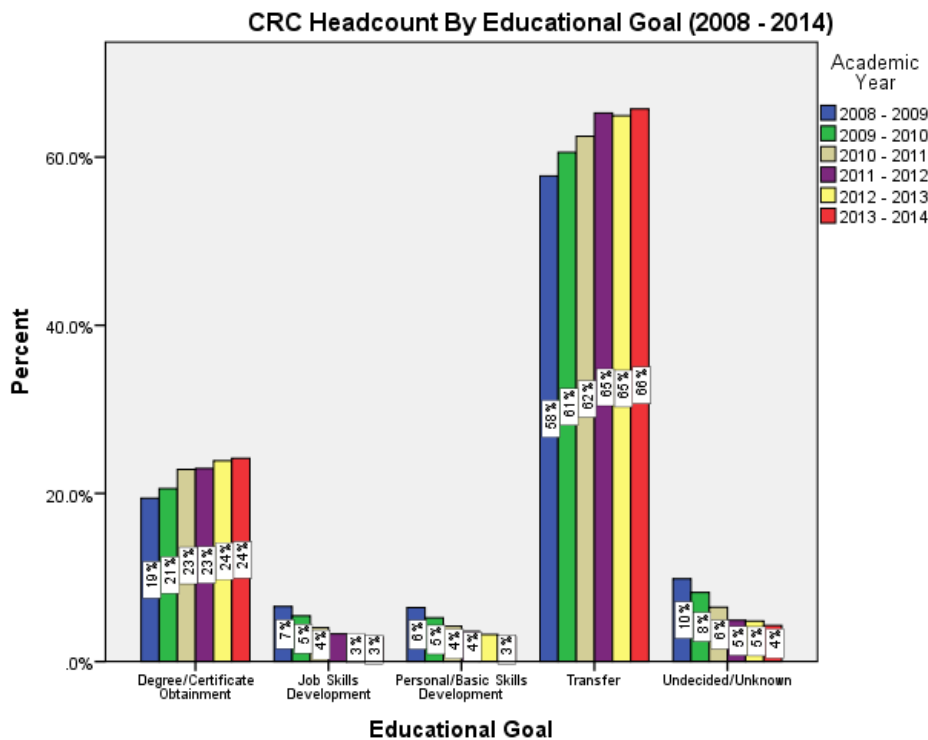
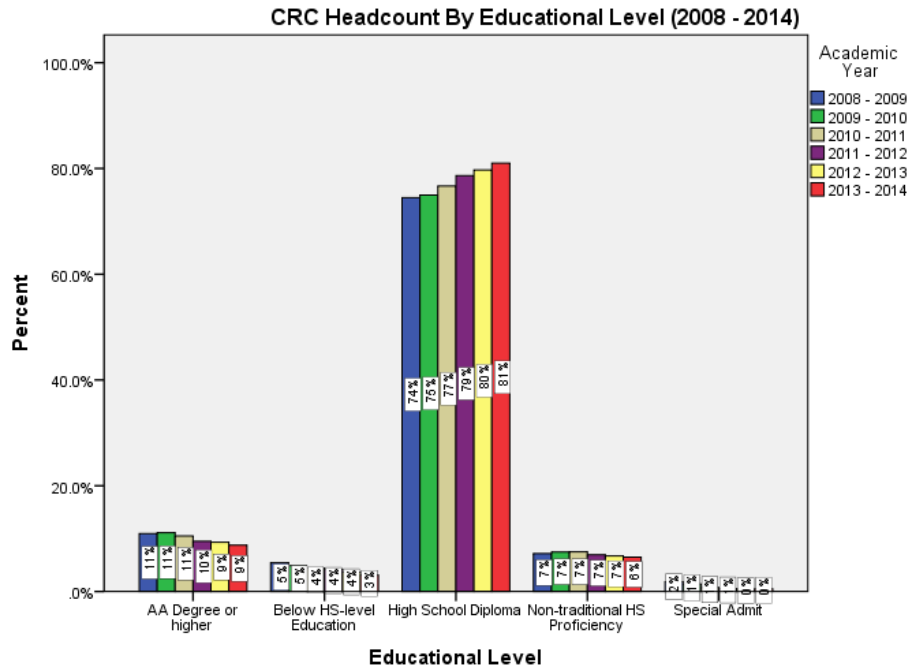
The College's proportion of first-time freshmen has remained steady over the past five academic years. Most first-time freshmen enroll in the fall semester. Approximately 80% of CRC students either are returning students or are returning after a break in attendance.



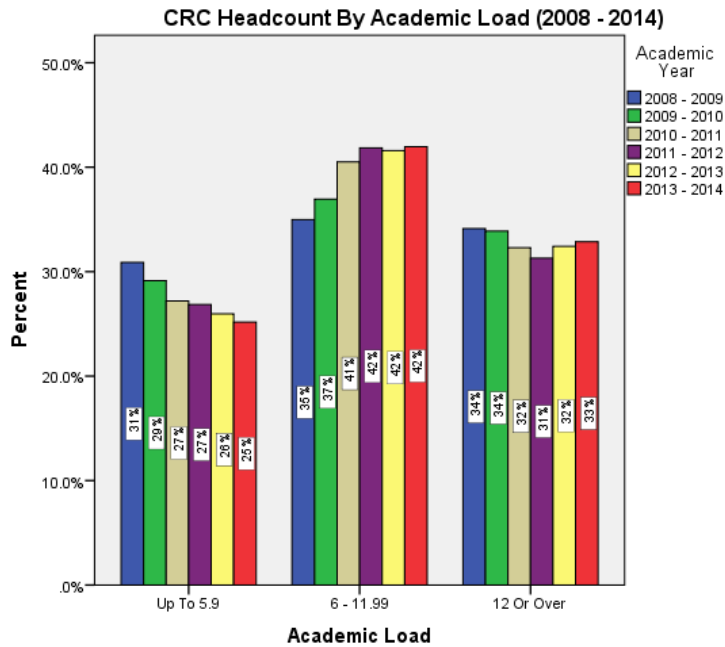
The vast majority of CRC students are U.S. citizens, and an equally large proportion speak English as their primary language. Most students who speak primary languages other than English are permanent residents, while a much smaller proportion are international students who will return to their home countries after getting an education. There are over 50 languages spoken by CRC students, reflective of broad student diversity.



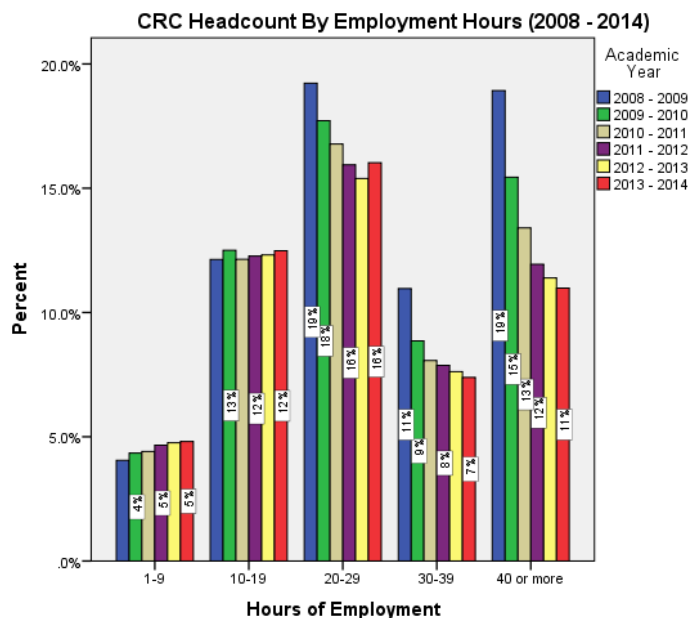
Since 2009, students' academic backgrounds and goals have changed. There has been a steady increase in the percentage of high school graduates attending the College as well as an increasing percentage of students with the intent to transfer, which may reflect changes in admissions policies and/or costs at the region's four-year colleges and some of the demographic shifts in the student population previously mentioned.



A greater proportion of the student population is enrolling in more units per semester. This shift may, in part, be attributed to the decline in the enrollment of students over the age of 30, as well as changes in the College's outreach efforts.

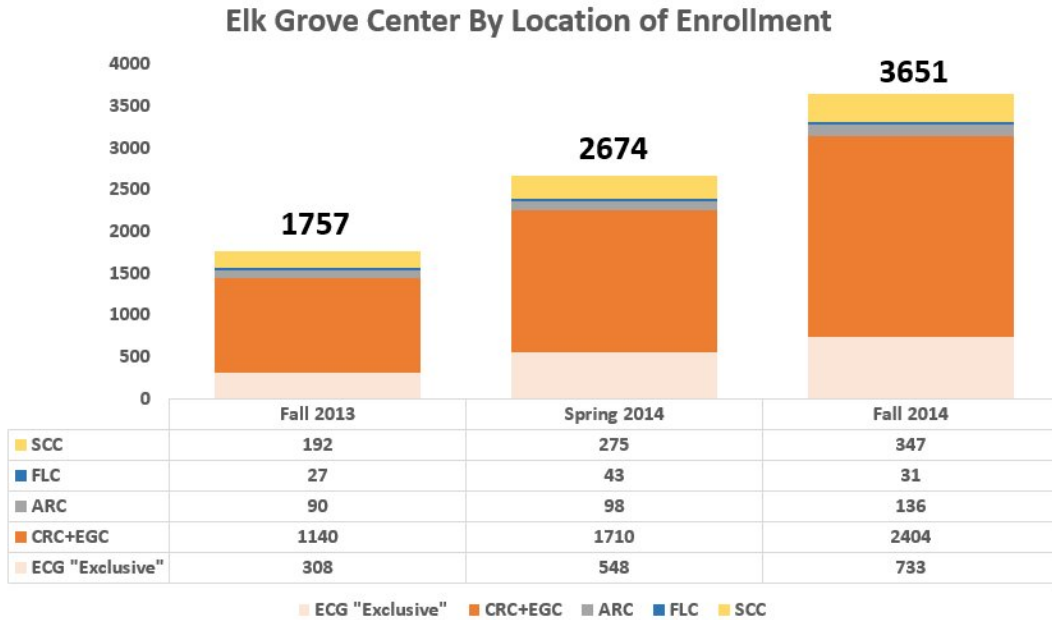


The increasing proportion of students taking more units per semester coincides with a decreasing number of students who are employed full-time. This may be a result of the economic health of the surrounding community, changes in financial aid and other program requirements, or the result of more students receiving academic counseling.



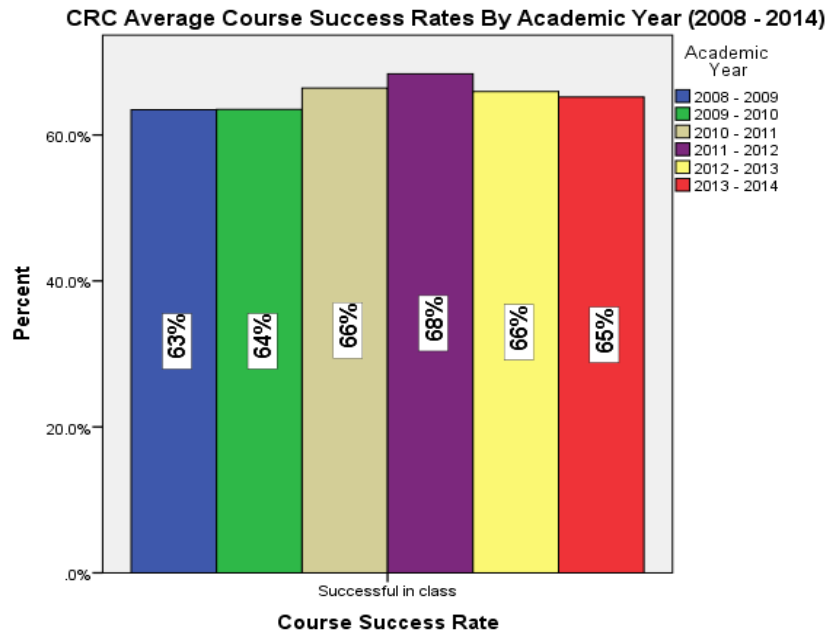
Elk Grove Center

In the fall of 2013, CRC opened the Elk Grove Center (EG Center) to serve the growing student population in Elk Grove. According to official LRCCD Enrollment Reports, the Elk Grove Center shows a 37% increase in enrollment for fall 2014 when compared to spring 2014, and more than a 108% increase when compared to fall 2013. Many students who attend EG Center also attend other LRCCD colleges.

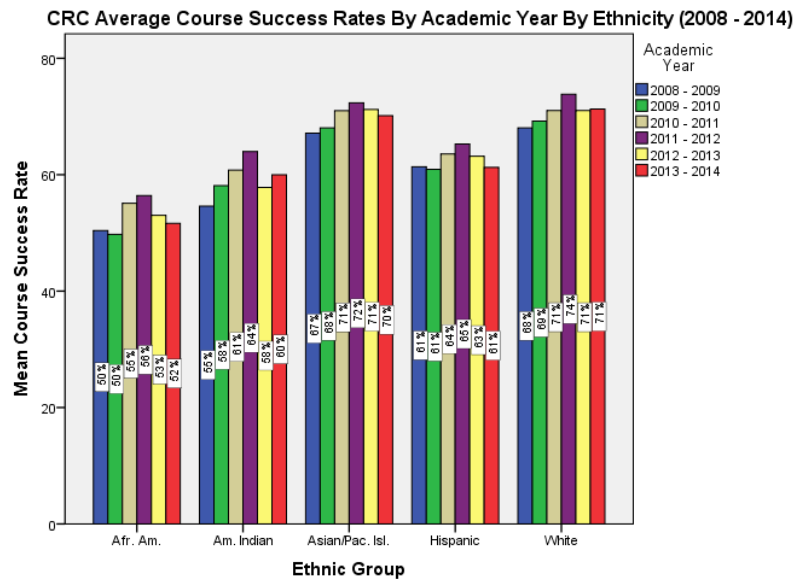


Student Success

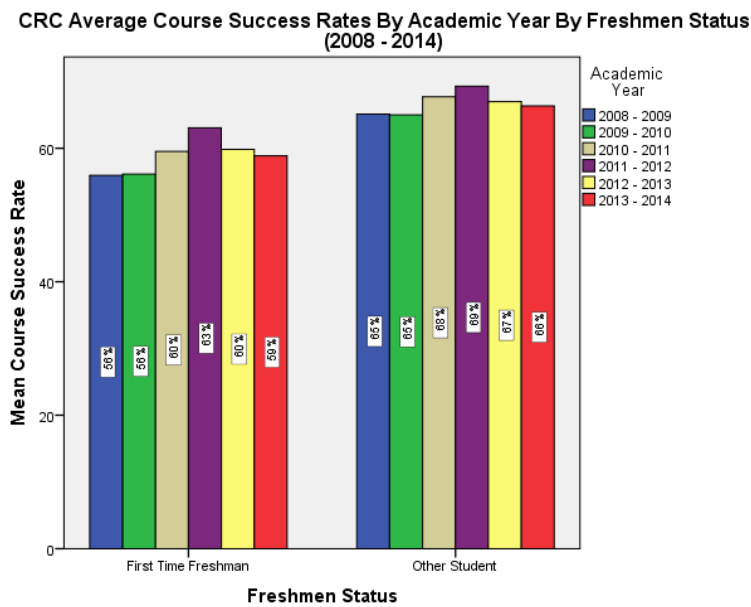
After a four-year period of gradual increase in average course success rates, College research has revealed a slight decrease from its 2011-13 high point of 68.4%. This shift is attributable to a change in the methodology used to calculate course success. The new calculation increased the denominator by including students who dropped their classes after the census date and before the last day to drop without a W. The College has addressed this by aligning the last day to drop without a penalty and the census date. The measured decline may also be an artifact of enrollment management and financial aid policies the College put in place to respond to state and federal legislative changes.



Average course success rates vary by ethnic group. While White and Asian/Pacific Islander students possess the highest average course success rates, Hispanic and African American students do not do as well. A number of intervention strategies targeting less successful groups address these disparities. The College is actively and routinely monitoring and reporting on the impact of these initiatives as part of its annual assessment of the strategic plan (see pg. 2 of the [2013-14 Achievements Report](#) and pg. 5 of the [2013-14 Annual Report](#)).

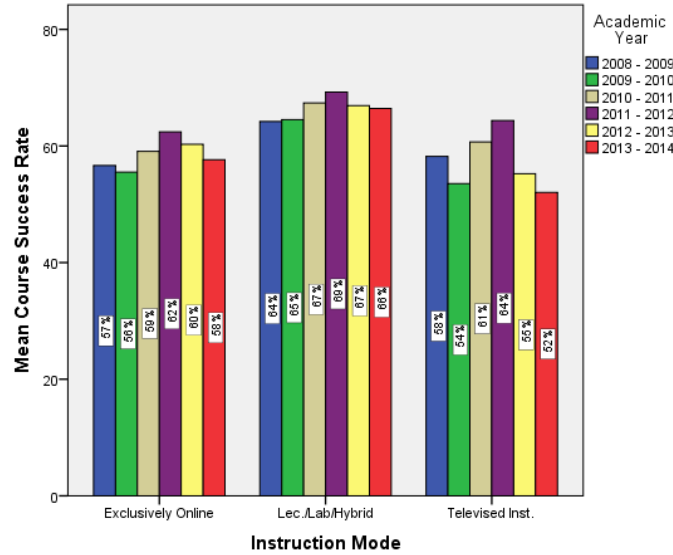


Continuing students' course success rates are slightly above those of first-time students. In an effort to narrow this gap, the College has initiated certain orientation and individualized educational planning strategies.



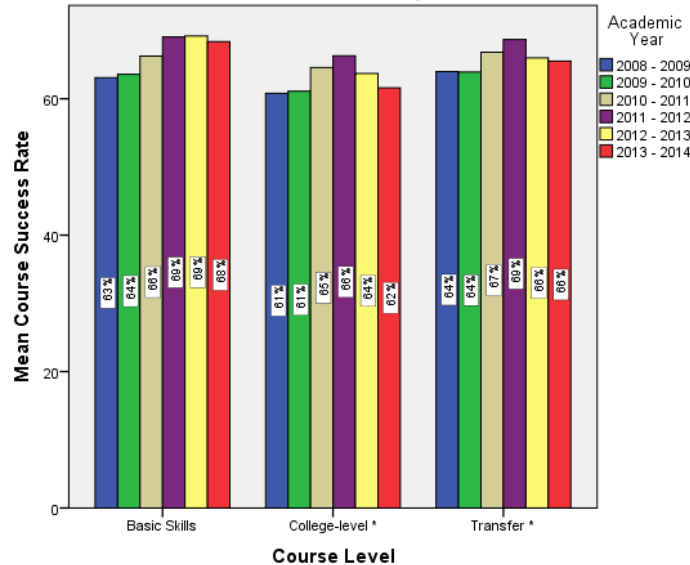
Instructional modality appears to influence course success rates. Traditionally taught, “brick-and-mortar” courses continue to have the highest course success rates. Success rates in exclusively online courses, however, are improving. Declining success rates in televised classes may reflect decreasing enrollment in this modality, and help to explain the success rate volatility for televised classes.

CRC Average Course Success Rates By Academic Year By Instruction Mode (2008 - 2014)

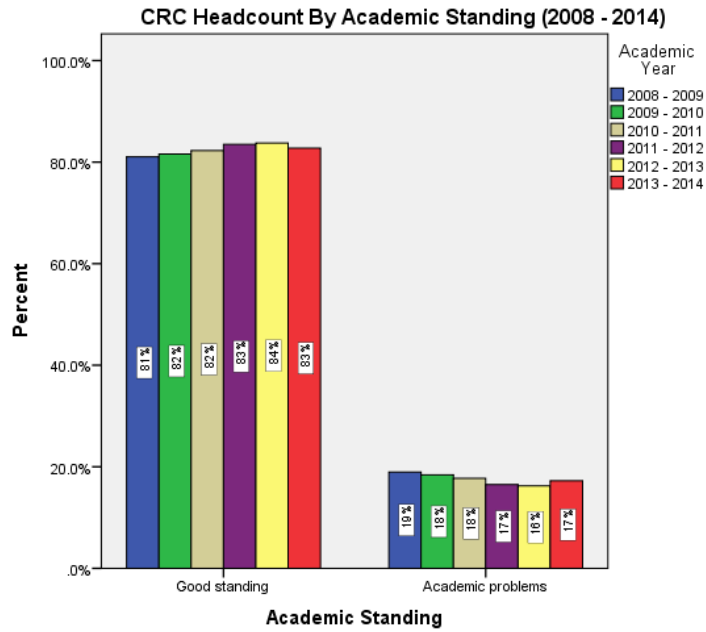


Course success rates aggregated by level (Basic Skills, College-level, and Transfer) show similar averages for all groups. Over the past six years, the average course success rate for Basic Skills courses has shown the greatest improvement, an indication that the CRC Basic Skills Initiative is making a difference

CRC Average Course Success Rates By Academic Year By Course Level (2008 - 2014)



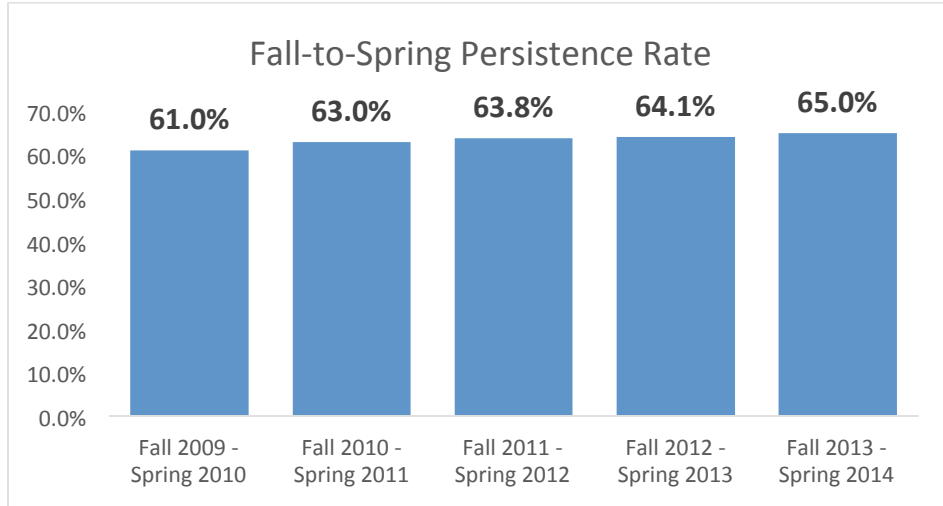
Over the past six years, the College has experienced slow but steady growth of the proportion of students who are in “good academic standing.” This positive trend is possibly due to intervention strategies such as the College’s Award Winning [Freshman Seminar](#).



Outcomes

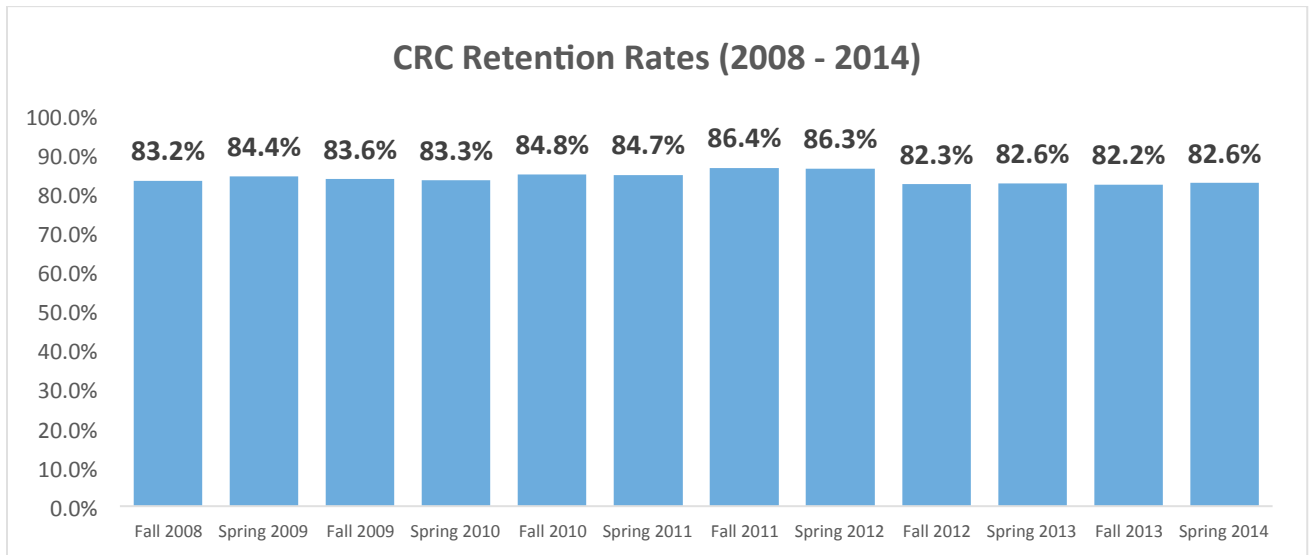
Student Persistence Rates

More CRC students are completing the fall semester then continuing in the spring. This may be a result of Student Services' recent intervention strategies and changes in admission policies.



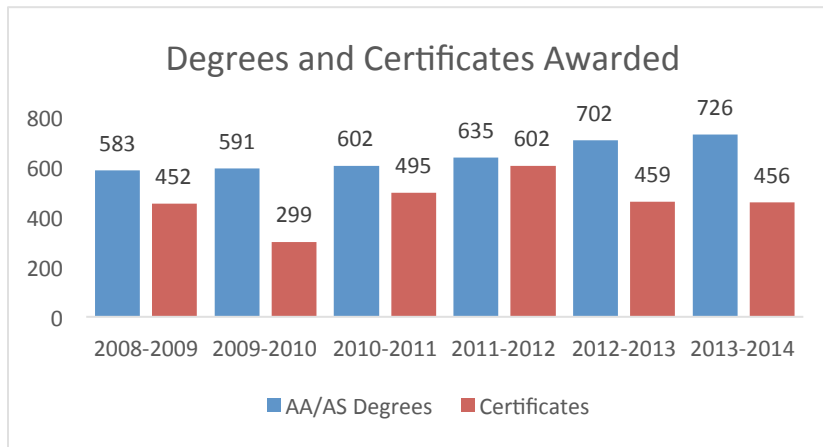
Retention Rates

The retention rate is the percentage of all grades earned in a semester, without a grade notation of "W." CRC's retention rate has stayed fairly level. After a high of 86.4% in fall 2011, the retention rate dropped slightly, but has leveled off to 82.6%.



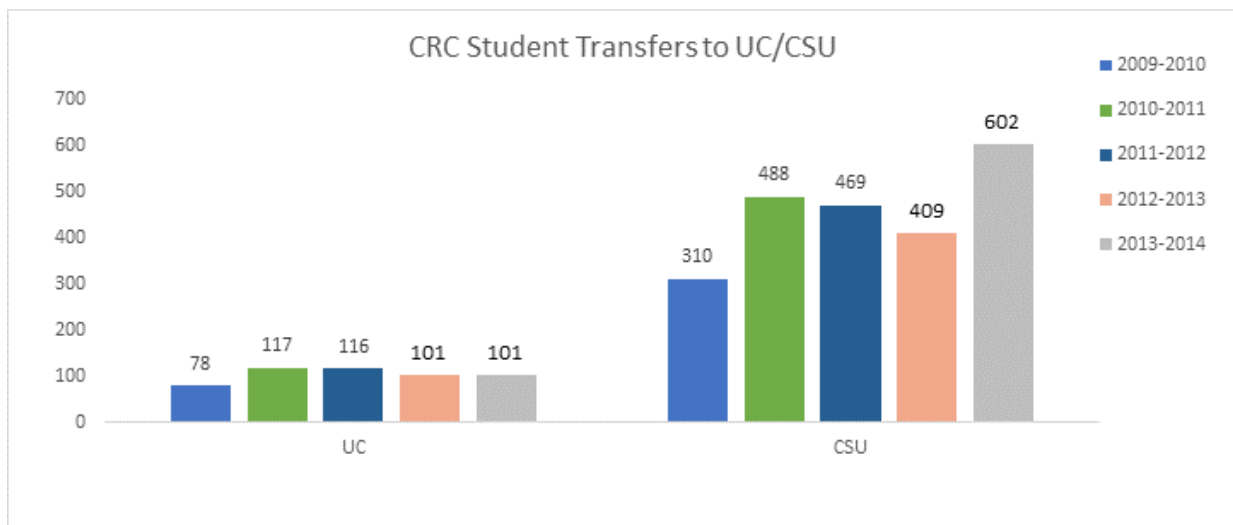
Degrees and Certificates Awarded

Since 2009, there has been an increase of over 20% in the number of AA or AS Degrees awarded. However, the number of certificates awarded in each period varies. This might be a result of changes in financial aid requirements and/or the fact that many students apply for and receive multiple certificates at one time. In 2013-14, the most popular degrees included Business Administration, Liberal Arts (various concentrations), Social Science, Science (General), and Biology (Pre-nursing). The most popular certificates awarded were in Automotive, Accounting, Health Care Information Technology, ESL, and Medical Assisting.

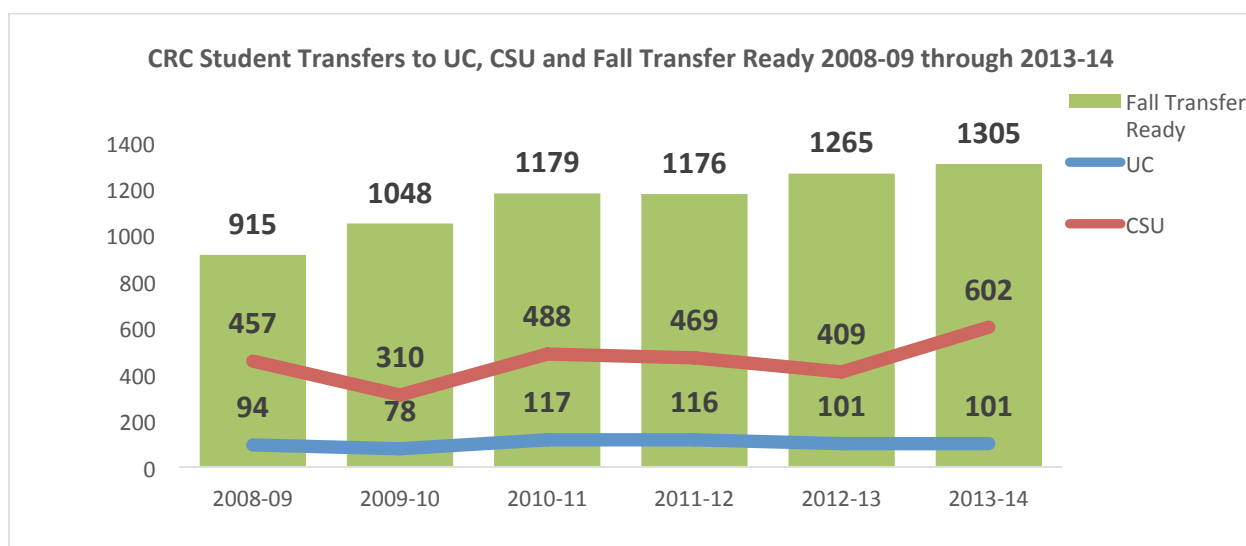


Transfer and Transfer Ready

After several years of decline in the number of transfers to the CSU and UC systems, the number of transfers to the CSU system has increased dramatically. The dramatic increase in CSU transfers reflects enhanced access in the CSU system, potentially the result of state wide economic improvements coupled with new transfer degrees now offered at CRC.



The College also tracks the number of students who have completed 60 transferrable units including transfer-level math and English. The following graph indicates that the number of transfer-ready students at CRC continues to increase. This increase, although it indicates that students are making progress in their pursuit of transfer goals, may also suggest students need more support in course planning and in the transfer process itself. The [Equity and Student Success Plan](#) includes a variety of activities and resources for this purpose.



Student Success Scorecard Data

Each year, the College reviews its progress relative to the data included in the Student Success Scorecard. The College assesses progress based on changes from the previous year and in response to the average of the previous five years of data (Baseline Benchmark). The following table summarizes the College’s analysis of the data:

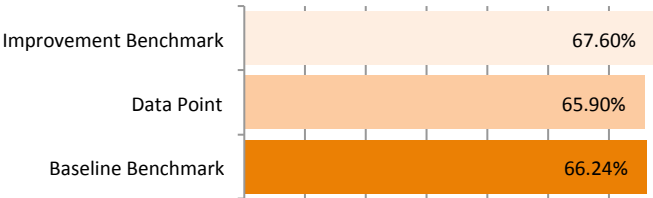
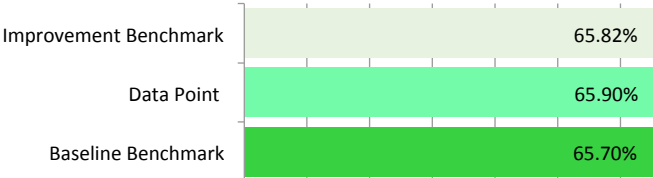
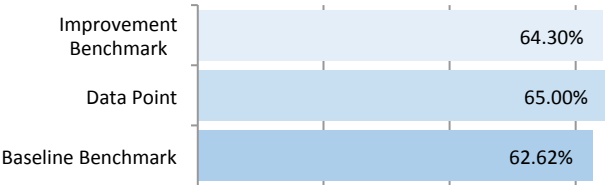
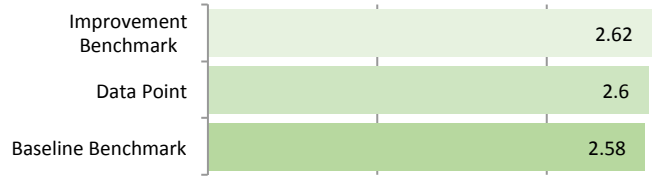
Metric	2014 Value	Baseline Benchmark	Comments
Completion (Overall)	46.9%	45.6%	Improvement is encouraging; however, disaggregated data indicates that male students between the ages of 20 and 24 who are Pacific Islander or White may need additional support.
Completion (Prepared)	69.5%	67.3%	Improvement is encouraging. Data indicates that further efforts may be warranted to facilitate the completion of prepared students who are White.
Completion (Unprepared)	40.1%	39.6%	Since the value of this metric is very close to the benchmark, further efforts in this area may be warranted, particularly for White students who are between the ages of 20 and 24.
Persistence (Overall)	75.5%	75%	Since the value of this metric is very close to the baseline benchmark yet represents a slight decline, further attention may be warranted in this area, particularly for male students between the ages of 20 and 24 who are Pacific Islander or White.

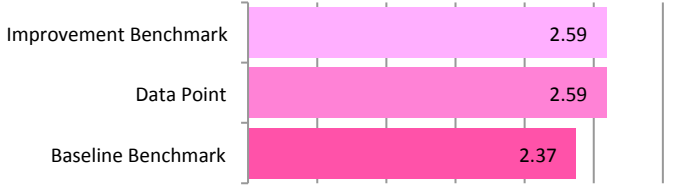
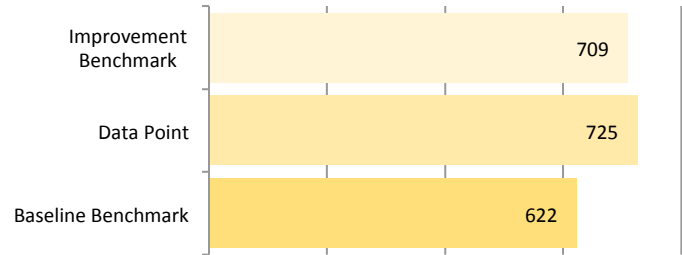
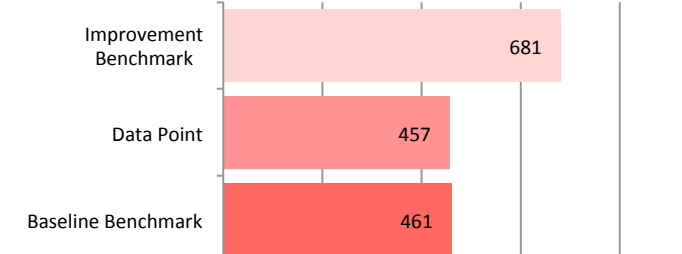
Persistence (Prepared)	72.1%	73.8%	Since the value of this metric is below the baseline benchmark and represents a decline in this metric, further attention may be warranted in this area, particularly for students who are male, less than 20 years of age, Asian or White.
Persistence (Remedial)	76.5%	75.3%	Improvement is encouraging, although the disaggregated data indicates that further attention may be warranted in this area for students who are male, between the ages of 20 and 24, Asian or Pacific Islander.
30 Units Overall	68%	66.4%	Improvement is encouraging although looking at the disaggregated data indicates that further attention may be warranted in this area for students who are male, Filipino or White.
30 Units Prepared	65.2%	66.3%	Since the value of this metric is below the baseline benchmark, further attention may be warranted in this area. This trend appears to span all major demographic groups.
30 Units Unprepared	68.8%	66.5%	Improvement is encouraging although looking at the disaggregated data indicates that further attention may be warranted in this area for students who are Asian/Filipino.
Remedial English	39.4%	41.2%	Since the value of this metric is below the baseline benchmark, further attention may be warranted in this area. It is interesting to note, however, that performance of students who were male, Asian, Filipino or Pacific Islander improved compared to previous years.
Remedial Math	26.3%	28.8%	Since the value of this metric is below the baseline benchmark, further attention may be warranted in this area. It is interesting to note, however, that the performance of students who were between the ages of 20 and 24, Asian, or Hispanic improved compared to previous years.
Remedial ESL	20.4%	15.5%	Improvement is encouraging and was seen in all demographic groups with the exception of students who were Hispanic.
CTE	53.7%	52.2%	Improvement is encouraging and was seen in all demographic groups with the exception of students who were African American.

2013-2014 Performance Benchmark Analysis

In fall of 2013, the College Planning Committee recommended a set of institutional measures for which benchmarks should be established. The College defined two types of benchmarks. Baseline benchmarks are equal to the average of the previous five years of data for the given metric. Improvement benchmarks were determined using mathematical modeling based on

the same five years of data. The College’s performance for the identified metrics relative to these benchmarks is summarized on the table that follows:

Metric	Chart						
<p>Fall Average Course Success Q: Did the fall average course success improve this year? A: No. The fall 2013 average course success decreased .7% compared to fall 2012 and fell below our baseline benchmark. Further investigation of the data indicated that an increasing number of students earned Ws in fall 2013 compared to the previous year.</p>	<p style="text-align: center;">Fall 2013 Average Course Success</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Improvement Benchmark</td> <td>67.60%</td> </tr> <tr> <td>Data Point</td> <td>65.90%</td> </tr> <tr> <td>Baseline Benchmark</td> <td>66.24%</td> </tr> </table>	Improvement Benchmark	67.60%	Data Point	65.90%	Baseline Benchmark	66.24%
Improvement Benchmark	67.60%						
Data Point	65.90%						
Baseline Benchmark	66.24%						
<p>Spring Average Course Success Q: Did the spring average course success improve this year? A: Yes. The spring 2014 average course success increased by .1% compared to spring 2013 and exceeded our improvement benchmark.</p>	<p style="text-align: center;">Spring 2014 Average Course Success</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Improvement Benchmark</td> <td>65.82%</td> </tr> <tr> <td>Data Point</td> <td>65.90%</td> </tr> <tr> <td>Baseline Benchmark</td> <td>65.70%</td> </tr> </table>	Improvement Benchmark	65.82%	Data Point	65.90%	Baseline Benchmark	65.70%
Improvement Benchmark	65.82%						
Data Point	65.90%						
Baseline Benchmark	65.70%						
<p>Fall-to-Spring Persistence Q: Did the Fall-to-Spring Persistence increase this year? A: Yes. The fall 2013 to spring 2014 persistence rate improved compared to the fall 2012 to spring 2013 persistence rate by .9% and exceeded our improvement benchmark by .7%.</p>	<p style="text-align: center;">Fall 2013 - to - Spring 2014 Persistence</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Improvement Benchmark</td> <td>64.30%</td> </tr> <tr> <td>Data Point</td> <td>65.00%</td> </tr> <tr> <td>Baseline Benchmark</td> <td>62.62%</td> </tr> </table>	Improvement Benchmark	64.30%	Data Point	65.00%	Baseline Benchmark	62.62%
Improvement Benchmark	64.30%						
Data Point	65.00%						
Baseline Benchmark	62.62%						
<p>Fall GPA Q: Did the fall GPA improve? A: No. Although the fall 2013 GPA did not fall below our baseline benchmark, it was less than the fall 2012 GPA by .02.</p>	<p style="text-align: center;">Fall 2013 GPA</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Improvement Benchmark</td> <td>2.62</td> </tr> <tr> <td>Data Point</td> <td>2.6</td> </tr> <tr> <td>Baseline Benchmark</td> <td>2.58</td> </tr> </table>	Improvement Benchmark	2.62	Data Point	2.6	Baseline Benchmark	2.58
Improvement Benchmark	2.62						
Data Point	2.6						
Baseline Benchmark	2.58						

<p>Spring GPA Q: Did the spring GPA improve? A: Yes. The spring 2014 GPA increased slightly compared to spring 2013 and equaled our improvement benchmark.</p>	<p style="text-align: center;">Spring GPA</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Improvement Benchmark</td> <td>2.59</td> </tr> <tr> <td>Data Point</td> <td>2.59</td> </tr> <tr> <td>Baseline Benchmark</td> <td>2.37</td> </tr> </tbody> </table>	Category	Value	Improvement Benchmark	2.59	Data Point	2.59	Baseline Benchmark	2.37
Category	Value								
Improvement Benchmark	2.59								
Data Point	2.59								
Baseline Benchmark	2.37								
<p>Degrees Q: Did the number of Degrees awarded increase in 2013-14? A: Yes. The number of degrees awarded in 2013-14 is 23 more than awarded in 2012-13 and exceeded the improvement benchmark by 16.</p>	<p style="text-align: center;">Degrees Awarded 2013-14</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Improvement Benchmark</td> <td>709</td> </tr> <tr> <td>Data Point</td> <td>725</td> </tr> <tr> <td>Baseline Benchmark</td> <td>622</td> </tr> </tbody> </table>	Category	Value	Improvement Benchmark	709	Data Point	725	Baseline Benchmark	622
Category	Value								
Improvement Benchmark	709								
Data Point	725								
Baseline Benchmark	622								
<p>Certificates Q: Did CRC award more certificates in 2013-14 compared to the previous year? A: No. The number of certificates awarded in 2013-14 was 2 less than the number awarded in 2012-13 and fell below the baseline benchmark. A look at historical data, however, indicates the number of certificates awarded is somewhat cyclic, which makes setting an improvement benchmark in this area relatively difficult.</p>	<p style="text-align: center;">Certificates Awarded 2013-14</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Improvement Benchmark</td> <td>681</td> </tr> <tr> <td>Data Point</td> <td>457</td> </tr> <tr> <td>Baseline Benchmark</td> <td>461</td> </tr> </tbody> </table>	Category	Value	Improvement Benchmark	681	Data Point	457	Baseline Benchmark	461
Category	Value								
Improvement Benchmark	681								
Data Point	457								
Baseline Benchmark	461								

[Cohort Reports](#)

Background

In support of the College’s Accreditation Self Evaluation process, the District Research Council defined selection criteria to identify three cohorts, and then asked its District wide membership to develop a system to track them over five academic years. The ultimate purpose of this was to develop a common reporting metric for:

- 1) Career/Technical Education,
- 2) Basic Skills, and
- 3) Transfer Intent.

Each of the three cohorts is “behavior based,” meaning that a student has to have exhibited

particular enrollment behavior(s) in certain courses, namely enrolling in selected courses or completing a threshold number of units in a particular educational area in order to be included in the cohort. Once identified, the students’ average course success rates and cumulative GPA were tracked over five academic years, allowing for non-contiguous enrollment. The identification and tracking system also allowed an individual student to be a member of one or more of these cohorts - as its creators were cognizant of the disparate enrollment behavior of many community college students.

The report also analyzed the “attrition rate” of each of the cohorts over the five-year window of analysis. Using the term “attrition” is problematic as many community college student exhibit non-contiguous enrollment behavior - meaning that student may or may drop out of the college for a time, to return in the future to continue their educational career. The system allowed for such enrollment behavior, but one must use caution in interpreting the attrition rates of each cohort, for what may be interpreted as a “dropout,” may in actuality, be a student who has completed his/her educational objective(s) and has moved on to other pursuits or may return in the future.

The definitions for the cohorts, and an overview of their success metrics over time are in the following tables.

Basic Skills Cohort

Behavioral Cohort Selection Criteria: Students who enrolled in a "Basic Skills" Math, Writing, Reading or ESL class within three years of the specified enrollment year. "Basic Skills" courses in this report are defined as being one or more levels below current graduation competency - paralleling the updated ARCC definition.

Table 1: Overview of the Basic Skills Cohort

Basic Skills Cohort (08-09)	2008-09	2009-10	2010-11	2011-12	2012-13
Number of students	6,845	3,822	2,473	1,646	1,183
Avg. Course Success Rate	70.2%	71.5%	71.6%	71.5%	71.1%
Avg. Cum. GPA	2.70	2.73	2.82	2.74	2.79
Basic Skills Cohort (09-10)	2009-10	2010-11	2011-12	2012-13	2013-14
Number of students	7,601	4,097	2,633	1,822	1,222
Avg. Course Success Rate	70.1%	71.8%	72.4%	71.5%	70.7%
Avg. Cum. GPA	2.70	2.74	2.67	2.77	2.75

Career/Technical Education Cohort

Behavioral Cohort Selection Criteria: Students who successfully complete eight or more units (District wide) of “CTE” coursework (as defined by SAM/TOP codes). The eight-plus units completed must be in the same two-digit TOP code, and one of the CTE courses (within the eight units) the student completes must be a “B” or “C”-level SAM Code.

Table 2: Overview of the Career/Technical Education Cohort

CTE Cohort (08-09)	2008-09	2009-10	2010-11	2011-12	2012-13
Number of students	2,469	1,207	726	494	355
Avg. Course Success Rate	77.7%	77.4%	76.5%	77.3%	77.5%
Avg. Cum. GPA	3.00	2.99	3.00	3.01	3.07
CTE Cohort (09-10)	2009-10	2010-11	2011-12	2012-13	2013-14
Number of students	2,739	1,266	784	514	351
Avg. Course Success Rate	77.7%	77.4%	77.8%	77.6%	76.8%
Avg. Cum. GPA	3.00	3.01	3.01	3.07	3.05

Transfer Intent Cohort

Behavioral Cohort Selection Criteria: Students enrolled who have completed 12 units of transfer-level courses and have attempted to enroll in a Mathematics or English course (TOP Codes 17*, 1501*, 1503*, 1504*, 1507*, 15620*) and CB04 Code = "D" (degree applicable) within three years of the specified enrollment year.

Table 3: Overview of the Transfer Intent Cohort

Transfer Intent Cohort (08-09)	2008-09	2009-10	2010-11	2011-12	2012-13
Number of students	5,603	2,941	1,776	1,121	814
Avg. Course Success Rate	75.1%	74.5%	73.8%	73.2%	72.9%
Avg. Cum. GPA	2.86	2.85	2.84	2.84	2.88
Transfer Intent Cohort (09-10)	2009-10	2010-11	2011-12	2012-13	2013-14
Number of students	6,383	3,259	2,040	1,318	890
Avg. Course Success Rate	75.1%	75.4%	74.5%	73.9%	72.3%
Avg. Cum. GPA	2.86	2.86	2.84	2.87	2.84

A review of the tables indicates the following:

- The cumulative GPA and average course success rate for both the 2008-09 as well as the 2009-10 cohorts are relatively stable over time. This may indicate that students who leave the College are not doing so because they are struggling academically.
- The average course success rates for both the 2008-09 and 2009-10 cohorts exceeded the average course success rates for the College, which ranged between 63% and 68% during the same time period.
- The cumulative GPA and average course success rates for the CTE cohort were greater than the GPA and course success rates for the other two groups, a trend that continued for the 2009-10 cohort.
- The cumulative GPA and average course success rates of the Basic Skills cohort were less than the GPA and course success rates of the other two groups. This was also reflected in the 2009-10 cohort.

Disaggregating the data provides other information about differences and similarities between the cohorts and College wide data. These differences and similarities are highlighted in the table below.

Table 4: Highest Performing Groups

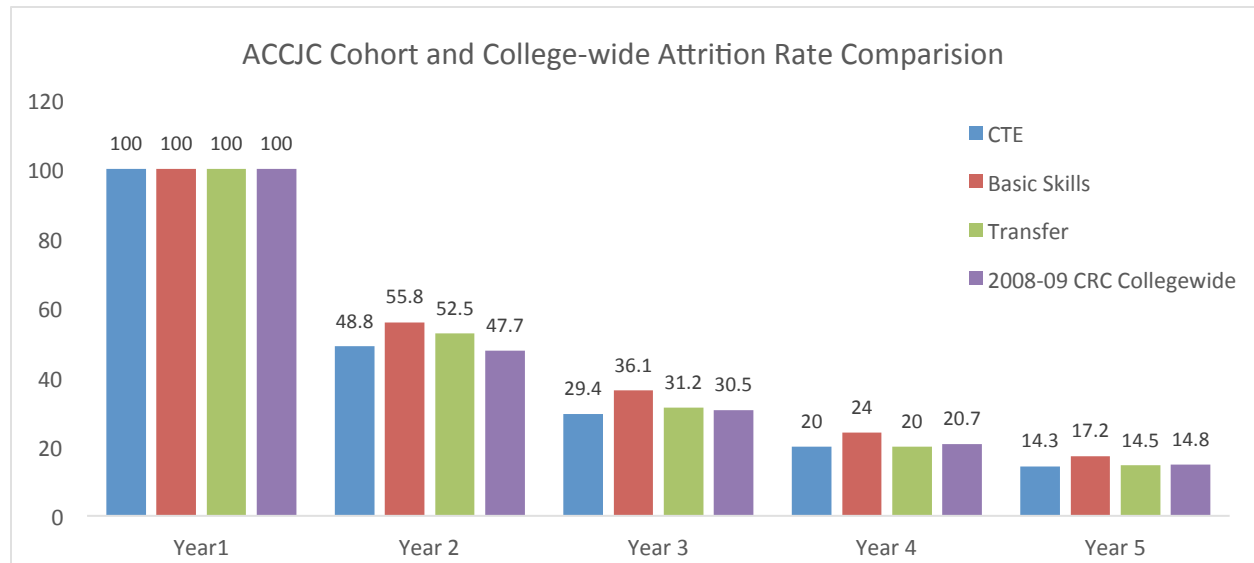
Highest Performing Group	College Wide	Basic Skills	CTE	Transfer Intent
Gender	Females	Females	Females	Females
Ethnicity	Asian Pacific Islanders	Whites	Whites	Whites
Age	30 years of age and older	30 years of age and older	30 years of age and older	30 years of age and older
First Generation Status	Not First Generation	First Generation	First Generation	First Generation
Income	Middle and above	Middle and above	Middle and above	Middle and above
Enrollment Status	Students working less than full-time or not seeking employment	Students working less than full time	Full time students	Students working less than half-time or not-seeking employment

It is also interesting to note that

- Students in the Basic Skills and Transfer Intent cohort who are concurrently enrolled in a four-year college had greater cumulative GPAs and average course success rates than “native” students.
- Although the GPAs of the cohorts are relatively stable, the cumulative GPA and overall course success rates of individual students improved over time.

Analyzing and Tracking Students over Time

One of the purposes of longitudinal tracking of a selected cohort is to investigate how many students continue their education over a span of years. The following graphic shows the relative attrition rate of each group of students analyzed.



In terms of cohort size as well as subsequent retention of these students over the five-year span, the group of students who were identified as “Basic Skills” students for purposes of this study had the most students as well as the greatest proportion of students still pursuing their educational goals after five years (17.2% compared to the CTE and Transfer Intent Cohorts of 14.3% and 14.5% respectively). This result is not surprising, given the fact that students in the Basic Skills Cohort need to complete more courses in order to achieve their educational goals. In addition, the units required to complete educational goals in the Career-Technical Area are in general less than the number of units required to transfer.

Analyzing Goal Completion over Time

Each of the three cohorts (CTE, Basic Skills, Transfer Intent) were tracked over five academic years and a subsequent analysis of their attendance and goal attainment (primarily Degrees and/or Certificates) was done to see how these students fared over time. The analyses show that regardless of cohort:

- There were no statistically significant differences between the cohort’s attrition rate compared to the College wide attrition rate.
- Approximately 25% of the original population was still attending the College (though not necessarily in a contiguous fashion) after five years.
- Approximately 5% of the students from any academic year analyzed earned at least one Award (Degree and/or Certificate) through this period.
- Slightly less than 1% of the students in each cohort earned a degree or certificate each academic year but were not enrolled at the College. This most likely means that they either fulfilled their requirements while attending another college or were motivated to apply for a degree/certificate subsequent to enrollment for some reason.

Analyzing Ethnic Proportion over Time

Another purpose of longitudinal and cohort tracking is to investigate differences between the cohorts and whether a particular cohort's characteristics change over time. The following tables show the cohort's ethnic profile in year one with the College wide totals for the 2008-09 academic year with the 2008-09 College wide students, as well as comparing the 2009-10 cohort of students with the 2009-10 College wide students to see if there were differences. It is interesting to note that the demographics of the cohorts differ from each other and the College wide data in the following ways:

- The greatest proportion of White students appeared in the CTE Cohort, but not at levels that are statistically significant.
- The greatest proportion of Hispanic students appeared in the Basic Skills Cohort, but not at levels that are statistically significant.
- African American students were in lower proportions in the Transfer Intent Cohort, but not low enough to be statistically significant.

CTE Cohort	2008-09 Beginning Cohort Size	2008-2009 CRC College-wide
African Am.	11.5%	16.0%
Asian/Pacific Isl.	33.6%	34.0%
Hispanic	13.7%	18.0%
Native Am.	0.7%	1.0%
White	32.7%	32.0%

Basic Skills Cohort	2008-09 Beginning Cohort Size	2008-2009 CRC College-wide
African Am.	14.4%	16.0%
Asian/Pacific Isl.	36.0%	34.0%
Hispanic	18.2%	18.0%
Native Am.	0.8%	1.0%
White	23.8%	32.0%

Transfer Intent Cohort	2008-09 Beginning Cohort Size	2008-2009 CRC College-wide
African Am.	10.5%	16.0%
Asian/Pacific Isl.	36.6%	34.0%
Hispanic	15.2%	18.0%
Native Am.	0.7%	1.0%
White	29.1%	32.0%

In addition, an analysis of the ethnic composition of the 2008-09 and the 2009-10 cohorts in the three areas (CTE, Basic Skills, and Transfer Intent) indicated that the differences in ethnicity between the two cohort years were not statistically significant.

CTE/Basic Skills/Transfer Intent Cohort Comparison

Comparing the three cohorts over two separate time periods for longitudinal analysis reveals very few differences among the proportion of ethnic groups between the cohorts or within the cohorts over time. The CTE cohort had a greater proportion of Filipino students from “Year 1” to “Year 5”. However, caution should be used as the number of Filipino students in the cohorts is relatively small, but small changes in numbers can reflect significant differences in terms of percentages.

		African American	Asian	Filipino	Hispanic	Native American	Pacific Islander	White	Other
CTE Cohort	Year 1	11.5%	26.5%	0.5%	13.7%	0.7%	1.4%	32.7%	8.1%
	Year 5	10.4%	29.3%	5.6%	15.2%	1.2%	1.6%	28.1%	8.4%
		African American	Asian	Filipino	Hispanic	Native American	Pacific Islander	White	Other
Basic Skills Cohort	Year 1	14.4%	28.1%	5.4%	18.2%	0.8%	2.4%	23.8%	6.9%
	Year 5	14.0%	30.9%	5.3%	20.9%	0.5%	3.0%	18.4%	6.8%
		African American	Asian	Filipino	Hispanic	Native American	Pacific Islander	White	Other
Transfer Intent Cohort	Year 1	10.5%	28.2%	6.7%	15.2%	0.7%	1.7%	29.1%	7.9%
	Year 5	11.1%	32.9%	6.4%	17.2%	0.4%	1.8%	22.5%	7.7%

Organization of the Self Evaluation Process

Preliminary planning for the Accreditation Self Evaluation was initiated in summer 2013 with the appointment of the Faculty Tri-Chair of the Self Evaluation. This appointment was a joint recommendation of the Academic Senate and the College President. Overall, direction for the Self Evaluation was vested in the Accreditation Liaison Officer and the College Planning Committee. The Faculty Accreditation Tri-Chair serves on the College Planning Committee since this body has a standing Accreditation Subcommittee that coordinates accreditation-related issues.

Planning and Organization

In fall 2013, tentative timelines for the Self Evaluation were developed and coordinated with District Office timelines. The college also decided to modify its accreditation leadership structure from past practice. For the first time, the college expanded accreditation leadership to include a classified accreditation tri-chair. The next step in the process involved the identification of tri-chairs for each of the four standard committees, representing faculty, classified, and management. Standard tri-chairs also served as the Accreditation Steering Committee.

The Accreditation Tri-Chairs, in consultation with the Accreditation Steering Committee, decided to break the larger standards into [subcommittees](#). Standard I was divided into two subcommittees (IA and IB), Standard II was divided into three subcommittees (IIA, IIB and IIC), Standard III was divided into four subcommittees (IIIA, IIIB, IIIC and IIID), and Standard IV was divided into two subcommittees (IA and IB). Each subcommittee was also led by tri-chairs, who acted as team leaders and worked closely with the overall standard tri-chairs.

At the College's convocation event in August 2013, the Faculty Accreditation Tri-Chair encouraged faculty participation in the Self Evaluation process by asking all faculty to complete a survey titled [Faculty Accreditation Invitation](#). [Survey results](#) indicated faculty interest in a variety of accreditation-related activities including appointment to standard teams, support with data collection, proofreading, and a willingness to participate in specific accreditation-related discussions. Likewise, the Classified Accreditation Tri-Chair and the Accreditation Liaison Officer contacted classified and managerial employees, respectively, to solicit participation in accreditation processes and leadership opportunities.

The standard and subcommittee tri-chairs were appointed in September 2013. All appointments were made in consultation with the elected constituency leaders. Once the standard tri-chairs and subcommittee tri-chairs were in place, appointments were made by appropriate constituency groups to the standard committee teams. President Travis commemorated standard team appointments with an Accreditation Kick-off. Additionally, the Accreditation Steering Committee met with campus technology experts to review, evaluate, and select the technological infrastructure (SharePoint) that was used to manage and store accreditation-related documents.

Throughout the spring of 2014, the Accreditation Steering Committee provided training and support for the standard team chairs. The College focused on the collection and analysis of evidence required to answer Self Evaluation questions. Multiple standard-specific trainings were held for members of each team so that training content could be tailored to the four sections of the Self Evaluation. All trainings included information on how to manage and analyze evidence uploaded into SharePoint. Additional training was conducted by the tri-chairs for committee members. The individual committees planned and distributed their workloads to their committee members. Standard team tri-chairs also attended a one-day District wide workshop designed to share evidence and insights with accreditation leaders from all four of the Los Rios campuses. Sacramento City College hosted the Standard I Workshop, American River College hosted the Standard II Workshop, Cosumnes River College hosted the Standard III Workshop, and Folsom Lake College hosted the Standard IV Workshop. Materials generated at the workshops were made available District wide.

The intensive work on the Self Evaluation was initiated during the spring 2014 semester and continued through fall 2014. During this time, the standard committee and subcommittee members attended trainings, organized their tasks, conducted research, and analyzed their findings. This preliminary work was then consolidated and developed into an initial draft. After internal revisions, the committees submitted their drafts to the Faculty Chair of Accreditation at the end of the fall semester (December 2014). Regular meetings of the Steering Committee were held during this period to ensure that timelines were being met and to answer questions and concerns raised during the research and writing process.

The development process included several stages of review and revision. Once the Faculty Chair of Accreditation received the committee drafts in December 2014, she sent them out to proofreaders. Proofreaders included faculty, classified, and students who had not been previously assigned to an accreditation standard team. Proofreaders were [instructed](#) to read their assigned standard draft for clarity and content appropriateness, and given until January 26, 2015 to provide the Faculty Chair of Accreditation with feedback. The Faculty Accreditation Tri-Chair organized proofreader comments and resubmitted them to all accreditation standard committee members for consideration.

The committee drafts were also reviewed by the steering committee members in consultation with the individual standard chairs in December 2014, and January and February of 2015. The main focus of this review was technical, to ensure that all components of the standards were addressed, that appropriate form was used for the standards, and that planning agendas in the standards were supported by the analysis. There was also some generalized editing of the document, primarily for length and content consistency with the standard. Upon completion of this review, the entire Self Evaluation was distributed to the College electronically through the College intranet. Concurrent with this College-wide review, editors were appointed to review report drafts to ensure consistency of voice, style, and structure. This was a very iterative process that included the editors, the Accreditation Tri-Chairs, members of the Steering Committee, individual standard team members and tri-chairs, as well as numerous other members of the College community who contributed feedback at College-wide meetings.

To ensure College wide review of the Self Evaluation, the Accreditation Tri-Chairs, in collaboration with participatory governance committees, hosted four forums. The forum for Standard I was hosted by the College Planning Committee, the forum for Standard II was hosted by the Matriculation Committee, the forum for Standard III was hosted by the Budget Committee, and the forum for Standard IV was hosted by the Academic Senate. Members of the College community who were unable to attend a forum were provided the opportunity to submit written feedback. Based on the input from this process, a second draft of the Self Evaluation was developed.

This final draft of the Self Evaluation was again distributed to the College in early May 2015. The Accreditation Steering Committee, along with the editors, reviewed and approved this final draft and then submitted it to the District Board of Trustees on May 13 for approval. At the May 13, 2015 Board of Trustees meeting, all [Los Rios Colleges presented](#) the highlights of their Self Evaluation process and findings.

Staff of the Self Evaluation

Accreditation Liaison Officer: The Vice President of Instruction and Student Learning serves as the Accreditation Liaison Officer and also functions as the Accreditation Steering Committee Tri-Chair. During the period of this Self Evaluation, two individuals served in the role of ALO due to the retirement of the College President. When President Travis retired in December 2014, Whitney Yamamura was appointed Interim College President, and the new Interim Vice President of Instruction, Lisa Lawrenson, assumed the role of ALO.

Faculty Tri-Chair: The Faculty Tri-Chair was recommended by the Academic Senate and appointed by the College President in the summer of 2013. The Accreditation Steering Committee Tri-Chair, Georgine Hodgkinson, is a professor of Communication Studies and also serves as a member of the College Planning Committee, the District Accreditation Coordinating Committee, and the Honors Committee.

Classified Tri-Chair: The Classified Tri-Chair, Cindy Petty, serves as the administrative assistant to the Dean of the Elk Grove Center. During the period of this Self Evaluation, two individuals served in this role; Breanne Holland resigned from this post in 2014 when she accepted an inter-District job transfer.

College Planning Committee/Accreditation Subcommittee: The College Planning Committee has responsibility of overall coordination of planning and assessment processes at the College. It is also responsible for coordination of the Accreditation Self Evaluation. Specific responsibility for this coordination is delegated to the committee's Accreditation Subcommittee.

Accreditation Steering Committee: The Accreditation Subcommittee includes the chairs of the Accreditation Steering Committee. This committee had the primary responsibility for oversight of the Self Evaluation and its process of development.

Standard Committees: There were four committees designated for the four standards of the Self Evaluation. Each of the four primary standard committees utilized a tri-chair format

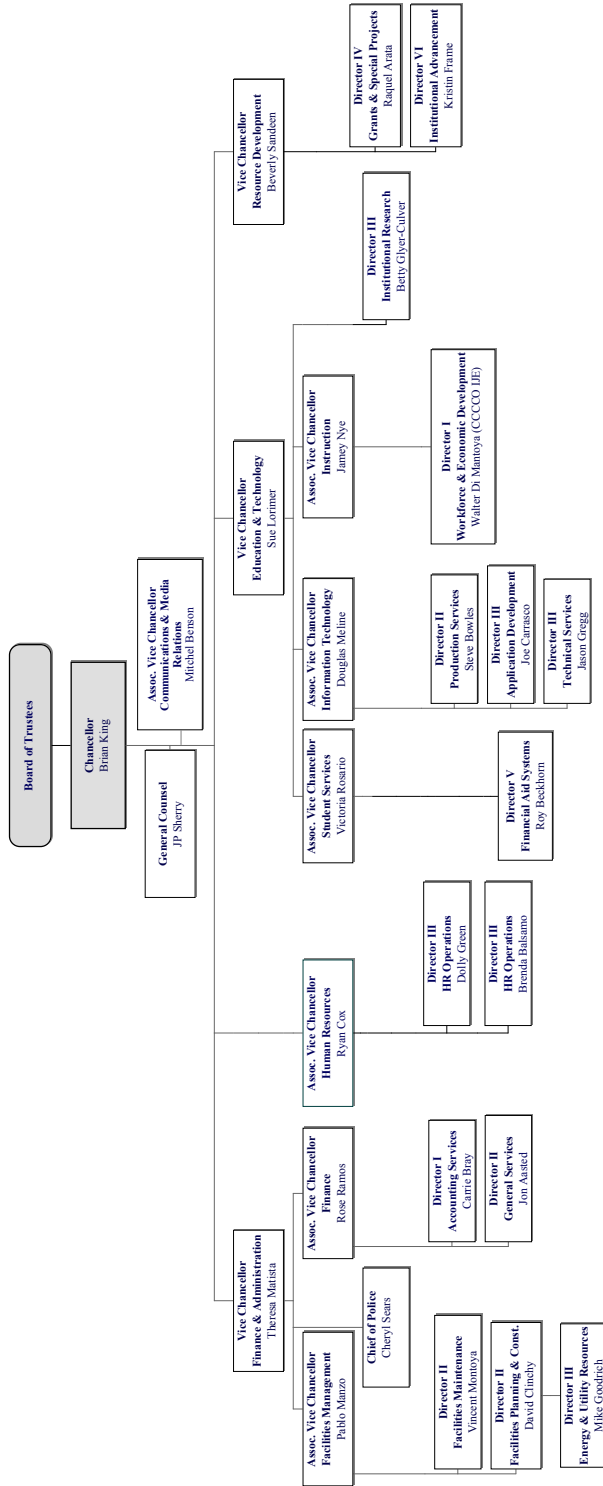
composed of faculty, classified, and management. As noted above, many of the committees further organized themselves into subcommittees focused on specific sub-standards. The Standard Committees' general membership included administrative, faculty, and classified participation. Student input was solicited through a briefing to the student leadership. The Accreditation Tri-Chairs provided a briefing and orientation to the Associated Student Government (ASG) officers. Student leaders also participated as document readers in December 2014 and January 2015. The College President routinely reported on the Self Study to the Executive Council, which includes the ASG President. In addition, students were invited to attend the Standard Forums.

The entire self-evaluation process was characterized by inclusion and participation. All committees had active participation by their members. All constituencies had several opportunities to review the Self Evaluation and submit comments, and the Standard Committees actively solicited input from all aspects of the College. Because of the process and input provided, CRC is confident that this Self Evaluation presents a comprehensive and inclusive view of the College and its compliance with the Standards of Accreditation. The College staff is also confident that the issues and concerns identified in this Self Evaluation have been addressed by a comprehensive actionable improvement plans.

Tables of Organization

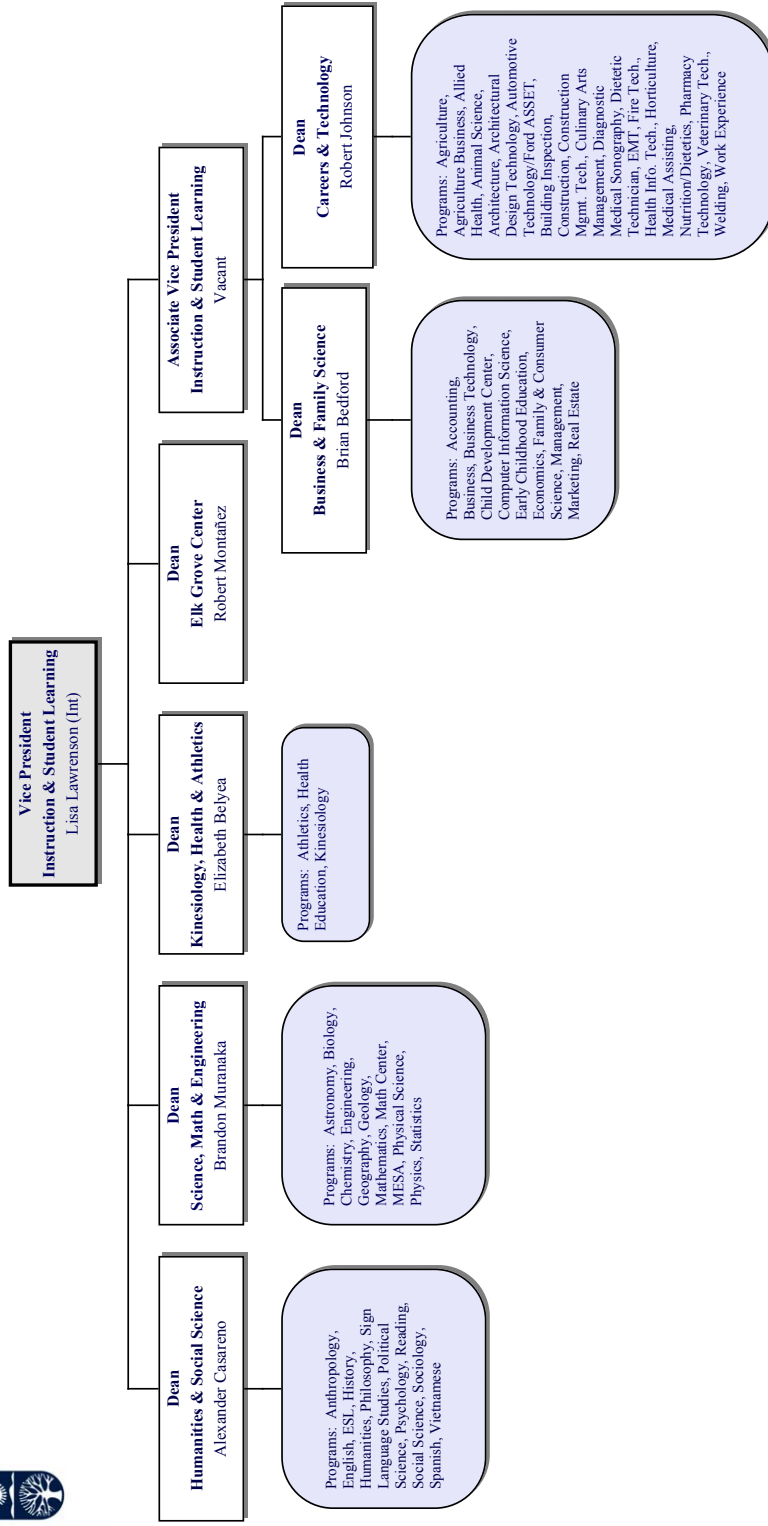
Organizational Information

Table of Organization - District Office
DO / Urban Way / FM Management



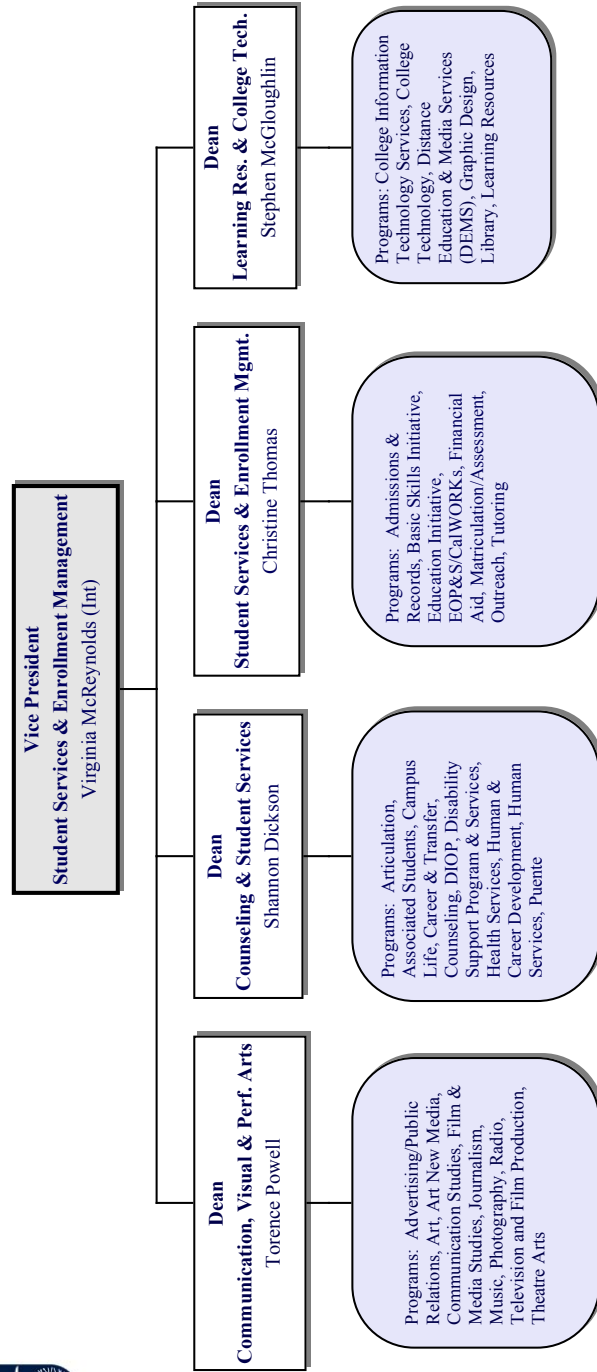


**Table of Organization - Cosumnes River College
Instruction & Student Learning**



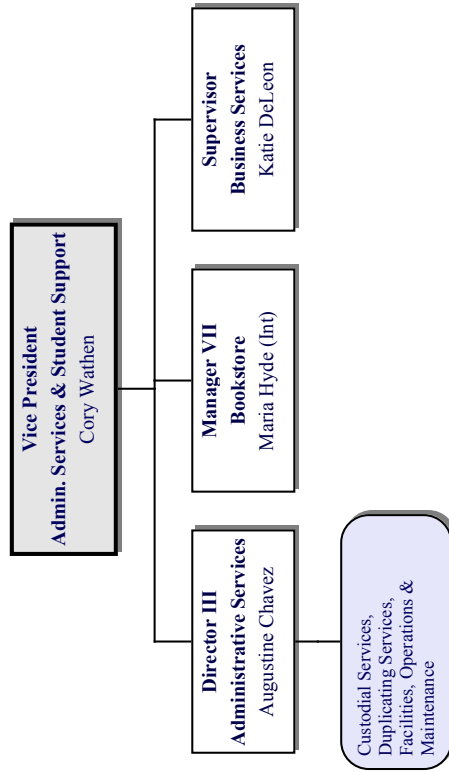


**Table of Organization - Cosumnes River College
Student Services & Enrollment Management**

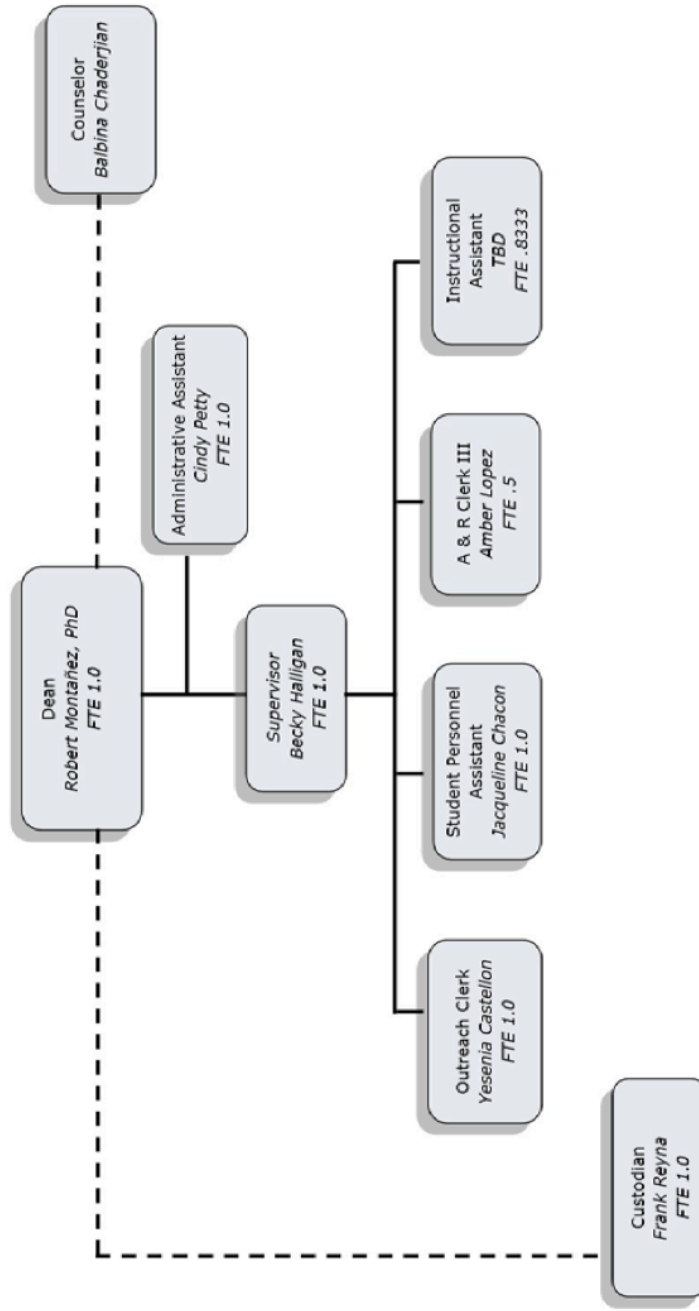




**Table of Organization - Cosumnes River College
 Administrative Services and Student Support**



Cosumnes River College Elk Grove Center



March 19, 2014

Multi-College District Function Map Los Rios Community College District Function Map

Definitions of the Indicators Used in the District Function Map

The Los Rios Community College District Function Map is intended to illustrate how the colleges and the district manage the distribution of responsibility by function as it pertains to the WASC/ACCJC Accreditation standards. The Function Map includes indicators that depict the level and type of responsibility as follows:

P = Primary Responsibility: Primary responsibility indicates leadership and oversight of a given function. This primary leadership may include design, development, implementation, assessment and planning for improvement.

S = Secondary Responsibility: Secondary responsibility indicates support of a given function. This support may include some levels of coordination, input, feedback, or communication to assist the primary responsibility holders with successful execution of their responsibility.

SH = Shared Responsibility: Shared responsibility indicates that the District and the College are mutually responsible for the leadership and oversight of a given function, or that they engage in logically equivalent versions of a function (for instance, there are mission statements at the colleges and at the District). This leadership may include design, development, implementation, assessment and communication processes.

N/A = Not Applicable: Not applicable indicates that a specific standard does not apply to either the College or District and therefore neither has responsibility (e.g. No Los Rios college offers curricula in a foreign location, so neither the College nor District is responsible for offering the curricula.)

Note: It is assumed in this mapping design that the term “institution” *generally* refers to the individual colleges of the District and not to the Los Rios Community College District as a whole, since the standards in many cases address the conditions or practices present in the colleges. However, there are several areas in which “institution” may be reasonably interpreted to mean “actors at both the college and district levels working together.”

Function Map Approval Process

In preparation for the 2014-15 accreditation self evaluation year, the District Accreditation Coordinating Committee (DACC) updated the District’s 2009 Function Map document to reflect Commission changes to the Accreditation Standards through November 2012. Each college then reviewed and recommended responsibility assignments through their respective governance groups, while the district did the same with its participatory governance committees and administrative councils. DACC compiled the assignments for recommendation to the Chancellor’s Cabinet, which approved the 2014 Function Map on April 28, 2014.

Standard I: Institutional Mission and Effectiveness

A. MISSION		
The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.		
	College	District
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	SH	SH
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution’s mission is central to institutional planning and decision-making.	SH	SH
B. IMPROVING INSTITUTIONAL EFFECTIVENESS		
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.		
	College	District
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	SH P	SH S
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	SH	SH
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	P	S
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	P	S
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	P	S

Standard II: Student Learning Programs and Services

A. INSTRUCTIONAL PROGRAMS		
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.		
	College	District
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	P	S
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	P	S
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	P	S
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	P	S
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	P	S
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	S
e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	P	S

f.	The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	P	S
g.	If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	P	S
h.	The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S
i.	The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
3.	The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	P	S
a.	An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	P	S
b.	A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	P	S
c.	A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	P	S
4.	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S
5.	Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	S
6.	The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.	P	S

a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	P	S
b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	SH	SH
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	SH	SH
a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	N/A	N/A
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A

B. STUDENT SUPPORT SERVICES		
The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.		
	College	District
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	S

2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a. General Information, b. Requirements, c. Major Policies Affecting Students, d. Locations or publications where other policies may be found.	P	S
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	P	S
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	P	S
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

C. LIBRARY AND LEARNING SUPPORT SERVICES		
Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.		
	College	District
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	P	S

b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	P	S
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	P	S
d. The institution provides effective maintenance and security for its library and other learning support services.	P	S
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	P	S
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

Standard III: Resources

A. HUMAN RESOURCES		
The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.		
	College	District
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	P	S
a. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.	SH	SH
b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess	SH	SH

effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.		
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	P	S
d. The institution upholds a written code of professional ethics for all of its personnel.	SH	SH
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	P	S
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	S	P
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P
b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	P	S
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	SH	SH
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	P	S
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	P	S
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	SH	SH
a. The institution plans professional development activities to meet the needs of its personnel.	P	S
b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	P	S

B. PHYSICAL RESOURCES		
Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.		
	College	District
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	SH	SH
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	SH	SH

b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	SH	SH
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	S	P
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	SH	SH
b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	SH	SH

C. TECHNOLOGY RESOURCES		
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.		
	College	District
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	SH	SH
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	SH	SH
b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	SH	SH
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	SH	SH
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	SH	SH

D. FINANCIAL RESOURCES		
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.		
	College	District
1. The institution's mission and goals are the foundation for financial planning.	SH	SH
a. Financial planning is integrated with and supports all institutional planning.	SH	SH
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH

c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	SH	SH
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	SH	SH
2. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	SH	SH
a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH
b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH
c. Appropriate financial information is provided throughout the institution in a timely manner.	SH	SH
d. All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	SH	SH
e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.	S	P
3. The institution has policies and procedures to ensure sound financial practices and financial stability.	SH	SH
a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.	S	P
b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.	S	P
d. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.	N	P
e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	N	P
f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.	SH	SH
g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	SH	SH

h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.	SH	SH
4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.	SH	SH

Standard IV: Leadership and Governance

A. DECISION-MAKING ROLES AND PROCESSES		
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.		
	College	District
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	P	S
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	SH	SH
a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	P	S
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	P	S
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	SH	SH
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	P	S
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S

B. BOARD AND ADMINISTRATIVE ORGANIZATION		
In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.		
	College	District
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	P
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	S	P
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	S	P
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	S	P
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	S	P
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	S	P
i. The governing board is informed about and involved in the accreditation process.	SH	SH
j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	S	P
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S

a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
b. The president guides institutional improvement of the teaching and learning environment by the following: <ul style="list-style-type: none"> • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts. 	P	S
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	P	S
d. The president effectively controls budget and expenditures.	P	S
e. The president works and communicates effectively with the communities served by the institution.	P	S
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	S	P
a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	S	P
b. The district/system provides effective services that support the colleges in their missions and functions.	S	P
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	S	P
d. The district/system effectively controls its expenditures.	S	P
e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	S	P
f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	S	P
g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

Off-Campus Center



The Elk Grove Center

Address: 10051 Big Horn Blvd, Elk Grove CA, 95757

Hours:

Mon - Thurs: 8am - 8:00 pm

Fridays: 8:00am - 4:30pm

Phone: (916) 525-4300

Certification of Continued Compliance with Eligibility Requirements

Cosumnes River College affirms that it is in compliance with the Eligibility Requirements for Accreditation by the Accrediting Commission of Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC).

1. Authority

Cosumnes River College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and is approved under the regulations of the California State Department of Education and the California Community Colleges.

2. Mission

Cosumnes River College's educational mission as a community college is clearly defined and published in its catalog. The educational mission is aligned with the Los Rios Community College District's educational mission statement. The current CRC mission statement was developed by the College Planning Committee and approved through the College's governance processes. It was approved by the Los Rios Community College Board of Trustees on May 14, 2014.

3. Governing Board

Cosumnes River College is one of four colleges in the Los Rios Community College District. The District is governed by a publicly elected seven-member Board of Trustees, joined by a non-voting student trustee. None of the board members has any employment, family, or personal financial interest in the Institution.

4. Chief Executive Officer

The Cosumnes River College President is appointed by the Los Rios Community College District Board of Trustees and reports to Chancellor Brian King. Chancellor King is appointed by and reports to the Board of Trustees. From December 1, 2015 through July 1, 2015, Whitney Yamamura served as interim President. It is expected that a permanent President will be appointed by the Board and begin service on July 1, 2015.

5. Administrative Capacity

Cosumnes River College has 20 academic and support services administrative staff members with appropriate preparation and experience to provide the administrative services necessary to support the College's mission and purpose.

6. Operational Status

Cosumnes River College is operational with over 14,000 students enrolled. Most are actively pursuing vocational certificates, associate degrees, and/or transfer to four-year institutions.

7. Degrees

Cosumnes River College offers the Associate of Arts, Associate of Science, Associate of Arts for Transfer, and Associate of Science for Transfer degrees. It has 73 degree programs. A majority of students are enrolled in courses that are required for a certificate or degree program, and/or required for transfer to four-year institutions.

8. Educational Programs

Cosumnes River College's degree programs are congruent with its mission and are based on recognized higher education fields of study. The Curriculum Committee, a committee of the Academic Senate, ensures the programs' appropriate content and length, and levels of quality and rigor appropriate to the degrees offered. The degrees programs meet California Code of Regulations, Title 5 Curriculum Requirements, and when combined with the general education component, represent two years of full-time academic work. The College offers 44 Associate of Arts (AA) degrees, 42 Associate of Sciences (AS) degrees, 18 AS-T and AA-T degrees, 52 certificates of achievement, and 45 certificates of proficiency in 70 areas of study.

9. Academic Credit

Cosumnes River College awards academic credits based on accepted practices of California community colleges under California Code of Regulations, Title 5. Detailed information about academic credits is published in the College catalog and schedules.

10. Student Learning Achievement

Student learning outcomes for each Cosumnes River College degree program are published in the College catalog. Student learning outcomes for courses are presented in the course outlines filed in the instruction office and available through Socrates, the District wide online curriculum database.

11. General Education

Student must complete a minimum of 21 semester units of general education courses and demonstrate competency in reading, written expression, and mathematics to receive an associate degree. The general education units include an introduction to major areas of knowledge. There is also an ethnic/multicultural studies requirements that can be satisfied within the general education requirement. The general education units include an

introduction to some of the major areas of knowledge. [GE outcomes](#) are available online and will appear in the 2015-2016 catalog.

12. Academic Freedom

Cosumnes River College embraces academic freedom and defends the principle fundamental to an educational institution that cherishes freedom of inquiry, exposition, and discussion. The Los Rios Community College District Policy 7142 states, “a college best serves its community, not as a stronghold of rigid tradition, but as an open-minded intellectual forum where varying shades of opinion may be freely expressed and fairly debated.” The College catalog also includes a statement on academic freedom.

13. Faculty

Cosumnes River College has over 178 full-time faculty and 222 adjunct faculty. Faculty must meet the minimum requirements for their discipline based on regulations for the Minimum Qualifications, Title 5. A clear statement of faculty responsibilities exists in the faculty contract, which is available to faculty via the [Los Rios website](#). The College’s faculty statement of professional ethics is also available in the [College’s catalog](#), which is available online.

14. Student Services

Cosumnes River College provides a comprehensive array of student services for all its students, as well as basic skills courses for those students requiring better preparation for college-level work. Students may apply to CRC and enroll for classes by going online to eServices through the [CRC website](#). The College catalog and schedule of classes are also available online.

15. Admissions

Cosumnes River College has adopted and adheres to admission policies consistent with its mission as a public California community college and in compliance with California Code of Regulations, Title 5.

16. Information and Learning Resources

Cosumnes River College provides specific long-term access to sufficient print and electronic information and learning resources through its library and academic support services to meet the educational needs of students and programs, including those enrolled in distance education.

17. Financial Resources

Cosumnes River College, through the Los Rios Community College District, publicly documents a funding base, financial resources, and plans for financial development adequate to support its mission and educational programs, to ensure institutional effectiveness and financial stability.

18. Financial Accountability

The Los Rios Community College District regularly undergoes and makes available an annual external financial audit for the District and its colleges by a certified public accountant. The audit is conducted in accordance with generally accepted auditing standards and Government Auditing Standards issued by the Comptroller General of the United States. The LRCCD annual audit encompasses all operating units of the District and colleges. The College is in compliance with Title IV federal requirements.

19. Institutional Planning and Evaluation

Cosumnes River College has an established institutional planning process and works with the Los Rios Community College District plan for the development of the College, including integrating resource allocations for academic personnel and other staff, learning resources, facilities, and financial development. The College's planning process also includes procedures for program review and institutional improvement. The College and District systematically evaluate how well and in what ways the College is accomplishing its purpose, including assessment of student learning and documentation of institutional effectiveness.

20. Integrity in Communication with the Public

Cosumnes River College publishes in its catalog, College website, and other appropriate places accurate and current information describing the official name, address, telephone number, and website of the College as well as its educational mission. The College also publishes its course, program, and degree offerings, academic calendar, statement on academic freedom, student and academic support services including financial aid, learning resources, admission requirements and procedures, rules and regulations directly affecting students, costs and refund policies, grievance procedures, academic credentials of faculty and administrators, as well as the names of the governing board members.

21. Integrity in Relations with the Accrediting Commission

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

Certification of Continued Institutional Compliance with Commission Policies

Policy on Distance Education and Correspondence Education

Policy Element: Development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission.

Compliance Statement: Development of Cosumnes River College distance education courses and programs is overseen by the Distance Education Subcommittee of the Curriculum Committee in accordance with the college's [Technology and Distance Education Plan](#) and the district's Policy on Distance Education ([P-7145](#)). Implementation of distance education courses accords with the college mission, strategic plan, and enrollment management plan. Evaluation of distance education courses occurs regularly with results documented in [PrOFs](#).

Policy Element: Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education.

Compliance Statement: The Cosumnes River College Curriculum Committee controls development of all courses and programs, with special attention given to distance education courses and programs via the Distance Education Subcommittee. The college controls implementation and evaluation of distance education courses and programs in keeping with the Technology and Distance Education Plan and faculty contract.

Policy Element: Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education.

Compliance Statement: All Cosumnes River course and programs, including those delivered through distance education, have student learning outcomes that are documented in SOCRATES, the district's online curriculum management system.

Policy Element: Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.

Compliance Statement: All Cosumnes River College courses and programs, including those delivered through distance education, are assessed regularly with assistance provided by the Office of Institutional Research.

Policy Elements (2 combined): (1) Institutions are expected to provide the Commission advance notice of intent to initiate a new delivery mode, such as distance education or correspondence education, through the substantive change process. (2) Institutions are expected to provide the Commission advance notice of intent to offer a program, degree or

certificate in which 50% or more of the courses are via distance education or correspondence education, through the substantive change process.

Compliance Statement: The Office of Instruction conducts an annual review of programs in the fall to determine which programs have over 50% of courses delivered through distance education. Following the review, the Accreditation Liaison Officer notifies the Commission of the college's intent to file a substantive change proposal.

Policy Element: Institutions which offer distance education or correspondence education must have processes in place through which the institution establishes that the student who registers in a distance education or correspondence course or program is the same person who participates every time in and completes the course or program and receives the academic credit.

Compliance Statement: Students registering at CRC are given unique student numbers functioning as their user ID for all technology services, including the Desire2Learn learning management system that supports distance education.

Policy on Institutional Compliance with Title IV

Policy Statement: Institutions participating in the Title IV programs under the HEA and designating the Commission as their gate-keeping agency must be able to demonstrate diligence in keeping loan default rates at an acceptably low level and must also comply with program responsibilities defined by the U.S. Department of Education.

Compliance Statement: Per Los Rios Community College District Board Regulation [R-2621](#), Cosumnes River College maintains [Financial Aid Institutional Policy and Procedures](#) that address all federal and state mandated financial assistant requirements. The College complies with federal regulations listed in the USDE Federal Student Aid Handbook and annually files a Fiscal Operations Report and Application to Participate (FISAP).

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Policy Element: Educational programs and services offered shall be the primary emphasis of all advertisements, publications, promotional literature, and recruitment activities, including those present in electronic formats. All statements and representations, including, but not limited to, conditions for transfer of course credits, conditions for acceptance of course credits, requirements for course completion and licensure examinations, shall be clear, factually accurate, and current. In institutional catalogs and/or official publications describing career opportunities, clear and accurate information shall be provided on: national and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered.

Compliance Statement: Cosumnes River College's primary publications include the catalog and college website, both of which are managed by the Public Information Officer under the supervision of the President. The catalog is published annually following an extensive

revision and review process to ensure that all statements and representations are clear, correct, and current. When necessary, a catalog addendum is published to ensure that information is currently accurate. The college has three programs in Health Information Technology (HIT), Emergency Medical Technology (EMT), and Veterinary Technology (Vet Tech) that prepare students for licensure. The catalog and college website provide clear and accurate information regarding licensure and career opportunities for both programs.

Policy Element: Student recruitment shall be guided by well-qualified admissions officers and trained volunteers whose credentials, purposes, and position or affiliation with the institution are clearly specified.

Compliance Statement: Student recruitment is conducted by the College's Office of Outreach and Recruitment, which includes a full-time Outreach Specialist operating under the supervision of the Dean of Student Services and Enrollment Management. Outreach and recruitment activities and outcomes are documented within The Student Services [Program Review](#) information, which includes [outreach and recruitment activities and assessments](#).

Policy Element: When accredited status is affirmed in institutional catalogs and other official publications, it shall be stated accurately and fully in a comprehensive statement, which identifies the accrediting body by name in the manner required by the accrediting body.

Compliance Statement: The [Cosumnes River College Catalog](#) and the [CRC Website](#) contain a statement regarding the college's accredited status by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges.

The college has five independently accredited programs which are accredited by the following institutions: The Automotive Mechanics Technology program is certified by the National Automotive Technician Foundation; the Veterinary Technology program is accredited by the American Veterinary Medical Association; the Medical Assisting program is accredited by the Medical Assisting Education Review Board of the American Association of Medical Assistants; the Health Information Technology program is accredited by the Commission on Accreditation of Allied Health Programs in cooperation with the Council on Accreditation for Health Informatics and Management Association; and the Pharmacy Technology program is accredited by the American Society of Health-System Pharmacists. Each program's accredited status is clearly and accurately stated in the college catalog and website.

Policy on Degrees and Credits

Policy Element: An accredited institution conforms to a commonly accepted minimum program length of 60 semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree. Any exception to this minimum must be explained and justified. Accredited institutions must have in place written policies and procedures for determining a credit hour that general meet commonly accepted academic expectations and it must apply the policies and procedures consistently to its courses and programs.

Compliance Statement: Cosumnes River College conforms to the commonly accepted minimum program length of 60 semester credit hours without exception. Units of credit are based upon the commonly accepted Carnegie unit. Units of credit are explained in the College and Academic Regulations section of the college catalog.

Policy on Integrity and Ethics

Policy Element: An accredited institution will uphold and protect the integrity of its practices.

Compliance Statement: Cosumnes River College upholds and protects the integrity of its practices through compliance with Commission standards and policies, the California Education Code, the Los Rios Community College District Policies and Regulations, and other relevant regulatory requirements.

Policy Element: An institution applying for eligibility, candidacy or extension of candidacy, accreditation or reaffirmation of accreditation, or responding to Commission requests for information or reporting requirements, such as the annual reports, provides the Commission with information that is readily available, current, complete, and accurate, including reports of other accrediting agencies, licensing and auditing agencies. This includes any information on matters that may affect an institution's integrity.

Compliance Statement: Cosumnes River College complies with all Commission reporting requirements.

Policy Element: The institution assures the clarity, accuracy and availability of information provided to all persons or organizations and related to its mission statement; its educational programs; its admissions requirements; its student services; its tuition and other fees and costs; its financial aid programs; its policies related to transcripts, transfer of credit and refunds of tuition and fees. The institution reports accurately to the public its accreditation status.

Compliance Statement: Cosumnes River College communicates information to the public primarily through the college catalog and website as well as through its many offices and departments. The college catalog undergoes an extensive annual review and publishing process that ensures its clarity and accuracy, with an addendum published as needed. The college website is reviewed and updated more frequently, as needed, to ensure up-to-date currency and accuracy of information. The college's Public Information Officer, operating under the supervision of the President, oversees graphic design of the college catalog and content of the College website. All college offices and departments are reviewed through the annual Program Review process.

Policy Element: The institution has policies to ensure academic honesty, policies to assure integrity in the hiring processes, and policies and procedures to prevent conflict of interest throughout the organization, including governing board decision-making and contracting, and policies that provide due process protections. Such policies are reviewed regularly and are widely available to institutional staff, students, governing board members and the public.

The institution is able to provide evidence that it uphold its policies.

Compliance Statement: The Los Rios Community College District has Board Policy and Administrative Regulations that address student rights and responsibilities ([P-2400](#)); board member duties and responsibilities ([P-3110](#)); employment procedures ([P-5100](#), [P-6100](#), [P-9100](#)); and business-related conflict of interest code ([P-8600](#)). The district's Office of the General Counsel regularly reviews board policies and regulations to ensure that they are appropriately updated. Evidence that board policies are upheld can be found in board meeting minutes. The college catalog addresses Policies on the Rights of Individuals as well as policies relating to Student Rights and Responsibilities. College policies are reviewed through the participatory governance system. Evidence that college policies are upheld can be found in the minutes of participatory governance committee meeting minutes.

Policy Element: The institution demonstrates integrity and honesty in interactions with students and prospective students in all academic, standing support, and administrative functions and services as well as statements and other information provided about its accredited status, its transfer of credit policies, and whether successful completion of its courses qualify students to receive, to apply, and/or to take licensure examinations or non-governmental certification.

Compliance Statement: All College departments participate in the college's PrOF process which includes assessment and documentation of student learning outcomes and student assessment outcomes. The college catalog and website, which contain statements and other information about the college, are reviewed annually for accuracy and clarity.

Policy Element: The institution establishes and publicizes policies ensuring institutional integrity that contain clear statements of responsibility for assuring integrity and describe how violations of integrity are to be resolved.

Compliance Statement: The district board policies and regulations and the college catalog contain clear statements regarding institutional integrity, including statements of responsibility and descriptions of the processes for resolving violations.

Policy Element: The institution establishes a governance process and policies to receive and address complaints regarding questionable accounting practices, operational activity which is a violation of applicable law, rules, and regulations, or questionable activities which may indicate potential fraud, waste, and/or abuse. The process shall allow for the confidential and anonymous submission of complaints.

Compliance Statement: Board of Trustee meetings as well as college participatory governance committee meetings are open, with meeting agendas allowing for public comment. Complaints may be confidentially and anonymously submitted to participatory governance committee chairs. Public access to information is described in Board Policy [P-3140](#).

Policy Element: The institution, in its relationship with the Commission, cooperates in preparation for site visits, receives evaluation teams or Commission representatives in a spirit of collegiality, and complies with the Eligibility Requirements, Accreditation Standards, and Commission policies. The institution maintains an openness and commitment to external evaluation and assists peer evaluators in performing their duties. The institution makes complete, accurate and honest disclosure of information required by the Commission, and complies with Commission requests, directives, decisions, and policies. The institution acknowledges that if it fails to do so, the Commission may act to impose a sanction, or to deny or revoke candidacy or accreditation.

Compliance Statement: The College cooperates with the Commission and complies with all Commission requirements, standards, and policies. The College Accreditation Liaison Officer contacts Commission staff regularly and maintains a collegial relationship. The college has a standing Accreditation Steering Subcommittee that meets monthly to address ongoing matters related to accreditation. The college complies with all Commission reporting requirements, with all reports undergoing an extensive development and review process prior to submission. The college gives high priority to the Commission and the accreditation process.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

Policy Element: When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions at the time of eligibility review, candidacy review, initial accreditation, educational quality and institutional effectiveness review, follow-up and special reports, and all other times deemed relevant by the Commission. If an institutions is part of a district/system with shared facilities or processes (e.g., library) or centralized information (e.g., strategic plan), the institution may use documents prepared by the district/system in its report to the Commission.

Compliance Statement: Cosumnes River College has no contractual relationships with non-regionally accredited organizations.

List of Sources

History of Cosumnes River College

N/A

Demographic and Institutional Data

[framework](#)

[implementation](#)

[PrOF data packet](#)

[College course success rates](#)

[equity plan](#)

[2013-14 Achievements Report](#)

[2013-14 Annual Report](#)

[Freshman Seminar](#)

[Equity and Student Success Plan](#)

[Cohort Reports](#)

Organization of the Self Evaluation

[subcommittees](#)

[Faculty Accreditation Invitation](#)

[Survey results](#)

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[Los Rios Colleges presented](#)

Certification of Continued Compliance with Eligibility Requirements

[GE outcomes](#)

[Los Rios website](#)

[College's catalog](#)

[CRC website](#)

Certification of Continued Institutional Compliance with Commission Policies

[Technology and Distance Education Plan](#)

[P-7145](#)

[PrOFs](#)

[R-2621](#)

[Financial Aid Institutional Policy and Procedures](#)

[Program Review](#)

[outreach and recruitment activities and assessments](#)

[Cosumnes River College Catalog](#)

[CRC Website](#)

[P-2400](#)

[P-3110](#)

[P-5100](#)

[P-6100](#)

[P-9100](#)

[P-8600](#)

[P-3140](#)

Reponses to Recommendations from the 2009 Comprehensive Evaluation

Team Recommendation 1: The College has crafted a well-thought-out process and plan to establish and assess student learning outcomes. As a precautionary measure, to ensure that the college will meet the Commission's expectation of reaching the proficiency level regarding student learning outcomes and assessment by 2012, the team recommends that the college develop benchmarks to monitor its timeline for defining outcomes in every course, assessing outcomes in every course, and using assessment for improvement at the course level.

The three recommendations were initially addressed in our Midterm Accreditation Report, dated June 13, 2012. In the following narrative, we summarize the points cited in the 2012 report and append the developments in the subsequent years.

In response to Recommendation 1, in spring 2009 the College Planning Committee (CPC) established a new subcommittee, the Learning Outcomes Dialog Subcommittee (LODS). This subcommittee is a re-configuration of the previous Outcomes Assessment Task Force (OATF), with the express charge to further support the implementation and integration of

student learning and service area outcomes assessment at the College. The SLO Coordinator, a faculty member, was granted Presidential reassigned time to support the College's outcomes efforts and to chair the LODS committee. With the support of the Center for the Advancement of Staff and Student Learning (CASSL) and the Academic Senate, LODS began working to promote comprehensive SLO completion and assessment. Since 2009, members of LODS and the College Curriculum Committee have presented training sessions and individual assistance to guide faculty members through the process of developing SLOs and appropriate assessments. During fall 2011, LODS worked with the College President and Academic Senate President to modify the College's SLO Assessment Coordinator Position descriptions. These positions were filled at the end of the fall 2011 semester ([Assessment Coordinator Position Announcement](#)).

Benchmarks for course SLO completion were set and tracked monthly. As of December 2011, 81% of the courses in the Catalog had fully approved SLOs. By the end of spring 2012, 90% of the courses at Catalog status had fully approved SLOs, and another 9.6% were in the process of Curriculum Committee review. As of spring 2015, 1,182 of 1,183 courses (99.92%) are at Catalog status and have fully approved SLOs. The one course without SLOs is in draft status.

Beginning in 2008-09, during mandatory pre-semester development activities each semester, the College has provided time to support program assessment dialogs and reporting. Faculty are now regularly assessing and reporting instructional program outcomes as a result of

having designated time before the beginning of each semester. During these pre-semester activities, departments meet to plan a program outcomes assessment or to dialog about the results and implications of their previous outcome assessment project. The goal of these activities is to determine whether courses and program activities help students achieve program outcomes and to identify any changes needed to improve student learning and success ([SLO Assessment Report Spring 2012](#)). LODS has assessed and modified the College's Program Outcome Assessment process twice since its implementation in 2008-09 and has facilitated the transition of this process to an online system. The College has continued to assess its College wide SLOs and is engaged in assessing its General Education (GE) SLOs ([Assessment of College Wide SLOs](#)).

During fall 2010, LODS developed, pilot tested, and modified a formalized course assessment reporting process. Some departments conducted course-level assessments to assess program outcomes. Student Learning Outcomes in 25% of courses were assessed in support of program outcomes assessment. LODS made modifications to the process and pilot tested them the next semester, which led to additional modifications in fall 2011.

To formally affirm the importance of SLOs, the Academic Senate passed a [resolution on October 28, 2011](#) supporting public access to all SLOs and the inclusion of them in all syllabi to better inform students of course expectations. At this time, Program Student Learning Outcomes are available via a link in the College's online catalog. Many faculty members had already begun posting SLOs in syllabi before the resolution was passed. Division deans have been working with remaining faculty to ensure full institutionalization of this recommendation.

During the same period of time, the College, in conjunction with the Bridging Research, Information and Culture (BRIC) project, developed and published an online assessment tool-kit ([SLO Assessment Tool Kit](#)). The tool-kit provides case studies to guide faculty in creating effective methods of assessment. The purpose of all assessment training activities is to formalize the best practices that faculty already had been using. In fall 2012, LODS launched a prototype course assessment reporting form, which asked all faculty to assess their course SLOs and report how well their students had met them ([Assessment Reporting System \(ARS\)](#)). When the form was first rolled out, faculty were instructed to assess a course that they had taught in the previous semester.

The College's program review system, Program Review and Forecast (PrOF), was improved in spring 2011 to incorporate course assessment data. Since the comprehensive accreditation team evaluation in fall 2009, the PrOF process has been converted to a web-based, database modality. This system, first available to faculty in fall 2011, allows faculty in each program to easily access, view, and update their program reviews. Moreover, the web-based reports automatically transport SLOs from the course curriculum management system and link them to the overall PrOF plan for each program. PrOF allows for a comprehensive review of programs as they relate to courses, and it is linked to other planning processes including the College Strategic Plan, as well as the resources allocations it guides. Resources were obtained in spring 2012 to integrate the College's online Program and Course/Activity Assessment Reporting System with its online program review system (PrOF).

Questions on both the course SLO assessment and the PSLO assessment forms ask faculty to describe the patterns they noticed while completing their assessment. In addition, faculty are asked to describe in detail instructional changes that will be made to the course, as well as any curricular and programmatic implications or changes as a direct result of the assessment process. A recommendation to institutionalize this refined process was forwarded to the College President in spring 2012 for fall 2012 implementation ([Course SLO Assessment Report Form](#)). The College implemented the refined system for course and/or activity outcomes assessment reporting.

Once the process was firmly in place, LODS modified the fields in PrOF to include a section for scheduling assessments for all course and program SLOs at least every six years. How the faculty chose to set up their assessment schedule was entirely up to them.

The current role of LODS is to assist faculty in assessing their PSLOs and SLOs. As of May 5, 2015, 405 distinct courses have been assessed one or more times during the current assessment cycle ([Courses Assessed Through Spring 2015](#)). To be certain faculty are following the assessment schedules they recorded in PrOF, the Curriculum Committee includes the Outcomes Coordinator in the distribution of their Technical Review agenda. If courses scheduled to be assessed do not appear on the agenda, LODS can assist those responsible to catch up to the assessment plan on record. LODS has also worked on mapping course SLOs to GE and College wide SLOs to contribute to assessment of College wide outcomes.

Team Recommendation 2: CRC has a number of established planning processes. In order to move the institution to the Commission’s expectation that institutions be at the “Sustainable Continuous Quality Improvement” level of planning, the college should integrate planning processes such as Strategic Planning, the management goals and objectives, the shared governance committees’ plans, PrOF, unit plans and budget allocation processes, educational master planning, and distance education planning, to achieve broad educational purposes and improve institutional effectiveness. This integration should include publication of the criteria on which the final prioritization in the resources allocation process is based.

The College has worked continuously to improve the effectiveness of College planning. In response to this recommendation, the College has undertaken multiple efforts toward improving integration of its plans since January 2010.

Since 2009, the College has been engaged in a continual and systematic assessment and improvement of its planning processes to ensure they are integrated, effective and contribute to the enhancement of student learning and success. The linkages between the various levels of College planning and budgetary allocation processes have been strengthened in a variety of ways. Improvements include: identification and publication of decision criteria; development of an integrated planning and budget timeline; modifications in management

goal setting and reporting processes; and development of an online program review (PrOF) system ([Managers Goals and Achievements Template](#)). The College has also strengthened its ability to track the implementation and impact of its plans through an enhanced annual reporting process to the College beginning 2010-11 ([COB Memo to Campus](#)).

The management goal structure has also been modified and is now completely aligned with the College's Strategic Plan. This modification has linked the work of the shared governance committees more closely to the Strategic Plan, and further action to strengthen this connection is currently underway ([Planning Budget Integrated Timelines](#)).

The online PrOF system is fortifying the interconnection of the College's Strategic Plan and its program review (PrOF) and Unit Planning Processes. The new online PrOF system has also enhanced the flow of data and analysis between PrOF, Unit Planning, and the College's budget allocation processes. Enhanced ability to extract information from the PrOF system has also strengthened the link between PrOF and the College's Educational Master Planning, Technology Planning, and Facilities Planning efforts. Online reporting also enables the College to extract items in PrOF that will have College wide implications in its next Strategic Planning process ([ITMB Memo for Cycle 12-13](#)).

The College has modified its Strategic Plan in response to changes in the District's Strategic Plan twice since 2008. This has augmented the process that has been in place for over ten years with a mapping process that ensures integration between the two plans.

Program review, planning, and resource allocation have been linked through planning systems and sequences since the College's 2004 planning cycle when the College mapped its Strategic Plan to the District's Strategic Plan. Recently, the College Planning Committee conducted an audit of the 2009 version of the CRC Strategic Plan, which revealed gaps and inconsistencies between the CRC and District strategic plans because the District Strategic Plan had been updated. In response to priorities defined at the spring 2011 Planning Summit by nearly 100 representatives from all College constituency groups, CRC's Strategic Plan was brought up to date, and inconsistencies between the District and College plans were resolved. Moreover, five strategic planning priorities were identified and prioritized to leverage the greatest impact on student learning in this time of limited resources.

In fall 2011, a joint task force was formed to dialog about the link between planning and resource allocation. This task force was comprised of the Vice President of Instruction, Vice President of Administration, Dean of Research and Planning, Classified Senate President, Academic Senate President, and faculty leadership from the Planning, Budget, and Distance Education and Instructional Technology Committees. As a result of these dialogs, the College's Instructional Technology and Capital Outlay Budget processes include published criteria used to evaluate and rank resource requests. One criterion is the degree to which the proposal supports one of the top five strategic planning priorities ([Links to Annual Reports and Achievements](#)).

In spring 2012, the College moved PrOF, Unit Planning, and SLO assessment reporting processes from the non-automated paper processes to the online, automated College

Integrated Planning System (CIPS). This further strengthens links that already existed among College planning processes. Although not yet fully automated, data from the PrOF and Unit Plans have continuously been utilized in the budget, IT, and faculty/staff prioritization planning processes as justification for resource allocation. Planning elements, resource needs, faculty, capital outlay and technology are connected.

In response to College wide dialog and at the request of the Academic Senate and Vice President of Instruction and Student Learning, the College Planning Committee (CPC) convened a planning summit on December 7, 2012 to identify and articulate the institutional values and principles that should inform program planning decisions. The CPC invited all stakeholders to participate including: the Academic Senate, Department Chairs, LRCFT Leaders, Classified Senate and Student Association Leaders, and Administrators. Over 50 individuals from these constituency groups collaborated during this day-long event, which was facilitated by Jane Patton, a recently retired faculty member and immediate past president of the Statewide Academic Senate. In May 2013, the College affirmed the principles and values of planning that were identified during the December 2012 Summit.

The College Planning Committee has developed an integrated planning and budget timeline for all components of the comprehensive planning and budget processes ([Planning Budget Integrated Timelines](#)). Also, the College Planning Committee has reviewed the interactions of the planning processes of the various constituent groups and diagrammed the flow of data between them ([CIPS Diagram](#)). Integration of the various College planning processes as they relate to the CIPS has also been diagrammed by the CPC ([CIPS System](#)).

The College will continue to develop the College Integrated Planning System (CIPS) to enhance and streamline program review, course and program assessment reporting, and budget request processes. The College will continue to assess and modify (as needed) the efficacy of planning and resource allocation, particularly in areas that have recently been changed.

Team Recommendation 3: In order to improve, the institution should clarify the purpose of each of its shared governance committees and communicate the results widely to the college community.

The Academic Senate has led a focused campaign to clarify and promote understanding of the functions and membership of shared governance committees. To achieve this, the Senate engaged in fact-finding and innovation. To begin, shared governance committee assignment was moved to an online database easily accessible to all faculty and staff members. Individual committees analyzed their charge, membership structure, and annual goals; then, committee webpages were brought up to date. All of this was widely shared with the College community.

In spring 2009, in order to improve accessibility to information about committee membership, the Academic Senate converted shared governance assignments from a paper form to a web-based database, known as “the committee member tracking system.” All faculty and staff members can now view committee assignments organized by committee and by department. This innovation makes it easier for all to contact representative members when questions need to be asked or input provided ([Shared Governance Committee Database](#)).

At fall Convocation 2009, the Academic Senate President introduced the new committee member tracking system and talked about the faculty’s role in shared governance committees. In fall 2010, the Academic Senate requested committee chairs to thoroughly analyze their committee charge, membership structure, and annual goals. Chairs were also asked to review and renovate the committees’ web presence. It has been a longstanding best practice of the Academic Senate to regularly review Committee charges and modify them as needed ([Report to Senate on Shared Governance](#)). Results of the committee reviews were disseminated to all constituency groups through the Academic Senate, College President, and Executive Council. It was also described during the Senate President's Spring 2011 Convocation address. In spring 2012, the entire campus received a single-page document summarizing the missions and updated charges of all shared governance committees ([CRC Shared Governance Committees](#)). In spring 2015, the Academic Senate shared the new [Participatory Handbook](#) with all constituency groups.

Furthermore, all shared governance committees create annual goals, which they evaluate at the end of each academic year. Goals and their evaluation are submitted to the Academic Senate. Plans are underway to post them to each committee’s website ([Committee Goals Linked to Strategic Plan](#)). Also, New Faculty Orientation now includes a complete review of shared governance committee charges, functions and structures. The Executive Council also has conversations about shared governance on an ongoing basis.

Information about shared governance committees is readily available and has been publicly shared through multiple methods. As a result of the Academic Senate-led review, committees made changes to their structure and charge, and many updated their webpages. Committee members are well aware of the charge of their committee, and faculty and staff members can easily locate an appropriate committee representative when questions need to be asked. The College as a whole continues to promote the value of shared governance, encourage strong participation from all constituent groups, and continues to communicate changes to the College community.

College Responses to 2009 Planning Agenda Items

#	Section	Planning Item	Responses
1	I.A.3	<p>By spring 2010, revise the College's planning processes to clarify that the review of the mission is a component of the strategic planning process.</p> <p>Responsible Parties: College Planning Committee; Dean of College Planning and Research.</p>	<p>The College's planning processes have been clarified. The planning process now explicitly includes the review of the <i>Vision, Mission and Values</i> statement as the first step in the planning process. The planning process is codified in the front matter of the full strategic plan, which is available online. Various facets of the planning process are also communicated to the College community when implementing or disseminating the results of the College's various planning related activities and strategic plan progress is documented each year in the new Annual Report format. See the response to Recommendation 2 for more detail.</p> <p>Status: Complete</p>
2	I.A.4	<p>By spring 2011, ensure the Mission Statement's centrality in all documentation of the College's planning and decision-making protocols.</p> <p>Responsible Parties: College Planning Committee; Dean of College Planning and Research.</p>	<p>The mission is explicitly incorporated as central to the strategic plan. The mission is connected to Program Review (PrOF) and the resource allocation processes by explicitly linking them to the strategic plan. The Capital Outlay Budget (COB) and the Instructional Technology and Multimedia Budget (ITMB) committees use alignment with the Strategic Plan and five priorities among their criteria for evaluating requests (COB, ITMB). The College Planning Committee (CPC) routinely discusses College planning documentation and decision making protocols. The CPC discussed the creation of a cross-walk between the mission statement and the College's strategic plan as a way to further strengthen this linkage (Mapping College Mission). Demonstrating the centrality of the mission, framed copies of the <i>Vision, Mission and Values</i> statement of the College are visible throughout the campus. It is also accessible through a link on the home page of the CRC website. Status: Complete</p>

#	Section	Planning Item	Responses
3	I.B.2	<p>By spring 2010, the College's existing planning processes will be reassessed to ensure that they clearly represent the relationship between the various components of the Planning Process, including the College's Strategic Plan, the District's Strategic Plan, the management goals and objectives, the shared governance committees Plans, PrOF, unit plans and budget allocation processes.</p> <p>Responsible Parties: College Planning Committee; Dean of College Planning and Research.</p>	<p>The College's planning processes have been reassessed. The relationship of the different components of the planning process is illustrated in the front matter of the Strategic Plan (pg. 6). These diagrams clearly illustrate the relationship between all of the constituents and processes involved in the College's planning efforts. These connections have recently been strengthened through modifications in the annual administrative goals setting processes and a stronger codification of the College's budgetary decision-making processes. The Learning Outcomes Dialog Subcommittee (LODS) is currently developing diagrams to illustrate the relationship between outcomes development and assessment and PrOF (LODS Diagram). LODS is working to educate the College faculty and staff regarding the relationship between outcomes development and assessment and PrOF. The College is also implementing work to better educate the College community on the relationship of the PrOF, unit plan and resource allocation, and overall College planning. The College's planning processes demonstrate sustainable continuous quality improvement. See response to Recommendation 2 for more detail.</p> <p>Status: Complete</p>
4	I.B.2	<p>By spring 2011, assess and modify College plans (as needed) to ensure that all goals are supported by measurable objectives.</p> <p>Responsible Parties: Shared governance committees.</p>	<p>College plans have been assessed and modified as needed to ensure all goals are supported by measurable objectives, as demonstrated by the annual administrative goals and objectives process; as an example see the Admin Goals and Objectives. The College annually tracks progress on its plans. Plans and reports are posted online on the College's planning and shared governance websites (www.crc.losrios.edu/sharedgov and www.crc.losrios.edu/planning). Various student success measures generated by the College, District and State Chancellor's Office in the form of ARCC data show an increase in fundamental measures of student success and a reduction in disparate outcomes, two overarching success measures that are the ultimate goal of all College plans. Measurable goals specific to the Cultural Competence and Equity, Professional Development and Distance Education and IT strategic plans have</p>

#	Section	Planning Item	Responses
			<p>been accomplished. The College continues to strengthen its ability to establish and track quantitative and qualitative measures for the activities undertaken in support of its goals. See the response to Recommendation 2 for more detail.</p> <p>Status: Complete</p>
5	I.B.3	<p>By spring 2010, assess the utilization of, and satisfaction with, the data packets and the new PrOF process and modify as needed. Responsible Parties: Dean of College Planning and Research; Research Analyst; College Planning Committee</p>	<p>The PrOF process has been assessed and modified. The College Planning Committee (CPC) assessed the revised program review (PrOF) process through formal assessments of PrOF edits and by a comprehensive review of the responses and questions. Overall, faculty and staff evaluated the new PrOF process as an improvement and the assessment was generally positive (CPC Survey). Based on the feedback, the CPC reordered PrOF to enhance its logic and flow. A new online PrOF system was successfully implemented for the 2011 PrOF Midterm Review. Formal evaluation of the online format was conducted and results are pending. However, the initial verbal responses to the online format have been positive. The instructional data packets that were provided to support the process were well received, and the format was changed to allow for easier updating and to provide this information annually to each respective department. See response to Recommendation 2 for more detail.</p> <p>Status: Complete</p>
6	I.B.3	<p>By spring 2011, clarify the College's existing planning processes to formalize the assessment and reporting of progress on meeting stated goals and objectives and to clarify the role of the deans in the PrOF and unit planning Processes. Responsible Parties: College Planning Committee; Dean of College Planning and Research; Academic Senate President; Classified Senate President; College President.</p>	<p>The planning process has been formalized and clarified. The CPC clarified that the role of the deans/supervising administrators included reviewing the PrOF and engaging in dialog with the appropriate departmental representatives. This role was formalized through the implementation of a sign-off process. Technological advances in the next cycle will streamline and strengthen this process further. See the response to Recommendation 2 for more detail.</p> <p>Status: Complete</p>

#	Section	Planning Item	Responses
7	I.B.4	By fall 2010 assess the revised PrOF process and make modifications as needed. Responsible Parties: Dean of College Planning and Research; Research Analyst; College Planning Committee.	<p>The revised PrOF has been assessed (CPC Survey). The response was generally positive. The role of the deans was clarified and formalized (see both planning agendas under I.B.3). PrOF was also evaluated in the context of the College planning processes (see planning agenda item I.B.6). PrOF was reordered to enhance logic and flow based on committee review (see II.A.1.e). The online Midterm PrOF reporting reflects these changes and was successfully implemented with 74% PrOFs completed and another 7% nearly complete (Spring 2012). The Midterm PrOF process was implemented for use by departments wishing to update their reviews for resource allocation purposes. To ensure continuous quality improvement in its planning processes, the CPC will evaluate PrOF and revise (as needed) after every two-year cycle is completed. See also II.A.1.e.</p> <p>Status: Ongoing</p>
8	I.B.5	By spring 2010, provide additional resources to support institutional assessment, planning and research capacity and development. Responsible Parties: College Planning Committee; Dean of College Planning and Research; College President.	<p>Additional resources to support assessment and planning have been provided. The College's planning and research efforts were strengthened by including a temporary classified administrative support person and the provision of faculty release time to support the ongoing development of the online PrOF and Unit Planning system (CIPS). Temporary classified staff has also been obtained to support the completion and ongoing support and modification of the College's new Integrated Planning System (CIPS), which currently contains PrOF and Unit Plans and will eventually house the College's course assessment reporting, program assessment reporting and the budget allocation processes. Training has been provided to the College's Research Analyst. The static reports can be replaced with real-time data extracts from the assessment and PrOF database. Capacity has also been increased due to the Research Office working with the District Office to gain access to the curriculum management system (SOCRAATES) database in order to monitor SLO completion.</p> <p>Status: Complete</p>

#	Section	Planning Item	Responses
9	I.B.6	<p>By spring 2011, enhance the College's planning processes to explicitly include the ongoing review and improvement of planning processes (including PrOF) to ensure they meet the interests and needs of the institution.</p> <p>Responsible Parties: College Planning Committee; Dean of College Planning and Research; Academic Senate President; Classified Senate President; College President.</p>	<p>The College's planning processes have been enhanced (see responses to I.A.3, I.A.4, I.B.2, I.B.3). The planning summits and PrOF have all been evaluated, which has led to modifications in these processes (see I.B.2, I.B.3, I.B.4) (CPC Survey). The evaluation of the College's overall planning structure occurs every six years in conjunction with the self-study, with evaluation of specific components of the College's planning process conducted after each iteration of its process. This overall planning structure evaluation process will be codified in the College's next strategic plan. See response to Recommendation 2 for more detail.</p> <p>Status: Ongoing</p>
10	I.B.7	<p>By spring 2010, assess and enhance evaluation mechanisms in student services and administrative services programs.</p> <p>Responsible Parties: vice presidents; managers; shared governance committees.</p>	<p>Evaluation mechanisms in student and administrative services have been enhanced. Efforts to assess Service Area Outcomes (SAOs), as well as SLOs as appropriate, have received focused attention in the last year as student services faculty and staff have received professional development in designing, implementing, and assessing effective SAOs/SLOs for student services. The Dean of College Planning and Research, the Research Analyst, and the College Assessment Coordinator have met numerous times with services programs to assist with assessment planning efforts and/or assessment projects. The Student Services Council, which includes program faculty, staff, and managers within student services, meets bi-monthly to discuss issues on an ongoing basis. These meetings also include time to dialog about SLOs and SAOs, assess them, and modify services to better serve students. Student Services has developed a form to document the dialog at meetings and other venues (SAO Dialogue Form). In addition, a part-time staff member who has expertise in developing, implementing, and assessing SLOs and SAOs was assigned to work with student services faculty and staff to advance the assessment process beginning in fall 2011. In terms of administrative offices, the facilities management software provides a</p>

#	Section	Planning Item	Responses
			<p>mechanism for feedback for evaluation (see response to III.B.1.a). A draft instrument for reporting activity assessments to the College for all student service, student support, and administrative departments has been developed and is being refined as necessary upon its use (Student and Admin SAO Assessment Form).</p> <p>Status: Ongoing</p>
11	II.A.1.a	<p>By 2011, the College will analyze the need to develop and implement an automated 'Early Warning System' to notify students about poor performance, with referrals to support services to enhance their success. Responsible Parties: Academic Senate; Vice President of Instruction and Student Learning; Vice President of Student Services and Enrollment Management.</p>	<p>The College has analyzed the need to develop an Early Warning System. It has begun a new intervention process with students. The College is piloting a program using District IT support to prevent full-time students from enrolling in classes until they have gone through the matriculation process. The literature shows that providing matriculation services enhances student success. The College implemented an alert system for first-time probation students who were invited to participate in a program called "Back on Track." This early intervention program matches first-time probation students with managers who hold monthly meetings to address the issues that contributed to the student's probation status with the goal of helping the student back on track, preventing the student from moving to probation two. "Back on Track" students are referred to important services that will help them; the personal touch from managers taking an interest in their education is encouraging students to take important steps to be successful (Back on track). Other programs that serve to alert students about progress include a system for grade checks with students in athletics, CalWORKs, and EOPS. The Vice President of Instruction sends reminders to the faculty about alerting struggling students to meet with a counselor. These reminders are sent out about one week prior to the deadline to drop classes with no notation. Most students also have access to their grades on an ongoing basis through D2L, the District's Course Management System, since most faculty are utilizing it now to provide assignments and manage grades. In addition, faculty and managers worked on language in the Class Schedule (beginning Fall 2010) and in the College Catalog (effective for the 2011-12</p>

#	Section	Planning Item	Responses
			<p>Academic Year) about student and instructor responsibilities for dropping classes. Finally, beginning in fall 2011, the College began informing students about the new state repetition rules that allow students to take a course up to a maximum of three times; this was done through language in the Class Schedule, the College Catalog and in email notifications to students directly (Schedule Change Notification). These reminders serve to help students focus on their performance and seek help in the form of utilizing office hours and tutoring as needed.</p> <p>Status: Ongoing</p>
12	II.A.1.b	<p>By fall 2011, research and analysis related to distance education student course success will be conducted to understand better where student learning needs might be more adequately addressed. This research will provide the basis for the enhancement of student support systems by fall 2012. There should be ongoing research to review the effectiveness of the distance education support systems. This research will be completed by fall 2011. Responsible Parties: Dean of College Planning and Research; Dean of Learning Resources and College Technology; Information Technology Committee.</p>	<p>Research and analysis of distance education course success have been and are being conducted by the College and the District Office. The Faculty Distance Education (DE) Coordinator undertook a study published in March 2010 on students who enrolled in the online student success class (Online Student Success). The Faculty DE Coordinator regularly surveys faculty about their use of DE technology and their evaluation of its effect on student learning. The College Research Office has disseminated relevant national studies and provides information about DE course success at the course, program and College level as a part of its PrOF data packets. As a result of the survey and this 2009 Self-Study planning agenda item, discussions are occurring at the departmental level about how to best support students in DE classes. More services are being developed on an ongoing basis to provide support to students who learn online -- refinement of online orientation, notifications sent from Admissions and Records advising students about online resources for their courses, and the provision of workshops for faculty to provide more resources for successful DE teaching. Faculty members have also shared new ideas with each other in Convocation presentations and FLEX activities that can enhance student learning in online classes. The College continues ongoing evaluation of DE student success.</p> <p>Status: Ongoing</p>

#	Section	Planning Item	Responses
13	II.A.1.c & II.A.1.f	By fall 2011, the writing, assessment and reporting of SLOs and the refinement of SLOs for all courses will be completed. Responsible Party: Curriculum Committee.	Faculty members continue to update SLOs as needed. Outcomes assessment is ongoing and institutionalized. The progress on this planning item is documented in a comprehensive manner in Recommendation 1 of this Midterm Report. See the response to Recommendation 1 for more detail. Status: Ongoing
14	II.A.1.c & II.A.1.f	By fall 2012, outcomes assessment will be institutionalized and become an ongoing part of the planning and review processes, following the outcome assessment Framework and Philosophy developed by OATF in 2008-09. Responsible Parties: Dean of College Planning and Research; College Planning Committee; Curriculum Committee.	Outcomes assessment is ongoing and institutionalized. The progress on this planning item is documented in a comprehensive manner in Recommendation 1 of this Midterm Report. See response to Recommendation 1 for more detail. Status: Ongoing
15	II.A.1.e	By the fall 2012, the PrOF process will be reviewed and revised as necessary after the completion of the next PrOF planning cycle. Responsible Parties: College Planning Committee; Dean of College Planning and Research.	The PrOF process has been reviewed and revised ahead of schedule. PrOF was reviewed, revised, and automated, not only as a program review process, but also in that priorities identified at the departmental program level automatically flow into the unit plan for prioritization within each academic division. Based on the Planning Committee's review, PrOF was reordered to enhance logic and flow (see response to planning agenda items I.B.4 and II.A.1.e for additional information). The new automated PrOF was evaluated at the end of fall 2011 and the assessment was generally positive. The role of the deans was clarified and formalized (see I.B.3). PrOF was evaluated in the context of the College planning processes (see I.B.6). The Midterm PrOF conducted in Fall 2011, which reflected these changes, was successfully implemented in the new online environment. And finally, unit plan priorities for capital outlay funds continue to be part of the capital outlay and information technology budget processes, even though this portion of the process is not yet online.

#	Section	Planning Item	Responses
			<p>The College continuously evaluates and improves its planning processes PrOF on an ongoing basis. See response to Recommendation 2 for more detail.</p> <p>Status: Complete</p>
16	II.B.4	<p>By the end of 2009-10, the Counseling and Student Services divisions will develop an ongoing research and evaluation strategy to assess the effectiveness of matriculation and student services Learning Outcomes. Responsible Parties: Dean of College Planning and Research; Vice President of Student Services and Enrollment Management.</p>	<p>Strategies to assess effectiveness in student services have been developed. Efforts to assess SLOs have received focused attention in the last year as student services faculty and staff have received professional development in designing, implementing, and assessing effective SLOs for student services. In addition, Admissions and Records is sending important information to specific student groups in an effort to keep them informed about requirements and the best ways to support their success in classes. Efforts to improve the delivery and quality of matriculation services have been implemented and are assessed each semester in the spirit of continuous quality improvement. See response to planning agenda item I.B.7 for additional information.</p> <p>Status: Complete</p>
17	II.C.1.a & II.C.1.e	<p>By spring 2010, the College will analyze library funding for each of the four colleges to ensure a common, consistent, and equitable base of operational funding for learning and research materials on an annual basis. Responsible Parties: Dean of Learning Resources and College Technology; librarians; LRCCD Vice Chancellor of Education and Technology.</p>	<p>The College has analyzed library funding. CRC led a representative group of Learning Resource (LR) deans and librarians from across the District and drafted a proposal to establish a common, equitable and manageable funding mechanism for the LRCCD college libraries. The proposed option was modeled after the current American River College (ARC) funding mechanism, which came about as a response to a recommendation from an earlier ARC accreditation process. The proposed option was presented by the librarians and LR deans of the District to the Vice Chancellor for Education and Technology. Given budget constraints, the proposed option of an automatic funding mechanism for library resources was not feasible. The College will continue the integration of planning and resource allocation for library funding as it does for all College funding requests. Using these existing processes, the College Budget Committee will continue to allocate funds to cover library requests.</p> <p>Status: Complete</p>

#	Section	Planning Item	Responses
18	II.C.1.d	By spring 2010, a thorough review and analysis of the adequacy of the library inventory control system and video security monitoring system will be conducted and a plan developed for their update, if recommended by this review. Responsible Parties: Dean of Learning Resources and College Technology; librarians.	The review and analysis of the library’s inventory control system and video security system have been completed. The result of the analysis was to request a video surveillance system for the CRC Library. This is especially necessary now, given the location of the new student study rooms. A budget request was submitted via the College Capital Outlay Budget (COB) shared governance process, but was not ranked sufficiently high to be successful. An alternative source of funds to accomplish this task was explored in the 2011-12 academic year. Regarding the inventory control system, the analysis resulted in a conclusion to request funding for a Library RFID inventory control system in an upcoming COB request cycle. This funding request will be made in conjunction with requests for similar systems at our sister colleges as this is a common requirement for a common collection among the LRCCD college libraries. Status: Complete
19	III.B.1.a	By spring 2011, to improve communication and streamline work requests, the College and District will investigate implementation of an integrated, online facilities management program. Responsible parties: Vice President of Administrative Services and Student Support; Director of Administrative Services; LRCCD Associate Vice Chancellor of Facilities Management.	A District wide online Work Request Program was implemented by the Facilities Management department to improve and streamline work requests. The web-based software has improved the coordination of District and Campus facilities maintenance and custodial services. The automation of the work requests streamlines the process from user request to approval, assignment, and completion of requests. The new system also improves communication by providing users notification of the changes in work order status and improving the effectiveness and efficiency of the process. Finally, the system stores data related to recurring maintenance issues, providing early warning of preventive maintenance needs before incurring more costly major system failures (Work Request Form). Status: Complete
20	III.B.2.b	By spring 2010, the Facilities Master Plan will be updated to reflect projects funded by Measure M. Responsible Parties: Vice President of Administrative Services and Student Support; Director of	The new Facilities Master Plan was updated in 2010 and includes projects funded by Measure M and also Measure A projects not yet completed during the 2004 Facilities Master Plan cycle. This new Facilities Master Plan includes 13 major Campus projects to be completed through 2019 and three Elk Grove Center projects to be completed through 2018. Status: Complete

#	Section	Planning Item	Responses
		Administrative Services; Health and Facilities Committee.	
21	IV.A.1	By spring 2011, the College will conduct an analysis of the workload of shared governance committee chairs and develop a plan to bring equity to the distribution of reassigned time or stipends for these positions. Responsible parties: LRCFT; shared governance committees; Academic Senate.	The analysis of the chairs' workloads was conducted as planned. The Academic Senate conducted a survey of all shared governance committees in fall 2010 and determined that the current structure of distributing reassigned time is equitable (Academic Senate Survey). Discussion is continuing between the College President and Academic Senate President regarding the workload of committees. Status: Complete
22	IV.A.1	By spring 2011, the College will clarify and define the responsibilities and communication processes for department chairs to bring more consistency to the roles and responsibilities of the chairs. Responsible Parties: Academic Senate; LRCFT; management.	The College clarified and defined responsibilities and communication processes of the department chairs. The Council of Chairs was formed in 2004 as an independent body to address issues and/or concerns of faculty chairs. In spring 2010, the faculty union (LRCFT) convened a Workload Committee that meets periodically as needed. This committee includes administrators and faculty leaders, including many department chairs. The committee promoted transparency in communication while addressing cuts in FTE and department chair scheduling obligations. The committee's work was presented at a meeting including the Council of Chairs and LRCFT representatives. Together they examined, clarified, and defined department chair roles, responsibilities, and processes as delineated by the contract. At a subsequent Council of Chairs meeting, the chairs stated that they were satisfied with their level of communication with deans and their roles and responsibilities as chairs. Status: Complete
23	IV.A.2	By spring 2011, the College will complete an analysis of the compressed calendar and its impact on shared governance participation. This analysis will address both the efficacy of the current scheduling process	The analysis of the compressed calendar was completed. The District wide Senate Union Joint Issues Committee (SUJIC) created and distributed a survey to all faculty in the District. The results across the four colleges were similar. The compressed calendar did not impact shared governance participation per se. Block scheduling in combination with the compressed calendar has

#	Section	Planning Item	Responses
		and ability of all faculty to participate in shared governance activities. Responsible Parties: Vice President of Instruction and Student Learning; LRCFT; Academic Senate.	made participation more difficult in some disciplines. However, the shared governance committees have adequate numbers of faculty participating as reflected in committee rosters and shown by meeting attendees named in committee minutes (Compressed Calendar Survey). Status: Complete
24	IV.A.2.a	By spring 2010, the new faculty mentoring program will be revised to strengthen the involvement and integration of tenure track faculty into College service. Responsible Party: Academic Senate.	The new faculty mentoring program has been revised (Letter to New Faculty). Previously, first-year faculty attended orientation workshops throughout their first year as their College service obligation. Faculty members who completed the program were surveyed and gave positive feedback and suggested changes were incorporated to improve the program. The revised program includes exploration of shared governance committees and other opportunities for College service. The mentoring program now invites all tenure-track faculty to participate, both to continue their learning and to support the new faculty hires. Faculty members' College service obligations are emphasized through the Academic Senate and the deans as well as by faculty colleagues. Faculty members regularly discuss their College service experiences in the self-study submitted as part of their required peer review evaluation process. Status: Complete
25	IV.A.2.a	By spring 2010, the classified mentoring program will be implemented. Responsible Parties: Classified Senate; LRCEA.	A classified mentoring program is being developed. Over the last several years, there have been so few new hires that individual personalized mentoring was possible. The executive officers of the Classified Senate are working to create an expanded mentoring program to implement during times when growth positions will lead to hiring on a larger scale. The Classified Senate Constitution has been updated to create a mentoring committee to reflect the program's importance and centrality to the classified staff. The Classified Senate is updating its by-laws, which will formalize the mentoring program. Status: Ongoing
26	IV.A.2.b	By spring 2010, investigate the feasibility of hiring or reassigning a clerk to specifically assist faculty in	The feasibility of hiring a clerk to support curriculum work was investigated. Deans have worked with faculty to facilitate data entry since staffing resources are limited and only faculty are

#	Section	Planning Item	Responses
		the update of curriculum in SOCRATES. Responsible Parties: College President; Vice President of Administrative Services and Student Support; Vice President of Instruction and Student Learning; Academic Senate.	allowed access to create or revise curriculum in SOCRATES, the Los Rios curriculum management system. Professional development workshops designed to support faculty in data entry into SOCRATES were held and help tutorials are available to faculty in SOCRATES. In addition, the faculty SLO coordinator with reassigned time and the past curriculum chair have supported faculty data input into SOCRATES. Status: Complete
27	IV.B.1.j	By Spring 2011, the College constituency groups will explore the interest of classified and management participation in the President's evaluation. Responsible Parties: Academic Senate; Classified Senate; management team.	The interest has been explored. As of fall 2011, the District Academic Senate has agreed to make its Presidential Evaluation Survey available for other constituencies. The colleges in the District have determined that each individual college will create its own processes. Presidential evaluation models are being explored at the College. Status: Ongoing

List of Sources

[Assessment Coordinator Position Announcement](#)
[SLO Assessment Report Spring 2012](#)
[Assessment of College Wide SLOs
resolution on October 28, 2011](#)
[Assessment Reporting System \(ARS\)](#)
[Course SLO Assessment Report Form](#)
[Courses Assessed Through Spring 2015](#)
[Managers Goals and Achievements Template](#)
[COB Memo to Campus](#)
[Planning Budget Integrated Timelines](#)
[ITMB Memo for Cycle 12-13](#)
[Links to Annual Reports and Achievements](#)
[Planning Budget Integrated Timelines](#)
[CIPS Diagram](#)
[CIPS System](#)
[Shared Governance Committee Database](#)
[Report to Senate on Shared Governance](#)
[CRC Shared Governance Committees](#)
[Participatory Handbook](#)
[Committee Goals Linked to Strategic Plan](#)
[COB](#)
[ITMB](#)
[Mapping College Mission](#)
[Strategic Plan](#)
[LODS Diagram](#)
[Admin Goals and Objectives](#)
www.crc.losrios.edu/sharedgov
www.crc.losrios.edu/planning
[CPC Survey](#)
[CPC Survey](#)
[CIPS](#)
[CPC Survey](#)
[SAO Dialogue Form](#)
[Student and Admin SAO Assessment Form](#)
[Back on track](#)
[Schedule Change Notification](#)
[Online Student Success](#)
[Work Request Form](#)
[Facilities Master Plan](#)
[Academic Senate Survey](#)
[Compressed Calendar Survey](#)
[Letter to New Faculty](#)

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A.1 Mission: *The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.*

Overview

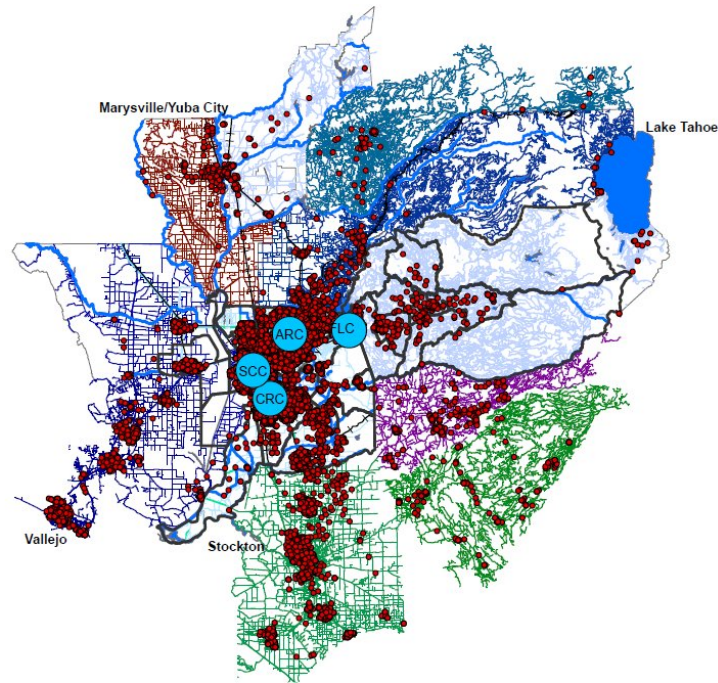
Cosumnes River College's mission statement is:

Cosumnes River College is an open access, student-centered, comprehensive community college that prepares students to realize their educational and career aspirations through exemplary transfer, general, and career education in an academically rigorous and inclusive environment. CRC also offers exceptional instruction in basic skills and English for non-native speakers, as well as a broad array of life-long learning, community service, and workforce development programs.

Guided by our mission, the scope of the College's instructional programs falls within the areas of transfer, general education, career education, basic skills, English as a Second Language (ESL), and life-long learning. These areas are consistent with the Mission for California Community Colleges outlined in the Education Code.

The Mission Statement clearly defines the College as an academically rigorous institution, with open access serving a diverse student population. The College serves the regional community, which includes traditional, nontraditional, and underserved populations. The map on the following page shows that the College serves students from throughout and beyond the Sacramento region.

CRC Student Service Area 2002-2013

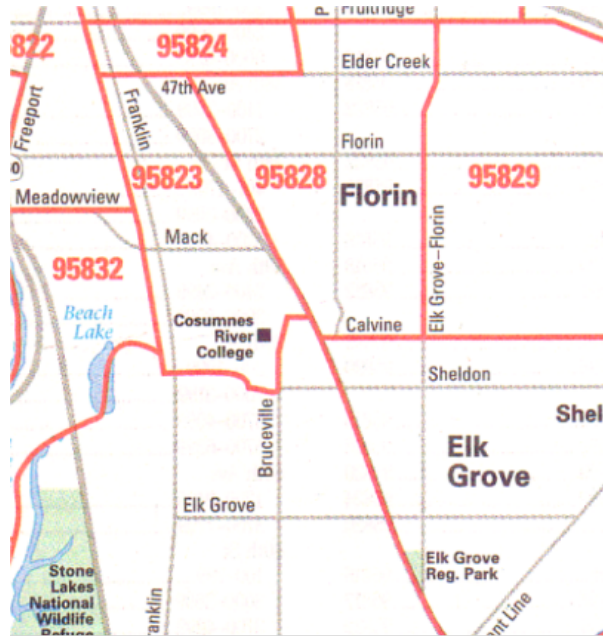


In fall 2013, approximately 76% of CRC students (10,822 out of 14,177) lived in ten of the zip codes in the South Sacramento Region, and approximately 60% of CRC students lived in the five zip codes immediately surrounding and south of the College. The College serves approximately 3.1% of the population in ten zip codes, and almost 4% of the population in the five zip codes immediately surrounding and south of the College. The following table illustrates this in more detail:

ZIP Code	CRC (F13 Enrollments)	2010 Census ZIP (Population)	TOTAL Participation Rate
95758 - Elk Grove	2,011	46,222	4.4%
95823 – Sacramento	1,972	54,665	3.6%
95624 - Elk Grove	1,871	47,980	3.9%
95828 – Sacramento	1,531	44,326	3.5%
95757 -- Elk Grove	1,114	29,312	3.8%
95829 – Sacramento	821	18,694	4.4%
95632 – Galt	550	22,174	2.5%
95824 – Sacramento	334	22,392	1.5%
95822 – Sacramento	328	33,498	1.0%
95831 – Sacramento	290	34,828	0.8%
GRAND TOTALS	10,822	354,091	3.1%

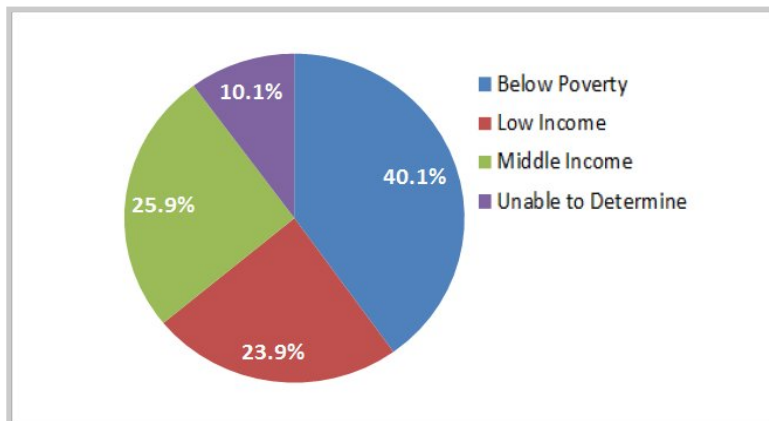
The demographics of the geographic regions for the top five zip codes surrounding the College differ significantly.

Top Five Zip Codes Surrounding CRC



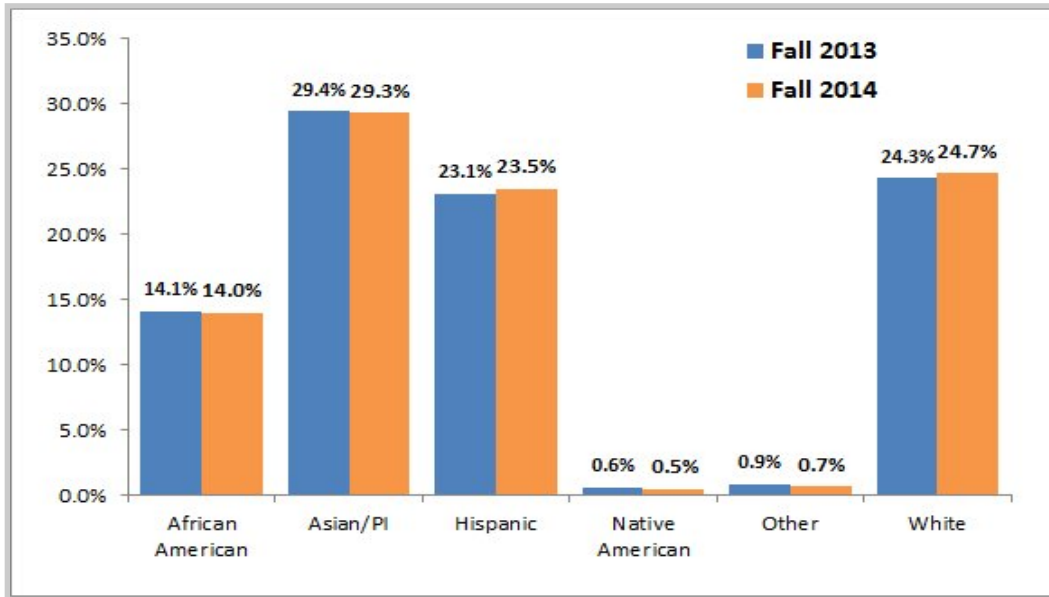
According to the [2010 Census](#), the median per capita household income in the Elk Grove zip codes (95758, 95624, and 95757) was almost \$80,000. In contrast, the median family income of the Florin Census Designated Place (CDP), the area west of the College including the 95828 zip code and part of the 95823 zip code east of Highway 99 ([Florin Census Designated Place](#)), was slightly above \$46,500; the median family income in the part of the [95823 zip code](#) surrounding and north of the College was somewhat less than \$40,000. As indicated by the graph below, the College’s demographics mirror this socio-economic diversity.

Fall 2014 Student Socio-Economic Diversity (Census Data)



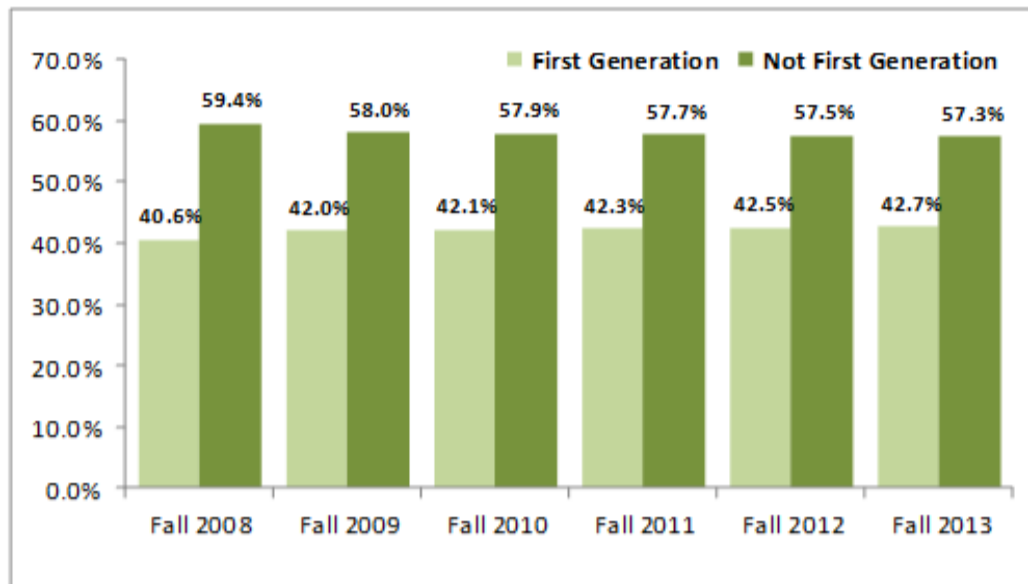
Ethnicity defines another contrast between the two regions. Census data indicates a 2010 white (non-Hispanic) population of 38.1% in Elk Grove, 22.4% in the Florin CDP, and 4.5% in the Valley Hi Area. The following fall 2014 census data indicates that the College, which has no majority population, reflects this diversity.

CRC Student Ethnicity (Census Data)



The educational backgrounds within the College’s service area vary significantly. In particular, in the Elk Grove zip codes (95758, 95624, and 95757), approximately 40% of the population 25 years of age and over has earned a college degree, compared to only 16% in the 95823 zip code. The following graph reflects this educational diversity and shows that almost 43% of the College’s fall 2013 student population identified as first-generation college students.

CRC Fall 2013 First Generation Status (Census)



The College’s 2013-14 basic skills assessment placement data, summarized below, mirrors this educational diversity.

2013-14 Basic Skills Assessment Placement Data

	Math	English Reading	English Writing
Below College-Level	42.2%	16.1%	29.2%
College-Level	40.8%	16.5%	33.3%
Transfer-Level	17.0%	67.4%	37.5%

The [College Wide Program Review Data Packet](#) presents other aspects of the College’s student population (including gender, age, educational goal, educational background, first language status). The Office of College Planning and Research prepares this packet annually to inform the College’s program review and other planning and decision-making processes.

The College's Mission Statement precisely expresses the College's commitment to serving its diverse and underserved community. To realize this commitment, specialized programs including Disability Support Programs and Services ([DSP&S](#)), Extended Opportunities Programs and Services ([EOP&S](#)), Puente Project ([Puente](#)), [Diop Scholars](#), [Safe Spaces](#), Mathematics, Engineering, Science Achievement ([MESA](#)), and [Veterans Services](#) address the needs of learning and physically disabled, ethnically underrepresented, socio-economically disadvantaged, and veteran students populations.

The College supports students' academic achievement and success through a broad array of instructional and student support services and programs including the [Math Center](#), the [Reading and Writing Center](#), the [Tutoring Center](#), the [Transfer Center](#), the [Math and HCD Learning Community](#), and the recently implemented [EXCELeRate Program](#), which guarantees that qualified students will receive a degree and become transfer-ready in just two years and a summer. CRC also supports career technical education through the College's [Cooperative Work Experience and Internship Program](#) and its [articulation agreements](#) with high schools, Regional Occupational Programs (ROP), and other educational organizations.

The College's comprehensive professional development program, including [FLEX](#), [Professional Development](#), and the [Center for the Advancement of Staff and Student Learning \(CASSL\)](#), introduces faculty and staff to innovative and modern teaching and service methodologies. As outlined in the [Professional Development Committee's Charge](#), the College's FLEX and Professional Development offerings provide workshops and opportunities for faculty and staff to develop and hone teaching and learning competence, cultural proficiency, technological competence, organizational competence, health and wellness competence, and community awareness. Each semester, the FLEX day workshops present information to approximately 250 [workshop attendees](#) (individuals attending multiple workshops are counted more than once).

[CASSL](#) was established in 2004 to particularly focus on disseminating information about effective teaching strategies. CASSL [Institutes](#) and [Colloquia](#) provide CRC faculty and staff with the opportunity for extended dialog to enhance understanding of or ability to serve our students. Topics over the past five years have included: Strengthening Bridges of Mental Health for Our Diverse Students; Energizing Critical Thinking in Community Colleges; Bridging the Gaps: Strategies to Empower Student Success; and Bridging the Gaps: Culture, Age, Technology and More. Attendance at CASSL Institutes and Colloquia averages between 60 and 70 people. In addition, the center provides access to and supports [educational research](#). The center also informs faculty of upcoming professional development opportunities.

Curriculum development provides the cornerstone of academic advancement. The College develops courses and programs to address the educational and career needs of the student population, including a range of programs, courses and services for basic skills, career technical education, transfer to four-year institutions and degree completion. The faculty-weighted Curriculum Committee reflects an equitable representation of division/unit faculty, which help to ensure that the interests and needs of all CRC students are considered in the curriculum process. CRC demonstrates academic rigor by striking the right balance

of exceptional instruction, meaningful curriculum development, and articulation with [local high schools](#), [postsecondary institutions](#), and [transfer degree programs](#).

I.A.1 *The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.*

Descriptive Summary

The College's Mission Statement reflects CRC's commitment to establishing and maintaining programs and services for the betterment of its service population. A review of the programs and services at the College reveals that the College's learning programs and services align with its purposes, its character, and its student population. The character of the College embodies its ability to provide programs and services to students with widely varying educational needs.

Self-Evaluation

The College's Mission Statement contains several statements about student learning. In particular, it highlights that, as a result of their learning, students will be equipped to participate and contribute as effective citizens in a global world. The mission clarifies that student learning occurs in the areas of transfer, general and career education; basic skills and English for non-native speakers; as well as life-long learning, community service and workforce development programs. The Mission Statement also enumerates three broad learning domains (intellectual inquiry and scholarship, a pluralistic world view, and a respect for humanity and the environment) to provide a foundation and framework for CRC's [College Wide Outcomes](#) and [General Education Outcomes](#).

The College's internal community has engaged in a variety of discussions about the relevance of the mission to student learning. Dialogs, which occur as a component of the College's strategic planning process, are at the heart of the development and evaluation of the Mission Statement. This element of planning builds an intrinsic link between the programs and services of the College and its purposes, character, and student population.

As indicated on the [CRC Mission and Visioning Process webpage](#), the College Planning Committee began to develop the current Mission Statement by reviewing institutional student learning outcomes. This dialog was expanded at the Leadership and Planning Summit in March 2008 as participants reviewed the role of a mission statement and engaged in activities that culminated in the development and approval of the College's mission.

As outlined in the [Synthesis of the 2013 Mission Review Process](#), the Mission Statement was revisited during the 2013-14 academic year. The College Planning Committee, as indicated by the [November 12, 2013](#) and [November 26, 2013 CPC Minutes](#), reviewed and reaffirmed the 2008 Mission Statement. Based on its recommendation, the College, through its participatory governance process, reaffirmed its mission on February 13, 2014, and the LRCCD Board of Trustees approved the affirmed Mission Statement on [May 14, 2014](#).

The College Planning Committee also explored the relationship of the Mission Statement to student learning in the context of its work developing the College's Planning Values and Principles. During this process, the committee validated the work completed at the [2012 Planning Summit](#) by [Linking the Mission Statement with the Planning Values and Principles](#).

During fall 2012, the College Planning Committee engaged in a similar dialog in support of its project to validate the College's Mission Statement by [mapping the Mission](#) to the College's Strategic Plan, College wide Outcomes, and Participatory Governance Processes.

Cosumnes River College has established learning programs and services upon this foundation of clearly related mission and planning principles. The College [Catalog](#) outlines a variety of programs to support the student population as they seek knowledge in the areas of transfer preparation, basic skills, English as a Second Language, Career Technical Education, or life-long learning. [All](#) programs and services evaluate and refine themselves to better meet the needs of our students every four years through the College's [Program Review Process \(PrOF\)](#).

Numerous student support services meet the diverse needs of students on the main campus and at the [Elk Grove Center](#). These include [Counseling](#), [Extended Opportunities Program and Services \(EOP&S\)](#), [Cooperative Agencies Resources for Education \(CARE\)](#), [California Work Opportunity and Responsibility to Kids \(CalWORKs\)](#), [Diop Scholars](#), [Disability Support Programs and Services \(DSP&S\)](#), [Foster Youth Services](#), [Freshman Seminar](#), [Summer Bridge](#), [Tutoring](#), [Puente](#), [EXCErate](#), and [Work Experience](#). Several College initiatives, including the [Basic Skills Plan](#), the [Student Success and Support Plan](#), and the [Student Equity Plan](#) enhance the College's ability to achieve its mission.

The College assesses the degree to which it meets the needs of students at both the college- and program-levels. The College and District publish data about enrollment and student success annually and/or semi-annually. Each year the College Research Office publishes:

- a fall [Research Brief](#) highlighting key enrollment and student success data,
- a comprehensive [PrOF Data Packet](#) that presents College wide enrollment and course success data disaggregated by a variety of metrics including age, gender, ethnicity, course-level, instructional mode, academic preparation, etc., and the College's performance relative to its [Benchmarks](#) (implemented in 2013-14).

In addition, each year the District Research Office publishes the following reports:

- query access to [Semester Census Reports](#) that highlight enrollment data disaggregated by a variety of measures including age, ethnicity, gender, enrollment status (full- and part-time), and socio-economic status (reports of this nature are also available for various sub-groups of students, such as first-time freshmen),
- query access to fall and spring [End-of-Semester](#) reports that highlight average course success, completion rates, and GPA disaggregated by a variety of measures including those listed above (reports of this nature are also available for various sub-groups of students such as first-time freshmen),
- query access to [Persistence](#) reports highlighting fall-to-spring persistence rates disaggregated by a variety of measures including those listed above,

- query access to [Degree and Certificate Completion](#) data, and [transfer and transfer-ready data](#).

The College also gauges its effectiveness through its outcomes assessment process. As indicated on the [Outcomes Assessment Reports](#) webpage, the College utilizes qualitative and quantitative methods to assess College wide and GE outcomes. In addition, the College regularly administers and publishes the results of College wide student satisfaction surveys including the [Community College Survey of Student Engagement](#) and the [Distance Education Student Satisfaction Survey](#).

The College’s programs and services also undertake the College’s program review process, Program Overview and Forecast (PrOF), to determine the degree to which they are meeting student needs. To this end, the Office of Research and Planning provides [Annual PrOF Data Packets that compare program success metrics to College wide data](#). Special studies, such as those found on the Research Office’s [Student Success](#) or [Cohort Studies](#) webpages or the [CASSL Faculty Research](#) and [CASSL Innovation Grants](#) webpages, also assess whether the College addresses the needs of its students.

- In sum, the Mission Statement communicates the College’s commitment to student learning, student success, and continuous improvement. The mission guides the institution as it implements programs, initiatives, and assessments to improve student learning. These assessments and their analysis provide a foundation for the College’s planning processes. Guided by the Mission Statement, the College employs multiple methods of evaluation, research, and assessment. Together, these facts provide strong evidence that the College meets this standard.

Actionable Improvement Plan

None.

I.A.2 *The Mission statement is approved by the governing board and published.*

Descriptive Summary

The most recent version of the Mission, Vision and Values Statement was developed through the College’s participatory governance process and approved by the LRCCD Board of Trustees on May 14, 2014. The Mission Statement appears online and in various print documents, including the catalog, the class schedule, the Strategic Plan, and other College wide planning documents.

Self-Evaluation

The College developed the Mission, Vision, and Values Statement in 2008 through a participatory governance process carried out by representatives of the Academic Senate, the Classified Senate, Associated Students, and the College Planning Committee. Due to a change in the planning timeline made to better integrate College planning with accreditation

and District planning, the College postponed the full review of the College Mission Statement until fall 2015. As a result, the College Planning Committee decided to review the mission using the process outlined on page 9 of the College's [Planning Guide](#).

As specified in the [Synthesis of the 2013 Mission Review Process](#), the College Planning Committee reviewed and reaffirmed the 2008 Mission Statement, as indicated by the [November 12, 2013 CPC Minutes](#) and [November 26, 2013 CPC Minutes](#). The College, through its participatory governance process, approved this recommendation on February 13, 2014. The LRCCD Board of Trustees approved the reaffirmed mission on [May 14, 2014](#).

The Mission Statement appears in several print and web documents that are publically displayed for faculty, staff, and students. Employees, students, and the community can access the Mission Statement online via a link on the [About CRC](#) tab on the main CRC webpage as well as in the general information section of the online and printed [College Catalog](#). The online and printed [Important Information](#) document that accompanies the online Schedule of Classes also includes the Mission Statement. The entry page to the online [Faculty and Staff Resource Guide](#) includes links to the College's Mission Statement. A variety of other College documents, such as page 2 in the [New Student Guidebook](#) developed to support the College's [Freshman Seminar](#) program, page 1 of the [SLO Handbook](#), page 14 of the [Strategic Plan](#), and Appendix I in the [Planning Guide](#) include the Mission Statement. Lastly, framed copies of the Mission, Vision, and Values Statement are posted in various offices and labs around campus.

Actionable Improvement Plan

None.

I.A.3 *Using the institution's governance and decision-making process, the institution reviews its mission statement on a regular basis and revises it as necessary.*

Descriptive Summary

The College Planning Committee facilitates the regular review of the College Mission Statement. The cross-constituency membership of the College Planning Committee and the mission development and updating processes ensure that development and updating of the Mission involve faculty, classified staff, students, and administration. The Mission Statement development and updating process, as codified in the College's [Planning Guide](#), has been successfully implemented twice over the past seven years, resulting in a mission statement that has both relevance and strong support across the College.

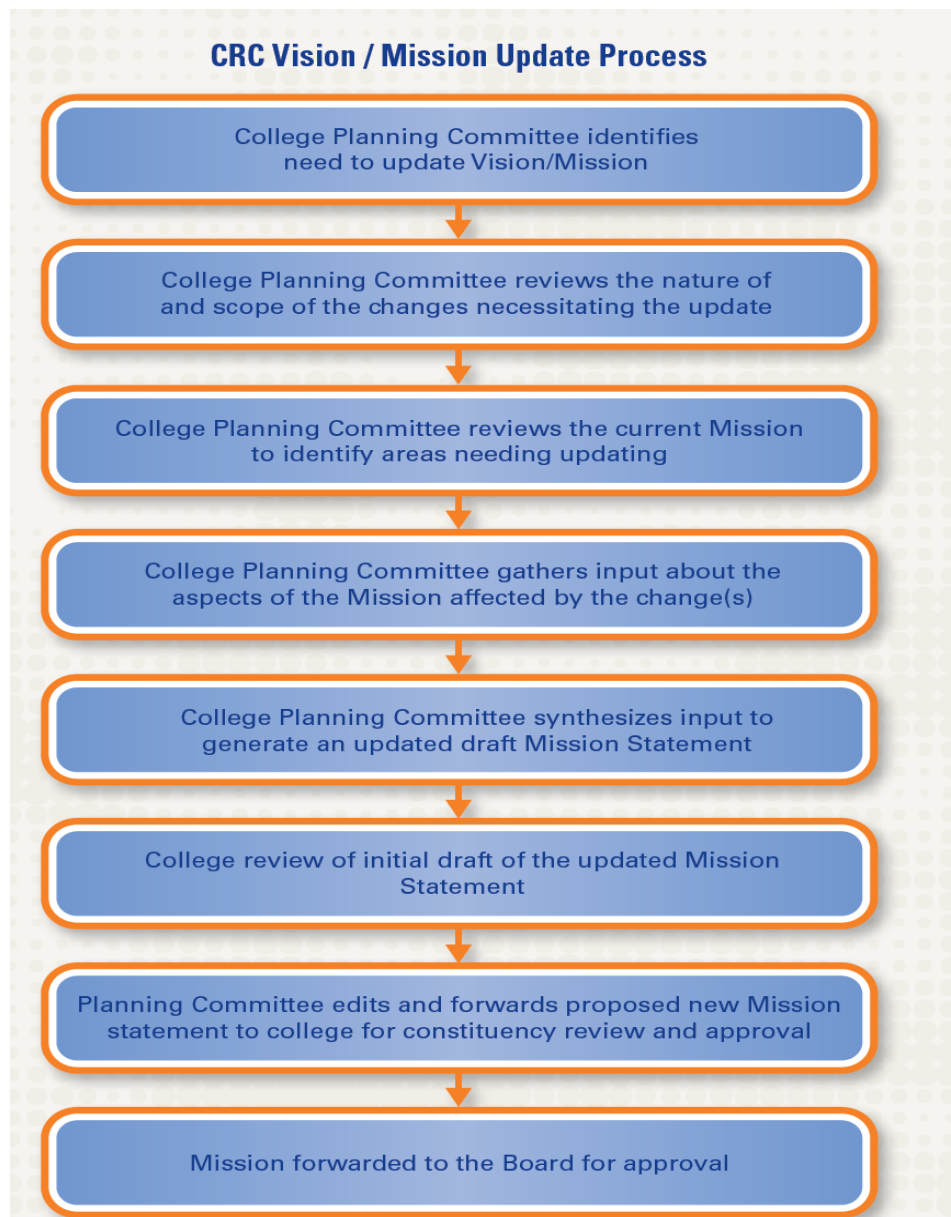
Self-Evaluation

Review and revision of the Mission Statement occurs regularly as part of the strategic planning cycle. The College's planning timeline, as articulated in the 2013 edition of the [Planning Guide](#) (see pg. 24), indicates that the six-year Strategic Planning Cycle begins with

the review of the Mission Statement. The College's commitment to this model is evidenced by the documentation regarding the original development of [our current Mission Statement](#) and the development of the [foundation for our current Strategic Plan](#) in 2008. This is outlined in detail in the College Planning Processes Diagram on page 4 of the [Planning Guide](#).

Although the College intended to engage in the next iteration of its full mission and strategic plan development in 2014, the College Planning Committee, as indicated by the [November 26, 2013 Minutes](#), extended the timeline for this cycle to better align the College's Strategic Planning Process with accreditation and the District's planning processes. The spring 2015 update of the Planning Guide will reflect the modified timeline. As a result, the full implementation of the College's Strategic Planning cycle will begin in fall 2015.

To ensure that the Mission Statement remains a living document linked to our local service population, the College has also defined a Mission Update Process (illustrated on page 99). This means "If there are significant changes in the internal and/or external environment, the College Planning Committee may decide that it is appropriate to review/update the Vision/Mission statement to ensure its relevance" ([Planning Guide](#), page 8). The guide does not specify what would trigger this review. Rather it remains flexible enough to allow any individual or group at the College the opportunity to request a review of the mission at any time in response to changes such as new leadership, a revised District strategic plan, or new legislation.



As indicated by the [fall 2013 College Planning Committee Minutes](#), the College implemented the mission update process in fall 2013 to ensure continued relevance in the Mission given the extension in the planning timeline. The update process continued until Board of Trustees approval in May 2014. This process, outlined in the [Synthesis of the 2013 Mission Review Process](#), included: a) dialogs in the College Planning Committee and b) multiple opportunities for constituency review.

The review of the Mission Statement process illustrates the College’s commitment to maintaining an ongoing awareness of its importance as the cornerstone for Strategic Planning. The [2014 Accreditation Employee Survey](#) results indicate extensive awareness of, and support for, the College’s Mission Statement. In particular, 95% of respondents agreed

or strongly agreed that the College had a publicized Mission Statement that defines its educational objectives. In addition, only 4.5% of respondents indicated that the process used to generate the statement was not effective. These results, combined with the participant surveys conducted at the conclusion of the College's Planning Summits, validate the effectiveness of the College's Mission Development and Updating processes.

In the 2009 accreditation report, the College stated its intent to revise strategic planning to include review of the Mission Statement as a component of the process. That the College has accomplished this is evidenced in both the [midterm report](#) and the College's [Planning Guide](#).

The Mission and Vision Development and Update processes, as outlined by the College's Planning Guide, were thoroughly and thoughtfully followed. The College developed its Mission Statement with an inclusive and collaborative participatory governance process involving all constituency groups at the College. This inclusive process and broad dissemination of the finalized Mission Statement contributed to extensive awareness and support for its adoption. Although the College reviews its mission every six years, nothing precludes a more frequent review of the Mission Statement should the College identify a reason to do so.

Actionable Improvement Plan

None.

I.A.4 *The institution's mission is central to institutional planning and decision-making.*

Descriptive Summary

The structure and implementation of various College processes demonstrate the centrality of the Mission Statement to institutional planning and decision-making. Particular examples of this include:

- inclusion of an excerpt of the Mission Statement on job announcements and
- alignment of the College's mission with
 - its strategic planning process and plan,
 - its participatory governance committee structure, and
 - its program planning values and principles.

Finally, the College's Mission alignment with the Strategic Plan ensures the centrality of the Mission to program planning in PrOF and resource allocation processes (both of which are linked to the Strategic Plan).

Self-Evaluation

Tenets of the College's Mission Statement and values are woven into the College's decision-making processes in a variety of ways. These connections demonstrate the foundational nature of the Mission to the College's major operational components, including hiring, program and College wide planning, participatory governance, curriculum, program

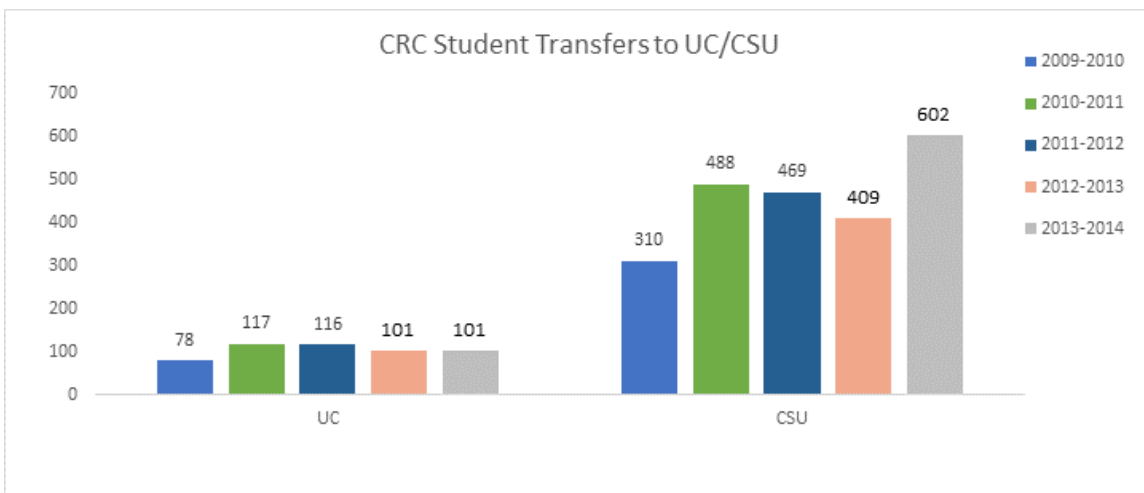
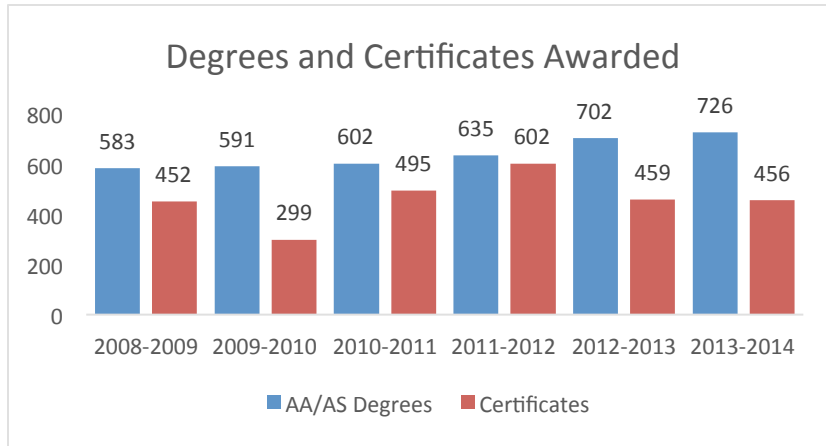
development, and resource allocation. For example, the College’s job postings include an excerpt from the Mission Statement: “Cosumnes River College also offers exceptional instruction in basic skills and English for non-native speakers, as well as a broad array of life-long learning and workforce development programs.” This reflects the College’s commitment to hiring faculty and staff with an appreciation for its diverse student population and their varied learning styles.

With respect to its [instructional programs](#), the College prides itself on offering educational opportunities in multiple areas of study; per the Mission Statement, “Cosumnes River College is an open access, student-centered, comprehensive community college that prepares students to realize their educational and career aspirations through exemplary transfer, general, and career education in an academically rigorous and inclusive environment.” The following graph indicates that in 2013-14 approximately 90% of CRC’s students intended to transfer or to earn a degree or certificate.



Student intentions provide the framework that informs the College’s curriculum and program development activities. In particular, the curriculum and program approval process includes evaluating the need and purpose for the course or program as it relates to core aspects of our mission. Similarly, the stated value for “exceptional student services” and its “commitment to empower students to realize their unique potential” inform the development and modifications of the College’s [student service programs](#) and activities.

As a result of the College’s commitment to its mission, the College’s outcome measures have begun to improve as is reflected in the graph below. An area of exception occurs in the [2013-14 Benchmarks](#) (number of certificates awarded, fall 2013 GPA, and course success rates).



Most of the College’s decision-making processes happen within the context of its program review (PrOF), its participatory governance, and its resource allocation processes. As indicated in the [2012-13 College Planning Committee Minutes](#), the College Planning Committee (CPC) recently assessed and validated the alignment of the Mission with the College’s Strategic Plan, Learning Outcomes and Participatory Governance Committee structure. The committee’s work led to development and validation of the [Mission Mapping Document](#). This alignment and clarification of relationships ensures the Mission Statement provides the basis for decisions made by the participatory governance committees.

As outlined in the [PrOF Manual](#) (page 10), and as demonstrated by the [Unit Plans](#), the Strategic Plan and Mission guide the planning processes in PrOF. Similarly, as illustrated by the documentation supporting the [Capital Outlay](#) and other resource allocation processes, the Strategic Plan (hence the Mission) provides the foundation for the College’s resource

allocation decisions.

The Mission Statement provides the context for all of the College's work, ensures the alignment of this work with the College's values, and provides insight into how the College envisions meeting its educational purpose. In 2012-13, the CPC hosted a planning summit to develop Program Planning Values and Principles that could strengthen the College's decision-making processes. As indicated by the [2012 Planning Summit](#) webpage, the CPC validated the alignment of the Mission with the draft Program Planning Principles as one component of this process. The [Draft Values and Principles Cross-Referenced to the Mission](#) document illustrates this alignment and further evidences the centrality of the Mission Statement to the College's decision-making processes.

The Mission Statement lays the foundation for the College's operation. The Mission Statement permeates the Campus's processes including hiring, program review, curriculum, and student success. The [strategic plan framework](#) and [capital outlay process](#) as well as other College documents provide confirmation of the centrality of the Mission Statement to the College's decision-making processes. CRC's planning system, which synthesizes the Mission Statement, data-driven goals, unit/program-level objectives and resource allocation, provides the basis for the College programs and services. Finally, CRC's commitment to student learning, as articulated through the Mission Statement, informs its curriculum as well as program and service development processes. Other processes and decisions that do not explicitly refer to the Mission reflect the degree to which the College's collective culture embraces and reflects the Mission Statement.

Actionable Improvement Plan

None.

List of Sources

I.A

[2010 Census](#)

[Florin Census Designated Place](#)

[95823 zip code](#)

[College Wide Program Review Data Packet](#)

[DSP&S](#)

[EOP&S](#)

[Puente](#)

[Diop Scholars](#)

[Safe Spaces](#)

[MESA](#)

[Veterans Services](#)

[Math Center](#)

[Reading and Writing Center](#)

[Tutoring Center](#)

[Transfer Center](#)

[Math and HCD Learning Community](#)

[EXCELeRate Program](#)

[Cooperative Work Experience and Internship Program](#)

[Articulation agreements](#)

[FLEX](#)

[Professional Development](#)

[Center for the Advancement of Staff and Student Learning \(CASSL\)](#)

[Professional Development Committee's Charge](#)

[workshop attendees](#)

[CASSL](#)

[Institutes](#)

[Colloquia](#)

[Educational research](#)

[Local high school articulation](#)

[Postsecondary institution articulation](#)

[Transfer degree programs](#)

I.A.1

[College Wide Outcomes](#)

[General Education Outcomes](#)

[CRC Mission and Visioning Process webpage](#)

[Synthesis of the 2013 Mission Review Process](#)

[November 12, 2013 CPC Minutes](#)

[November 26, 2013 CPC Minutes](#)

[May 14, 2014](#)

[2012 Planning Summit](#)

[Linking the Mission Statement with the Planning Values and Principles](#)

[Mapping the Mission](#)

[Catalog](#)
[Program Review Process \(PrOF\)](#)
[Elk Grove Center](#)
[Counseling](#)
[Extended Opportunities Program and Services \(EOP&S\)](#)
[Cooperative Agencies Resources for Education \(CARE\)](#)
[California Work Opportunity and Responsibility to Kids \(CalWORKs\)](#)
[Diop Scholars](#)
[Disability Support Programs and Services \(DSP&S\)](#)
[Foster Youth Services](#)
[Freshman Seminar](#)
[Tutoring](#)
[Puente](#)
[EXCELerate](#)
[Work Experience](#)
[Basic Skills Plan](#)
[Student Success and Support Plan](#)
[Student Equity Plan](#)
[Research Brief](#)
[PrOF Data Packet](#)
[Benchmarks](#)
[Semester Census Reports](#)
[End-of-Semester](#)
[Persistence](#)
[Degree and Certificate Completion](#)
[Transfer and transfer-ready data](#)
[Outcomes Assessment Reports](#)
[Community College Survey of Student Engagement](#)
[Distance Education Student Satisfaction Survey](#)
[Annual PrOF Data Packets](#)
[Student Success](#)
[Cohort Studies](#)
[CASSL Faculty Research](#)
[CASSL Innovation Grants](#)

I.A.2

[Planning Guide](#)
[Synthesis of the 2013 Mission Review Process](#)
[November 12, 2013 CPC Minutes](#)
[November 26, 2013 CPC Minutes](#)
[LRCCD Board of Trustees Minutes for May 14, 2014](#)
[About CRC](#)
[College Catalog](#)
[Important Information](#)
[Faculty and Staff Resource Guide](#)
[New Student Guidebook](#)

[Freshman Seminar](#)
[SLO Handbook](#)
[Strategic Plan](#)
[Planning Guide](#)

I.A.3

[Planning Guide](#)
[Planning Guide](#)
[Our current Mission](#)
[Foundation for our current Strategic Plan](#)
[Planning Guide](#)
[November 26, 2013 College Planning Committee Minutes](#)
[Planning Guide](#)
[Fall 2013 College Planning Committee Minutes](#)
[Synthesis of the 2013 Mission Review Process](#)
[2014 Accreditation Employee Survey](#)
[Midterm report](#)
[Planning Guide](#)

I.A.4

[Instructional programs](#)
[Student service programs](#)
[2013-14 Benchmarks](#)
[2012-13 College Planning Committee Minutes](#)
[Mission Mapping Document](#)
[PrOF Manual](#)
[Unit Plans](#)
[Capital Outlay](#)
[2012 Planning Summit](#)
[Draft Values and Principles Cross-Referenced to the Mission](#)
[Strategic plan framework](#)
[Capital outlay process](#)

I.B Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Cosumnes River College derives its institutional effectiveness through measuring and analyzing how well learning occurs. The College constantly evaluates processes that lead to and arise from improved student learning. These processes allow the College to plan, assess, and modify curriculum and instruction. Furthermore, these measurements lead the College to design, assess, and modify student services and student support programs to engender maximum student success.

Improvement of institutional effectiveness remains the primary purpose of the College's [Strategic Plan](#). The Strategic Plan explicates the College's five goal areas in support of the College's commitment to improve student learning and success. These five areas (Student Success, Teaching and Learning Effectiveness, Access and Growth, Organizational Effectiveness, and Community and Economic Development) provide a framework within which the College engages in dialog about continuous improvement of student learning. These dialogs occur within

- instructional and service programs through assessment, program review (PrOF) and departmental meetings,
- the College's participatory governance committees,
- College wide planning activities,
- the College's professional development activities, and
- the College's constituency groups.

In each of these settings, dialogs are informed by quantitative data about the surrounding community, student access, student success, and student learning. Qualitative data from surveys, focus groups, and the review of artifacts also informs these discussions.

I.B.1 *The institution maintains an ongoing, collegial, self-reflective dialog about the continuous improvement of student learning and institutional processes.*

Descriptive Summary

The College engages in ongoing, collegial, and self-reflective dialog about the continuous improvement of student learning and institutional processes at various levels across the organization. This dialog occurs within the College's

- participatory governance structure,
- professional development offerings,
- College wide planning processes,
- program review (PrOF),
- assessment activities,
- faculty evaluation processes, and
- curriculum review processes.

College wide dialog is framed by the College's five strategic categories: Student Success, Teaching and Learning Effectiveness, Access and Growth, Organizational Effectiveness, and Community and Economic Development. Major topics of dialog in recent years include:

- student success initiatives and programs,
- the College's Mission and Strategic Plan,
- the College's resource allocation processes,
- the success of Basic Skills students,
- college/career pathways, and
- educational equity.

Examples of how this dialog has enhanced the College's programs and services include:

- expansion and/or enhancement of student services and support programs,
- development and implementation of new teaching methodologies, curriculum, and support systems for basic skills students,
- expansion in the College's ability to provide tutoring to support the success of students enrolled in online courses, and
- development of the Elk Grove Center.

Self-Evaluation

The five goals of the College's Strategic Plan structure much of the dialog of the College. Dialog always includes review of relevant data about the community, student access, student success, student learning, and/or student satisfaction. The [Mission Mapping](#) accomplished by the CPC provides a broad view of the relationship between dialog and the Strategic Plan. The following examples, organized by Strategic Plan Goals, provide a more detailed snapshot:

Student Success and Teaching and Learning Effectiveness

Dialog about the College wide processes, which measure, assess and evaluate institutional effectiveness, shapes the work of:

- the Learning Outcomes Dialog Subcommittee ([LODS](#)),
- the [Academic Senate](#),
- the [Classified Senate](#),
- the Cultural Competence and Equity ([CC&E](#)) Committee,
- Professional Development ([PD](#)),
- the Center for the Advancement of Staff and Student Learning ([CASSL](#)),
- subcommittees for [Academic Integrity](#), [Honors](#), and [Professional Standards](#),
- departmental/program members in department meetings,
- course/activity and program assessment teams, and
- members of program review ([PrOF](#)) as they examine the impacts of assessment activities and review relevant program data (including data for student services programs and [Enrollment and Success Data](#) provided annually to instructional programs).

Dialog about student success and teaching and learning effectiveness also occurs in the context of College wide planning efforts, such as:

- the [2011 Update to the Strategic Plan](#),
- the [Program Planning Values and Principles](#),
- the [Student Success and Support Plan](#) (SSSP), and
- the [Student Equity Plan](#) (SEP).

Dialog about student success as well as teaching and learning effectiveness also occurs within professional development. CASSL [Colloquia](#) and [Institutes](#) have explored issues related to critical thinking, teaching online, supporting the success of students of color, supporting the success of Basic Skills students, and addressing mental health needs of students. Additionally, other [Professional Development](#) and [FLEX](#) offerings provide the opportunity to explore and dialog about a variety of topics relevant to teaching and learning effectiveness. Workshops have addressed issues such as:

- how to deal effectively with disruptive students,
- the effective implementation of Desire to Learn (D2L),
- cultural identity and differences,
- new instructional methodologies such as creating instructional videos and flipping the classroom, and
- the implications of the new Common Core Curriculum.

Access and Growth

Dialog about access for all students shapes the work of the following participatory governance committees:

- Distance Education and Instructional Technology ([DEIT](#)),
- Foundations of Academic Success ([FASC](#)),
- [Curriculum](#), and
- [Matriculation](#).

Growth of the college informs the dialogs of the [Health and Facilities](#) and [College Planning](#) (CPC) Committees.

Dialog about access and growth occurs twice at departmental/program levels in program review (PrOF): first, as programs review [enrollment/participation](#) data and second, as programs formulate the resource allocation requests that emerge from this process.

Dialog about access and growth also occurs in the context of College wide planning efforts, such as those leading to development of the [Program Planning Values and Principles](#) and the work resulting in the [Student Success and Support Plan](#) (SSSP) and the [Student Equity Plan](#) (SEP).

Organizational Effectiveness

Each participatory governance committee regularly reviews, discusses, and updates its charge as needed. Committees also discuss and update how they support and facilitate teaching and learning. For example, the Cultural Competence and Equity Committee engaged in dialog to update its charge ([November 10, 2014](#)). Similarly, the College Planning Committee engaged in an extensive review of the PrOF process, including a review of survey data, review of the PrOF questions, and a random set of selected responses to each of the questions in PrOF. Minutes from the spring 2012 semester ([2011-12 Minutes](#)) document this dialog. This extensive review resulted in the [PrOF 2013 Projects List](#) and an updated and improved PrOF process.

College resource allocation processes were created through dialog, and they mandate examination of and continuous dialog about pertinent outcomes measures provided as rationale for allocation requests. Such decisions are made through:

- the Capital Outlay Budget (COB) process (which remains the charge of the [Budget Committee](#)),
- the Instructional Technology and Multimedia Budget (ITMB) process (which remains in the charge of [DEIT](#)),
- the [Faculty Prioritization](#) process developed collegially between the Academic Senate and the Administration, and
- the [Classified Prioritization](#) process developed collegially between the Classified Senate and the Administration.

Protocols and processes resulting from these dialogs are codified in the [Cosumnes River College Budget Guide](#) and [Planning Guide](#). The [Resource Allocation Forms and Processes](#) webpage contains links to more specific information.

[Professional Development](#) and [FLEX](#) offerings provide further opportunity to explore and dialog about a variety of topics related to organizational effectiveness. Workshops have addressed:

- equity training,
- health and safety issues (such as responding to an active shooter situation),
- assessment,
- program review,
- information security, and
- curriculum review.

Community and Economic Development

Dialog about community and economic development regularly occurs throughout the College. It falls within the charge of the [CC&E](#), [Campus Sustainability](#), and [Social Responsibility](#) participatory governance committees. Community and economic development comprise substantial components of program planning and program review in the Division of Career and Technical Education and in the Office of College Advancement. In collaboration with College Advancement, the [Cosumnes River College Foundation](#) participates in dialog leading directly to community involvement. Subsequently, their financial contributions directly impact student success.

The [Overview of College Planning Processes](#) website provides online access to a variety of resources to help College and community members understand how the College engages in and maintains institutional dialog regarding continuous improvement of student learning. Further, it details institutional processes which structure, measure, and assess the effect of dialog on student success.

Strategic Planning and the College Mission

Since the last self-evaluation report/accreditation cycle, the College has engaged in the previously described dialogs regarding its mission statement and strategic plan. The [2011 Strategic Plan Update](#) website indicates that more than 126 employees participated in this venture either by responding to a survey or by attending the planning summit. Dialog also occurred to inform the development of the [College's Planning Values and Principles](#) in 2012¹ and the [2014 Strategic Plan Update](#).

The College's [2013-14 Achievements Report](#) reveals significant success with respect to the implementation of the College's goals. For example, the first goal for that year was to improve instruction through "timely goal completion and enhanced integration of instruction and student support programs." According to the 2013-14 Achievement Report, the college awarded 23% more degrees than in 2009-10, the persistence rate improved 6.5% in that same period, and transfer-ready students improved by 25% within that period.

Program Review (PrOF)

[Program Overview and Forecast](#) (PrOF) provides College programs the opportunity to reflect upon program success and to identify needs. Both full and midterm PrOF processes allow for periodic and continuous self-reflection on program effectiveness and success related to program goals and outcomes. The [PrOF Manual](#) leads faculty and staff through the steps of program overview (the PrO of PrOF):

- look at where programs are in a given period of time,
- reflect upon how the programs came to that point, and
- evaluate the effectiveness of the previous planning cycle in terms of improving student learning.

¹ The Planning Values and Principles statement adopted in 2013 began in 2012. This link to [planning summit documents](#) provides access to documentation of that process. The documentation begins with the agenda for the Planning summit of 2012, includes a list of resources used in the dialog, and ends with various drafts of the Planning Values and Principles statement.

- In respect to forecasting (the *F* of PrOF), programs consider whether the current goals and objectives will lead to the desired success. As needed, programs
- affirm their goals,
- design new goals, and
- anticipate how to meet affirmed and new goals.

The final step in forecasting involves identifying priorities for the program to meet within the next two years and estimating the resources necessary to meet these projected goals.

Programs complete a full PrOF every four years with a midterm PrOF update that occurs in the middle of the cycle. This process ensures that the planning information that informs the COB and ITMB processes remains current. Moreover, it reinforces the practice of ongoing planning and reflection. The College Integrated Planning System ([CIPS](#)) provides access to each college PrOF and Unit Plan.

Participation in PrOF shows that the majority of faculty and staff embraced the dialog created by and within PrOF. All but four college programs completed their PrOF in the 2013 full PrOF cycle. In addition, the [2013 PrOF Survey](#) indicated that more than 95% of programs collaborated electronically and/or face-to-face as the PrOFs were completed.

The ongoing, collegial, self-reflective dialog about the continuous improvement of student learning also occurs in LODS, Student Learning Outcomes (SLO) and Service Area Outcomes (SAO) assessment, and curriculum review through SOCRATES².

Learning Outcomes and Dialog Subcommittee (LODS)

[LODS](#) is responsible for providing opportunities to discuss the SLO assessment process. It plans and provides opportunities for faculty to engage in SLO assessment and discussions about all aspects of assessment. The LODS minutes and yearly reports explain the success LODS has had in structuring the College dialog around SLOs and the results of SLO assessment. For example, minutes of the [March 12, 2014](#) LODS meeting reveal that professors regularly discuss how College SLOs map to program SLOs, so revision of PrOF items related to outcomes assessment may be in order. Because the College is now focusing on the implementation of outcomes assessment, LODS has been placed in hiatus during the 2014-15 year. In the interval, the College Research Office has assumed responsibility for creating and disseminating results of assessment to the College community.

Outcomes Assessment

The [SLO Reporting System](#) provides time, space, and process for faculty and staff to routinely report on assessment of program, course, and activity SLOs. Within this process, programs also plan for and reflect on the impact of these assessments. As groups work, real-time access to summaries of earlier reports is also available via the [SLO Assessment Portal](#), which includes links to other course, activity, program and College wide SLO assessment resources and reports. For example, users of the portal can access the Community College Survey of Student Engagement Assessment ([CCSSE](#)) [Report](#) to see how well the College is supporting learning in the following GE and College wide SLOs:

² SOCRATES is the portal through which faculty propose, develop, revise, and affirm curriculum.

- critical verbal, written and quantitative skills (College wide SLO Area 1),
- independent learning skills (College wide SLO Area 4),
- skills needed to contribute to a diverse democratic society with a pluralistic perspective of the world (College wide SLO Area 5),
- critical thinking (GE Outcome General Skills Area I),
- information competency (GE Outcome General Skills Area II), and
- ethical capacities (GE Outcome General Skills Area III).

As a result of this reporting system, program faculty and staff are able to perform meaningful and deep evaluations of their outcomes every six years. A representative example of this is found in the [2013 Program SLO Assessment Report](#), where the Office of Admissions and Records evaluates the program SLO of providing graduation workshops for students: “Since fall 2012, 119 students have participated in graduation petition workshops conducted by an Admissions/Records Evaluator. Plans exist to continue the workshops and involve counseling staff as permitted; workshops will be better advertised as well.”

Highlights of other Program Assessments conducted during the 2012-13 year can be found in the [2012-13 Program Assessment Summary](#). Each year, faculty evaluate select courses within programs to determine which course goals have been met. Over a cycle of six years, each course within a given instructional program will have had its course SLOs assessed. Course SLO assessment allows faculty to determine whether or not the SLOs reflect what students need to learn within the given curriculum, as well as how course curriculum or instruction may need to change. For example, in a January 15, 2014 course [SLO assessment report](#), Chemistry 400 professors expressed concern that students’ lower level achievement on SLO 1 and SLO 2 may negatively impact the “safety, communication, and ethical/integrity aspects” of the course. The report acknowledges that the assessment does not necessarily reveal why this may have happened for students but hypothesizes that too much time may have been spent on “remedial” aspects of the course. To improve achievement in the SLOs going forward, the department will shift lecture focus “...away from reviewing remedial topics, in order to focus almost exclusively on using chemistry principles at the college level,” while remedial issues are addressed in office hours and through tutoring.

The Nutrition and Foods ([NUTRI](#)) PrOF provides another good example of the effectiveness of CRC’s outcomes assessment approach. This program bases instruction on six SLOs. NUTRI professors acknowledge that while a majority of students have mastered these, more can be done to improve success. For example, SLO 2 focuses on learning nutrition principles. Assessment of the SLOs allows the faculty to reflect upon changes they made in instruction. To help students demonstrate learning in both face-to-face classes and online, faculty reported being somewhat better able to evaluate learning success through use of new methods of teaching including clickers, changes in testing frequency, and changes to assignments. This contributed to their forecast in PrOF, where they made plans to:

- continue with the new testing strategy (frequency),
- revise assignments as necessary (or identified by SLO Assessment Report), and
- assess what works for each class and make adjustments as necessary (certain teaching methods work for certain population groups).

The [2013-14 LODS Course Assessment Report Summary](#) provides numerous additional examples of how SLO assessment yields useful data to faculty. Specifically, the report reveals that across the College professors have learned that they should:

- utilize more discussion within instruction,
- challenge students' perspectives about culture/diversity more frequently,
- improve alignment of SLOs and course syllabi,
- focus lectures on theoretical frameworks,
- encourage more hands-on activities,
- show students how to take-notes,
- improve course-pacing,
- consider changing textbooks,
- examine how course grades are calculated, and
- improve instruction through study guides and review particularly in short-term courses.

Curriculum Review

Faculty review curriculum every six years via the [SOCRATES portal](#). This timespan correlates with the program review cycle of the same length to ensure that assessments thoroughly inform curricular decisions. Through the [Curriculum View](#) in SOCRATES, faculty can see reports on courses and programs assessed over the previous six-year period.

According to the Research Office, many curricular actions reflect routine updates. However, many changes result from dialog leading to material or methodological innovations for increased student learning and success. Other curriculum revisions result from changing state requirements regarding repeatability and the development of transfer degrees.

Faculty Performance Review

Self-reflection and dialog about the continuous improvement of student learning occurs through faculty performance review. As required by the [Los Rios Colleges Federation of Teachers Faculty Contract](#), all instructors examine how well they have met their personal teaching goals over the previous three years and then write a self-review. While this becomes part of the confidential faculty personnel file, the process exists solely to meet the goal of improving instruction. Peer review is another part of the reflective sequence. This aspect of the process engages faculty in dialog and has contributed to a number of faculty-driven initiatives to improve student learning. These include accelerated curriculum and instruction, college/career pathways, the basic skills initiative, Title III grant application planning, student success and support, and equity.

Student Success Initiatives and Programs

[Course Planning](#) - Dialog within the Counseling Department and toward creation of the SSSP resulted in the implementation of individualized Student Educational Plans (iSEP) and a two-step process by which students engage in planning their educational pathway.

The [Diop Scholars](#) community of learners increases academic success by offering support specifically for African American students. Dialog among program staff has resulted in the creation of a CASSL grant to enhance the community service component of this program.

[Elk Grove Center](#) - Significant growth in the number of students seeking to meet the GE requirements for a degree or transfer is attributed to population growth in the Elk Grove area. Dialog about how to meet this burgeoning need led to the creation and opening of the Elk Grove Center in 2013. The center features classrooms, a learning resource center, an array of student services, and mixed-use space.

[Freshman Seminar was created when](#) data generated in support of the District's [2008 Education Initiative](#) indicated marked disparities in the success of incoming freshmen. This program's success is affirmed by the LRCCD [Five-Year Snapshot of Education Initiative Students](#). The fall 2013 achievement data for incoming freshmen shows improvement over that for fall 2009.

[International Students Services](#) supports the matriculation processes for International Students. Newly relocated, this office now provides enhanced services and improved data security.

[Math Boot Camp](#) is a recent initiative that enhances student success in and transition through courses in the basic skills math sequence. The Boot Camp enables students to review specific math topics necessary for success in these or other courses requiring understanding of basic mathematical concepts.

[OneBook](#) is the practice of encouraging Cosumnes River College's entire campus and neighboring community to read and discuss a common book each academic year. Themes from the selected book are embedded throughout the curriculum, speakers' series, and Campus wide events. Based on dialogs among the program facilitators, OneBook has recently been integrated into the College's Governance Structure to strengthen the accountability and sustainability of this program.

The office of [Outreach Services](#) makes connections with prospective students. It introduces them to programs and services available at CRC and ensures they have the tools needed to complete the matriculation process called "Steps to Success." As a result of dialogs that informed the current SSSP and Equity Plans, outreach services now receive an enhanced budget to strengthen their ability to prepare students for success.

Beginning in 2014, the College requires all first-time college students to complete the [Steps to Success](#). These five steps to becoming a successful student at CRC include 1. Application, 2. Online Orientation, 3. Assessment, 4. Course Planning (with a counselor), and 5. Registration. Completion of the steps leads to priority enrollment. These steps are prominently advertised and appear in both English and Spanish.

The [Student Development Office](#) provides an inclusive, experiential learning environment and creates dynamic opportunities for the intellectual growth of students and our community. Staffing levels as well as funding for the student ambassador program have been implemented as a result of the dialog that occurred in support of the SSSP development

Based on assessment results and dialog in the Foundations for Academic Success Committee and in the math and English departments, the Supplemental Instruction (SI) model has been adapted to reflect the needs of CRC students and campus resources.

[Tutoring Services](#) - Enrolled CRC students can receive tutoring assistance, free of charge, from several campus tutorial centers. According to dialog at DEIT, the Tutoring PrOF, and SSSP development dialogs, staffing levels in the Tutoring Center have been expanded. In fall 2014, tutoring services became available to targeted online courses through www.tutoring.com.

[Transfer](#) - The Transfer Center assists students transferring beyond the community college into four-year institutions. Staffing levels in the Transfer Center have been expanded to enhance outreach to students of color in response to dialog and data that informed both the Student Equity Plan and the Transfer Center PrOF.

[Veterans Resource Center \(VRC\)](#) works in partnership with the Veterans Services Office and the Counseling Department to provide students comprehensive resources they need for transition to civilian life and college. As a result of assessment and dialog, staffing levels in the center have been expanded to enhance outreach to and support for these students.

[Work Experience](#) - The Cooperative Work Experience Education and Internship Program helps students apply what they learn in the classroom to planned, supervised, and on-the-job work experience. Cooperative Work Experience recently modified its curriculum to better meet the needs of students, programs and employers as a result of assessment results and dialog among Career Technology Education instructors and employers.

College Resource Allocation

Equipment and Instructional Technology

In the course of dialog surrounding completed PrOF reports, involved administrators, faculty, and staff collaborate to itemize and rank requests for Equipment and Technology to include in their Unit Plan. Criteria for unit ranking include the:

- a) urgency,
- b) potential to impact student learning,
- c) need for the resource as revealed in PrOF through data and analysis, and
- d) extent to which identified program needs support the College strategic plan.

Completed Unit Plans inform the College's resource allocation process. Following dialog and ranking within the appropriate committee and/or group, the College President edits (if needed) and approves the list of items to be funded.

The 2014-16 Capital Outlay process (facilitated by the Budget Committee) has resulted in a [Capital Outlay List](#) of 25 College program needs; all 25 are slated to be funded by 2015. The ITMB Committee follows a parallel dialog to prioritize funding for instructional technology and multimedia. At this time, all items within the [ITMB Ranked List](#) are slated to be funded by 2015.

Faculty Prioritization

In the fall semester of each academic year, the Academic Senate, in dialog with the Vice President of Instruction, announces the dates for prioritizing full-time faculty position requests for the upcoming academic year. Requests for faculty positions are justified by the Unit Plan and are ranked using the following three criteria:

- replacement positions – an obvious and urgent need resulting from retirement or resignation within the past academic year,
- conversion of existing FTE from adjunct faculty positions to full-time faculty positions, and
- growth concomitant to College growth with funds allocated by the state for this purpose.

Instructional divisions forward faculty hiring priorities to the Vice President of Instruction. All [faculty position requests](#) are presented by the instructional dean and a representative of the division faculty to a group consisting of

- instructional administrators,
- Academic Senate leadership, and
- the Curriculum Committee Chair.

Following dialog and ranking of position requests within this group, the College President edits as needed and sends the final list to the District Office for approval and allocation of funds for hiring. The most recent [faculty hire announcement](#) was emailed to the College in December 2014.

The faculty prioritization dialog resulted in the following positions since 2009:

- 2015 – Engineering, ECE, History, Biology, Psychology (delayed until fall), Business Entrepreneurship, Business Marketing/Management, Communication Studies, Counseling, ESL, Reading, and two critical hires already approved by the District: Architecture Design Tech and Health Information Tech.
- 2014 – Mathematics (LTT hired instead of full-time), History, English, and Radio, Television and Film Production
- 2013 – Economics, Accounting, Sociology, and two positions in Mathematics
- 2012 – Business
- 2011 – Auto and Kinesiology
- 2010 – Political Science, English, Library, and Counseling

Classified Prioritization

The Classified Senate, in consultation with the Vice President of Administrative Services (VPA), announces the dates for prioritizing classified position requests for the upcoming academic year. Traditionally, classified prioritization dialog occurs in the summer. However, in 2014 the process mirrored the faculty prioritization process and occurred in the fall semester.

Ranking of classified position requests responds to needs identified through PrOF and in dialog with division deans. Divisions forward classified hiring priorities to the VPA. These positions are discussed and prioritized by the Administrative Team and the leadership of the Classified Senate. The VPA then forwards the prioritized list to the College President for

editing and approval. The College President sends the final list to the District for allocation of funds for hiring. The VPA then sends an [email communicating the results of the Classified Prioritization](#) process to the College community.

Since the 2009 self-study, due to declining revenues, no new classified positions have been funded through unrestricted funds. Some vacant positions were refilled, but others were unfilled and/or repurposed. This trend is expected to change this academic year if enrollments continue to stabilize and funds stabilize post Prop 30. Several new classified positions have been identified and filled using categorical funding (such as those identified in the SSSP and SEP plans).

Dialog—Accelerated Curriculum and Instruction and the Basic Skills Initiative

The Foundations of Academic Success Committee (FASC) dialog regarding basic skills students revealed that attrition is associated with having an extensive developmental sequence. In response, English Department faculty has restructured instruction for students two and three levels below transfer. This was achieved by combining English Reading and Writing into accelerated courses. Robust curriculum in fewer classes allows students to complete the basic skills sequence in 25% to 50% less time. Initial assessment reveals increased student engagement in class as well as sustained improvement. This compares well to success in the divided skills sequence of English Reading and English Writing courses.

The same FASC dialog resulted in acceleration in English as a Second Language and Math. ESL Reading and ESL Writing curricula have been integrated, which has the added benefit of freeing assignable space and FTE to offer some courses more frequently than previously possible. Math faculty teaching basic skills courses have instituted a Math Boot Camp to accelerate time students spend in the basic skills math sequence. The [Basic Skills Initiative 2014 Report](#) details the success of curriculum acceleration in English and Reading, ESL, and Math.

Further dialog in FASC, and within departments providing basic skills instruction, has resulted in plans for more accelerated instruction. The English Department plans to integrate English Reading and Writing at one level below transfer and perhaps offer a pilot in 2015-16. The ESL Department is in the process of reviewing efficacy of the various levels and skills of the discipline and, where appropriate and possible, seeks to accelerate by integrating more of the courses now offered separately. The Math Department plans to accelerate and integrate instruction across four levels below transfer.

College/Career Pathways

Spurred by dialog among English faculty from CRC, local high schools, and California State University, Sacramento (CSUS), and guided by statewide and local initiatives creating pathways to career and university transfer, CRC has signed a Memorandum of Understanding between the Elk Grove Unified School District (EGUSD) and CSUS. The *Sacramento Regional Pathways to Success: An Elk Grove Partnership from College to Career* aims to provide students specific opportunities for success and completion of a college and/or university education with a focus on career. EGUSD students will experience a seamless path of matriculation to CRC/CSUS and to career. The impact of the *Pathways*

dialog will be evaluated across the College within divisions where faculty are involved with the initiative and in Managers' Work Sessions, Academic Senate, and Classified Senate.

Exploration - Title III Grant Application

Beginning in fall 2013, faculty, staff, and administrators from across Campus and the District Office participated in three summit meetings to determine the framework for, and feasibility of, applying for a Title III grant. As indicated by the [Title III Agenda](#) for the third planning meeting, dialog focused on student data, survey results, and institutional practices. While the decision has been made to pursue the Title III grant, proposal writing has not yet begun. Nevertheless, ideas from the Title III grant summits contributed to the Student Equity Plan, the Student Success and Support Plan, and efforts to accelerate curriculum in basic skills courses in English, Math, and ESL.

Student Success and Support

The [Student Success Act of 2012](#) aims to improve educational outcomes by restructuring the way student services are delivered. CRC's response to this was to create and implement the [Steps to Success process](#). As detailed earlier in this document, students are encouraged to follow these steps from college application through orientation, assessment, counseling, and registration. The Student Success Task Force, headed by the Dean of Student Services and the Student Success Council chaired by the Vice President of Student Services, meet bi-monthly with critical department staff. These task groups oversee implementation of the Steps to Success. Their dialog informs policies and procedures to implement critical pieces of the Student Success Act.

Submitted to the California Community College Chancellor's Office (CCCCO) in October 2014, the [Student Success and Support Plan](#) delineates strategies for improved student success across all instructional and student support programs. As indicated by the [SSSP Summary](#), the plan has involved dialog within FASC, the Matriculation Committee, and the College Planning Committee. The SSSP's impact on student learning will be evaluated periodically through the annual cycle of assessment and reporting, and will involve extensive dialog within these committees.

Equity

The current draft [Student Equity Plan](#) frames strategies for improving the success of underrepresented students across the College in all programs and courses. As indicated by the [SEP Summary](#), the plan has been written within a College wide committee of faculty and staff. The SEP was vetted across the College through the CC&E Committee, Academic Senate, and Executive Council before submission to the CCCCCO.

Dialog Within and Across Constituency Groups

The four constituent groups of the College are represented by the Academic Senate, the Classified Senate, management team, and Associated Students. Each of these discusses institutional effectiveness and the impact of their collective (and individual) contribution to student learning and student success at regularly scheduled meetings and yearly retreats.

Convocations also provide time and space for dialog within College divisions and individual departments. Here, they meet and enact the process of [outcomes assessment](#)³.

Opportunities for cross-constituency conversation also exist at Fall and Spring Convocations as members of different constituency groups learn together about how to improve themselves as members of the College community and how to improve student learning and success.

Dialog on student learning and institutional effectiveness also occurs among the four constituency groups within [participatory governance committees](#). A description of the [Campus Sustainability Committee](#) (CSC) illustrates the quality of work the College accomplishes with input from all College stakeholders.

The CSC has three focusing goals:

- to increase understanding of the College’s ethical responsibility to future generations,
- to encourage respect for the environment, and
- to assist the College in its efforts to create an environmentally responsible academic setting.

The committee has lived out its goals through dialog with the OneBook Committee and with the Students for a Sustainable Future (SSF) group. In April 2014, OneBook and CSC hosted a successful Campus wide dialog with [Michael Pollan](#), author of *The Omnivore’s Dilemma*, the OneBook 2013-2014 selection. SSF convinced the CRC Foundation to assist in raising funds to [retrofit water fountains](#). These are but two examples of how these campus groups have made inroads with the College administration and with the College in general to increase understanding of CRC’s “ethical responsibility to future generations” and “to assist the campus to create an environmentally responsible academic setting.”

As detailed above, through processes the College uses to design, assess, and improve instruction and student services programs, faculty and staff engage in recursive dialog to promote student learning and enhance student success. At the college-level this includes the College’s

- participatory governance structures and processes,
- College wide outcomes assessment processes,
- professional development processes, and
- College wide planning and resource allocation processes.

Participatory governance at CRC exists to give voice to all members of the College community as the College’s Strategic Plan is realized and the College Mission is met. [Overlap of the responsibilities and functions of various shared governance committees](#) provides further clarification of relationships that function to achieve the goals of the Strategic Plan.

³ This SLO Assessment Portal provides easy access to a variety of resources that have been developed to support the College's SLO development and assessment processes.

Self-reflection in support of outcomes assessment and program review (PrOF) occurs and demonstrates that CRC faculty and staff not only bring to fruition the College Mission, but they also connect to the spirit of the Mission. Completion of PrOF, outcomes assessment, and curriculum review (for instructional programs) document how faculty and staff engage with the meaning of evidence, data, and research to improve student learning and student success.

It is important to note, however, that the systems described previously do not happen in isolation. The development of the English accelerated curriculum and subsequent instructional changes illustrate this fact. First, ongoing assessment activities and the 2011 PrOF provided a clearer understanding of basic skills students' progress and achievement. This foundational understanding led to dialog within FASC about the Foundations of Academic Success Learning Community and new ideas from the [Acceleration in Context initiative](#). This dialog clarified thinking about what would improve success and led to substantial revision of curriculum and instruction. Formal processes do not fully reflect the College's engagement in and commitment to using data to improve instruction and provide for student support. Although difficult to document, significant work of this nature occurs in hallway conversations, in staff meetings for which minutes are not taken, and/or after an instructional or student services activity through informal qualitative assessments of student learning and achievement.

Actionable Improvement Plan

None.

I.B.2 *The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.*

Descriptive Summary

CRC articulates its broad goals to achieve its mission and improve institutional effectiveness in the [Strategic Plan](#). As illustrated by [Diagrams of the Planning Processes](#), the Strategic Plan does not reflect top-down planning. Planning at CRC remains dynamic, overlapping, and evolving through participatory governance committees, programs, and initiatives work. The overarching Strategic Plan emerges organically from documentation, assessment, evaluation, and planning at all levels. Articulation of measurable objectives to meet College goals takes place through participatory governance, PrOF, SLO assessment, curriculum development, and the faculty performance review process.

The integration of the Strategic Plan with the College's other planning processes, its College wide outcomes, and its participatory governance processes ensures that these broad goals are understood by the College community. This integration also ensures that the Strategic Plan serves to create objectives at all levels. The consistencies across the College's other planning processes are evidence that broad-based understanding of the College's purpose, goals, and

strategies for implementation exists. This understanding allows faculty, staff, and administrators to create and operationalize measurable objectives to support the goals articulated and prioritized in the Strategic Plan. Finally, through analyzing outcomes during annual reporting processes, the College assesses the degree to which it achieves its goals.

Self-Evaluation

College administrators work collaboratively toward achievement of College goals in two specific ways: as a management team and as individual managers of particular College units. The management team consists of the College President, the Vice Presidents of Administrative Services, Instruction, and Student Services, the Associate Vice President of Instruction, the Deans of instructional divisions, of Planning and Research, of Student Services and Counseling, and the Directors of College Advancement and Facilities Management. As a team, managers discuss collectively how to provide leadership or direct work towards achievement of all College goals.

Annually, the office of the College President formulates the College's [Desired Outcomes](#), which articulate specific objectives for enhancing institutional effectiveness. These objective focus areas are derived in consultation with Academic and Classified Senates and respond to goals articulated in the College's Strategic Plan and to the goals of the District as articulated in the LRCCD Strategic Plan.

Each year, through the Administrative Goal Setting Process, College administrators identify specific goals and list measurable outcomes in support of the College's goals. For example, the Dean of Humanities and Social Science has chosen to focus on helping Basic Skills English and ESL faculty to improve instruction for basic skills students by accelerating the basic skills curriculum as articulated in the 2013 PrOF and in FASC. Administrators also collectively and individually identify how they can support faculty and staff to realize their program goals through proper and efficient management of resources and employees with the collective goal of achieving the College's mission. The [2014-15 Administrative Goals for the Dean of College Planning and Research](#) illustrate this process and the template used for this purpose. Annually, each administrator reports on the accomplishments of these goals as illustrated by the [2012-13 Final Report from the Dean of College Planning and Research](#).

Programs identify their goals as Planning Agenda Items in PrOF. These planning agenda items must be linked to at most three of the 15 strategy areas in the Strategic Plan. Programs then report the achievement of their goals in the next PrOF cycle. The [Extract of Planning Agenda Items](#) provides examples of these program-based goals. Other examples of Planning Agenda Items can be found by reviewing various PrOFs available via links at the [College Integrated Planning System](#). More discussion of Program Achievements can be found in Sections II.A and II.B of this self-evaluation report.

College planning documents, such as the [Basic Skills Initiative Plan](#), [SSSP](#), [SEP](#), [Professional Development Strategic Plan](#), [Technology Plan](#), and the [CC&E Strategic Plan](#) also identify specific objectives to be achieved in support of the Strategic Plan. In addition, each participatory governance committee identifies annual goals in support of its charge and the relevant areas in the Strategic Plan. Participatory governance committees submit reports

each year to the Academic Senate to detail the work they have done to attain their goals. The [2013-14 Year End Report from the College Planning Committee](#) illustrates this goal setting, attaining, and reporting process.

The College has begun to identify targets for improvement in several key student success measures. The College Planning Committee examined metrics that can be used to establish baseline and improvement benchmarks. As a result, the committee formulated and forwarded its [Benchmark Recommendation](#). This recommendation has been confirmed through the College's participatory governance process and was attached as [Appendix I](#) to the 2014-15 Desired Outcomes document. The College uses the information from all formal processes as well as information gathered by the Public Information Office to report qualitative and quantitative data showing progress toward implementing the Strategic Plan. Two versions exist of these reports – an Annual Report for the College community disseminated during Convocation and an Achievement Report that informs discussions with the Los Rios Board of Trustees. Copies of these reports are available via links at the [College Strategic Plan Reports Page](#).

The [2014 Accreditation Survey Results](#) affirm the success of the College's goal setting activities. Almost 73% of respondents agreed or strongly agreed with the statements that the College's implementation of its goals is satisfactory and that the use of a defined evaluation and planning process to set priorities is sufficient.

As illustrated in the Overview of the CRC Integrated Planning System Schematic on page four of [CRC's Planning Guide](#), planning at the College remains recursive in nature. The Strategic Plan naturally leads to dialog regarding College goals and objectives within the administrative, planning and participatory governance structures and processes at the College. This dialog then leads to the articulation of specific activities and initiatives that support the College's Strategic Plan. Various College constituency groups (i.e., shared governance and the administrative team) engage in substantive dialog regarding planning, and at the same time faculty, staff, and administrators engage in outcomes assessments at the course, activity, program and college levels. This assessment naturally informs PrOF, which informs unit planning and the COB and ITMB processes; dialog and implementation of Unit Plan items of COB and ITMB informs PrOF. PrOF as reported in the College Integrated Planning System (CIPS) informs dialog within administration and within the context of shared governance. Ultimately, dialog, which starts at the course, activity, and program-level as faculty, staff, and administrators work to provide effective learning environments for students, rises up to inform strategic planning. Through this recursive and integrated process, the College sets goals, articulates those goals, and assesses achievement towards those goals at every level of the institution.

Actionable Improvement Plan

None.

I.B.3 *The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.*

Descriptive Summary

The notion of an ongoing planning cycle permeates the College's undertakings. The required annual reports from shared governance committees provide opportunity for closing the loop on planning processes within these committees. All managers establish and assess goals and objectives on an annual basis. This data, in combination with College wide achievement and other data, is used to assess the progress made with regard to the goals in the College's Strategic Plan. The following diagram, taken from page 8 of the [2014 Strategic Plan Abstract](#), illustrates this integrated and diverse assessment process.



The cycle of evaluation, planning, resource allocation, implementation, and re-evaluation has become part of the College's program review program (PrOF) process. Review of outcomes, reflection, and goal setting are also integral to the faculty peer review/evaluation process, in which measurement of progress toward goals is reported, current conditions are considered, and new goals are set.

Additional College processes, such as the sabbatical leave reporting process, Professional Development feedback review, and Cultural Events Funding reports, also require programs or individuals to reflect on and assess how well they have met the intended goals of the activities and to set new ones where needed. Most importantly, elements of the planning

cycle are fundamental to the College's resource allocation processes. Capital Outlay and Instructional Media allocations, as well as faculty and classified position prioritization, must be justified by qualitative and/or quantitative data reported first through PrOF and then appropriately integrated into a unit plan. PrOF and Unit Planning also inform long- and short-range facilities planning and the modification of annual operating budgets.

Self-Evaluation

The College strategic planning process demonstrates the institution's participation in and understanding of integrated planning. The following documents show the cyclic nature of the College's planning processes:

- The College's [2009-15 Planning Guide](#) outlines the structure and framework of the shared governance, program planning, and administrative planning processes that govern decision-making.
- The [Planning diagrams](#) extracted from the various planning documents also illustrate and demonstrate the cyclical nature of the College's Strategic Planning process.

The following image, from page 9 of the College's [2009-15 Strategic Plan](#), highlights the structure and framework of the Strategic Planning Process:



The current Mission and Strategic Plan were originally developed with input from the different constituencies in the College's community. More than 100 faculty, staff, and students participated in Leadership and Planning summits, which were planned and hosted by

the College Planning Committee. The spring 2008 summit facilitated dialog that supported the development of the College's current Mission Statement. The fall 2008 summit facilitated dialog that contributed to the development of much of the College's current Strategic Plan. Page 3 of the [2009-15 Strategic Plan](#), the [2008 Mission and Visioning](#) webpage, and the [2008 Strategic Planning](#) Process webpage provide more details about these processes.

The College's Strategic Plan has been updated twice since its development in 2008. The first update occurred in 2011 in response to modifications in the District's Strategic Plan and the budget crisis, which greatly constrained the resources needed to implement the full Strategic Plan. As indicated on the [2011 Strategic Update](#) webpage, this update was informed by an audit of the current strategic plan, an employee survey, an external environmental scan, and data regarding enrollment and student success. The [Agenda for the Planning Summit](#) reveals that the 74 summit participants (which included student leaders and appointees, Classified Senate leaders and appointees, Academic Senate members, Shared Governance Committee and Subcommittee Chairs, Department Chairs, Campus Administration and College Planning Committee members) dialoged about this data to confirm the changes made in the plan and to identify priorities among the 15 Strategies. This Summit resulted in a [Recommendation](#) regarding modifications to the existing Strategic Plan and the identification of priorities within the strategies. This recommendation has been approved through the constituency review process.

The College's Strategic Plan has most recently been updated in fall 2014 in response to changes in the external environment as well as an extension of the planning timeline. The extension of the planning timeline has helped ensure integration of the College's Strategic Planning process with the District's Planning Process, currently scheduled for spring 2016, to better integrate it with the District and College's Accreditation cycle. As indicated by the [Recommendation Letter](#) sent by the College Planning Committee to the College President, this update has been conducted using the Strategic Plan Update Process outlined on page 10 of the [College's Planning Guide](#).

The recommendation letter and minutes of the College Planning Committee indicate that the [2014 Strategic Plan Update](#) has been informed by the environmental scan conducted by the Administrative Team and the College Planning Committee. The updated Strategic Plan was approved by the Constituency Review process at the Executive Council meeting on November 17, 2014. The updated plan is posted online on the [District and College Strategic Plan](#) webpage. Further evidence of the College's commitment to ongoing planning can be seen by the College Planning Committee's [November 26, 2013 Minutes](#), which document the process and results of the committee's review of the College's Mission Statement in fall 2013.

The College reports progress of implementing the Strategic Plan, which include qualitative and quantitative data. The [2013-14 Achievements Report](#) includes an appendix that analyzed the College's achievement relative to its recently adopted benchmarks.

The College's commitment to a cycle of planning can also be seen through the Participatory Governance Committee planning process. In particular, participatory governance

committees are required to detail the work they have done in support of their goals in reports each year to the Academic Senate. The [2013-14 Year-End Report from the College Planning Committee](#) illustrates this process. The campus community further demonstrates its understanding of and participation in integrated planning through the PrOF process. The purpose of PrOF is to periodically evaluate the impact of internal and external changes and assess various indicators of program effectiveness to proactively meet the future. Although many of these plans can be implemented at the program level, some of the plans need institutional support or have College wide impact. For this reason, PrOF also informs unit planning, College wide planning, and all College resource allocation processes.⁴

The College PrOF process serves as a transparent vehicle that involves all stakeholders in the College's planning and evaluation efforts. As indicated by the [2013 PrOF Manual](#), individual academic departments, student service programs, and student support/administrative programs participate in PrOF. The overview and forecast requires them to reflect on previous agenda items and provide an update on their status, to identify program strengths and areas of concern, and to establish new planning agenda items. Completed PrOFs are available via the [College's Integrated Planning System](#) website.

PrOF requires departments to complete a thorough analysis of their programs. The College's Research Office provides a standard [Data Packet](#) to support PrOF in instructional programs. [Customized data packets](#) are also developed to inform the PrOFs for some student support programs, such as Diop Scholars, Puente, Enriched Scholars, and Distance Education. Student Services programs regularly utilize data from SARS Track to inform their PrOF. Career and Technical Programs are provided with links to other sources of data, such as the Vocational and Technical Educational Act (VTEA) core indicators report.

In addition to the data provided to inform the College's Strategic Planning Summits and its PrOF process, the College's Research Office disseminates a variety of data and reports to support institutional assessment, dialog, and planning. The [Research Office website](#) provides qualitative and quantitative achievement and outcomes data, including:

- [Research Briefs](#) that highlight enrollment and achievement data each fall and other research completed during that academic year in each spring,
- [Our College webpage](#) that contains links to internal and external reports highlighting CRC's performance,
- a [Community webpage](#) that includes links to data about the community served by the College,
- a [Survey Results webpage](#) that provides summaries of surveys conducted in support of various programs and/or initiatives,
- an [Outcomes Assessment webpage](#) that contains links to College wide, program, and course/activity assessment reports, and
- a [Cohorts Study webpage](#) that includes links to summaries of various studies that have been conducted on particular groups of students. The College recently posted

⁴ The diagram on page 4 of the [2013 PrOF Manual](#) shows the linkages from PrOF to these other college processes.

the results of its first analysis of the performance of its [Basic Skills, CTE, and Transfer Cohorts](#).

When a data report becomes available on the College's website, the Dean of College Planning and Research emails a link to the publication along with a summary of the data.

The College's budget processes are linked to its planning processes in a variety of ways. Non-emergency resource needs must be included in PrOF and must be linked to one to three of the Strategy Areas in the Strategic Plan. As indicated by documentation in the College's [Planning Guide](#), [Budget Guide](#), and the resource allocation documents on the [Resource Allocation Forms and Processes](#) webpage, one of the criteria that qualifies a funding request is the degree to which it supports the Strategic Plan.

As the College continues to evaluate and refine its institutional planning process, efforts to strengthen and improve the current technology solution need to continue, so it includes all components of planning and resource allocation processes. While there is a strong link between planning and resource allocations, further coordination of the processes, including enhancements to the technology solution, can improve the efficiency and provide more effective assessment of the impact of resource allocations.

Almost 70% of respondents to the [2014 Accreditation Survey](#) agreed or strongly agreed that data from the Research Office sufficiently supports the College's institutional planning and evaluation processes. Only 9% disagreed or strongly disagreed with this statement. Since the 2008 administration of the survey, affirmation of the adequacy of the Research Office has increased by 10%.

In brief, the College regularly assesses progress toward achieving its stated goals through reporting processes for its participatory governance committees, administrators and Strategic Plan implementation. The College also engages in an ongoing and systematic planning cycle at the college and program levels through strategic and other College wide planning, outcomes assessment, and PrOF. These planning processes are informed by quantitative and qualitative achievement and outcomes data and are a required first step in the College's resource allocation procedures.

Actionable Improvement Plan

None.

I.B.4 *The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*

Descriptive Summary

The structures outlined in the [College's Planning Guide](#) ensure that its planning processes are broad-based and offer opportunities for input from appropriate constituencies. The resource

allocation processes outlined in the [Budget Guide](#) and on the [Resource Allocation webpage](#) assure that the College's available resources go to the most critical needs. Because decisions about the College's Strategic Plan, planning processes, resource allocations, and the resource allocation processes take place within the Participatory Governance Structure, there are multiple opportunities for input by appropriate constituencies. Moreover, PrOF cycles guarantee that all faculty and staff can participate in college planning.

Despite the economic downturn, which has significantly impacted the College's ability to replace retirees and to obtain growth positions, the College has been able to obtain non-instructional faculty and staff to support its needs through the SEP and SSSP process. In addition, a review of COB and instructional technology budget allocations indicates that the College has funded implementation of its College wide and program-based plans.

Self-Evaluation

The College Planning Committee (CPC) remains primarily responsible for the College's planning processes and the development of the College's Strategic Plan. Representatives from all constituencies (management, faculty, classified staff, and students) participate on the College Planning Committee. The full complement of members from each constituency is not always present, but there are generally sufficient members on hand to move toward the goals set at the beginning of the year.

The College's Strategic Planning process (which includes development of the College's Mission), as documented by the College's [Planning Guide](#) and the [2011 Strategic Plan Update](#), provides multiple opportunities for participation through

- CPC membership,
- College Planning Summit,
- surveys designed to gather input from the broader college community,
- PrOF,
- the District planning process, which informs the College's process, and
- the constituency review process, which involves the Academic Senate, the Classified Senate, the Administrative Team, and the Associated Students.

The College Planning Committee also hosts the [College Planning website](#). This website provides information about the College's planning processes to enhance employees' ability to understand and participate effectively in these processes.

The [2014 Accreditation Survey](#) indicated that almost 75% of respondents had participated in the College's planning processes, quantitative evidence that the College's distributed and integrated planning model includes broad-based participation and input by appropriate constituencies.

The College allocates resources based upon the needs developed in [PrOF](#) and the strategic areas in the Strategic Plan. Typically, this starts at the department level, where faculty develop their ideal curriculum, note what elements are currently in place to serve students, and what resources (both faculty/staff, equipment, technology, supplies, facilities, etc.) are needed to achieve the programs' goals for enhanced effectiveness.

The [Unit Plans](#) synthesize key information about the resource needs from all of the programs in each of the operational units/areas. Units then identify and rank the most critical needs for the unit in preparation for the resource allocation cycles for capital outlay, instructional media, and personnel requests.

The same process informs College wide discussions about annual operating budgets and facilities, as evidenced by the [Technology](#) and [Facilities](#) PrOF/Unit Plan extracts. The Budget Committee recommends a College wide prioritized list of capital outlay requests, and the Distance Education and Information Technology Committee recommends a College wide prioritized list of instructional media to the College President. The administrative team, along with representatives from Academic and Classified Senates, formulates and recommends the prioritized new faculty and classified positions to be funded by unrestricted funds. Adjustments and reprioritizations are made by the College President in consultation with constituency and committee leadership as needed. The [Resource and Allocation Form and Processes](#) webpage has links to documentation regarding these processes.

A review of the COB and ITMB lists indicates that the resource allocation processes are providing sufficient resources to meet the most important needs identified in PrOF. This reflects in part the fact that the College uses these lists to inform the expenditure of VTEA as well as funds from other sources.

The following data chart from the [California Community Colleges Chancellor’s Office Data Mart](#) explains how the budget crisis has impacted the College’s ability to replace and/or add new faculty and staff.

	Fall 2009 Employee Count	Fall 2013 Employee Count	Percent Change
College Total	609	574	-5.7%
Educational Administrator	13	13	0%
Academic, Tenured/Tenure Track	187	178	-4.8%
Academic, Temporary	226	222	-1.8%
Classified	183	161	-12%

These cutbacks also explain [Employee Survey Results](#), in which close to 40% of respondents indicate that their departments were not staffed sufficiently. The College has been able to replace and/or add classified and administrative staff through SSSP and SEP; however, these funds cannot be used for instructional faculty.

Faculty can apply for alternate funding for special needs through [CRC Foundation Mini-Grants](#), [CASSL Innovation Grants](#), [Los Rios Foundation grants](#), and occasionally, the Los Rios Community College District Harris Fund for Fine Arts. The College and District secure grant funding when possible to fulfill their goals.

Over the past five years, the College's planning processes have contributed to a variety of improvements in each of the Strategic Plan goal areas. For example, in the area of Access for Students, the College conceived of, built, and opened the Elk Grove Center. The development of a partnership with Regional Transit to build an expansive new parking garage and light rail line extension to the College is another way planning has led to improved access for students.

Other plans and initiatives have been developed to enhance Student Success:

- The Freshman Seminar and other initiatives resulted in a 3% improvement in average course success rates for entering students in general, with a 4% improvement in success for the youngest freshmen.
- The [Basic Skills Initiative](#) resulted in a 4% improvement in average course success rates for these courses.
- Our ability to better serve our diverse students has resulted in the creation of the [Veterans Resource Center](#) and enhanced support for the Veterans Resource Center in the [Student Equity Plan](#).
- Collaboration has resulted in the development of more than 40 articulation agreements with ten of our local high schools.
- Our demonstrated commitment to sustainability has resulted in the development and opening of the Winn Center, which recently received a [LEED Platinum Certification](#).
- LODS and the CPC converted the Assessment Reporting process and the PrOF process from MS Word documents to an online reporting system with an underlying database that can be used to extract and variously aggregate information from these systems.
- The Art Program (as articulated in its PrOF) constructed and opened a 2,000-square-foot [Art Gallery](#).
- The capacity of the Research Office grew as a result of relocating the office and obtaining an additional staff member.

More examples of changes that have resulted from the implementation of the College's plans can be found by reviewing the College's [Annual and Achievement Reports](#).

The College's participatory governance and planning processes and structures provide multiple opportunities for members of the College to participate in planning. Planning summit attendee lists combined with survey results provide evidence that the College's planning processes are broad-based. The College's resource allocation processes and results identify that program and College wide planning lead to the allocation of resources to fulfill College plans. When resources are not sufficient, the College endeavors to utilize categorical, fundraising efforts, and/or grant funds to achieve its purposes and goals. The evidence, as discussed above, shows that the College's planning structures and processes (at every level, from the initial discussion among faculty, staff, and administrators, to formal and information planning for the initiative, and to fruition) have resulted in changes at the institution designed to enhance student learning and institutional effectiveness.

Unit plan ranking and resource allocation processes appear to be somewhat opaque to a portion of the College community. Specifically, although planning occurs in PrOF and Unit

Plans for use of categorical funds such as those for BSI, SSSP, and SEP, the relationship between planning for use of general funds and use of categorical monies is not codified in the College's planning documents.

Dialogs indicate that, although the planning processes in general are understood, operationalization and implementation at specific levels could be more clearly communicated to all unit members. In addition, there is some confusion about the degree to which the unit ranking should inform College wide ranking. This confusion may be because the announcement of the College wide rankings takes the form of an ordered list with little context.

In addition, an increasing percentage of the College's resources are restricted dollars. Currently, the College's planning system is primarily designed for unrestricted dollars. To address these issues, the College will review and modify its processes and structures (as needed) to more fully integrate planning for restricted funds into the College's existing processes.

Actionable Improvement Plan

1. In order to enhance College-wide understanding of its integrated planning and resource allocation process, results of the ranking processes that inform its resource allocation decisions will be communicated with a description of the ranking process, including the criteria (or factors) used to prioritize the requests.
2. The College will more effectively integrate, communicate, and document the planning processes for College wide categorical programs, such as BSI, SSSP and SEP.

I.B.5 *The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.*

Descriptive Summary

The CRC Office of Research and Planning collects, distributes, and posts a variety of data and reports about student enrollment, student success, student learning, and student satisfaction on the [Research Office](#) webpage. Much of this information is also disseminated electronically to the College community via emails summarizing and linking to the posted reports. Some of the data generated by the Research Office is also included in publications such as the *At a Glance*, *Annual Report*, and *President's Newsletter* publications, which are disseminated internally and externally, and the College's *Achievement Reports*, which are discussed annually with the Board of Trustees. Upon request, student success data of a more confidential nature (i.e., data that by its nature could be used to identify an individual faculty member) is disseminated internally to various departments and groups to inform dialogs and decision-making.

Self-Evaluation

The College collects and makes available certain student data on its public webpage. The

[Research Office webpage](#) is accessed by clicking on the *Faculty and Staff* and *About CRC* tabs on CRC's home page. The primary objectives of the webpage are:

- 1) To disseminate:
 - information about the College and the community it serves,
 - research about the demographic profile of the students who attend Cosumnes River College,
 - research about the academic performance of the students who attend the College, and,
 - research and planning documents for the academic programs at the College.
- 2) To provide access to:
 - research and documents relevant to community colleges and higher education at a state wide and national level, and,
 - District wide research reports.

The research webpage is organized into seven major sections:

- The [Our College](#) page contains links to various accountability reports, including the Student Success Scorecard and IPEDS reports.
- The [Our Students](#) page links to demographic and enrollment data about CRC students.
- The [Student Success](#) and [Cohort Studies](#) pages present information related to student success. College wide and program-based disaggregated enrollment and student success data becomes available through the program review data packet links that appear when a faculty or staff member clicks on Our College link.
- The [Research Office Surveys](#) page contains links to the results of surveys the Research Office has conducted in support of the College's programs and initiatives.
- The [Research Briefs](#) page contains links to fall Research Briefs that highlight key enrollment and student success data and spring Research Briefs that highlight other research conducted or supported by the Research Office.
- The [Outcomes Assessment Reports](#) page provides access to outcomes assessment reports at the college, program and course/activity levels.

Along with other data, the College's performance relative to its Benchmarks (implemented during the 2013-14 Academic Year) is available as an attachment to the College's [2013-14 Achievements Report](#).

A review of these links indicates that data is presented in a variety of ways accompanied by appropriate levels of analysis. For example, the College conducted the Community College Survey of Student Engagement in spring 2014 to gather student perceptions.

The Research Office published and posted the [Overview of the Community College Survey of Student Engagement \(CCSSE\) Results](#) analyzing strengths and areas for further exploration and dialog in each of the different areas of student engagement: active and collaborative learning, support for learners, academic challenge, student effort, and student faculty interaction. The [Executive Summary of the LRCCD Distance Education Survey for CRC Respondents](#) presented survey results both graphically and in tables. The [Snapshots of CRC's Student Success](#) contain graphs with summary narratives, and the [Five-Year Analysis of DE Enrollment and Student Success](#) contains simple graphs.

The [Public Information Office](#) is critical in communicating data and related information to the community and the public. Its webpage, accessed under the [About CRC](#) tab, features links to multiple publications including [Annual Reports](#), [President's Letters](#), and [Inside CRC](#). These reports are also directly sent electronically to the entire CRC community. Additionally, [College Matters](#) is mailed to surrounding service areas. This mailer includes information on registration, class selections, and campus news.

Several mechanisms are in place to assess and improve the quality and effectiveness of communication about the College. Research studies are vetted by the President's Office (in consultation with the Vice Presidents) prior to publishing. Beyond that, the Los Rios Associate Vice Chancellor for Communications reviews all items from the College Public Information Office before distribution. Public communication is also shared with the Board of Trustees. Finally, public feedback assesses the effectiveness of this communication.

The Research Office and the Public Information Office also assess all aspects of their operations in the context of program review (PrOF) and through informal dialogs with students, faculty, staff, administrators, and members of the community through emails, phone calls, and daily face-to-face meetings. As a result, College communication to the community is constantly improving.

In summary, the College collects and makes available a rich array of College wide aggregated and disaggregated demographic, enrollment, and student success data on its Research Office website. This means assessment reports of College wide, program, and course/activity outcomes are available to the internal and external community, as is information about the College's students and their success. Additionally, the Research Office electronically disseminates reports and data to the internal community. The College assesses and modifies the effectiveness of its communication both informally, through the quality assurance processes that are in place, and formally, through the PrOFs of the responsible offices.

Actionable Improvement Plan

None.

I.B.6 *The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.*

Descriptive Summary

The College Planning Committee is responsible for the ongoing evaluation and improvement of the College's planning processes. Similarly, the Budget, Distance Education, and Instructional Technology Committees are responsible for ongoing evaluation and improvement of the Capital Outlay and Instructional Media Budget Allocation Processes. The Academic Senate and Classified Senates, in conjunction with the Administration, are responsible for assessment and improvement of the faculty prioritization and classified

prioritization processes. A review of committee minutes validates that they engage in a process of continuous quality improvement and examine modifications in the forms and processes for faculty and classified prioritization.

Self-Evaluation

The College Planning Committee regularly assesses the efficacy of its strategic planning summits through [Planning Summit Surveys](#) administered to Summit participants. Over the past six years, the College Planning Committee has also assessed and modified the PrOF process on an almost continuous basis.

Every two years, after each implementation of PrOF, the CPC assesses the process. Assessment has included a review of survey data collected from PrOF editors along with other types of scrutiny. CPC members who have engaged the PrOF process, either as an editor or as a department member, contribute qualitative evaluations. Other effectiveness measures include review of requests for assistance received from individuals as they work through the PrOF cycle.

The 2011 Midterm PrOF, documented in the CPC's [2011-12 Minutes](#) webpage, outlines one iteration of the PrOF assessment process. Products of ongoing dialog and review were extracted into the [PrOF 2013 Projects List](#), which prioritized and then informed work to update and improve PrOF.

Review of the 2011 Midterm PrOFs also resulted in the development of the [PrOF Manual](#). Then, review of trouble tickets from PrOF 2013, combined with the [PrOF 2013 Survey Results](#), led to a list of additional [PrOF Issues](#), which will inform changes to make in the next PrOF cycle. One of these changes will be an improved SLO Assessment Reporting website, which will enable data to flow seamlessly between assessment reporting and program review processes.

The College Planning Committee assesses Unit Planning after each repetition of the process. The [CPC's 2013-14 Minutes](#) show that, despite communication methods developed and implemented following the 2011 Unit Planning Process, the ranking procedure described in the Unit Planning process did not occur as stated in the College's planning guide. The Planning Committee's intention to design and conduct a formal assessment of how to complete this ranking could not be implemented due to a lack of consensus on the survey methodology.

Instead, information was collected from the deans on a more informal basis, which revealed some logistical constraints integral to the intended ranking process. The most pressing issue was the short timeline between PrOF completion and the next COB/ITMB cycle, which did not permit full discussion of all resource categories.

Additionally, the length of time between the completion of PrOF and initiation of the personnel request processes meant that the prioritization within the Unit Plan needed to be redone at a later time. Finally, the faculty resource category included full time *and* adjunct faculty positions, which are derived from resource allocation protocols. As a result of these

factors, the CPC is in the process of modifying the Unit Planning process. The [October 14, 2014 CPC Minutes](#) summarize the results of the assessment leading to the CPC's decision to do this. The changes will be reflected in the next edition of CRC's Planning Guide.

The College Planning Committee has only informally assessed College Resource Allocation because it is not directly responsible for these processes. The [Extract of Budget-Related Items from CPC](#) minutes documents some of the dialogs and resulting actions pertinent to funding aspects of the College's Integrated Planning System. These dialogs and meetings resulted in modifications to the COB and ITMB forms and processes for 2012. Further modifications occurred in 2014.

The DEIT Committee has also contributed to modifications in the ITMB Process. As indicated in the [February 2, 2012 DEIT Minutes](#), the committee reviewed and adapted procedures to create greater transparency and strengthen the connection between the Strategic Plan and the prioritization process.

The Academic Senate reviewed and recommended changes to the faculty prioritization process. As indicated in the [April 25, 2014 Academic Senate Minutes](#), the interests that informed this review included concerns about the outcome of the previous process and questions about what actually occurs during the prioritization. As indicated in the [May 9, 2014 Academic Senate Minutes](#), the [Modified Prioritization of Faculty Positions Process](#) was approved and implemented during the fall 2014 semester.

The Budget Committee also discussed the COB and ITMB in preparation for the spring 2014 budgeting process. As indicated by the [March 17, 2014 Budget Committee Minutes](#) and associated summary of the [Budget Dialog](#), this discussion clarified the context in which the COB process occurs and refined prioritization itself, including the criteria used, in order to meet needs and make better use of College resources.

To revamp the Classified Prioritization Process, the Vice President of Administration, in consultation with the Classified Senate and Administrative Team, reviewed and updated the 2009 process and form now available on the [Resource Allocation Forms and Processes](#) webpage. The new process:

- improves correspondence to College's Planning,
- addresses the relationship of the process to categorically funded positions,
- enumerates the interests that should inform the process, and
- conforms to the College's Planning Values and Principles.

The Learning Outcomes Dialog Subcommittee (LODS) has responsibility for ongoing development, implementation, and evaluation of the College Outcomes Assessment Reporting Process. Since 2009, as a result of their work, the College has

- developed, pilot-tested, and adopted a process to report on Course/Activity Outcomes Assessment,
- created a new SLO Assessment Reporting System to facilitate College wide analysis and reporting as well as to enhance record keeping for programs,

- modified the SLO questions in PrOF to better integrate outcomes assessment with program review,
- upgraded its SLO Assessment Reporting System to enable data to flow directly between the assessment reporting and program review systems,
- gained access to the SOCRATES database to facilitate the outcomes assessment and program review processes, and
- continued to work with the Curriculum Committee to strengthen the College's ability to maintain and use the GE mapping.

The LODS committee has not been formally meeting during the 2014-15 year to allow intensive work on full Course/Activity Assessment reporting. However, the Outcomes Coordinator has been meeting monthly with the CPC. The team that is coordinating the full implementation of assessment is collecting data about the process that will be used to inform the work of LODS in the 2015-16 academic year.

The Research Office assesses its effectiveness formally through the [Research Office PrOF](#) and informally through staff meetings and input from the College community. The PrOF identifies the following major achievements accomplished by the office:

- expanded access to new sources of data,
- expanded service capacity by hiring a permanent administrative assistant,
- devised and implemented an Assessment Cycle for College wide and GE SLOs,
- developed and implemented the SLO Assessment system, and
- developed a migration plan to improve the SLO Assessment system.

The PrOF also enumerates and identifies plans to address the following challenges:

- low attendance at research and assessment-based workshops,
- ability to effectively assess Research Office Outcomes,
- limited capacity in several areas, including supporting web development and assessment of non-instructional programs, and
- ability to effectively communicate research results to the campus.

The CPC is also in the process of developing and implementing a process to evaluate the College's Planning System as a whole. As indicated by the [October 28, 2014 Minutes](#), this dialog began with a discussion of the various sources of data that might be used as well as research questions that could frame the study. The [November 25, 2014 Minutes](#) indicate that the assessment will focus on the effectiveness of the linkages in the system.

The College's planning processes (including assessment, program review, strategic and other College wide planning and resource allocations) have resulted in various changes to the College's programs and processes that have improved the College's ability to serve students. Examples include:

- advanced learning environments through the remodel of existing facilities and the construction of the Winn Center and Art Gallery,
- enhanced access for students through construction of the Elk Grove Center and the extension of the regional light rail to the campus,

- implemented programs and initiatives to boost student success such as Diop Scholars, the Basic Skills Initiative, Puente, and Freshmen Seminar,
- partnered with the community to create pathways for students,
- altered curriculum to streamline programs, create Transfer Degrees, clarify learning outcomes, add pre-requisites, and/or modify methods of instruction or assessment, and
- amended processes in student services programs and/or activities to enhance their effectiveness.

Data to confirm these and other improvements can be found in Program PrOFs, [Assessment Reports](#), and the College's [Strategic Plan Reports](#).

The cyclical nature of the College's Integrated Planning Model stimulates and fosters improvement in the Planning Process and, as a result, in the College's programs and services. The ongoing cycle of implementation, evaluation, and improvement of the various components of the Model has contributed to refinement of the system and ensures that it and each of its components will continue to evolve in the future.

The College Planning Process effectively fosters improvement in the College's programs and services. Through PrOF, all programs systematically review their accomplishments, assess their success, re-evaluate their strengths and weaknesses, identify new plans, and formally request materials, equipment, and staffing to support those plans. Improvement is also fostered through the annual goal setting processes at the College and administrative and participatory governance levels that are a component of the College's Integrated Planning Model. Finally, as verified by a review of the Strategic Plan Reports, the College has continued to improve as it continues to update and implement its Strategic Plan, which frames and guides the work of the College.

Actionable Improvement Plan

None.

I.B.7 *The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.*

Descriptive Summary

There is continuous formal and informal campus dialog about the improvement in programs and services. The College has worked extensively to this end. Through College Annual Reports, Outcome Assessment Reports, and Program Overview and Forecast (PrOF), along with campus surveys and reports, the College assesses the effectiveness of its programs. Effectiveness is measured at the college level through successful implementation of the College's Strategic Plan. Outcome Assessment reports and College Annual Reports highlight College achievements and benchmarks and reveal areas that need improvement.

Self-Evaluation

The College uses multiple ways to gather information about the effectiveness of programs and services:

- The College's [Annual and Achievement Reports](#) assess implementation of the five strategies outlined in the [College's Strategic Plan](#): *Student Success, Teaching and Learning Effectiveness, Access and Growth, Community and Economic Development, and Organizational Effectiveness*. Qualitative and quantitative data are used in this assessment.
- The [Program Review](#) process responds to program-level internal and external data to identify program strengths and weaknesses. The College Research Office provides longitudinal student demographic, enrollment, and course success data in [Program Review Data Packets](#) to aid faculty and administration in the program review process (PrOF). The [College Integrated Planning System](#) stores and archives PrOFs to facilitate communication of the planning process.
- Instructional programs and services also complete [Outcome Assessments Reports](#) that evaluate how well the students achieve [Student Learning Outcomes](#) via the [Assessment Reporting System](#). To ensure quality and effectiveness, student learning outcomes are administered at different levels: college level, program levels, and course/activity level.

The goal of the outcomes-assessment cycle is to improve programs, services, and student learning at the College; this goal is achieved part because outcomes assessment includes:

- clear definition and communication of learning goals to students,
- dialog in response to evidence of student learning and program effectiveness, and
- links between the outcomes-assessment cycle and planning and resource allocation.

Admissions and Records, Counseling Services, Disability Support Programs & Services, Assessment Services, and Library Services complete the assessment cycle for each level of outcome every six years. Data for this process comes from individual outcomes assessments done by Diop Scholars, Extended Opportunities Programs and Services (EOP&S), California Work Opportunity and Responsibility to Kids (CalWORKS), Enriched Scholars Program, Puente Project, and Math Engineering Science Achievement (MESA).

Further information derives from other sources, for example Crystal Reports (reports generated by queries from PeopleSoft), and SARS-TRAK (a system used to track student use of student services). The College also uses [The Community College Survey of Student Engagement](#) and the [Employee Perception Survey](#) as tools to determine areas of strength and potential areas for change. The District Research Office produces student success reports, and CASSL affords faculty the opportunity to conduct research projects beyond their regular assignment.

Analysis of the [2014 Accreditation Survey Results](#) indicated that the College continues to use a defined process for planning and evaluation to help set priorities, does a good job in implementing its stated goals, and shows broad participation in the College's planning processes.

As indicated above, the College uses extensive measures to assess the effectiveness of its programs through the College Strategic Plan and reflected in annual reports with benchmarks, outcome assessment reports, program review process, employee and student surveys, and research briefs. These assessment tools thoroughly measure the effectiveness of the College and serve well to stimulate continuous improvement.

Actionable Improvement Plan

None.

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I.B

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I.B.1

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Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A Instructional Programs: *The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.*

Overview

CRC offers well-vetted instructional programs in a varied range of traditional and emerging fields of study. Career and technical departments and/or programs meet with industry advisory committees that oversee career technical education (CTE) courses and programs. Transfer courses and programs articulate with baccalaureate degree-granting colleges and universities. The Curriculum Committee is responsible for assisting and approving program and course proposals and revisions ([Los Rios Board Policy R-7141](#)) and [Faculty and Staff Resource Guide: Curriculum Overview](#)). Faculty are encouraged to participate in state level conversations related to common course descriptors and degrees (Associate Degree for Transfer and Course Identification Numbering System, [C-ID](#)). Moreover, the College ensures the quality and integrity of courses through both formal and informal planning and review processes.

At CRC, the formal structure of instructional planning and assessment involves several integrated components. [PrOF](#) asks members of programs to review their achievements and discuss ways to improve learning outcomes. As part of this discussion and reporting process, participants forecast resource needs including funding, facilities, materials, and staffing to remedy any discovered weaknesses. Input from PrOF combines with other elements of instructional planning and assessment within the [Learning Outcomes Dialogue Subcommittee](#) (LODS), a subcommittee of the College Planning Committee; the [Curriculum Committee](#); and the Center for the Advancement of Staff and Student Learning ([CASSL](#)). Each dialog further ensures that programs of instruction align with the College mission and values. Formal faculty peer evaluations and student perception surveys assess instructional practices. The College greatly values these systematic processes and multiple measures of

assessment that lead the Institution to continuous improvement.

The spirit of self-evaluation is deeply ingrained in the College culture and is evident in most organizational transactions. For this reason, informal self-assessments occur regularly and often lead most rapidly to institutional improvements. Some of the informal methods faculty use to ensure quality programs and services include:

- requests for student feedback throughout the semester,
- review of student success each semester and achievement of course outcomes, revising course syllabi as appropriate,
- dialog with peers at the department and program levels, as well as across disciplines/departments, and
- dialog with industry colleagues to ensure relevance of coursework and programs and best assist students when they enter the job market, utilizing state wide and industry metrics.

II.A.1 *The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.*

Descriptive Summary

Courses at CRC are offered using various delivery methods. In addition to traditional on-ground, in-person classes, the College offers a number of distance education (DE) courses. The Los Rios Community College District (LRCCD) Board has adopted policies and regulations regarding distance education. [Distance Education Policy 7145](#) clearly describes the requirements for compliance with state and federal requirements for DE. Members of the CRC Curriculum Committee have also established guidelines to assist faculty when requesting distance education approval including topics such as definitions of modalities and examples of ways to maintain regular and effective contact with students. These guidelines are described in the [CRC Curriculum Committee Regular and Effective Contact Guidelines](#) document. All courses, including those that are offered through distance education modalities, are reviewed and approved through the curriculum process established and governed by the Curriculum Committee, with Academic Senate approval as outlined in the [CRC Curriculum Handbook](#). This process applies to additions, deletions, and both substantive and technical course revisions.

No separate course categories exist to differentiate between courses offered in distance education and those taught in a traditional manner. This ensures that all sections of courses taught at CRC, without regard to delivery modality, maintain the same goals, objectives, learning outcomes, and academic rigor. When a faculty member submits a course noting the intent to teach the course through one or more distance education mode(s), the faculty member must include additional information to justify distance education approval. The Curriculum Committee Distance Education (DE) Subcommittee reviews distance education sections of a course outline and then submits courses for separate distance education

approval during regular Curriculum Committee meeting processes. All approvals, including DE, are documented in meeting minutes and are available on the Curriculum Committee's website ([Curriculum Committee Minutes and Annual Reports](#)).

In fall 2005, CRC began offering a few classes in Amador County. Amador County is not part of any community college district and is not within the official Los Rios boundaries. This decision was in response to a request of the Amador County Office of Education and School District, County Administration and local community groups. Because the population base of Amador County is fairly small, enrollment in courses offered there has been erratic, requiring the College to cancel classes. Due to low enrollment and changing priorities of FTE during the recession, Amador representatives, the Los Rios Chancellor, and the Los Rios Board of Trustees came to the conclusion that classes should no longer be offered in Amador County.

In April 2006, the District submitted a Letter of Intent to the System Office for a new educational center in Elk Grove. In fall 2008, the Board of Governors granted conditional approval for the Elk Grove Center, and construction on the new center began in fall 2011. The Elk Grove Center opened in its permanent facility located approximately six miles south of the main campus on August 26, 2013. The facility includes nine classrooms/labs (including a computer lab), a learning resource center and office space in approximately 16,400 assignable square feet. A substantive change proposal for the Elk Grove Center was submitted and approved in fall 2013. The Elk Grove Center officially opened in August of 2013, serving approximately 3,700 students in its first year of operation. In 2014-15, The Center served almost 6,100 students according to [Elk Grove Center enrollment data](#).

The Elk Grove Center offers classes year-round and at various times of day, including evenings. The Center also offers student support services including admissions and records, assessment services, seasonal bookstore, cashier, CalWORKS, counseling, disability support programs and services (DSP&S), Extended Opportunity Program and Services (EOP&S), financial aid, learning resource center, library services, and veterans resource center. A centerpiece of the Elk Grove Center is the [EXCELeRate Program](#), which guarantees students who meet eligibility requirements will be ready to transfer with a degree in two years. The Elk Grove Center includes a broad range of courses that fulfill various general education requirements. Courses offered off campus undergo the same quality control as classes at the College. Both full-time and adjunct faculty members teach these courses. An increase in the number of sections offered at the Center has steadily increased enrollment. Permanent staff at the Elk Grove Center includes a dean, supervisor, student personal assistant, outreach clerk, and instructional assistant ([Elk Grove Center Homepage](#)).

The [CRC Strategic Plan](#) guides the College when choosing new programmatic offerings. The development of new programs, and revision of existing ones, is mainly driven by the College's instructional program review process, known as Program Overview Forecast ([PrOF](#)), which feeds into the College's educational master planning process. Details about PrOF appear in Standard II.A.2. Environmental scans and the Career Technical Education (CTE) Advisory Committee review also inform the Educational Master Plan. Additionally, the North Far North Regional Consortium and its associated CTE committee studies result in requests for instructional programs to meet the changing needs and demands of the business

community in the College's service area.

New courses and newly proposed programs at all four LRCCD colleges are subject to District processes. New courses that are approved by the CRC Curriculum Committee are sent to the District Curriculum Coordinating Committee (DCCC) for District wide review and approval. New program ideas are announced to the CRC Curriculum Committee and Academic Senate for endorsement and then sent to the District's Program Placement Council (PPC) for review before program development is initiated. The PPC guidelines define how College and District administrators recommend the placement of new programs at a college, or colleges, to best meet the regional and local communities' educational needs ([PPC \(Program Placement Council\) Overview](#)). All curriculum and program approval processes are driven by faculty and thus ensure that academic integrity is given highest priority at both the College and District levels. Upon completion of these faculty-led processes, the Board of Trustees approves all new courses and programs.

Self-Evaluation

CRC has a strong commitment to supporting its vision and mission as well as to always acting with integrity. All constituencies on campus contribute to the rigorous and thoughtful planning processes that lead to College wide decisions. For example, several committees on campus such as the Curriculum Committee and Distance Education and Information Technology (DEIT) are working together to operationalize distance education policies and regulations at CRC ([DEIT Committee Minutes, current year](#) and [DEIT Committee Minutes, prior years](#)). While the LRCCD board policies and regulations act as guides, each college is also responsible for implementing these policies in a manner consistent with its local culture and practices. With this in mind, CRC has engaged in conversations concerning rigor and academic integrity, academic freedom, innovation and creativity, peer evaluations, and workload creep in the instructional environment. Within the context of these discussions, and in keeping with the College culture, CRC has been working towards consensus to develop guidelines, best practices, and resources that support all instruction.

While getting the Elk Grove Center up and running has been difficult and demanding at times, the struggle has been worth it. New and continuing students have more options, a clearly-focused cohort program, and resources available to them at an off-campus location serving many who would otherwise not attend CRC. Perhaps in part because of the Elk Grove Center, CRC as a whole has experienced growth of nearly 5% ([Fall 2014 LRCCD Enrollment Data](#)). With permanent staff and the soon-to-be-realized future phases of the Center, this pattern of growth is likely to continue as CRC continues to improve service to the southern end of Sacramento County.

Actionable Improvement Plan

None.

II.A.1.a *The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.*

Descriptive Summary

Cosumnes River College has a student population of 14,807. Ethnic minorities make up two-thirds of the student population ([Student Success Scorecard-CRC](#)). The student body is so diverse culturally and linguistically that it was recently ranked the ninth most diverse two-year public college in the country ([Chronicle of Higher Education Almanac 2014-15](#); [Elk Grove Citizen](#)). CRC students are characterized by other types of diversity as well. Nearly two thirds of CRC's students, 62.9%, are low income or below the poverty level, and 42.7% are first-generation college-going students. Our students represent a broad range of ages with a large majority between 18 and 30 years of age, with 68% of enrolled students attending part-time (see for example [Research Briefs Spring 2007- Fall 2014](#)). Because of this broad demographic range, the College offers a wide variety of courses and programs to meet student needs.

To meet the varied work and personal life schedules of students, courses start as early as 6:00 a.m. and end as late as 10:00 p.m. Courses are offered in five-week, eight-week and the full semester-long 16-week sessions. Classes are offered in formats ranging from traditional lecture and lab classes to field classes, seminars, independent study courses, online courses, hybrid courses, interactive television courses, flipped classrooms, intensive boot camps (e.g. math), and cohorts ([Class Schedule](#)).

CRC uses data and research to determine the educational needs of the community it serves. The [Los Rios Office of Institutional Research External Environmental Scan](#) is conducted every three to four years. This study summarizes changes that are shaping the future for the District and its colleges at the state and national level, generally, and in the Sacramento-Yolo Consolidated Metropolitan Statistical Area (CMSA) more specifically. At the College level, the CRC Research Office provides GIS mapping of student enrollment patterns and links this to student demography ([CRC Research Office External and Internal Scans](#)). The CRC Research and District Institutional Research offices conduct a spectrum of studies ([Los Rios Institutional Research Office](#)). As a result, data is available to analyze or assess enrollment trends, including feeder high school participation rates; term-to-term persistence and program completion; and student outcomes by demographic category, instructional delivery system, and feeder high school. The Environmental Scan provides analysis of focused educational initiatives designed to support “at-risk” students, as well as many other studies. In addition to the work performed by the research offices, faculty conduct classroom-based studies. CRC also has a College Faculty Researcher as well as the Center for the Advancement of Staff and Student Learning ([CASSL](#)) Coordinator, both of whom undertake research studies to determine student needs ([Cohort Studies](#), [CRC Faculty Research Office](#), and [CRC Research Office Reports](#)).

Further understanding of student needs arises from other organizational systems. As part of the faculty evaluation process, students in select classes complete perception surveys. These surveys provide feedback about the class to help faculty members adjust syllabi, course content, and delivery methods to better meet the learning needs of their students ([LRCFT Collective Bargaining Agreement, 2008-11](#) and [LRCFT Collective Bargaining Agreement, 2011-14](#)). In addition, the [Learning Outcomes Dialogue Subcommittee](#) (LODS) developed a process for assessing whether students are achieving stated learning outcomes. This subcommittee evolved from the [CRC Outcomes Assessment Task Force](#) (OATF) in 2009. LODS is a participatory governance sub-group of the College Planning Committee. Specific discussion of the work of LODS and the assessment that has been completed are discussed in Standard II.A.2.f. All of these various research and assessment methods have proven useful in helping the College to identify student needs and align activities to its vision, mission and values.

The [CRC Outreach Services](#) staff also assist in describing student needs. They take information about the College to its feeder high schools and gather a regular stream of input about the needs of students who are poised to become the next generation of students at CRC.

Counselors are also able to identify special needs of students and have taken on the responsibility to develop Human Career Development courses to equip students for success in their programs of study. These courses include Study Skills, College Survival, Building Foundations for Success, Skills for Online Student Success, Tutor Training, Peer Assistant Training, Work/Life Management, Career Exploration, and Career Re-alignment ([Human/Career Development Program](#)). A Freshman Seminar course empowers new students, particularly those who recently graduated from high school.

CRC provides other cohort learning community support. Examples include:

- **Diop Scholars** to create a community of learners (this program is open to all students) designed to support and increase academic success with curricula focused on African American and multicultural literature, history, and experiences,
- **Puente Project** to provide counseling, leadership development, mentoring and enrichment opportunities in addition to learning community instruction to support educationally underserved students, and
- **MESA** (Math, Engineering, Science Achievement) to prepare and support economically disadvantaged students to graduate in these fields from four-year colleges and universities.

In addition to initiatives focused on specific target populations within the College, CRC offers [Steps to Success](#) - sequential online orientation, assessment, and course planning - as part of the enrollment process. This program enacts recommendations from the [Student Success Task Force](#). It is an early roll-out designed to immediately assist students in achieving their educational goals. To initiate this roll-out and gauge effectiveness of this program, teams of CRC staff conducted outreach at local feeder high schools and guided students through the “Steps to Success.” Remaining Student Success Task Force recommendations will be implemented over the next few years.

Some Career Technical Education (CTE) Programs, such as Medical Assisting and Ford ASSET, have either formal or informal learning communities. Athletes have their own study halls and their own counselor to support them through their programs of study. The Math Department has developed an applied math class relevant to CTE fields. Other support services offered to students include EOP&S (Extended Opportunity Program and Services), DSP&S (Disability Support Programs and Services), CalWORKs (California Work Opportunity and Responsibility to Kids), CARE (Cooperative Agencies Resources for Education), and access to tutoring labs to support Reading, Writing, Accounting, Business English, Computer Information Science, Digital Media, English as a Second Language (ESL) and Math. There is also a general tutoring center that provides individualized and small group tutoring for many courses across the disciplines with a focus on helping students develop effective study strategies. All these programs help to support the needs of the blended array of students served by the College ([CRC Student Services](#)).

The College is dedicated to building student's college-readiness skills, as well as challenging and supporting college-ready students. To this end, there are honors, interdisciplinary study, pre-professional degree and specific major transfer programs. These include a health science pre-professional degree option, a pre-nursing degree option, liberal arts, social science, physics, and many others ([CRC College Catalog](#)).

Self-Evaluation

Through a wide range of research and evaluation activities, CRC identifies, comes to understand, and strives to meet the varied educational needs of its students. Research and evaluation produce both qualitative and quantitative data. This information circulates through departmental meetings, convocation activities, CASSL workshops, ListServ discussions, newsletters, and reports. As a result, programs match educational preparation and support services to the background and learning needs of the students the College serves. Ongoing research and evaluation identify current student-learning needs, and programs continue to evolve in response.

To evaluate students' perceptions of their academic experience, the Community College Survey of Student Engagement (CCSSE) is conducted periodically at CRC and its sister LRCCD colleges. Although spring 2014 CCSSE findings suggest some areas for improvement, there is strong evidence that CRC is meeting the varied educational needs of our students. Survey responses show that students who need extra help with study skills, ESL, math, reading, and writing are being well served. More than 96% of students report that the College provides the support they need to be successful, and few students report considering withdrawing from a class or the College due to their own under-preparedness. This suggests that almost all students feel they have the support they need to succeed, and those considering withdrawing may be doing so due to factors beyond the College's control ([Overview of Community College Survey of Student Engagement \(CCSSE\) Findings](#)).

Analysis of CCSSE responses indicates that part-time students are less likely to take needed remedial courses than their full-time peers. Some of the new strategies and support systems in place with the "Steps to Success" should address this issue. By creating educational plans, students will better understand the need to take remedial courses.

Currently, there are students in the College and community that need further instruction in ESL and basic skills. Unfortunately, the College had to reduce course offerings due to the recession. District and College leaders are working with our local partners at the high schools and through the county Department of Education to identify strategies that will best meet the needs of the adult population in the county. CRC is a member of the Capital Adult Education Regional Consortium, and a number of CRC faculty and administrators have participated in AB 86 regional planning activities to strongly advocate for their students through the process of restructuring adult education in the state. Although planning for a new adult education system is in the early stages, the College is aware that state wide shifts in adult education will change ESL and basic skills program structure and type of course offerings.

Actionable Improvement Plan

None.

II.A.1.b *The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*

Descriptive Summary

CRC utilizes both traditional and emerging instructional modalities. Examples include lecture, interactive TV, online, hybrid, web-enhanced, flipped, boot camp, cohort, lab, internship, work experience, accelerated, and other approaches. The Institution encourages innovation in instructional methods through the Innovation Grant program sponsored by CASSL. Also, many faculty members use the District's learning management system to deliver course content, support material, and grades to students. Each course, regardless of delivery modality, follows its approved course outline entered into [SOCRATES](#) (the Los Rios District's curriculum management system). SOCRATES details instructional methods, typical homework assignments, evaluation and assessment methods, allocation of instructional time, and types of regular and substantive instructional contact ([CRC Report of Courses Approved for DE](#)). Regardless of delivery mode, student and course evaluation processes are uniform across all sections of courses.

Prior to March of 2015, SOCRATES directed faculty to select modalities from a list if they were seeking Distance Education approval for a course. Because DE modalities are not discrete - a course taught via interactive television, for example, may also have significant content delivered online - faculty now must specify the maximum percentage their course may be offered via any distance education modality. Currently, few of those responsible have had time to update the DE fields in official course outlines.

Distance education (DE) classes have grown dramatically over the last few years. DE enrollments accounted for 24.3% all enrollment in 2012-13, an increase of 11.3%, almost double the prior measure. Of these students, almost 90% were enrolled exclusively in online courses ([IIA-DE-Report-Spring-2014](#)). In addition, use of our current learning management system, Desire2Learn, is also up across the District ([LMS Summary Update, 2010](#)).

The College's Distance Education and Information Technology (DEIT) and College Planning Committees update our Distance Education Master Plan every two years. The Distance Education Master Plan was last reviewed by the DEIT during the fall 2015 semester ([Distance Education Master Plan, 2015](#)). It was previously reviewed in 2013, 2011, and 2009 ([Distance Education Master Plan, 2013](#), [Distance Education Master Plan, 2010-11](#) and [Distance Education Master Plan, Spring 2009](#)). Distance Education is a topic of growing prominence both nationally and statewide. For this reason, CRC expects guidance and regulations will be forthcoming. With anticipated changes in mind, the College and District have engaged in extensive dialog. Therefore, a DE visioning summit is currently being planned for the 2015 calendar year ([DEIT Annual Report, 2009-10](#), [DEIT Annual Report, 2010-11](#), [DEIT Annual Report 2011-12](#), [DEIT Annual Report, 2012-13](#), and [DEIT Annual Report, 2013-14](#)).

The Media Services Department broadcasts CRC's interactive television courses on Comcast Cable, SureWest Cable, and online via streaming media. Media Services offers training on the use of the television studio and in the use of online video for students via on-demand video streaming. Faculty contact Media Services to schedule equipment reservation for classroom media.

The College endeavors to deliver excellent instruction through all modalities. To this end, CRC encourages continuing education for DE faculty. The CRC Distance Education and Web Development (DEWD) Department schedules training and supports distance education course development and technological innovation in the classroom. DEWD also coordinates the Desire2Learn system (D2L), including training and administration. The DEWD facility includes a multimedia design lab offering Windows and Macintosh computers with CD/DVD burners, digital audio and video editing, scanners, and CD/DVD duplication to support the production of classroom print and multimedia materials ([Distance Education and Web Development website](#)). Using the professional development funds, the faculty may also take advantage of training for DE via *@ONE* and similar opportunities. Faculty members may apply for sabbatical leaves. Many receive sabbaticals to adapt courses for DE modalities, and to improve online teaching and learning through extended research (see, for example, the [list of approved DE Sabbaticals 2011-2015](#) and Panagakos, "[Online Courses Research Project](#)," 2014).

The College also gives specific support to students who take distance education classes. The [Distance Education Information and Support for Students](#) webpage informs students about interactive television courses and online courses. This information includes links to "Frequently Asked Questions" (FAQ) about distance education and online course guidelines. A self-paced orientation module is also available through D2L, wherein students receive an overview of how the learning management system works. In addition, the short-term credit bearing [Online Student Success Course](#) acquaints students with skills and strategies for participation in DE. The District provides a Help Desk for D2L support, addressing technological issues. Many library services are also online, including online research tutorials and information competency tools, as well as access to library materials through OneSearch, an online library catalog, and a choice of research databases ([Library Services Online](#)). More detail about library services appears in Standard II.C.

Many student services are available online. Students update the [Los Rios Application](#) common enrollment application and the supplemental application each semester via web-based processes. Class registration is also an online process. Students can complete orientation online and access counseling services through email. All full-time counselors deliver email counseling on a rotating basis. The Counseling department is now piloting a live chat, open to all students and prospective students. The live chat has shown preliminary success, and the department is developing plans to expand it to other student services entities such as DSP&S, Financial Aid, and Veterans Services ([Counseling](#)). The College has also begun a pilot program with Tutor.com, which will afford tutoring services to all students, but which will be particularly useful for students enrolled in distance education courses. The District is currently reviewing best practices and other methods to enable online assessment and placement. This project's objective is to achieve uniform District wide assessment portability. Plans for web-based assessment are also taking into consideration state wide initiatives for common assessment. Student applicants who live a great distance from CRC can make arrangements to take the assessment tests at another college by working with a CRC counselor or another counselor in a remote location. This is particularly important for the College's two programs of study that allow for completion entirely in the online modality - Health Care Information Technology (HCIT) and Health Information Technology (HIT).

Self-Evaluation

CRC offers multiple delivery mechanisms to support student learning. Each course section, regardless of delivery, utilizes the course outline recorded in SOCRATES, thus ensuring that learning objectives are consistent. Further, the course outline clarifies instructional methods by delivery modality, typical homework assignments, evaluation and assessment methods, allocation of instructional time, and types of regular instructional contact to ensure that students have a uniform opportunity to meet the learning objectives of the course. Student and course evaluation do not vary by delivery mode.

There has been significant expansion of online learning at CRC over the last decade, so many support services have been adapted online to meet the needs of these students. However, others need further development, particularly as there is a growing population of online students and more state wide initiatives focused on this area are on the horizon. The College and District are not content to only follow developments in this field, but are also passionate about being on the forefront of technological innovation and adaptation. To accomplish this, CRC's Distance Education Coordinator is involved in planning the annual District wide conference on technology and educational innovation, *Innovate!*, now in its fourth year ([Innovate! Conference](#)).

[Current research](#) suggests we have made progress in providing effective support for distance learning students. However, students' needs may not be fully met in some DE classes. [A study of 2012-13 success rates of DE courses](#) revealed that the overall College success rate was 66%, six percent higher than the 60% success rate measured for distance education courses. Although the success rate for DE courses is lower than the overall College success rate, 60% success is an increase of almost 5% in DE course success rates compared to previous studies. This shows that current efforts have had a positive impact. The same study also revealed that success rates for the Interactive TV courses are lower than fully-online

courses. A possible cause for this differential result is the shrinking pool of interactive television courses as many DE students move to the fully-online modality to complete their coursework ([IIA-DE-Report-Spring-2014](#)).

College research on distance education indicates that African American and first-time freshman students are not as successful in distance education as they are in non-DE courses. Students who are most successful in DE courses appear to be those who are 25 years of age or older, as well as those students who have previously earned an AA Degree or higher. Previous education experience and other external motivators such as retraining for job skills seem to contribute to DE student success. With the implementation of required orientation, individual student education plans, and short-term skills building courses, students will gain distance-education readiness and learn success strategies earlier in their academic careers. Clearly, additional research should be conducted to determine ways to support distance education students more effectively, particularly since distance education classes are in such high demand.

The College has also moved to consider the impacts the individual DE instructor and course design have on student success ([Distance Education Student Satisfaction Survey](#), [Distance Education at CRC](#)). Conversations regarding campus DE issues can be found in the [Distance Education and Information Technology meeting minutes](#). The CRC Distance Education Coordinator and other DEWD staff regularly host webinars and discussions, brown bag chats, and informal gatherings of distance education teachers as a way to share successful strategies and foster collegiality. This responds to a recent Humanities and Social Science division report on online instruction, which identified needs for greater interaction among faculty who are teaching online, and creating an increased instructor presence. This report showed that students responded more favorably to the course when it was very apparent to them that their instructor was a regular participant in the course ([CRC Research Report- Understanding the Online Teaching Environment at CRC: A Qualitative Approach](#)). DEWD webinars and discussions dovetail with the adoption of new Board policies and regulations regarding [Distance Education](#), which include a directive for faculty-initiated interaction with their students. The Curriculum Committee, supported by DEIT, wrote, and the College adopted, regular and effective contact guidelines to assist DE faculty in their engagement with students. As part of these new guidelines, all distance education instructors were [contacted](#) and enrolled in a [Distance Education Training course](#) shell in D2L featuring resources available for DE instructors, including clear definitions of modalities and best practices. This shell also gives DE instructors with a space to share insights and initiate collaboration.

Actionable Improvement Plan

None.

II.A.1.c *The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*

Descriptive Summary

SOCRATES, the District's curriculum management software, requires faculty to state student learning outcomes and objectives when revising or creating a course ([CRC Outcomes](#)). Courses at CRC have two-part SLOs, with more specific objectives clustered under related broad measurable outcomes. Programs, including certificates and degrees, are entered into the same SOCRATES database as courses. The structure for the program curriculum outlines is similar to the course outlines in that there is a field for faculty developers to include program level outcomes and objectives, following the same writing conventions as the course SLOs. A subcommittee of the Curriculum Committee initially wrote GE SLOs, which map closely to the Title 5 requirements for AA/AS GE ([CRC GE Outcomes](#)).

Since 2004, student learning outcomes development and evaluation has evolved as a formal, systematic process at CRC. Prior to this time, faculty members were independently reviewing student learning and adjusting course outlines, syllabi, and course practices to improve learning on an ongoing basis. These informal processes were part of the normal best practices implemented by the faculty; however, outcomes data and dialog with colleagues was not being formally documented.

The Academic Senate focused on learning outcome assessment beginning in 2006-07 by creating the Outcomes Assessment Task Force (OATF), a shared governance task force. OATF members began their work by developing a prototype framework for formal SLO assessment and subsequent documentation. In fall 2008, more than 90% of programs used this framework to plan formal assessment during time allotted for FLEX activities following Convocation. The planned assessments were then carried out and dialog and documentation occurred at the beginning of spring 2009, also during convocation and FLEX activities. Beginning in the fall 2009, OATF became the Learning Outcomes Dialogue Subcommittee of the College Planning Committee (LODS). Between fall 2009 and fall 2012, LODS continued to assist and direct faculty to complete program assessment activities.

Beginning in the fall of 2012, LODS launched a simplified course assessment reporting form, which asked all faculty to assess their course SLOs as stated on the course outline of record ([Assessment Reporting System \(ARS\)](#)). When it was first rolled out, faculty were instructed to assess a course that they had taught in the previous semester. Once the process was firmly in place, the assessment schedule for both course and program student learning outcomes was included in the planning process of PrOF. Program faculty were tasked with setting up an assessment schedule for every course and program they offered. The timeframe was that each course and program SLO was to be assessed at least every six years, but how the faculty in that program chose to set up their assessment schedule was entirely up to them. Now, the LODS role is to assist faculty with PSLO and SLO assessment. LODS has also worked on mapping course SLOs to GE and College wide SLOs contribute to assessment of those larger, College wide outcomes.

The purpose of assessment activities is to formalize assessment best practices faculty had already been using. Questions on both the course SLO and the PSLO assessment forms ask faculty to describe the patterns they noticed while completing their assessment. In addition, faculty describe in detail instructional changes that will be made to the course, as well as any curricular and programmatic implications or changes inspired by the assessment process. Examples of these include changing or adding a prerequisite to a course, developing new teaching methods, identifying needed training, and adding new faculty or support staff. Assessment activities promote collegial dialog and discussion of the strengths, weaknesses and effectiveness of their course and program outcomes. In addition to fueling dialog, both course-level and program-level assessments appear in program review. In PrOF, assessment results justify College resource requests such as new faculty positions, new equipment, and so forth. For example, the Anthropology program has added an English writing advisory of eligibility for ENGWR 300 for all of its courses as a direct result of their SLO assessment work.

Self-Evaluation

SLO assessment has now been formalized. As of May 5, 2015, 405 distinct courses have been assessed one or more times during the current assessment cycle ([Courses Assessed Through Spring 2015](#)). Outcome assessment dialog and documentation take place in a systematic way (see Standard II.A.2.f. for detail about this process). LODS has developed clear and concise assessment forms to assist faculty in dialog about the effectiveness of their program and course outcomes and objectives.

The transition from a College wide schedule of PSLO evaluation, conducted at Convocation yearly, to a program-led schedule of PSLO and course SLO evaluation (scheduled as part of completion of the PrOF), as well as GE mapping and other assessment-related tasks, marks a challenging shift for the College. While program evaluation progresses consistently and successfully due to its long-entrenched place as a Convocation-related task, the recent addition of course evaluation to the end-of-semester tasks has not been easy. However, as faculty familiarity and comfort develops, this process will become more completely institutionalized.

Since the last accreditation process, the College has committed appropriate faculty resources to support SLO development and assessment processes. Presidential reassigned time for the CASSL Faculty Coordinator has been designated and expanded since 2005-06. The Faculty Coordinator position has become two positions with more focused roles: one coordinator is tasked with guiding efforts to increase engagement, teaching effectiveness, and teaching innovation through professional development activities, while the other coordinator is dedicated to SLO and PSLO evaluation and guiding and assisting faculty in these processes ([SLO Coordinator Position description](#)).

Greater faculty involvement in LODS is expected as time progresses. During the 2014-15 year, the committee experienced inactivity while searching for committee members ([Guide to Assessment at CRC](#), pg. 6). Once the committee is adequately populated, it will continue efforts to assess and modify the College's GE and College wide outcomes as well as support and track program assessment plans and assessment training opportunities. Discussions

regarding leadership succession, including assessing and identifying how the College can best support the full institutionalization of outcomes assessment as we move forward, continue in various venues, including the College Planning Committee, the Academic Senate, and the Administrative Team.

Other Campus wide committees are trying to assist LODS within their own committee purviews. For example, the Curriculum Committee has included the Outcomes Coordinator in the distribution of its Technical Review agenda to assist the coordinator in flagging courses that have not been assessed. Further, the Curriculum Committee has undertaken the task of recommending that faculty delete courses that are no longer being offered, and the Outcomes Coordinator provides monthly reports to, and receives feedback from, the College Planning Committee.

Actionable Improvement Plan

None.

II.A.2 *The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.*

Overview

The [CRC Values Statement](#) reads, “As a community of scholars and practitioners with a deep commitment to equity and social justice, CRC values teaching and learning excellence and high academic standards supported by academic integrity, fairness and mutual respect, and an ethic of care. The College’s core values of cultural competence and diversity, continuous learning and assessment, exceptional student services, and innovation are central to our collegial and environmentally responsible academic setting.” These values, along with the College Mission and Vision Statements, structure the foundation for determining course and program offerings. To achieve its mission, CRC offers 104 different AA, AS, AA-T, and AS-T degrees, 52 certificates of achievement (18+ units), and 45 certificates of proficiency (under 18 units) in 70 areas of study ([College Catalog](#)).

[SOCRATES](#) is the LRCCD curriculum development and management system. It allows faculty to track development and revision of curriculum occurring at any college in the District. Teaching faculty are required to use the official course outlines in SOCRATES to guide the writing of course syllabi. SOCRATES is also the platform for development and revision of programs. Once a faculty member enters a new program into SOCRATES, it is examined for approval by colleagues in the program all around the District, the CRC Curriculum Committee, and finally the District Curriculum Coordinating Committee (DCCC). Upon DCCC approval, new curricula go to the Board of Trustees and then to the

state for approval. In the case of Career Technical Education (CTE) programs, new curricula advance from the Board of Trustees to the North Far North Regional Consortium for approval. Once all approvals are in place, the catalog information housed in SOCRATES is automatically transferred into the PeopleSoft Student Administration System's catalog.

SOCRATES allows faculty across the District to monitor curricular changes. Revisions to courses must be approved by the Curriculum Committee on each campus. This committee is a shared governance committee of the Academic Senate and therefore ensures that faculty determine standards for all courses. This in turn, ensures that courses offered by each college are of high quality.

[Program review](#) is the formalized process used in the College and District to report, assess, and plan within individual programs. Full review is conducted every four years, with a mid-term review conducted two years into the cycle. Each program feeds assessment and planning information into a centralized database that can then be used to inform budgetary, personnel, and facilities decisions.

Actionable Improvement Plan

None.

II.A.2.a *The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.*

Descriptive Summary

Developing, reviewing, and revising curricula is a primary responsibility of the faculty. Also, the Curriculum Committee, a shared governance committee of the Academic Senate, is faculty-weighted to ensure that faculty are the driving force behind all curricular decisions. The [Curriculum Handbook](#), revised and approved in 2014, guides faculty as they work to create and maintain the College's programs and courses.

The curriculum process begins when a faculty member initiates development, revision, or deletion of a course or program. The proposal begins at the department level and is then forwarded electronically to department chairpersons at CRC's three sister colleges. Once the other colleges are notified, a formal submission of the draft revision is sent to the Curriculum Committee for review by the Technical Review Subcommittee. After this group addresses technical issues, the proposal goes to the full committee for a first reading. At this point, the proposal circulates to appropriate subcommittees of the Curriculum Committee for various approvals, including distance education, general education, multicultural, requisites (including pre-requisites, co-requisites and advisories), and transfer articulation. Following final edits and approvals, the new course or program goes through a second reading and College approval. Once approved by CRC, the course or program is forwarded to the District Curriculum Coordinating Committee and then to the LRCCD Board of Trustees for final

approvals. Course revisions and deletions follow a similar progression of scrutiny and approval.

As part of the curriculum review process, faculty are required to define Student Learning Outcomes (SLOs) for each course offering. Ideally, these course-level SLOs align to Program Student Learning Outcomes (PSLOs), defined by discipline faculty. PSLOs should, in turn, align with College-level SLOs and General Education SLOs. The curriculum review process further requires that faculty report methods of instruction, evaluation, and assessment. This informs all course syllabi and provides students with complete information about course requirements. CRC has established a six-year Course SLO [Assessment Reporting Schedule](#), and currently, 98% of all course SLOs have been assessed or scheduled for assessment.

[Program review \(PrOF\)](#), conducted every four years, is intended “to periodically evaluate the impact of internal and external changes and assess various indicators of program effectiveness to proactively plan for the future.” Program Student Learning Outcomes (PSLOs) are written and reviewed by faculty and map directly to specific courses. A full review cycle includes assessing each PSLO, then reporting data and planning agendas to address the findings. Beyond scheduled training and dialog opportunities provided during Flex, the Center for the Advancement of Staff and Student Learning (CASSL) provides training and assistance to faculty engaged in PSLO planning and assessment.

Self-Evaluation

CRC Faculty members are central to all planning, development, revision, and evaluation for courses and programs. Program review (PrOF) provides faculty a systematic approach for evaluation of programs to inform the unit plan for each division. The unit plans then guide curricular development and revision, budgetary decisions, faculty hiring prioritization, and facilities planning.

In the [Accreditation Survey](#), 84.9% of respondents agreed or strongly agreed to the statement that they had participated in the development of student or service area outcomes. Compared to data collected in 2008, this reflects an increase of 14.5%.

The [Curriculum Committee Year-End Report to the Academic Senate for 2013-14](#) further reflects the work completed by faculty in an effort to maintain quality instructional courses and programs. The Curriculum Committee completed the review process and catalogued 280 courses and 83 programs during the 2013-14 academic year. Members of the committee also approved or reaffirmed 82 courses that contained distance education components. The Requisite sub-committee approved or reaffirmed the requisite sections of 144 course outlines.

The College has a six-year Course Assessment Reporting Schedule. The current schedule runs from 2013-14 through 2018-19. Although the schedules were set in the 2013 program review cycle (PrOF), several courses were not pulled from the Curriculum Management System into PrOF due to a data management issue. In the summer of 2014, the College hired the retired Dean of Instruction to assist faculty in getting caught up with course SLO assessment. According to the recent 2014-15 [SLO Assessment Summary](#), 936 out of 955 courses have been assessed or scheduled for assessment.

Actionable Improvement Plan

1. The College will continue to conduct regular audits of all courses to ensure every course has been assessed effectively and that assessment information is integral in curriculum revisions and program planning and in improving instructional outcomes.

II.A.2.b *The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.*

Descriptive Summary

In all disciplines, the primary responsibility of identifying competency levels and measurable student learning outcomes for course, certificates, and programs falls to the faculty. Through the continuous review and assessment of student learning outcomes, input from advisory committees, and regular assessments of student performance, faculty make adjustments to the subject matter they teach.

Self-Evaluation

Over a two-year period, in order to enable students to function in an increasingly complex, diverse, and rapidly changing world, all constituency groups worked with [CASSL](#) to identify learning outcomes at the program and College-level ([Student Learning Outcomes](#)). Faculty now use the [outcomes assessment cycle](#) to improve programs, services, and student learning. This cycle begins with communicating course goals to the students in syllabi and in classes. Through this process, faculty collect evidence regarding student learning and program effectiveness and engage in dialog with their departments to identify ways to enhance student learning. The substance of these discussions, primarily plans for changes in instruction, curriculum and resources, is recorded in PrOF through the [Assessment Reporting System](#). According to a recent [assessment audit](#), the College has completed or scheduled assessments of 98% of all courses to date.

Cosumnes River College offers over twenty [Career Technical Education \(CTE\) Programs](#). All these programs rely on annual, or more frequent, face-to-face meetings with advisory committees to review program data and send feedback. Advisory committee membership includes knowledgeable persons from business, government, and industry; faculty who are teaching in the program; counselors and student support services representatives; and College administrators. Valuable dialog regarding program challenges, current needs, and future directions occurs at advisory committee meetings. Community members make important course and program improvement suggestions and offer to support programs through internships, equipment and other resource donations. Employer expectations and recommendations inform student learning outcomes/assessment discussions, and guide course revisions.

The Instruction Office maintains lists of advisory committee members. Agendas and meeting minutes are available in the division offices. In addition, many Career Technical Education (CTE) Programs have national accreditation standards, while others follow model curricula developed on a state wide basis. In these cases, course learning outcomes are carefully matched to competencies required by external criteria. Such programs also mandate that the departments rely on advisory committees to contribute to the assessment of their programs. CTE Programs at Cosumnes River College that are nationally accredited include Veterinary Technology, Automotive Mechanics Technology, Ford Asset Program, Medical Assisting, Health Information Technology, and Pharmacy Technology.

The [College Catalog](#), pages 24-27, presents students the [General Education Learning Outcomes](#) and the [College Wide Student Learning Outcomes](#) in an integrated way. The General Education Learning Outcomes focus on preparing students to be proficient in skills that will prepare them to be critical thinkers, allow them to access, synthesize and apply information, and give them the ability to apply reasoning skills in an ethically responsible manner. These outcomes work alongside the discipline-specific skills in humanities, English composition, communications, analytical thinking, quantitative reasoning, living skills, natural sciences, American institutions, social and behavioral sciences, and ethnic/multicultural studies.

The College Wide Learning Outcomes are written with the overarching goal of preparing students to benefit from a rich and inclusive learning environment that assists them in developing habits of intellectual inquiry, a significant base of knowledge and skills, and a broad pluralistic perspective of the world. Specifically, the five outcomes areas are related to:

1. graduation competencies,
2. general education,
3. program completion,
4. student development of a self-reliant learner, and
5. society, ethics and pluralism.

The [Research Office](#) has conducted several program and College wide outcomes assessment research projects to augment and complement the formal and informal classroom-based assessments conducted by faculty. In spring 2014, the Research Office administered the [Community College Survey of Student Engagement \(CCSSE\)](#). The CCSSE survey gathered evidence that the College is supporting student learning in the following areas:

- Critical verbal, written and quantitative skills (College wide SLO Area 1),
- Independent learning skills (College wide SLO Area 4),
- Skills needed to contribute to a diverse democratic society with a pluralistic perspective of the world (College wide SLO Area 5),
- Critical thinking (GE Outcome General Skills Area I),
- Information competency (GE Outcome General Skills Area II), and
- Ethical capacities (GE Outcome General Skills Area III).

In particular, survey results indicate that a strong majority of students are engaged in learning activities and behaviors that require and develop these skills. Each year, faculty assess the

effectiveness of their courses in the [Assessment Reporting System](#) designed and facilitated by the [Research Office](#). The information gathered drives changes or improvements to curriculum, instruction, and resources.

Actionable Improvement Plan

None.

II.A.2.c *High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*

Descriptive Summary

Since all CRC programs and departments engage in multiple levels of evaluation, instructional programs uniformly satisfy the requirements of this standard. Program review ([PrOF](#)) and unit planning guide improvement activities. In addition, some programs undergo rigorous program accreditation processes. These include Veterinary Technology, Automotive Mechanics Technology, Ford Asset Program, Medical Assisting, Health Information Technology, and Pharmacy Technology. All CTE Programs have strong advisory committees to give guidance and direction relative to regional and national standards.

Transfer-level courses at CRC are carefully articulated at both the general education and major requirement levels. In particular, ongoing dialog with UC Davis and CSU Sacramento, the two universities where most CRC students transfer, ensures the continuous quality of education at CRC. Additionally, many of the College's transfer programs have ongoing dialog with their senior institutional program partners to be certain that CRC students are qualified to complete their upper division coursework successfully. This dialog also contributes to the program review process, ensures adherence to state and/or national standards, and facilitates the approval of curriculum according to transfer agreements with CSU/UC. These also help to determine adequate breadth and depth of instruction in CRC transfer courses.

Cosumnes River College further ensures breadth and depth of instruction at the degree and certificate levels. Programs require coursework in a wide range of areas including English, foreign languages, humanities, math, science, communication, and critical thinking. General education SLOs ensure that proficiencies are achieved by those who complete programs. Likewise, College wide SLOs have been developed and implemented to afford students an experience-rich and inclusive learning environment to develop habits of intellectual inquiry, a significant base of knowledge and skills, and a broad pluralistic perspective of the world.

Rigor is a crucial part of evaluating students and creating courses. Course requisites, which are developed collegially and are evaluated to ensure validity, are guided by the [Curriculum Committee](#). Course sequencing is determined by faculty. Validated placement testing plays a critical role in mathematics, English, Reading, and English as a Second Language (ESL)

programs. English and Math faculty have carefully developed graduation competency requirements for reading, written expression, and math, and have assured validation and subsequent District wide approval of courses that meet these competencies. The ESL and English Departments have developed sequence diagrams to illustrate the required progression from basic skills to college and transfer level classes in reading, writing, and speech. Similarly, the Math Department has created a “CRC Math Tree,” which outlines the sequence of math from basic skills through transfer-level math.

Most departments have created their programs in close articulation with the CSU and UC requirements for transferability, and the sequencing in programs such as biology reflect the same sequencing in place at transfer universities. In much the same way, CTE Programs develop courses to respond to industry needs and/or national accreditation standards, both of which assure breadth, depth and rigor. Graduation competencies and general education requirements for degrees also ensure breadth, depth and rigor.

Department chairs and instructional division deans schedule courses according to a pattern that provides students the opportunity to complete an Associate’s degree in two years. If there is sufficient demand, courses are offered each semester. If there is less demand, courses are offered at least once every two years. The College is committed to offering program capstone courses required for program completion even though they sometimes have low enrollments. If enrollment management decisions result in a course having to be canceled and students in the course are trying to finalize degree requirements, the dean works with counselors, affected students, and program faculty to identify substitutions or to create independent-study options for students to complete degree requirements. Because roughly 40-45% of courses are shared with other LRCCD colleges, some deans are able to make arrangements to stagger course sequencing so that students can complete program requirements. For example the Dean of Science, Math and Engineering has, in the past, worked with Sacramento City College to ensure that students can complete required GIS and engineering classes to complete requirements for degrees.

Self-Evaluation

CRC has formal processes in place to ensure that its programs include high quality instruction with appropriate breadth, depth, rigor, sequencing and time to completion, as well as synthesis of learning. These processes include the program review ([PrOF](#)), unit planning, curriculum review, the class schedule building process, peer review and tenure evaluations of all faculty, and graduation competency completion by students. The institutionalization of College wide and general education SLOs and their assessment provides another level of quality assurance. All of these processes require dialog at the department, division, and College levels. This dialog leads back into program or course revision through the [Curriculum Committee](#) process, which is an ongoing, sustainable course of action that maintains continuously high-quality courses and programs of instruction.

Actionable Improvement Plan

None.

II.A.2.d *The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.*

Descriptive Summary

The diversity of the student population drives the Institution to conduct instruction in multiple formats, delivery modes, and methodologies. In order to meet the varying needs of this population, and accommodate the various factors that affect students' ability to succeed, the Institution offers courses scheduled in both traditional and non-traditional time frames. Moreover, CRC provides resources for the faculty to further their understanding of students' needs as well as training in alternative teaching methodologies and delivery modalities.

Self-Evaluation

Part of Cosumnes River College's [Cultural Competence](#) statement states that the institution "values...the ongoing pursuit of teaching strategies and student services that better serve diverse populations." The Snapshots of Student Demographics ([Fall 2014 Census](#)) demonstrates the diversity of our population of students in race, ethnicity, sexual orientation, age, socioeconomic status, and disabilities: many students are of mixed heritage; 60% of the student population is under the age of 25; almost 14% is over the age of 39; more than 41% of students reported incomes considered below poverty; almost 27% of students reported incomes that are considered middle income; almost 13% of our enrollments were in online classes; 4.5% of CRC students received services through the Disability Support Program; and more than 18% of our students identified they were bisexual, gay, lesbian or questioning their sexual orientation.

Keeping these statistics in mind, the faculty and administration are aware that the traditional on-ground classes may not be sufficient to meet the needs of all our students. The College offers classes in several delivery formats. Most of the courses are offered on-ground for the full 16-week semester. However, as apparent in the [class schedule](#), there are courses in five-week, eight-week and other-term time frames. Courses are also offered in formats including traditional lecture and lab classes, field classes, seminars, independent study courses, online courses, hybrid courses, and interactive television courses.

There are students grouped in specific learning communities and programs who receive additional support. For example, the Diop Scholars program promotes academic success with curricula focused on African American and multicultural literature, history, and experiences. Puente Project, for educationally underserved students, provides instruction, counseling, leadership development, mentoring, and enrichment opportunities. MESA prepares and supports economically disadvantaged students traditionally underrepresented in Science, Technology, Engineering and Math (STEM) who are in pursuit of related degrees from four-year institutions. Freshman Seminar supports new full-time students who recently graduated from high school. Athletes have study halls tailored to their needs and their schedules, with a dedicated athletic counselor to support them through their programs of study.

Other support services include [EOP&S](#) (Extended Opportunity Program and Services), [DSP&S](#) (Disability Support Programs and Services), [CalWORKs](#) (California Work

Opportunity and Responsibility to Kids), [CARE](#) (Cooperative Agencies Resources for Education), and extensive access to tutoring in accounting, business English, computer information science, digital media, ESL, and math. In addition, a general tutoring center is responsible for individualized and small group tutoring for courses across the disciplines with a focus on helping students develop effective study strategies. DSP&S offers accommodation for those with learning, physical and mental disabilities. This includes auxiliary aids, adaptive technology, note-taking assistance, distraction-free testing environment, and alternate media. These programs, in cooperation or individually, respond to the diverse array of student needs served by the College.

The [College Curriculum Committee](#) is responsible for additions or changes in curriculum including course delivery modalities and SLO assessment methods. [SOCRATES](#), the District curriculum management software, requires instructors to identify and describe appropriate teaching methodologies that will best lead to the Student Learning Outcomes (SLOs) stated on the course outline. Common teaching methods include demonstrations, experiments, field trips, guest speakers, hands-on learning, lectures, group discussions, and Internet enhancement of traditional on-ground courses. Peer evaluators examine the effectiveness of teaching methodologies during classroom observations to ensure they are most appropriate to both course content and diverse student learning needs. Faculty members further validate the effectiveness of teaching methodologies through exams, quizzes, portfolios, practicums, internships, research projects, work experience, student participation patterns, collaborative learning projects, and other measures.

The Center for the Advancement of Staff and Student Learning ([CASSL](#)) strengthens the College's student learning and success by supporting the faculty. It offers access to many resources including:

- computers with statistical and other specialized software,
- books, articles, and DVDs on topics related to teaching, learning and diverse students,
- resources (information, support and advice) to help faculty learn more about our students and programs, and
- teaching and learning resources including the products of Innovation Grants and local research are available to everyone via the [CASSL](#) website.

CASSL also provides:

- professional growth activities including workshops related to current issues in educational research, best practices for working with students, and dissemination of data from the college Research Office,
- direct assistance to departments working on outcomes implementation and program planning,
- Innovation Grants to support individual or group proposals for educational or research activities, and
- on-going seminars and institutes on topics related to teaching and learning for all faculty and staff and administrators.

Actionable Improvement Plan

None.

II.A.2.e *The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*

Descriptive Summary

The [College Planning Committee](#) coordinates the Program Overview and Forecast process. The [PrOF](#) manual details all aspects of this evaluation and reporting process. Initiated in 2009, the full PrOF cycle occurs during the fall semester, every four years. Additional procedures review and update the PrOF after two years. This process allows CRC to comprehensively evaluate the impact of internal and external changes to its academic programs, courses and services, and to assess various indicators of program currency, relevance and effectiveness in order to plan proactively for the future. The PrOF process is informed, supported, and structured by a number of collaborating entities, including the Curriculum Committee; the Research Office; and the State Chancellor's Office, which supplies Core Measures data for Career Technical Education (CTE) programs.

In the full PrOF, faculty and departments review their Program Student Learning Outcomes (PSLOs) to ensure that the programs are up to date and relevant. PSLOs are edited, deleted or added as needed. The process also involves review and updating of program purposes and outcome alignment tables, creating program and course/activity assessment cycles, and structuring the curriculum review cycle. This is followed by review of the program's SLO Matrix, which maps the PSLOs to courses. The final step is to summarize plans for outcomes assessment.

Phase two of the PrOF identifies planning and resource needs, and maps action items to the College's strategic plan. Identified needs, such as resource requirements (e.g. software, computer/non-computer equipment, new faculty/classified positions, new student help, facilities needs, and so forth), progress to the unit/division planning process and subsequently into the resource allocation processes including faculty and classified position prioritization, the Capital Outlay Budget (COB) and the Information Technology and Multimedia Budget (ITMB). The procedural structure is governed ideologically by the Institutional goals of student success, teaching and learning effectiveness, access and growth, community and economic development and organizational effectiveness ([CRC Educational Master Plan](#)).

The CRC Research Office supports PrOF with data packets including current enrollment and course success by a range of demographic indicators as well as by course type, semester-to-semester persistence and productivity ([CRC Research Office External and Internal Scans](#)). These data packets allow CRC faculty and administrators to maintain a current, relevant and nuanced understanding of the community they serve.

The Curriculum Committee meets to appraise the curriculum; participate in development of the District Educational Master Plan; coordinate programs offered by various areas, including honors; consider proposals for addition to, or changes in, curriculum or courses; establish general education requirements; evaluate and implement outcomes of program reviews; and make recommendations to the College President concerning programs and course offerings ([Curriculum Committee Charge](#)). In accordance to ACCJC accreditation standards and guidelines established by faculty in the Center for Advancement of Staff and Student Learning (CASSL), approval by the Curriculum Committee certifies that the student learning outcome(s) convey a general statement of the measurable skills and abilities a student will demonstrate upon successfully finishing a course of study ([SLO Procedures and Practices](#)). Departments review descriptions of their programs annually for inclusion in the College Catalog. In addition to this review, faculty members also update career opportunities, PSLOs, the required program course list, and required units. The Curriculum Committee also requires CTE program faculty members to deliver an extensive labor market review and seek approval by the North Far North Regional Consortium and the State Chancellor's Office for new programs. In [the academic year 2013-14](#), the Curriculum Committee completed the review process and catalogued 280 courses and 83 programs.

Program placement among the four LRCCD colleges is addressed at the District level. The Program Placement Council (PPC) determines placement of new and/or similar programs at the four LRCCD colleges. The PPC guidelines ([Program Placement Council](#)) designate a future-oriented roadmap of program placement which allows LRCCD colleges to design and offer exemplary programs in an environment of predictability and consensus without unnecessary duplication of costly equipment or facilities. The PPC goal is to create comprehensive, sustainable program offerings throughout the District to meet the needs of potential students in their local communities.

Self-Evaluation

The College has formal processes in place to ensure that its programs are current, relevant, appropriate, and successful in achieving program and course level SLOs. Primary among these processes is program review. Important strengths of PrOF are that it allows for a comprehensive review of courses relative to programs and that it is linked to other planning processes, including the College Strategic Plan and all resource allocations it guides. In addition, institutionalization of College wide and general education SLOs engenders dialog at all levels and among all constituencies. Evaluation takes place in efficient and effective ways that support the College's primary mission of teaching and learning. Dialog and analysis of assessment findings then leads back into program or course revision through the Curriculum Committee review process. Through cycles of action, dialog, change, and assessment, improvement is ongoing. This review process also enables faculty and staff to identify future programmatic needs, so CRC is poised to meet future needs and adapt to future plans.

Actionable Improvement Plan

None.

II.A.2.f *The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.*

Descriptive Summary

Since fall 2009, full program review ([PrOF](#)) has been conducted every four years. The objective of program review is to analyze internal and external changes in a program, assess program effectiveness, and use the data to proactively plan for the future of the program.

Program review involves the following components:

1. reviewing and updating program purpose(s) and outcomes,
2. creating assessment cycles for courses, programs, and curriculum review (instructional programs only),
3. reviewing and documenting program accomplishments during the PrOF cycle,
4. utilizing outcomes data to identify strengths and opportunities,
5. identifying planning ideas to improve the program,
6. selecting planning action items, mapping each action item to the CRC strategic plan, and identifying the potential impact of each item,
7. identifying the resources needed to implement the planning action items, and
8. identifying College wide and/or long-term planning implications.

Faculty and/or staff within each program also conduct a mid-term program review to ensure that the program is on track to meeting goals stated as action items. The action items identified during program review inform decisions regarding resource requests. The mid-term review permits adjustments to planning items allowing programs to respond to changes at the College.

Course-level SLO assessment is completed for every course within a six-year period. The planning of the assessment cycle is reported in the program review and informs course revisions, course offerings, and curricular changes. Program SLO assessment is also reported through PrOF and contributes to assessment of GE SLOs and College wide SLOs.

During the last PrOF cycle, efforts were made to merge elements of the reporting system so that data from SLO assessment can inform all other planning processes. Regularized assessment formalizes dialog about teaching and learning, informs planning and revising curriculum, guides budgetary requests, and ensures that the College is meeting all stated learning outcomes.

In spring 2015, pilot testing began for the College Integrated Planning System ([CIPS](#)). This new system improves College planning through integration of outcomes assessment reporting, PrOF, and SOCRATES. CIPS will enhance the ease and integrity of reporting by enabling a seamless flow of data between reporting systems. Moreover, this system will streamline the College's ability to use course assessment data to also assess program and

college-wide outcomes.

Self-Evaluation

In order to guide faculty through SLO assessment, the [SLO Assessment Tool-Kit](#) was developed in 2010. The tool-kit provides case studies as a platform to familiarize faculty with effective methods of assessment. CASSL also offers regular workshops to assist faculty in writing and assessing SLOs.

According to the [2014 Accreditation Survey](#), 84.9% of respondents reported a high degree of understanding (responded agree or strongly agree) of the SLO assessment process. This is an improvement of 10.4% from the 2008 Accreditation Survey. Additionally, 62.4% of respondents reported that they had participated in the formal assessment of outcomes. This participation reflects an improvement of 14.5% from the 2008 Accreditation Survey. As of September 30, 2014, 302 courses had formally reported assessment data. The 2014 Accreditation Survey also found that 74.5% of respondents reported participating in the College's planning processes.

During the spring 2014 semester, the [CCSSE](#) was completed by 970 students in 51 classes, randomly selected across the College. The results reflect student perceptions relating to College wide and GE SLOs. The data shows that the majority of students believe that their coursework emphasized specific areas of critical thinking:

- 74% reported that courses required analysis of the basic elements of an idea, experience, or theory.
- 66% stated that courses included synthesis and organization of ideas, information or experiences in new ways.
- 64% utilized information they had read or heard to perform a new skill in their coursework.
- 60% reported applying theories or concepts to practical problems or in new situations.

The majority of participants also reported being engaged in reading and writing activities:

- Approximately 60% of full-time respondents indicated that they had been assigned five or more books during the current academic year.
- Approximately 70% of full-time respondents indicated that they had written five or more papers during the current academic year.
- 46% of part-time respondents were assigned five or more books to read.
- 52% of part-time respondents reported assignments of five or more papers to write.

CRC reports specific data to the state regarding College demographics, persistence, and program completion. This data is available to the public in the [2014 Student Success Scorecard](#). The data is used to assess College wide SLOs in degree completion, career technical education completion, and remedial education.

The Student Success Scorecard measures completion as the percentage of degree, certificate, or transfer-seeking students starting as first-time students in 2007-08 and tracked for six years through 2012-13. CRC had 69.5% completion for college-prepared students, and 40.1% completion for students unprepared for college.

Completion for Career Technical Education is defined as the percentage of students tracked for six years (2007/2008-2012/2013) who completed greater than eight units in CTE courses in a single discipline and completed a degree, certificate, or transferred. CRC reported 53.7% completion for Career Technical Education students.

Remedial students are defined as students who started coursework below transfer-level English or Math and/or ESL and completed a college-level course in the same discipline within the six-year tracking period. CRC reported a completion rate of 26.3% in Math, 39.4% in English, and 20.4% in ESL.

Actionable Improvement Plan

None.

II.A.2.g *If an institution uses departmental course and/program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.*

Descriptive Summary

The English Department uses a departmental course examination. It has a shared final writing exam in two courses, English Writing 58 (Writing Development with Reading) and English Writing 101 (College Writing). The writing exam is not an “exit” exam but rather a method that the department uses to assist in validating Student Learning Outcomes and ensuring that departmental standards are consistent.

The exam consists of a timed writing based on a selected reading. Full-time faculty members of the English Department determine reading selections and the language for the essay [writing prompt](#). The department strives to ensure that unbiased and valid measures are used, and student diversity is considered when selecting potential reading selections.

The English department developed the final exam scoring guides - one of which is based on a UC Advanced Writing Placement Examination (AWPE) - to ensure that grading of the written exam is valid and unbiased ([Final Exam Scoring Guide](#) for English Writing 101). Each essay is evaluated by two faculty members, neither of whom is the student’s course instructor. Thus, the score cannot be influenced by any preconceived notions about a student’s proficiency. If two grades are disparate in nature, a third reader reviews the essay to make a decision. The department conducts norming sessions to ensure faculty scorers are uniformly interpreting the grading criteria to identify passing exams. In the spirit of academic freedom, course instructors determine how the departmental exam is weighted in their grading rubrics. Most often this weight falls between 10-25% of the total possible points.

Self-Evaluation

The English Department developed the department course essay exam over twenty years ago. It was implemented in 1994 and used until 2002, at which time it was put on a hiatus. The

department started using it again in 2008 because the department decided that in addition to providing students good practice, in-class writing exams helped the department normalize assessment outcomes. The English Writing 101 exam implements a scoring guide based on the University of California AWPE, which ensures that student work is evaluated consistently, anonymously, and free of bias. This also ensures that CRC standards are consistent with the University of California.

For the past few semesters, 12th grade English teachers from CRC's primary feeder district, Elk Grove Unified School District, have been invited to join CRC instructors for the 101 scoring session. Their participation has fostered a collegial exchange of ideas and strengthens our common understanding of the writing skills students need to succeed in freshman composition.

The department course essay exam has been a useful tool for measuring Student Learning Outcomes. The English Department has used the results of the exam to make enhancements in their reading and pre-writing curriculum. The department encourages composition professors - ranging from developmental to advanced courses - to include at least one full-length text in curriculum to improve student reading comprehension. In addition, discussion groups have been implemented, and lessons plans are available on D2L.

Actionable Improvement Plan

None.

II.A.2.h *The Institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.*

Descriptive Summary

As clearly stated in the College Catalog, CRC awards course credit based on student achievement of stated learning outcomes. This is codified in LRCCD Board of Trustees [Regulation 7000](#) and is in compliance with Title 5 Regulations. With oversight from the Curriculum Committee, the College ensures that all courses require at least three hours of work per week per unit of credit. The Instruction Office, in coordination with the District Information Technology Office, verifies that the [College Catalog](#) represents course SLOs, program SLOs and College wide SLOs clearly and accurately.

Since 2004, the Curriculum Committee has required that the official course outlines include [student learning outcomes](#) as well as the course-specific methodology for assessing them. Faculty members prepare and distribute syllabi aligned with the course outlines on record in SOCRATES. Each syllabus describes SLOs for the course and emphasizes that students' successful completion of the course depends upon the degree to which the Student Learning Outcomes have been achieved.

Self-Evaluation

CRC has protocols in place to ensure that course credits are awarded according to achievement of specific SLOs. The [curriculum committee process](#) and the commitment of faculty, as well as adherence to policies established by Board regulations, Title 5 regulations, and contemporary educational standards all lead the College to maintain diligent attention on SLOs as the criteria for awarding course credit. This is confirmed by faculty responses to the [2014 Accreditation Survey](#):

- 84.9% expressed an understanding of how to assess SLOs.
- 84.3% expressed an understanding of student learning or service area outcomes.
- 74.5% acknowledged participation in the College's planning process.
- 84.2% confirmed the effectiveness of the College website in clearly associating course credit with achievement in SLOs.

Actionable Improvement Plan

None.

II.A.2.i *The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.*

Descriptive Summary

To earn a degree or certificate, students must achieve the published [Program Student Learning Outcomes](#) (PSLOs), [College Wide Student Learning Outcomes](#) and [General Education Student Learning Outcomes](#). Appropriate discipline faculty write PSLOs and the [Course-level Student Learning Outcomes](#) (SLOs) that map to them. They are then reviewed and approved through formal Curriculum Committee processes and become accessible to faculty through [SOCRATES](#), the District's curriculum management system.

The academic program and its associated learning outcomes, degree(s), and certificate(s) are detailed in the [College Catalog](#). This detail also includes a program description, degree and certificate options, highlights about the program and, for those programs that lead to transfer, special notes on the transfer process. Course requirements for each degree and certificate are outlined, and there is a link to further information about the PSLOs. In addition to general education and programmatic requirements, [CRC graduation requirements](#) are published in the Class Schedules and in the College Catalog, and are carefully explained to students by counselors. When students meet the stated course, program, College wide, and general education student learning outcomes, they successfully complete the requirements for specific degrees and certificates.

Self-Evaluation

CRC is successfully awarding degrees and certificates based upon student achievement of student learning outcomes at the course, program, and College level. Formal documentation of outcome assessment has been ongoing since fall 2008. [The Guide to Assessment at CRC](#) explains the philosophy, history, and logistics of the outcomes assessment process. Increased

and regularized dialog among faculty is an added benefit of formal learning outcomes assessment.

Over the past five years, CRC has awarded an increase of approximately 25% in the number of AA and AS Degrees (see [certificates awarded](#), [AA degrees awarded](#), [AS degrees awarded](#)). In 2013-14, the most popular degrees included Business Administration, Liberal Arts (various concentrations), Social Science, Science (General), and Biology (Pre-nursing). The most popular certificates awarded were in Automotive, Accounting, Health Care Information Technology, ESL, and Medical Assisting.

In spring 2014, the College administered the Community College Survey of Student Engagement (CCSSE) to measure students' perceptions of their educational experiences. [CCSSE](#) results furnish evidence that CRC offers high quality instructional programs. For example:

- More than 93% of respondents responded positively or were neutral on faculty availability, helpfulness and sympathy scale. Students who attended full-time had similar responses to students who attended part-time.
- Almost 80% of respondents responded positively or were neutral on the administrative personnel friendly, consider and flexibility scale. Students who attended full-time had similar responses to students who attended part-time.
- Almost all or a strong majority of the respondents indicated their experience at CRC had contributed to knowledge, skills and personal development in the following areas
 - acquisition of a broad general education (95%),
 - ability to think critically and analytically (95%),
 - ability to write clearly and effectively (90%),
 - ability to solve numerical problems (90%),
 - ability to speak clearly and effectively (89%), and
 - acquisition of job or work-related knowledge or skills (75%).
- Almost all of the respondents indicated the college supported them in the following areas:
 - encouraging them to spend significant amounts of time studying (97%) and
 - providing the support they needed to be successful (96%).

Actionable Improvement Plan

None.

II.A.3 *The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it.*

Overview

Cosumnes River College communicates the College's philosophy on the importance of a general education (GE) component and explains the rationale for degree requirements on its website:

The College is committed to the principle of providing a broad general education that includes: Natural Sciences, Social and Behavioral Sciences, Humanities and the Arts, Language, and Critical Thinking. The College continues to offer other courses that enhance life-long learning and prepare students for the needs and demands of everyday life. All of these skills help create a balanced life in a democratic society that is diverse in its social, cultural, and educational backgrounds. ([About the College](#))

The College Curriculum Committee GE Subcommittee developed the General Education SLOs. These SLOs emphasize both general and discipline-specific skills, with the following overarching goal: "Students will experience a rich learning environment that assists them in developing a habit of intellectual inquiry and a broad perspective of the world" ([Curriculum Handbook](#)). The General Education SLOs address critical thinking, information acquisition and analysis, and ethical capacities.

Discipline-specific GE requirements address basic content and methodology within the following areas: Humanities and Arts (I), English Composition (IIa), Communication (IIb), Analytical Thinking (IIb), Quantitative Reasoning (IIb), Living Skills (III), Natural Sciences (IV), American Institutions (Va), Social and Behavioral Sciences (Vb), and Ethnic/Multicultural Studies (VI) ([GE Outcomes](#)). Courses approved by the Curriculum Committee for inclusion in the GE curriculum must address GE SLOs through the course-specific student learning outcomes. Each GE area has an SLO Checklist, unique to the specific disciplines, which guides faculty through the process of attaining GE approval. Examples of checklists for all of the GE areas are in the Curriculum Handbook accessible by links on the website under GE Approval for Courses Forms ([Curriculum Handbook](#)).

Board policy governs Degree, which ensures that Education Code and Title 5 minimum requirements are met. Students who graduate with an associate degree must take certain courses for their major, meet reading, written expression, and mathematics competencies, and complete GE courses. A candidate for the associate degree at CRC must have completed 21 units of general education consisting of at least three units in humanities; at least six units in languages and rationality, three of which must be in English composition and three in

communication and analytical thinking; a minimum of three units in living skills, one course in Physical Education activity and one in Life Development skills; a minimum three units in the natural sciences; a minimum six units in the social and behavioral sciences, three of which are from American institutions. Three of the general education units qualifying a student for candidacy must also address ethnic/multicultural studies. Complete listings of the courses that fulfill graduation requirements are printed in the College Catalog and the Class Schedule and are available on the CRC website ([Graduation Requirements](#)).

Curriculum at CRC is a faculty-driven, shared governance process to the extent that only faculty are granted access to modify and/or create course outlines in the SOCRATES Curriculum Management System. This process ensures faculty expertise in the creation and/or modification of courses and/or programs. Faculty propose new courses through a rigorous Curriculum Committee process. Although faculty can request course inclusion in the general education pattern for an Associate Degree, the Curriculum Committee is primarily responsible for the evaluation, selection, and review of courses that constitute the general education component, and relies on a GE Subcommittee to make recommendations. Members of the GE sub-committee are faculty, administrators, classified staff and students, who carefully scrutinize proposals to ensure that GE courses have met standards set forth in [Title 5, Section 55806](#). All members of the Curriculum Committee are familiarized with Title 5 criteria as part of their orientation.

II.A.3.a *General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge; areas include the humanities and fine arts, the natural sciences, and the social sciences.*

Descriptive Summary

In order to ensure students' understanding of the basic content and methodology of traditional areas of knowledge within general education, CRC requires students to complete GE curriculum coursework in natural sciences, social and behavioral sciences, and humanities and arts. In natural sciences, students are required to complete coursework in disciplines such as animal science, astronomy, biology, chemistry, geography, geology, or physics. Fulfillment of the component in the area of social and behavioral sciences includes courses in disciplines such as anthropology, business, communication studies, journalism, philosophy, psychology, and sociology. Courses to build knowledge of the humanities and fine arts come from disciplines such as architecture, art history, music, film and media studies, humanities, and philosophy ([Graduation Requirements](#)).

Self-Evaluation

CRC offers students a generous spectrum of course options to complete their general education requirements, all of which are designed to broaden the students' knowledge outside of their chosen discipline. Courses meeting these requirements have gone through a rigorous review process via the CRC Curriculum Committee and its GE Subcommittee to ensure that all approved GE courses meet Title 5 criteria as well as standards of college-level

depth and rigor. Faculty discipline experts create, maintain, and revise the content of GE courses. Graduating students leave CRC with a broader understanding of the world and their place within it.

Actionable Improvement Plan

None.

II.A.3.b *A capability to be a productive individual and life-long learner; skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.*

Descriptive Summary

The general education (GE) segment of CRC's GE Student Learning Outcomes (SLOs) addresses each student's capability to be a productive individual and lifelong learner through proficiency in critical thinking and information acquisition and analysis. CRC requires that students successfully complete courses that lead to these outcomes through graduation requirements in the areas of Languages and Rationality and Living Skills, as well as through the Graduation Competency Requirements in Reading, Written Composition, and Mathematics. CRC also addresses the student's capability to "be a productive individual in information competency and computer literacy" through the GE SLOs Area 1 section on Information Acquisition and Analysis:

Students will access, synthesize and evaluate information using a variety of print and electronic sources including computer networks; Students will utilize technological resources in order to explore and express information; Students will determine the extent of information needed, evaluate the information and its sources critically, and ethically and legally apply gathered information to personal and community issues. ([GE SLOs](#))

To ensure that CRC graduates are productive individuals and lifelong learners, the College has College Wide Student Learning Outcomes that address the areas of oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, and critical analysis/logical thinking, as well as social responsibility and personal development. Outside of courses, the College also provides various instructional tutorials, designed by CRC library staff, to assist in "information competency," "computer literacy," and "acquiring knowledge through a variety of means" via library instructional opportunities ([Library Learning Tutorials](#)).

The College, through its shared governance processes, worked for two years to identify and enumerate breadth skills and abilities, resulting in two sets of learning outcomes. The College Wide Student Learning Outcomes enumerate the most critical broad skills that students gain over the course of their experiences at CRC. The GE Student Learning

Outcomes enumerate the skills and abilities that reflect students' understanding of the basic concepts and major modes of inquiry used in the disciplines that have been identified as the components of general education. The goal of these learning outcomes is to ensure that our students develop particular habits of intellectual inquiry, a significant base of knowledge and skills, and a broad pluralistic perspective of the world. These outcomes also serve to inform how the College structures and assesses its programs and services in order to effect a rich and inclusive environment, in which student achievement can occur ([CRC Learning Outcomes](#)).

All GE SLOs and Program SLOs align with the College Wide SLOs. [Section 55002 of California's Title 5](#), Administrative Regulations relates to this standard:

The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity which prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students completing each such course successfully will have acquired the skills necessary to successfully complete college-level work upon completion of the required sequence of such courses.

The College Curriculum Committee review processes ensure that course offerings meet this requirement.

Self-Evaluation

The courses that are approved to meet GE requirements have gone through a rigorous review process via the CRC Curriculum Committee and its GE Subcommittee. This ensures that all GE listed courses meet college-level depth and rigor and fit the criteria for a specific GE area. Faculty discipline experts create and revise course content as necessary according to the results of program review or other factors. As a result, students who have completed the general education requirements leave CRC well-prepared in written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through multiple means.

Actionable Improvement Plan

None.

II.A.3.c *A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.*

Descriptive Summary

The general education segment of CRC's GE SLOs addresses each student's capability to be an ethical human being and effective citizen. *Ethical capacities* include ability to apply

ethical reasoning skills within the various GE areas and work toward a personal resolution of ethical issues; show an appreciation of ethical principles as applied to personal and civic choices; realize and apply the responsibility to use knowledge wisely; and assume civic, political, and social responsibilities locally, nationally and internationally. CRC requires that students successfully complete courses leading to these outcomes through the graduation requirements in the area of American Institutions with coursework in either history and/or political science and ethnic/multicultural studies which may include coursework from such disciplines as anthropology, geography, humanities, philosophy and/or social science ([CRC Learning Outcomes](#)).

Self-Evaluation

GE listed courses have gone through a rigorous review process for inclusion via the CRC Curriculum Committee and its GE Subcommittee to ensure that they meet the depth and rigor of a college-level course and fit the criteria for the chosen GE area. The content of the courses is created, maintained, and revised as necessary by the faculty discipline experts of each department. Students who have completed the general education requirements leave CRC having benefited from an education that emphasizes the importance of being ethical human beings and effective citizens, qualities which include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Actionable Improvement Plan

None.

II.A.4 *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.*

Descriptive Summary

CRC offers a total of 44 Associate of Arts (AA) degrees, 42 Associate of Science (AS) degrees, and 18 AS-T and AA-T degrees. All degree programs at CRC include one area of focused study or an interdisciplinary core, as well as a certain number of general education courses determined by the faculty of the program. A list of CRC degrees and certificates is available on the CRC website and printed in the College Catalog ([Degrees](#)).

Self-Evaluation

All degrees offered at CRC have a required core group of courses, in addition to general education requirements that focus the student's area of study in a specific discipline or interdisciplinary topic. College programs vary in the number of required courses and range between 18-32 total units.

Actionable Improvement Plan

None.

II.A.5 *Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.*

Descriptive Summary

The majority of the occupational and vocational programs at CRC adhere to a competency-based curriculum with SLOs defined in [PrOF](#). Many of the programs, including Medical Assisting, Dietetic Technician, Health Information Technology and Automotive Technology, have program-specific national accrediting agency approval, which requires reporting student competency outcomes on an ongoing basis. The CRC Architecture Program voluntarily adheres to a competency-based curriculum based on the accrediting agency requirements of the four-year transfer institutions. Student outcomes reporting may include any or all of the following measures: graduation/completion rates; certification/licensure examination pass rates; employment attainment; student satisfaction survey results; employer survey results; and industry-based advisory committee survey results and recommendations.

In many of the programs, including Medical Assisting and Emergency Medical Technician, certificates are awarded only after successful completion of written, theory-based examinations as well as return-skill competency demonstrations. Several of the vocational programs, including Health Information Technology, Dietetic Technician, Emergency Medical Technician and Medical Assisting also have practicum courses in which the on-site preceptor evaluation of the student's competency contribute to the student's final grade ([Certificates](#); [Degrees](#)).

In addition to the program-specific studies required by national accreditation processes, occupational and vocational programs utilize the Career Technical Education (CTE) [Core Indicators](#) (formerly called the VTEA Core Indicators), produced by the State Chancellor's Office for all California college CTE Programs. These reports allow CTE programs to analyze student success, completion and employment progress upon leaving the College, and to review program performance against state negotiated standards. The Research Office provides these reports to CTE Programs for use in the program review process ([PrOF](#)).

Self-Evaluation

There is significant evidence that CRC CTE graduates meet employment standards and are prepared for any external licensure or certification:

- The success rates of students on certification/licensure examinations are, on average, higher than the national average.
- Student surveys of recent graduates indicate that students feel they are well-prepared for the workforce after completion of their respective programs.
- Employer surveys report that the students completing CRC career and technical education programs meet employment standards.
- Informal feedback from industry advisory committees (see, for example, the [ECE Advisory Committee](#)), practicum preceptors and transfer institution department

contacts also indicate that CRC students have been very well-prepared to enter either the workforce or baccalaureate degree-granting institutions of higher education.

Actionable Improvement Plan

None.

II.A.6 *The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.*

Overview

The [CRC College Catalog](#) and class schedule provide students and prospective students with clear and accurate information about educational courses, programs, and transfer policies. The College Catalog is published annually in the spring of each year for the upcoming academic year and an addendum comes out each year at the end of the fall semester, reflecting all new courses and programs approved after the publication of the College Catalog. Programs are clearly and accurately explained in the College Catalog, providing students with information about degrees and certificates that are offered, a program description, information on career opportunities, highlights of the program, notes for transfer students, and a web address to the Program Student Learning Outcomes (PSLOs). This is followed by courses and their descriptions, including the degree and transfer requirements for which they have been approved (i.e., the general education patterns for AA/AS Degrees, CSU-GE Breadth, IGETC, UC/CSU transfer approval, UC credit limitations when applicable, and C-ID approval). The College Catalog is available in print and online through the College's website for easy access.

The [Class Schedule](#) is published in mid-April for the upcoming summer and fall semesters, and in early November for the spring semester. Courses offered, their descriptions and degrees/certificates available and/or transfer patterns are also included in the Class Schedule, so that students can see all of the information they need to plan their schedules. To respond to student preference and present the most accurate information, the Class Schedule is only published on the web. The Class Schedule is released on the College's website according to the timetable described above and subsequently updated on an ongoing basis, as classes are added or closed, and when details such as room assignments are changed. The Class Schedule is linked to the PeopleSoft student system, so it is always accurate and available to students. Further, each course section includes a hyperlink to the bookstore, providing students with direct access to information about required textbooks and materials. Faculty submit book orders to the bookstore approximately one month before the schedule becomes live, allowing students access to course textbook and materials requirements as soon as the schedule becomes available.

The Instruction Office coordinates production of the Class Schedule and College Catalog. Both of these documents list all the degree/certificate GE courses by category, as well as courses approved for transfer ([CSU-GE Breadth requirements](#), [IGETC](#), and [UC transfer credit limitations](#)). These publications are reviewed on an ongoing basis. Notes about important changes for the upcoming catalog are kept on a master hard copy by the Assistant Vice President of Instruction and the Administrative Assistant to the Vice President of Instruction and Student Learning. Feedback from counselors, faculty, staff and/or students about the class schedule is used to inform revisions.

Course-level student learning outcomes reside in the course outline of record in [SOCRATES](#). The CRC [Faculty and Staff Resource Guide: Guidelines for Writing Your Course Syllabus](#) includes a section on providing students with information about Student Learning Outcomes (SLOs) and their objectives. The division office maintains copies of all course syllabi. Start of semester guidelines for instructors communicate the requirement that course SLOs be included in all syllabi and peer review confirms this requirement is met ([Faculty and Staff Resource Guide: Opening Bulletin and Final Exams](#), [LRCFT Collective Bargaining Agreement, 2008-11](#) and [LRCFT Collective Bargaining Agreement, 2011-14](#)).

At the program level, there is a link to the PSLOs in the College Catalog and a PSLO webpage within the online College Catalog.

II.A.6.a *The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.*

Descriptive Summary

Transfer of credit refers to the manner in which units earned at institutions other than CRC are applied to associate degree and/or certificate requirements of the College, and the manner in which those units, as well as CRC units, are applied to meet transfer requirements.

Following LRCCD Board of Trustees policies and regulations ([Los Rios Board Policy P-2216](#)) ([Los Rios Board Regulation R-2216](#)), as well as the guidelines established by the Curriculum Committee in its Curriculum Handbook, students who enroll at the College having completed units of coursework at other accredited two- or four-year U.S. colleges or universities must submit official transcripts, which are evaluated in the Admissions and Records Office. The evaluator notes total units, grade points, and GPA of accepted units on the transcript, which is then stored electronically. Counselors evaluate individual courses for applicability to CRC's general education and Graduation Competency requirements. Department faculty evaluate courses used to meet major requirements for degree or certificate. Counselors and discipline faculty consult with the Articulation Officer and

evaluators as needed in the determination of applicability of these courses toward a degree/certificate ([CRC College Catalog](#)),

Coursework at any of the four LRCCD colleges will be accepted by any other college within the District and used to satisfy the appropriate degree, certificate or transfer requirements. Admission and Records Office evaluators review these courses ([Los Rios Board Regulation R-7135 \(Articulation\)](#)).

Students who have completed coursework at non-U.S. colleges or universities may apply this achievement toward degree and/or transfer requirements, as well. Transcripts from such colleges or universities, however, must be evaluated (and translated, if in a language other than English) by an agency accredited to deliver this service. A list of approved agencies is available in the Admissions and Records Office, and students are informed of their availability in the College Catalog and Class Schedule. Cosumnes River College further facilitates students' educational progress toward a degree, certificate and/or transfer by awarding units of credit for: Advanced Placement examinations (minimum score of 3); College Level Examination Program (CLEP) General Examinations; Credit By Examinations (whereby students may earn units of credit by demonstrating knowledge and skills gained through training or experience outside of a formal educational environment); Credit for Military Service; and coursework completed at high schools with which CRC has articulation agreements. These alternative credit options are explained to students in the College Catalog, the Class Schedule, by counselors and by Admissions and Records Office staff.

The College Articulation Officer is responsible for the development and maintenance of articulation agreements with campuses of the University of California (UC) and California State University (CSU) systems, public out-of-state colleges and universities, and private colleges and universities (both within and outside of California). Articulation agreements include the following university system-wide agreements:

- basic transferability of baccalaureate level courses (UC Transferability and the CSU BACC listing),
- general education requirements - the Intersegmental General Education Transfer Curriculum (IGETC) and the CSU-General Education Breadth agreements (CSU-GE), and
- Common Identification Numbering System (C-ID).

Articulation agreements also include college-to-college/university agreements such as:

- individual course-to-course and
- lower-division academic major preparation.

Information about transferability of specific courses (UC-TCA and CSU-BACC) and options for completion of transfer general education requirements (IGETC and CSU-GE Breadth) is available to students in the College Catalog, Class Schedule, and through advising materials used by counselors in their interactions with students.

The Articulation Officer submits articulation requests for CSU-BACC, UC-TCA, CSU-GE Breadth, and IGETC annually. Course-to-course and Lower Division Major Preparation

requests are made throughout the academic year to individual campuses of the UC and CSU systems upon request by, and in consultation with, discipline faculty, who request articulation through the Curriculum Committee process. The Articulation Officer responds to requests for articulation by interested institutions and has an active program of initiating requests to establish articulation agreements with colleges and universities where transfer would be beneficial for CRC students.

CRC also develops articulation agreements with local area feeder school district high schools and Regional Occupational Programs (ROPs) to create formal career pathways for career technical education students. Content area faculty members are responsible for development of articulation agreements with public secondary school districts for the purpose of awarding credit for courses in an articulated career pathway. Once developed, the Articulation Officer is responsible for maintenance of these high school articulation agreements. All CRC college-to-high-school articulation agreements are individual course-to-course agreements, which are renewed at least every two years.

CRC took the lead in recommending changes to the Board policies and regulations governing high school articulation ([Los Rios Board Regulation R-7135 \(Articulation\)](#)). Under the new regulation, if students earn a B or higher grade in an articulated high school course, they are granted CRC units immediately upon completion of their high school articulated course. The College's Curriculum Committee has approved 22 high school articulation agreements ([High School Articulation Website](#)).

All articulation agreements between CRC and the UC and CSU systems are published on the ASSIST website, which is accessible to the general public. Agreements between Cosumnes River College and any other colleges or universities, and high school articulation agreements are published on the Articulation website ([CRC Articulation Website](#)).

Self-Evaluation

Procedures for awarding transfer credits have been in existence for several years and meet the Board policies and regulations that define them. These procedures work well as managed at the College. Coordination and communication among counselors, the Articulation Officer, Admissions and Records evaluators and the Curriculum Committee are significant to this. CRC's articulation with colleges and universities is a fairly smooth process that is defined in the Curriculum Handbook as well as by requirements set by UC, CSU, and in-state private and out-of-state private and public colleges and universities. It is organized on an ongoing basis through the SOCRATES Curriculum Services. Each course listed in the College Catalog and the Class Schedule is labeled to show students what transfer requirements the course meets.

The policy and regulations guiding the high school articulation process were revised to support high school students more effectively in their chosen career pathways. Many new articulation agreements have been developed under this process. Outreach specialists are responsible for explaining the requirements that students must meet to earn college credit for their articulated high school courses. Although both the college/university and high school articulation processes work well, there is a large amount of administrative support required to

keep accurate information up-to-date for students. One way this is done is through the Articulation website. The Articulation Officer created this in 2008-09 and continues to ensure its lists of approved and re-approved high school articulation agreements are current. This website furnishes information to high school students, their parents, and their teachers and administrators. It serves the College as it tracks articulation agreements for biennial renewal as required by Board policies and regulations governing them.

The processes for managing the high school articulation process, completed in spring 2009, are still operational. Administrative support to articulation must continue on a permanent basis in the near future, rather than on a temporary, piecemeal basis as has been the case for the last few years. The College is seeking to create a permanent instructional services assistant position to support the articulation work of the Instruction Office and the Articulation Officer.

Actionable Improvement Plan

None.

II.A.6.b *When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*

Descriptive Summary

Program Discontinuance is initiated by the academic department and/or division where the program resides. Rationale for discontinuance may include: declining market/industry demand; advisory committee recommendation; declining enrollment/productivity trends, declining four-year college/university transfer trends; lack of availability/resources; or other relevant factors that are defined by the division or department. While the Academic Senate is fundamentally responsible for establishing and discontinuing College programs, the Curriculum Committee carries out these processes.

The Curriculum Committee appoints a Discontinuance Review Subcommittee that meets with the program faculty, division dean, and other interested parties and makes a recommendation to the Curriculum Committee for action. If approved, students who have been enrolled in the discontinued program are contacted by the faculty or division office to identify a timeline for ensuring that students in the program can complete their program of study prior to formal discontinuance. The request then goes to the Vice President of Instruction and Student Learning, Vice President of Student Services and Enrollment Management and, in the case of career technical education programs, the Program Advisory Committee Chair, for approval ([Program Discontinuance](#)). Also, just as the LRCCD Board of Trustees approves new programs, the Board must approve any discontinuance of a program ([Los Rios Board Regulation R-7141](#)).

Since the last accreditation review cycle, no programs have been deleted through the formal Discontinuance Process. The last Program Discontinuance process was in 2003–04 when CRC discontinued the Environmental Technology Program after declining enrollment was formally documented in program review. In this case, the Program Discontinuance process began with the decision to not offer the first course in the sequence after spring 2004. After contacting all students who had taken discipline courses, the faculty and division developed a timeline to terminate offerings. However, the Environmental Technology program continued to appear in the College Catalog through 2006-07, with the following notation to students: “The Environmental Technology program will be discontinued. Students are advised not to begin the program. Students currently in the program will be able to complete their course work” ([Cosumnes River College Catalog 2006-07, see page 179](#)).

Self-Evaluation

CRC’s formal process for program elimination was developed by the Academic Senate. It requires faculty to document reasons for requesting a program’s discontinuance. A Curriculum Committee subcommittee reviews the request and, if recommended for approval, a timeline is established by the department and/or division dean to ensure that students who are enrolled in the program have the opportunity to complete their program of study.

Actionable Improvement Plan

None.

II.A.6.c *The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications, to assure integrity in all representations about its mission, programs, and services.*

Descriptive Summary

The [CRC College Catalog](#) comes out once each year in the spring semester for the following academic year, and CRC also prints a very limited number of [Class Schedules](#) twice each year to accommodate students that do not have access to a computer. These paper copies of the Class Schedule are kept at the Information Desk. Both publications are reviewed on a continuous basis to ensure the publications are accurate, however, only the online Class Schedule identifies when classes have filled to capacity during enrollment periods. The Instruction Office updates these publications, including the on-line class schedule, immediately upon receipt of notes, suggestions, clarifications or new regulations.

The College also includes resources and information for students and the community at large on its website. In 2014, CRC inaugurated a more user friendly website and updated the new Content Management System. The Content Management System put in place in 2007 allows most content to be managed by divisions, departments, and committees, which ensures information is current and the webpages remain formatted. The College Education Media and

Web Design Specialist oversees the consistent look of the CRC website. CRC's [Public Information Office](#) (PIO) updates other printed publications, parallel information on the website, and information about campus events as needed. The PIO follows established professional standards reflecting accuracy in support of the College's Mission. The Public Information Office is also responsible for reviewing all College publications to ensure continuity and accuracy before they are printed for distribution. The PIO sends out *College Matters* (for a sample publication see the [Summer/Fall 2015](#) edition) - an abbreviated class schedule augmented with student success stories and other news from around the College - to the surrounding community. Program brochures and other information about activities or programs are updated by program directors and reviewed by the PIO for accuracy.

The PIO distributes a weekly e-newsletter, *Inside CRC*, which features the College calendar, staff highlights, community connections, and other information to the campus community. The *President's Letter* is another internal staff newsletter produced at the end of each semester. In 2014, the public information office received awards from the National Council for Marketing and Public Relations in four categories: Annual Report, Newsletter, Website and Viewbook ([Inside CRC and the CRC President's Letter](#)).

Student achievement is documented on both the College's and the District's website on a continuous basis ([Los Rios Instructional Research Office](#) and [CRC Student Success Internal Reports](#)). The Dean of College Planning and the Research Office studies emerging trends and reports these, as well as research in the form of various Student Success reports, on the CRC website. These reports cover a wide variety of student demographics and course-taking parameters. The College also publishes relative research information in community newsletters and makes it accessible to the general public on the CRC and Los Rios District websites.

Self-Evaluation

CRC takes pride in representing itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. The PIO reviews all publications whenever an update is needed to ensure CRC is reaching the appropriate audience. The Catalog and Class Schedule undergo a rigorous review prior to publication.

Articles about student success appear in various publications. Student success articles are featured in *College Matters*, on the [CRC](#) and [District](#) websites, and the local newspaper, [Elk Grove Citizen](#), also has featured stories about successful students. Student Success stories are distributed in a timely manner and with the consent and approval of the featured student.

In spring 2014, CRC conducted the Community College Survey of Student Engagement (CCSSE) addressing the ACCJC Accreditation Standards. Standard II.A.6.c was not specifically addressed; therefore, there is no data to encapsulate the feelings of the students on this particular subject ([Overview of Community College Survey of Student Engagement \(CCSSE\) Findings](#)).

Actionable Improvement Plan

None.

II.A.7 *In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.*

Overview

Academic integrity within the teaching-learning process and academic freedom are defined in the "Instruction" section of the Board policy and accompanying regulations ([Policy-7000: Instruction](#); [Regulation-7000: Instruction](#)). This policy and its regulations carefully outline the importance of free expression and the right to agree or disagree constructively. Faculty members are expected to foster a respect for differing points when presenting controversial issues in the classroom, and are to be defended against attacks by those who may be alarmed by free discussion. In addition, the LRCCD Agreement with the Los Rios College Federation of Teachers (LRCFT) clearly defines academic freedom in [Article 17](#) while ensuring faculty members' rights and obligations of professional protection, autonomy, and responsibility.

The Board policy also defines Standards of Conduct and Due Process for Students under the section on Students Rights and Responsibilities that speaks to the expectations for student behavior. The regulations associated with this allow for the "removal of a student from class for dishonesty, such as cheating, plagiarism or furnishing false information to the College, forgery, alteration or misuse of college documents, records or identifications" ([Student Rights and Responsibilities](#)).

The Board-approved policies and regulations on academic freedom and responsibilities, academic integrity, and academic honesty are published widely and are thus sufficiently available to faculty, staff, students, and the public at large. The Board "Policies and Regulations" are readily available to the public from the homepage of the District's website, under the tab "About Los Rios" and can be reached from several other locations on the LRCCD and college websites ([About Los Rios](#)). In addition, the catalog emphasizes the importance of academic integrity:

CRC values academic integrity (honesty, trust, fairness, respect, and responsibility). It recognizes that individuals can achieve their maximum potential and contribute appropriately to the well-being of the larger community only if they recognize the ethical dimensions of decisions and actions. The college assumes all members of the academic community will exhibit academic integrity supporting student access, academic quality, academic rigor, innovation and collegiality. ([Academic Integrity Statement](#))

At the college level, academic freedom and responsibility statements are prominently displayed for the benefit of faculty, staff and students in college-level publications and on websites. The College Catalog includes a statement explaining Academic Freedom and a Statement of Professional Ethics ([College and Academic Regulations](#)). The faculty statement of professional ethics describes the faculty's commitment to the advancement of knowledge. It encourages free pursuit of learning by students, respect and defense of free inquiry, and faculty responsibilities to their disciplines. It commits faculty to modeling sensitivity to diversity and multiculturalism as well as maintaining high standards in the classroom and a commitment to helping students succeed. Academic freedom is also defined in the [Faculty and Staff Resource Guide](#).

CRC's [Honor Code](#) serves as a bridge between the College Catalog's formal treatment of academic integrity and the day-to-day decisions of the members of College's academic community. Its focus is on core academic values, the appropriate expression of those values in behavior, and the way those values create and sustain the academic community. It is intended as a straightforward tool for communicating and clarifying the College's fundamental expectations. It is also intended to be used frequently and easily.

CRC disseminates information about academic freedom and responsibilities, academic integrity, and academic honesty and ensures that this information is readily available to the College community.

II.A.7.a *Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

Descriptive Summary

The [CRC Faculty Statement on Professional Ethics](#) in the College Catalog clearly states our commitment to presenting information fairly and objectively:

As educators, faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly standards in their discipline. They demonstrate respect for the student as an individual and adhere to their proper role as intellectual guides and counselors. They respect and defend the free inquiry of their associates. In the exchange of criticism and ideas they show due respect for the opinions of others. They acknowledge their academic debts and strive to be objective in their professional judgment of colleagues. They accept their share of faculty responsibilities for the governance of their institution.

CRC recognizes the importance of Academic Freedom:

Academic freedom is essential for the fulfillment of the educational mission of the Los Rios Community College District and for the ability of faculty members to perform their professional duties. Faculty members have the principal right and

responsibility to determine the methods of instruction, the planning and presentation of course materials, and the fair and equitable methods of assessment in their assignment in accordance with the approved curriculum and course outline and the educational mission of the District in accordance with state laws and regulations.

All faculty members should: (a) conduct a classroom environment that is conducive to student learning, growth, and development; in which students are free from discrimination, prejudice, and harassment; and in which students are free to express relevant ideas and opinions; and (b) clearly differentiate to students the expression of a faculty member's personal opinions or convictions from the objective presentation of theory, fact or ideas. ([Academic Freedom](#))

The Faculty Evaluation process supports the importance of a fair and objective presentation of information to students. Faculty members are rated on their ability to foster “a classroom or workplace environment that is free from harassment, prejudice or bias,” and on “evidence that the dignity of the individual is respected.” Similar assertions are evaluated for librarians, counselors, and coordinators. Likewise, students evaluate faculty on whether a faculty member “Grades with a system that seems fair” and that the faculty member “Is fair and impartial to all students” ([Evaluation Forms](#)).

Self-Evaluation

Documents and processes developed at both the District and College constitute evidence of the importance of fairness, objectivity and the distinction between personal conviction and professionally accepted views in a discipline. The development of many of these statements and practices has been faculty led. Various FLEX day activities are organized on an ongoing basis to discuss the importance of these issues. The Center for the Advancement of Staff and Student Learning ([CASSL](#)) workshops, newsletters, and other ongoing activities address these issues among others of importance to the Faculty.

Actionable Improvement Plan

None.

<p>II.A.7.b <i>The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.</i></p>

Descriptive Summary

As mentioned in Standard II.A.7 above, the Board policies and regulations clearly outline expectations for student academic honesty. CRC’s concern about, and commitment to, the importance of academic integrity and honesty does not stop there. The College’s [Academic Integrity Statement](#) and [Honor Code](#) have been widely disseminated on Campus. CRC’s [Vision, Mission and Values Statement](#) further supports the College’s commitment to academic honesty and integrity:

As a community of scholars and practitioners with a deep commitment to equity and social justice, CRC values teaching and learning excellence and high academic standards sustained by academic integrity, fairness and mutual respect, and an ethic of care.

Self-Evaluation

CRC's Academic Integrity Committee created the College's Academic Integrity Statement and Academic Honesty Process to clearly define plagiarism and cheating, as well as describe the consequences for these. Written with a focus on student accessibility, the statements are clear, comprehensive, and equally understandable to students, faculty, staff, and managers. Furthermore, CRC's Academic Integrity Statement; Academic Honesty Process; Expectations for Student Behavior; and Vision, Mission and Values Statement present a clear picture of CRC's commitment to academic integrity for the general public.

The Academic Integrity Committee produced an Honor Code, which was approved by all constituencies of the College community through the Executive Council. It is intended as a straightforward tool for communicating and clarifying the College's fundamental expectations. Copies of the CRC Honor Code are hung in prominent places in the Academic Division Offices and throughout the campus. Classroom faculty members are being successfully encouraged to share the Honor Code with their students at the beginning of each semester.

The Academic Senate's lead in creating the [Academic Integrity Committee](#) has ensured that there is a link across all four areas of, and values expressed in, Standard II.A.7 - academic freedom, responsibility, integrity, and honesty. The Academic Integrity Committee has provided a set of tools to address academic integrity. It is now engaged in the extended process of disseminating these tools within the College and cultivating further faculty and student acceptance of these values.

Actionable Improvement Plan

None.

II.A.7.c *Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.*

Descriptive Summary

The College does not require conformity to specific codes of conduct. The College's [Honor Code](#) (as well as the underlying relationship of the Honor Code to [academic integrity](#)) is a resource, but not a requirement.

With regard to worldviews, CRC has made a major commitment to the concept of [cultural competence](#). Cultural competence is an ongoing process of increasing proficiency in the ability to assess and revise individual and organizational behavior in response to an expanded

understanding of culture. Culture refers to an integrated pattern of collective behavior, including habits, customs, values, beliefs, and institutions. Cultural competence is associated with attributes, knowledge, and skills that enable individuals and organizations to demonstrate respect and value for each person and to manifest an understanding of the dynamics of difference.

In addition to the College's statement on cultural competence, it has also created a participatory governance committee, [Cultural Competence and Equity](#), to reinforce cultural competency values through campus activities and initiatives. Culturally competent themes are also incorporated into the College's [Vision, Mission and Values Statement](#). Finally, cultural competence, one of five major College wide [Student Learning Outcomes](#) (SLOs), is a College wide outcome related to society, ethics, and pluralism.

Self-Evaluation

Although the College does not require conformity to specific codes of conduct, it does promote certain values, including academic integrity, and an institutional commitment to Cultural Competence for staff, faculty, administrators and students. These institutional commitments are shared broadly through training, committee work, and in multiple areas of the College's website. All constituencies are informed about these institutional commitments on an ongoing basis.

Actionable Improvement Plan

None.

II.A.8 *Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.*

Descriptive Summary

Cosumnes River College does not offer curricula in foreign locations to students other than U.S. nationals.

Actionable Improvement Plan

None.

List of Sources

II.A

[Los Rios Board Policy R-7141](#)
[Faculty and Staff Resource Guide: Curriculum Overview](#)
[C-ID](#)
[PrOF](#)
[Learning Outcomes Dialogue Subcommittee](#)
[Curriculum Committee](#)
[CASSL](#)

II.A.1

[Distance Education Policy 7145](#)
[CRC Curriculum Committee Regular and Effective Contact Guidelines](#)
[CRC Curriculum Handbook](#)
[Curriculum Committee Minutes and Annual Reports](#)
[Elk Grove Center enrollment data](#)
[EXCELeRate Program](#)
[Elk Grove Center Homepage](#)
[CRC Strategic Plan](#)
[PrOF](#)
[PPC \(Program Placement Council\) Overview](#)
[DEIT Committee Minutes, current year](#)
[DEIT Committee Minutes, prior years](#)
[Fall 2014 LRCCD Enrollment Data](#)

II.A.1.a

[Student Success Scorecard-CRC](#)
[Chronicle of Higher Education Almanac 2014-15](#)
[Elk Grove Citizen](#)
[Research Briefs Spring 2007- Fall 2013](#)
[Class Schedule](#)
[Los Rios Office of Institutional Research External Environmental Scan](#)
[CRC Research Office External and Internal Scans](#)
[Los Rios Institutional Research Office](#)
[CASSL](#)
[Cohort Studies](#)
[CRC Faculty Research Office](#)
[CRC Research Office Reports](#)
[LRCFT Collective Bargaining Agreement, 2008-11](#)
[LRCFT Collective Bargaining Agreement, 2011-14](#)
[Learning Outcomes Dialogue Subcommittee](#)
[CRC Outcomes Assessment Task Force](#)
[CRC Outreach Services](#)
[Human/Career Development Program](#)
[Steps to Success](#)
[Student Success Task Force](#)

[CRC Student Services](#)
[CRC College Catalog](#)
[Overview of Community College Survey of Student Engagement \(CCSSE\) Findings](#)

II.A.1.b

[SOCRATES](#)

[CRC Report of Courses Approved for DE](#)

[IIA-DE-Report-Spring-2014](#)

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[Distance Education Master Plan, 2015](#)

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[DEIT Annual Report, 2012-13](#)

[DEIT Annual Report, 2013-14](#)

[Distance Education and Web Development website](#)

[list of approved DE Sabbaticals 2011-2015](#)

[Online Courses Research Project](#)

[Distance Education Information and Support for Students](#)

[Online Student Success Course](#)

[Library Services Online](#)

[Los Rios Application](#)

[Counseling](#)

[Innovate! Conference](#)

[Current research](#)

[A study of 2012-13 success rates of DE courses](#)

[IIA-DE-Report-Spring-2014](#)

[Distance Education Student Satisfaction Survey](#)

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[Distance Education and Information Technology meeting minutes](#)

[CRC Research Report- Understanding the Online Teaching Environment at CRC: A](#)

[Qualitative approach](#)

[Distance Education](#)

[contacted](#)

[Distance Education Training course](#)

II.A.1.c

[CRC Outcomes](#)

[CRC GE Outcomes](#)

[Assessment Reporting System \(ARS\)](#)

[Courses Assessed Through Spring 2015](#)

[SLO Coordinator Position description](#)

[Guide to Assessment at CRC](#)

II.A.2

[CRC Values Statement](#)

[College Catalog](#)

[SOCRATES](#)

[Program review](#)

II.A.2.a

[Curriculum Handbook](#)

[Assessment Reporting Schedule](#)

[Program review \(PrOF\)](#)

[Accreditation Survey](#)

[Curriculum Committee Year-End Report to the Academic Senate for 2013-14](#)

[SLO Assessment Summary](#)

II.A.2.b

[CASSL](#)

[Student Learning Outcomes](#)

[outcomes assessment cycle](#)

[Assessment Reporting System](#)

[assessment audit](#)

[Career Technical Education \(CTE\) Programs](#)

[College Catalog](#)

[General Education Learning Outcomes](#)

[College Wide Student Learning Outcomes](#)

[Research Office](#)

[Community College Survey of Student Engagement \(CCSSE\)](#)

[Assessment Reporting System](#)

[Research Office](#)

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[PrOF](#)

[Curriculum Committee](#)

[PrOF](#)

[Curriculum Committee](#)

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[Cultural Competence](#)

[Fall 2014 Census](#)

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[EOP&S](#)

[DSP&S](#)

[CalWORKs](#)

[CARE](#)

[College Curriculum Committee](#)

[SOCRATES](#)

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II.A.2.e

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[PrOF](#)
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[CRC Research Office External and Internal Scans](#)
[Curriculum Committee Charge](#)
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II.A.2.f

[PrOF](#)
[CIPS](#)
[SLO Assessment Tool-Kit](#)
[2014 Accreditation Survey](#)
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II.A.2.g

[writing prompt](#)
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II.A.2.h

[Regulation 7000](#)
[College Catalog](#)
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II.A.2.i

[Program Student Learning Outcomes](#)
[College Wide Student Learning Outcomes](#)
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[SOCRATES](#)
[College Catalog](#)
[CRC graduation requirements](#)
[The Guide to Assessment at CRC](#)
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[AA degrees awarded](#)
[AS degrees awarded](#)
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II.A.3

[About the College](#)
[Curriculum Handbook](#)

[GE Outcomes](#)
[Curriculum Handbook](#)
[Graduation Requirements](#)
[Title 5, Section 55806](#)

II.A.3.a

[Graduation Requirements](#)

II.A.3.b

[GE SLOs](#)
[Library Learning Tutorials](#)
[CRC Learning Outcomes](#)
[Section 55002 of California's Title 5](#)

II.A.3.c

[CRC Learning Outcomes](#)

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[Certificates](#)
[Degrees](#)
[Core Indicators](#)
[PrOF](#)
[ECE Advisory Committee](#)

II.A.6

[CRC College Catalog](#)
[Class Schedule](#)
[CSU-GE Breadth requirements, IGETC, and UC transfer credit limitations](#)
[SOCRATES](#)
[Faculty and Staff Resource Guide: Guidelines for Writing your Course Syllabus](#)
[Faculty and Staff Resource Guide: Opening Bulletin and Final Exams](#)
[LRCFT Collective Bargaining Agreement, 2008-11](#)
[LRCFT Collective Bargaining Agreement, 2011-14](#)

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[Los Rios Board Policy P-2216](#)
[Los Rios Board Regulation R-2216](#)
[CRC College Catalog](#)
[Los Rios Board Regulation R-7135 \(Articulation\)](#)
[Los Rios Board Regulation R-7135 \(Articulation\)](#)
[High School Articulation Website](#)
[CRC Articulation Website](#)

II.A.6.b

[Program Discontinuance](#)

[Los Rios Board Regulation R-7141](#)

[Cosumnes River College Catalog 2006-07, see page 179](#)

II.A.6.c

[CRC College Catalog](#)

[Class Schedule](#)

[Public Information Office](#)

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[Inside CRC and the CRC President's Letter](#)

[Los Rios Instructional Research Office](#)

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[Policy-7000: Instruction](#)

[Regulation-7000: Instruction](#)

[Article 17](#)

[Student Rights and Responsibilities](#)

[About Los Rios](#)

[Academic Integrity Statement](#)

[College and Academic Regulations](#)

[Faculty and Staff Resource Guide](#)

[Honor Code](#)

II.A.7.a

[CRC Faculty Statement on Professional Ethics](#)

[Academic Freedom](#)

[Evaluation Forms](#)

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[Academic Integrity Statement](#)

[Honor Code](#)

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II.A.7.c

[Honor Code](#)

[Academic Integrity](#)

[Cultural Competence](#)

Cultural Competence and Equity
Vision, Mission and Values Statement
Student Learning Outcomes

II.A.8

N/A

II.B Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Overview

Cosumnes River College serves a diverse population of students in age, gender, ethnicity, and socioeconomic status at two locations. The main campus primarily serves the South Sacramento and Elk Grove areas of Sacramento County. The College's satellite campus, The Elk Grove Center, serves a similar student population from the surrounding area and rural communities of South Sacramento County and Northeast San Joaquin County. Proximity of the Center to nearby rural communities of Wilton, Harold, Galt, Lodi, and Northern Stockton has increased accessibility for rural residents.

The Elk Grove Center offers General Education classes and many of the resources found at the main campus (e.g. Admissions and Records, Business Services, Financial Aid, Counseling, general information about EOP&S and CalWORKs, Police Services, access to a computer lab, tutoring in various subjects, access to inter-library loan books and reserve textbooks). The main campus offers a wide variety of courses and programs to meet student needs, and the following services to support its culturally diverse student population:

- [Admissions and Records](#): The Office of Admissions and Records provides an entryway into the matriculation process through the enrollment application, which is available in both electronic and hardcopy format for new and returning students. Some of the additional services available include: veterans assistance, adding/dropping of classes, maintenance of students' records/transcripts, student enrollment verifications, processing of graduation/certificate awards, etc. Multilingual staff is available to assist students through the admissions process and referrals to other campus resources.
- [Assessment and Test Proctoring](#): The Assessment Center provides a variety of [testing services](#) to help students determine correct course selection. Academic placement assessments are scheduled regularly and include English Writing and Reading, Mathematics, and English as a Second Language. The Assessment Center administers, by appointment only, Math and Reading graduation competency assessments (Associate's Degree requirement), and English as a Second Language (ESL). The Ability-to-Benefit test, only by approval of the Financial Aid Department, is available by appointment for students who do not possess a high school diploma or equivalent and want to qualify for federal Title IV financial aid (e.g. Pell Grant). The Assessment Center also provides instructional test proctoring for distance education courses. The

DSP&S Program provides assessment testing services for students enrolled in its program at CRC and are in need of services other than those delivered by the Assessment Center.

- [Associated Student Government \(ASG\)](#): All CRC enrolled students are eligible members of the Associated Student Government with voting rights to elect officers of the Student Senate, which serves as the recognized voice of the students. Senate officers receive 16 minimum hours of training that includes the student government course and other leadership and organizational seminars. The ASG President is part of a College advisory team that selects and recommends students who participate on shared governance and hiring committees. The Clubs and Events Board (CAEB) serves to promote student involvement and activities in recognition of cultural and ethnic diversity and to foster cultural awareness and understanding within the College community. ASG activities are promoted through electronic updates, a [monthly event calendar](#), the Class Schedule and College Catalog, campus advertisements, and the School's student newspaper, *The Connection*.
- [Athletic Academic Support](#): Athletic Counseling and Enrichment Services (ACE) connects student athletes with programs and services that are aimed to support their academic and professional growth. Program services include academic, career and personal counseling, crisis intervention, course planning, academic progress monitoring, learning assistance, as well as two-year and four-year college athletic eligibility education.
- [California Work Opportunities and Responsibility to Kids Program \(CalWORKs\)](#): The CalWORKs program helps students to pursue their educational and occupational goals while still meeting county guidelines and requirements. CalWORKs offers educational/employment assistance designed for students that are receiving CalWORKs funding from the county. Work study, counseling, text book acquisition, employment opportunities on and off-campus, and transportation services are also offered. Beginning with the spring 2014 term, CalWORKs students are eligible for the [earliest priority](#) to register for classes at any of the four Los Rios colleges.
- [Career Center](#): The center offers a range of resources and support services to assist students, faculty, and staff in exploring majors and career options, preparing for the world of work, planning their future, and researching current job openings.
- [Child Development Center](#): The CRC Child Development Center (CDC) serves two main functions: to provide early care and development experiences for children aged three through ten years while their parents are attending classes or working, and to support the Early Childhood Education students as they prepare for careers in the Early Care and Education (ECE) field. The students fulfill requirements for practicum courses by spending time working alongside the CDC Teachers as they implement ECE principles and practices in the children's classrooms.
- [Cooperative Work Experience and Internship Program](#): The Cooperative Work Experience Education and Internship Program is a unique educational plan connecting classroom learning to the workplace. Through a collaborative effort

between the College and seasoned professionals, students have the opportunity to bridge learning in the classroom with the real world.

- [Counseling](#): The Counseling Center offers services to students who have a CRC student ID number. Students obtain counseling services by appointment, on a drop-in basis (during peak times), online via web advising, and online via live chat. Services are available at the main campus and the Elk Grove satellite campus. As required by the Student Success and Support Program (SSSP), and following completion of the online orientation, students complete a course planning session with a counselor to create a first semester education plan. Education plans are required for new students to receive priority registration, and assist in course selection for the first term. Planning sessions cover general education requirements, major preparation, pre- and co-requisites, class searches, and College resources.
- [Disability Support Programs & Services \(DSP&S\)](#): The role of DSP&S is to provide equal educational opportunity to eligible students having identified physical, psychological, or learning disabilities. DSP&S offers support programs and services including disability counseling, assistive technology access and training, and alternate media production. DSP&S communicates with instructional faculty about academic accommodations for disabled students and lends expertise in the best delivery of legally mandated accommodations such as note-taking services and extra test time.
- [Diop Scholars](#): Participation in Diop Scholars is open to all eligible students. Program goals include increased retention and persistence rates, successful assimilation into college life, preparation for CSU and UC transfer, increased self-confidence and campus engagement, fostering African American heritage and pride, and improved life skills. The one-year-long Diop Scholars program consists of a community of learners enrolled in specifically designated English Writing 101 (College Writing) and HCD 110 (Foundations for Academic Success) courses during the fall semester. In the spring, students progress to the next level in English Writing and HCD courses. Diop Scholars also enroll in the Reading and Writing Lab for additional academic support each semester.
- [Enriched Scholars Program \(ESP\)-Foster Youth Services](#): ESP is an academic support service committed to advocacy, providing personal growth and economic opportunity through education for its diverse foster youth student population. ESP is a one-stop center for advice and access to Campus resources including academic, career and personal counseling, financial aid and book service assistance, supplies, private tutoring, social and cultural events and mentoring.
- [Extended Opportunity Program and Services \(EOP&S\)](#) and [Cooperative Agency Resources for Education \(CARE\)](#) is an academic support program designed to assist with student success in college. The program targets low income, academically under-prepared, and first-generation college students. Services include counseling, advising, priority registration, book service program, tutoring, and transfer assistance to qualified students. CARE is a service for EOP&S students who are single parents and recipients of CalWORKs/TANF. CARE provides support to encourage student retention and academic success for students transitioning from the welfare system.

- [Financial Aid](#): Students can obtain BOG Fee Waiver forms, which cover enrollment fees, certifications of BOG Waivers, and all other financial aid information (loans, grants, etc.) at the Financial Aid Office. [BOG Waiver applications](#) are available online. Students are also encouraged to complete the [Free Application for Federal Student Aid \(FAFSA\)](#) online before the semester begins to allow time for processing and arrival of funds. Financial Aid distributes an electronic manual, [CRC Federal Work Study Handbook](#), designed to help applicants and participants understand the Federal Work Study program requirements.
- [Freshman Seminar](#): Freshman Seminar is an award-winning, educational initiative class emphasizing collaborative, active learning to aid first-semester students to transition successfully from high school to college. The course is a past recipient of the John Rice Diversity Award, was recently honored as the 2012 Exemplary Program Award recipient by the California Community College Board of Governors, and was highlighted as a model First Year Experience Program for new students in the “[Basic Skills Initiative E-Resource](#)” publication (2013). Journal assignments, online resources and interactive games are core components of the course. Covered topics include: getting organized, exploring your academic journey, financing one’s education, problem solving strategies, running effective study groups, transferring to a university, academic integrity, and more.
- [Health Services](#): The Cosumnes River College Health Services office is staffed by college nurses and peer health educators to assist students with health-related problems, including first-aid, illness prevention and wellness information, and vision, hearing, TB, and blood pressure screening. Health Services personnel provide information to assist in the maintenance of health as well as instruction to reduce risk factors contributing to injury and disease. Although the primary focus is toward students, faculty, staff, and community members may also receive services.
- [International Students Services](#): International students are an important part of the intellectual and cultural community of CRC students. The College provides students information and assistance specific to their particular enrollment and acclimation needs such as assistance with admissions procedures, application deadlines, transfer services, health insurance, employment opportunities, housing, and class scheduling.
- [MESA](#): The CRC Mathematics Engineering Science Achievement (MESA) Program is one of 31 MESA Community College Programs (MCCP) in California and one of three MCCPs in the Los Rios Community College District. The CRC MCCP is funded to serve 100-125 educationally-and-financially-disadvantaged students in Science, Technology, Engineering, and Mathematics (STEM) majors whose goals include transfer to universities/college for the pursuit of baccalaureate degrees. CRC MCCP provides academic enrichment opportunities by establishing an academic-based community center, the Student Study Center (the MESA Center), and working with industry and academic supporters to offer students scholarships, internships, research opportunities, tutoring, workshops, study groups, field trips, and special programs.

- **Orientation:** A District wide, online orientation is mandatory as part of the Students Success and Support Program (SSSP) for new, incoming students and the first step towards enrollment at a Los Rios college. After receiving a Los Rios student ID number, students are given access to Los Rios Desire2Learn (D2L /eLearning) the following day. D2L is the online system to access and view orientation. Following successful logon to the Learning Management System (D2L), students can immediately begin the eight-module online orientation, which is accessible 24 hours a day, seven days per week. Completion of each module is tracked, guiding students along a pathway to academic success. The orientation helps new students transition into academia and become familiar with the LRCCD including an overview on topics such as: class choice to fit educational goals, academic expectations, financial assistance, student rights and responsibilities, student and support services and resources for success in the classroom, as well as important details about the next steps to becoming a student and registering for classes. Upon completion of the online orientation, the system automatically populates the MIS Data Element SS06, Student Initial Orientation Services, for state MIS reporting.
- **Outreach:** The office of Outreach Services participates, coordinates, and/or implements outreach activities on and off campus to educate potential students about programs and services, and the necessary tools to complete the matriculation process or "Steps to Success." The staff primarily serves the needs of the community by creating access and providing support to individuals interested in attending CRC but also provides general information about the other colleges in the Los Rios District.
- **Puente Project:** The Puente Project program is a yearlong program for community learners enrolled in Puente-designated English Writing 101, College Writing, and HCD 310 College Success courses during the fall semester. In the spring semester, students progress to the next level, English Writing 300 and HCD 132 courses. Students are required to enroll in the Reading and Writing Lab (ENGLB 70) for additional academic support each semester. Puente is open to all eligible students. Enrollment in Puente-designated courses is open to Puente Project participants that complete the application and enrollment process. The HCD course is the unifying course among all Puente participants. Puente recruits, trains, and matches a member of the professional community with each student. Mentors share with students their personal experience of integrating culture and family with academic and professional success as well as career advice.
- **Student Development Office (SDO):** The Student Development Office is an inclusive, experiential learning environment which creates dynamic opportunities for the intellectual growth of students and our community. SDO provides student leadership through three main arteries, Associated Student Government Student Senate, Inter-Club Council, and the Student Ambassador Program; coordinates student involvement in shared governance, multicultural events and other activities that enrich Campus life; assists staff and students with planning, implementation and evaluation of Campus events; coordinates commencement; facilitates professional development workshops for faculty, staff and students; and

- promotes volunteer opportunities to the student body to help community organizations, to post community related advertising and to assist with K-12 outreach activities.
- [Transfer Services](#): The Transfer Center primarily assists students to transfer from Cosumnes River College to public, private, or independent four-year colleges and universities. A focus of outreach to CRC students is the preparation and transfer of historically underrepresented students. Specific services to students include: 1) Transfer Day - each fall, representatives from colleges and universities meet with students and disseminate transfer information; 2) Workshops - CRC, or host providers, assist students in completing CSU and UC applications, including the UC Personal Statement and the UC Transfer Admissions Guarantee (TAG) program, and use of ASSIST and EUREKA; 3.) University Representative Appointments - students receive one-on-one appointments with college/university representatives, including weekly visits by CSUS and UCD admissions representatives; 4.) Appointments with Transfer Center staff - small group and one-to-one counseling and advising are available by appointment or drop-in basis.
 - [Tutoring Services](#): Tutorial services with an emphasis on effective study strategies are available to CRC students across disciplines. The center offers free tutoring, study rooms, study skills tutoring, and computers to enrolled students.
 - [Veterans Services](#): In compliance with [Executive Order 13607](#) (Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members), Veterans Admissions and Records, Veterans Resource Center and Veterans Counseling provide services to veterans, reservists, and dependents of service-connected disabled or deceased veterans. All counselors are capable of providing veterans counseling. Veterans have access to the [CRC Veterans Information Handbook](#), a convenient single resource that combines the College processes and relevant Veteran Administration policies and information.

II.B.1 *The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.*

Descriptive Summary

The [College Catalog](#) defines student support services as those which "...assist students with career decision-making, problem resolution, and goal achievement" (pg.17). CRC provides a selection of [Student Support/Student Services Programs](#) in which CRC faculty/staff work directly with students to support student learning and the [institutional mission](#) in various settings other than credit-granting classes. This includes a wide array of services such as Admissions and Records, Assessment and Testing, Athletic Academic Support, CalWORKs, Child Development Center, Counseling, Disability Support Programs & Services (DSP&S), Extended Opportunity Program and Services (EOP&S)/Cooperative Agency Resources for Education (CARE), Financial Aid, Health, International Student Services, Internship/Work

Experience, Library, Math Center, Reading and Writing Center, Math Engineering Science Achievement Community College Program (MESA/CCP), Orientation, Outreach, Puente Project, Student Leadership Development, Transfer and Career, Tutoring, and Veterans Assistance and Resources.

The College provides students with enhanced support through [EOP&S workshops](#), [Math Boot Camp](#), [Career Fair](#) and [Transfer Day](#), [Career Workshops](#), [Super Saturday](#), Campus wide [Welcome Day events \(page 2\)](#), and [activities](#).

In addition to traditional student support services, CRC offers unique educational initiative projects targeting specific student populations:

- [Diop Scholars Program](#) is designed to support and increase academic success to a community of learners through academic support services and curriculum focused on African American and multicultural literature, history, and experiences.
- [Enriched Scholars Program \(ESP\)-Foster Youth Services](#) is an academic support service committed to advocacy for foster youth students through education. Program benefits to students include academic, career and personal guidance counseling, access to a financial aid specialist, book service assistance, supplies, private tutoring, monthly social events, Campus cultural events and mentoring.
- The [EXCElerate](#) program guarantees transfer-ready status to students who commit to enrolling in prescribed, afternoon classes at the Elk Grove Center. Students benefit from a cohort model, study groups, pre-selected classes, smaller learning environments, and immediate access to counselors.
- Six years of offering CRC's award-winning [Freshman Seminar](#) have yielded numerous resources to help new students successfully make the transition from high school to college. [The New Student Guidebook](#), developed by faculty as the textbook for the Freshman Seminar, has also been used by Basic Skills instructors as a tool during the first few weeks of the semester to help new students understand faculty members' expectations, and to develop the necessary time management and academic planning skills to succeed in college.
- [Lending Library](#) is a resource available primarily for EOP&S students to borrow textbooks for the semester. The library is opened to all students on the first day of each semester with [application requests](#) filled on a first-come, first-served basis.
- The [Student Ambassador Program](#) (STAMP), implemented in 1999, is a comprehensive student advancement program, encouraging leadership connectivity in support of the College mission. The program is a dynamic team of leaders dedicated to serving the greater CRC community and promoting the College to prospective and current students, guests, and alumni. STAMP offers leadership training and professional development opportunities for its members.
- In collaboration with the University of California, Davis Early Academic Outreach Program (EAOP), the [Summer Bridge Program](#), is a jumpstart to college for new students, offering strategies for college success and the opportunity to meet other first-time college students.
- [Super Saturday](#) offers services at the main campus, and expanded hours for assessment at the Elk Grove Center, specifically for high school students. Students that may have missed services at their high school or need to complete additional

steps, such as assessment or counseling services, come to the campus on a designated Saturday morning.

- INDIS 313 ([Freshman Seminar](#)) classes are held at various local high schools for Advanced Education students.

All first-time students are required to complete [Steps to Success](#), an online student application and orientation process with District wide portable assessment and educational planning. In order to maintain priority registration, the Steps to Success requirement also applies to students in special programs, including EOP&S, DSP&S, CalWORKS, Veterans, Foster Youth, and student athletes. Students can access assessment results and completed educational plans through their eServices accounts. Students for whom these services are required and who arrive at the College after the semester begins have ten weeks during the semester to complete the required steps for priority registration eligibility in subsequent semesters.

The [office of Outreach Services](#) strives to connect with, and educate, prospective students about CRC's programs and services and other tools available to aid in completing the matriculation process, Steps to Success. The College believes preparation prior to entering college is a key component of student retention and completion of academic goals. CRC helps first-time students navigate enrollment processes by providing the following services to schools within the Elk Grove School District: campus visits for regularly scheduled one-on-one appointments, application workshops, on-site testing, orientation workshops, campus tours, classroom presentations, and attendance at college fairs. To accommodate a larger percentage of students, Outreach Services are expanded during the spring semesters to include academic counseling at Elk Grove District high school campuses.

Students currently have the ability to complete the financial aid process electronically through [My CRC Aid](#), including financial aid status updates, document submission, and emails to the financial aid office. The College plans to fully integrate all financial aid functionalities into its established enterprise software, PeopleSoft. Students also have the option to electronically submit [enrollment management, degree and certificate petitions](#) to Admissions and Records, participate in Campus elections, and sign up for Campus clubs. Online tutoring services ([tutor.com](#)) are being piloted for distance education students, and instructional assistants are assigned to support students enrolled in various online classes.

[Priority registration](#) improves the opportunity to enroll in required classes for student athletes and students from designated groups (eligible foster youth or former foster youth; students eligible for CalWORKs, DSP&S and EOP&S; members or former members of the Armed Forces or Military Reserves; and returning students). CRC has increased communication to students regarding legislated changes affecting enrollment. Enhanced communications to new students include Weekly Just-in-Time messaging of tasks, activities, and behaviors needed for success as well as weekly email reminders of required steps to complete tasks such as mandatory orientation, assessment, and educational planning to meet the SSSP initiative.

Implementation of [SARS \(Scheduling and Reporting system\)](#) text messaging in addition to emailing has improved the quality of communication to students, reducing wait times and increasing appointment attendance. The College utilizes reports generated by SARS, PeopleSoft, Crystal Reports ([planning](#) and [reporting](#)) to assess and identify areas of student service needs, track academic progress, whether online or on-ground, and SSSP completion. Adjustments to staffing levels and customized services occur when needs are identified through program assessment.

Self-Evaluation

The implementation of a District wide, [online orientation in February 2014](#) significantly increased the number of students completing the Steps to Success process. At [CRC, orientation participation](#) rates in February 2013 identified 41 students who completed the online process compared to 307 students in February 2014. Also, the number of students receiving [iSEPs](#), electronic student educational plans, increased in the same year. In February 2013, 435 students completed iSEPs compared to 542 in February 2014.

At the start of each semester, expanded support is available through [eServices](#), Counseling Quick Question Table, Library Lobby Information Desk, and line triage where Counseling and Admissions and Records area staff interact with students in line to determine their specific needs and provide direction. The Counseling department provides web advising to students through a secured Live Chat tool during a designated period of time.

All of the student services areas regularly examine their effectiveness through assessments of SLOs and SAOs during [Program Overview and Forecast \(PrOF\)](#), which ensures continuous quality improvement and alignment with the College mission. Each student services program produces its own departmental SLOs, SAOs, and assessments. These outcomes are shared District and Campus wide to ensure quality services and support student satisfaction and development. Student services programs, such as [CalWORKs](#), [DSP&S](#), [EOP&S/ CARE](#), [SSSP](#) (Student Success and Support Program), develop annual program plans. Examples of events and services that came into being as solutions to issues revealed in PrOF are Super Saturday, Welcome Day, Transfer and Career Day, Career and Future Fair, Summer Bridge, Math Boot Camp, and the Student Ambassador Program.

All areas of student services are accessible to distance education (DE) students via individual department webpages and telephone calls. DE students have access to counselors via email, online chat, and telephone. Online Orientation includes closed-captioning and will soon be translated to other languages. The CRC Distance Education and Web Development Department (DEWD) provides faculty and staff with technology resources, training, consultation, and online course support services for eLearning (D2L), LRCCD Google Apps, web development and content management in support of distance education. A free online tutoring service, [tutor.com](#), is being piloted for specific distance education areas including Math, English, Business, Science, Social Sciences, and Foreign language courses.

According to the College's [2013-14 Desired Outcomes Report](#), learning community programs continue to be effective and have improved course success and persistence rates:

- Diop Scholars student rates were 16% and 19% higher in comparison to all CRC African American students for average success rates and persistence rates, respectively.
- A similar comparison between all CRC Hispanic students and Puente students resulted in a 13% higher student success rate and persistence rate among Puente students. (Goal #2)
- Enrollment of recent high school graduates at CRC in fall 2013 increased by 4% compared to fall 2012. Outreach to high school students in the Elk Grove Unified School District (EGUSD) also resulted in 861 summer enrollments with 695 first-time and 166 advanced education students. (Goal #2)
- During 2013-14, direct tutoring assistance was provided to 3,455 students in the Math Center, the Reading and Writing Center, Accounting Lab, and general Tutoring Center. (Goal #2)
- Forty-two students participated in the Back-on-Track program, with 57% improving their academic standing and making substantial progress in their studies. (Goal #2)
- CRC's Work Experience/Internship program was expanded and enhanced with an increase of 5% in Paid Internships, 97% of students working in their major field of study, and more than 300 employers participating. Participating employers' rating of their CRC student interns meeting or exceeding workplace standards included 93% employer satisfaction rate for job learning/skill improvement; 95% for attitude towards work/quality of work; and 98% for interpersonal skills/working with others. (Goal #3)

The spring 2014, Campus wide Community College Survey of Student Engagement (CCSSE) [survey results](#) help to identify areas in which the College can increase services. Nevertheless, the results provide significant evidence that the College is supporting student learning in several College wide SLO and GE Outcome General Skills Areas.

The following table shows survey respondents' usage, satisfaction, and perceived importance of various services. The table indicates that student use of the services does not match their perceived importance for the service. In addition, student satisfaction among those who indicated some use may indicate the need to dialog and conduct further studies to learn more about the source of dissatisfaction. With the exception of DSP&S, the utilization levels of students who attend part-time were less than utilization levels of students who attend full-time at statistically significant levels.

	Usage	Satisfaction	Importance
Service	Respondents who used the service sometimes or often	Respondents who utilized the service sometimes or often who were not at all satisfied	Respondents who indicated the service was somewhat or very important
Academic Advising/Planning	52.7%	38.6%	92.7%
Career Counseling	34%	22.8%	87%
Job Placement Assistance	10%	12.6%	71%
Child Care	3.5%	2.5%	47.2%
Financial Aid	46.8%	34%	84.2%
Student Organizations	17%	9%	62.9%
Services to Students with Disabilities	7.7%	4.5%	60.3%

Student Services Task Force and Student Services Council meetings are held every two weeks as a way to coordinate processes, keep staff and faculty informed of Campus issues, and disseminate information regarding state wide issues. Student Support Services are evaluated through ongoing, continuous improvement reviews such as PrOF, service, division and management meetings.

Actionable Improvement Plan

None.

II.B.2.a-d *The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:*

a. General Information

The [Cosumnes River College Catalog](#) (free online; printed copies available for \$5 in the college bookstore and at the Admissions window) includes general information about the College, its official name, address, telephone number, and website (pg. i). The catalog also includes the College vision, mission and values statements (pg. 3), and commitment to providing a diverse and inclusive environment. The catalog lists the College’s academic calendar (pg. 1), a map and address of the main campus and its outreach locations (pgs. 7-8),

and information about the District's Board of Trustees (pg. i), College administration, faculty and staff (pgs. 390-403). Per [LRCCD Regulation 1112](#), the College may publish two catalog addenda per year prior to June 1 and November 1.

The catalog is a comprehensive source of information including the admissions and registration (pg. 10) process, available support services and financial aid options (pgs. 19-21), College and academic regulations, academic freedom (pg. 39), faculty professional ethics, general expectations of student behavior and academic integrity, CRC Honor Code, and student rights and responsibilities. It provides detailed information about course offerings, degrees and certificates (pgs. 55-57), program length (pgs. 22, 23, and 55), transfer requirements, general education student learning outcomes and College wide learning outcomes, and learning resources (pgs. 16-18). FERPA information can be found in the College catalog under "Privacy Rights of Students" (Access to Records) and [online](#). Students can also learn about alternative credits and study options (i.e. Advanced Placement Test Scores, Los Rios Study Abroad Program and Cooperative Work Experience Education and Internships).

b. Requirements

The catalog fully explains CRC's process of admissions, assessment and testing, orientation, counseling and student progress follow-up. Admissions requirements and procedures include the following information:

- Who is eligible to apply,
- Application Process,
- Steps to Success,
- Degree, Certificate and Transfer Requirements, and
- Fee Requirements:
 - general enrollment fees,
 - non-resident international tuition,
 - capital outlay fee (only applies to non-resident and international students),
 - instructional material fees (designated courses only),
 - Student Access Card / Universal Transit Pass,
 - parking permit fees,
 - field trip fees (designated courses only), and
 - student representation fee.

c. Major Policies Affecting Students

The [Student Rights and Responsibilities section of the catalog](#) addresses all policies directly related to student well-being. This includes, but is not limited to [CRC's Expectations of Student Behavior](#), [Academic Integrity](#) (honesty, trust, fairness, respect and responsibility), [Drug and Alcohol Free Policy](#), [the Los Rios District Non-Discrimination Policy](#), [Student Grievance Procedures](#), and [Campus Security: The Clery Disclosure Act](#), [Sexual Assault and Sexual Harassment policies](#). The catalog also lists the names, office location and contact information of college management personnel, who serve as resource officers for certain complaints, grievances or disciplinary matters. Records pertaining to grievances are kept securely in the respective resource offices. All student complaints and grievances are handled in accordance with District policies and regulations ([P-2113](#), [R-2423](#), [R-2113](#), [P-2423](#),

[R-2412](#), [P-2412](#)). The catalog also includes information on fee refunds (pg. 11) and transfer credits (pg. 49).

d. Locations or Publications Where Other Policies May Be Found

The catalog in PDF form is http://www.crc.losrios.edu/files/catalog/CRC_Catalog_2014-15.pdf. The catalog's table of contents provides clearly structured categories for easy navigation. Other key, online publications include the [Registration Guide](#) and [Schedules of Classes](#). A full-time Educational Media Design Specialist provides continuous support, updates and assistance as requested through the [Distance Education and Web Development](#) departments. Portions of the catalog are printed in both Spanish (Student's Rights and Responsibilities: Los Rios Non-Discrimination Policy; Admission Requirements and Procedures: Limited English Proficiency; DSP&S: Equal educational opportunity statement) and English. DSP&S staff members may request portions of the college catalog in [Braille and other alternate media formats](#) (pg. 14).

A limited number of hardcopy catalogs are available for purchase at nominal cost in the Hawk's Nest Bookstore and the Office of Admissions and Records. Veterans are provided a free copy as part of their admissions and records intake process.

Alternate Formats

Students with verified disabilities who require alternate formats of College publications and resources are referred to the Disability Support Programs & Services office. Materials available include, but are not limited to, Braille, large print, books on tape, and electronic text. These formats help accommodate students' specific needs and are created in a timely fashion. Students can contact the Disability Support Programs & Services Office at (916) 691-7275 (voice) or 691-7273 (TDD).

Further information of importance to students can be found on the [Students page](#) of CRC website, [the CRC Schedule of Classes](#), or the Los Rios Community College [Office of General Counsel](#) webpage. A listing of College management team members who serve as compliance officers for certain types of complaints, grievances, or disciplinary matters at CRC is posted in [the student resource section](#) of the CRC website. Student complaint and grievance documentation is maintained by the designated compliance officer. Students may access the Los Rios District Board Policy website for detailed information about [Regulation 2412](#), [Student Grievance Procedures](#) and the [Los Rios District Standards of Conduct](#). Students may review the District's annual [Jeanne Clery Disclosure](#) of Campus Security Policy and Campus Crime Statistics Report (Annual Clery Report) which includes important information about safety and security policies, and specific crime statistics for the main campuses, outreach centers, and other locations.

Self-Evaluation

The catalog is printed each spring and changes occurring after that time are documented in a mid-year Addendum made available each January. Each division is responsible for reviewing its catalog information for accuracy. Updates are approved by division deans and submitted to the Office of Instruction. A committee, including the Vice President of Student Services and Enrollment, edits the final catalog copy. The Associate Vice President of Instruction

oversees the catalog front cover and back content, and gives final publication approval of the print and online versions. Following publication, the online catalog is updated immediately for any changes affecting students. Each department is responsible for updating its information, which is sent directly to the Distance Education and Web Development Department's (DEWD) Educational Media and Web Design Specialist.

Actionable Improvement Plan

None.

II.B.3 *The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.*

Overview

The College's commitment to learning more about its student population through formal and informal student assessment ensures that the College appropriately addresses the learning support needs of all students. Examples of investigative approaches include the 2014 [Community College Survey of Student Engagement](#) (CCSSE) and research to support the [Student Equity Plan](#). In addition to providing aggregate and disaggregated student success and enrollment data, the Research Office has studied the success of various cohorts of students and programs. Analysis of institutional research data and observations collected through more informal instructional and service area evaluations led to the establishment of cohort models including Basic Skills, Math Boot Camp, Diop Scholars, Puente and EXCELeRate.

The College regularly publishes [Research Briefs](#) which explore student learning needs and trends, as well as strategies to support those needs. For example, in a recent [Research Brief \(Fall 2014\)](#), CRC's Dr. Edman considers the impact of trauma on student learning, and offers suggestions for how to better support students who have learning difficulties that result from trauma. In addition, the Center for the Advancement of Staff and Student Learning (CASSL) has provided assistance and small stipends to support [faculty research projects](#).

The efficacy of various student service programs is also assessed during the categorical self-evaluation, or the [Student Services PrOFs](#) and [related unit plans](#). The assessment of College and program student learning outcomes also provides data about institutional and program effectiveness. Although the process and format of program reviews have evolved over time, the College has been engaged in data-driven program review processes for over 20 years.

Finally, all members of the college community have access to student success metrics such as GPA, persistence, retention, course completion, and outcomes data including transfer counts and graduation or certificate attainment. For example, the Research Office widely disseminates CRC's Student Success [Scorecard](#) and [ARCC Reports](#) from the State Chancellor's Office, as well as reports generated by the College such as "[Analysis of the Scorecard](#)" and "[Responses to the ARCC Reports](#)." These educate the College about student

populations and related trends in support needs. Likewise, the Research Office website provides [IPEDS reports](#) that summarize demographic and outcomes data from the college and “[CRC at a Glance](#)” reports about student programs and demographic data.

II.B.3.a *The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.*

Descriptive Summary

Application, orientation, and registration can be completed in any of the open labs at the main campus and the Elk Grove Center, and online through eServices. Assessment and course planning services are available at the main campus and the Elk Grove satellite campus. Students have access to computer help at the main campus Admission’s Office and during open computer labs.

All potential students are sent a listing of student services and resources, which includes telephone numbers, the physical location at the college and the College website address which connects to all programs and services. Providing this type of immediate correspondence ensures all new, returning and transfer students have access to potential needed services within a few days of applying to the college.

CRC offers learning alternatives to the traditional classroom through [Distance Education \(DE\)](#) services, including online classes and interactive televised classes, and the Elk Grove satellite campus. The College provides equitable information and services to alternative learning programs. In comparison to face to face learning environments, DE students have equal access to [schedule of courses](#).

Most student services departmental forms are available online allowing electronic access for departmental processing. They include Admission and Records transcript request, residency and petition forms, Business Office cashier forms, Financial Aid forms, CalWORKs, Veterans, EOP&S and DSP&S forms. Students can remotely access Library resources online including a selection of e-books, research databases and publications, counseling and tutoring services for DE students.

The [Elk Grove](#) campus provides students ample access to admissions and records to add/drop classes, Student ID/Access card, Verifications/Transcripts and Scanning record; assessment services, a bookstore, cashier services, CalWORKs, counseling services, EOP&S, DSP&S, financial aid, LRC, library and police services. Budgetary restrictions preclude staffing for extended hours at the main campus. However, during the first two weeks of every semester at the height of student need, many student service areas offer evening hours. Students have access to services and forms online through the CRC website and are encouraged to visit the Elk Grove Center for after-hours services.

The following table identifies the services available to students at each location (in person, by telephone, and on-line)

Student Service	CRC Main	Elk Gove Center	On-line
Admissions & Records	✓	✓	✓
Assessment	✓	✓	
College Store	✓	✓	✓ ebooks
CalWORKS	✓	✓	✓ application
Career Center	✓		
Cashier	✓	✓	
Computer Labs	✓	✓	
Cooperative Agencies Resources for Education (CARE)	✓		
Counseling	✓	✓	
Counseling Disabled Students Programs and Services (DSP&S)	✓	✓	✓ request form
EXCELErate		✓	
Extended Opportunities Programs and Services (EOP&S)	✓	✓	✓ application
Financial Aid	✓	✓	✓
Follow-up Services	✓	✓	✓
Foster Youth (ESP)	✓		
Health Services	✓		
Library	✓	✓	✓
Internship/Work Experience	✓	✓	
Orientation	✓	✓ online	✓
Outreach Services	✓		
Police	✓	✓	✓ safety policies
Reading and Writing/English Center	✓	✓	✓
Transfer Services	✓		
Tutoring	✓	✓	✓
Veterans Center	✓		✓ resources

Self-Evaluation

As evidenced by its extensive list of [student support services](#), the College is committed to providing reliable, wide-ranging student services. The [Steps to Success](#) enrollment process highlights information that prospective, first-time and continuing students need to be successful at CRC. The [Students](#) page on the CRC website includes links to the online orientation, application and registration systems, and the College catalog. Additionally, there are links to student life events, technology, and additional resources that support student success. Whether students enroll in DE classes, in classes at the Elk Grove Center, or in classes on the main campus, support services at the College are comprehensive.

The 2014 [CCSSE](#) Survey suggests that the College provides appropriate services and programs regardless of location. As illustrated in the chart below, the majority of respondents indicated high levels of satisfaction with the institutional support provided to help them succeed in all areas identified.

	Usage	Satisfaction	Importance
Service	% who used the service sometimes or often	% of those who utilized the service sometimes or often who were not at all satisfied	% of respondents who indicated the service was somewhat or very important
Academic Advising/Planning	52.7%	38.6%	92.7%
Career Counseling	34%	22.8%	87%
Job Placement Assistance	10%	12.6%	71%
Child-care	3.5%	2.5%	47.2%
Financial Aid	46.8%	34%	84.2%
Student Organizations	17%	9%	62.9%
Services to Students with Disabilities	7.7%	4.5%	60.3%

Student services staff are diverse, including bilingual faculty and staff throughout the campus who can translate for student in admissions, counseling, financial aid, academic support programs, ESL labs and instructional supports services. [A listing of bilingual faculty and staff](#) is available for departmental translation services to students and applicants. Documents are generally available in English, and students are provided translation assistance upon request. However, financial aid information, including FAFSA, is available in several languages. The Los Rios Non-Discrimination Statement is available in Spanish.

The [Elk Grove campus](#) provides students ample access to Admissions and Records to add/drop classes, Student ID/Access card, verifications/transcripts and scanning record; assessment services, a bookstore, cashier services, CalWORKs, counseling services, EOP&S, DSP&S, financial aid, library and police services. Budgetary restrictions preclude staffing for extended hours at the main campus. However, during the first two weeks of every semester at

the height of student need, many student service areas offer evening hours. Students have access to services and forms online through the CRC website and are encouraged to visit the Elk Grove Center for after-hours services.

Actionable Improvement Plan

None.

II.B.3.b *The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.*

Descriptive Summary

The College's [General Education Student Learning Outcomes](#) advise that students "will achieve proficiency" in three general skills areas: critical thinking, information acquisition and analysis, and ethical capacities. [College Wide Learning Expectations](#) related to society, ethics and pluralism promise that "students will become more prepared to contribute to a diverse democratic society with a pluralistic perspective of the world."

CRC is a community-centered institution serving a diverse student and community population. The College strives to support student success, promote educational equity, and offer programs that empower students to contribute to a just and democratic society as global citizens. CRC believes that education does not stop, however, when a student walks out of the classroom. To uphold this belief, the College supports and provides extracurricular opportunities where students can expand their understanding of world conditions - from community needs to global issues.

Recent examples of these opportunities are numerous and varied. Some are extensions of classroom learning such as interdisciplinary field study intermingling the disciplines of biology, geography and photography, while others are scholarly cultural events such as the "Prosecuting Human Rights Violators: An Evening with Almudena Bernabeu" presentation, the Anthropology Expo, the Literary Series, and an Islamic Art exhibition. Throughout the academic year, there are many enriching experiences and expressions of social responsibility and awareness:

- CRC's Sustainability Committee, the CRC Foundation and the OneBook Project sponsored the [2014 Earth Day Sustainable Food Festival](#) with keynote speaker Michael Pollan, author, journalist, and food activist. The Sustainability Committee also sponsors [CRC Green Scene](#), a bimonthly newsletter, which highlights Campus wide, environmental initiatives and practices and the annual Earth Week celebration.
- During fall 2014, CRC's Students for a Sustainable Future (SSF) Club kicked off a campaign in conjunction with CRC's [OneBook choice, Bottlemania](#), to reduce the use of single-use water bottles on campus. Their efforts resulted in over \$4,000 in donations at the CRC Foundation's annual "Taste and Toast" Gala for the purchase of [reusable water bottle filling fountains \(pgs. 1 and 5\)](#).

- [The CRC Annual Career Fair](#), coordinated by the Career Center staff with assistance from CRC volunteers, CSUS Career Counseling Program graduate students and various CRC departments including Aramark Services, Campus Police, Counseling, Duplicating, Facilities, Graphic Design, Human Services Program, Kinesiology and Athletics, Public Information Office, Student Ambassadors, Student Development, and Student Services, provides a face-to-face forum for job-seeking students to discuss job opportunities with area employers.
- CRC Social Responsibility Committee (SRC) sponsors the annual student-facilitated, three-day [SHARE Fair](#), to promote local philanthropy, volunteerism and civic engagement and the recognition of the Sacramento region's non-profit organizations and the work they do. Food, supplies, clothing, books and other items are collected at the event to address community needs. SRC also sponsors [other events and projects](#) including voter registration, OneBook, Safe Spaces, "What I Be" project and photographic exhibit, Veteran's Center, and gender neutral bathrooms.
- During spring 2014, the [Cultural Competency and Equity Committee](#), the Photography Department, and the Library, respectively, sponsored and displayed a dynamic and powerful Veterans photography exhibit. The Veterans Resource Center relocated to a large and more accessible area near Admissions and Records in response to the growing demand for veteran services. The College provided support to 375 veterans during 2013-14 (This information was obtained by Admissions and Records via Crystal Reports which contains confidential student information. However, a hardcopy of the report is available upon request)
- In spring 2012, CRC's Student Sustainability Club coordinated the College's first-ever [Zero Waste Convocation](#) through the cooperation of Aramark and the Culinary Arts Management Program.
- Students in CRC's Political Science and Global Studies Programs designed, wrote and produced [Globus Mundi](#), the only political science journal of its kind published by a California community college.
- In conjunction with the State Chancellor's Office Business and Entrepreneurship Center (BEC) Program, CRC hosted the Extreme Entrepreneurship Tour event providing students and the community with business development presentations and resources. RTVF students produced and conducted CRC's first live broadcast of a college basketball game through Access Sacramento cable TV. The College hosted the Design Build High School Competition and [Sacramento Regional Builders Exchange's annual Safety Expo](#) (pg. 3) to connect students with local employers and CRC programs.
- The [Solar Suitcase Project](#) (pg. 7) is a clean energy, renewable project providing life-altering light sources to areas in need, and offering hands-on training in the emerging field of Green Energy Technology to students. Sacramento-based Green Technical Education and Employment (Green Tech) partnered with CRC and local high schools to teach students to build "Solar Suitcases" that were sent to medical teams in Haiti and developing countries in Africa.
- [CRC Enactus Club](#) - formerly Students in Free Enterprise (SIFE) - is a partnership between business and higher education that is preparing the next generation of entrepreneurs and business leaders to create a better world for everyone. The club's objective is to create partnerships with other CRC clubs that are benefiting students

and the community in areas including environmental sustainability, market economics, financial literacy, success skills, business ethics, and entrepreneurship. During the 2012-13 academic year, ENACTUS planned and executed eight projects in the Elk Grove and South Sacramento communities, including food drives for the Elk Grove Food Bank and restoration of Grace House for the homeless. A partnership between the MESA program and the Foundation for California Community Colleges supported CRC MESA students with service learning opportunities in the area of digital literacy.

The Faculty Coordinator of Campus Life, the Club Liaison and temporary staff in the Student Development Office provide guidance and support for programming, coordinating, and organizing activities sponsored by clubs and organizations. [The Student Development Office \(SDO\)](#) coordinates with divisions, committees and programs to plan and implement activities and opportunities contributing to a positive and inclusive student life. The SDO's mission is to provide the setting to allow students personal and organizational growth, development of leadership skills, preparation for civic responsibility, and exploration of cultures. The mission is supported by four pillars: Student Leadership, Student Life Service, Campus Activities, and Community Service.

SDO publishes a [Student Club and Organization Guide](#), a nuts and bolts resource for organizing and managing club activities. Training in Paperwork Stuff (TIPS) workshops are offered throughout the semester to familiarize club officers with policies and procedures specific to student clubs and organizations for event planning.

Students develop leadership skills through Associated Students of CRC Student Senate, Associated Students of CRC Clubs and Events Board, and the Student Ambassador Program (STAMP). [STAMP](#) is a comprehensive student advancement program, encouraging leadership connectivity in support of the College's mission. Implemented in 1999, STAMP continues to evolve as a student leadership training and professional development experience for its members. Students participated in the California Community College Student Affairs Leadership Association Conference, Los Rios Community College District Lobby Day, and participate on District governance committees, including Curriculum, Calendar, Cabinet, and Budget. Students present reports on their experiences to the Board of Trustees.

CRC pursues every opportunity to enhance the student experience, and at the same time, strives to increase community awareness of its teaching excellence, student success, and educational leadership. CRC has collaborated with community members in academic, cultural, athletic and political areas with events such as Leadership Elk Grove, Future Farmers of America Field Day, Health Resources Fair, National Geographic Bee California State Competition, Our Life Stories Writers' Conference, the Vietnamese American Scholastic Achievement Awards, Rotary Club International Group Study Exchange, and Rock the Vote.

The College's campus community is an ongoing source of needed resources for the Elk Grove Food Bank, WEAVE, Chicks in Crisis and Habitat for Humanity. An affiliation with Sacramento Habitat for Humanity provides hands-on experience and professional development for new students and industry professionals in the [Construction Technology](#)

programs. Also, [CRC's VITA Program](#) assists low-to-middle income community members and students to file annual federal and California income tax returns.

The campus Health and Safety committee established [designated campus smoking areas](#) (pg. 31) to promote the health and well-being of CRC's students, faculty and staff.

Self-Evaluation

During 2013-14, College-sponsored events and cultural celebrations provided new learning experiences and brought out more than 2,500 faculty, staff, students and community members to CRC to an assortment of events:

Name of Event	Attendees
Black History Month	281
Earth Day/Michael Pollan	700+
Ecoalebrijes Art/Saul Aragon	103
Life Stories	181
Move to Amend/David Cobb	150
Native American Gathering	450
Photojournalist/Andri Tambunan	60
Women's History Month	590
TOTAL	2,515+

Michael Pollan, award-winning author of *The Omnivore's Dilemma*, participated in a keynote presentation and interactive discussion as part of the College's OneBook/Earth Day events. More than 725 faculty, staff, students and community members attended the discussion, both in person and via live broadcast delivered into classrooms.

CRC students have extracurricular opportunities to learn more about the influence of state and national politics on education. In 2013, a team effort between the Student Senate and the Los Rios College Federation of Teachers (LRCFT) exposed students to advocacy at the state level by providing transportation to the system wide "March in March." CRC students were able to lend their voices and bodies to a demonstration at the State Capitol to bring attention to the effects of legislation on community college students. Eight CRC Puente students participated in the annual Legislative Conference in Sacramento, which allowed students the opportunity to speak with State Senators and Assembly Members about the importance of the Puente program. Another opportunity for students to advocate for community college support was the Student-Senat- sponsored District Student Lobby Day where participants had appointments with individual legislators. Also, in the spring of 2014, the ASCRC faculty advisor conducted training on national issues affecting community college students, then accompanied Student Senate Presidents from the sister colleges and the Student Trustee to Washington, D.C. for an audience with congressional members.

The College continues to provide opportunities for [student learning outside the classroom](#) (pg. 9) to develop leadership skills through various community oriented events and campus club activities. Students concerned with global issues have initiated various [clubs](#) and events

such as CRC's Students for a Sustainable Future Club (SSF), [Share Fair](#), [Earth Week activities](#), [CRC Enactus Club](#), and the [Solar Suitcase \(pg. 7\)](#). The Enactus Club sponsored the [2012 Extreme Entrepreneurship Tour](#) for an audience of 250 college and high school students interested in business basics, motivation and entrepreneurial opportunities.

There are other expressions of practical activism available to CRC students. For example, students from the [Dynamics of Leadership](#) class (pg. 5) participated in a 2012 Earth Week, community wide cleanup of Laguna Creek. The CRC Student Development Office received a 2012 Sustainability Committee [Green Apple Award](#) (pg. 8) for reducing paper usage during Student Elections by setting up electronic voting stations in lieu of paper balloting. For CRC's Earth Week celebration, Students for a Sustainable Future (SSF) created a display using recycled materials to explain the concept of zero waste.

Since 2007, the Clubs and Events Board hosts an annual CRC Family and Community Trick or Treat event, where from conception through assessment, students are immersed in a project management experience. The event unites students, faculty, staff and community neighbors through its [signature invitation](#) to age-appropriate children attending elementary schools in Sacramento and Elk Grove. Participating children perform ten activities to receive special treats, including healthy snacks and artwork by a professional cartoon caricature artist and a face-painting artist. In 2014, 586 people participated, of which 328 were children from 50 schools.

Actionable Improvement Plan

None.

II.B.3.c *The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.*

Descriptive Summary

Counseling faculty are committed to providing comprehensive care including academic, personal, career, veteran/dependent, disabled students, multicultural and crisis counseling. The Cosumnes River Counseling Program currently has 14 full-time general counselors and a number of adjunct counselors, all with advanced degrees including two doctorate degrees and one licensed marriage and family therapist. Counseling services are available at the Elk Grove satellite campus four days per week. Faculty at the main campus are supported by four classified staff members, including the counseling supervisor, as well as student staff. A mental health intern is also available during the academic year for personal counseling beyond that available from counseling faculty.

Counseling services are integrated within the campus at large. Each counselor serves as a liaison to one or more academic departments. Administrators, instructional faculty, program coordinators and other campus personnel are regularly present at weekly counseling meetings in an effort to strengthen the relationship and communication between the various campus

departments and student services. Counselors teach several Human and Career Development courses, serve on one or more advisory committees with several in the vocational programs and on state wide committees appointed by the state wide Academic Senate and other governing boards.

Categorical programs are staffed with three dedicated DSP&S adjunct counselors, two-and-a-half EOP&S-CARE counselors, and three adjunct CalWORKs counselors. DSP&S Counselors are available two to ten days each month, varying during peak periods, to offer specialized, disability-specific advisement and counseling services for all registered DSP&S students. Services offered include Program Orientation, Disability Management, Academic Advisement, Personal and Career Counseling, Crisis Counseling, and referral to campus (i.e., EOP&S, MESA), or community resources (i.e., Department of Rehabilitation, Alta Regional Center).

EOP&S Counselors' primary responsibility is to provide services for [three mandatory contacts](#) (pg. 37) for all students participating in EOP&S program. Those contacts provide the following services:

- The first contact session combines an interview along with the interpretation of assessment results to prepare a student's educational plan and a review of the mutual responsibility contract specifying what programs and services the student shall receive and what the student is expected to accomplish.
- The second contact session ensures the student is succeeding adequately, that programs and services are being provided effectively, and to plan changes as may be needed to enhance student success.
- The third contact is either an exit contact session to assess the success of students in reaching objectives for the school term, assess the success of the programs and services provided meeting the student's needs, assist students to prepare for the next term of classes or make future plans if the student is leaving the program.

CalWORKs counselors complete Student Education Plans for CalWORKs students and ensure students are meeting an educational and occupational goal listed on the Sacramento County Department of Human Assistance list of Approved Occupations and Program of Study Guide. A [Student Educational Plan \(iSEP\)](#) for CalWORKs and other categorical programs is comprehensive and must include the occupation the student plans to pursue, the number of hours per week a student is attending classes and study time given, and the semester students are planning to complete their educational goal.

Self-Evaluation

The College maintains a robust counseling and academic advising program characterized by both a central core of professionals in the counseling office and others embedded in focused services and academic programs. Counselors have written grants from both internal and external sources to maintain and increase the effectiveness of CRC counseling services. An example of this is a successful project by the CRC Mental Health Workgroup, including counselors, who developed the [CRC Intervention Manual](#) - an online resource to assist faculty and staff with managing common student issues and students in crisis.

The Counseling Department utilizes SLOs/PrOFs to evaluate effectiveness of support

services and uses the results of data analysis to continuously improve. According to a [CASSL Report of Achievements Related to 2010-11 Outcomes](#) (goal #2), various student support programs and processes were assessed and improved or expanded including Financial Aid, the Career Center, the Student Support Center, Counseling and CalWORKs, the Accounting Lab, the Reading and Writing Center, Health Services, and the Talon Center (for student athletes).

Counseling personnel are well prepared for their role. Training and shadowing opportunities are provided for adjunct counselors when first hired. Through a peer review process, counselors and coordinators are evaluated by students and their peer review team on a regular cycle to give feedback for continuous improvement. Moreover, counselors' commitment to professional development is evident by regular attendance at meetings and workshops. Counseling faculty and staff regularly attend conferences to remain current on academic requirements, standards, and related developments that impact educational planning, student support, and student service delivery. Regularly attended trainings include:

- University of California Counselor conferences (Admissions and Financial Aid),
- California State University Counselor Conference (Student Academic Support),
- University of California Ensuring Transfer Success Conference (Admissions),
- California Intersegmental Articulation Council, and
- California Community College Veterans Summit.

Actionable Improvement Plan

None.

II.B.3.d *The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.*

Descriptive Summary

CRC has a rich tradition of developing students' attitudes and values toward greater cultural, aesthetic, and intellectual sophistication; greater humanitarian and altruistic engagement; a more positive understanding of racial equity; and greater tolerance of cultures and orientations of others. CRC's student newspaper, [The Connection](#), reports that Cosumnes River College recently ranked as the ninth most diverse two-year public college in the country, according to *The Chronicle of Higher Education Almanac* for the 2014-15 year.

The CRC administrative team, Cultural Competence and Equity Committee (CC&E), and Student Development Office are committed to providing excellent support for cultural events at CRC in support of the [College's Vision, Mission and Values](#). Cultural events facilitate the development of a campus climate that is welcoming and affirming to all and provide a wonderful opportunity for members of the campus community to learn about the history and perspectives of various cultural and ethnic groups, thereby enhancing their cultural competence.

[The Cultural Competence and Equity Committee](#) (CC&E) assists with development of policies and implementation of practices to support cultural engagement as a prominent feature of the College's excellence, effectiveness, and equity in teaching, learning, organizational effectiveness and College and community relations. The committee provides oversight and approval for cultural event proposal applications. The Student Development Office's Campus Life Coordinator works with the cultural event planning committees to design evaluations each event.

Self-Evaluation

The goal of the CC&E committee is to assist in ensuring that policies and practices support cultural engagement and provide an equitable learning environment. Recognizing the complexity of planning and staging cultural engagement events and activities, the administrative team and CC&E committee worked together to devise a protocol to better distribute responsibility. One administrator is designated as management liaison to support the event chair during proposal writing and event planning. This individual attends the event planning meetings. A second administrator, The Dean of College Planning and Research, steps in to manage logistics once an event has been planned and approved for funding. This protocol not only enhances support for both aspects of event coordination, but centralizes and streamlines the logistics while the event chair and planning liaison can remain focused on details of the program itself.

In addition to collaborating to create a better structure for managing cultural events, the CC&E committee partnered to create a [Cultural Events Chairs Handbook](#) to document a Campus wide, planning process for cultural events. The manual includes the major tasks and responsibilities involved in event coordination, event timeframes, facilities related issues, personnel, and links to relevant forms and processes. Members of the CC&E committee and student services staff conduct trainings for cultural event chairs during FLEX.

In support of the Student Development mission to provide exploration of cultures, [Student Senate Bylaws](#) Chapter 2: Purpose, Section 4, specifies that the ASB should "promote student involvement and activities that reflect the diversity of the campus community and foster cultural awareness and acceptance." Students help plan and participate in many [SDO events and activities](#) including ASG's Fall Welcome, Meet the CRC President Ice Cream Social, Fall Club Activities Faire, Constitution Day, 10th Anniversary 9/11 Observance "A Field of Flags," Spring 2012 Fund Our Future March, and Earth Week.

Various Campus organizations offer programs and activities to promote cultural awareness and a culturally inclusive Campus environment. The Social Responsibility Committee organizes several events and activities including Safe Spaces, [Day of Silence](#), [What I Be Program](#), [Film Series](#), and "The Imagine Project." The Cultural Competence Committee coordinates the integration of events and activities for multiple divisions, committees, programs and departments including: [Disability Awareness Week](#), [Cinco de Mayo](#), [Women's History Month](#) (pg. 13), [Black History Month](#) (pg. 12), the annual [Martin Luther King, Jr. Celebration](#) (pg. 14), [CRC Veterans Resource Center](#), and [Asian/Pacific Islander Celebration](#) (pg. 8), and [Native American Gathering](#). CRC hosts various honors nights and graduation awards events.

According to the [College Wide Outcomes SLO Report, Area 5](#), a 2013-14 CRC student perception survey, students have a very positive perception of the College's efforts to contribute to the development of behaviors and perspectives related to ethics, tolerance, and diversity. The survey assessed College wide attitudinal, behavioral, and general education student learning outcomes. Less than 3% of survey participants indicated that CRC had not contributed to the development of behaviors and perspectives related to ethics, tolerance, and diversity. Students, in general, reported a feeling of belonging on campus and did not seem to experience a cultural divide between their family and school life.

The Campus also has a statement concerning the value of cultural competence ([Statement Concerning Cultural Competence](#)). The CC&E committee created this document to train equity representatives for hiring committees.

Actionable Improvement Plan

None.

II.B.3.e *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

Descriptive Summary

A District wide group, including CRC's Vice President of Student Services and the Dean of Student Support services, regularly evaluates the enrollment process to ensure it complies with the United States Department of Education Office civil rights requisite of "a systematic assessment of the college's fundamental commitment to comply with federal civil rights laws and regulations." The Los Rios Community College District uses the [California Community Colleges' \(CCCApply\)](#) application within a streamlined, online enrollment process to support all four schools in the District. All four colleges meet on a monthly basis to discuss the effectiveness the admissions and enrollment processes and to collaborate to develop strategies to implement needed and necessary changes. Enrollment instruments are also available in paper form at the CRC main campus and the Elk Grove satellite campus. The paper-based application is available in English and Spanish. Other paper-based, enrollment management forms, including the supplemental application and add/drop forms, are available in English. Upon request, language assistance is currently available in Spanish, Farsi, and Vietnamese at the main campus.

The Program Review and Forecast (PrOF) for Admissions and Records 2013 reports (available in [CIPS](#)) on-going utilization of brief surveys where students share observations, satisfaction levels, and effectiveness at the Admissions and Records windows. Admissions and Records' services and operations are more formally evaluated through the use of Crystal Reports data, student petition tracking log information, staff observations, and graduation petition database sources to measure services.

Self-Evaluation

The College utilizes various testing instruments to determine students' academic strengths, weaknesses, and other needs. In July 2014, CRC replaced the CAPP assessment testing system with [ACT COMPASS](#), which is more compatible with the College's updated server. The fully computer-based, online system is adaptive to student ability. Students are no longer required to self-select the level of assessment. Each student takes the same test, and the system adjusts the level of challenge based on student input. The benefit to students is more accurate course planning, noticeably in Math. The ATB (Ability-to-Benefit) exam, utilized on a limited basis with the approval of Financial Aid, provides an opportunity for financial aid eligibility to students without a diploma or GED.

The Assessment Center utilizes PrOF to evaluate services to students and program staffing needs. Based on PrOF Service Area Outcomes, the Assessment Center hired additional staff and increased testing hours of service. ACT COMPASS, the new testing instrument, serves a bilateral function to the College. It supports the College's network upgrade and improved Assessment Center capabilities through increased services to a larger student population and increased reliability of the testing program. Effective July 1, 2013, ACT COMPASS entered the validation process as prescribed by [California Community College Chancellor Office Workgroup Assessment for Approved Instruments](#):

MIS Code	Second Party Assessment Instrument Name	Approval Category	Begin Date	Expiration Date
	ACT COMPASS (Computerized)			
1038	ACT COMPASS Reading (new item pool)	Provisional	7/1/2013	7/1/2014
1039	ACT COMPASS Writing (new item pool)	Provisional	7/1/2013	7/1/2014
1040	ACT COMPASS Numerical Skills/Pre-Algebra (new item pool)	Provisional	7/1/2013	7/1/2014
1041	ACT COMPASS Algebra (new item pool)	Provisional	7/1/2013	7/1/2014
1087	ACT COMPASS College Algebra (new item pool)	Probationary	7/1/2013	7/1/2014
1088	ACT COMPASS Trigonometry (new item pool)	Probationary	7/1/2013	7/1/2014
1070	ACT COMPASS ESL Grammar Usage	Probationary	7/1/2001	3/1/2015
1085	ACT COMPASS ESL Listening	Probationary	7/1/2001	3/1/2015
1086	ACT COMPASS ESL Reading	Probationary	7/1/2001	3/1/2015

CRC employs deliberate practices to maintain validation standards while reducing test bias. The Institutional Research Office conducts placement instrument validation studies on a six-year cycle. The studies include content validity, consequential validity, criterion validity, cut scores, bias and disproportionate impact. Select faculty with content expertise in mathematics, ESL, English reading/writing examine the respective assessment instruments at the midpoint of each validation cycle to identify bias or potential cultural misunderstanding

issues. Faculty members provide an inter-rater examination of each test, item-by-item, for each instrument to determine if bias exists. When existing bias is identified, the question is removed/and or discounted. Determination of bias is based upon the following metric: “unfair,” “offensive,” or “okay.” Questions rated “okay” by faculty remain in the instrument. Questions that do not meet the standard are removed and reported to the test publisher.

Actionable Improvement Plan

1. In 2015-16, the Institutional Research Office will continue its formal assessment of the College’s assessment tests.

II.B.3.f *The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

Descriptive Summary

CRC confidentially maintains various [forms](#) of student records in compliance with the Los Rios Community College District Board Regulation [R2265](#), Access to Student Records, and FERPA. Forms submitted to Admissions and Records are scanned into the OnBase document management system, which is password protected. Hard copies of former international students’ records as well as official transcripts from other colleges are stored on campus in a secured vault. Access to this restricted area is limited to authorized College personnel entrusted with a valid alarm system code. Secured databases containing student information can only be accessed using employee passwords. The level of employee responsibility determines the level of access to student information. Network files are backed up nightly by the IT department. Only limited personnel have access to the backup data files and systems. Onsite backups are now disk-based.

Admissions and Records scan student information into the OnBase system. After the information is scanned, staff verifies that information is indexed in the student’s digital file and destroys the hardcopy of documents, except official transcripts. Hardcopies of official transcripts are boxed, labeled “do not destroy,” and kept indefinitely in a secured vault at Campus Operations.

EOP&S and CalWORKs do not scan any files to OnBase. Records are maintained according to whether the students are actively participating in program services. Files for actively served students are kept in the office as long as the students are receiving services. Files become inactive if students do not request accommodations for one year. Inactive files are stored in locked office cabinets for two years. After two years, they are labeled with a destroy date and moved to Operations for storage up to five years. At the end of the storage period for dated material, each of the colleges must submit a listing to the Los Rios Board for permission before files are destroyed. Locked “Shred-it” bins are available in all division areas on the main campus to dispose of confidential material. Bins are provided upon request if a department develops a need. Shred-it bin content is picked up weekly from the main

campus. The Elk Grove Center has one shred bin, which is picked up on on-call.

Data breaches are handled in accordance with District procedures. When a security concern occurs, the employee fills out the Information Security Incident Report Form and submits this form to the Information Security Officer (ISO). The CRC ISO then proceeds by following the District data breach notification procedures ([Data Breach Procedures Notification](#)) and notifying the College President and the Los Rios Community College District Office ISO. The CRC ISO and LRCCD ISO work collaboratively to follow all data breach procedures to their conclusion. Additionally, [Information Security Awareness training](#) is required for all full-time classified and management employees.

Self-Evaluation

All Student Services areas comply with [LRCCD Board policies regarding record retention and destruction](#).

The College implemented its current onsite backup infrastructure in 2010 and increased its capacity in 2012. In conjunction with the District Office, IT increased offsite backup capacity in the summer of 2014 with backups occurring nightly. The backups are not encrypted in the interest of disk space efficiency.

Actionable Improvement Plan

None.

II.B.4 *The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Descriptive Summary

Student Services continues to use operational data from SARS, [Crystal Reports](#), and data collected by various programs for internal review and evaluation of programs and services. Systematic assessment of support services is accomplished through the College's Program Review and Forecast (PrOF), which informs and supports [unit plan development](#).

Since 2006-07, the College's Program Review Process (PrOF) has included student support programs. Service Learning Outcomes, rather than Service Area Outcomes, were developed to be revised on a four-year cycle. Under the supervision of the Vice President of Student Services and Enrollment Management, two divisions provide specialized services to students in the areas of Counseling and Student Support, and Student Services and Enrollment Management. Each division is supported by its own dean, performs its own PrOF to evaluate services and identify needs, and assembles its own unit plan to prioritize needs to forward to resource allocation processes.

As a result of SB 1456-Student Success Act of 2012, Student Services created adaptable policies and practices to accommodate the influx of students seeking the mandated services. One of the services focused on each new student creating an educational plan. In response to this, the District created an electronic educational plan, iSEP, in the current PeopleSoft system. Initially piloted at one of the Los Rios colleges, the system is now used in all four colleges. Counselors have the flexibility to schedule 30- or 60-minute appointments with students. While limited, access to computer labs enables counselors to schedule group counseling and engage a large number of students at once for development of educational plans.

CRC continues to partner with the primary feeder high schools to ensure preparedness of first-time students and increase student retention and completion rates. In response to the state wide implementation of the Student Success and Support Program, Outreach and Counseling Services schedule and facilitate application and orientation workshops at the nine Elk Grove comprehensive high schools, with on-site counselor availability for course planning sessions. When scheduling permits, services are also provided to additional feeder high schools.

The College supports continued learning and training to improve student services. Diop Scholars faculty attended the [Umoja Summer Learning Institute](#), which provides training that immerses attendees in the philosophy, pedagogy, and theoretical foundations of the Umoja Community model. Through the Bridging Research, Information, and Cultures Technical Assistance Program (BRIC TAP) grant, a [course assessment tool kit](#) was compiled and published online. This kit, which contains 21 Case Studies of Course Assessments conducted across the state, provides tools, such as course curriculum guidelines, to help assist instructors develop syllabi for specific courses.

Self-Evaluation

All student services programs undertake a formal PrOF evaluation. SAOs and SLOs are included in PrOF and used to evaluate services to students, then to set goals and objectives for the future. Subsequently, unit planning prioritizes resources needed to resolve the key issues identified in the division's PrOFs. Through iterative cycles of evaluation, programs and services continuously improve.

The following [2014 CCSSE survey results](#) provide evidence of the sufficiency of student support services:

- A strong percentage of respondents (96%) indicated that the College provided the support they needed to succeed, with over 70% of respondents indicating very high levels of satisfaction with the support they received.
- Less than 25% of respondents indicated they were likely or very likely to withdraw from their class or the College due to being academically unprepared.

The following survey results may suggest a need to strengthen our ability to connect students with services on campus:

- **Career Development:** Almost 30% of our students have never talked about career plans with an instructor or advisor; and 23% have only engaged in this behavior often

or very often. Similarly, almost 66% of respondents indicated rarely, never or NA when asked about their utilization of career counseling services. Finally, almost 90% of respondents gave the same rating when asked about job placement services. It is encouraging, however, to note that a greater percentage of respondents indicated that their experience at the College had contributed somewhat to their development of clearer career goals (83%) and to gaining information about career opportunities (77%).

- **Counseling/Advising:** Slightly more than 43% of respondents indicated rarely, never or NA when asked about their utilization of academic advising/planning session (aka counseling).
- **Tutoring:** Slightly more than 75% of respondents indicated rarely, never or NA when asked about their utilization of peer or other tutoring, and a similar percentage (77%) provided the same response when asked about their utilization of the skills labs (reading and writing, math, etc.).

A review of the following table reveals that student use of services does not match their perceived importance for the service. In addition, student satisfaction among those who indicated some use may indicate the need to conduct further studies to learn more about the source of dissatisfaction.

	Usage	Satisfaction	Importance
Service	Respondents who used the service sometimes or often	Respondents who utilized the service sometimes or often who were <u>not at all satisfied</u>	Respondents who indicated the service was <u>somewhat or very important</u>
Academic Advising/Planning	52.7%	38.6%	92.7%
Career Counseling	34%	22.8%	87%
Job Placement Assistance	10%	12.6%	71%
Child-care	3.5%	2.5%	47.2%
Financial Aid	46.8%	34%	84.2%
Peer or other tutoring	31%	6.7%	75%
Skill Labs	38.4%	25.7%	79%

It should be noted that there were statistically significant differences between respondents who attended full-time compared to part-time in the following areas (with full-time attendees having more favorable ratings):

- talking about career plans with an instructor or advisor,
- gaining information about career opportunities as a result of attending the College, and
- utilizing the following:
 - academic advising/planning,
 - career counseling,
 - peer or other tutoring,
 - skills labs, and
 - financial aid advising.

Actionable Improvement Plan

None.

List of Sources

II.B

[Admissions and Records](#)

[Assessment and Test Proctoring](#)

[Testing Services](#)

[Associated Student Government \(ASG\)](#)

[Monthly Event Calendar](#)

[Athletic Academic Support](#)

[California Work Opportunities and Responsibility to Kids Program \(CalWORKs\)](#)

[Earliest Priority](#)

[Career Center](#)

[Child Development Center](#)

[Cooperative Work Experience and Internship Program](#)

[Counseling](#)

[Disability Support Programs & Services \(DSP&S\)](#)

[Diop Scholars](#)

[Enriched Scholars Program \(ESP\)-Foster Youth Services](#)

[Extended Opportunity Program and Services \(EOP&S\)](#)

[Cooperative Agency Resources for Education \(CARE\)](#)

[Financial Aid](#)

[BOG Waiver applications](#)

[Free Application for Federal Student Aid \(FAFSA\)](#)

[CRC Federal Work Study Handbook](#)

[Freshman Seminar](#)

[Basic Skills Initiative E-Resource](#)

[Health Services](#)

[International Students Services](#)

[MESA](#)

[Orientation](#)

[Outreach](#)

[Puente Project](#)

[Student Development Office \(SDO\)](#)

[Transfer Services](#)

[Tutoring Services](#)

[Veterans Services](#)

[Executive Order 13607](#)

[CRC Veterans Information Handbook](#)

II.B.1

[College Catalog](#)

[Student Support/Student Services Programs](#)

[Institutional Mission](#)

[EOP&S workshops](#)

[Math Boot Camp](#)

[Career Fair](#)

[Transfer Day](#)

[Career Workshops](#)
[Super Saturday](#)
[Welcome Day Events \(page 2\)](#)
[Activities](#)
[Diop Scholars Program](#)
[Enriched Scholars Program \(ESP\)-Foster Youth Services](#)
[EXCELerate](#)
[Freshman Seminar](#)
[The New Student Guidebook](#)
[Lending Library](#)
[Application Request](#)
[Student Ambassador Program](#)
[Summer Bridge Program](#)
[Super Saturday](#)
[Freshman Seminar](#)
[Steps to Success](#)
[office of Outreach Services](#)
[My CRC Aid](#)
[Enrollment management, degree and certificate petitions](#)
[Tutor.com](#)
[Priority registration](#)
[SARS \(Scheduling and Reporting System\)](#)
[Planning](#)
[Reporting](#)
[online orientation in February 2014 \(District-wide\)](#)
[CRC, orientation participation \(2013\)](#)
[iSEPs](#)
[eServices](#)
[Program Overview and Forecast \(PrOF\)](#)
[CalWORKs](#)
[DSP&S](#)
[EOP&S/ CARE](#)
[SSSP](#)
[Tutor.com](#)
[2013-14 Desired Outcomes Report](#)
[CCSSE Survey Results](#)

II.B.2.a

[Cosumnes River College Catalog](#)
[LRCCD Regulation 1112](#)
FERPA Rights of Students Access to Records [online](#)

II.B.2.b

N/A

II.B.2.c

[Student Rights and Responsibilities section of the catalog](#)

[CRC's Expectations of Student Behavior](#)

[Academic Integrity](#)

[Drug and Alcohol Free Policy](#)

[the Los Rios District Non-Discrimination Policy](#)

[Student Grievance Procedures, and Campus Security](#)

[The Clery Disclosure Act](#)

[Sexual Assault and Sexual Harassment policies](#)

[P-2113](#)

[R-2423](#)

[R-2113](#)

[P-2423](#)

[R-2412](#)

[P-2412](#)

II.B.2.d

http://www.crc.losrios.edu/files/catalog/CRC_Catalog_2014-15.pdf

[Registration Guide](#)

[Schedules of Classes](#)

[Distance Education and Web Development](#)

[Braille and Other Alternate Media Formats](#) (pg. 14)

CRC Website [Students Page](#)

[The CRC Schedule of Classes](#)

Los Rios Community College District [Office of General Counsel](#)

[The student resource section](#) (CRC Website)

[Regulation 2412, Student Grievance Procedures](#)

[Los Rios District Standards of Conduct](#)

[Jeanne Clery Disclosure](#)

II.B.3

[Community College Survey of Student Engagement](#)

[Student Equity Plan](#)

[Research Briefs](#)

[Research Brief \(Fall 2014\)](#)

[faculty research projects](#)

[Student Services PrOFs](#)

[related unit plans](#)

[Scorecard](#)

[ARCC Reports](#)

[Analysis of the Scorecard](#)

[Responses to the ARCC Reports](#)

[IPEDS reports](#)

[CRC at a Glance](#)

II.B.3.a

[Distance Education](#)

[schedule of courses](#)

[Elk Grove](#)

[student support services](#)

[Steps to Success](#)

[Students](#)

[CCSSE](#)

[A listing of bilingual faculty and staff](#)

[Elk Grove campus](#)

II.B.3.b

[General Education Student Learning Outcomes](#)

[College Wide Learning Expectations](#)

[2014 Earth Day Sustainable Food Festival](#)

[CRC *Green Scene*](#)

[OneBook choice, Bottlemania](#)

[reusable water bottle filling fountains \(pgs. 1 and 5\)](#)

[The CRC Annual Career Fair](#)

[SHARE Fair](#)

[other events and projects](#)

[Cultural Competency and Equity Committee](#)

[Zero Waste Convocation](#)

[Globus Mundi](#)

[Sacramento Regional Builders Exchange's annual Safety Expo](#)

[Solar Suitcase Project](#)

[CRC Enactus Club](#)

[The Student Development Office \(SDO\)](#)

[Student Club and Organization Guide](#)

[STAMP](#)

[Construction Technology](#)

[CRC's VITA Program](#)

[designated campus smoking areas](#)

[The Omnivore's Dilemma](#)

[Student learning outside the classroom \(pg. 9\)](#)

[Clubs](#)

[Share Fair](#)

[Earth Week activities](#)

[CRC Enactus Club](#)

[Solar Suitcase \(pg. 7\)](#)

[2012 Extreme Entrepreneurship Tour](#)

[Dynamics Leadership](#)

[Green Apple Award](#)

[Signature Invitation](#)

II.B.3.c

[Three Mandatory Contacts](#)

[Student Educational Plan \(iSEP\)](#)

[CRC Intervention Manual](#)

[CASSL Report of Achievements Related to 2010-11 Outcomes](#)

II.B.3.d

[*The Connection*](#)

[College's Vision, Mission and Values](#)

[The Cultural Competence and Equity Committee](#)

[Cultural Events Chairs Handbook](#)

[Student Senate Bylaws](#)

[SDO Events and Activities](#)

[Day of Silence](#)

[What I Be Program](#)

[Film Series](#)

[Disability Awareness Week](#)

[Cinco de Mayo](#)

[Women's History Month](#) (pg. 13)

[Black History Month](#) (pg. 12)

[Martin Luther King, Jr Celebration](#) (pg. 14)

[CRC Veterans Resource Center](#)

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II.B.3.e

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Student Records [Forms](#)

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II.B.4

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[Course Assessment Tool Kit](#)

[2014 CCSSE survey results](#)

II.C *Library and Learning Support Services*

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Overview

The Library and Learning Support Services play a vital role in the support of instructional programs at Cosumnes River College. The Library provides all students with access to a suite of print and online research resources as well as selected reference and instructional services to help students acquire information competency skills, effectively utilize library resources, and achieve their educational learning objectives ([Library Services Brochure](#)).

The Tutoring Center provides individual and group tutoring in more than 15 subject areas as well as information on general study skills to promote student success ([Tutoring Center Website](#)). Students also have access to eight learning support and computer labs, which provide computers, course-specific software, and instructional assistance ([Campus Computer Labs](#)).

Students are made aware of the variety of Library and Learning Support Services through the College Catalog, the Class Schedule, the College website, and through marketing and outreach efforts of the various programs ([Library Website](#), [Learning Support Services in the College Catalog](#)).

In the Library, students find a welcoming environment where they can study, relax, and interact with stimulating intellectual and cultural materials. The Library houses a collection of print books and media, current periodicals, computers, group study rooms, and quiet study areas. The Library promotes cultural awareness and supports campus programs by purchasing a varied collection of books and by developing library displays, reading lists, and research guides ([Sample Library Materials Supporting Campus Intellectual & Cultural Inquiry](#)).

The [Library website](#) gives students, faculty, and staff access to a collection of electronic resources including periodical research databases and electronic books (eBooks). Additionally, through the Library website students, faculty and staff may access instructional support materials such as online tutorial videos, course and program research guides, and citation handouts.

Librarians teach information competency through credit courses, class-specific orientations, and research consultations. Students, faculty and staff may obtain research assistance from

librarians in person, by phone, and through email. Library and Learning Support Services are designed based on instructional needs and are regularly assessed for effectiveness through PrOF ([College program review processes, student learning outcomes assessment](#)), College wide surveys, and other program-specific assessments.

The Library provides research collections and instructional support to all students regardless of location. In order to provide integrated learning support, instructional labs are developed based on the needs of instructional programs and staffed with individuals prepared to answer discipline-specific questions.

II.C.1 *The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.*

Descriptive Summary

In keeping with the [mission of the College](#), the Institution provides comprehensive Library services including a collection of print and electronic library resources, a range of library support and instructional services, a Tutoring Center, a Campus Computer Lab, and specialized instructional labs. These services are developed through College planning processes, aligned with instructional offerings, and continuously evaluated to ensure they support student learning needs.

The Library collection includes print, media, and online resources. As of October 2014, the library's physical collection contained 52,385 physical titles, including books and media, and more than 100 active print periodical subscriptions. These items are housed in four separate sub-collections inside the Library: Circulating, Reference, Reserves, and Periodicals. There is also a representative collection of Reserve materials at the Elk Grove Center (EGC). The Library provides all students, regardless of their location, with online access to more than 50 research databases where they have access to over 154,000 electronic books (eBooks), nearly 82,300 full-text periodicals, and numerous research reports, media, and reference works. Students are provided with detailed descriptions of each database on the [Research Databases](#) section of the Library's website.

The Library collection contains materials in all major research subject areas as designated by Library of Congress (LC) with an emphasis on materials that directly relate to the programs and courses taught at the College. As demonstrated through the Library's Program Guides, the Library provides materials to support all instructional programs at CRC ([Course and Program Research Guides](#)). The library material selection process and alignment with instructional programs is guided by the CRC Library's [Collection Development Policy](#) and Los Rios Community College District (LRCCD) Library [Electronic Collection Development Policy](#) and is described in depth in section II.C.1.a of this report.

The CRC Library collection reflects the [mission of the College](#) and stated values by providing materials, which are academically rigorous and culturally inclusive. Librarians select materials that reflect “the culturally diverse population of the college by providing materials representing a variety of global cultural and social viewpoints” ([Collection Development Policy](#)). The Library collection includes materials aimed at all skill levels and encourages recreational reading and personal development ([Collection Development Policy: Types & Formats](#)). The Library has a collection of media consisting of documentaries and acclaimed feature films and a browsing periodical collection, which includes newspapers and magazines on many topics. The Library continually purchases new materials with older items removed from the collection based on age, usefulness and condition ([Collection Development Policy: Collection Maintenance, Inventory and Weeding](#)).

In the past six years, the Library has greatly expanded the eBook collection by purchasing materials in conjunction with other Los Rios District College libraries. These new materials include Reference books acquired through Gale Virtual Reference Library and Salem Press and a subscription to a large academic eBook collection from EBSCO. Additionally, the LRCCD libraries subscribe to a core selection of research databases, which provide students with access to current academic journals and popular periodical articles. These electronic research tools serve all students, and provide access to library materials for students who do not regularly use the main library such as distance education (DE) and Elk Grove Center students.

In 2012, the LRCCD libraries began a subscription to EBSCO Discovery Service, which the libraries branded: OneSearch. OneSearch allows students to search most of the Library’s print and electronic collections through one coordinated search. This tool provides students with greater access to materials and eliminates the frustration associated with having to navigate a number of different interfaces.

The CRC Library provides an inviting and effective study environment for students. Students have access to desktop computers, netbooks, copiers, and printers, which allow access and use of library materials while preparing research assignments for classes. Students may also study in the quiet study areas available throughout the Library and work together with classmates in one of the Library’s seven group study rooms.

A staff comprised of four full-time and several part-time librarians, three full-time library media technical assistants (LMTAs), one clerk, and two temporary instructional assistants (IAs) organizes and maintains all library services ensuring that students have access to the materials and support they need to be successful. Librarians provide reference and research instruction in the Library, in classrooms, by phone and through email. Librarians also produce many supporting materials, such as handouts, research guides, and videos, to ensure that students are able to effectively access and use Library materials. Each of the full-time Librarians coordinates one or more Library service area(s). These areas are: Technical Services (acquisitions and cataloging); Access Services (circulation, interlibrary loan, and reserves); Reference Services (in-library and email research assistance); Instructional Services (instructor requested and prescheduled research workshops and online tutorials); and Electronic Services (coordinating and managing access to the online catalog and

subscription research databases for on- and off-campus users).

The Library Media Technical Assistants work in several Library areas including acquisitions processing, cataloging, reserves, serials processing, book repair and shelf maintenance. LMTAs and a Library clerk staff the Circulation services desk assisting students with checkouts and maintaining library records. The temporary Instructional Assistants provide students with much-needed directional and computer assistance. In addition, the Library supports students by providing work-study employment opportunities to help finance their academic goals. Student workers provide circulation services by checking out, renewing and returning books; they also re-shelve library materials and participate in inventory and shelf-reading tasks, which are important to maintaining the Library collection.

The College offers learning support services including a Campus Computer Lab, several instructional support labs, and a Tutoring Center. The Campus Computer Lab provides students with access to sixty computers equipped with Internet access, Microsoft Office Suite, and specialized software such as QuickBooks and AutoCAD ([Computer Lab Programs](#)). Students with hearing and vision problems have access to computers with accessibility software such as Dragon, Natural Reader, and JAWs.

The instructional support labs on campus include the [Accounting Lab](#), the [Reading and Writing Center](#), the [Math Center](#), the ESL & Foreign Language labs, and the [Business/CIS lab](#). These labs are designed specifically for students taking courses in related subject areas. At these specialized labs, students have access to computers with course-related software, as well as textbooks, workbooks, and other study materials. Instructional assistants and discipline faculty are available to assist students with questions regarding coursework.

The Tutoring Center is led by a faculty member, who coordinates individual and group tutoring opportunities in more than 16 subject areas ([Tutoring Courses Offered](#)). Students can meet with a tutor during drop-in hours, by appointment, or during scheduled small-group sessions. Tutoring services are scheduled each semester based on the availability of tutors and the courses requested by students. The Tutoring Center focuses on helping students develop effective study habits, and study skills are taught both in the center as well as on its website ([Tutoring Center Information on Study Skills](#)).

As the Elk Grove Center (EGC) was designed, learning support services were an important consideration ([Library and Learning Support Services at the Elk Grove Center](#)). The EGC was built with a computer lab and study rooms. EGC students have access to tutoring services and library services including Course Reserves, in-person reference assistance, and library instruction. In addition, the students, faculty, and staff at EGC have 24/7 access to all online library resources including research databases, eBooks, instructional videos, and research guides.

In addition to the array of online library materials and services, the College provides distance education (DE) students with information and tools to support them as they learn in online and televised environments. DE students can access course guidelines, frequently asked questions, and help resources for both online and interactive television courses ([Distance](#)

[Education Information for Students](#)). The Reading and Writing Center (RWC) has a wide variety of instructional materials available to students who are on and off-campus including writing tools, study tips, and reading exercises ([Writing/Study Resources from the RWC](#)). Students may receive up to 20 hours of free online tutoring services through CRC's partnership with [Tutor.com](#) ([Email Announcing Online Tutoring Services for CRC Students](#)).

Self-Evaluation

The Library has substantially improved the currency, depth and variety of library materials in the past six years by focusing collection development efforts on weeding and replacing out-of-date materials, updating the media collection to DVD format, and expanding the eBook collections. This has been achieved by removing out-of-date materials from the Library collection and replacing them with current books and media. As of October 2014, 34% of titles in the Library collection were published since 2000. Additionally, the Library completed a full collection analysis, discussed further in section II.C.1.a, to review and address subject gaps and to ensure adequate subject coverage ([Bowker Collection Analysis](#)).

The Library's ability to make research and learning materials available to students depends upon the availability of adequate and stable funding. Until 2014, all funding for library books, media, and equipment was allocated through the College's [Capital Outlay Budget \(COB\)](#) and [Instructional Technology/Multimedia Budget \(ITMB\)](#) request processes, which run on two-year rolling cycles. The structure of these budget processes work well for onetime purchases; however, library books and media must be purchased on a regular basis to keep current with discipline developments and to address changing instructional needs. Due to the nature of the COB and ITMB processes, library staff did not know from year to year whether funds would be available for book and media purchases as well as operational costs. They often had to wait until late in the fiscal year to obtain and use the budgeted funds. Meanwhile, they were providing service to students. The uncertainty of obtaining ongoing funding made planning for Library purchases extremely difficult, which resulted in imbalance in the Library collection.

In 2009-10, Librarians and Library Deans of the four Los Rios Community College District (LRCCD) colleges began a collective discussion to define and eventually recommend a [Proposal for Uniform LRCCD Library Funding](#). The proposed model was based on library funding allocations that were pro-rated to the number of FTES in each respective college. An FTES-based funding model for college libraries would facilitate proportionally equitable contributions to purchases of shared LRCCD library resources such as eBooks and other electronic resources. American River College already has such a funding mechanism in place. This funding proposal was not approved District wide.

However, the CRC administration acknowledged the problems stemming from instable funding of Library resources at the College and took action. During the 2013-14 academic year, the Vice President of Administrative Services and Student Support discussed library resource funding at a Budget Committee meeting and proposed that Library materials be funded through an annual operating budget (AOB) rather than through the COB process. The Budget committee voted in favor of moving library materials to an annual operating budget effective beginning in the 2014-15 fiscal year ([Budget Committee Minutes March 17, 2014](#)).

The establishment of an annual operating budget demonstrates the College's support for providing excellent library services to students. This funding model will allow the Library to make ongoing and well-planned improvements to the physical Library collection.

Currently, students at all LRCCD colleges have access to the same electronic resources including eBooks and electronic databases. These resources are obtained through cooperative subscriptions or purchased using pooled funds, and they are jointly maintained by the LRCCD Libraries and accessible to all LRCCD students, faculty and staff. By sharing electronic resources, the LRCCD Libraries are able to provide students with a more comprehensive electronic collection and are able to better serve students taking distance education (DE) courses or taking courses at more than one LRCCD college.

In the past, LRCCD libraries used categorical funds from the State Chancellor's Telecommunications and Technology Infrastructure Program (TTIP) as well as District-provided monies to pay for the subscription research databases. Because these databases are shared resources, Librarians across the District collectively analyze, select, and subscribe to the resources which best support the learning needs of all LRCCD students. The LRCCD Libraries obtain subscriptions to most of these databases through the Community College Library Consortium (CCLC), which negotiates discounts and provides reviews of the database products. During the financial downturn in 2009, state TTIP funds for Library resources were eliminated and the District stepped in to provide funding to maintain essential research database subscriptions. In 2012, the State Chancellor's Office negotiated a state wide contract for a core set of research databases which are provided at no cost to all California Community Colleges ([TTIP Annual Report- Research Database funding](#)).

This state wide database subscription addresses many but not all electronic research needs of LRCCD students. For example, in addition to the EBSCO databases included in the state wide subscription, the LRCCD Libraries have also maintained a subscription to JSTOR due to the coverage of scholarly materials that support many disciplines including Art History, Anthropology, History, and other Social Sciences. The District has recognized the need for electronic resource access beyond that of the state wide core subscription and has provided additional funds to subscribe to other necessary databases. This demonstrates a District wide commitment to ensuring that students at each of the LRCCD colleges have access to adequate research resources. However, the need for electronic resources continues to grow beyond those provided by the state wide core research databases, and further District wide and Library planning is needed to ensure that there is adequate funding for future electronic resource needs.

In the past few years, the Library has greatly expanded its eBook collection through cooperative purchases and joint subscriptions. These joint eBook selections stemmed from a number of common needs. First, in order to provide comparable collections for distance education (DE) and Elk Grove Center students, the Library needed to update the eBook collection which was becoming outdated and inadequate based on the numbers of DE students. Secondly, new eBook purchases and subscriptions allow the Library to provide resources to more students at one time due to such features as unlimited simultaneous eBook access. Finally, LRCCD librarians were able to negotiate eBook subscriptions and purchases

at a significant discount in some cases making them more cost-effective than print purchases. Based on these factors, LRCCD librarians have coordinated efforts to jointly evaluate available eBook packages and negotiate discounted purchases and subscriptions to eBook collections. These collective efforts have resulted in tremendous buying power and a successful expansion of electronic resources in support of distance education.

There are, however, significant challenges in sustaining this model of collective purchasing of electronic resources due to the current funding structure of Library resources across the District. As described above, the CRC Library is allocated a budget from the College for physical library materials including books and media. LRCCD Libraries are jointly allocated funds by the District for shared subscription electronic resources. When purchasing eBooks, the Library and its counterparts at each of the LRCCD colleges have pooled funds from individual physical library material budgets. However, each college is funded at a different level, and therefore each college contributes to eBook purchases at different levels. Due to the funding model, the CRC Library is limited in the number of collective, District eBook purchases it can make. Because all electronic resources are shared, libraries do not generally engage in individual purchases, and if they do so, they purchase access for all Los Rios students. It is therefore necessary to explore equitable options for funding and selecting future purchases of eBooks and other shared electronic resources.

The Library has experienced increased demand for library reference, instruction, and circulation services; yet staffing levels have not kept pace with demand. Over the last six years, the Library faced declining staffing levels due to retirements and personnel changes. The College President supported and facilitated the hiring of a critical need emergency librarian and supported the development of a clerk position to regularly staff the Circulation Desk. Several factors are leading to increased demand on the Library faculty and staff which make existing staffing levels challenging. Student needs are multifaceted and technology-oriented. In addition to conventional research training, there is increased demand for training on the use of ever-expanding and more-complex electronic information. Students struggle with information competency skills specifically the ability to identify the quality of sources. Additionally, with the development of the Elk Grove Center and more distance education courses, librarians are taxed to provide comparable services to all students. Librarians are also looking for methods to provide effective services to students at all skill levels including ESL and basic skills students. All of these factors combine to exert additional pressure and demands on CRC's Library staff.

The College provides an array of learning support services, and although it is often difficult to offer comparable services to distance education (DE) students, the College is making strides to address the learning support needs of DE students. Currently DE students have access to learning support materials posted on the College's distance education, Reading Writing Center, and Tutoring Center webpages. In fall 2014, the College also began offering online tutoring services through Tutor.com. The College should evaluate the effectiveness of this new tutoring service in addressing DE student needs and continue to provide learning resources for all students regardless of location.

Actionable Improvement Plan

1. Evaluate District wide processes for the funding of eBooks and other shared electronic resources and explore options that promote sustained District wide funding and purchasing equity. Responsible Parties: Dean of Learning Resources and College Technology and Library faculty.

II.C.1.a *Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.*

Descriptive Summary

The Library collection, including books and electronic resources, and the computer hardware and software provided in learning support labs are the main educational materials and equipment provided to all students by the College. Faculty librarians have primary responsibility for Library collection development. Discipline faculty and information technology staff members select and maintain the computer hardware and software in learning support labs.

The Librarians are charged with maintaining the strength of the Library collection and seeking balance between subjects and formats. Each of the four full-time librarians is assigned liaison programs and subject areas based on his/her background, education, and expertise. As a subject liaison, the librarian is responsible for assessing the Library collection related to the subject area, removing obsolete items, selecting new materials and for assisting faculty in those areas with the selection and use of Library resources ([Library Faculty Liaisons](#)). The selection and maintenance of the Library's collection follows the Cosumnes River College Library [Collection Development Policy](#), which is designed to support the [mission of the College](#) to provide an “academically rigorous and inclusive environment.” Through ongoing planning, librarians provide current, diverse, and balanced collections of materials in a range of levels and formats appropriate to the support of institutional, instructional, and individual student needs ([Collection Management Master Schedule](#)).

Librarians take a number of factors into consideration when assessing potential new book, media and resource acquisitions. Librarians select materials which are relevant to the CRC curriculum in one or more courses, relevant to a known demand such as subjects requested on interlibrary loan, and relevant to current matters of public interest. Librarians consult library review sources such as Choice Reviews and Library Journal, which are produced by leading library organizations. Librarians look for positive reviews from these organizations or other indicators of quality content, including authority of the author and publisher reputation. They primarily select nonfiction materials which are research based and published by academic publishers such as university presses. The Librarians also review the cultural appropriateness of the work, selecting materials which represent varying global cultural and social viewpoints. Librarians assess the availability and currency of existing holdings in the same or similar subject; the relative need for subject coverage and balance in the collection

as a whole; the currency of the item and availability for acquisition; and, the cost, relative to available funds ([Collection Development Policy](#)).

Librarians gather information on the curricular needs of students and instructional programs at the College formally through the curriculum review process and informally through liaison, instructional, and reference services. All new courses and course modifications are submitted through the curriculum review process and include a Feasibility Section in [SOCRATES](#), the curriculum management system, where faculty course developers are required to list any essential and/or supplementary library materials desired for the course. A full-time librarian sits on the College's Curriculum Committee and thus is part of this process. This librarian communicates with the faculty course developer to ensure the Library has adequate resources to support new courses or revisions to existing courses. The librarian digitally signs-off to indicate that a review of library materials for the course has been performed. Librarians use the information provided through this process to select core books, media, and periodicals to support programs and courses.

The Library supports student attainment of learning outcomes by providing comprehensive research collections and a substantial Course Reserves collection. Librarians work closely with faculty and students while providing reference and instructional services, and through these activities, they collect ongoing information on courses and assignments, which inform collection development decisions. Librarians track research assignments and purchase materials that support course activities. When collection gaps are uncovered through reference interactions with students, librarians note topics or titles for collection development on a [Gap List](#). Librarians review this Gap List monthly and purchase materials which fill identified needs. Because student learning needs and objectives underlie Library purchasing decisions, requests and input from students, faculty, and support staff for new materials receive the highest priority. Librarians welcome input from instructors in all disciplines, encouraging them to make suggestions through the [Faculty Book and Media Purchase Requests](#) form. Since fall 2010, the Library has purchased the vast majority of discipline faculty requests with the only exceptions being out-of-print items. When discipline faculty requests cannot be met, the acquisition's librarian actively works with faculty to find appropriate substitutions in order to fulfill instructional needs.

As mentioned above, librarians use a mixture of quality measures to guide them as they select books, media and electronic resources, such as positive reviews from library review sources or other indicators of quality content, including author's reputation, accuracy of content, and publisher reputation ([Collection Development Policy](#)). Librarians regularly consult lists of acclaimed titles published in *Resources for College Libraries* and *Choice Reviews*, both sponsored by the Association of College and Research Libraries (ACRL). While most new acquisition decisions are based primarily on course and program student learning objectives, the librarians may select outstanding items in fields of knowledge outside the curriculum if they contribute to the range of viewpoints, diversity, and effectiveness of the Library collection as a whole. As funds allow, the librarians may also select materials for the professional growth of faculty and staff and to support recreational reading.

The Library collection supports the College's core values of cultural competence and diversity as described in the mission statement. When selecting materials for the collection, librarians strive to locate materials that give an accurate and credible picture of the diversity of cultures, both past and present. To help ensure cultural appropriateness in the Library collection, librarians make an effort to purchase materials where authors are members of the cultural group about which they write, and purchase materials recommended by an organization or publication produced by the racial, ethnic, or cultural group in question ([Collection Development Policy](#)). Many of these library materials support the College's value of cultural competence and serve as resources that support the various cultural events that are scheduled throughout each academic year ([Sample Library Materials Supporting Campus Intellectual and Cultural Inquiry](#)).

The librarians utilize various evaluative processes in order to assess the effectiveness of the Library collection in terms of quantity, quality, depth, variety, and currency ([Collection Management Master Schedule](#)). In addition to guidance from and consultation with instructional faculty, the librarians analyze circulation data, interlibrary loan requests, age of collection statistics, and other reports from the Library system to identify areas of high interest and demand and to assess how well the current collection is responding to student needs ([Analysis of Intra-District Material Requests](#)). Areas of possible weakness in the collection often become apparent in conversations with instructors or while preparing for course-specific library instruction, researching a topic with students or faculty at the reference desk, or in the Library classroom. In 2012, the Library performed a comprehensive review of the depth and variety of materials using Bowker Collection Analysis. Details of this process and its effectiveness are discussed further in the evaluation section.

As described in section II.C.1, the Library has also coordinated with the other LRCCD Libraries in the selection and acquisition of eBooks primarily in support of distance education but also serving all students. These eBooks are selected using the same criteria as print materials, but librarians additionally evaluate such factors as user-friendly interface, navigation tools, perpetual access, and accessibility for users with disabilities ([Electronic Collection Development Policy](#)).

The Library's periodicals are purchased by subscription, in both print and electronic formats. Librarians evaluate current subscriptions annually using the same criteria applied to new book and media acquisitions before committing to the purchase, maintenance, equipment and storage costs of new titles ([Collection Development Policy](#)). The vast majority of the periodicals to which students have access are available through the Library's online subscription research databases. The librarians cooperatively pursue the acquisition of databases with the other LRCCD Libraries. Librarians across the District work together to evaluate content, analyze database usage, and select those electronic resources which best fulfill the needs of faculty and students District wide ([Electronic Collection Development Policy](#)).

Self-Evaluation

The College has made great strides in improving the overall currency of the collection in recent years by weeding out many outdated titles and adding current titles. Effective

management of the library collection requires balance between subjects and formats. During the past few years, librarians have carefully assessed the collection and taken action to address areas of imbalance and underrepresented instructional needs, which resulted from years of funding instability. As described above, librarians performed a one-time [Bowker Collection Analysis](#). This analysis allowed librarians to look at areas of the collection which were heavily out-of-date. These subject areas were cross-referenced with lists of books that are considered core or seminal works in a particular discipline and were published within the last five to ten years. Librarians used this data to perform targeted collection development by purchasing recommended titles in all subject areas resulting in a substantial improvement to the collection. Work still needs to continue to improve overall currency of the collection; however, this in-depth analysis and targeted purchasing greatly improved the balance of the Library collection. Librarians have developed a [Collection Management Master Schedule](#) to track ongoing collection development and weeding to ensure that the balance of the collection is maintained. Maintaining the currency of the collection is a perpetual job. The new annual operating budget will allow librarians to select and purchase materials regularly throughout the year in order to continuously address instructional needs through the collection.

The Library has established formal procedures through the curriculum review process to gather information about library resource needs from discipline faculty. Over the last four years, a librarian has reviewed and signed off on 62 courses and 46 programs through the curriculum review process. Librarians also gather information informally on the needs of specific disciplines through their interactions as faculty liaisons, when teaching library instruction, and while providing reference services. Librarians regularly gather information on the types of materials and topics needed to support learning outcomes in various disciplines, but aside from the curriculum review process, this information is gathered informally. Library instruction and reference interactions provide an effective means of gathering information, but only for those disciplines in which faculty members use these services. Relying on these as a primary means to gather updated information on learning outcome needs may leave other disciplines somewhat underserved. The curriculum review process results in initial collection development in support of a program; however, further ongoing and formal communication with discipline faculty members would be beneficial in ensuring that the library collection continues to support curricular needs.

All faculty are able to request library materials for purchase using the [Faculty Book and Media Purchase Requests](#) form; however, not all faculty members are aware of or use this option. Each discipline has an assigned library liaison, who should communicate with faculty to obtain information on collection needs; however, due to fluctuations in library staffing, it has been difficult to establish and maintain effective Library liaison relationships. The [2014 Accreditation Survey analysis](#) indicated that more than 69% of faculty agree that “the library is sufficiently responsive to faculty input.” However, there is room for improvement. Librarians should explore methods for gathering discipline faculty input on the collection on a regular, systematic basis in order to ensure the Library collection continues to support student achievement of learning outcomes.

Actionable Improvement Plan

1. Explore further formal methods for gathering discipline faculty input on the Library collection on a regular, systematic basis in order to ensure the Library collection continues to support student achievement of learning outcomes. Responsible parties: Library faculty.

II.C.1.b *The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.*

Descriptive Summary

Cosumnes River College and its Library place high value on information competency (IC), knowing these vital skills lead to success in college and beyond. In the most basic sense, information competency involves teaching students how to articulate a need for information, locate needed information, use critical thinking skills to evaluate information, and to use that information effectively in their academic and personal lives. The College has prescribed IC in a general education student learning outcome (SLO) ([GE SLO II: Information Acquisition and Analysis](#)) and its College wide SLO ([College Wide SLOs: Area 3, Letter D](#)). Information competency is the foundation of student learning outcomes (SLOs), both in the one-credit library course (LIBR 318) and in other library teaching areas ([Library Instruction SLOs](#)). All of these SLOs are derived from the [ACRL-Information Literacy Competency Standards for Higher Education](#) outlined by the Association of College and Research Libraries (ACRL). The ACRL is a leading professional library organization that identifies best practices for academic libraries as they support student learning on college and university campuses.

The Library coordinates information competency (IC) instruction on behalf of the College, and both College wide and library-specific IC SLOs are achieved through programs which serve both on-campus and DE students. The Library provides online tutorial videos, class-specific instruction sessions, a one-credit Library Research and Information Literacy class (LIBR 318), one-on-one research consultations, online research guides for specific courses and programs of study, and reference services offered both in person and electronically. The Library has also explored and offered drop-in workshops on information competency topics. This broad array of delivery options allows the Library to provide effective information competency instruction to all CRC students including those taking courses by distance education (DE) or at the Elk Grove Center.

The Library's online tutorial videos guide students through the research process and cover IC areas including selecting a topic, creating a research question, using the Library's research databases to select and obtain sources, and proper source citation ([Online Library Tutorials](#)). The Library currently offers ten tutorial videos with additions in development. Each video begins with stated [tutorial learning objectives](#) and has an associated quiz so that students, faculty, and librarians are able to measure their success. Tutorial videos for courses such as English Writing, English as a Second Language (ESL), Early Childhood Education, and Nutrition are often assigned for students to watch independently. [Tutorial use statistics](#) show

that since 2011, nearly 14,500 quizzes have been completed.

The Library's class-specific instruction sessions allow librarians to tailor lessons to discipline-specific research assignments and class needs ([Class-specific Library Instruction](#)). This form of library instruction integrates IC concepts contextually while students accomplish the research assignment outcomes. Librarians incorporate [interactive lesson plans](#) with hands-on activities for students into class-specific instruction sessions, allowing for assessment of student comprehension during a class session ([Sample hands-on library instruction activity](#)). Class-specific instruction is available to all disciplines, and sessions have been held at the main campus, Elk Grove Center, and for televised courses.

Each semester, the Library offers a one-credit Library Research and Information Literacy course ([LIBR 318 Course Description](#)). This course provides the most comprehensive coverage of information competency with course learning outcomes that map directly to [ACRL Information Literacy Competency Standards for Higher Education](#). The instructor for this course rotates each semester allowing the Library to offer different teaching modalities including in-person, hybrid and fully online. Assessment is done in various ways throughout the course, including weekly assignments, class discussions, and group activities ([Example weekly assignment grading rubric](#)). All instructors utilize a final project that incorporates many elements of the research process. For example, in the in-person course, this was achieved through students creating a Google site on their research topic ([Sample LIBR 318 Final Project: Google Site](#)). [Quotes from LIBR 318 students](#) collected in spring 2014, show they value the eight-week IC course.

Librarians provide students with research assistance, point-of-need information competency instruction, and directional help at the Reference Desk inside the Library ([Library Services Brochure](#)). The Library's Reference Desk is staffed with a librarian during most regular business hours. Interactions at this desk range from simple instructions on searching for textbooks to in-depth reference transactions, in which students obtain guidance through the research process. Librarians also spend a great deal of time answering College wide informational type questions regarding registering for classes, financial aid, and directional inquiries. Librarians consistently assess students' understanding through interviewing and observation, and they directly teach information competency concepts as they interact with students during the research process.

In addition to in-person reference services, the Library offers an "[Email the Librarian](#)" service, which allows students to contact a CRC librarian for research or directional assistance. This service is particularly useful for DE students and those who prefer email communication. Librarians monitor and respond to emails, providing quick answers to general inquiries as well as in-depth instruction to research queries. A [reference email example](#) shows that librarians conduct reference interviews which model and teach IC skills through their responses.

The Library recently developed a [Research Consultation Service](#) (RCS), in which students make an appointment to meet one-on-one with a librarian for a half hour. Students request a consultation through a convenient online form, and sessions focus on specific research needs

such as narrowing a topic, finding scholarly articles, or guidance on citation formatting ([RCS email](#)). Librarians provide research consultations sessions at both the main campus and the Elk Grove Center. The Library has developed a follow-up survey ([Research Help Survey](#)), which is sent to students who have scheduled a research consultation, and survey evidence indicates that the consultations are valued and lead to better research outcomes.

The Library adopted [Course and Program Research Guides](#) in fall 2012, allowing librarians to customize additional IC tools for individual classes and areas of study. Customized guides allow librarians to focus on specific assignments and research needs while outlining the IC goals on the front page ([Sample Course Guide: RTVF 300](#)). Librarians have also developed program guides for specific areas of study. Each guide highlights books, databases and websites that could be useful to both students and faculty ([Sample Program Guide: Business](#)). [Faculty feedback regarding program guides](#) has been overwhelmingly positive.

The Library strives to offer equal information competency instruction and services to all students regardless of their location. These services are outlined in two sections of the College website: [Distance Learning and Online Services](#) on the Library's webpage and [Library Services at EGC](#) on the Elk Grove Center website. Class-specific instruction sessions can be scheduled at the main campus or at the Elk Grove Center. For those students who do not regularly visit a campus, a [Distance Education Research Guide](#) walks students through the research process and highlights research tools that are accessible 24/7 via the Internet. The Library actively promotes these tools to DE faculty ([Sample Email Exchange with DE Faculty](#)).

Self-Evaluation

The College wide, general education (GE), and library instructional SLOs are assessed through multiple means including surveys, statistics, quizzes, and direct feedback from students and faculty. In 2013, the College surveyed students to assess GE SLOs ([College Wide and GE SLO Assessment](#)). Results show the library's wide-ranging offerings have been successful in developing information competency (IC) skills. Of the students surveyed, 92% said they were more able to locate, evaluate and use information in an ethical manner with 81% indicating they use the Library to get information for class assignments.

College wide and GE SLOs are created with input from faculty, staff, students, and administrators. Information competency skills are addressed in the College wide and GE SLOs indicating that all members of the College value these skills. In the 2009 accreditation self-study, it was noted that the College should discuss creating an information competency graduation requirement. The implementation of such a requirement would have to be consistent throughout the District, and though all LRCCD colleges have a commitment to IC, currently there is no standard graduation requirement. All LRCCD Libraries provide comparable information competency instruction, including a standard LIBR 318 course, which is offered regularly at each college. However, this course is not mandatory for graduation. The Library should explore further opportunities for District wide collaboration on IC. Since formal measures such as a graduation requirement may not be feasible, the Library should consult with LRCCD librarians regarding effective IC outcomes assessment.

During the economic downturn beginning in 2009, all teaching areas of the College were asked to reduce course offerings. The Library complied by reducing LIBR 318 offerings from twice a semester to once a semester. Since LIBR 318 is one of the most comprehensive methods of providing information competency instruction, offering this course more often would allow greater access to students. Librarians have also researched the possibility of developing IC courses to complement specific disciplines ([PrOF, Question IIA, ESL Planning Item](#)). However, planning is necessary to effectively implement more offerings of LIBR 318 or other for-credit IC courses due to the staffing needed to develop and teach such courses.

The Library's information competency instruction programs are highly used. [Library instruction demographics](#) from spring 2014 show faculty in many subject areas seek librarian expertise by scheduling class-specific library instruction sessions. Since 2010, [library instruction statistics](#) show the Library has conducted an average of 73 sessions each semester in the fall and spring, serving an average of 1,900 students each term. Faculty who have utilized this service indicate that class-specific instruction leads to dramatic improvement in the quality of student research work ([Faculty Feedback Regarding Library Instruction](#)). Direct student feedback also highlights the value of teaching information competency concepts in conjunction with discipline-specific assignments ([2010 Student Survey](#)).

The Library offers wide-ranging options to ensure all students, regardless of location, have access to IC guidance and instruction. Although Librarians feel confident that IC skills taught through library instructional programs lead to student success, it is often difficult to measure this quantitatively. In each of these programs, the Library has implemented assessment measures; however, these tools have been lacking, focusing heavily on satisfaction measures. For example, in 2010 librarians used a common assessment survey in all class-specific library instruction sessions. Although the survey results indicated that students were satisfied with the instruction provided by the librarian and felt more equipped to perform their research, the survey did not capture data to demonstrate how well students were able to actually incorporate the information competency skills they learned ([2010 Student Survey](#)).

Librarians are currently researching and developing more effective assessment tools for class-specific instruction sessions, reference interactions, and online research guides. In addition to satisfaction measures, librarians hope to further develop competency-based and instructor-based assessment. Though IC was addressed in the College wide attitude and behavior survey referenced above, more formal, regular and meaningful assessment measures of IC skills for all students, including those who do not regularly use library resources, would be desirable.

The Library uses a number of methods to evaluate teaching effectiveness and set goals for improvement. Librarians conducted a full curriculum review of LIBR 318 in fall 2013 and developed a [revised LIBR318 course outline](#) and SLOs that became effective in June 2014. The revision included updated explanation of course activities and better-articulated student learning outcomes, which reflect ACRL information competency standards. Some librarians utilize a [pre-course survey](#) and [post-course survey](#) to gauge student satisfaction and teaching effectiveness. Upon completion of each semester of LIBR 318, the teaching librarian

performs a formal [course SLO assessment](#). These, along with [student reviews of faculty](#), allow for self-reflection on teaching methods, assignments, and other areas to be revised. Librarians review student work and feedback to assess learning outcomes, and they set personal goals for course improvements, which are implemented in following semesters.

Librarians also assess their teaching effectiveness in course-specific instruction sessions through feedback and observation of students' research behaviors. Librarians develop and implement lesson plans, which address the learning needs and skill level of students ([ESL Bucket Lesson Plan](#)). Librarians use a range of instructional techniques in the classroom to encourage student engagement and retention of information competency concepts. As mentioned above, more effective assessment measures are needed to adequately measure IC learning outcomes in class-specific instruction sessions.

The Library's online tutorial videos provide valuable information competency instruction with high participation and success rates. A [snapshot of tutorial grades](#) from spring 2014 shows nearly 3,000 quizzes were completed in that semester with average scores ranging from 87% to 95%. Teaching faculty has seen the value in the tutorial videos and quizzes. Many assign one or more videos, which has led to increased use of the resource as noted in this comparison of [spring tutorial completion rates](#) over three years. In 2013, the Library moved the quizzing function into D2L, allowing for better tracking of student completion and success. At that time, the Library examined quiz results and identified all questions with an average student score below 80%. Librarians reviewed these questions and the accompanying tutorial, identified areas for improvement, and made modifications to quizzes and videos to increase student understanding.

Students regularly obtain research assistance and learn information competency concepts through reference services. In-person [reference statistics](#) indicate that librarians answer an average of 9,000 questions each semester in the fall and spring terms. Although the Email a Librarian service is used much less, it provides an important contact avenue for distance education (DE) students. Librarians know that students interact in and often prefer working in an electronic environment. The Library has not kept pace with emerging networking tools such as chat and text services. Many of these tools allow contextual help so that student/librarian interactions take place while students are actively researching. Librarians are currently exploring these chat services and plan to adopt a tool by the end of the 2014-15 academic year.

The Library began developing [Course and Program Research Guides](#) in 2012. These guides provide important support for information competency instruction by providing materials, videos, and links that students can revisit as they complete their research. As of October 2014, the Library had 96 active guides, which received 5,832 views during the month ([2014 Snapshot Statistics](#)). The guides have built-in survey assessment tools that generate anonymous survey result emails to the guide's creator. [Sample feedback from the course guides](#) shows that students find these resources useful.

From 2011-12, the Library offered [drop-in workshops](#) on selected IC topics. These workshops were developed through the program planning process as an in-person method to

provide information competency instruction for those students who did not have the benefit of class-specific instruction sessions. Librarians offered these workshops at different times throughout the month and incorporated assessment in the form of a [drop-in survey](#) given to participants at the end of each session. Results of these surveys revealed that drop-in workshops were not achieving desired outcomes and attendance was very low. As a result, the Library discontinued the program and began offering the Research Consulting Service (RCS) and online research guides mentioned above.

Despite budget constraints and staffing changes in the past few years, the Library has maintained its current class-specific instruction offerings, developed a suite of online tutorials, created a vast bank of online research guides, and developed new IC service areas including research consultation services and services to students at the Elk Grove Center. This was achieved while librarian staffing levels fluctuated due to turnover and a reduction in support staff positions. In order to provide comprehensive information competency instruction which reaches all students regardless of location or skill level, and to explore new instructional services and assessment measures, it is desirable to have additional full-time librarian staff.

The Library's professional guiding organization, ARCL, has recently revised IC standards with a [Framework for Information Literacy for Higher Education](#). The framework represents a fundamental shift in the way libraries think about IC. CRC Librarians are exploring the new framework, which could lead to a redesign of instruction sessions, research guides, and other IC resources.

Actionable Improvement Plan

None.

<p>II.C.1.c <i>The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.</i></p>

Descriptive Summary

The College is committed to providing access to all students, regardless of their locations, to the information and learning resources needed to fulfill course learning objectives. The Library provides physical and electronic resources, which serve all CRC students including those on the main campus, at the Elk Grove Center, and students taking distance education (DE) courses. The College describes the wide array of [learning support services in the College catalog](#), including computer labs and tutoring services.

The [Library location](#) is on the second and third floors of the Library Building at the center of the Campus. There are approximately 390 seats in the Library, with many individual study carrels, comfortable reading chairs, computer workstations, and several group study tables included. In 2011, the Library constructed seven [group study rooms](#), including two larger rooms that can be reserved by students for up to two hours. Each group study room is

equipped with a white board; students may check out dry erase markers from the Library Reference desk.

The Library is open during times when the majority of courses on Campus are offered. The Library provides services Monday through Saturday with evening hours offered four days of the week ([Library Hours](#)). The Library is open a total of 64.5 hours per week with the Reference desk staffed by a librarian 62 hours per week. Librarians are available during these hours to answer reference questions in person, by telephone or by email, and the Library is exploring chat/text services that will allow more communication options with all students. Circulation staff is available during all Library hours to check out books and resolve Library record issues. Students regularly visit the Library with recent Library gate counts recording an average of over 20,600 visits each week.

The Library's physical collection contains more than 52,300 titles, including books and media, and over 100 print periodical subscriptions. The vast majority of Library materials is located in the Circulating collection and is available for a three-week checkout. The Reference collection contains many subject encyclopedias and other reference works that are available for in-library use. The Reserve collection, which is located behind the Circulation desk, primarily contains current textbooks and media used in courses. Most Reserve items are available for two-hour in-library use only. The Periodical collection contains both unbound and bound magazines, journals, and newspapers, which are available for in-library use. The Library provides free lending within the LRCCD college library system, and free interlibrary loan (ILL) service for any title through the Online Computer Library Center (OCLC) ILL system ([Library Services Brochure](#)).

In addition to the physical Library collection, the Library provides access to more than 50 research databases that contain nearly 154,000 electronic books, more than 82,000 full-text periodicals, and numerous other resources including music, art, streaming media, research reports and reference works. These electronic resources are available online, 24 hours a day, seven days a week. An authentication process allows students to access the research databases from off-campus using their Los Rios student ID number and password.

Students may search for materials from the physical and electronic Library collections through the [OneSearch Search Box](#) on the [Library website](#), and they may also search physical and electronic collections respectively through the [Library Catalog](#) and [Research Databases](#) sections of the website. [Detailed help screens](#), [course and program research guides](#), and [online library tutorials](#) are available to assist students in navigating the online research resources independently. Students can renew items, place intra-district library loan requests, make book and service recommendations, and submit email reference questions through the [Library's website](#). The Library subscribes to a discovery service from EBSCO branded [OneSearch](#), which allows students to easily locate and access Library resources including books, eBooks and electronic periodical articles through one interface.

The Library provides 36 student research computers, three computers for librarian consultation or catalog searches, and two computers for eServices access for registration tasks. Additionally, the Library houses a 31-station computer lab and an eight-station mini

computer lab, which are used for library instruction. When not in use for instruction, these computers are available to students, staff, and faculty for their college-related needs. Computers in the Library and the Library Computer Lab provide Internet access to connect to Library resources including OneSearch, the Library catalog, and the research databases as well as MS Office programs including Word, Excel, and PowerPoint.

In addition to library services, CRC students have a full suite of learning support services available including a Campus Computer Lab, several instructional support labs, and a Tutoring Center ([Computer Lab Hours](#)). The Campus Computer Lab provides students with computer and Internet access as well as word processing and other computer programs ([Computer Lab Programs](#)). The Tutoring Center coordinates one-on-one and group tutoring in more than 15 subject areas ([Tutoring Center website](#)).

The College strives to make learning support resources accessible to all students. Students may access the Library, the Campus Computer Lab, and the Tutoring Center by elevator. The Library website, databases and research guides are Section 508 compliant ([Accessibility of Library Services](#)). Both the Library and the Campus Computer Lab provide computer stations with power-adjustable tables to easily raise and lower work surfaces. These accessible workstation computers have adaptive software, larger-format keyboards, and larger monitors for those needing vision accommodations. The Library and Tutoring Center work with the Disability Support Programs and Services (DSP&S) office on campus to ensure library resources and tutoring services are accessible to students needing accommodations ([Learning Support for DSP&S students](#)).

Students, faculty, and staff have access to a selection of [Library and Learning Support Services at the Elk Grove Center \(EGC\)](#). The Elk Grove Learning Resources Center provides computers for students, a quiet study area, group study rooms, and tutoring services. The Library provides a small Reserve collection for courses held at the EGC. These materials are available for two-hour checkout. Elk Grove Center students may also request and borrow circulating materials from any of the LRCCD libraries. A public services librarian periodically visits the Elk Grove Center and provides reference and research help for students. The Library has an assigned liaison that supports the needs of teaching faculty at the EGC.

Both the College and the Library provide support to faculty teaching through distance education (DE). The [Distance Education and Web Development](#) team coordinates activities to support the needs of DE faculty. These services include training on instructional technology, professional development opportunities, and online instructional resources ([Instructional Technology Training and Resources](#)). A Library distance-education liaison contacts DE faculty to inform them of Library services designed to support them and their students ([Sample Email Exchange with DE Faculty](#)). This liaison also coordinates materials and activities such as research guides, collection development of resources to support DE classes, and library instruction ([Library Resources for DE Faculty](#)).

Self-Evaluation

The College is able to satisfy the learning needs of the majority of students through the

Library and Learning Support Services that are currently offered. Throughout the past six years, the college has expanded these offerings including developing services for the new Elk Grove Center (EGC), increasing group study space for students, and expanding the Library's electronic collection and services to enhance support for distance education (DE) students.

Before 2011, the only designated group study spaces on Campus were located in the Tutoring Center and used primarily for tutoring activities. In 2011, the College constructed a limited remodel in the Library to provide additional study space for students. The remodel allowed for seven new [group study rooms](#), which provide much-needed spaces for students to come together to complete group projects and study for courses. These study rooms are in constant use throughout the semester proving the benefit they hold for students. Statistics gathered during the month of October 2014 recorded 3,993 students used the group study rooms ([Snapshot Month Statistics](#)). The remodel also allowed Library staff to move the collection to provide space for ten additional student computers, a dedicated copy room, and designated ESL and popular fiction reading collections.

The Library has thoughtfully expanded electronic resources to provide increased access to library materials for all students, but particularly those taking DE courses. The Library significantly expanded eBook holdings by adding subscriptions to Gale Virtual Reference Library (GVRL) and EBSCO's Academic eBook Collection ([eBook Collections](#)). Both subscriptions provide DE, EGC, and on-campus students access to a vast number of up-to-date scholarly reference materials. Additionally, the Library added subscriptions to EBSCO Discovery Service, which is branded [OneSearch](#), and to a Libguides service provided by Springshare, which is used to create our [course and program research guides](#). Both of these services ensure that all students, regardless of location, are able to connect with materials that support their academic needs. OneSearch allows students to search the physical and electronic library collections through one easy-to-use interface. In the course and program research guides, librarians post links to Library books and useful databases as well as provide information competency instruction through videos, images, and step-by-step explanations.

The College is now offering tutoring services for distance education students through the tool [Tutor.com](#). This new service provides important learning support to students who cannot regularly visit the campus or EGC to take advantage of existing in-person tutoring opportunities ([Email Announcing Online Tutoring Services for CRC Students](#)). The College should assess the use of online tutoring services to ensure that they adequately address DE student learning needs.

The College is building an infrastructure of support services for the new Elk Grove Center; however, further planning is necessary to ensure that Elk Grove students have access to adequate tutoring, computer and library services. Following the model of other LRCCD libraries, the Library provides Reserves and inter-library loan circulation to the Elk Grove Center ([Library Services at EGC](#)). CRC public services librarians have absorbed the additional work of providing reference and instruction services to the Elk Grove Center; however, as the EGC grows, it will be difficult to provide adequate services to support student research needs given existing staffing levels ([Library PrOF](#)). Likewise, the Tutoring Center has coordinated tutoring opportunities for Elk Grove students and may need

additional resources or support to expand tutoring services at EGC.

Despite the many areas of growth in access to library and learning support services, there are areas for improvement. In 2010, the Library cut hours by 4.5 hours per week. This change was precipitated by staffing shortages due to vacated positions which were left unfilled during a difficult budgetary period. Although the College has provided significant support to the Library by replacing librarian positions through an emergency hire process and developing a circulation clerk position, Library staffing levels are below those necessary to recover hours and further expand services to Elk Grove Center, distance education, and basic skills students.

One remaining area of need for CRC students is for a dedicated, permanent computer space for students to complete College application, orientation, registration, and financial aid tasks. Currently, students use the Library and other learning support labs on Campus to perform these tasks; however, many students require in-depth assistance while they navigate these processes. [Reference statistics](#) show that librarians answer an average of 967 registration or financial aid questions each semester. Although the Library and other learning support labs provide a space for students to complete registration and financial aid tasks, they are not staffed with individuals who are trained in these services. The Library and learning support labs are also closed during semester breaks, leaving many students without a computer to complete their College application, registration, orientation or financial aid. The College has developed an eServices lab during the first week of the semester, which has addressed limited student needs, and the College is taking strides to address this need permanently by developing a dedicated space for students to complete application, registration and financial aid tasks. In the spring 2015 semester, College planning is underway to develop a student services lab to address these needs.

Actionable Improvement Plan

None.

II.C.1.d *The institution provides effective maintenance and security for its library and other learning support services.*

Descriptive Summary

Maintenance for Library facilities and other learning support services is delivered through a combination of College and District providers. Building maintenance, along with the environmental control system used for heating and cooling, is operated and maintained by the District's Facilities Management Department. Daily cleaning and maintenance of the facilities is provided by CRC Custodial Services.

The College's information technology (IT) staff maintain all Library and computer lab hardware, software, network resources, and printers. Any major software upgrades are performed during semester breaks. Routine software updates, including virus protection and security updates, are pushed out to individual computers on a daily basis ([Computer software](#)

[updates and upgrades](#)). Unexpected computer hardware, software, network, or printer issues are quickly addressed by college IT staff that are notified using an online help desk ticket system ([CRC Information Technology / Help Desk](#)). All multimedia equipment, including video/data projectors, televisions, and VHS/DVD players, is maintained by the [Media Services Department](#). Routine cleaning of both computer and multimedia equipment is performed by library student workers ([Library Student Worker Training Manual](#)). Maintenance issues that necessitate upgrade of current computer hardware or multimedia equipment or acquisition of new technology soft/hardware are addressed through the College's [Capital Outlay Budget \(COB\)](#) or [Instructional Technology/Multimedia Budget \(ITMB\)](#) request processes or through the College's computer repurposing process.

The condition of Library collection items is maintained by Library staff members, who annually perform a physical inventory and evaluation of the Library collection to identify books and other items in need of repair and maintenance. Items passing through the Circulation desk that appear to be worn or damaged are targeted for repair or maintenance upon return. As per the [Collection Development Policy: Collection Maintenance, Inventory and Weeding](#), if an item is deemed unrepairable, the item is permanently removed from the collection and an exact title or similar replacement copy is purchased, especially if the title (or topic) shows heavy circulation activity ([Library Inventory Procedures](#)). Shelf maintenance of Library collection items, including routine cleaning, is primarily performed by student workers, who shelve recently returned books and perform the task of shelf reading, where shelved items are checked to see if they are in proper call number order ([Library Student Worker Training Manual](#)).

A shared District library system is jointly maintained by the vendor, District IT staff, and librarians. Core software issues are covered by an annual maintenance agreement with Innovative Interfaces, Inc. ([Innovative Maintenance/Support Agreement & Policy](#)). Hardware and network support are provided by District IT staff. Several District librarians, including one from Cosumnes River College, handle routine system maintenance and configuration issues. System performance and related issues are regularly discussed, assessed, and resolved at monthly District Librarian Coordinating Committee (DLCC) meetings.

Maintenance for the Library's theft detection gate is provided by 3M ([3M Service Agreement](#)). The Library's copy machines are serviced and maintained by Toshiba USA ([Toshiba USA Maintenance Agreement](#)). The Library and lab pay-to-print terminals are serviced by GoPrint ([GoPrint Hardware & Software Support Agreements](#)). These agreements are reviewed annually, and, if appropriate, are renewed. However, the College reviews other bids as they suit the needs of the College.

Security for the Library facility and resources is provided by a combination of College, District, and outside support providers. Facility security is provided by Campus police officers, who routinely patrol the Library. The Library also uses a video surveillance system that consists of five cameras, a single monitor, and VHS recorder. The cameras are focused on the Library entrance, Circulation desk, public access computer area, and Library Computer Lab (LCL). The elevator, located in the back of the Library, is keyed and limited

to authorized users. The Library has three emergency door exits that sound an audible alarm when used. All Library entrances are locked during closed hours and all offices and other non-public rooms are keyed for entry to prevent unauthorized access. Due to security concerns, the Library no longer collects fine payments. Students with outstanding fines are directed to the College Business Office. Campus Police also escort the transfer of all fees collected from the Library and computer lab's pay-to-print stations to the College's Business Office.

The Library currently uses a 3M theft detection gate, located at the Library's main entrance, for inventory security control. Magnetic anti-theft tags are inserted into each book, periodical, and video, which set off an alarm when Library materials pass through the detection gate without first being checked out. Because the gate is located adjacent to the Library's Circulation desk, Library staff are able to stop students who trigger the alarm and ensure that Library materials are not taken.

Several layers of security are in place to protect both Library and lab computers from malicious activities. Computer access is limited to current Los Rios students and staff who prove their affiliation by providing valid user login authentication. Undesired changes to individual computer configurations, including preventing the installation of potentially malicious software, are prohibited through the application of group Windows configuration policies. College and District IT staff also monitor both the internal and external network for potential threats. Off-campus access to Library electronic information resources is by use of a proxy server that requires valid user authentication. To safeguard the physical security of Library and lab computers, along with multimedia equipment, all such items are secured to furniture with a special lock.

The College maintains an emergency evacuation plan ([LRCCD Police: Emergency Response & Evacuation](#)). Some Library staff have received Action Coordinators for Emergency Survival (ACES) training to better respond to various campus emergency situations. The Library has designated trained personnel to assist in evacuating the Library Building in a timely and organized fashion if and when need arises ([ACES Library Protocol](#)). In addition to the main Library door, three additional emergency exits with lighted signs are available for rapid emergency exit. Maps with directions for exiting the building are posted by each of the Library emergency exit doors. The Library has 12 battery powered emergency lights to provide students with lighting to safely evacuate the building in the event of a power outage. Flashlights have been distributed to all Library staff in order to help facilitate evacuations. When the elevator cannot be used during emergencies, the Library has a special evacuation chair that can be used to evacuate disabled patrons.

Since 2006, the Library has been part of an [Emergency Container Access Agreement](#). The agreement provides regional libraries with access to a storage container located in Rancho Cordova that is filled with emergency disaster supplies. These supplies are intended to help the Library recover from various types of disasters, such as fire, water or other natural or man-made incidents. As a participating member, the Library has access to supplies that have proven particularly useful in attempting to reduce the severity of damage to library materials and in helping to speed the recovery process. The agreement is sponsored by the Sacramento

Public Library and funded by a Federal Library Services and Technology Act (LSTA) grant administered by the California State Library.

Self-Evaluation

The Library has received excellent facilities, equipment, software, and network maintenance support from the various College and District providers for many years.

The annual maintenance agreement for the current Library system from Innovative Interfaces only covers core software issues. Because the system is over 13 years old, vendor provided maintenance for core software issues will no longer be available by 2016 ([Innovative Maintenance/Support Agreement & Policy](#)). For this reason, and because the current system lacks many features that users expect, a District New Library System Taskforce was convened in 2012 to assess various library systems with the goal of either obtaining a major update from the current vendor or migrating to a new system with a different vendor. This taskforce has performed detailed evaluation and assessment of the options for a user interface ([Evaluating Discovery Options](#)). And the taskforce coordinated the issuance of a [LRCCD Library Information System RFP](#). Through these evaluation processes, the taskforce has worked on behalf of LRCCD librarians and staff to provide a recommendation for an upgraded library system. This recommendation has been presented to District administration for approval and funding. As previously noted, the current system is jointly maintained by the vendor, District IT staff, and librarians.

In 2012, a recycled 3M theft detection gate from one of our sister colleges was installed in the Library, which replaced a system that was more than ten years old and marginally effective ([3M Library Theft Detection Gate Installation](#)). The newer gate is more effective than the previous gate. This theft detection gate sounds an alarm when items containing activated library security tags pass through it. While staff is vigilant in responding to the theft detection gate alarm, the heavy library entry/exit traffic makes it difficult to respond to all alarms during busy times of the day. When the current theft detection gate comes to the end of its lifecycle, consideration should be given to migrating from the traditional magnetic alarm system to a Radio Frequency Identification (RFID) system. In addition to the theft detection gate alarm function, the newer RFID systems can potentially be used for patron self-checkout and the labor-intensive task of shelf reading for proper call number order, allowing staff to focus on other tasks.

Incidents of vandalism, theft, and fighting continue to occur in areas not covered by the current surveillance system. The current video security system is more than 15 years old, uses out-of-date VHS technology, and does not provide adequate coverage of many vulnerable areas, especially in the rear of the Library. Even where cameras are present, the current system can only record a single stream of video and, therefore, is unable to record the activity on all five cameras simultaneously. Moreover, due to the limited number of cameras, many parts of the Library are unmonitored. An up-to-date security monitoring system is needed, which would include additional camera coverage and recording capability to help mitigate incidents of vandalism, theft, and violence in the Library and also serve as a tool for police investigation when such incidents occur. Therefore, in May 2015, the College initiated an equipment request process to replace the existing system.

While most areas of the Library are covered by the current emergency lighting system, recent power outages have revealed that better emergency lighting coverage is needed in the Library Computer Lab (LCL), group study rooms, third floor serials area, and stairways. As a result of this evaluation, the College installed emergency lighting in May, 2015.

Actionable Improvement Plan

1. Conduct a thorough review and analysis of the adequacy of the theft detection gate.

II.C.1.e *When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.*

Descriptive Summary

The Library collaborates with other institutions, agencies, and vendors so that students have access to a broader range of quality information services. Chief among these collaborations is the Library's strong intra-District coordination with the other Los Rios Community College District (LRCCD) libraries, providing support for pooled resources in the form of a joint library system, combined catalog, shared electronic resources, including eBooks and databases, and collective expertise. While there is no written consortia agreement, the Libraries are formally connected by their District affiliation. Collaboration by the LRCCD libraries is facilitated by a monthly meeting of the District Librarian Coordinating Committee (DLCC), which is augmented by subcommittees that coordinate database subscriptions, access service policies regarding circulation rules and library fines, and eBook purchases.

The sharing of books and media among the LRCCD libraries is facilitated by use of a single library system and codified in Library system rules, which are in turn reflected in Library [borrowing policies](#). Library system performance and related issues are regularly discussed and assessed at monthly DLCC meetings. During the last two years, the LRCCD librarians have formed a special New Library Systems Taskforce, which has facilitated a comprehensive evaluation of the current library system and user interface along with potential replacement systems. This evaluation resulted in the issuance of an [LRCCD Library Information System RFP](#) and subsequent proposal assessment ([Library System- Vendor Demo Scripts and Staff Evaluation Forms](#)).

The Library collaborates with its sister colleges to provide students with access to a shared pool of subscription research databases. The LRCCD libraries subscribe to most research databases including a state-funded core database package through the [Community College League of California \(CCLC\) Library Consortium](#) and its subgroup the Council of Chief

Librarians (CCL) ([Council of Chief Librarians Membership Agreement](#)). CCLC plays a critical role in negotiating group discount rates and in assessing database quality and vendor support. All consortium offerings are reviewed by the consortium's Electronic Access & Resources Committee (CCL-EAR) on which one CRC librarian currently serves ([CCLC - Index of CCL-EAR Committee Database Reviews](#)). LRCCD librarians use these reviews as they evaluate potential electronic resource selections.

The usefulness and reliability of subscription research databases are evaluated each year by CRC and LRCCD librarians. These evaluations take into account multiple factors, including course and program requirements and faculty recommendations. Librarians also review the quality of titles covered in the research databases, database usability and features, metadata for search and retrieval of materials, and cost of electronic resources relative to available funds. The Library reviews usage statistics for all subscription databases to help assess their value for student learning and research needs and to determine whether contracts with the database providers should be renewed. These usage report statistics are obtained directly from the vendor systems and through the Library system which logs off-campus proxy access to databases. This College and District wide evaluation and selection process is facilitated by the LRCCD libraries' Database Coordinator's committee, which includes a representative from each college library, including CRC.

While most subscription research databases are purchased through the Community College League of California Library Consortium (CCLC), the Library purchases a limited number of resources directly from vendors, either when resources are unavailable through CCLC or a better price can be negotiated through direct vendor contact. In such cases, formal purchase agreements that document terms of service of the subscription are obtained.

The Library and labs use software, online support services, and equipment that are covered by vendor service agreements or contracts. Access to major and minor Microsoft operating system (OS) and Office software updates, including security patches, for Library and lab computers are covered by a formal licensing agreement with Microsoft, which the District has purchased on behalf of the colleges, including CRC.

The Library Computer Lab (LCL) utilizes special presentation software from NetSupport, which is covered by a maintenance agreement as part of the yearly renewal ([NetSupport Annual Maintenance Renewal](#)). The Library maintains service agreements for the Library information system with Innovative Interfaces, Inc. ([Innovative Maintenance/Support Agreement & Policy](#)), and the OCLC for cataloging and interlibrary loan services ([OCLC Subscription Renewal & Invoice](#)).

The Library has outside contracts with vendors for maintenance of several pieces of equipment. Servicing for the Library's theft detection and prevention system for Library materials is provided by contract with 3M ([3M Service Agreement](#)). The Library's copy machines are maintained by Toshiba USA ([Toshiba USA Maintenance Agreement](#)). Pay-to-print hardware and software are supported by a College wide contract with GoPrint ([GoPrint Hardware & Software Support Agreements](#)). The sufficiency and quality of vendor support is evaluated on an ongoing basis, as service is performed. For those items not covered by a

recurring service contract, service is provided upon request by the appropriate vendor.

Self-Evaluation

While the LRCCD libraries are formally connected by their District affiliation and share many resources for the benefit of all LRCCD students, this close collaboration among the libraries would benefit greatly from a formal working agreement that defines a decision-making process for various types of collaborative purchases. It is also vital to provide consistent and equitable funding among the LRCCD libraries to facilitate joint purchases of shared resources. This will become a more critical issue as the Library purchases more eBooks and other electronic resources that fall outside of the District subscription funding process. This increasing need to purchase more eBooks and other electronic resources is being driven by both user demand and availability constraints as vendors transition away from traditional print and media formats.

LRCCD librarians submitted a proposal for stable and equitable funding of all types of library resources at all campuses to District and College administrators in 2010 ([Proposal for Uniform LRCCD Library Funding](#)). This proposal asserted that in a system where most resources are shared, each college should provide proportional funding support for all library resources, regardless of format. Even though proposal recommendations were not acted upon at all colleges in the District, CRC librarians worked together with the CRC administration to successfully secure stable funding for the purchase of print and media library materials by moving the Library materials budget from the Capital Outlay Budget (COB) process and into an Annual Operating Budget (AOB).

The LRCCD libraries make group purchase decisions on most electronic resources, which often enables the negotiation of lower prices and greater access to resources for students. However, in the absence of a formal LRCCD library working agreement that defines a decision-making process for collaborative purchases, it can be difficult to select and maintain shared electronic resources. Joint decisions are complicated by competing college interests and inequitable funding among LRCCD libraries. These factors at times result in the CRC Library compromising on electronic resources that may be of greater use to CRC students based on the needs and limitations of other LRCCD libraries. CRC librarians are working with other LRCCD librarians to better define methods and decision-making processes for selecting and maintaining shared Library resources.

As described in II.C.1.d, the current Library system from Innovative Interfaces is over 13 years old, and vendor provided maintenance for core software issues will no longer be available by 2016 ([Innovative Maintenance/Support Agreement & Policy](#)). LRCCD librarians have carefully evaluated library system and user interface alternatives, and presented a recommendation for an upgraded library system to district administration for approval and funding in December 2014.

Actionable Improvement Plan

None.

II.C.2 *The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Descriptive Summary

The effectiveness of the Library and other Learning Support Services are continuously evaluated through the [College program review processes](#) (PrOF and Unit Plan), [student learning outcomes assessment](#), College wide surveys, and other research activities. Library and Learning Support Services evolve through needs-based planning aligned with instructional priorities at the College. In addition to College wide planning processes, Librarians and other learning support faculty and staff gather information through direct observation, statistics, and student and faculty feedback. They make improvements to Library and Learning Support Services as a result of these assessments.

Program review (PrOF) and the unit plan are integral to the planning and budgeting processes at CRC. PrOF is developed initially at the department level and then placed within a divisional context through the unit plan. These processes are intended to “identify short- and long-term plans and resources needed to strengthen the College’s programs” ([Planning Guide Brochure](#)). These processes inform funding requests made through the [Capital Outlay Budget \(COB\) Process](#) and the [Instructional Technology/Multimedia Budget \(ITMB\) Process](#), which relate to resource allocation in support of programs and services at the College.

Every program at the College has student learning outcomes (SLOs) and service area outcomes (SAOs) outlining the fundamental skills and knowledge students should acquire through these programs. The Library developed a set of program SLOs and SAOs, which are based on two sets of standards published by the Association of College and Research Libraries (ACRL) ([Library Services and Instruction SLOs/SAOs](#)). The Library program SLOs are based on the [ACRL- Information Literacy Competency Standards for Higher Education](#), and the SAOs are adapted from the [ACRL-Standards for Libraries in Higher Education](#). The [Tutoring Services SLOs](#) were developed by the faculty coordinator and reflect the mission of Tutoring Services on Campus. Since the other learning support labs on Campus are derived from instructional programs, they support the program SLOs of those disciplines. Program SLOs and SAOs are assessed on an ongoing basis and reported through College wide processes every six years.

In addition to the information identified by programs and areas through the program review and SLO assessment processes, the College Research Office administers surveys and collects data to provide additional insight into the needs of students and to assess the efficacy of Library and Learning Support Services for the College. These surveys examine the CRC climate and factors which contribute to or impede student success. The Research Office disseminates data from these surveys for programs to use to inform improvements (e.g. [Summary of 2014 CCSSE Results Related to IIC](#)).

The Library and Learning Support Services at CRC are faculty-led programs, which are closely integrated to the instructional needs of students at the College. In addition to the College wide assessments described above, faculty librarians, the tutoring coordinator, and discipline faculty constantly assess and make program improvements to ensure that students are achieving desired outcomes. The Library and learning support programs perform self-evaluations based on statistics, activity assessments, as well as direct student and faculty feedback.

Self-Evaluation

Library faculty and staff completed the most recent program review of Library instruction and Library services during the 2013-14 academic year ([Library PrOF](#)). During this program review, Librarians revised student learning outcomes and service area outcomes to better align with ACRL standards and to better reflect the purpose of existing services ([Library Services and Instruction SLOs/SAOs](#)). When writing the PrOF, Library faculty and staff reviewed progress on planning agenda items and reflected on improvements to Library services accomplished during the review cycle. Through this program review, librarians also identified key planning areas to ensure that Library services sufficiently address student needs ([Library PrOF](#)). These areas identified include information competency instruction goals such as course development, new teaching strategies, further library instruction for distance education students, and further outreach to basic skills and ESL students ([PrOF, Question IIA, ESL Planning Item](#)). Library faculty and staff also identified resources such as a new library system, a chat reference tool, additional computers, and more study carrels that are needed to adequately meet the information and learning support needs of CRC students.

Library faculty review and assess Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) on an ongoing basis, and report these assessments through the College wide reporting processes ([Course SLO Assessment](#)). Because of the wide variety of Library services offered, Librarians have mapped Library SLOs and SAOs to the various programs and services through which they are achieved ([Library SLO/SAO Assessment Schedule](#)). Each Library service is then assessed to ensure that it is effectively contributing to attainment of associated SLOs/SAOs.

Librarians face challenges in effectively assessing some Library services areas due to the nature of services offered and the means by which student feedback is obtained. As described in section II.C.1.b, it is often difficult to gather quantitative measurements gauging how well Library reference and instruction services contribute to student success. Qualitative measures, however, are more regularly available. Additionally, librarians have limited knowledge of students who are not active library users, making it difficult to determine whether information competency student learning outcomes are achieved independently. Greater research, both by the College and the Library, would be valuable to effectively assess the needs and outcomes of students who use library services independently and/or remotely.

In addition to the program review and assessment measures performed by librarians, the College also assesses Library services through Campus wide surveys of students, faculty, and staff. In the 2014 Accreditation survey of faculty and staff, respondents were asked whether the Library has sufficient resources to support instruction. Over 62% of respondents either

agreed or strongly agreed that library services were sufficient; however, this was a small drop from a similar 2008 survey in which 65% of respondents agreed or strongly agreed with this statement ([2014 Accreditation Survey Analysis](#)). Further research is needed to ensure that faculty and staff are aware of Library services and that these services, indeed, sufficiently support instruction at the College. This same survey showed improvement in the responsiveness of the Library to faculty input with over 69% of those surveyed responding positively ([2014 Accreditation Survey Analysis](#)).

The Tutoring Center has identified student learning outcomes, which students should achieve through their use of tutoring services on Campus ([Tutoring Services SLOs](#)). Tutoring Center faculty completed the most recent [Tutoring PrOF](#) in 2013-14. The Tutoring Center coordinator identifies program strengths and areas for improvement through an annual survey of students who have used tutoring services. This survey assesses student satisfaction with tutoring services as well as the identified Tutoring SLOs. Findings from this survey also resulted in a planning agenda to provide more computer workspaces in the Tutoring Center.

Data gathered from the 2014 Community College Survey of Student Engagement (CCSSE) indicates that approximately 31% of respondents regularly use tutoring services on Campus, and over 93% of respondents indicated that they were somewhat or very satisfied with tutoring services ([Summary of 2014 CCSSE Results related to IIC](#)). Over 59% of faculty and staff surveyed in the 2014 Accreditation Survey indicated that there are sufficient tutoring resources for students on Campus, which is a slight improvement over 2008 survey results ([2014 Accreditation Survey Analysis](#)).

The College measures the sufficiency of the Campus Computer lab and other learning support labs through College wide surveys such as the CCSSE and Accreditation survey referenced above. According to CCSSE survey results, 54% of respondents indicated that they use computers on Campus, and “approximately 87% of respondents indicated that their experience at the College had contributed to their acquisition of computer and information technology skills” ([Summary of 2014 CCSSE Results related to IIC](#)). Of those respondents who utilized Campus computer labs, over 80% were somewhat or very satisfied with the services they received ([Summary of 2014 CCSSE Results related to IIC](#)).

Actionable Improvement Plan

1. Research and explore methods to more effectively assess the needs and outcomes of students who use Library services independently and/or remotely. Responsible parties: Library faculty and College Research Office.

List of Sources

II.C

[Library Services Brochure](#)

[Tutoring Center Website](#)

[Campus Computer Labs](#)

[Library Website](#)

[Learning Support Services in the College Catalog](#)

[Sample Library Materials Supporting Campus Intellectual & Cultural Inquiry](#)

[Library Website](#)

[College Program Review Processes](#)

[Student Learning Outcomes Assessment](#)

II.C.1

[Mission of the College](#)

[Research Databases](#)

[Course and Program Research Guides](#)

[Collection Development Policy](#)

[Electronic Collection Development Policy](#)

[Mission of the College](#)

[Collection Development Policy](#)

[Collection Development Policy: Types & Formats](#)

[Collection Development Policy: Collection Maintenance, Inventory and Weeding](#)

[Computer Lab Programs](#)

[Accounting Lab](#)

[Reading and Writing Center](#)

[Math Center](#)

[Business/CIS lab](#)

[Tutoring Courses Offered](#)

[Tutoring Center Information on Study Skills](#)

[Library and Learning Support Services at the Elk Grove Center](#)

[Distance Education Information for Students](#)

[Writing/Study Resources from the RWC](#)

[Tutor.com](#)

[Email Announcing Online Tutoring Services for CRC Students](#)

[Bowker Collection Analysis](#)

[Capital Outlay Budget \(COB\)](#)

[Instructional Technology/Multimedia Budget \(ITMB\)](#)

[Proposal for Uniform LRCCD Library Funding](#)

[Budget Committee Minutes March 17, 2014](#)

[TTIP Annual Report- Research Database funding](#)

[Tutor.com](#)

II.C.1.a

[Library Faculty Liaisons](#)

[Collection Development Policy](#)

[Mission of the College](#)
[Collection Management Master Schedule](#)
[Collection Development Policy](#)
[SOCRATES](#)
[Gap List](#)
[Faculty Book and Media Purchase Requests](#)
[Collection Development Policy](#)
[Collection Development Policy](#)
[Sample Library Materials Supporting Campus Intellectual and Cultural Inquiry](#)
[Collection Management Master Schedule](#)
[Analysis of Intra-District Material Requests](#)
[Electronic Collection Development Policy](#)
[Collection Development Policy](#)
[Electronic Collection Development Policy](#)
[Bowker Collection Analysis](#)
[Collection Management Master Schedule](#)
[Faculty Book and Media Purchase Requests](#)
[2014 Accreditation Survey analysis](#)

II.C.1.b

[GE SLO II: Information Acquisition and Analysis](#)
[College Wide SLOs: Area 3, Letter D](#)
[Library Instruction SLOs](#)
[ACRL-Information Literacy Competency Standards for Higher Education](#)
[Online Library Tutorials](#)
[Tutorial learning objectives](#)
[Tutorial use statistics](#)
[Class-specific Library Instruction](#)
[Interactive lesson plans](#)
[Sample hands-on library instruction activity](#)
[LIBR 318 Course Description](#)
[ACRL Information Literacy Competency Standards for Higher Education](#)
[Example weekly assignment grading rubric](#)
[Sample LIBR 318 Final Project: Google Site](#)
[Quotes from LIBR 318 students](#)
[Library Services Brochure](#)
[Email the Librarian](#)
[Reference email example](#)
[Research Consultation Service](#)
[RCS email](#)
[Research Help Survey](#)
[Course and Program Research Guides](#)
[Sample Course Guide: RTVF 300](#)
[Sample Program Guide: Business](#)
[Faculty feedback regarding program guides](#)
[Distance Learning and Online Services](#)

[Library Services at EGC](#)
[Distance Education Research Guide](#)
[Sample Email Exchange with DE Faculty](#)
[College Wide and GE SLO Assessment](#)
[PrOF, Question IIA, ESL Planning Item](#)
[Library instruction demographics](#)
[library instruction statistics](#)
[Faculty Feedback Regarding Library Instruction](#)
[2010 Student Survey](#)
[2010 Student Survey](#)
[Revised LIBR318 course outline](#)
[Pre-course survey](#)
[Post-course survey](#)
[Course SLO assessment](#)
[Student reviews of faculty](#)
[ESL Bucket Lesson Plan](#)
[Snapshot of tutorial grades](#)
[Spring tutorial completion rates](#)
[Reference statistics](#)
[Course and Program Research Guides](#)
[2014 Snapshot Statistics](#)
[Sample feedback from the course guides](#)
[Drop-in workshops](#)
[Drop-in survey](#)
[Framework for Information Literacy for Higher Education](#)

II.C.1.c

[Learning Support Services in the College Catalog](#)
[Library location](#)
[Group Study Rooms](#)
[Library Hours](#)
[Library Services Brochure](#)
[OneSearch Search Box](#)
[Library website](#)
[Library Catalog](#)
[Research Databases](#)
[Detailed help screens](#)
[Course and Program Research Guides](#)
[Online Library Tutorials](#)
[Library's website](#)
[OneSearch](#)
[Computer Lab Hours](#)
[Computer Lab Programs](#)
[Tutoring Center website](#)
[Accessibility of Library Services](#)
[Learning Support for DSP&S students](#)

[Library and Learning Support Services at the Elk Grove Center \(EGC\)](#)
[Distance Education and Web Development](#)
[Instructional Technology Training and Resources](#)
[Sample Email Exchange with DE Faculty](#)
[Library Resources for DE Faculty](#)
[Group Study Rooms](#)
[Snapshot Month Statistics](#)
[eBook Collections](#)
[OneSearch](#)
[Course and Program Research Guides](#)
[Tutor.com](#)
[Email Announcing Online Tutoring Services for CRC Students](#)
[Library Services at EGC](#)
[Library PrOF](#)
[Reference statistics](#)

II.C.1.d

[Computer software updates and upgrades](#)
[CRC Information Technology / Help Desk](#)
[Media Services Department](#)
[Library Student Worker Training Manual](#)
[Capital Outlay Budget \(COB\)](#)
[Instructional Technology/Multimedia Budget \(ITMB\)](#)
[Collection Development Policy: Collection Maintenance, Inventory and Weeding](#)
[Library Inventory Procedures](#)
[Library Student Worker Training Manual](#)
[Innovative Maintenance/Support Agreement & Policy](#)
[3M Service Agreement](#)
[Toshiba USA Maintenance Agreement](#)
[GoPrint Hardware & Software Support Agreements](#)
[LRCCD Police: Emergency Response & Evacuation](#)
[ACES Library Protocol](#)
[Emergency Container Access Agreement](#)
[Innovative Maintenance/Support Agreement & Policy](#)
[Evaluating Discovery Options](#)
[LRCCD Library Information System RFP](#)
[3M Library Theft Detection Gate Installation](#)

II.C.1.e

[Borrowing Policies](#)
[LRCCD Library Information System RFP](#)
[Library System- Vendor Demo Scripts and Staff Evaluation Forms](#)
[Community College League of California \(CCLC\) Library Consortium](#)
[Council of Chief Librarians Membership Agreement](#)
[CCLC - Index of CCL-EAR Committee Database Reviews](#)
[NetSupport Annual Maintenance Renewal](#)

[Innovative Maintenance/Support Agreement & Policy](#)
[OCLC Subscription Renewal & Invoice](#)
[3M Service Agreement](#)
[Toshiba USA Maintenance Agreement](#)
[GoPrint Hardware & Software Support Agreements](#)
[Proposal for Uniform LRCCD Library Funding](#)
[Innovative Maintenance/Support Agreement & Policy](#)

II.C.2

[College Program Review Processes](#)
[Student Learning Outcomes Assessment](#)
[Planning Guide Brochure](#)
[Capital Outlay Budget \(COB\) Process](#)
[Instructional Technology/Multimedia Budget \(ITMB\) Process](#)
[Library Services and Instruction SLOs/SAOs](#)
[ACRL- Information Literacy Competency Standards for Higher Education](#)
[ACRL-Standards for Libraries in Higher Education](#)
[Tutoring Services SLOs](#)
[Summary of 2014 CCSSE Results Related to IIC](#)
[Library PrOF](#)
[Library Services and Instruction SLOs/SAOs](#)
[Library PrOF](#)
[PrOF, Question IIA, ESL Planning Item](#)
[Course SLO Assessment](#)
[Library SLO/SAO Assessment Schedule](#)
[2014 Accreditation Survey Analysis](#)
[2014 Accreditation Survey Analysis](#)
[Tutoring Services SLOs](#)
[Tutoring PrOF](#)
[Summary of 2014 CCSSE Results related to IIC](#)
[2014 Accreditation Survey Analysis](#)
[Summary of 2014 CCSSE Results related to IIC](#)
[Summary of 2014 CCSSE Results related to IIC](#)

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

III.A Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Overview

The faculty, staff, and administrators of Cosumnes River College focus on excellence in teaching, learning, and student support services. Core values of cultural competence and diversity effectively create a workplace that attracts highly qualified and dedicated professionals from diverse backgrounds. They function within a culture of care, respect, social justice, and fair treatment of others, which is reflected in policies and procedures.

Faculty and staff play a primary role in shaping human resources. Through participatory governance and collective bargaining, they have developed systematic and transparent processes in hiring personnel. Well-established practices link CRC human resources to the College's mission, strategic plan, and unit plans through cycles of program review. In turn, clearly established evaluation procedures monitor employee diligence in meeting institutional and programmatic learning outcomes while calling for improvement when appropriate.

Cosumnes River College also takes pride in its educational environment of collegiality and intellectual inquiry. To this end, the College's comprehensive professional development program assists faculty and staff as they continuously improve student success.

III.A.1 *The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.*

Descriptive Summary

By adhering to the [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) developed by the State Academic Senate and approved by the Board of Governors, Cosumnes River College ensures that employees are qualified by appropriate education, training, and experience. Moreover, to provide and support excellence in teaching, learning and support services, departments may establish additional criteria to ensure faculty candidates possess specific experience and expertise needed for the assignment. The [LRCCD Faculty Hiring Manual](#), initially developed by faculty and administration in 1986 and most recently revised in 2014, ensures faculty input into identification of program needs and final drafting of faculty job descriptions. Similarly, employees and supervisors in each collective bargaining unit contribute to job qualifications and criteria Human Resources develops for classified positions ([LRCEA white collar job descriptions](#), [SEIU blue collar job descriptions](#)).

After any position is advertised, Human Resources staff review applications to screen out applicants who do not meet the minimum qualifications. Hiring committees then select the most promising applicants using uniform screening criteria based on essential qualifications enumerated in the job posting. Next, the hiring committee conducts interviews to further narrow the pool. A small number of finalists then advances to second level interviews, reference checks, and, for senior level positions, impression groups.

Self-Evaluation

Faculty, staff, and administrators at Cosumnes River College meet or exceed the work experience, education, training and other criteria listed in job descriptions to ensure the integrity of the College's programs and services. The College and the District follow the Minimum Qualifications list for faculty and administrative positions. Administrators have at least Master's degrees as well as two or more years of leadership experience appropriate to the assignment. Classified staff also meet or exceed standard qualifications.

New faculty hires follow a lengthy process described in the [LRCCD Faculty Hiring Manual](#). This process starts with Program Overview and Forecast (PrOF), which prioritizes programmatic staffing needs and forwards them for consideration in the unit planning process. Department faculty determine hiring criteria beyond minimum qualifications. After final approval by Human Resources, positions are advertised. [Faculty job descriptions](#) are posted on the District's Human Resources website. Hiring committee members use the posted job description to develop screening criteria and interview questions.

Every year, the Job Classification Review Committee, consisting of four representatives jointly chosen by the collective bargaining unit and the District, select a job classification area to review. Outside of this systematic review, changes needed or requested to classified job descriptions and/or qualifications follow a detailed process described in Article 15 of the [Los Rios Classified Employee Association \(LRCEA\) collective bargaining agreement](#) and may be requested by the employee or supervisor. If job description change involves reclassification, the request must be approved by the College's administration, District Human Resources and the Board of Trustees. If the employee or collective bargaining unit disagrees with a final determination, either may request reconsideration by a Reclassification Review Board.

Overall, the College uses thorough processes to recruit and select the most qualified applicants for every position. These processes result in precise job descriptions, qualifications, and hiring criteria to ensure that CRC faculty, staff, and administrative employees have all necessary skills, abilities, and education to maintain quality programs and services.

Actionable Improvement Plan

None.

III.A.1.a *Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

Descriptive Summary

Hiring procedures at Cosumnes River College comply with Board Policy and Regulations [5100](#) for faculty, [6100](#) for classified staff and [9100](#) for administrative and confidential personnel (available through the [District's website](#)). To interpret these regulations as protocols and best practices, faculty and administrators developed the [Los Rios District Hiring Manual](#).

The District's [Human Resources website](#) lists job descriptions, required qualifications, and information about the hiring process. Job descriptions contain a depiction of the College including its goals, values, and students as well as an itemized summary of the duties and responsibilities of the position. These descriptions typically include details about instructional assignments; specific expertise, knowledge and skills required; expectations for continued professional growth; and the importance of working successfully with a diverse student body.

Committees for new full-time faculty hires always include a faculty majority (most with expertise in the given discipline), the area dean, and classified staff when it is determined that the faculty position regularly interfaces with these employees. Similarly, administrative hires include a majority of administrators but also include faculty and classified staff related to the position. All hiring committees include at least one individual specifically appointed to ensure equity in all phases of the hiring processes. This person, and often other individuals, including all managers, on the committee, have been trained within the last two years to follow the [CRC Equity Handbook](#). At the first and subsequent committee meetings, the equity representative provides an overview of the equity practices to the committee members

to ensure that the hiring procedures are consistently applied to all candidates without bias or prejudice. Effective fall 2015, [all hiring committee members are required to undergo diversity training. During spring 2015, diversity training is being offered and is strongly encouraged for all members of spring hiring committees.](#)

Committees for adjunct faculty hires consist of a manager appointed by the Vice President, a faculty member from the same discipline appointed by the Academic Senate President, and an equity representative appointed by the equity officer. As with full-time faculty hires, once convened, the hiring team develops screening criteria and interview questions then uses them for all individuals included in the pool. Emergency hires may be filled without screening and hiring committees within 20 days of the beginning date of employment, but must undergo the full adjunct hiring process to be rehired for subsequent assignments.

The hiring process for classified positions varies slightly across bargaining units but complies with LRCCD regulations, CRC standard operating procedures for classified hiring, and applicable collective bargaining agreements. The District Human Resources Department recruits classified staff primarily in the local geographic area. Job announcements and complete position descriptions, as well as application materials, are available on the District website. The College President and appropriate vice president are responsible for developing the job descriptions and qualifications for administrative and confidential staff positions to ensure that job postings are directly related to institutional mission and goals and accurately reflect the position duties, responsibilities, and authority. Hiring committees for administrative and confidential staff comply with the [9000 series of Board Policy and Regulations](#).

Job advertisement is completed by Human Resources in accordance with District Policy and Regulations and the College's Hiring Manual. The District posts openings for faculty and administrative positions on the District website and in local, state, and national media outlets. The College and District are dedicated to being an Equal Opportunity Employer as per Board Policies [5111](#), [6111](#), and [9111](#).

Full-time faculty and administrative positions are advertised for at least 40 days on the District website, in journals and newspapers with both broad and targeted audiences, through business and professional contacts, with professional registries, and with local underrepresented groups' organizations and agencies to ensure a strong and diverse applicant pool. Faculty and managers use their professional networks to recruit for open positions, especially to qualified members of underrepresented groups. If the number or quality of qualified applicants is not sufficient, the hiring committee asks to re-advertise the position.

Applicants complete online application package submissions. The [Human Resources employment website](#) offers links to minimum qualifications, a list of agencies for foreign transcript evaluation, salary schedules, employee benefits, job descriptions, collective bargaining agreements, and other resources. The Human Resources (HR) Department is staffed from 7:30 a.m. to 5:00 p.m. five days a week to answer calls and assist with walk-in guests. Human Resources screens all candidates for minimum qualifications and forwards qualified applications to the College. Human Resources also assures that job postings comply with Title 5, equity principles, and best practices.

Qualifications of potential faculty strictly adhere to the disciplines list within the [Minimum](#)

[Qualifications for Faculty and Administrators in California Community Colleges.](#)

Furthermore, an extensive screening and interview process with criteria and questions developed jointly by all committee members ensures accurate and unbiased applicant assessment to measure skills and attributes beneficial to the department, division, and College. [Equivalency of course work and degrees from institutions outside the US](#) are accepted only when foreign transcripts have been evaluated by a third party agency that is a member of either AICE (Association of International Credential Evaluations, Inc.) or NACES (The National Association of Credential Evaluation).

Equivalency can also be established for applicants with related degrees and experience using the Los Rios framework for minimum qualifications criteria found on the Human Resources website ([Form P-38](#)). The state has established two sets of disciplines: one using the Master's degree for subject areas where a Master's degree is generally available, and one not using the Master's degree for disciplines where proficiency is frequently gained outside a degree track; therefore, the Los Rios framework for minimum qualifications' equivalency contains two sets of criteria. Regardless of how the minimum qualifications are met, all of a candidate's degrees and course work must be from colleges or universities accredited by one of the intersegmental accrediting agencies.

Self-Evaluation

Cosumnes River College's thorough and detailed hiring process results in employees who advance the College's mission, vision, values, and goals. Faculty job descriptions identify position duties, responsibilities, and authority in direct relation to institutional and department goals. Hiring criteria are created by discipline experts and include evidence of knowledge of the subject matter or service to be performed, training and experience in various modes of delivery -perhaps including distance education, effective teaching, scholarly activities, and potential to contribute to the mission of the institution.

The [LRCCD Hiring Manual](#) includes specific examples of techniques in screening, interviewing, and rating applicants as well as suggestions for conducting background checks. At the first meeting of the hiring committee, the equity representative reviews procedures to ensure fairness throughout the hiring process. The hiring committee develops screening criteria and interview questions including scenarios for teaching demonstrations and/or role-plays as applicable. Screening criteria and interview questions, as outlined in the LRCCD Hiring Manual, reveal candidates'

- currency in the field,
- communication and interpersonal skills,
- experience working with diverse populations,
- sensitivity to a diverse student body and its needs,
- creativity and innovation,
- facility with multiple teaching methods,
- experience with educational technologies and distance education,
- community service, and
- leadership potential.

Human Resources performs pre-screening to ensure that applicants meet advertised minimum qualifications, credentials, or equivalencies. Background and reference checks further verify

minimum qualifications, experience, contributions to other organizations, and so forth. If an applicant is screened out of the pool, he or she is notified early in the process.

Actionable Improvement Plan

None.

III.A.1.b *The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

Descriptive Summary

As stated in Los Rios District Policy section [5141](#), “the primary goal of performance review is the improvement of instruction and services to students.” Evaluation processes for faculty, classified staff, and administrators at CRC share this goal - with the focus on improving the student experience.

Policies, regulations, and contractual agreements guarantee that evaluations are formal, timely, and documented. Human Resources distributes a monthly list of classified employees scheduled for evaluation and an annual or semi-annual list for scheduled management and faculty evaluations. Cosumnes River College’s policies for evaluation of employees are codified in Los Rios Policy and Regulations, sections [5141](#) for faculty, [6141](#) for classified, and [9141](#) and [9142](#) for managers.

Specific evaluation procedures, including timelines and criteria, are negotiated between the Los Rios District and representatives from the various bargaining units ([LRCFT](#), [LRCEA](#), [SEIU](#) and [LRSA](#)). Detailed evaluation parameters are specified in each collective bargaining agreement, and Human Resources posts these criteria from the negotiated agreements on its website. Examples include [Classified Job Performance Review](#), [Classroom Faculty Performance Review](#), [Coordinator Performance Review](#), and [Management Evaluation](#). All evaluations include review of performance of assigned duties, participation in institutional responsibilities, and other activities as appropriate. If correction is warranted, the evaluation process sets specific goals for improvement.

For classified positions, managers and supervisors make certain that evaluations relate directly to department effectiveness. Staff evaluation factors include quality and quantity of work, work habits, personal qualities, relationships, and leadership if appropriate for the position. Classified staff are evaluated three times during the first probationary year of employment, then annually, or every two years after two consecutive satisfactory evaluations. Details of this evaluation process are available in the [Classified Evaluation SOP](#) document.

Faculty performance evaluation is carried out by a committee consisting of administration and peers, which are faculty in the same or similar disciplines when possible. Faculty members of this group are appointed by the Academic Senate in consultation with the area dean and department chair. The process includes completion of a self-study, student reviews, workplace observations, and a review of the faculty member's contributions to the department, area, College, community, and discipline. Adjunct faculty are evaluated in the first semester of employment and at least once every three years thereafter. Probationary full-time faculty are evaluated every year for the first four years, then every three years once tenure is granted. Peer review committees convened for tenured faculty and preferred adjuncts may choose to omit workplace observations every other evaluation period.

Manager evaluations, codified in Policy [9141](#), occur each of the first two years for new assignments and every two years thereafter. The primary purpose of the evaluation is to promote self-improvement, leadership development, and the enhancement of education and services to students. The process includes a self-evaluation and objective input from the manager's supervisor as well as a survey of a broad constituency group from the College, District, and, in some cases, the community. Where warranted, the manager's supervisor is responsible for monitoring specified improvements.

Self-Evaluation

The College has well-defined policies and processes for employee evaluations to assess effectiveness and encourage improvement. Managers, supervisors, and faculty performance review teams adhere to policies, evaluation purpose, criteria, and timelines clearly stated in employee contracts and LRCCD Board Policies and Regulations. District Human Resources notifies the College when performance reviews are due and regularly follows up to ensure that they are completed in a timely manner.

The faculty evaluation process strongly emphasizes effective teaching that promotes student learning. Full-time faculty are responsible for writing a reflective self-study using the components and format described in the faculty contract ([Appendix E Self-Study Format: Tenured/Tenure-Track Faculty; faculty evaluation form](#)). In the self-study, faculty respond to recommendations from the previous review, identify professional activities undertaken during the review cycle, describe their efforts to stay current, and present their plans for future directions. Personal assessment of strengths and weaknesses in areas such as student learning outcomes, professional growth, program development, research and scholarship, teaching effectiveness, and discipline currency along with goals to address strengths and weaknesses are included. The faculty evaluation process also includes a review of college service, which may include participation in participatory governance committees, department projects, or similar contributions to the College. Faculty identify their College service in the self-study. To encourage continuous improvement, the performance review team provides commendations and recommendations based on its workstation observations and student reviews.

The management evaluation, as described in Board Policy section [9141](#), is completed by the supervisor ([Management Evaluation Form](#)) based on personal observations as well as self and peer evaluation surveys ([Manager Evaluation Staff Opinion Survey](#)) with an emphasis on identifying areas for continuous improvement, organizational effectiveness, and leadership

development.

Evaluation processes for each group share an important characteristic. Recommendations are specifically stated, and follow-up actions are documented.

Results of the [2014 Accreditation Survey](#) indicate that CRC's evaluation processes encourage faculty, administrators, and classified staff to improve their skills and develop professionally. Excluding "Don't Know" and "Not Applicable" responses, 88% of the respondents agreed or strongly agreed that the performance review process followed contract guidelines. Similarly 78% and 73% of the respondents agreed or strongly agreed that the performance review processes "accurately assessed my effectiveness" and "have encouraged relevant improvements." Performance reviews adequately meet the needs of the College according to the 60% who agreed the administrative process does, the 57% who agreed the classified process does, and the 68% who agreed the faculty process does.

Actionable Improvement Plan

None.

III.A.1.c *Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.*

Descriptive Summary

CRC faculty and others directly responsible for student progress play key roles in the development and assessment of outcomes for all courses and programs. Assessing student learning and activity outcomes is an established professional responsibility. Student proficiency data is not, however, used in any way as a measure of faculty or staff performance. In much the same way as previous contracts, the [Los Rios Colleges Federation of Teachers 2014-17 Contract](#) (8.5.3 on pg. 72) emphasizes that "All matters relating to the performance review process are of a confidential nature. All persons involved in the review process have the responsibility of maintaining this confidentiality." If faculty performance review included SLO Assessment data, it would be against the contract to share that data with other members of the program, department, unit, or the College community. For this reason, CRC has devised a pathway to continuous quality improvement that allows relevant student success outcomes to guide its planning, resource allocation, and all the services it provides.

The [Learning Outcomes Dialogue Subcommittee](#) (LODS) of the College Planning Committee was created to "support the implementation and integration of student learning and service area outcomes assessment at the college." LODS disseminates and integrates assessment results with all campus processes. This is useful because it aggregates learning outcomes data and feeds it back to programs for analysis and dialog within PrOF without separating results by individual course section or instructor. Thus, the focus remains on improving the effectiveness of the program as faculty discuss how targeted skills and knowledge are introduced, practiced, and perfected within and across courses. Admittedly, program faculty may recognize sources of weakness, but rather than emphasize the negative,

it is the College culture to collaborate and remediate as necessary through interest-based discussion, mentoring, and professional development.

Even so, assessment of learning outcomes *is* integrated into the performance evaluation process in that Faculty are required by the LRCFT contract under Professional Responsibilities item B2 of the [Classroom Faculty Performance review](#) to adhere to the approved course outline and effectively assess the student learning outcomes listed therein. CRC faculty and others directly responsible for student progress, assess course level, program level, and institutional level outcomes and report them electronically. Also, faculty must reflect on their strengths and weaknesses related to SLOs in the self-study component of performance review. Reports are housed in the [Assessment Reporting System](#) and all members of the CRC Community can view [completed assessments](#) on the Research website.

Self-Evaluation

Assessment of learning outcomes is integrated into the performance evaluation process at Cosumnes River College. Faculty are required by the LRCFT contract under Professional Responsibilities item B2, included on the official [Classroom Faculty Performance review](#), to adhere to the approved course outline and effectively assess the student learning outcomes as stated therein. Distance education instructors fall under the same faculty performance review requirements.

The contractually described Performance Review does not preclude the review team’s referring to the faculty member’s participation in assessing course and program SLOs. It only prohibits using the specific student performance data as an effectiveness metric. [Article 8 of the LRCFT Contract](#) stipulates “...the faculty should play a central role in the performance review process and, together with appropriate administrators, assume principal responsibility for the effectiveness of the process.” The peer review team’s examination of teaching materials, syllabi, methodologies, and multiple workplace observations provide ample opportunity to critique the faculty member’s contribution to student success. The performance review effectively identifies and documents shortcomings and then recommends strategies for improvement.

Actionable Improvement Plan

None.

IIIA.1.d <i>The institution upholds a written code of professional ethics for all of its personnel.</i>
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Descriptive Summary

Cosumnes River College strives for a collegial, ethical and professional work environment. LRCCD employees and the Board of Trustees follow the overarching code of ethics and behavior found in [Board Policy 3100](#). Furthermore, Board Policy [7142](#) supports the free exchange of ideas in the classroom, and Board Policy [8611](#) states the District’s conflict of interest policy. [The Purchasing Code of Ethics](#) outlines expectations for purchasing decisions. The Faculty Statement on Professional Ethics, adapted from the American

Association of University Professors' Statement on Professional Ethics, can be found in the [Faculty and Staff Resource Guide](#) and in the [College Catalog](#). Board Policies [5100](#), [6100](#) and [9100](#) contain policy on intent and accountability for equal opportunity, discrimination, and harassment for all employees. In addition, the LRCFT contract [Article 11](#) provides language outlining professional expectations for faculty members.

[CRC's Mission Statement](#) includes language regarding its commitment to equity and social justice, fairness and mutual respect, and an ethic of care. The College's core values of cultural competence and diversity, continuous learning and assessment, exceptional student services, and innovation are central to CRC's collegial and environmentally responsible academic setting.

Self-Evaluation

Cosumnes River College personnel perform their work with ethical integrity. Board policies, the Faculty Statement of Professional Ethics, and contract and purchasing guidelines identify specific rules and expectations for ethical behavior. Failure to comply with Board policy and professional expectations is addressed through performance evaluation or disciplinary process as appropriate.

[CRC's Mission Statement](#) also contains clear language on the College's commitment to virtues such as equity, social justice, fairness, and respect. The adoption of the [CRC Honor Code](#) demonstrates the importance the College places on respecting students' and others' opinions, practicing intellectual honesty, and being objective in judgment of colleagues. All members of the Cosumnes River College community, including staff and students, are responsible for abiding by the CRC Honor Code, developed by the Academic Integrity sub-committee of the Academic Senate, and approved by the Academic Senate and Executive Council. The Honor Code emphasizes honesty, fairness, respect, and responsibility to support academic quality, rigor, and an appropriate college atmosphere.

The LRCFT contract, [Article 11](#) on professional expectations, binds faculty to create classroom environments conducive to learning where open expression of ideas and opinions allow freedom from harassment and discrimination. The institution uses its written code of professional ethics, its stated core values, its evaluation processes, and its interest-based approach to problem resolution to foster ethical and caring behavior in its employees.

Actionable Improvement Plan

None.

III.A.2 *The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.*

Descriptive Summary

The [LRCCD Guidelines for Authorizing New and Replacement Faculty Positions](#), updated in 2014, delineates the process used to determine full-time faculty staffing levels for the district. This process complies with the full-time faculty obligation number (FON) established annually by the State Chancellor's Office as provided for by AB 1725. Title V stipulates the methods for determining and reporting full-time staffing levels. The District's full-time to part-time faculty ratio is also a factor in planning and authorizing full-time faculty positions for each college.

The District also strives to maintain a ratio of 900 students to one full-time equivalent counseling position (900:1). Each year, this ratio is analyzed, and new counselor positions requested through the faculty prioritization process may be authorized. As a general rule, the District maintains a cushion above the minimum obligation of full-time faculty to allow for unexpected resignations or retirements. The CRC President's office reports information about staffing and compliance annually to the Board of Trustees and the Los Rios Colleges Federation of Teachers.

Once the District has established the number of full-time faculty positions to hire, the LRCCD Associate Vice Chancellor for Human Resources and Vice Chancellor for Education and Technology and each college's Vice President of Instruction and Student Learning determine the number of positions for each college, primarily using a ratio based on full-time to part-time (FT/PT) ratio and college size. To address unexpected illness, resignation, or retirement of full-time faculty members, the District can approve long-term temporary replacements until the permanent position is approved for replacement.

The Elk Grove Center, as a fully functioning unit of Cosumnes River College, is managed using the same processes and procedures as the main campus. It is staffed with faculty, staff, and administrators as outlined in the [LRCCD Center Development Guidelines](#). A combination of full-time and part-time faculty teaches at the center. Full-time faculty represent a broad cross-section of the College and include disciplines such as Computer Science, Math, and English. A minimum of 6.5 classified FTE is recommended by the Center Development Guidelines, and the center has fulfilled that through seven positions. A Dean of the Elk Grove Center was hired in fall 2014 to fulfill the administrative functions. In June 2014, as a result of this staffing, the Elk Grove Center reached 500 annual FTES, the level required to apply to the California Community Colleges Chancellor's Office for full center status in California ([Substantive Change Proposal Form](#), pg.12).

The need for additional faculty positions is first identified by departments as part of their PrOF process. Determining factors include the ease of staffing classes, FT/PT ratio, enrollment projections, required subject-area expertise, and ability to provide necessary services to students ([CRC Position Request Form](#); [CRC Planning Guide](#), pg. 13). Departmental needs then flow through to division unit plans where full-time faculty position requests are considered in a larger context. After this, the College deans, vice presidents, and academic senate leadership meet to rank requests college-wide. The results are then submitted to the College President as a recommendation. The President moves the process forward to the District for final allocation of positions to each college. This decision-making sequence, detailed in the [CRC Planning Guide](#), was developed through the participatory governance process.

The LRCCD Associate Vice Chancellor for Human Resources and LRCCD Vice Chancellor for Finance and Administration determine the number of new classified positions warranted by growth, facilities, and available funding. They then meet with the College Vice President of Administrative Services and Student Support to determine the specific number of staff positions for the College. Permanent classified positions are prioritized using the process defined in the [Classified Prioritization Process FY2015](#). Each manager submits prioritized requests ([Classified Staffing Request Form](#)) via their program reviews (PrOF) and unit plans to a committee consisting of Classified Senate officers and appropriate administrators for voting. The prioritized list is forwarded to the College President for consideration and approval.

The College ensures personnel are qualified through its hiring process. Approved positions are advertised and filled using the [LRCCD Faculty Hiring Manual](#), and developed and agreed upon through the District participatory governance process. Qualifications for faculty and administrative positions follow Title 5 Minimum Qualifications. Staff position qualifications are developed by District Human Resources in consultation with appropriate College managers and staff and the representative bargaining unit. Staff union contracts specify reclassification processes as discussed more completely in III.A.1.

Self-Evaluation

The District complies with state regulations and guidelines in hiring sufficient full-time faculty to meet the College's mission. Procedures ensure new positions are based on growth and revenues. In fall 2013, according to the [CCC Full-time Faculty Obligation](#), the LRCCD full-time faculty ratio was the eighth highest in the state at 67.93%. In the last three years, this ratio has fluctuated between 66.6-70.6%. While unfunded growth affects staffing needs, allocation of positions, and thus staffing levels, is based on funded credit student growth.

CRC maintains sufficient full-time faculty, staff, and administrators to support the College's mission and purpose. Moreover, CRC employees meet or exceed required experience, education, and training for state minimum qualifications, job description requirements, and contracts. Sixty-five percent of respondents to the [CRC 2014 Accreditation Survey](#) agreed that the hiring processes select individuals who advance the mission of CRC.

The College evaluates the effectiveness of its staffing levels through departmental program review. When staffing is deemed inadequate as per data gathered in PrOF, position requests are identified by faculty or unit staff, evaluated by unit members, and submitted for division and College wide prioritization and funding in accordance with the College's approved process as explained above. Ultimately, the College President approves the final prioritized lists of positions to be submitted for District authorization/funding. When positions are authorized and posted, the President collaborates with stakeholder leadership to appoint hiring committees.

As indicated in the tables below from the California Community College Chancellor's Office DataMart, from fall 2009 to fall 2013 the head count and full-time equivalent employees (filled positions) of full-time faculty decreased by about 5% while classified staff decreased by 12%. During this period, student enrollment and course sections also declined.

Head Count of Employees at Cosumnes River College
(Data from DataMart CCCCCO [2009](#), [2013](#))

Fall	Educational Administrators	Full-Time Faculty	Temporary Faculty	Classified Support	Total
2009	13	187	226	183	609
2013	13	178	222	161	574

Full-time Equivalent Employees at Cosumnes River College
(Data from DataMart CCCCCO [2009](#), [2013](#))

Fall	Educational Administrators	Full-Time Faculty	Temporary Faculty	Classified Support	Total
2009	13.0	214.0	84.1	159.5	482.9
2013	13.0	202.3	84.9	140.9	452.1

The disproportionate reduction in filled classified positions over this period is due to a combination of factors. Reorganization and downsizing of the Bookstore and Child Development Center operations to address budget and operational issues resulted in several position reductions. In addition, an unusually large number of authorized positions were unfilled, including positions that were reserved or “banked” for the new Elk Grove Educational Center. Excluding unfilled and categorical positions, authorized unrestricted classified FTE during this same period decreased from 123.26 to 121.65 or 1.3 percent ([Adopted Budgets 09-10, page 83 and 13-14, page 91](#)). In all cases, position reductions were made through attrition or reassignment of the incumbents, which demonstrates the District’s and College’s careful planning and high value placed on its human resources.

Responses to the spring 2014 [Los Rios Community College District Employee Perceptions Survey](#) show that fewer respondents than in 2008 agreed that staffing is adequate. Although 42% of CRC respondents agreed with the statement that their department was adequately staffed to achieve their goals, almost 40% disagreed (see page 4 of the 2014 survey [Executive Summary](#)). This change may be attributed to loss of faculty and staff positions over the last few years as the College and District have responded to state budget cuts. Additionally, some faculty are concerned about increasing workload in the areas of non-classroom responsibility, regulatory requirements, and class cap size. At the same time, the addition of new facilities and technology has further contributed to growth in workload. “Workload creep” is a topic of discussion led by some union representatives and an area for improvement for the College. Nevertheless, 59% of survey respondents agreed that there are sufficient student support services and 44% agreed that there are sufficient staff to support student use of technology.

In fiscal years 2013-14 and 2014-15, new positions were added. These may address issues identified in the [Employee Perceptions Survey](#) such as the workload impact of new facilities and technology. Positions included two custodians, a senior IT technician, and several student services and support positions at both the Elk Grove Center and the main campus. Moreover, new funding for Student Success and Equity programs has improved staffing

levels and support for key College programs and services.

The College evaluates the effectiveness of the number and organization of its personnel through program student learning outcomes, program review, and unit planning. Program review and unit planning drive the classified staff, faculty, and management request process. Although some positions requested and justified in this process were not able to be filled during the recession years, they will be filled as funding is restored and increased. CRC maintains staffing levels sufficient to support the College's mission and purpose.

Actionable Improvement Plan

None.

III.A.3 *The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.*

Descriptive Summary

New personnel policies and procedures or changes to existing language may originate from various stakeholders in the District, including faculty, staff, students, administrators, participatory governance groups, unions, and collective bargaining units. Furthermore, new and revised legislation may also stimulate changes to policies and procedures. Board policies and regulations are updated and amended periodically to clarify or to remain in compliance with new or revised California and Federal laws.

Each year, the District examines and updates one third of its policies as needed. Also, any constituency group of the District may propose or initiate new additions or changes to the policies and regulations. The District's General Counsel reviews proposed additions and changes before they are passed along to be examined and assessed through the District's participatory governance process. The general protocol involves the General Counsel bringing the proposed additions and changes to the monthly meetings of the vice presidents of administration, instruction and student services for review, revision and approval. The next step of the process involves review by the Chancellor's executive staff. After this, the Chancellor's Cabinet, composed of representatives from all constituency groups, vets the proposed new policy or regulation.

A change in regulation becomes effective upon approval by the Cabinet whereas a change to policy continues to the Board of Trustees for first reading and becomes effective only upon the Board's approval. In special circumstances where an [immediate change to policy or regulation](#) is required, guidelines may be issued. Prior to adoption by the Board of Trustees, proposals for additions or modifications to existing policies or regulations are thoroughly reviewed and discussed by participatory governance groups and other stakeholders.

Board policies and regulations are available to all staff via the [District website](#). Staff are periodically apprised of changes to Board policies and regulations in meetings, emails, and/or memoranda. Each semester, training is available to district managers and supervisors on personnel policies and procedures, as well as union contract adherence, to ensure consistency

and equity in complying with personnel policies and procedures. In addition, numerous resources are available on the District's Human Resources webpage regarding hiring and evaluation procedures, including a [Faculty Hiring Manual](#), [Adjunct Hiring](#), [Classified Hiring FAQ](#) and other documents. In addition, the College provides Standard Operating Procedures regarding campus procedures related to hiring and evaluating permanent classified staff ([Board Policy 6122 Classified Hiring](#), [SOP: Hiring Regular Classified Employees](#), [SOP: Classified Evaluations](#), [Classified Evaluation Form](#)). New managers and supervisors receive mandatory training on equity, discrimination/harassment prevention, as well as on district policies and procedures.

Self-Evaluation

Personnel policies and procedures are systematically developed, clear, equitably administered, and available for informational review. Training is available each semester for managers and supervisors, including training on personnel policies and procedures. Equity, discrimination and sexual harassment training is required regularly for managers, supervisors and equity representatives. Effective fall 2015, all members of hiring panels will be required to have diversity training. The LRCCD website for personnel policies and regulations is straightforward and easy to find. In the [spring 2014 Accreditation survey](#) of employees, 89% of respondents agree or strongly agree that CRC demonstrates commitment to equity and diversity. In the [Employee Perceptions Survey](#), 77% of CRC employees agreed they were treated fairly with an average response of 4.05 out of 5. These results demonstrate that CRC has personnel policies and procedures that are equitable and consistently followed.

Actionable Improvement Plan

None.

III.A.3.a *The institution establishes and adheres to written policies ensuring fairness in all employment procedures.*

Descriptive Summary

To ensure fairness in all employment procedures, administrators, faculty, and classified staff at Cosumnes River College adhere to provisions of Board Policies and Regulations ([5000](#), [6000](#), [9000](#) series) addressing equal opportunity and fairness in employment process, as well as the collective bargaining agreements with the Los Rios College Federation of Teachers ([LRCFT](#)), Los Rios Classified Employees Association ([LRCEA](#)), Service Employees International Union ([SEIU](#)), and Los Rios Supervisors Association ([LRSA](#)).

Information regarding equity and fairness in employment procedures is contained in the LRCCD [Equity Handbook](#), the [LRCCD Faculty Hiring Manual](#), and various CRC standard operating procedures. The [CRC Cultural Competence and Equity Committee website](#) includes training documents regarding equity and fairness in the workplace in alignment with Board policy and regulations and bargaining agreements. Other information disseminated in these documents includes compliance with federal, state, and local laws as well as District commitments to equal opportunity, fairness, and inclusion. Training topics include policies

on unlawful discrimination, sexual harassment, equal employment opportunities, hiring, equivalency, and other policies governing hiring and working conditions.

The District has established procedures for handling and investigating any complaints of discrimination in the employment process. The District also maintains an [Employee Complaint Hotline](#) as a further avenue for employees to report workplace concerns. District Human Resources oversees and handles any Hotline complaints.

The LRCCD [Equity Handbook](#) contains information guiding equity and fairness in hiring processes. As mentioned in Standard III.A.1.a, each hiring committee has a member who has thorough training in equity, inclusiveness, and fairness issues. As of fall 2015, [all members of hiring committees will be required to have diversity training](#) in response to recent revisions in Title V regulations regarding Equal Employment Opportunities.

Self-Evaluation

Cosumnes River College is committed to fairness and equity in the hiring process. The College adheres to its written policies, procedures, and guidelines governing fairness and equity in employment procedures. Trained equity representatives ensure fairness, equity and inclusiveness in every hiring process; moreover, it is common to have other committee members who are also equity-trained. By 2015, all hiring committee members are expected to receive diversity training.

If an employee feels unfairly treated, harassed or discriminated against, there are established complaint [procedures](#) and [equity and grievance officers with training and experience to conduct investigations](#). In the recent [CRC accreditation survey](#), 96% of employees surveyed agreed or strongly agreed that CRC acknowledges diversity, 93% agreed or strongly agreed that CRC's environment is welcoming and positive, and 89% agreed that CRC demonstrates commitment to equity and diversity. These results support the assertion that CRC has a well-established commitment to fairness in its employment practices.

Actionable Improvement Plan

None.

III.A.3.b *The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*

Descriptive Summary

Official personnel records are electronically stored and maintained by the LRCCD Human Resources Department. Access to personnel records is restricted to the employee, their direct supervisor, and confidential Human Resources staff. Employees may access their official records by contacting the Human Resources Department where all personnel files are maintained in the electronic OnBase system. Board policies and regulations [5170](#), [6150](#) and [9510](#) specify the rights and procedures regarding personnel file access, confidentiality, and

content for classified, faculty and management personnel. Each [union contract](#) also specifies employees' rights to personnel file access, confidentiality, and content.

Self-Evaluation

CRC trains all managers and supervisors in the importance of the security and confidentiality of personnel records. Non-electronic files are first kept on campus in locked cabinets and then are later scanned into the OnBase system used to maintain personnel records. Access is only allowed to employees, their supervisors, and confidential HR staff. Upon request, employees are allowed to view their files at Human Resources, where copies can be made for the employee as well. Directions regarding personnel file access, confidentiality and content are clearly defined in Board policy ([5100](#), [6100](#), and [9100](#)) and in union contracts for each employee group.

Actionable Improvement Plan

None.

III.A.4 *The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*

III.A.4.a *The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*

Descriptive Summary

The College's [Mission Statement](#) explicitly states "The College's core values of cultural competence and diversity...are central to our collegial and environmentally responsible academic setting." It also refers to "a deep commitment to equity and social justice." Furthermore, the College's [Mission Statement](#) refers to strengthening the "cultural, social and economic well-being of the region," a "pluralistic world view," and "respect for humanity."

All applicants to Cosumnes River College receive a copy of the [Cultural Competence statement](#), which explains our commitment to "attitudes, values, and practices that promote healthy, constructive interactions in a diverse community." Their first introduction to the College community is during their interview with a committee carefully assembled to include broad representation. Those hired have demonstrated their understanding of these concepts within their application and interview.

All employees refresh their understanding and concern for issues of equity and diversity throughout their tenure at the College. One opportunity for this is Equity Training. CRC maintains a [sufficient pool](#) of recently-trained equity representatives from classified, faculty and administrative ranks. As previously mentioned, all hiring processes require an appointed equity representative, and in response to recent (2014) revisions to Title V with regards to EEO, hiring committees will require [all members to have recent diversity training](#) as of fall

2015 by the College's Equity Officer with the guidance of the Los Rios Equity Handbook ([September 2014 draft revision](#)). Equity officers from each of the four Los Rios Community colleges meet regularly with the LRCCD Human Resources Office for ongoing training and updates regarding recent legal decisions and to review processes.

Hiring processes for contract employees and all regular classified employees include self-directed online training regarding discrimination, sexual harassment, college safety and other issues. Additionally, sexual harassment prevention training is provided for all permanent employees and adjunct faculty every two years.

Twice a year, LRCCD Human Resources distributes a "[Reminder of Rights and Responsibilities](#)" memo to all employees and posts the memo on its website. The memo reminds employees about such topics as non-discrimination and disability accommodations, drug- and alcohol-free workplace, California mandated reporting, professional workplace behavior, workplace bullying, and other state and federally mandated topics.

The District wide Equal Employment Opportunity (EEO) committee meets at least once each semester to review, oversee and provide recommendations on the District's overall EEO efforts. The [District's EEO plan](#), updated and approved in 2013, provides overall guidance on EEO matters.

The Los Rios District Faculty Diversity Internship Program ([FDIP](#)), overseen by the Human Resources Office, accepts approximately 25 interns annually to further ensure a diverse workforce. Interns are provided a thorough training program in the fall semester followed by a spring internship class in which they work closely with an experienced faculty member.

The CRC classified, faculty, administration and student members of the [Cultural Competence and Equity \(CC&E\) Committee](#) assist with the development and implementation of practices that support cultural engagement in teaching, learning, organizational effectiveness and college and community relations. The [CC&E website](#) includes resources and training materials on equity and cultural diversity. The committee specifically provides leadership in development and implementation of the [Cultural Competence Strategic Plan](#). This plan includes four main strategy areas:

- Strategy Area 1: Design, conduct and implement a comprehensive staff development program which promotes personal development and enhanced ability to contribute to student success.
- Strategy Area 2: Support the implementation and assessment of programs and teaching methodologies designed to enhance student success.
- Strategy Area 3: Create a campus climate that respects and welcomes diversity.
- Strategy Area 4: Create a college structure to provide leadership and expertise to the cultural competence initiative.

The [Professional Development \(PD\) Committee](#) also includes representatives from all constituencies. Among other responsibilities, PD promotes cultural proficiency by providing learning opportunities and experiences. It also seeks to improve community awareness by supporting connections between the College and greater community. Both the CC&E and PD committees conduct regular surveys of employee needs and continual assessment of their

goals and objectives.

The Center for the Advancement of Staff and Student Learning ([CASSL](#)) conducts seminars, colloquia, and institutes to strengthen and support student learning and success. Priorities include showcasing best practices involving lesson plans, learning environments and cultural competency.

Self-Evaluation

The motto “Diversity Is Our Strength” is emblazoned on several banners hanging in the College quad. This communicates Cosumnes River College’s commitment and concern for diversity. Review of the College’s policies and practices reveals that understanding equity and fostering cultural competence are core to the College’s culture: These values permeate the fabric of the Institution from the first steps in the hiring process through operational functions and extensive professional development.

The College and District recruitment and hiring practices emphasize equity and diversity. Other practices to support diverse College personnel and students include [mini-grants from the CC&E committee](#) to enable development of projects and materials to elevate cultural competence and facilitate enhanced educational equity. Programs are in place to promote and support diversity. The LRCCD Faculty Diversity Internship Program helps to ensure a diverse workforce as many interns join the faculty as adjuncts soon after graduation. Several of CRC’s full-time faculty began their association with the College through this avenue. A more comprehensive initiative concerning diversity is encompassed and assessed by the combined work of the Cultural Competence and Equity Committee, the Professional Development Committee, the Center for the Advancement of Student Success and Learning, and the college equity officer.

The CC&E Committee provides advice, resources and other kinds of support for events ([Cultural Event Planning Guide 2104](#)). Numerous celebrations of the many cultures represented at CRC involve employees and students engaging in activities that enhance understanding of diversity. Examples include Black History Month, Martin Luther King, Jr. Celebration, Women’s History Month, Asian-Pacific Islander Day, Native American Gathering, and Disability Awareness Week. Resources for events such as these come from an annual book sale which is supported by many college employees and students.

In the [Spring 2014 Accreditation survey](#) of employees, 96% agreed or strongly agreed that CRC acknowledges diversity, 93% agreed or strongly agreed that CRC’s environment is welcoming and positive, 89% agreed or strongly agreed that CRC demonstrates commitment to equity and diversity, and 80% agreed or strongly agreed that students have an equal opportunity to succeed at CRC. These responses indicate that CRC is successful in helping employees understand and more deeply appreciate issues related to equity, diversity, and cultural competence.

Actionable Improvement Plan

None.

III.A.4.b *The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.*

Descriptive Summary

Every recruitment and interview candidate pool is reviewed by a Los Rios District Human Resources manager prior to the interview process to check for any potential adverse impact. If Human Resources determines an initial candidate pool lacks adequate diversity, or that the ensuing interview pool is substantially different from the candidate pool, Human Resources will, through processes defined by the [District EEO Plan](#), contact the hiring manager for a review of the process and materials. Human Resources determines proper steps to improve the adequacy of the pool that could include continuing with the process, re-advertising the position, and revising screening criteria.

The Human Resources Department annually reviews diversity of applicants for both race/ethnicity and gender. In the fall, it reviews applicant pools, and in the spring, it reviews related employee data. The data is reviewed twice a year by Executive Staff, the Board of Trustees, and the District Equal Employment Opportunity Committee.

Self-Evaluation

CRC employees are culturally competent, diverse, and able to contribute to the successful learning experience of our diverse student body. This is evident in multiple College plans as well as the College’s [Mission Statement](#). Candidates for hire, regardless of the specific position advertised, must demonstrate experience and success working with diverse populations. This is always a specific line of inquiry in the screening process. Furthermore, all interviews include questions to explore in greater depth the candidates’ experience and success with diverse populations. Interview committees carefully craft such questions in an effort to elicit serious introspection by the candidate.

The Los Rios District Human Resources office regularly assesses recruitment and employment data available on the Chancellor’s Office website and uses this data to inform top management and the Board of Trustees of employee diversity. Human Resources assesses recruitment information to ensure that applicant pools and hiring processes are equitable and free from potential adverse impact.

The result of these processes and CRC’s emphasis on cultural competence is demonstrated by the following college employee data from fall 2012, found in the [District EEO Plan](#), approved June 2013. CRC data compares to statewide Community College District employee averages:

Race/Ethnicity	Cosumnes River College (%)	Los Rios CCD (%)	State wide Community College Average (%)
American Indian/Alaskan Native	0.7	0.8	0.8
Asian	12.3	9.4	9.8
Black/African American	8.1	6.1	6.3
Hispanic/Latino	11.6	10.8	16.3
Two-or-More Races	5.1	3.3	0.7
White	52.9	60.7	59.2

Overall, Cosumnes River College is near the state wide average for American Indian/Alaskan native employees, but well above the state wide average and Los Rios for Asian, Black/African American and Two-or-more Races employees. Cosumnes River College is above the Los Rios but below the state wide average for Hispanic/Latino employees. Adjusting for the lower percentage of Hispanic/Latinos in Sacramento County (22%) compared to all of California (38%) (see detailed [census data](#)), a ratio of 0.58, CRC's ratio (0.71) makes clear its commitment to, and success in, building a diverse workplace. The accuracy of this data set has limitations that are not unique to CRC, LRCCD, or the California community college system. Information is self-reported, many employees decline to state race or ethnicity, and others find no reporting options for their multi-ethnic or multiracial backgrounds. Furthermore, these categories are based on Department of Labor reporting requirements and do not account for the richer definition of diversity that includes sexual orientation, religion, age, different abilities, and differences in life and work experiences. While these assessments are consistent with our [mission](#), Cosumnes River College's mindfulness of the multiple factors that add to the richness and diversity of its employees goes beyond the reporting requirements.

Actionable Improvement Plan

None.

III.A.4.c The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

Los Rios Board Policies ([5111](#), [6111](#), [9111](#)) and the [College catalog statement of Student Rights and Responsibilities](#) clearly demonstrate the College's and District's commitment to integrity in the treatment of its administrators, faculty, staff, and students. The District and College follow all Titles and Sections of the Civil Rights Act of 1964, the Educational Amendments of 1972, the Rehabilitation Act of 1973, Americans with Disabilities Act, and all other applicable federal, state and local laws. Definitions, complaint and grievance procedures for discrimination and sexual harassment are readily available in the [College catalog](#) and on District Human Resources websites - [Students and Employees with Disabilities: Accommodation](#); [Unlawful Discrimination and Harassment, Sexual Harassment, and Retaliation](#); [Title IX: Sexual Harassment, Sexual Violence, and Discrimination](#). Employee contracts developed through collective bargaining provide for equal and equitable treatment of members, as well as grievance procedures for possible violations of such rights. Board Regulation [9300](#) provides for management redress procedures if inequity is perceived. Every year, each employee receives a [copy](#) of the College and District procedures, rules and regulations regarding equal treatment.

Cosumnes River College provides a range of contacts uniquely trained to facilitate equity. The equity officer is responsible for sexual harassment training as well as handling discrimination and harassment complaints. The Americans with Disabilities Coordinator supports students, faculty, and staff. A Student Grievance and Complaint Officer is responsible for handling student issues related to disagreements with District policies.

Beyond these, the District Office maintains an [Employee Complaint Hotline](#) where employees may voice any workplace concerns with Human Resources, who investigates as appropriate.

Self-Evaluation

Cosumnes River College demonstrates integrity in the equitable treatment of students and staff. CRC employees consistently adhere to policies, regulations, and contracts. Complaint and grievance procedures are readily available in the College’s catalog, contracts and Board policies. The CRC performance review process, training programs, and hiring processes reflect the College’s commitment to core values of respect, fairness, and equity.

[CRC’s Vision and Values](#) statements reveal its commitment to integrity as they emphasize that students should learn to make decisions informed by “respect for humanity and the environment” and that the CRC community is committed to “equity and social justice” sustained by “academic integrity, fairness and mutual respect, and an ethic of care.” This commitment is verified by responses to the [2014 Accreditation Survey](#) where 92% of respondents agreed or strongly agreed that “CRC’s environment is welcoming and positive” and 89% agreed or strongly agreed that “CRC demonstrates commitment to equity and diversity.”

Actionable Improvement Plan

None.

III.A.5	<i>The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.</i>
III.A.5.a	<i>The institution plans professional development activities to meet the needs of its personnel.</i>

Descriptive Summary

CRC provides many opportunities for ongoing professional development, primarily through the [Professional Development Committee](#) (PDC) and the Center for the Advancement of Staff and Student Learning ([CASSL](#)). The PDC, a participatory governance committee, includes membership from all constituents, faculty, administration, classified, and students. It supports the development of skills and personal qualities for better performance and satisfaction on the job. More specifically, it supports activities promoting teaching and learning competence, cultural proficiency, technological and organizational competence, health and wellness, and community awareness.

Specific [activities of the Professional Development Committee](#) include College flex day presentations, workshops, and activities; professional development workshops and presentations throughout each semester; as well as individual and small group professional development activities. The PDC encourages faculty and staff to design and submit

proposals for focused professional development and funds those it approves. Another key component of CRC's professional development is workshops, many of which are conducted during the four instructional improvement days. To date, central topics have included learning and pedagogy, technology, health and wellness, and student support services. Other workshops have explored: cultural competence through discussions of English as a second language issues in the classroom, academic honesty, small-group-dynamics with a cultural emphasis, Interest-Based Alliance (IBA) group facilitation, and working with students with disabilities. In addition to workshops, the Professional Development Committee supports several cultural festivals that promote understanding of, and appreciation for, cultures represented in the college community.

A tenured faculty member receives partial reassigned time to lead CASSL and is supported by a half-time staff member. [CASSL's charge](#) is to disseminate information about effective teaching strategies, provide access to educational research, and enhance a positive teaching/learning environment at CRC. The center provides a venue where CRC faculty:

- share their teaching expertise and research interests and experiences, including the utilization of student learning outcomes and other tools to improve learning;
- dialog about various issues related to teaching and student success;
- explore strategies to enhance student learning, including the utilization of student learning outcomes and other classroom based research; and
- showcase best practices in teaching and learning, including cultural competence.

To achieve its goals, CASSL provides workshops, grants, seminars, institutes, colloquia, and discussion groups throughout the semester. In addition, a significant proportion of professional development resources are devoted to individual support for travel, registration for conferences, tuition reimbursement, or reassigned time.

The LRCFT contract provides for full (Type A) and partial (Type B) faculty sabbaticals, to provide significant time for faculty to continue learning and development. Funded sabbaticals are awarded through the [Professional Standards Committee](#) at the College and coordinated through District Human Resources and Fiscal Services.

Collective bargaining agreements encourage all classified employees to participate in professional development opportunities. The Professional Development Committee oversees and grants tuition and textbook reimbursement. In addition, the Classified Senate organizes professional development activities for staff throughout the year.

Technology training, including online teaching practices and pedagogy, is provided through CRC's [Distance Education and Web Development \(DEWD\)](#), staffed with a full-time faculty position and two classified staff. In the past several years, DEWD has focused on providing support with the District's online course management system, Desire 2 Learn (D2L), and with instructional technology including Gmail, Google Apps, and eServices.

Specific programs have been developed in conjunction with the District Human Resources Department. To address the needs of new employees, an orientation before the fall semester and monthly workshops address college procedures, classroom management, library resources, and other topics. The District Human Resources office also coordinates the

Classified Leadership Academy, Interest Based Approach training program, the Faculty Diversity Internship Program and a New Dean's Academy. The Los Rios Managers' Association provides ongoing training for administrators.

Self-Evaluation

Professional development is central to CRC's innovation and success in improving teaching and learning effectiveness. The [CRC Mission Statement](#) acknowledges the College's commitment to being an "innovative" educational and community center and that "innovation," among many other attributes, is at the core of our mission. Departments and programs identify professional development needs as part of their program review. These items are used to justify support requests for travel funds, CASSL mini-grants, and sabbaticals.

The Professional Development Committee and CASSL provide a comprehensive array of activities and myriad opportunities to develop professionally. In 2013-14, [50](#) CRC employees received support for travel to professional conferences. [Professional development sabbatical leaves](#) were granted to ten faculty members. Professional Development, CASSL, and DMS, provided nearly 100 workshops for CRC employees each semester in [fall 2013](#) and [spring 2014](#). One example of a College wide professional development activity is "[OneBook](#)," in which the entire College and neighboring community are encouraged to read a common book during the academic year. All year, related cross-discipline presentations and discussions draw audiences from across the College and the community at large.

The Distance Education and Web Development Department provides technology training and development for the College. In fall 2013-14, DEWD held 12 specific [technology-related webinars](#) on teaching/learning as well as weekly informal "brown-bag" and "tea-time" question and answer sessions. Webinar archives are recorded and available on the web for all who are interested.

Actionable Improvement Plan

None.

III.A.5.b *With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

Descriptive Summary

The Professional Development Committee oversees the development of a three-year [Professional Development Strategic Plan](#). Tools used to develop this plan include a College wide needs assessment survey as well as the College and District strategic plans. Every workshop and activity leader distributes an evaluation survey at the end of the session. These are reviewed by the Professional Development Committee, CASSL staff, and Professional Standards Committee. The results, along with the most recent needs assessment surveys, are used to assist in planning and improving future offerings. Requests for professional

development support to attend conferences and take sabbaticals must support the College's Strategic Plan for Student Success. Proposals are evaluated for their potential impact on teaching and learning in areas such as development and maintenance of professional expertise, improvement of curriculum, and program development ([Professional Development Committee rubric](#)). Awardees are expected to incorporate changes into curriculum and teaching methods and to share results with colleagues.

Self-Evaluation

The criteria used to plan workshops and to evaluate requests for support of individual activities align professional development opportunities with the mission, goals and objectives of the College. Professional development activities such as sabbaticals, FLEX workshops, CASSL workshops and teaching/learning colloquia help to improve teaching and learning at CRC. Workshops provided by the SLO coordinator and CASSL have empowered faculty to develop and assess student learning outcomes at the course, program, and college level. The average response to the flex activity [surveys during fall 2014](#), where 1 is *strongly agree* and 2 is *agree*, was about 1.5, which shows that the activities have been well-received by employees. Similarly, the [average response for CASSL activities](#) was about 1.4.

Examples of products of professional development activities include a paper published by two anthropology faculty regarding flipped classrooms and supported by a CASSL Innovation Grant ([see page 2](#) and [article](#)), the [ESL Writing Assessment Sabbatical Report](#) from 2010, and the [Accelerated and Alternate Skills Basic Reading Program](#) from 2011-12.

Actionable Improvement Plan

None.

III.A.6 *Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.*

Descriptive Summary

Human resources planning at the College is part of the [Program Review \(PrOF\)](#) process. Needs for new administrative, faculty, and classified staff positions start as “planning ideas” within each program’s review. If action is needed on a planning idea within four years, it is advanced to a “Planning Agenda Action” item. The scope of, and rationale for, the action item is further developed and refined to ensure its connection to the College Strategic Goals. Planning agenda items are then reviewed and included within the division unit plan, where they are ranked with respect to other departments’ action items. Divisions submit their ranked faculty and classified positions for College wide prioritization by a joint group of administrative and Academic or Classified Senate leadership. The final list of positions is sent as a recommendation to the President for review and final approval. The District determines, as prescribed by law and agreed to in collective bargaining, the number of full-time faculty positions each college receives. Each college then fills these positions given its ranking process. If an unexpected faculty vacancy occurs in a permanent position, the District may approve a long-term temporary replacement. New administrative positions are

evaluated by the President and the executive team along with the District leadership.

Self-Evaluation

CRC's process of using program review and unit plans to drive position requests is well established, effective, and clearly relates Human Resources to achieving the College's strategic goals ([CRC Planning Guide, page 13](#)). The ranking process by College constituents is also well established and accepted and provides for transparent decision making based on program review data and unit plans. The [College Integrated Planning System \(CIPS\)](#) website contains each department's program reviews and unit plans, as well as [procedures and forms](#) regarding these processes. The process ensures that positions are requested and filled based on program need. When faculty positions are vacated, the positions go through the normal prioritization process and are not automatically replaced unless the position is deemed a critical need. Similarly, when classified positions are vacated, the position is evaluated against other needs before it is refilled to ensure that resources are used most effectively to advance the College's mission. These processes provide for effective assessment of human resources and are fully integrated with institutional planning.

Actionable Improvement Plan

None.

List of Sources

III.A

N/A

III.A.1

[Minimum Qualifications for Faculty and Administrators in California Community Colleges](#)

[LRCCD Faculty Hiring Manual](#)

[LRCEA white collar job descriptions](#)

[SEIU blue collar job descriptions](#)

[LRCCD Faculty Hiring Manual](#)

[Faculty job descriptions](#)

[Los Rios Classified Employee Association \(LRCEA\) collective bargaining agreement](#)

III.A.1.a

[5100](#)

[6100](#)

[9100](#)

[District's website](#)

[Los Rios District Hiring Manual](#)

[Human Resources website](#)

[CRC Equity Handbook](#)

[all hiring committee members are required to undergo diversity training.](#)

[9000 series of Board Policy and Regulations.](#)

[5111](#)

[6111](#)

[9111](#)

[Human Resources employment website](#)

[The Minimum Qualifications for Faculty and Administrators in California Community Colleges](#)

[Equivalency of course work and degrees from institutions outside the US](#)

[Form P-38](#)

[LRCCD Hiring Manual](#)

III.A.1.b

[5141](#)

[5141](#)

[6141](#)

[9141](#)

[9142](#)

[LRCFT](#)

[LRCEA](#)

[SEIU](#)

[LRSA](#)

[Classified Job Performance Review](#)

[Classroom Faculty Performance Review](#)

[Coordinator Performance Review](#)

[Management Evaluation](#)
[Classified Evaluation SOP](#)
[9141](#)
[Appendix E Self-Study Format: Tenured/Tenure-Track Faculty](#)
[faculty evaluation form](#)
[9141](#)
[Management Evaluation Form](#)
[Manager Evaluation Staff Opinion Survey](#)
[2014 Accreditation Survey](#)

III.A.1.c

[Los Rios Colleges Federation of Teachers 2014-17 Contract](#)
[Learning Outcomes Dialogue Subcommittee](#)
[Classroom Faculty Performance review](#)
[Assessment Reporting System](#)
[completed assessments](#)
[Classroom Faculty Performance review](#)
[Article 8 of the LRCFT Contract](#)

III.A.1.d

[Board Policy 3100](#)
[7142](#)
[8611](#)
[The Purchasing Code of Ethics](#)
[Faculty and Staff Resource Guide](#)
[College Catalog](#)
[5100](#)
[6100](#)
[9100](#)
[Article 11](#)
[CRC's Mission Statement](#)
[CRC's Mission Statement](#)
[CRC Honor Code](#)
[Article 11](#)

III.A.2

[LRCCD Guidelines for Authorizing New and Replacement Faculty Positions](#)
[LRCCD Center Development Guidelines](#)
[Substantive Change Proposal Form](#)
[CRC Position Request Form](#)
[CRC Planning Guide](#)
[CRC Planning Guide](#)
[Classified Prioritization Process FY2015](#)
[Classified Staffing Request Form](#)
[LRCCD Faculty Hiring Manual](#)
[CCC Full-time Faculty Obligation](#)
[CRC 2014 Accreditation Survey](#)

[2009](#)

[2013](#)

[2009](#)

[2013](#)

[Adopted Budgets 09-10, page 83 and 13-14, page 91](#)

[Los Rios Community College District Employee Perceptions Survey](#)

[Executive Summary](#)

[Employee Perceptions Survey](#)

III.A.3

[immediate change to policy or regulation](#)

[District website](#)

[Faculty Hiring Manual](#)

[Adjunct Hiring](#)

[Classified Hiring FAQ](#)

[Board Policy 6122 Classified Hiring](#)

[SOP: Hiring Regular Classified Employees](#)

[SOP: Classified Evaluations](#)

[Classified Evaluation Form](#)

[Spring 2014 Accreditation survey](#)

[Employee Perceptions Survey](#)

III.A.3.a

[5000](#)

[6000](#)

[9000](#)

[LRCFT](#)

[LRCEA](#)

[SEIU](#)

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[Equity Handbook](#)

[LRCCD Faculty Hiring Manual](#)

[CRC Cultural Competence and Equity Committee website](#)

[Employee Complaint Hotline](#)

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[all members of hiring committees will be required to have diversity training procedures](#)

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III.A.3.b

[5170](#)

[6150](#)

[9510](#)

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[6100](#)

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III.A.4

N/A

III.A.4.a

[Mission Statement](#)

[Mission Statement](#)

[Cultural Competence statement](#)

[sufficient pool](#)

[all members to have recent diversity training](#)

[September 2014 draft revision](#)

[“Reminder of Rights and Responsibilities” memo](#)

[District’s EEO plan](#)

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[Cultural Competence and Equity \(CC&E\) Committee](#)

[CC&E website](#)

[Cultural Competence Strategic Plan](#)

[Professional Development \(PD\) Committee](#)

[CASSL](#)

[Mini-grants from the CC&E committee](#)

[Cultural Event Planning Guide 2104](#)

[Spring 2014 Accreditation survey](#)

III.A.4.b

[District EEO Plan](#)

[Mission Statement](#)

[District EEO Plan](#)

[census data](#)

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III.A.4.c

[5111](#)

[6111](#)

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[College catalog statement of Student Rights and Responsibilities](#)

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[Students and Employees with Disabilities: Accommodation](#)

[Unlawful Discrimination and Harassment, Sexual Harassment, and Retaliation](#)

[Title IX: Sexual Harassment, Sexual Violence, and Discrimination](#)

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[CRC’s Vision and Values](#)

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III.A.5

N/A

III.A.5.a

[Professional Development Committee](#)

[CASSL](#)

[activities of the Professional Development Committee](#)

[CASSL's charge](#)

[Professional Standards Committee](#)

[Distance Education and Web Development \(DEWD\)](#)

[CRC Mission Statement](#)

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[Professional development sabbatical leaves](#)

[fall 2013](#)

[spring 2014.](#)

[OneBook](#)

[technology-related webinars](#)

III.A.5.b

[Professional Development Strategic Plan](#)

[Professional Development Committee rubric](#)

[surveys during fall 2014](#)

[average response for CASSL activities](#)

[see page 2](#)

[article](#)

[ESL Writing Assessment Sabbatical Report](#)

[Accelerated and Alternate Skills Basic Reading Program](#)

III.A.6

[Program Review \(PrOF\)](#)

[CRC Planning Guide, page 13](#)

[College Integrated Planning System \(CIPS\)](#)

[procedures and forms](#)

III.B *Physical Resources: Physical resources, which include facilities, equipment, land and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.*

Overview

Cosumnes River College is located on 159 acres at the southern edge of the City of Sacramento. In addition, a permanent educational center opened on 13 acres in Elk Grove, CA in fall 2013. Physical resources support and improve institutional effectiveness and the learning environment on campus. To this end, the College, in collaboration with the District, has a [Facilities Master Plan](#) (FMP) tied to the Strategic Plan.

CRC Facilities at a Glance

Main Campus	
Acreage	159
Buildings (includes Elk Grove Center)	
Number	36
Assignable Square Feet	400,047
Gross Square Feet	577,383 (excludes parking structure)
Parking	10 parking lots 1 parking structure (585,577 GSF) 5,474 parking spaces (includes spaces for light rail station opening fall 2015)
Athletic Facilities	Stadium (3,000 spectators) 2 premium soccer fields 3 additional soccer fields 2 softball fields 1 baseball field 8 Tennis Courts 2 full-size indoor basketball gyms 25-meter swimming pool 5 athletic team rooms 2 weight and training rooms
Outreach Center – Elk Grove Center	
Acreage	13
Buildings	
Number	1 (2 additional planned)
Assignable Square Feet	16,422
Gross Square Feet	25,224

Source: [Building Summary Report](#)

III.B.a *The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its program and services, regardless of location or means of delivery.*

Descriptive Summary

Cosumnes River College provides safe premises, buildings, facilities and equipment sufficient to support and assure quality programs and services with integrity. Guided by its Mission, the College plans and implements physical resources as an integral component of overall institutional planning. This planning has also created effective safety programs, operational practices, equipment purchase and replacement processes, and proactive maintenance strategies.

Facilities planning, design, construction, and maintenance are the primary responsibility of the Los Rios Facilities Management (LRFM) Department. However, to ensure that physical resources support current and anticipated needs of CRC student learning programs and services, College employees play a primary role in designing the functional elements of buildings as they collaborate with District. In addition, campus personnel play an important role in coordinating the operations of facilities on campus and identifying and initiating maintenance and improvement projects ([LRCCD Policy and Regulation 8417](#)).

The College and the District Facilities Management are implementing the CRC Facilities Master Plan with funding from two local bond measures and state higher education bonds. Measure A, approved by the voters on March 5, 2002, provides \$265 million in General Obligation bonds, and Measure M, approved on November 4, 2008, provides an additional \$475 million District wide.

Measure A and M Progress at CRC

Budgeted to Date	Expended to Date	Number of Projects In Progress	Number of Projects Completed	Gross Square (Added/ Modernized)	Increased # of Students Served (Fall 2002-Fall 2013)
\$84.3M	\$80.8M	4	18	182,222 70,500	2,755

Source: [Citizens' Bond Oversight Committee 2013-14 Annual Report](#)

Thanks to Bond Funding, major campus improvements have been completed since 2009:

- Science Facilities Expansion (2010),
- Bookstore/Cafeteria Expansion (2012),
- Northeast Buildings Modernization (2012),
- 2,016 stall parking garage and 969 stall surface lot (2013),
- Winn Center for Construction and Architecture (2013),
- Improved access and parking and modernized athletics facilities, including stadium, three soccer/multi-use fields, softball and baseball (2013),
- Elk Grove Center, Phase I with parking (2013), and

- Art Gallery (2014) – completed after the Citizens’ Bond Oversight 2013-14 Annual Report.

More projects are still active and scheduled for completion in the near future. These include Hydronic Mods & Underground Loop, other miscellaneous infrastructure projects, stadium landscaping, and the CRC Light Rail station. The College’s partnership with Sacramento Regional Transit exemplifies the College’s and District’s ongoing efforts to work strategically and collaboratively with other agencies to effectively serve students and the community. Now nearing completion, the Sacramento Regional Transit’s (RT) [BlueLine to CRC Project](#) extends existing light rail service an additional 4.3 miles, terminating at a CRC Light Rail Station. The new Station will serve as a major transit center for the South Sacramento area with Light Rail access to downtown Sacramento as it provides greater access to CRC by providing students and the community a convenient and cost-effective transit option.

The primary data used to evaluate sufficiency of classrooms, laboratories, and other facilities are [capacity-to-load ratios](#) and [instructional space utilization reports](#). LRFM also uses capacity-to-load ratios to make long-range facilities plans. The forecasted facilities inventory, including scheduled projects and enrollment growth projections, ensures that LRFM and the College have a plan to support the long-term sufficiency and quality of its programs and services for the next decade.

To optimize capacity, the College analyzes [instructional space utilization reports](#) for mismatches between enrollments and room size. These reports provide data to inform future facilities decisions by highlighting recurring needs for certain types of facilities such as specialized laboratories or classrooms of a particular size. Evaluation of wait lists for classes identifies unmet demand and is also factored into long-range facilities plans.

To evaluate the safety, maintenance, and improvement needs of existing facilities, the College uses input from [Program Overview and Forecast](#) (PrOF) as it appears in division Unit Plans, [Health and Facilities Committee](#) recommendations, [accident and injury reports](#), work requests, management discussions, preventive maintenance programs, and any other available indicators. This input is compiled, evaluated, and prioritized by the College and LRFM during regular meetings or through routine review of work orders in the online work management system - [Maintenance Connection](#). Work is scheduled according to availability of resources - both financial and staff - with priority given to health, safety, and other immediate needs.

The College and the LRFM have effective procedures to regularly evaluate the safety of physical resources against multiple criteria including building codes, OSHA requirements, and common risk management best practices. Stringent design standards are followed that meet or exceed current building codes for school facilities. All building projects undergo multiple review procedures, both in the design and construction phases, to ensure that they meet all applicable building codes as well as safety and accessibility requirements. In addition, the College uses both internal and external safety and security evaluations of its facilities including [Custodial Safety Assessment](#) and [C&T Safety Assessment](#). CRC also

monitors [employee and non-employee accident and injury reports](#) to identify and reduce or eliminate risk factors through maintenance and improvements of physical resources and training of employees. Standard III.B.1.b gives more detailed information regarding the College's access, safety, and security procedures.

In 2013, the College opened a permanent educational center in Elk Grove, approximately five miles south of the main campus. The Elk Grove Center's facility provides a range of services to the College's students and employees to ensure that facilities are comparable to those at the main campus. The Center includes a lobby area with computers for eServices, a student lounge with vending machines, bookstore extension, service counter with six service windows for Student Services, employee conference room and work room, adjunct faculty workspace, faculty offices, seven classrooms, a multipurpose room, a Learning Resource Center with computers, and a 58 station computer lab/classroom. In January 2015, the [Elk Grove Center was approved as a state-approved educational center by the Board of Governors](#).

The District has established protocols to ensure students and employees at outreach centers enjoy the same types of services offered at a main campus. Before a college can offer classes off-campus, the facility is inspected for safety and sufficiency to ensure that it meets the needs of the students, programs, and services. As on a main campus, maintenance is conducted on a regular schedule, and, when instructors or other College employees observe a need for non-routine cleaning or repair, they contact the person designated to initiate corrective action according to the particular procedures for the site; however, at a non-District owned facility, maintenance is performed according to the property owner.

The College uses its institutional planning process to identify equipment needs. Departments identify and prioritize needs in their [program reviews \(PrOF\)](#), which are then summarized and prioritized by division in a [unit plan](#). Division requests are then submitted to the college Budget Committee for funding prioritization on a two-year cycle. Using available monies, items are funded by the appropriate source according to [Capital Outlay Budget \(COB\) and Instructional Technology and Multimedia Budget \(ITMB\) processes](#) or by utilizing Type II equipment funds for building projects.

Maintenance technicians, information technology staff, laboratory technicians, athletic attendants, and instructional assistants maintain campus-based equipment. When specialized expertise is needed, the College contracts with a vendor to perform routine or 'as-needed' maintenance. Facilities and equipment funding is centralized in the College budget; however, each department also receives contingency funds to address unforeseen or program improvement needs.

The College supports the equipment needs of its distance delivery modes through its [COB/ITMB process](#), [PC Renewal Plan](#), or department or College contingency funds. As a result, there are very few specialized equipment needs for Distance Education (DE). Campus network and Internet access is maintained to gigabit speed to provide enough performance and capacity for the foreseeable future. Specialized equipment for tasks, such as computer media creation, is available through temporary assignment or loan including technical

support and training in its effective use. CRC provides whatever equipment faculty may need to get the job done. The COB/ITMB and PC Renewal Plan constraints allow personnel to upgrade computer systems in advance of critical need, and, in order to maximize usage, older systems are rebuilt and recycled for use by those who do not need cutting-edge performance.

Self-Evaluation

The College provides safe and sufficient physical resources for its programs as is further detailed in Standard III.B.1.c. According to the [Spring 2014 LRCCD survey](#), 82.5% of CRC employees agreed or strongly agreed that they are "safe from accidents at work," and 81.5% agreed or strongly agreed that they felt "personally safe at work." While there is relatively strong agreement that physical resources are safe, the College remains diligent to improve safety. For example, regular light surveys, work requests, and other input from members of the College community identified a need for improved exterior lighting in parking lots and along walkways.

Additional projects, funded by Measure A, Measure M, and other state and local revenues, will further ensure CRC has sufficient facilities to meet enrollment projections through 2022. Under the existing [Long Range Capital Plan](#), the College has three major projects scheduled for completion over the next six years: the CRC Light Rail station (2015), the College Center Expansion (2020), and Elk Grove Center Phase 2 (2020).

The College's financial reserves permit the prioritization process to effectively allocate resources even during periods when funding is reduced. Within the 2014-15 COB/ITMB cycle, during a time of adequate allocations to the college, 100% of equipment requests are expected to be funded. In previous years, in spite of the recession, the College has consistently been able to fund critical equipment needs regardless of inability to fund every request in the COB/ITMB.

Based on current project schedules and enrollment forecasts, capacity-to-load ratios in most facility categories are estimated to be at 90% in 2018. However, over time, there will be some significant capacity deficits, requiring efficient and flexible use of facilities to provide comprehensive and worthy programs and services. Should state school bonds to fund essential projects not pass, the College will pursue other alternatives to keep pace with enrollment growth projections. District and College policies allow the College to creatively meet the challenges of changing needs for physical resources.

Actionable Improvement Plan

None.

III.B.1.a *The institution plans, builds, maintains and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs.*

Descriptive Summary

In addition to a comprehensive long-range planning process that safeguards adequacy of resources well into the future, Los Rios Facilities Management (LRFM) and the College use an integrated process to design, construct, modify, and maintain buildings to meet on-going and emergent needs of its programs and services. This is accomplished by using state prioritization criteria to project eligibility for new or modernized campus spaces. The LRFM also uses data from [Maintenance Connection](#), the work management system, to identify, prioritize, and schedule both major and routine maintenance projects. All facilities planning and development initially arises from needs identified in PrOF that are carried forward through the Unit Plan ([Unit Plans Data \(CIPS\) Facilities Section](#)).

After a building project receives approval and funding, detailed plans are developed by a design team. The team consists of a project manager from the LRFM, the dean and designated faculty and staff from the area who will be using the facility, the Vice President of Administrative Services and Student Support, Director of Administrative Services, and a licensed architect selected jointly by the College and LRFM. This group meets regularly to design the project using guidelines established by the [Facilities Master Plan](#). Through input from the team, the project is drafted to align with the programmatic needs of the end users while remaining within the project's budget. At key milestones in the project design, the team submits plans to the College Health and Facilities Committee for review and additional input. Once the design is complete, the project is submitted to the Division of the state Architect (DSA) for structural, fire and life safety, and accessibility review.

When the final plans are approved by DSA, the LRFM assembles a construction management team consisting of a planner, construction manager, and inspector. This team oversees construction and ensures that the building follows approved plans to meet all applicable code requirements, including structural, fire and life safety, and accessibility. Dialog between the LRFM and the College staff continues throughout the project as needed to address design and logistical issues as well as changes in programmatic needs.

Once a new project is complete, continuing quality of facilities is assured through routine and preventive maintenance. The LRFM is the primary department responsible for performing predictive, preventative, and unscheduled maintenance on all buildings and grounds. LRFM staff also coordinates all significant alterations and upgrades to ensure facilities meet changing needs and provide a safe and accessible learning and working environment. Routine repairs and maintenance are performed by a combination of the College and LRFM staff including an HVAC mechanic, painter, plumber and five grounds keepers. College maintenance staff consists of 18 custodians and two maintenance technicians. Additional LRFM staff performs specialized trade work on an as-needed or scheduled rotation ([Los Rios Facilities Management Organization Chart](#)).

LRFM and the College use a coordinated process to address both urgent and non-urgent requests for “as-needed” maintenance services. Urgent requests are initiated by calling the Campus Operations Department to dispatch the College or LRFM maintenance personnel. Non-urgent requests for custodial, maintenance, or other facilities services such as alterations and upgrades are submitted online through a Computer Maintenance Management System (CMMS) database - [Maintenance Connection](#) - managed by Facilities Maintenance. An employee’s report to the division office initiates a work request to improve the condition of facilities. Priority is given to safety and other critical needs.

The College evaluates the effectiveness of its facilities and equipment using input from the Program Review process as well as by monitoring work requests and other forms of input given to the [Health and Facilities Committee](#) or other campus constituency groups. All forms of feedback are used to identify and prioritize needed improvements to facilities and equipment.

Self-Evaluation

The College and the LRFM plan, build, maintain, and upgrade physical resources in a manner that assures utilization and maintenance of campus spaces sufficient to support highly effective programs and services. Challenging for CRC, however, is maintaining aging facilities and improving the efficiency of mechanical systems after a period of declining funding for scheduled maintenance and special repairs (SMSR). Nevertheless, despite reduced funding for SMSR, LRFM and the College have well-maintained facilities. In the [2014 survey](#), 83.7% of CRC employees agreed or strongly agreed that College facilities were adequately maintained. In the same survey, 71.7 % of CRC employees agreed or strongly agreed that the physical environment in CRC’s classrooms sufficiently supports student learning.

Continued improvements are needed in the campus infrastructure and building HVAC systems to improve efficiency, reduce energy use, and maintain a comfortable temperature for effective teaching and learning. In addition, continued improvements are needed to enhance accessibility and safety as noted in Standard III.B.1.b below. Measure M bonds and SMSR provide funding for future projects to address these issues.

Actionable Improvement Plan

None.

<p>III.B.1.b <i>The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and healthful/learning and working environment.</i></p>
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Descriptive Summary

All building projects, whether new or modernization/renovation, are designed, constructed, and maintained in compliance with access, fire and life safety, as well as structural and other

building code requirements. In addition to District and College staff, professional architects, engineers, inspectors, and consultants are often retained to ensure District facilities are accessible, safe, and secure. The Division of State Architects (DSA) and State Fire Marshal review plans for ADA access, structural, and fire and life safety compliance.

When funding is available, the College goes beyond minimum code requirements. Automatic door openers, emergency telephone systems, fire alarm and suppression systems, and intrusion alarms are often installed, although not required by code. Fire detection/alarm system reviews are on-going, and retrofits to these systems are complete in most existing facilities. Alarm systems are monitored 24/7 at the Police Dispatch Center. Emergency lighting is installed throughout the campus; elevators have been retrofitted, and emergency telephones are in place throughout parking lots. Security cameras are installed at campus parking lots and other high-risk areas having significant inventory or cash handling activities. Exterior lighting surveys are conducted routinely to ensure that parking facilities and walkways have adequate and safe lighting, and emergency phones are checked weekly for proper operation. Interior lighting is routinely monitored by the College's custodial staff. Most campus restrooms have been renovated to meet current building codes for accessibility, but there are plans to upgrade all restrooms.

Although all departments are responsible for safety, the Los Rios Police Department (LRPD) is charged with providing comprehensive police and security services to protect life and property at all of the District's colleges and support facilities, including the Elk Grove Center. The LRPD is staffed with POST-certified college police officers, campus patrols, dispatchers, clerks, and student assistants under the direction of a Police Chief. The LRPD provides emergency dispatch and police and security services to the College 24 hours a day, 365 days a year. During regular operating hours, the main campus is staffed with a Police Captain, Sergeant, and sworn officers in addition to a dispatcher, campus patrol and other temporary staff. The Elk Grove Center is staffed with a campus patrol with additional coverage from sworn officers from the main campus. In addition to District police personnel assigned to the College's main campus and Center and across the District, the District's comprehensive police and security plan includes mutual aid agreements with adjacent public safety agencies.

The District also has several agreements with other agencies, including Sacramento Regional Transit, which has an existing bus transit station and future light rail station on the College campus. When the new bus transfer and light rail station opens at the College in fall 2015, the increased parking revenue from commuter traffic will fund additional police coverage to ensure adequate safety and security for students, employees and the public at the station and across the campus.

The LRPD also coordinates a variety of safety programs and reports at the College and across the District, including the following:

- [Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Report](#),
- Standardized Emergency Management System (SEMS) Response Plan,
- National Incident Management System (NIMS) complaint Emergency Response Plan,

- [Emergency Notification System](#), called Los Rios Alert, which is capable of sending simultaneous messages to the affected community by e-mail, telephone, cell phone or text messaging,
- [Crime Prevention Through Environmental Design](#) (CPTED) Report conducted bi-annually by LRPD to identify potential facility modifications to improve safety,
- ACES – Action Coordinators for Emergency Survival, and
- CCERT – Campus Community Emergency Response Team.

Additionally the LRPD hosts a variety of trainings throughout the year, including:

- CPR/AED,
- Active Shooter Response (Parts 1 and 2),
- Self-Defense/RAD (Rape Aggression Defense),
- DUI Awareness,
- Sexual Assault Prevention,
- Domestic Violence,
- Ready or Not... (How to be better prepared for disasters at home and work),
- Workplace Security Awareness, and
- Disruptive Students in the Classroom.

The College and LRPD have identified an Emergency Operations Center. At least once a year, the LRPD conducts a live EOC scenario exercise at one of the District locations and other EOC, and safety training exercises, including fire alarms and tabletop exercises, are performed throughout the year.

To ensure access to College programs and services by all students, the LRFM contracted with a consultant to develop the [ADA Transition Plan](#), which identifies architectural barriers throughout the campus. Findings have been met with interim measures and long-term permanent solutions to bring existing buildings up to current ADA regulations. Many permanent solutions have been implemented and others are scheduled for future capital projects. For permanent actions that have not yet been implemented, interim measures have been identified and implemented. In addition, findings and recommendations in the [ADA Transition Plan](#) have been used to educate and train employees, including custodians and maintenance staff, in an effort to identify and correct common barriers to access such as keeping aisles and doorways clear of obstructions.

The [College Health Services Office](#) is staffed by a college nurse to provide first-aid and assist students and employees with various health-related problems including smoking cessation. In 2013, the College implemented a [plan to restrict smoking to designated areas of campus](#). The designated areas are located away from high traffic areas minimizing the risk of exposure to secondhand smoke.

In a similar vein, facilities are maintained and operated to comply with the California Occupational Health and Safety Act, which ensures a healthy environment for everyone at CRC. Campus personnel receive regular training on hazardous materials such as lead and asbestos; respirator use; defensive driving and operation of utility carts, forklifts and scissor lifts; and other training as needed. A listing of all the Cal-OHSA and other training programs

managed by the district can be found on the Risk Management [Safety Training Programs](#) webpage. The LRCCD and the College have implemented an [Injury and Illness Prevention Plan](#) (IIPP) to comply with current state and federal health and safety regulations. The IIPP calls for both a College safety committee and District wide safety community. The CRC [Health and Facilities Committee](#) makes recommendations to the President about health and safety issues and meets monthly while school is in session. The [District Safety Committee](#) meets at least quarterly. Additionally Union contracts contain health and safety clauses, and the [Los Rios Community College Risk Management website](#) provides valuable information to employees about workers' compensation, safety, insurance, and transportation.

Self-Evaluation

The College constructs and maintains physical resources to assure access, safety, security, and a healthful learning and working environment. However, the standards for accessibility and concerns for safety and security have increased since buildings pre-existing the standards were constructed. Without a source of funding for improvements, these have not yet been upgraded to meet revised standards or expectations. The College's [ADA Transition Plan](#) and comments from the College's employee survey identify accessibility, safety and security issues as areas for improvement.

Nevertheless, there is overall relatively strong agreement that College facilities are safe and secure. In the [2014 Accreditation Survey of College employees](#), at least 77% agreed or strongly agreed that:

- the College facilities provide a safe and healthy learning and working environment (84.2%),
- access to campus police is adequate (85.5%),
- District/College is responsive to security issues (77.7%),
- 82.5% of the College's employees felt safe from accidents at work, and
- 81.5 % felt personally safe in their work environment ([LRCCD Employee Perceptions Survey Spring 2014](#)).

While there are strong indicators that campus facilities are safe, the relative importance of safety and security to both employees and students make this an area of emphasis for the College and District, which is the reason for extensive review and continuous efforts for improvement.

Although new buildings are constructed to meet current ADA standards, the [ADA Transition Plan](#) identifies architectural barriers in older buildings that do not meet the current ADA regulations. In the interim, where facilities have not been modified to meet current standards, the [ADA Transition Plan](#) establishes interim measures to assure that all students have access to campus programs and services.

Beyond ADA standards, access improvements commonly requested by College employees and students include providing additional ramps and straighter pathways for easier navigation, and adding automatic door openers to buildings. New building and modernization projects have improved paths of travel around campus, and as required by ADA Standards, have been mapped. As a result of projects over the last four years, there is improved access

throughout athletic facilities (stadium, soccer, baseball, and softball fields); transportation, access and parking; Northeast Technical Building projects on the east side of campus (Winn Center, Parking Structure and Light Rail projects); and on the west side of campus (Art Gallery project). As new facilities are added and older buildings are modernized, access issues are addressed within the scope of the project. Additional barriers will be addressed as identified in the [ADA Transition Plan](#), along with improvements prioritized and funded through the College's facilities planning process.

While resource limitations prevent removal of all access barriers in older buildings and the major improvements that would fully satisfy the safety and access concerns of students and employees, the College offers alternative services as identified in the [ADA Transition Plan](#) or services such as police escorts at night as requested. In addition, the District and College have improved lighting in the Business and Social Science and Technology buildings and are installing additional cameras in the Northeast Technical Building yard to enhance safety and security.

Actionable Improvement Plan

None.

III.B.2 *To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

Descriptive Summary

The College regularly assesses the effective use of its facilities using [institutional planning processes](#) including [unit plans](#), the [Health and Facilities Committee](#), work requests in [Maintenance Connection](#), and facilities utilization reports. Besides input from constituency groups, each semester the [College Room Use Report](#) supplies data. Every two years, assignable space is evaluated and reapportioned to divisions based on changes in enrollment growth and programmatic needs. This takes place, along with regular planning and operational processes, at management meetings or planning retreats. Annually, facilities projects are evaluated to update the College's Five-year Capital Outlay Plan, and every six-years, the [Facilities Master Plan](#) undergoes review and update. This work produces a [Long Range Capital Plan](#), which enumerates specific new projects and an approximate schedule for submitting them for State or local funding.

Equipment is evaluated regularly in the institutional planning process. New COB/ITMB [requests submitted for funding through the Budget Committee](#) are processed bi-annually as indicated in standard III.B.1 above.

Self-Evaluation

The College regularly evaluates its use of facilities and equipment to assure that physical resources effectively support its programs and services. As the College identifies facilities

needs through the institutional planning process they are entered into the online work management system and resources are prioritized through ongoing dialogue between the College and LRFM administration based on criteria including safety, security, and impact on programs and services.

Actionable Improvement Plan

None.

III.B.2.a *Long-range capitals plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

Descriptive Summary

The [Facilities Master Plan](#) (FMP), completed in 2004 and updated in 2010, is a product of collaboration between CRC and, in the primary role, the Los Rios Facilities Management (LRFM). The long-range plans incorporate input from all College constituencies through the Health and Facilities Planning Committee; however, the FMP combines information from sources used for planning purposes by both LRFM and the College.

Approved facilities designs meet or exceed all standards and minimize long-term operating costs. To this end, CRC and LRFM consider the total cost of ownership (TCO) when planning building projects. It is imperative that facilities can be properly operated and maintained within budget constraints. TCO guides choosing from available options:

- architectural finishes that are functional, pleasing, durable and maintainable, as well as environmentally friendly,
- systems (mechanical, electrical, communications, building management controls, fire alarm, security systems, plumbing fixtures, and so on) that are consistent with existing campus-wide systems to ensure that maintenance staff have the knowledge, tools and equipment to efficiently operate and maintain them,
- mechanical and electrical systems that are energy efficient and meet or exceed Title 24 energy requirements, and
- furniture that has been selected in accordance with criteria that include comfort, ergonomics, durability, maintainability, and longevity.

The District provides funding for ongoing maintenance costs such as custodial supplies and lighting as College Discretionary Funds. College Discretionary Funds are calculated using a formula which includes square footage. In the [Los Rios Community College District 2014-15 Adopted Budget](#) (pg. 145), square footage was multiplied by \$0.27. Utility costs are funded in the District budget in proportion to added square footage and utility rate hikes. To minimize the TCO, projects are managed to ensure quality design and construction, standardization of materials and mechanical systems and energy efficiency based on facilities design standards.

Self-Evaluation

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. Significant time and effort is put into long-range planning for facilities and equipment both at the District and College. Evidence of the College's effort to minimize TCO is demonstrated in several facilities. The parking structure and Winn Center both have solar power. It is estimated that the solar power produced by the panels on the parking structure can provide up to [80% of the parking structure's electricity](#). The [College's Winn Center has earned a LEED Platinum certification](#), the nation's highest standard for buildings that are designed, built, and operated to meet stringent energy-efficiency and sustainability guidelines. Another demonstration of the District's and College's consideration of TCO, is the addition of a full-time equivalent custodian and other staff necessary to operate new buildings such as the Elk Grove Center. In January 2015, it was announced that the [College authorized three new classified positions](#) including one additional IT FTE and one additional custodial FTE. These support the increase in facilities and computer labs.

Actionable Improvement Plan

None.

III.B.2.b *Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.*

Descriptive Summary

The District maintains the primary responsibility for facilities planning, construction, and maintenance; however, to ensure that facilities are designed, built, and maintained to meet the needs of the College's programs and services, there is strong collaboration between the LRFM and the College staff ([Los Rios Community College District Function Map](#)). The LRFM evaluates and plans for facilities on a District wide basis, considering District Strategic Plan, enrollment forecasts, facilities inventory and conditions, and state funding criteria to ensure that the College has sufficient facilities to meet its needs. The District planning process identifies facility needs, while the College planning process identifies how that space is allocated to meet both the needs of programs and services and the improvement goals of the College.

The College planning process includes input from different constituency groups. The [Health and Facilities Committee](#), a participatory governance committee, is responsible for making facilities recommendations that affect multiple departments and the campus at large. The 2010 Facilities Master Plan (FMP) incorporated input from both the District and College to project future facility projects and create overall design guidelines to assure consistency of future campus projects.

Within the overall framework of the FMP and long-range capital needs plan, specific programmatic requirements for physical resources are identified through ProOF, the

fundamental element of the College's institutional planning process. Needs identified in program reviews are summarized then prioritized in the division's [unit plan](#). Unit members and the college administrators evaluate, prioritize, and submit equipment needs identified in the unit plans to the Capital Outlay Budget (COB) or Instructional Technology and Multimedia Budget (ITMB) processes for College wide prioritization. Facility needs identified in the unit plans are evaluated and prioritized across the campus by the President and administrative team based on input from the Health and Facilities Committee and other campus constituencies as existing facility resources become available or new facilities are planned. The campus provides funding from reserves for improvement projects not funded by District, state capital construction bonds, or maintenance funds. This integrated planning approach ensures that facilities decisions originate from elements in PrOF identified as needs to improve student success.

Outside of developing the FMP, LRFM and the College staff primarily intersect during the design phase of a new project. LRFM develops a primarily conceptual Initial Project Proposal (IPP) based on input from the FMP and state funding criteria. Both the Final Project Proposal (FPP) and final detail design are developed by a design team consisting of employees from the District (Facilities Planner, Director of Facilities Planning and Construction) and the College (Vice President of Administrative Services and Student Support, Director of Administrative Services, dean of the program area, as well as faculty and classified staff from each program area as applicable).

Self-Evaluation

Physical resource planning is integrated with institutional planning. The institution regularly assesses the effective use of physical resources for improvement of student learning. There are various related processes used to evaluate the effective use of physical resources. These processes can be grouped into three categories: maintenance processes, review of utilization reports, and institutional planning and participatory governance. While there are constant challenges with financing physical resources to fully meet the needs of programs and services, the College has effective procedures to evaluate, prioritize, and allocate resources to consistently meet its basic needs and make improvements whenever possible.

Several maintenance programs continually assess the state of the facilities. On a nightly basis, custodial staff surveys the areas they clean for routine maintenance issues. Similarly, divisions can electronically submit requests for maintenance or improvements. LRFM analyzes reports based on submitted requests to find and address recurring issues.

Additional data used to assess the effective use of physical resources, laboratories, and other facilities are capacity-to-load ratios, instructional space utilization reports, and employee perception surveys. LRFM uses capacity-to-load ratios to make long-range facilities plans. Recently, the College surveyed employees about their perception of College facilities. In the [2014 Accreditation Survey](#), employees indicated that they were satisfied with the physical environment and facilities at the College. Seventy-one percent of CRC employees agreed or strongly agreed that the physical environment in CRC's classroom is sufficient to support student learning, and 83.7% agreed or strongly agreed that the facilities at the College are adequately maintained.

Participatory governance and institutional planning processes also assess the use of physical resources. The Health and Facilities Committee includes student and employee members from each constituency group who can forward any safety or other facility-related concern to the committee. Also, divisions submit unit plan requests for the improvement or relocation of physical resources, which ultimately appear in The Facilities Master Plan. Additionally, the College's COB process is inclusive at all levels as faculty, staff and administrators play key roles in making capital allocations to more effectively serve its students. Beyond facilities master planning, the program review, unit plans, and strategic plans are critical components for future capital outlay planning.

Actionable Improvement Plan

None.

List of Sources

III.B.1

[Facilities Master Plan](#)

[Building Summary Report](#)

[LRCCD Policy and Regulation 8417](#)

[Citizens' Bond Oversight Committee 2013-14 Annual Report](#)

[BlueLine to CRC Project](#)

[capacity-to-load ratios](#)

[instructional space utilization reports](#)

[instructional space utilization reports](#)

[Program Overview and Forecast](#)

[Health and Facilities Committee](#)

[accident and injury reports](#)

[Maintenance Connection](#)

[Custodial Safety Assessment](#)

[C&T Safety Assessment](#)

[employee and non-employee accident and injury reports](#)

[Elk Grove Center was approved as a state-approved educational center by the Board of Governors](#)

[program reviews \(PrOF\)](#)

[unit plan](#)

[Capital Outlay Budget \(COB\) and Instructional Technology and Multimedia Budget \(ITMB\)](#)

[processes](#)

[COB/ITMB process](#)

[PC Renewal Plan](#)

[Spring 2014 LRCCD survey](#)

[Long Range Capital Plan](#)

III.B.1.a

[Maintenance Connection](#)

[Unit Plans Data \(CIPS\) Facilities Section](#)

[Facilities Master Plan](#)

[Los Rios Facilities Management Organization Chart](#)

[Maintenance Connection](#)

[Health and Facilities Committee](#)

[2014 survey](#)

III.B.1.b

[Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Report](#)

[Emergency Notification System](#)

[Crime Prevention Through Environmental Design](#)

[ADA Transition Plan](#)

[ADA Transition Plan](#)

[College Health Services Office](#)

[plan to restrict smoking to designated areas of campus](#)

[Safety Training Programs](#)

[Injury and Illness Prevention Plan](#)
[CRC Health an Facilities Committee](#)
[District Safety Committee](#)
[Los Rios Community College Risk Management website](#)
[ADA Transition Plan](#)
[2014 Accreditation Survey of College employees](#)
[LRCCD Employee Perceptions Survey Spring 2014](#)
[ADA Transition Plan](#)
[ADA Transition Plan](#)
[ADA Transition Plan](#)
[ADA Transition Plan](#)

III.B.2

[institutional planning processes](#)
[unit plans](#)
[Health and Facilities Committee](#)
[Maintenance Connection](#)
[College Room Use Report](#)
[Facilities Master Plan](#)
[Long Range Capital Plan](#)
[requests submitted for funding through the Budget Committee](#)

III.B.2.a

[Facilities Master Plan](#)
[Los Rios Community College District 2014-15 Adopted Budget \(page 145\)](#)
[80% of the parking structure's electricity](#)
[College's Winn Center has earned a LEED Platinum certification](#)
[College authorized three new classified positions](#)

III.B.2.b

[Los Rios Community College District Function Map](#)
[Health and Facilities Committee](#)
[unit plan](#)
[2014 Accreditation Survey](#)

III.C *Technology Resources: Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.*

Overview

Technology provides the platform to support all essential College operations. In various forms, it delivers instruction and maintains library databases; supports enrollment, assessment, educational planning, financial aid, and all other student services; and performs administrative and operational processes from business services to human resources and facilities maintenance.

Cosumnes River College is at the forefront in use of technology to serve the needs of teaching, learning, support services, and administration. Through the integrated planning and resource allocation process, hardware and software is carefully selected to ensure overall institutional effectiveness through technology resources.

III.C.1 *The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.*

Descriptive Summary

Technology resource selection is driven by department program reviews, unit plans, the [Distance Education Master Plan](#), the [DEIT Committee](#), and the [LRCCD Educational Technology Committee](#). Whatever technology is used is a function evidence that verifies the needs of students, employees, the teaching and learning process, and student support services. Technology is integral to the execution of the College's mission, and, for this reason, technology, along with support systems and personnel, is embedded throughout the Organization.

Professional support resources for College Technology include the Dean of Learning Resources and College Technology; the Distance Education Coordinator, who is responsible for technology training; the [Distance Education and Web Development \(DEWD\) Department](#); and the [CRC Information Technology Department \(CRC IT\)](#), which ensures the upkeep and maintenance of CRC's information technology resources. This network of support personnel also facilitates [online services](#) for students including instruction, library electronic services, admissions and registration, financial aid information and processing, college orientation, academic advising, [distance education](#), and textbook purchasing.

Technology needs are identified and prioritized through [program review](#). Every two years, guided by the current [unit plan](#) and according to the [Resource Allocation Guide](#), each

department develops its [Instructional Technology/Multimedia Budget \(ITMB\) requests](#) for classroom-related technology needs and [Capital Outlay Budget \(COB\) requests](#) for non-classroom technology needs. These requests are considered and voted upon by the [Distance Education and Information Technology Committee \(DEIT\)](#) and [CRC Budget Committee](#), which oversee allocation of technology resources. Departments may reassess and modify their program reviews and unit plans to be responsive to changing technology needs. The degree to which technology is effective in serving students, faculty, staff, programs, and support departments is continuously assessed by these entities.

The DEIT Committee contributes to the overall technology planning for the College, including that portion of the capital outlay budget focused on instructional technology and multimedia. The District wide [Educational Technology Committee \(ETC\)](#) helps to coordinate instructional technology resources across the District. The ETC consists of representatives from all colleges as well as the District Office.

Technology is an essential component of admissions, records, and student planning. The [eServices](#) online portal may be accessed directly through [CRC's homepage](#) and several [District web portals](#). These multiple portals provide students access to registration, payment/account information, a District unofficial transcript, class search, and an academic planner. Students now also have a "Steps to Success" section in their eServices accounts. This section gives assessment placement information and shows which matriculation steps have been completed. eServices also provides a tab for students to view their iSEPs (Student Educational Plans).

Concise, step-by-step instructions are provided online in text and video formats via Help links in eServices. This material is also available online to students outside of the secure, password-protected eServices environment. Students may also get assistance with eServices using the LRCCD Help Desk, CRC's Admissions and Records Office, or staff at the Information Desk located in the College Center building.

eServices is provided by the PeopleSoft Enterprise Resource Planning system for education, which is also used as the College and District wide financial/budget software system as well as the class scheduling and enrollment system. eServices provides for a robust query program that is used by Crystal Reports to help generate documents for decision-making and reporting purposes. District staff provide training to College-based trainers who in turn train College staff and faculty on changes and upgrades to eServices.

[Distance Education and Web Development \(DEWD\)](#) is located in CDC-106 and houses computers and special peripherals such as scanners, digital video encoding workstations, and digital video cameras. DEWD provides training and support for eLearning (D2L), streaming media, CMS, and website assistance. The Distance Education Coordinator and Educational Media Design Specialists are available to faculty for individual instruction, provide scheduled workshops, and maintain materials for self-paced training.

The [Professional Development Committee](#) (PDC) offers FLEX and other professional development workshops that include training on online rosters and grades, multimedia equipment, course management software and many other topics. The PDC also reviews and approves employee requests to attend conferences, workshops and other training opportunities. Technology training needs are identified via [College-based surveys](#) and implemented based on these assessments.

There are numerous instructional labs on campus staffed by instructional assistants and student workers, who assist students. The Business & Family Science division piloted and successfully institutionalized a designated Online Instructional Assistant, who provides support for select online classes by answering student questions via discussion boards, email, chat and phone during afternoon and evening hours. The College hopes to replicate this model by hiring additional Online Instructional Assistants when resources become available. [Disability Support Programs and Services \(DSP&S\)](#) instructional assistants guide students in the use of adaptive computer technology and computer related assignments, including eLearning (D2L) course components. Students and employees have access to [Los Rios Google Apps](#), all students now have [Los Rios Gmail accounts](#). The District wide phone system is switching over to [Voice over IP \(VoIP\)](#) and related [training](#) is available via DEWD.

Self-Evaluation

Students can access online help and assistance resources via the District portals. The College's eLearning (D2L), eServices and Library online portals provide instructional resources and student services, including online registration for classes and course grades.

Comprehensive technology training for employees is provided by DEWD, the Center for the Advancement of Staff and Student Learning (CASSL), the Library, and other College entities as needed. The District provides training on any upgrades or changes to eServices. The professional development processes allow all employees to apply for funding to pursue specific training needs not otherwise available.

The College provides a comprehensive array of technology assistance to meet the needs of teaching, learning, and student support. Through well-established and systematic planning processes, faculty and staff have the primary role to identify technology needs. Technology resource requests derived from unit plans are forwarded to the ITMB and COB participatory governance budget processes for prioritization and funding. Verification of necessary infrastructure and support personnel is a factor in consideration of proposals for new technology.

The College is well-served by the very qualified information technology staff, DEWD Department, and College technology leadership. The technical resources available to the faculty, staff, and students complement and augment the learning experience at CRC. Various resources located on campus aid in improving the institutional effectiveness of the College. The College welcomes research projects to enhance understanding of our students and factors that contribute to their success. LRCCD faculty and their students participate in research projects including classroom-based or student service research, student research

projects, and extra-curricular research. The [College Research Office](#) provides support and instruction if a faculty member plans to use data either from the College's students or the community for research that is not classroom-based as, for example, part of a sabbatical, for professional interest, or for a graduate thesis or dissertation.

This level of planning integration ensures that classroom, faculty, staff, student, department, support staff, and district technology support needs are addressed in a systematic process, utilizing the participatory governance committees for oversight and primary decision making. Program Review and Unit Planning evaluate the quality of these. This process provides a fair, systematic, transparent, and comprehensive methodology to address, assess and enhance the College's technology.

Actionable Improvement Plan

None.

III.C.1.a *Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*

Descriptive Summary

The District Office Information Technology Department (DOIT) provides [approximately 400 servers to support various functions](#) in the computing and network infrastructure. Of these, about 322 have been virtualized, which allows running multiple servers on a single hardware host. The use of virtualized servers, a fiber optic high-speed network, and redesign of the information architecture have reduced the likelihood of downtime due to hardware and network failures. A failsafe off-site backup data center has been implemented at the Folsom Lake College location to protect the District from loss of network and core application services in case of a disruption at the District's data center. DOIT works with the colleges on an ongoing basis to identify college-based network resources that are nearing saturation, and to plan and deploy additional capacity to support college plans and priorities. Each month, DOIT staff meet with CRC IT staff to identify opportunities for improvement, solicit input on emerging initiatives, and coordinate activities. To facilitate voice communications across the College and the District, DOIT is implementing a VOIP-based unified communications solution and phasing out the legacy phone system. A second fiber optic link to the Internet is expected to be established by the end of 2015 to provide redundancy to the College's primary network link.

Given an extensive IT infrastructure, technology resources are distributed throughout the College to serve the development, maintenance, and enhancement of its programs and services. Technology services, facilities, hardware, and software decisions are made using data from department program reviews and division unit plans. Once needs are identified, resource requests are reviewed, prioritized, and authorized through the appropriate College and District resource allocation sequence: position request and hiring, Instructional

Technology & Multimedia Budget (ITMB), or Capital Outlay Budget (COB).

To effectively communicate issues relative to instructional technology (IT) and distance education (DE), the [DEIT Committee](#) provides a single point of contact. This committee meets monthly during the academic year for ongoing dialog and coordination of technology policies, priorities, funding, resource allocation, planning and implementation. The DEIT Committee also provides input to the various District wide IT and DE task groups so that College interests are included in decision-making at all levels. DEIT is responsible for plans and goals for technology and distance education - most prominently the College's [Distance Education Master Plan](#). Another responsibility is to function as the advisory group for development of facilities plans and to assist in Capital Outlay projects related to technology and distance education.

In support of DE and more timely contact with students in general, the College and District have moved from the in-house student email system, iMail, to an LRCCD-based Gmail system. [iMail was disabled on July 1, 2013](#). [Los Rios Google Apps](#) now provides all students with a free college-based email account, 30GB of cloud-based document workspace, and cloud based applications such as Google Calendar and Google Sites. Los Rios Google Apps provides, also free of charge to students, Google word processing, spreadsheet, presentation, and drawing software.

Faculty and students interact through course management software in a majority of CRC classes. The College began using Desire2Learn (D2L) for its eLearning platform as a pilot in summer 2008 in parallel with Blackboard, which was previously in place but discontinued after spring 2009. The Los Rios Community College District Office IT Department (DOIT) provides and maintains D2L. Before taking a distance education course, students are encouraged to self-assess their readiness for the experience through an online survey accessed via the distance education information page. Also, "Online Student Success" is a course available to help with learning the skills necessary to succeed in the online learning environment. Counselors and distance education instructors are aware of this class and advise students to take it as necessary.

[D2L has been well accepted](#) by both faculty and students. According to the [Fall 2013 Distance Education \(DE\) Student Satisfaction Survey](#), the change to D2L has proven beneficial to our students' learning experience. As of the spring 2014 semester, over 70% of all classes offered by the College - DE and on-ground - are using D2L. Overall, students are satisfied with Distance Education classes. About 70% of the respondents to a [student survey in spring 2014](#) agree or strongly agree with positive statements about the classes being offered through D2L.

Besides providing ongoing infrastructure and classroom support, CRC IT staff work with faculty to measure the extent to which technologies improve institutional effectiveness. Faculty and staff MacOS- and Windows-based desktop computers are evaluated according to the College's [PC Renewal Plan](#) to determine how well they meet specific employees' technology requirements. Based on these evaluations, individual computers are scheduled

for replacement with upgraded new or refurbished equipment; the College makes every effort to remain fiscally responsible so uses current assets if possible. Then, a list of the upgrade paths for all College desktop computers is compiled by CRC IT and the Dean of Learning Resources and College Technology. The CRC Management Team reviews the list for accuracy and completeness. Next, the list of all College desktop computers and their upgrade paths goes out to the general College community for review and feedback. The Dean of Learning Resources and College Technology evaluates any suggested changes or on a case-by-case basis. Finally, the fully vetted list is posted in the IT section of the CRC website where the College community can refer to it. This process effectively captures the technical needs, the administrative needs, and the individual user needs in the always-current PC Renewal Plan. Outside of the PC Renewal Plan, departments may also use their own funds for approved equipment and software.

The College maintains more than 1,200 computers in support of student learning. Of those approximately [369 computers have been set up for openly available student use](#) in the Campus Computer Lab, Business/CIS Lab, Library Main Lab, Library Computer Lab, Math Center, English as a Second Language Lab, Foreign Language Lab, Reading/Writing Center, Tutoring Center, MESA, Diop, BIT Workroom, ADT Workroom, Chemistry Lab, Mac Lab, and the Elk Grove Center.

The following table identifies the campus locations of computers available for student use:

Location	Title	Computers
AG-102	Student Use Computers	4
AMT-101	Student Use Computers	2
AMT-102	Student Use Computers	2
AMT-109	Student Use Computers	5
L-106	Assessment Lab	31
BS-145A	Business/CIS Computer Lab	38
BS-145B	Business/CIS Computer Lab	33
BS-146	Computerized Classroom	32
BS-153	Computerized Classroom	35
CAC-104	Athlete Computer Lab	6
L-227	Career Center	4
S-407	Computerized Classroom	15
BS-106	Coop Lab	3
A-602	Student Use Computers	1
A-605	Student Use Computers	1
BS-147	DIOP Puente	3
DSPS	DSPS Lab	7
EGA-202	Elk Grove Center computer lab	58
EGA-204	Elk Grove Center Learning Resource Center	16

S-109	Computerized Classroom	16
NTB	Green Force Lab	30
L-101	Student Use Computers	4
L-231	Library Main Lab	38
L-232	Library Mini Lab	8
L-245	Library Computer Lab	31
LRC-108	CVPA classroom	33
LRC-109	Journalism Classroom	16
LRC-202	Reading/Writing Center Classroom	35
LRC-203	Reading/Writing Center	49
LRC-204	Campus Computer Lab	60
LRC-205	Math Center	35
LRC-210	Computerized Classroom	36
LRC-216	Tutoring Center	10
LRC-217A	Foreign Language Lab	31
LRC-221	English as a Second Language Lab	29
M-204	Music Lab	27
S-104	MESA	13
P-76	Testing Center	4
WIN-102	Pharmacy Tech Lab/classroom	34
S-108	Biology Lab	8
S-201	Biology Lab	8
S-208	Biology Lab	8
S-216	Biology Lab	8
S-217	Biology Lab	8
S-307	Physics Lab	12
S-308	Physics Lab	12
S-407	Chemistry Lab	5
T-117	Technology Lab	32
CC-167	Veteran Center	5
WIN-151	Architecture Computer Lab	44
WIN-152	Student Use Computers	4
WIN-153	Drafting Lab	36
WIN-204	Photography Lab	34
WIN-208	Photography Lab	5
WIN-253	Student Use Computers	4
	*This table includes primary student use computers. This table does not include multimedia machines, kiosks, printing support, informational displays and other miscellaneous student support computers.	

Self-Evaluation

The District Office of Information Technology keeps District wide systems current with patches and upgrades to remain in the vendor's support window. As a result, the availability of IT resources is high. At the College, information technology facilities, hardware, software, support, and services are all derived from integrated planning and resource allocation.

The program review and unit plan process drive technology services, support, facilities, hardware, and software. The information technology budget process is directly integrated with unit plans and program review. The DEIT Committee, a participatory governance committee, has overall responsibility to coordinate the College's activities related to technology and distance education policies, priorities, funding, resource allocation, planning, and implementation. The DEIT Committee also develops and implements the College's Distance Education Master Plan (DEMP). Several members of the DEIT Committee also serve on the District Educational Technology Committee (ETC) and other District information technology-related committees.

College wide involvement in program reviews, unit plans and participatory governance entities, such as the DEIT Committee, helps to ensure that appropriate technology is used to enhance the operation and effectiveness of the institution. Decisions are made in each department and forwarded via unit plans to the budget process. The DEIT Committee provides oversight, guidance, and direction to the College on technology matters. DEIT members also serve on the District Educational Technology Committee (ETC), which works closely with DOIT to recommend further improvements to an already effectively functioning and reliable eLearning learning management system.

Technology services, professional support, facilities, hardware, and software enhance the operation and effectiveness of the College. This is verified in a [CRC 2014 Accreditation Survey](#) where 81.7% of respondents agreed or strongly agreed that the computer in their office is sufficient, a 10.1% increase over the 2008 Accreditation Survey results. In addition, 68.6% agreed or strongly agreed that computer systems to support classroom instruction are sufficient, a 10.7% increase over the 2008 survey results. While there remains room for improvement, technology is integral to continuous quality improvement at CRC.

Actionable Improvement Plan

None.

III.C.1.b. *The institution provides quality training in the effective application of its information technology to students and personnel.*

Descriptive Summary

The College and District provide training for all new technologies to those who need it. As

noted above, the Professional Development Committee routinely assesses training needs for College employees. Training needs for students are identified via student input to the District Help Desk, the Admissions and Records Office, [student surveys](#), participatory governance committees, and District and College Public Information Office websites. Training needs for College employees are identified through personnel requests, the District Student Administration Liaison Team, staff surveys, workshop evaluation forms, advisory committee input, program reviews, professional development requests, and participatory governance committee activities.

Students utilize the PeopleSoft system via their online portal, eServices. eServices provides registration, payment/account information, access to a District unofficial transcript, class search, and an academic planner. Concise, step-by-step, written and video instructions are available online via [Help links in eServices](#). Students can also access this instructional material online outside of the secure, password-protected eServices environment. The LRCCD Help Desk, the Information Desk, and the CRC Admissions and Records Office for eServices provide assistance during office hours, and students can access their Library account through a link on the College's Library webpages. Students can access their book loan account as well as other Library resources such as research databases. The Library faculty and staff provide many online Library training videos and modules to assist students with their online Library accounts.

The Library also provides training sessions, both individual and group, for using the various online resources. A large portion of librarian time is spent training students how to search the library catalog, various subscription research databases, and the Internet. For this purpose, the Library developed a series of [instructional library tutorial videos](#) to provide self-paced online training for students and employees. The reference librarians also train students to log in and reset computer network, eServices, and Desire2Learn passwords; to navigate within eServices, and Desire2Learn; and to execute basic computer operations like saving and copying files. Periodically, librarians provide the same types of workshops for faculty and staff. In 2014, the department initiated the process to hire an additional adjunct librarian. This individual will work with at-risk and challenged students in specific Basic Skills Initiative courses for whom research, reporting, and paper writing are new or difficult.

In the numerous instructional labs on campus, instructional assistants work one-on-one with students. The Open Computer Lab (LRC-204) is staffed by a full-time instructional assistant and three temporary classified instructional assistants, with one of them occasionally assigned elsewhere. The Business/CIS Lab (BS-145) is staffed by a full-time instructional assistant and two temporary classified instructional assistants. During evening hours, these instructional assistants answer discussion board and phone questions from students in online courses. Additional instructional assistants work in several other student support facilities on campus. The Disabled Student Programs and Services (DSP&S) maintains the [High Tech Center](#) where instructional assistants help students with the use of adaptive computer technologies and computer-related assignments including eLearning course components.

Employees receive training in whatever technology they have cause to use. All employees use the Microsoft Office suite of applications, primarily Outlook, Word, Excel and

PowerPoint with less global use of Visio and Access. Microsoft's Internet Explorer is the default web browser. Select administrative personnel have access to People Soft Enterprise applications only as authorized by a security maintenance vetting process. Student services departments, the Business Services Office, Campus Operations, and the Instruction Office are the primary users of this system. To a lesser extent, PeopleSoft is also used in instructional divisions.

The primary vehicle for training of College employees is the train-the-trainer method. A very small group of College employees are involved in the evaluation of, and preparation for, updated versions of system software at the District. This cadre works with DOIT staff to identify areas of training concerns and solutions. One part of this is to prepare training guides for general instruction in the new technology. Having gained the experience of working with the new software system or version, these College employees return to the College and provide training to meet the specific needs of various offices. The knowledge base then spreads as this larger group of trained staff, in turn, trains their co-workers in offices, computer labs, and FLEX training workshops. Other systems used by administrative personnel are the SARS-GRID system used by Counseling and the PowerFAIDS system used by the Financial Aid Office. Staff training for these systems is facilitated through a combination of vendor-sponsored instruction and in-house training also using the train-the-trainer method.

The Media Services Department is located on the first floor of the Library and houses computers (Windows and Macintosh), scanners, digital video encoding workstations, and digital video cameras. The Media Services Department provides check-out services for technology equipment, such as Laptops (13), P.A. systems (9), camcorders (6), microphones (2 wireless and numerous wired), digital recorders (2), digital projectors (5), document cameras (2), and similar devices. The Media Services Department provides and maintains the studios and broadcast equipment for our broadcast televised distance education classes. In addition, the department provides technical support, maintenance, installation, and repair of all media and smart classroom equipment on the main campus and at the Elk Grove Center. The department is comprised of a senior broadcast engineer, two A/V production and maintenance technicians and a clerk. During the course of a semester, part-time employees (temporary classified and student workers) are assigned to direct and run the televised classes.

The Distance Education and Web Development (DEWD) Department provides training and support for eLearning (Desire2Learn), classroom media, televised instruction, streaming media, Content Management System (CMS; Drupal), and website assistance. The Distance Education Coordinator, Educational Media & Web Design Specialist, and the Educational Media Design Specialist are available for individual instruction. Specifically, the Ed Media Design Specialist is the College's designated VoIP phone system trainer and technical resource. Numerous workshops are offered throughout the semester. Faculty wishing to use the multimedia equipment in the hands-on and lecture classrooms must complete an online orientation prior to receiving the keys to the classroom multimedia stations. Both the Distance Education Media and Web Design Specialist and Education Media Design Specialist provide hands-on training to our constituents, via classroom and individually, on

using the CMS that generates our College website and intranet services.

The Professional Development Committee offers [FLEX workshops](#) on Microsoft Office programs, online rosters and grades, multimedia equipment and course management software. Faculty and staff may also apply to the Professional Development Committee for [professional development funds](#) to upgrade their technology skills by attending classes, conferences, and similar training activities.

In addition to training through workshops and institutes, [academic coursework](#) is also an option for staff who want to upgrade skills just as it is for matriculating students who require technology education. The Computer Information Science (CIS) Department offers courses in software applications, operating systems, networking, programming, information security, and web development. Courses are offered during the day, evening, on Saturdays, and online. Many short-term courses are available along with semester-length courses. The Human and Career Development (HCD) Department offers an online course to equip students with the skills needed in an online course. The Counseling and Student Services Departments implemented a new computer lab for the purposes of assessment and training for students on matters such as financial aid (Library-106). The department also provides training on PeopleSoft for its employees on an as-needed basis to maintain its employees' currency on this system.

CRC IT has a professional development plan that provides technology training to our technicians throughout the year. This pre-purchased voucher system provides up to two courses per IT staff member per year and ensures that our IT personnel maintain up-to-date skills in an increasingly-complex technical landscape.

Self-Evaluation

The College provides a comprehensive technology training program for faculty, staff and students. The College is well-served by the training DEWD provides, professional development, instructional labs, and course offerings, as well as training tailored to meet the specific work requirements of a particular office. Staff members are not required to learn system functionality that does not pertain to them. After careful analysis, the contract with a third-party vendor who previously provided help desk services to LRCCD students was terminated in 2013; instead, DOIT employees now staff the help desk for students, too. Online assistance resources are available to both employees and students after regular business hours. The Professional Development and DEIT Committees, with assistance from DEWD, conduct surveys and analyses to assess and continuously improve employee and student technology training.

Actionable Improvement Plan

None.

III.C.1.c *The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.*

Descriptive Summary

Technology resources are distributed throughout the main campus and the Elk Grove Center to serve the development, enhancement, and maintenance of academic and administrative programs and services. The College's Information Technology Department (CRC IT) staff work with the managers to assess equipment needs every three years as scheduled in the [PC Renewal Plan](#). The assessment determines if specific employee computers are able to support their responsibilities. If not, individual machines are replaced either with brand new or cascaded equipment; the College utilizes technology assets in a fiscally responsible manner. In the current three-year cycle, evaluations were completed in 2014, and replacement equipment will begin to be deployed in fall 2015.

Care and upkeep of the College servers and data backup systems have been integrated into the College's [infrastructural and fiscal planning processes](#). During the 2010-11 academic year, the College implemented virtualization technologies to provide a server environment adequately flexible to meet dynamic instructional and administrative computing needs; this had the added benefit of reducing hardware and energy costs. More specifically, since 2009, the number of servers supporting the College's network needs increased from 35 physical servers to the equivalent of 78 total servers - only 29 physical and 49 virtual. Additional servers will be virtualized in the future. In spring 2015, the College's SAN technology was upgraded to provide for additional performance, storage space, and reliability to support this additional growth.

The virtual technology host servers were replaced as part of the College's technology infrastructure improvements. In spring 2010, CRC installed a Liebert 30 KVA (30,000 Volt Amps) Uninterrupted Power System (UPS) to protect the College's servers from unplanned power outages. The College's data center has in excess of 60 minutes of reserve power to allow for the automated graceful shutdown of the College servers in the event of a long-term power outage. The College is currently considering the implementation of a standby generator for power backup to supplement the current battery-based system.

In spring 2009, and again in summer and fall 2014, the College replaced aging network switching equipment with new hardware to support the College's migration to Voice over IP (VoIP) telephony equipment. The College has been proactively reviewing switch replacements and updates to improve reliability and forecasting for effective budget planning.

During summer 2013, CRC added the Elk Grove Center into the College's network infrastructure. The technology needs of the Elk Grove Center have been fully integrated into the College's technology equipment and maintenance planning processes.

While CRC has maintained adequate and appropriate data backup systems with sufficient redundancy to avoid catastrophic data loss, the growth of volume of the data backups has been significant in recent years, which necessitated an increase in backup capacity from 4TB (terabyte) in 2009-10 to 16TB in 2013-14. The College replaced the onsite backup infrastructure with the current solution in 2010, increased onsite capacity in 2012, and, in conjunction with DOIT, added 10 TB of offsite backup capacity in 2014. In fall 2015, the College will implement another new backup software package to improve data protection for data stored in the College's virtual servers. The CRC IT unit plan calls for additional backup capacity and improvements through 2016.

CRC IT currently coordinates regular backup of over 16TB of data to disk-based backup storage onsite, with over 3TB of critical data being replicated to offsite disk-based storage. Data recovery of recently lost files is now available to the owners of those files without CRC IT involvement through shadow copy services on the network servers. This increase in capacity and data security is in line with prevailing data storage and usage trends, and the recent implementation of a regular budget line-item for IT infrastructure allows CRC IT to maintain backup capacity ahead of projected usage metrics.

In conjunction with the PC Renewal Plan and annual operating budgets for essential technology infrastructure, the [Capital Outlay Budget \(COB\)](#) and [Instructional Technology and Multimedia Budget \(ITMB\)](#) processes are used to prioritize and fund technology. College departments use these two-year cyclical processes to request and procure new or replacement equipment. The COB process is used for non-instructional technology equipment, and the ITMB process is used specifically for instructional information and communication technologies. After technology-related needs are identified through [program reviews](#) and prioritized in [unit plans](#), area managers submit requests to the Budget Committee for discussion, voting, and ranking. Finally, the College President reviews and approves the final recommendations. Equipment and software requested via the ITMB and COB processes are reviewed by CRC IT staff to determine if the assets may already be available at the College. Departments may also choose to expend their contingency funds for approved equipment and software.

The College identifies and prioritizes IT staffing needs, as it does all other staffing improvements, via its institutional planning and resource allocation processes. Program review identifies and justifies needed positions, and they enter the queue for prioritization and funding through unit planning. The process used to prioritize IT staffing needs is fully described in the College's [Classified Position request process](#).

To support student learning, over 1,200 computers have been set up for student use. CRC IT provides technical management and support for 51 computer labs and classrooms, which range in capacity from three to 60 computers. This includes five new computer labs - three at the College's new Elk Grove Center building and two in the new Winn Center building, which opened in August of 2013. CRC IT collaborates with College faculty in preparing labs for instructional use. CRC IT also consults with faculty members to ensure that the [required instructional software](#) is included in the base template for each lab.

DOIT provides primary support for eServices, Onbase document imaging system database, eLearning, and Los Rios Gmail and Google Apps. CRC IT staff are responsible for maintenance and backup of network shared resources and actual images created with the Onbase system. The network space allotted to employees and students is backed up regularly.

DOIT has a replacement schedule for all core computer and network resources. The implementation of virtualization has reduced the hardware cost for servers, enabling DOIT to retire some of the older servers sooner than originally scheduled. DOIT purchases maintenance contracts for these critical resources to ensure timely replacement in the event of equipment failures.

Self-Evaluation

In coordination with the District, the College plans for the allocation of resources to support the maintenance and replacement of core computing and network systems. Relative to the same survey in 2008, respondents to the 2014 Accreditation Survey indicate substantial improvements in the level of agreement about the sufficiency of office computers (10.1%), classroom computers (10.7%), and wireless technology (6.7%). The District's conservative approach to budgeting stabilizes the availability of financial resources for technology, resulting in more consistent maintenance and replacement. System reliability is ensured by having all IT purchases and plans reviewed by CRC IT to ensure compatibility and operability with current systems. The PC Renewal Plan, by which faculty and staff computers are reviewed and upgraded or replaced as needed, helps the College to meet its users' technology needs. CRC IT maintains data security through a comprehensive series of on and off-site backups. CRC IT staff, in conjunction with DOIT, regularly review and update Network Disaster Recovery planning. PCs, computer labs, software, network systems, and infrastructure are systematically planned for, acquired, maintained and upgraded through the College's planning and budgeting processes. These processes are faculty and staff-driven by each instructional and support department, participatory governance processes, and DEIT Committee. The College's IT infrastructure is consistently reliable and secure.

CRC IT's Unit Plan includes requests for updating or replacing College network resources, and these have traditionally been funded as capital outlay expenses via the COB and ITMB processes. However, as a result of an overall assessment of its technology needs, the College implemented new budget line items to ensure funding for select recurring technology infrastructure needs starting with the 2014-15 academic year. By implementing this substantial budget process change with the approval of the Budget Committee, the College has committed a reliable funding source to guarantee that students and employees have access to appropriate computing equipment connected to a reliable network infrastructure.

The virtual server infrastructure has greatly improved the College's ability to respond quickly to changing instructional and administrative server needs while reducing the physical resources required to support these servers. The College is currently replacing its existing virtual server infrastructure with newer equipment to improve performance and build the

capacity needed to support the College's growing IT needs for the next five years. CRC IT purchases maintenance contracts on critical resources to ensure timely replacement and effective reliability. Further improvements to the reliability and performance of the College's network resources are under discussion by CRC IT and DOIT.

While faculty and staff computers are updated or replaced via the PC Renewal Plan, any unplanned needs may be addressed within a division's budget. Under this plan CRC IT reevaluates every three years whether the computing equipment assigned to users meets their job needs.

Computer labs and software needs are addressed through the program reviews, unit plans, and ITMB participatory governance process. This provides for a faculty-driven process, which focuses on instructional and student needs. The College allows for the ability to [address unplanned critical technology replacement needs](#) outside of these planned replacement schedules.

IT staffing is addressed through the classified position request process and is justified by data from program reviews and unit plans. The District periodically reviews and updates IT job descriptions to address changes in technology support needs across the District.

DOIT maintains a replacement schedule for server and network resources. DOIT purchases maintenance contracts on critical resources to ensure timely replacement and effective reliability. CRC IT staff assists DOIT staff with scheduling and providing manpower as needed for any upgrade, replacement or maintenance needs of District-supported server and network resources located at the College.

Actionable Improvement Plan

None.

III.C.1.d *The distribution and utilization of technology resources support the development, maintenance, and enhancements of its programs and services.*

Descriptive Summary

On a two-year cycle, the [Instructional Technology and Multimedia Budget \(ITMB\)](#) and [Capital Outlay Budget \(COB\)](#) processes plan and prioritize non-recurring and discretionary technology resources. The ITMB process identifies technology needs directly related to classroom instruction, and the COB process covers all other campus technology. To guarantee technology resources sufficient to support its programs and services, the College's Annual Operating Budget (AOB) supports essential technology infrastructure using continuing funding sources ([Resource Allocation Guide](#)). In 2014, recurring technology needs, such as software and maintenance agreements, service contracts, and any mission-

critical items, became line items in the College's operational budgets. Items that can be discussed and prioritized via participatory governance remain in the ITMB and COB processes.

The COB and ITMB processes both require that each request for funding corresponds to a planning item in the department/division's PrOF/Unit Plan. This is to ensure that requests are part of the College's overall planning process and are being requested in the context of the overall needs, mission, and goals of the Institution. For items that do not have an existing planning reference, a written justification is required to address why it was not included in that department/division's medium- and long-term planning. The participatory governance group voting on the ranking of the requests (i.e., Budget Committee and DEIT Committee) can then evaluate and take into consideration the merits of that request and why it is a new (and perhaps unforeseen) entry to the planning process.

The ITMB process starts with the divisions' identification of instructional technology needs in their ongoing planning processes, primarily through CIPS documentation. On a two-year cycle, each department prepares its requests for future technology needs through PrOF and submitting them to its area dean for inclusion on that division's list of instructional technology needs. The area dean facilitates a review of those requests by his/her constituents in order to put forward a ranked list, identifying the most needed to the least needed by that division. The area dean submits the division's ranked list of technology requests to the Dean of Learning Resources and College Technology. The collection of all technology requests from all divisions is then collated into a packet for the DEIT Committee to review and rank. The DEIT Committee, as the participatory governance group with oversight of the technology used for instruction throughout the Institution, reviews, discusses and then ranks all submitted items by individual member vote. Once the prioritization vote has established a list, the DEIT committee chair forwards the resulting ITMB recommendations to the Budget Committee and the Vice President of Administrative Services and Student Support for further consideration and funding.

The [COB process](#) starts with the divisions' identification of non-instructional technology needs in their ongoing planning processes, also through CIPS. Similarly to the two-year ITMB cycle, each department prepares its requests for future non-instructional technology and other capital equipment by identifying and prioritizing its needs, and submitting those formal requests to its area dean to be merged into that division's list of COB requests. The area dean facilitates a review of those requests by his/her constituents in order to put forward a ranked list, identifying the most needed to the least needed by that division. Each area dean then submits the division's ranked list of technology requests to the Vice President of Administrative Services and Student Support, who compiles all division requests and forwards a packet to the Budget Committee members. The Budget Committee interviews managers who are seeking expenditures over \$40,000, then votes on and prioritizes the requests.

Additionally, the Budget Committee determines which portion of its budget allocation funds the ITMB process. The prioritized COB and ITMB lists are then forwarded to the College

President for approval and possible adjustment. Following approval and availability of funds, the final COB and ITMB lists are sent to the division deans to begin purchasing.

The College has made provisions to ensure a secure and robust technical infrastructure, providing maximum reliability for students, staff and faculty. At the desktop level, all CRC computer systems are protected by Sophos virus protection via a District wide software license. All systems' virus definition data files are automatically kept up-to-date to ensure protection from the latest threat. There are [provisions to extend that protection to employees' personal computers](#).

The computer operating systems (OS) are also automatically maintained current to the assigned-task-required version, as long as the OS is supportable. Versions that the software company deems end-of-life and therefore out of its support are systematically removed and upgraded to a currently-supported version. In cases where this required upgrade cannot run on the computer in question, that system is replaced by one that can meet the needs of the user. This further ensures that computers are protected from outside threats and from downtime caused by incompatibilities or a lack of updates.

At the network level, several lines of defense ensure a healthy, secure and robust network environment. DOIT maintains control over network traffic and access. Since most Internet connectivity passes through the District Office, District firewalls and designated spam-blocking equipment protect the College's systems from external threats. The standard level of login authentication required to access computers and network helps greatly in protecting against unauthorized and nefarious use, and highly sensitive systems additionally require two-factor authentication. All students must login with their Los Rios user account to use any College computer or the College-provided Wi-Fi with their own devices. In addition, the District uses software tools and applications to periodically scan for vulnerabilities in each college's outward-facing and server networks. This information assists the CRC IT staff in maintaining a secure and fully functional environment for our employees and students. In October 2014, CRC received a [clean "bill of health"](#) with no external vulnerabilities found by the scanning services.

By utilizing the ITMB and COB processes described above, the College keeps its information and communication technology up to date. For medium- to long-term planning, CRC IT, through its program review and unit plans, forwards appropriate requests via the ITMB and COB processes to meet the institutional needs, in the same way each department plans to meet its division's technology needs. Through the ITMB and COB processes, the College ensures community involvement and a participatory governance approach to ranking technology needs for funding. In this way, available fiscal resources are applied to the most important requests first. Even though ITMB and COB have specific faculty, classified, student and administrative membership, the entire College community is invited to participate, attend the budgetary and ranking meetings, and provide input for consideration. However, only officially appointed members of those participatory governance groups can vote to rank requests.

In summary, the College uses the following processes and procedures to plan and/or prioritize the technology resources:

- [Unit plans](#) (identify technology needs in support of division unit plans),
- [Division ITMB/COB processes](#) (identify/rank instructional/department IT needs),
- [College ITMB process](#) (collates departmental instructional IT needs),
- [College COB Process](#) (collates departmental IT/equipment needs),
- [DEIT Committee](#) (evaluates and ranks according to College priority),
- [Budget Committee](#) (evaluates and ranks according to College priority),
- Annual Operating Budgets ([Resource Allocation Guide](#)) (fund ongoing essential administrative technology infrastructure and College and department contingency funds - approximately \$5,000 annually for each instructional division – to accommodate smaller, more immediate needs that may arise), and
- [PC Renewal Plan](#) (replacement/upgrade) for faculty/staff.

In addition to the College policies and procedures, CRC complies with, and participates in defining District Office IT mandated technology infrastructural standards and specifications.

The College gives consideration to equipment selected for distance programs via the ITMB process and the DEIT Committee's evaluation of these types of requests. The [DEIT Committee](#) meets as required to provide ongoing coordination of the College's activities related to technology and distance education policies, priorities, funding, resource allocation, planning and implementation. The DEIT Committee and its webpages provide a single point of contact for communicating status of issues related to technology and distance education. The DEIT Committee also provides input to District wide activities performed by the LRCCD Educational Technology participatory governance group and various other technology and distance education task groups so that College interests are included in decision-making. The [ITMB process effectively identifies](#) technology needs, then prioritizes and distributes them within District and College funding constraints.

At DOIT, priorities for resource allocation are derived from District processes that gather information about needs and interests from frontline employees. DOIT analyzes these requests in relation to other interests and projects, resource requirements, and feasibility. A committee formed by representatives of all colleges and their constituent groups then votes to rank the projects. Participatory governance processes also direct educational technology projects through the Educational Technology Committee (ETC). Other projects are vetted through the vice presidents' councils.

DOIT maintains reciprocal primary and secondary (backup) data centers at the District Office and Folsom Lake College, which contain all of the components needed to operate its core administrative applications. The District Office data center houses the primary databases for D2L as well as PeopleSoft Campus Solutions/Student Admin (SA) and Human Resources (HR). The Folsom Lake College data center houses the primary database for PeopleSoft Financial System (FS). A "standby" database and content server is housed at the secondary location, which is kept in sync as transactions occur – within seconds for PeopleSoft, minutes

for D2L database and approximately every four hours for D2L content due to its large size.

The web and application servers that handle the user connections for each system are split between two locations for redundancy. The configurations are sized to handle peak transaction volume during registration periods, high-volume D2L activity (1st week, finals, etc.), or heavy FS/HR activity (fiscal year end and beginning of school year). All servers and databases send alerts to the technical staff when failures occur to start problem-solving quickly. If a complete failure occurs at one location, the fail-over to an alternate standby database requires manual intervention by an IT technician. Approximately one hour is required for each standby database. The highest priority database would be available in place of the primary within an hour. In situations where fail-over of *multiple* databases is necessary (a whole-site disaster), the total time unavailable will depend on staff availability and priority. Depending on the time of year, the priority will be first for D2L and CS (Student) systems, then HR and/or FS.

In the case of a partial site failure involving for example a server, storage, or network failure at one location, the web/app servers at the backup location would continue to operate with no disruption unless database fail-over were required. Users on the web servers at the failed location would be dropped but could immediately log back on once the database is available. A small number of special, single purpose servers do not have redundant backups and would require technical intervention to move or recreate in a disaster. These would not keep the overall systems from operating, but would reduce specific capabilities for up to a few hours. This includes PeopleSoft Report Repository, batch processing, and application messaging between Student and HR systems.

A complete Data Center failure during a peak-load situation would require the creation of additional web/application servers at the alternate location. The system would operate at a reduced capacity until the rebuild was complete. As each web/app server is rebuilt, it would be put into production, one-by-one, until the full, peak-load configuration is returned. As a result, the system performance would gradually improve from the ½ configuration to the full configuration over a day or more, depending on staff availability. All web/app “rebuilt” are from “virtual machines” (VMs) which can be cloned and reconfigured through the VMWare software.

In the unlikely case of a disaster of both data centers, we have backup copies of the databases at a third site (ARC). However, the third site is not designed to allow the many servers to operate there, so it just holds backup copies of the data. If we had to recover from a two-site disaster, we would have the data (possibly a day old), but would need to rebuild all of the infrastructure (such as data center facility, HVAC, power, and all of the virtual servers) and acquire and install physical servers for the databases.

In regard to the LRCCD network:

- All network elements at the campuses and datacenters are monitored continuously.

- Each main campus has redundant connectivity to District datacenters (District Office and FLC). This provides resiliency in the event of a fiber pathway interruption, but there may be single points of failure at some locations.
- Dynamic routing using OSPF (open shortest path first routing protocol) is utilized throughout the District to automatically adapt to changes in network topology.
- Each main campus has a primary and standby firewall. Manual failover is required, but there is resiliency in the event the primary firewall fails.
- Each main campus uses a core Ethernet switch that connects the building on campus using either single-mode or multi-mode fiber. These core switches have dual processing modules to provide resiliency.
- The District has two 1 Gbps links to the Internet through CENIC. One is terminated at District Office, the other at FLC. The links are deployed in an active/standby configuration, with automated failover. The two connections are terminated at two different CENIC datacenters.
- Connectivity between the MDF (data closets) of each campus and campus buildings is vulnerable to fiber cuts since each building has only a single connection to the campus core Ethernet switch or a single connection per floor of the building.

Self-Evaluation

The College's programs and services are developed, maintained, and enhanced through the effective distribution and utilization of technology. Using comprehensive program review and unit planning processes, each department evaluates and prioritizes its technology needs. CRC IT program review and unit plan encompass College wide resources such as the campus network. Decisions regarding the use and distribution of technology resources are made in the DEIT Committee and through the ITMB and COB budget processes. Set policies and procedures relating to these processes are in place, allowing for clarity and transparency in decision-making.

When addressing technology needs, each department works with the IT staff to ensure that technology being considered for purchase is reliable and secure and integrates with existing systems. The DEIT Committee also provides input via the ITMB ranking process. Several members of the DEIT Committee serve on the District wide Educational Technology Committee to ensure security and reliability of District wide systems and compatibility with CRC systems.

At the District level, the ETC informs policies and regulations regarding distance education. Along with the College's DEIT Committee, the District ETC makes recommendations regarding distance education software and services, including which learning management systems are used throughout the District.

Recent additions to the infrastructure achieved via the ITMB and COB processes include:

- improvements to the Server Virtualization infrastructure,
- improvements to the D2D backup strategy to replace tape backup, and

- network security provided by District firewalls, server-level security, and Nessus active network scanning.

Also, the College’s PC Renewal Plan evaluates and plans for the upgrading and/or replacement of all College desktop computer systems on a three-year cycle. Through this process all non-instructional computers are evaluated and marked for upgrade or replacement with an existing repurposed system or replacement with a newly purchased system.

DOIT and the various departmental managers continue to add functions and services to improve efficiency and reliability of the core administrative, instruction and student services applications. The pilot of processing online electronic purchase requisitions has explored the challenges and opportunities of reducing the cost and time lag of the paper-based purchasing process and continues to be evaluated with District Office Purchasing Department for mainstream usage. In addition, in 2014 CRC participated in forming the new LRCCD wireless network infrastructure standard and subsequently replaced all wireless access points, which improved and expanded service on the main campus.

Actionable Improvement Plan

None.

III.C.2 *Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of the technology resources and uses the results of evaluation as the basis for improvement.*

Descriptive Summary

Department [Program Reviews](#) include assessment of technology currently in use relative to current and projected needs, often in consultation with CRC IT staff. The division then aggregates and prioritizes technology and budget needs from program reviews as part of the Unit Planning Process. Supported by data in the unit plan, ranked requests then move to the Budget and DEIT participatory governance committees for inclusion in either the [COB](#) or [ITMB](#) allocation process.

The COB and ITMB processes further assess, review, and rank College wide discretionary technology needs. Each committee reviews and ranks funding requests using a similar process. Finally, the Budget Committee assesses the cumulative funding requests from both processes, establishes a budget allocation for technology needs, and forwards a ranked list of recommendations to the College President. Approved [COB requests](#) and [ITMB requests](#) can be procured as soon as the funds are available.

Self-Evaluation

CRC’s technology decisions are based on needs identified through comprehensive department program review and division unit planning processes. Requests are then

submitted and prioritized across the College by participatory governance committees. Constituents discover technology needs through program review, and resulting requests are then assessed, ranked, and budgeted by the COB and ITMB funding processes as well as the Classified Position Request process. This sequence ensures that CRC's technology planning is fully integrated with institutional planning and processes, and that faculty and appropriate staff are primary in assessing the use of technology and making determinations on appropriate improvements.

The College facilitates systematic assessment of technology effectiveness and uses the results of that assessment to prioritize technology improvements, upgrades, and innovations. From 2008 to 2014, the [CRC 2014 Accreditation Survey](#) results (Executive Summary) show more than 10% increase in the number of respondents that agreed or strongly agreed that “the computer in my office is sufficient” and “the computer systems that support classroom instruction are sufficient.” This clearly indicates that even during a period of restricted resources, CRC's technology planning and allocation systems function well. The appropriate levels of technology in the College's classrooms, computer labs, offices, server rooms, and other facilities utilization serve as evidence that CRC's planning processes result in the effective use of technology resources.

With the input of the College Planning Council and others responsible for optimizing its planning processes, the College periodically assesses its technology resource allocation processes for efficiency and effectiveness. As a result, the College continues to be able to transparently, equitably, and effectively address its constituents' instructional and non-instructional technology needs.

Actionable Improvement Plan

None.

List of Sources

III.C.1

[Distance Education Master Plan](#)
[DEIT Committee](#)
[LRCCD Educational Technology Committee](#)
[Distance Education and Web Development \(DEWD\)](#)
[CRC Information Technology Department \(CRC IT\)](#)
[Online services](#)
[distance education](#)
[Program review](#)
[Unit plan](#)
[Resource Allocation Guide](#)
[Instructional Technology/Multimedia Budget \(ITMB\) requests](#)
[Capital Outlay Budget \(COB\) requests](#)
[Distance Education and Information Technology Committee \(DEIT\)](#)
[CRC Budget Committee](#)
[Educational Technology Committee \(ETC\)](#)
[eServices](#)
[CRC's homepage](#)
[District web portals](#)
[Distance Education and Web Development \(DEWD\)](#)
[Professional Development Committee](#)
[College-based surveys](#)
[Disability Support Programs and Services \(DSP&S\)](#)
[Los Rios Google Apps](#)
[Los Rios Gmail accounts](#)
[Voice over IP \(VoIP\)](#)
[Training](#)
[College Research Office](#)

III.C.1.a

[Approximately 400 servers to support various functions](#)
[DEIT Committee](#)
[Distance Education Master Plan](#)
[iMail was disabled on July 1, 2013.](#)
[Los Rios Google Apps](#)
[D2L has been well accepted](#)
[Fall 2013 Distance Education \(DE\) Student Satisfaction Survey](#)
[Student survey in spring 2014](#)
[PC Renewal Plan](#)
[369 computers have been set up for openly available student use](#)
[CRC 2014 Accreditation Survey](#)

III.C.1.b

[Student surveys](#)
[Help links in eServices](#)

[instructional library modules](#)
[High Tech Center](#)
[FLEX workshops](#)
[Professional development funds](#)
[academic coursework](#)

III.C.1.c

[PC Renewal Plan](#)
[Infrastructural and fiscal planning processes](#)
[Capital Outlay Budget \(COB\)](#)
[Instructional Technology and Multimedia Budget \(ITMB\)](#)
[Program reviews](#)
[Unit plans](#)
[Classified Position request process](#)
[Required instructional software](#)
[address unplanned critical technology replacement needs](#)

III.C.1.d

[Instructional Technology and Multimedia Budget \(ITMB\)](#)
[Capital Outlay Budget \(COB\)](#)
[Resource Allocation Guide](#)
[COB process](#)
[Provisions to extend that protection to employees' personal computers](#)
[Clean "bill of health"](#)
[Unit plans](#)
[Division ITMB/COB processes](#)
[College ITMB process](#)
[College COB Process](#)
[DEIT Committee](#)
[Budget Committee](#)
[Resource Allocation Guide](#)
[PC Renewal Plan](#)
[DEIT Committee](#)
[ITMB process](#)

III.C.2

[Program Reviews](#)
[COB](#)
[ITMB](#)
[COB requests](#)
[ITMB requests](#)
[CRC 2014 Accreditation Survey](#)

III.D *Financial Resources: Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.*

Overview

Cosumnes River College and the Los Rios Community College District have a well-established history of effective financial planning, resulting in long-term fiscal stability. The [District Vision, Mission, Values Statement](#) asserts that “our continuing success is based on careful management of our resources.” The [Cosumnes River College Resource Allocation Guide, page 8](#) states guiding principles for managing financial resources using fiscal stability, planning, flexibility, responsiveness, and accurate financial reporting.

The College budget for fiscal year 2015 is nearly \$43 million, which includes sufficient resources to meet both the fundamental requirements of programs and services as well as support for strategic improvement initiatives ([Los Rios Community College District Adopted Budget 2014-15](#)). To develop the budget, the College uses an integrated planning and resource allocation system based upon Program Overview and Forecast (PrOF). The steps in this system serve to identify needs, prioritize solutions, and allocate resources to maximize institutional improvement. The [Cosumnes River College Planning Guide](#) and the [Cosumnes River College Resource Allocation Guide](#) outline these processes in detail.

For decades, the District has allocated resources received from the state to meet the salary and benefit costs and District and College operational costs based on formulas approved by collective bargaining units as specified in the [Collective Bargaining Agreements](#) and the [District’s Budget Committee](#), a participatory governance group. The formulas provide an efficient way to equitably distribute resources in a large District, resulting in long-term fiscal stability and effective resource management. The allocation formula for the College operational budget includes specific workload measurements such as weekly student contact hours (WSCH), gross square footage, number of full-time-equivalent employees and other factors. The details of the allocation formula are outlined on page 145 of the [LRCCD Adopted Budget](#). The District’s formulaic approach minimizes conflict among bargaining units and colleges as resources are distributed equitably based on specific, rational, and easily measured factors.

Recent volatility and significant reductions in state resources have tested and proven the District’s value on financial stability and the effectiveness of its long-term financial planning. Just as elsewhere in the California Community Colleges, large reductions in funding in 2009-10 and 2011-12 were extremely difficult for the District to manage. The state drastically reduced funding for general apportionment and categorical programs, eliminating some

restricted programs entirely.

During the crisis, the District's long-standing use of formulas for financial resource allocation and past fiscal prudence proved valuable. The District utilized a budget planning process that was deliberative and well communicated throughout the organization. Reductions to course offerings and discretionary spending were proportional across all colleges. The cumulative reduction of apportionment/workload through 2012-13 was 10.9%.

To manage this reduction, the College established a review process for all classified vacancies and only the most necessary were filled. The details of these cost-saving measures are outlined on [page 12 of the LRCCD Budget Book](#). Also, the District Board of Trustees authorized up to \$26 million of reserves to backfill reductions and minimize the impact of the funding cuts on our students and employees. Despite significant reduction of funds, no permanent employees were laid off, salaries were not reduced, and employees continued to receive annual step improvements. Since the state approved Proposition 30 in November 2012, a temporary increase to the state income and sales tax rates, funding has been improved but not restored to the 2008-09 levels. Much of the recent additional funding is for restricted and non-continuing allocations.

Both the District and College have a clear understanding that financial stability and effective use of financial resources are essential to providing reliable, long-term support of the missions of the District and the College. Great care is taken to sustain financial models to serve the needs of the College on a short-term and long-term basis. The [budget](#) and [annual audited financial reports](#) provide in-depth information about the District and College finances and attest to the integrity and financial stability of the Institution. In the event that an exceptional audit finding is noted in the independent auditors' annual audit report, the issue is quickly corrected. An annual fiscal report is also sent to ACCJC, which provides key financial data over a three year period ([ACCJC Annual Report for FY 2013-2014](#)).

III.D.1 *The institution's mission and goals are the foundation for financial planning.*

III.D.1.a *Financial planning is integrated with and supports all institutional planning.*

Descriptive Summary

The District's and College's mission and goals are central to the financial planning process. The District utilizes a number of strategies to ensure that financial planning is integrated with the institutional goals and planning efforts of the colleges. Periodically, representatives from all constituency groups from each of the colleges and the District Office review the [LRCCD Strategic Plan](#). The District's annual [Adopted Budget](#) outlines the agreed upon values, vision, mission, and goals of the District. Included in the [budget executive summary on page 15](#) are

specific goals that reflect the priorities established by the colleges and the Board of Trustees for the budget year.

The District uses a well-defined, formulaic approach to resource allocations to meet the operational expenses of its four colleges as outlined in the [District's Adopted Budget](#) book (page 145). The resource allocation process provides a systematic, fair, and efficient approach to effectively support the District's and the College's Strategic Plan and fiscal year goals. Agreements with employee groups establish methods for distributing resources between compensation (new positions as well as salary and benefit improvements) and other operating costs, which are then prioritized on the basis of strategic improvement initiatives to meet the mission and goals of the District. Regular instructional and student and academic support positions and [Program Development Funds](#) (PDF) are prioritized to meet the District's five strategic goals: Student Success; Teaching and Learning Effectiveness; Access and Growth; Community, Economic, and Workforce Development; and Organizational Effectiveness as identified in the [LRCCD Adopted Budget Book](#) along with the specific annual strategic financial goals.

A [District Budget Committee](#), with representatives from all employee groups and each campus, meets at least twice per semester to review and provide recommendations on the District budgeting process. The committee also serves as an effective communication tool regarding state and legislative matters affecting the District's budget.

Annually, the District completes both a long-term capital projects plan and a five-year [Construction Plan](#), which describe facility needs at the College. The College and District maintain a [Facilities Master Plan](#) and update it as needed to reflect significant changes in long-range facilities projects or College design principles. Additionally, the College uses information accumulated in the [College Integrated Planning System](#) (CIPS) to identify both short-term and long-term facilities needs, thus ensuring that sufficient financial resources will be available to meet the long-term academic and support needs of the College's programs and services.

The College uses its mission and goals as a platform for financial planning. The Guide to [Integrated Planning at Cosumnes River College](#) briefly describes how all of the planning processes are integrated. Academic and support services are reviewed regularly with the District and College Strategic Plan using the [College Integrated Planning System](#) (CIPS). Within CIPS, departments complete program reviews that lead to strategic improvement initiatives and identify the financial, human, technical, and physical resources required to achieve outcomes and advance goals. Resource needs are then itemized in a unit plan and prioritized through various resource allocation processes as described in the [Resource Allocation Guide](#).

College-managed financial resource allocations arise from planning and are divided into allocations for the Annual Operating Budget (one-year cycle) and Capital Outlay Budget (two-year cycle). In addition, the College maintains designated reserves for long-term expenditures such as facilities improvements and essential, administrative technology as well

as contingency reserves for unplanned emergencies ([Resource Allocation Guide](#)).

Annual Operating Budgets (AOB) meet essential and continuing annual operational costs for supplies, temporary staff, equipment, facility maintenance, and other recurring needs. AOBs are reviewed annually by supervisors and managers with their respective vice presidents. Requests for adjustments to AOBs are identified in Program Overview and Forecast (PrOF). These requests are prioritized on a College wide basis by the vice presidents with final review, editing and approval by the College President ([Planning Guide](#), [Resource Allocation Guide](#)).

The Capital Outlay Budget (COB) and the parallel process for Instructional Technology and Multimedia Budget (ITMB) processes are used to fund the equipment needs for College programs and services. Equipment necessary to support general College operations is replaced using sinking funds established in the AOB to ensure continuity of essential College wide administrative services. COB and ITMB requests are initiated through program review (PrOF). Divisions combine the requests from their departments into a comprehensive Unit Plan, ranking requests to submit to the appropriate resource allocation process for college-wide prioritization. The CRC Budget Committee reviews and prioritizes College wide COB requests and the Distance Education and Information Technology Committee reviews and prioritizes ITMB requests. The [Capital Outlay Budget Process Memo](#) and the [Instructional Technology/Multimedia Budget Process Memo](#) are sent to the College constituents to describe and initiate the respective processes. The Budget Committee evaluates available resources and determines how much to use to fund items on the COB and ITMB lists. All actions by the Budget and DEIT committees are forwarded as a recommendation to the President for final review, edit, and approval.

The mission of the Budget Committee is to evaluate and recommend processes and procedures for the distribution of College financial resources to achieve outcomes identified in the College's planning process. As an example, the process for prioritizing College equipment funds provides for input from all areas and requires justification and planning that incorporates educational objectives identified through the department program review and division unit plans. As a participatory governance committee, the Budget Committee includes members from each constituency group - students, classified, faculty and administrators - who carry out their duties with a global perspective in mind. The [CRC Budget Committee procedures, committee charge, membership and minutes](#) are posted on the CRC Website.

Self-Evaluation

The District's budgeting process is an effective tool for ensuring an equitable distribution of resources across the District. It provides both long-term financial stability and an effective link between planning and resource allocation. The District's Budget Committee provides an effective means of communicating financial information to all constituency groups throughout the District and serves as a resource to ensure cohesive alignment between financial planning and District wide goals and educational planning. The formulas in place in the District, which have evolved over time and are reviewed by the District Budget

Committee and bargaining units, provide fiscal stability while allowing for long-term planning that ensures availability of resources to meet the College’s educational objectives.

The College’s resource allocation process is directly linked to its institutional planning process. Financial resources are allocated based on the priorities established in the department program reviews and division unit plans. Other than contingencies established to address unforeseen, critical needs, resources are allocated based on the prioritized needs identified in the institutional planning process and are directly linked to the College Strategic Plan. Exceptions to the process are evaluated by the Vice Presidents and President to determine their relative importance and alignment with the College mission and goals.

The College Budget Committee provides an effective communication tool and resource to ensure alignment of College educational planning (unit plans) with resource allocation. The College Budget Committee provides an allocation process and procedures that have Campus wide acceptance. This process is continually reviewed and improved as needed by the Budget Committee ([Budget Committee Charge and Minutes](#)).

In the [2014 Accreditation Survey](#), 57.9% of respondents agreed or strongly agreed that “CRC provides sufficient financial support for the operational needs of the College,” and another 25.2% were either neutral or did not express an opinion. These results indicate a slight decrease in satisfaction compared to the 2008 Survey in which 59.4% respondents agreed or strongly agreed with the statement. This decrease in satisfaction can be attributed to the funding reductions that occurred during this period. As fiscal conditions improve, it is important for the College to continue to communicate to all constituencies how additional revenues are allocated to meet the most critical College needs and strategic improvement initiatives.

Actionable Improvement Plan

None.

III.D.1.b *Institutional planning reflects a realistic assessment of financial resources availability, development of financial resources, partnerships, and expenditure requirements.*

Descriptive Summary

District personnel with expertise in understanding, projecting, and monitoring revenues have primary responsibility for determining available financial resources for the College. Before allocating financial resources, there must be a reasonable certainty that projected revenues will be realized. To accomplish this, the District develops three budget scenarios referred to as X, Y, and Z. The X budget is a conservative estimate of revenues, consisting of base or prior year revenues earned plus a Cost of Living Adjustment (COLA) if provided in the state budget. The Y budget is a realistic estimate that adds a moderate estimate for growth and

other new revenues. The Z budget is an optimistic budget that includes the maximum expected revenue from growth and other sources of funding. While the Z budget is approved by the Board of Trustees as the maximum spending limit for the District, actual spending limits are based on the most conservative X budget ([LRCCD Adopted Budget page 143](#)). This practice ensures that College planning can proceed without undue contingencies in the event that projected revenues are reduced or eliminated. Also, the District reserves program development funds for allocation during the year to support priorities of the District. Furthermore, [agreements with all collective bargaining units](#) include provisions to retroactively adjust compensation to distribute new revenues after the end of a fiscal year when the actual revenues have been determined. The District upholds its value of financial stability by committing resources only *after* they have been realized.

The College uses similarly conservative fiscal practices, expending only allocations it receives from the District for operational costs, College Discretionary Funds (CDF), and categorical funds. The College utilizes its CDF allocation - the most reliable, continuing revenue source - to fund its Annual Operating Budget, which supports the most essential, continuing operational needs of programs and services. Less reliable, one-time funding sources are used for single or periodic expenditures. The College uses criteria established by its strategic plan and institutional planning process to rank resource requests from all levels of the organization.

Expenditures in the District wide budget include planned increases to achieve access goals for the instructional programs at each college. Budget controls on spending ensure that individual line item expenditures from operational budgets are not exceeded. In addition, both the District and College have procedures to ensure compliance with funding source spending type and amount restrictions. All categorical and grant expenditures require the program administrator to attest that the expenditure is in compliance with the goals and objectives of the program by signing the [Requisition](#).

Self-Evaluation

The College realistically assesses expenditure requirements, financial resource availability, and partnerships as it engages in financial planning. The District and College allocation formulas allow conservative flexibility in planning for the future and ensure that expenditures are not made before actual revenues have been received. Moreover, the District matches expenditures to suitably durable funding streams, only funding ongoing expenditures with continuous revenue sources.

The District's and College's conservative fiscal practices have proven to be flexible and adaptable enough to meet operational requirements and improvement initiatives even in times of economic volatility. This was most evident during the recent fiscal crisis. The impacts of massive cuts to funding were minimized by sound financial planning. The Board of Trustees authorized the use of \$26 million of reserves to backfill some of the funding cuts, allowing the District to avoid salary reductions or layoffs of permanent employees.

Actionable Improvement Plan

None.

III.D.1.c *When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.*

Descriptive Summary

The District and College make financial plans in light of known long-term obligations and the possibility of unanticipated circumstances. The annual budget funds long-term commitments, while designated and undesignated reserves are put aside to anticipate expenditures for both planned long-term commitments and unforeseen costs. As stated in the [District's Independent Auditor's Report](#) on page 15, the District's general fund reserve as of June 30, 2014 exceeds the desired amount identified by the California Community College Chancellor's Office. The District also forecasts costs for long-term facility needs, including construction and major maintenance projects.

Following applicable recognized accounting principles, the District regularly evaluates and fully funds all current and long-term financial obligations. The annual financial statements recognize liabilities, including debt, retiree benefits, and potential insurance claims. The annual Adopted Budget provides funding for these liabilities as well as building maintenance costs.

In addition to maintaining and funding a Self-Insurance Fund, the District began recognizing and funding its other post-employment benefits (OPEB) in 1985 - over 20 years before GASB 45 established the requirement. The Annual Required Contribution is presented to the Board of Trustees and included in the annual budget. As of the most recent actuarial valuation date of July 1, 2013, [found on page 38 of the Independent Auditor's Report](#), the OPEB liability was overfunded. The District has also fully accrued and funded the liabilities for vacation and faculty leave banks.

The District also recognizes the need for both ongoing and non-recurring, major maintenance of aging facilities and allocates financial resources annually through its [Program Development Fund](#) process to match with any state or other funding available for this purpose.

Self-Evaluation

The District and College consider long-range financial priorities when making short-range financial plans to assure long-term financial stability. The [LRCCD Adopted Budget](#) and [annual audited financial statements](#) demonstrate that the District recognizes and annually allocates resources to fund long-term financial obligations. In addition to providing for operational costs, funds are set aside for increasing costs in retiree benefits and other ongoing

non-compensation costs. These costs are considered when making short-range financial plans as well as when planning for payment of future obligations.

The most significant challenge the District will face over the next few years is the cost associated with the unfunded liabilities of the State Teachers and Public Employee Retirement Systems (STRS and PERS). To ensure solvency of these systems, rates will progressively increase, so the District is factoring in these increases as it develops budget plans for future years.

Actionable Improvement Plan

None.

III.D.1.d *The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budget.*

Descriptive Summary

The processes for District and College financial planning and budget development are identified in the referenced documents including the [District Adopted Budget](#) and [College Resource Allocation Guide](#). The District does primary budget planning. For nearly 20 years, LRCCD has used a sophisticated formulaic approach to allocating financial resources to meet its programmatic and operational requirements. Allocations follow a process that has been reviewed and approved by the [District Budget Committee](#) (a District wide participatory governance committee), District and College administration, collective bargaining units, and the Board of Trustees. The College planning and budgeting processes ([Planning Guide](#)) are approved by the [College's Budget Committee](#) (a College wide participatory governance committee) and President ([Resource Allocation Guide](#)).

The College receives "College Discretionary Funds" (CDF) from the District to support its operating costs. The actual dollar amount of CDF is calculated using an approved formula involving a base amount plus allocations for weekly student contact hours, building square footage and full-time equivalent full-time positions. The District outlines the formula on page 145 of the [District Adopted Budget](#). Both the District and College Budget Committees, with representation from all constituent groups, provide input into the budget development process. Beyond communicating with the various constituency groups, the [College Budget Committee](#) and [Distance Education and Information Technology Committee](#) actively participate in the budgeting process by prioritizing Campus wide equipment and technology requests. In addition, the [College Institutional Planning System](#) (CIPS) provides opportunity for other Campus constituencies to view resource requests and provide input into the planning and allocation process.

Self-Evaluation

The District and College clearly define, communicate, and follow their processes for financial planning and budget development. Individuals and constituency groups have multiple opportunities to engage in these processes. The [District's Adopted Budget](#) (inside cover) document provides a comprehensive overview of the District and College Budget and was awarded the Meritorious Budget Award by the Association of School Business Officials in 2008-09. In spring and fall 2014, the College Budget Committee conducted a thorough review of the College budget process. This review, along with much discussion and input from constituent groups, resulted in the comprehensive [Resource Allocation Guide](#).

The [Adopted Budget book](#) (page 22) outlines the budget cycle from the initial Governor's January budget proposal through the final budget revision for each year. The Chancellor communicates the Governor's January and May proposals for the state budget to all employees via email and usually highlights main points of the enacted budget at each college convocation. The most up-to-date budget information is distributed at Chancellor's Cabinet, made up of representatives from all colleges and employee groups.

There are several opportunities for constituencies to participate in planning and resource allocation decisions. Four participatory governance committees have a direct role in the District/College resource allocation process, including the [District Budget Committee](#), [CRC Budget Committee](#), [CRC Planning Committee](#), and the [Distance Education and Information Technology Committee](#). Each committee is comprised of membership from all constituency groups. The District Budget Committee meets at least twice each semester to review budget information and make recommendations as appropriate. At each meeting of the District Budget Committee, members receive information on the state budget and implementation of the District allocation model (including [Program Development Funds](#)). Committee members also have an opportunity to provide feedback on the process.

The College Budget Committee meets every month when school is in session. [The key areas of responsibility of this committee](#) are to understand the budget process, review budget allocations, devise protocols for distribution of financial resources, and to prioritize and then recommend disposition of appropriate financial resources to the College President.

In addition to documenting the process in the Resource Allocation Guide, workshops on the budget process have been conducted during [FLEX staff development days](#) at the start of the spring and fall 2014 semesters, and additional training was provided for managers and staff in fall 2014.

The current College budget process is fair, efficient, and closely linked with planning to support institutional improvement. The process is well documented and communicated; however, the College Budget Committee continues efforts to widen understanding of budget processes and ensure seamless integration with planning.

Actionable Improvement Plan

None.

III.D.2 *To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.*

III.D.2.a *Financial documents, including the budget and independent audit have a high degree of credibility and accuracy and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

Descriptive Summary

As indicated previously, the College institutional planning process identifies the resources needed to accomplish outcomes identified at the program level to support the District and College mission and goals. The District uses PeopleSoft, an integrated software application, to manage its financial resources and ensure that resources are expended in a manner consistent with the approved budget. This system allows for online budget inquiry as well as the creation of special reports. Funds cannot be encumbered until appropriations are made through the budget process. Regular positions and their related budgets are managed through a position control module within the District fiscal services unit, which closely monitors position transactions. Funds appropriated for regular positions cannot be transferred without district office review and authorization.

District and College staff review budgets on a monthly, quarterly, and annual basis. Financial reports, commonly referred to as OCB's (Organization Center Budget), are distributed semi-monthly to District and College Business Services Office staff, which include the percentage of budget remaining for each account as well as summarized allocations to assist reviewers in identifying areas that may need analysis. On a quarterly basis, the District prepares a state-required report analyzing revenues and expenditures. The District also provides an annual report of financial information to the System office that is [audited by independent external auditors](#). Additionally, [several ad hoc reports are available via the web](#) for District and College staff to access timely financial data for effective controls and sound financial decision-making.

Appropriations, which are largely formula driven, are reviewed and authorized by the dean and Vice President of Administrative Services and Student Support and District staff prior to any adjustments. All revisions at the major object level must be reviewed and approved by the District Finance and Administration Department.

All long-term financial and contractual commitments must be reviewed and authorized by the

District. The General Services Department and District General Counsel are responsible for reviewing all contracts before approval or recommendation to the Board of Trustees. The District's [Authorized Signer List](#) specifically identifies positions and persons authorized to sign various documents (e.g. payroll authorizations, purchase orders, contracts, etc.) to ensure proper oversight of commitments and provide accountability and effective management of potential risk for these transactions or agreements.

Investment policies provide specific direction and authorization for the investment of all District and foundation funds. Revenue collections are deposited on a timely basis and subject to identified internal control procedures.

The District is annually subject to an audit of all funds by a licensed independent external auditor. [This audit](#) is completed prior to December 31. Audit findings and the District's responses to these findings are included in the audit report, which is presented to the Board of Trustees and the College each year. The audit for the year ending June 30, 2014 did not report any findings. In prior years, the District had very few findings, and successfully corrected the issues prior to the next fiscal year. The annual audit is considered an effective tool for improvement of the management of the District's finances and demonstrates the District's financial integrity and effective management of financial resources.

Self-Evaluation

The District and College have effective financial management systems with appropriate control mechanisms to ensure the financial integrity of the Institution. Audit reports conducted by an independent external auditor have minimal findings that are corrected in a timely manner. The [Independent Auditor's Report for the year that ended June 30, 2014](#) did not identify any findings, and the one recommendation from the previous year's report regarding state compliance was implemented.

Actionable Improvement Plan

None.

III.D.2.b *Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

Descriptive Summary

The District takes all audit findings very seriously. Audit reports conducted by an independent external auditor have minimal findings that are corrected in a timely manner. [The Independent Auditor's Report](#) for the year that ended June 30, 2014 did not identify any findings, and the one recommendation from the previous year's report regarding state compliance was implemented. As part of the open session presentation to the Board of Trustees of the audit report, any findings are covered along with the District's response and corrective action plan.

The District posts the annual financial and budget report [CCFS 311](#) as well as other budget [information on its webpage](#). In addition, each college receives copies of the budget documents to distribute as appropriate.

District and College budget information is presented to members of the respective Budget Committees, which include representatives from the various collective bargaining units, senates and other constituencies. In addition, relevant budget information is presented by the Chancellor and President at convocation, via e-mail, and through flex workshops, particularly during turbulent funding cycles.

Self-Evaluation

The District and College provide timely information about budgets and fiscal condition, respond to external audit findings in a comprehensive and timely manner, and communicate findings and corrective actions taken appropriately.

Actionable Improvement Plan

None.

III.D.2.c *Appropriate financial information is provided throughout the institution in a timely manner.*

Descriptive Summary

The District utilizes an integrated software system, PeopleSoft, which has given the College greater access to timely and accurate information. The CRC Business Office has the ability to query the system and view requisitions and payments online. This information allows for up-to-the-minute monitoring of accounts and access to information. The budget-checking feature provides greater control and more accurate financial information by rejecting items (payments, transfers, new requisitions) that do not have sufficient budget or are charged to invalid accounts. The query tool allows the College to regularly monitor these exceptions as well as other system exceptions (matching errors, budget checking, accounts not found, etc.). This allows follow-up by the Business Office, often before the District requests information, resulting in a more accurate and efficient process. The ability to view the information directly from the system allows the Business Office to research problems and answer questions in an efficient and timely manner.

The users in College divisions have access to an [external web version of the system](#), which is updated daily. This allows each area to view timely budget and expenditure information on its accounts, purchase orders, and payments at its convenience without requiring access to the live resource management system.

The Vice President of Administrative Services and Student Support Office and the Business Office also hold [workshops](#) to train staff to use the online financial information, complete

paperwork, and follow correct procedures. The Vice President of Administrative Services and Student Support also maintains a standard operating procedures for common campus procedures ([SOP: Hiring Regular Classified Employees](#), [SOP: Classified Evaluations](#)) to relay consistent reliable information on procedure changes or updates. Annual budget meetings are held with division managers and vice presidents after the second (January 2015) or third quarter (April 2014) and as needed throughout the year to review accounts and budgets for the current and subsequent year.

In addition, all constituency groups receive regular updates on the state, District, and College budgets through a variety of communications, including Chancellor updates at convocation and e-mail communications, District and College Budget Committee updates, or other updates by the College President or Vice President of Administrative Services and Student Support.

Self-Evaluation

Accurate and timely data about District and College budget and financial information is readily available to all employees via the District's financial information website and through regular communication with District and College Budget Committees or budget updates by the Chancellor, President, or Vice President of Administrative Services and Student Support.

The PeopleSoft system has allowed for enhanced monitoring and control of the District's financial resources. The integrated nature of the software has improved resource management. However, PeopleSoft is a comprehensive and detailed operating system with periodic upgrades and interfaces that require both initial and ongoing training.

Actionable Improvement Plan

None.

III.D.2.d *All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

Descriptive Summary

Integrity is a core District value, which extends beyond academics. Los Rios exhibits academic integrity by demonstrating forthright, honest, and ethical behavior in all interactions ([LRCCD Vision, Mission and Values](#)). Financial integrity is also a fundamental value of the Institution. The District and College are careful to utilize resources exclusively for their intended purposes, whether general obligation debt that is approved by voters for specific capital projects, fund-raising efforts intended to support a specific activity, or federal or state categorical funds restricted to support a specific program or service (e.g., financial aid, disabled services) or type of expenditure (e.g., instructional supplies or equipment).

The District takes proactive steps to promote ethical behavior by regularly communicating its values throughout the organization and implementing policies and procedures that identify unethical conduct if it should occur. In living out this value, both the District and the College share responsibility for the leadership and oversight of auxiliary activities, bonds, fund-raising efforts, and grants. This leadership includes design, development, implementation, assessment, and communication of processes involved in these activities. Processes and expenditures are reviewed and authorized at multiple levels to ensure appropriate use of resources entrusted to the District and College ([Authorized Signer List](#)). All categorical and grant expenditures require the program administrator to attest that the expenditure is in compliance with the goals and objectives of the program by signing the [Requisition](#). Limitations are placed on which expenditure categories can be used with auxiliary and categorical funds. In addition, the District's external auditors selectively review transactions for compliance with program objectives as well as legal and other constraints.

The Cosumnes River College Foundation promotes the image of the College as it provides financial and advisory support. The Foundation is a community and campus-based organization serving the College within the legal structure of the Los Rios Foundation, a non-profit, 501(3)(c) organization. The College President serves as the executive secretary of the Foundation and the Vice President of Administrative Services and Student Support serves as the treasurer. The Foundation works to promote the excellence of the College as an educational facility and community center, to raise and receive donations of funds and in-kind gifts, and administer these through established student scholarships, grants, loans, and other assistance to benefit students. Foundation financial statements are audited annually by an independent auditor. Findings are published in the Los Rios Foundation [Annual Financial Statements](#) and [Independent Auditor's Report FY2014](#) (also see, for example, [Independent Auditor's Report FY 2013](#) and [Independent Auditor's Report FY 2012](#)).

As required by Proposition 39, a [Citizens' Bond Oversight Committee](#) oversees the District's Measure A and M bond programs. The Bond Oversight Committee is actively engaged and meets on a regular basis as outlined in the by-laws of the oversight committee. As noted in the District's annual financial and performance audits of the bond funds, all expenditures have been made in compliance with program requirements and voter intent.

Self-Evaluation

All financial resources, including those of the College Foundation, are managed following standard District and College operating procedures that ensure they are used with integrity in a manner consistent with the mission and goals of the District and College and intended purpose of the funding source. Historically, annual independent audit reports reveal minimal findings that are corrected in a timely manner. In the [Independent Auditor's Report](#) for the year ended June 30, 2014, no findings were noted, and the one previous finding was corrected. Similarly, the [Los Rios Community College District Proposition 39 and Measure A General Obligation Bonds Audit](#) revealed that the District expended all bond funds on projects developed by the Board and in accordance with the requirements of Proposition 39.

Actionable Improvement Plan

None.

III.D.2.e *The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.*

Descriptive Summary

Internal control systems are regularly evaluated and assessed through both internal and external audits. The District has two internal auditors who regularly review internal control systems and compliance with federal and state mandates. In addition, the District contracts for an [annual independent audit](#), which includes an assessment of the financial report, internal control systems, and compliance with federal and state programs. Furthermore, the District's proximity to the state capital and the District's size result in periodic selection for specific audits of various federal and state categorical programs.

As required by Proposition 39, the District's bond program is overseen by a [Citizens' Bond Oversight Committee](#), which is actively engaged and meets on a regular basis as outlined in the [committee's bylaws](#). An annual financial and performance audit of the bond funds is performed by an independent auditor.

Self-Evaluation

The District and College have a long history of compliance and successful audits with the various review agencies as indicated by the results of the independent auditors' reports. Audit findings are rare and when they do occur, they are corrected completely and timely. In the [last audit report](#) for the period ending June 30, 2014, no findings were noted and the one finding from the previous year's audit was corrected. In addition, the audit of bond funds indicated that all expenditures have been made in compliance with program requirements and voter intent.

In addition to quickly responding to findings by independent auditors, the District actively evaluates its internal control systems and compliance with federal and state mandates with two internal auditors. When audit findings occur at one of the District's locations, the results are used to evaluate and improve internal controls and ensure compliance at all locations.

Actionable Improvement Plan

None.

III.D.3 *The institution has policies and procedures to ensure sound financial practices and financial stability.*

III.D.3.a *The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.*

Descriptive Summary

The District consistently maintains adequate reserves to meet its cash flow obligations. In addition to general fund reserves exceeding the 5% prudent reserve recommended by the State Chancellor's Office, the District has other funds designated for capital projects and other long-term obligations that could be used in a financial emergency. The District's 2013-14 unrestricted ending general fund balance as calculated using the State Chancellor's Office definition for the recommended prudent level was 11%. The District's reserves are fully disclosed and outlined on page 136 of the [District's annual budget](#) and on the [Fiscal Year-End 2013-14 Fund Balance Analysis - General Fund](#) spreadsheet. The District's reserves exceed both the state and District's minimum requirements for reserve levels.

[Cash flows](#) are projected for the year and statements are prepared monthly. If necessary, the District could issue Tax Revenue Anticipation Notes (TRANs) to ensure obligations are met in periods of low cash reserves due to the timing of property tax payments; however, this has not been required in recent years. In the past, TRANs borrowing has been coordinated by the District Finance and Administration Department and reviewed by legal counsel and financial advisors for regulatory compliance.

The District General Services Department coordinates comprehensive risk management services. The District utilizes self-insured funding programs in conjunction with indemnity programs to provide better local control and lower rates than fully indemnified programs. The District applies an actuarial methodology to identify long-term risk exposure, including estimates for claims that may be incurred but not reported (IBNR). LRCCD maintains reserves based on actuarial formulas that account for current and potential future claims. This minimizes the District's exposure to unfunded risk losses. The [Los Rios Community College District Risk Management Report](#) outlines the District's coverage and each of the four Los Rios college's premiums for the last three years.

Self-Evaluation

Consistent with their core value of fiscal stability, the District and College maintain sufficient cash flow and reserves, maintained in a self-insurance fund, to meet all current and reasonably anticipated future obligations, including possible risk losses. Cash flows are projected, and in the past, TRANs have been used to ensure sufficient cash is available to

sustain operations during periods when revenues are delayed due to state funding cycles. In recent years, however, the District has maintained sufficient cash flow and reserves to remain stable when the state implemented deferrals without the use of TRANs; the District used the capital project (non-bond) fund as the primary source for cash flow requirements.

Actionable Improvement Plan

None.

III.D.3.b *The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

Descriptive Summary

As previously stated, the District allocates resources using a formula-driven approach that ensures an efficient and equitable distribution while maintaining a balanced budget for prudent fiscal management. In addition, the PeopleSoft financial system provides tools and reports that facilitate effective control over finances. The College Business Services Office uses the system to monitor budget availability for requests before they are sent to the District, detecting and correcting exceptions at the College level. In addition to budget controls, employees responsible for administering categorical programs or grants are required to certify on [requisition forms](#) that purchases comply with the program requirements.

Organizationally, the District plays a major role in the financial administration of the College, providing expertise and independent oversight in the areas of accounting, budgeting, risk management, payroll, purchasing, and grants and contracts functions ([Los Rios Community College District Organization Chart](#)). All long-term financial and contractual commitments must be reviewed and authorized by the District General Services Department and the General Counsel before approval or recommendation to the Governing Board. The [Authorized Signer List](#) specifically identifies positions authorized to sign various documents to ensure proper accountability.

Grants and Contracts staff in the LRCCD Finance and Administration Department are responsible for reviewing and reporting on categorical and grant funding. Under the direction of the Director of Accounting Services, four staff members assist program and College personnel with compliance and reporting mandates. The General Accounting Department manages Financial Aid cash and reporting as well as prepares the monthly foundation reports for the District ([LRCCD Grants Routing/Sheet Review Form](#)).

The PowerFAIDS software controls student financial aid. Automatic electronic aid disbursements go directly to student accounts setup with Higher One. To ensure proper controls over financial aid, the various duties to carry out this process are distributed among

financial aid staff and other departments at the College and District. Bank statements are reconciled by staff at the District.

The Los Rios Foundation Finance Committee, having fiduciary responsibility for managing the investment portfolio, oversees the District and College foundations. The finance committee reviews and approves disbursement activity for the Foundation on a quarterly basis following a review by the College. The District accounting staff oversees Foundation finances and provides an independent segregation of duties for greater control. The District also provides a quarterly investment report to the Board of Trustees regarding funds held by the Foundation. The Foundation is audited separately from the District and colleges, and receives its own independent auditors' report annually ([Los Rios Foundation Annual Financial Statements](#) and [Independent Auditor's Report](#)).

The District also has a [Citizens' Bond Oversight Committee](#), which oversees the spending of its Measure A and M general obligation bonds in compliance with Proposition 39. Bond funds also undergo an annual performance audit by an independent auditor.

District investments follow Government Code and Board policies and regulations, which specifically direct and authorize the investment of all District and Foundation funds. Annually, the District provides a report of all investments to the Board per Board Policy. During the November 12, 2015 Los Rios Board Meeting, the Los Rios Board received the Foundation Quarterly Investment Report for the quarter ended September 30, 2014 ([Los Rios Community College District Board Meeting Agenda November 12, 2014, page 51](#)). Outside of the assets held in the District's irrevocable trust (OPEB), the number of District-directed investments is minimal. For the trust, the District has a committee that meets regularly with the financial advisor and trustee. Investment returns are compared to various benchmark data as outlined in Board Policy as well as to the discount rate used for the actuarial report of 5% to measure actual results to plan ([District Annual Investment Report, Los Rios Community College District Board Meeting Agenda September 10, 2014, page 24](#)).

Revenue collections are deposited on a timely basis and subject to identified internal control procedures. The District has two internal auditors that review internal controls of receipts, expenditures, and data security at the District and College.

Finally, the District and colleges have a Business Services Office Supervisor meeting, initially the Financials and Student System Users Group, to discuss issues and evaluate and resolve system problems. The issues discussed by this group have broadened to include general financial operating controls and processes as well as technology. This forum has proven to be particularly effective in identifying areas of weaknesses and initiating improvements. This group has also helped to provide consistent procedures and controls and a better understanding of the needs of the system users. This forum has worked so well that other user groups have been organized to communicate system problems and educate users on student administration and human resources systems ([Business Services Office Supervisor Meeting Minutes](#)).

Self-Evaluation

The District and College effectively monitor and oversee finances, including management of financial aid and other restricted funds, foundations, and institutional investments. With effective fiscal management policies and procedures, internal controls at both the District and College, and regular monitoring by both internal and external auditors, the District diligently oversees its financial resources. When issues are identified in either internal or external audit reports, the District takes corrective action immediately.

In addition, the District and College follow a rigorous protocol to review and monitor special programs and contracts. This is evidenced by the limited number of authorized signers in the routing and approval process for purchase agreements and contracts.

Investments are monitored and controlled in compliance with Government Code and Board Policy using experienced consultants to manage investment portfolios. The Board of Trustees reviews and evaluates performance on a regular basis, receiving reports quarterly and annually.

Actionable Improvement Plan

None.

III.D.3.c *The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.*

Descriptive Summary

In addition to a semi-annual actuarial report and funding of the Annual Required Contribution (ARC), the District fully recognizes and funds other liabilities including compensated absences such as accrued vacation and faculty load banking.

Self-Evaluation

The District is currently overfunded for its OPEB and does not have an ARC and is fully funded for compensated absences. The Notes to the [Independent Auditor's Report for the year ended June 30, 2014](#) contains detailed information about the District's liabilities and funding.

Actionable Improvement Plan

None.

III.D.3.d *The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.*

Descriptive Summary

With annual revenues and expenditures exceeding \$300 million, the District is required to conduct an actuarial report of its Other Post-Employment Benefits (OPEB) every two years.

Self-Evaluation

Actuarial reports are conducted on a timely basis as required by appropriate accounting standards. The most recent OPEB actuarial plan is provided on page 42 of the [Independent Auditor's Report for the year ended June 30, 2014](#).

Actionable Improvement Plan

None.

III.D.3.e *On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

Descriptive Summary

All long-term debt for the District is fully recognized in the [Adopted Budget](#) and [Annual Financial Statements](#). General obligation bond programs - Measure A and M - are funded by local property tax assessments made by the county auditors. Redevelopment funds are designated for the principal and interest payments on the District's Certificates of Participation, which were used to fund a parking structure at another college in the District. As indicated previously, OPEB is currently overfunded and compensated absences - vacation and faculty load banking - are fully recorded and funded.

Self-Evaluation

The District regularly assesses and allocates resources to repay its debt instruments. The debt load for the District is well below its overall bonding capacity of \$2.8 billion as outlined by state statutes, and annual payments have virtually no impact on its financial condition. The overall percentage of the District's general fund budget utilized for current or future obligations, including OPEB, is around one percent. In addition, in its most recent debt issuance, the District received an AA- rating from Standard & Poor's and Aa2 from Moody's, emphasizing the overall financial stability of the organization ([Los Rios Community College Citizens' Bond Oversight Committee 2013-14 Report](#)).

Actionable Improvement Plan

None.

III.D.3.f *Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.*

Descriptive Summary

Cohort default rates are monitored by the U.S. Department of Education and released to schools. A draft cohort rate is released in February; then, the official cohort default rate is released in September. The default rate is based on a formula, which includes a numerator and denominator. The numerator consists of borrowers who entered repayment in one year and defaulted in that year or the next. The denominator includes borrowers who entered repayment during the one-year cohort period. The College's default rate for the past three years is shown on the annual reports to ACCJC. This default rate is monitored by the College's Financial Aid Department.

Self-Evaluation

The default rate is currently within federal guidelines (below 30%) and regularly monitored by the College in an effort to continue to reduce the default rate. The College's three-year cohort default rate for the past three years is 19% for FY 2008-09, 23% for FY 2009-10 and 20% for FY 2010-11 as shown on the [ACCJC Annual Report for FY 2013-14](#). Default reports are also released to colleges at the same time as default rates. The reports are available through the National Student Loan Data System (NSLDS) and provide information specific to each loan borrower in default. The College uses the reports to communicate with students who have defaulted on their loans.

As a default prevention measure, each academic year in which a CRC student requests a student loan, the student is required to go through entrance counseling, where the student is informed of his/her responsibilities and the negative impacts of defaulting on the student loan. When the student falls below half-time status, leaves school, or graduates, he/she is automatically sent information to complete exit counseling, where the student is provided with different repayment options and reminded of the negative impacts of loan default. Entrance counseling is completed through the U.S. Department of Education at www.studentloans.gov, and exit counseling takes place through the U.S. Department of Education at www.nsls.ed.gov.

New cohort default rate regulations require that schools which have a cohort default rate equal to or greater than 30% must develop a default prevention plan. Although the College is not required to develop a prevention plan, the Financial Aid Office is working with Parker, Pierson and Associates as contracted and recommended by the California Community Colleges Chancellor's Office to work on a voluntary default prevention plan to promote loan repayment and reduce default risk. While there are no specific requirements for developing a voluntary plan, the U.S. Department of Education strongly recommends that schools follow the steps outlined in [34 Code of Federal Regulation 668.217](#).

Actionable Improvement Plan

None.

III.D.3.g *Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by the institutional policies, and contain appropriate provisions to maintain the integrity of the institution.*

Descriptive Summary

Contractual agreements go through a thorough review process prior to approval to ensure that they are consistent with the mission and goals of the District and College ([Grants/Contracts routing sheet](#)). First, contracts are reviewed and approved by the appropriate College personnel, including the division faculty, staff and administrator; the Vice President of Administrative Services and Student Support; and, when applicable, the College President. Contracts are then routed to the District Office for review by the following departments: General Services (Contracts and Risk Management), Legal Counsel, Fiscal Services (Grants and Contracts), Human Resources, and other staff and administrators as appropriate. If recommended for approval, the contract is forwarded to an [authorized signer](#) - District Vice Chancellor or Chancellor - for final review and authorization. Contracts are then approved or ratified by the Board of Trustees.

The two major categories of contracts are: grants or other activities for which the District receives remuneration in exchange for providing specific programs or activities; and contracts in which the District engages an outside entity for goods or services (e.g., vending and other food services). In the case of grants, the College and District coordinate through the District Resource Development Department, which routes the contracts through the approval process. Once the College receives a grant, the District Grants and Contracts department works with the College personnel regarding financial reporting and all applicable compliance requirements. For awards that include federal funds, the District Internal Audit department conducts required inventory audits of federal assets.

For contracts for goods or services, the District General Services department coordinates the routing and approval of the contract. Appropriate language regarding termination and indemnification is always required.

Purchasing agreements are authorized by the District Director of General Services and must comply with purchasing policies established by the Board of Trustees. These ensure that goods and services are obtained in a prompt and cost-effective manner that complies with applicable laws. The District Purchasing Department has sole authority to prepare and issue District purchase orders greater than \$200 ([LRCCD Board Policy 8315](#) and [Purchasing Handbook](#)).

To directly benefit the College mission and goals, or to generate funds that can, CRC enters into miscellaneous contracts with external agencies. Such contracts provide instructional

services, facility use at non-District owned venues, or allow businesses and community organizations to use College facilities. Each contract has terms that allow for modification or cancellation if the terms of the agreement are not maintained to the satisfaction of the College.

Self-Evaluation

The District and College have policies and procedures that ensure contractual agreements with external entities are consistent with the College's mission and goals and contain provisions to maintain the integrity of the Institution. Following a standardized routing and communication process, designated College personnel conduct a thorough review of all contracts, and final approval comes from the highest level of the organization. [Authorized signers](#) receive necessary information to ensure obligations align with the mission and goals of the College and District.

Actionable Improvement Plan

None.

III.D.3.h *The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.*

Descriptive Summary

The District and College regularly evaluate financial management practices. The District has two financial analysts, two internal auditors, and strong supervisory staff in the Business Services Office, who contribute to assessing fiscal activities. At the College, the Vice President of Administrative Services and Student Support and Director of Administrative Services oversee financial management of the Institution in collaboration with the Business Services Office Supervisor. These positions ensure the effective and efficient use of district resources and the effectiveness of controls and processes. The [Business Services Office Supervisor Group](#), chaired by the Director of Accounting Services with representatives from the District and each college, provides a forum to discuss issues associated with fiscal management processes. In addition, the Vice Presidents of Administration meet monthly with the District Vice Chancellor of Finance and Administration and administrators in the Human Resources, Business Services, Facilities Management, and Police Services departments to discuss issues impacting College finances and operations ([Vice Presidents of Administration Meeting Minutes](#)).

The District conducts an annual audit by an independent auditor to ensure that its financial statements are fairly stated and that its financial management practices and internal controls are effective. When findings occur, corrections and improvements are implemented in a timely manner. In addition, the District conducts regular internal audits to assess its controls of financial and information systems and uses results as a basis for improvement ([Independent Auditor's Report for the year ended June 30, 2014](#)).

The District's and College's fiscal planning processes are well defined and have been refined

over many years through evaluation and improvement. The formulaic approach to the District's budget process provides an effective financial management tool for fiscal stability while navigating through periods of volatility in funding streams.

Self-Evaluation

The District and College regularly evaluate financial management practices and make improvements as needed. Over time, the processes have become very effective at enabling the Institution to maintain fiscal stability through difficult economic times. The Vice President of Administrative Services and Student Support coordinates and directs the staff in the Business Services Office who carry out the business functions of the College, in conjunction with business staff at the District. These functions include payroll and personnel, accounts payable, accounts receivable, account reconciliation, requisitions and purchasing, contracts and grants. Through frequent and regular interaction with staff, management coordinates, monitors, and adjusts these functions as needed. The staff also conduct regular training sessions for College faculty, staff, and administrators in the proper and timely use of College forms and processes. Managers of externally-funded programs also meet with the business staff and administrators to ensure financially sound and generally accepted accounting practices are routinely followed in such programs.

Actionable Improvement Plan

None.

III.D.4 Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of evaluation as the basis for improvement of the institution.

Descriptive Summary

The District and College regularly and systematically assess effective use of financial resources using program reviews, unit plans, resource allocation processes, internal and external audits, productivity reports, staffing analysis, utility tracking reports, and other financial and non-financial analyses. Results of the assessments are used as the basis for improvement.

The District and College systematically review financial resources and their utilization at the District, College, and operating unit level. All results are compared against planned goals and objectives and serve as impetus for improving fiscal management processes and practices.

The District and College use institutional planning as the foundation for developing financial resource plans. As indicated previously, District resource allocations follow a well-established formulaic process. However, funding streams are regularly reviewed to ensure that allocations are made in a manner that supports institutional improvement. Within the budget process, the District allocates [Program Development Funds \(PDF\)](#) to meet the most critical institutional priorities arising from an assessment of the needs of the colleges and

District operational units aligned with strategic initiatives identified in the District and College planning processes. The PDF schedule is prepared only after a thorough analysis of District wide needs by the District Finance and Administration Department has been reviewed and approved by the District Budget Committee, Chancellor's Cabinets, and ultimately the Board of Trustees.

The College [institutional planning process](#), including Program Overview and Forecast (PrOF) and Unit Plans, gives rise to all College resource requests and is the primary means of ensuring effective use of financial resources. Every four years, departments perform a comprehensive assessment of their programs and services. By studying strengths and weaknesses, department members conceive strategies for improvement. While some improvements may require only a shift in methods or procedures, other strategies may require resources such as regular faculty and classified positions, technology, general equipment, facilities, and operational costs. Strategies for improvement and resources needed to implement them are reported in PrOF. Operating units summarize their department resource requests into a comprehensive division Unit Plan, which is then used as the basis for College wide resource planning using the appropriate [resource allocation process](#). A mid-cycle update is made after two years to ensure that the PrOF and Unit Plan information is current. College wide prioritization processes for adjustments to Annual Operating Budgets and new regular faculty and classified positions occur annually, when resources are available. Prioritization for equipment and instructional technology takes place every two years. Facilities are generally reviewed and prioritized annually and as organizational changes and funding for new facilities provide opportunities for improvement.

As indicated previously, the District regularly performs internal audits of its financial and information systems, and makes improvements directly in response to the findings. In addition, an independent audit firm performs an annual [audit of the District's financial statements](#) and internal controls. Findings identified in external audits are corrected in a timely manner.

The single largest component of the budget is instructional salaries and benefits. The District devotes significant time to the development of class schedules, monitoring enrollments, and then evaluating the productivity (efficiency) of the instructional resources used each term. Throughout the District, there is a reasonably high awareness of the importance of productivity relative to access. The more effectively the College and District use instructional resources, the more students have access. Productivity goals are set for the District and College as well as for each department. Departments have flexibility in determining how to achieve productivity goals, providing balance across courses and disciplines to ensure students can complete full academic programs while the College functions within budgetary constraints. Open positions are examined prior to being filled to ensure FTE is well-utilized. As needs change, positions are converted to use College resources to the best advantage.

The [College Budget Committee](#) reviews the resource allocation processes and participates in prioritization of College wide equipment resource requests to confirm that resources

maximize institutional effectiveness and continuous improvement. It determines that allocations meet College needs, and, if improvements can be made, what those improvements should entail.

The District and College regularly scrutinize the utilities budget to identify potential cost savings. Recent projects have included photo-voltaic systems (Parking Structure and Winn Center) and other improvements to manage the long-term utility costs and sustainability. Implemented improvements in these and operational practices have allowed more resources to be channeled to programs that more directly result in student success and support other core District and College values.

Self-Evaluation

The District and College regularly and systematically assess effective use of financial resources using program reviews, unit plans, approved resource allocation processes, internal and external audits, productivity reports, staffing analysis, budget committee evaluations, utility tracking reports, and other financial and non-financial analyses. Results of the assessments form the basis for improvement.

As the college continues to evaluate and refine its institutional planning process, efforts to strengthen and improve the current technology solution need to continue so it includes all components of planning and resource allocation processes. While there is a strong link between planning and resource allocations, further coordination of the processes, including enhancements to the technology solution, can improve the efficiency and provide more effective assessment of the impact of resource allocation (see Actionable Improvement Plan I.B.4).

Actionable Improvement Plan

None.

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[Cosumnes River College Resource Allocation Guide](#)
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[page 12 of the LRCCD Budget Book](#)
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[Adopted Budget](#)
[budget executive summary on page 15](#)
[District's Adopted Budget, page 145](#)
[Program Development Funds](#)
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[Program Development Funds](#)
[The key areas of responsibility of this committee](#)
[FLEX staff development days](#)

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[audited by independent external auditors](#)
[several ad hoc reports are available via the web](#)
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[This audit](#)
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[external web version of the system](#)
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[LRCCD Vision, Mission and Values](#)

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[last audit report](#)

III.D.3.a

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[Los Rios Community College District Board Meeting Agenda November 12, 2014](#)
(Foundation Quarterly Investment Report for the quarter ended September 30, 2014)
[Los Rios Community College District Board Meeting Agenda September 10, 2014, page 24](#)
[Business Services Office Supervisor Meeting Minutes](#)

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[Independent Auditor's Report for the year ended June 30, 2014](#)

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[Adopted Budget](#)
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[Audit of the District's financial statements](#)
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[College Integrated Planning System](#)

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Overview

The symbiotic relationship between leadership and governance at Cosumnes River College is unique in that it maximizes accomplishments by taking into account both formal and informal structures. While the Board of Trustees and campus administration uphold state statute that underlies the formal nature of participatory governance, an informal collegial construct encourages leadership no matter where it occurs. This “leadership-in-place” concept allows faculty, staff, and students to be the source of new programs, events, support services, and campus clubs. Members of the campus community may engage leadership on their own terms without election or interview. Leadership-in-place acknowledges that there are those for whom personal passion is more motivating than a title. At Cosumnes River College, formal and informal structures combine to expand campus options for unfettered inquiry, workplace leadership, student success, social engagement, and full citizenship.

IV.A *Decision-Making Roles and Processes: The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.*

Overview

The framework for participatory governance at CRC is identified in the Los Rios Board of Trustees [BP3411](#). However, ethical and effective leadership is also guided by [CRC’s Honor Code, approved](#) by the Academic Senate on October 7, 2007 and the Executive Council on March 27, 2008. The Honor Code requires that all members of the campus community act in a spirit of honesty, fairness, respect, and responsibility. CRC’s mission, vision and leadership set the standard for maintaining a campus climate where everyone is welcome, where time and talent are nurtured, and where effort in pursuit of continuous improvement is expected.

CRC leadership visualizes opportunities beyond the classroom, making the entire campus a laboratory for learning as well as a multicultural center. The leadership promotes focused interests through peripheral programs such as National Student Day, [SHAREfair](#), [OneBook](#),

[Cosumnes River Journal](#), [Globus Mundi](#), the [Annual Ethics Symposium](#) (co-hosted with CSUS), [National Geographic Geography Bee](#), [Women’s History Month](#) (pg. 2), [Earth Week](#) (pgs. 3-4), and [Black History Month](#).

The Institution’s leadership also takes the College vision into the community to form new partnerships and secure additional resources so that CRC’s students can remain competitive. One example is outreach to the Elk Grove Unified School District to facilitate students’ enrolling at CRC. In addition, the College has alliances with the [Ford ASSET Program](#), which trains automotive technicians, and the [Diagnostic Medical Sonography \(DMS\) Program](#) that partners with a local hospital for clinical experience for students in that program. CRC’s DMS Program partners with Sutter Health and provides [internships](#); CRC’s [Medical Assisting and Pharmacy Programs](#) partner with Dignity Health for practicums and internships. The College also works with the U.C. Davis Farm Program, which supplies assorted teaching materials for our students. Finally, the College’s Work Experience Education and Internship Program partners with hundreds of employers and community agencies to provide opportunities for students from all majors to apply what they learn in the classroom with actual hands-on work experience in their major or chosen career field.

The College’s participatory governance provides a flexible but durable structure, in which the campus community can listen, offer insight, and test disparate ideas in a spirit of collegiality. Furthermore, at the District level, participatory governance committees offer opportunities to learn from the collective experiences of the sister colleges. The District and its four sister colleges come together in [participatory governance committees](#) to blend their points of view and effect collaborative decisions. These committees include:

- Academic Calendar Committee,
- District Budget Committee,
- District Curriculum Coordinating Committee,
- District Math Skills Graduation Competency Committee,
- District Reading Skills Graduation Competency Committee,
- District Writing Skills Graduation Competency Committee,
- District Matriculation and Student Success Committee,
- Educational Technology Committee, and
- International Education Committee.

LRCCD’s District wide environment nurtures the College’s vision, mission and values and creates a climate for intellectual enterprise, technical skill refinement, and creative problem solving. The District is invested in collaborative leadership to solve problems and offers [the Interest Based Approach \(IBA\) training](#) to help facilitate solutions. The IBA process was used, for example, with a committee tasked to evaluate course offerings and workload issues during the economic downturn.

IV.A.1 *Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.*

Descriptive Summary

Institutional leaders create an environment for empowerment through participatory governance. Each constituency at CRC has a representative body. The students are represented by the Associated Students of CRC Student Senate, classified staff are represented by the Classified Senate, faculty are represented by the Academic Senate, and the management team is represented by the Los Rios Management Association. The College's [participatory governance committees](#) include membership from all constituencies. The Student, Classified, and Academic Senates each are responsible for recommending members of their constituencies to serve on campus committees:

- Budget,
- College Planning,
- Learning Outcomes Dialogue (a subcommittee of the College Planning Committee),
- Cultural Competence and Equity,
- Curriculum,
- Distance Education and Information Technology,
- Foundations for Academic Success,
- Health and Facilities,
- Student Success and Support Programs (formerly the Matriculation Committee),
- Professional Development,
- Shared Governance, and
- Sustainability Committee.

These committees provide major sources of input into the College's planning and resource allocation processes. At the same time, committee members gain institutional knowledge, skills, and professionalism.

In addition to participatory governance committees, the Academic Senate authorizes Academic Integrity, Honors, Professional Standards, and Social Responsibility subcommittees. These deal with issues the Academic Senate has determined to be primarily the responsibility of faculty. The College also has a number of other issue specific subcommittees:

- Institutional Animal Care and Use,
- Disciplinary Appeals,
- Food Service Advisory Group, and
- Smoking on Campus Task Force.

Some committees are created by the Chancellor on an ad-hoc basis (for example the Smoking

on Campus Task Force) or required by District Administrative Regulation (for example Disciplinary Appeals [R-2442](#)). Other ad-hoc committees address specific campus issues when they arise.

Each constituency has a governance organization to represent its interests. Leaders of the Academic Senate, Classified Senate, Associated Students of CRC Student Senate, and management team are all seated on the [Executive Council](#). Also, each group appoints representatives to participatory governance committees and other College decision-making bodies. For example, all constituencies participate in impression groups during senior administrative hiring. This allows comprehensive feedback to the College President and District Chancellor regarding top candidates.

The Campus is committed to continuous improvement. The College engages in, and is improved by, the results of research to gauge institutional effectiveness. Data pertaining to the College's strengths and weaknesses comes from Program Overview and Forecast ([PrOF](#)), Community College Survey of Student Engagement (CCSSE), Student Learning Outcomes (SLO) assessment, [Planning Summits](#), and the employee satisfaction survey. [The Center for Advancement of Staff and Student Learning \(CASSL\)](#), with its focus on advancing teaching, provides support for professional dialog, identification of best practices, campus research, curriculum development, and activities to enhance student success. [CASSL](#) also aids in SLO development and assessment.

Self-Evaluation

Consistent with its mission and vision, the Los Rios Community College District (LRCCD) values professional development for all employees. When the state eliminated funding for professional development, LRCCD continued to allocate funds to support continuous learning for faculty, staff, and administrators. At CRC, the Professional Development participatory governance committee oversees distribution of these funds to qualified applicants.

CASSL provides generalized professional development and assistance to faculty engaged in campus research and curriculum refinement. Financial support for CASSL leadership comes on a year-to-year basis from Professional Development Funds and through College President's reassigned time. The reassigned time for the faculty CASSL leader is .4 FTE.

The [Professional Standards Committee](#) also supports an environment for innovation. This committee screens applicants and grants professional development leaves (sabbaticals) to faculty who seek rejuvenation through work on a project or curriculum of benefit to the College. Additionally, faculty members may apply for [CASSL Innovation mini-grants](#) and CRC Foundation mini-grants to develop and implement improvements in teaching and student success.

Faculty innovation has led to a number of now embedded special projects and programs that have systematic participative processes. These include: [Diop Scholars](#), [Freshman Seminar](#), [the Math and HCD Learning Community](#), [MESA](#), and [Puente Project](#). Additionally, the

[Cultural Competence and Equity Committee](#) is responsible for [allocating funds for traditional and growing campus celebrations](#) such as [Women’s History Month](#), Asian Pacific Islander Month, Native American Gathering, Earth Day, [Latino Culture Month](#), Caesar Chavez Celebration, and Black History Month. Specific administrators are assigned to facilitate these activities.

The Cultural Competence and Equity Committee also funds [mini-grants](#) for activities that support the College's mission and contribute to a rich, inclusive learning environment. Cultural events facilitate the development of a campus climate that is welcoming and affirming. Such events also provide an opportunity for members of the campus community to enhance their cultural competence by learning about the history and perspectives of various cultural and ethnic groups.

The participatory governance system has enough flexibility to respond to emerging needs and concerns. Faculty have had opportunities to create new committees based on their interests and professional perspectives. Through the initiative and leadership of faculty, new committees such as [OneBook](#), [SHAREfair](#) and [Students for a Sustainable Future](#) engage students in real-life applications of the concepts and theories they encounter in classes.

Actionable Improvement Plan

None.

IV.A.2 *The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.*

Descriptive Summary

The College has developed written policy and [participatory governance committee](#) charges that require the participation of all four constituencies in decision-making processes. The participatory governance committees all have well-defined areas of responsibility and documented ways of conducting business. Each constituency has a representative on [the Executive Council](#). The means by which members of the constituent groups communicate through their representatives, however, varies.

The Academic Senate represents the faculty on [academic and professional matters](#). The [Constitution](#), [Bylaws](#), and [Standing Rules](#) of the Academic Senate describe how faculty members may bring ideas forward. Any member of the faculty can place an item directly on the agenda or can work through the elected representative. In accordance with [California Title 5 of the Education code](#), LRCCD Board Policy 3412 ([P-3412](#)), and [CRC Academic Senate Bylaws Article II, Section 1\(f\)](#), the Academic Senate President appoints faculty representatives to local and District participatory governance committees. The Academic

Senate also forms ad-hoc subcommittees for special purposes.

Faculty participation in all aspects of participatory governance is welcomed and encouraged. Faculty are obligated by their [LRCFT Contracts](#) to participate in College service. By definition, College service is participation in one or more activities such as advisory committees, college planning, program planning, search and selection committees, evaluation teams, sponsoring and supporting student activities, College and District governance, or activities of the Los Rios College Federation of Teachers.

[Classified Staff participate](#) in the Classified Senate and participatory governance committees. Their involvement is encouraged, but sometimes limited, because of the requirements of their jobs. Regardless of rank and responsibility, classified staff have access to [professional development funding](#) through the Professional Development Committee for interests relevant to their work, including [workshops](#) and conferences. Classified staff can also apply for Los Rios Classified Employees Association (LRCEA) staff development funds. Staff members' ideas and concerns generally are communicated through their unit representatives and through their work areas. Classified leadership participates in classified hiring prioritization and classified staff serve on hiring committees.

Students participate through Associated Students of CRC (ASCRC or Student Senate). Its constitution and [bylaws](#) define its structure and functional tenets. The constitution states that any student can bring an item to the attention of the ASCRC. The student perspective is communicated by commissioners and other students appointed to serve as representatives on participatory governance committees. To ensure that students have a voice in College processes, the [Student Ambassador Program \(STAMP\)](#) requires its members to serve and report to the Student Senate on the proceedings of at least one participatory governance committee.

College administrators are charged with ensuring compliance with [collective bargaining agreements](#) in the assignment of faculty schedules, facilities, and allocation of FTE. [District Policies and Administrative Regulations](#) inform management decisions regarding budgets and direct faculty and classified evaluation procedures. The [CRC management](#) team meets weekly to discuss issues impacting instruction, campus operation, student services, and college life. As peers to those from other constituency groups, administrators serve on participatory governance committees as specified by the committee charge and their job descriptions.

Self-Evaluation

Faculty are aware of their rights and responsibilities in College decision-making and exercise them according to established processes. Each year, the Academic Senate President asks faculty to prioritize their preferences for assignment to participatory governance committees, and then—honoring requests to the extent possible—makes assignments so that instructional and student services faculty are equitably distributed. In concept, this is highly effective; however, due to scheduling conflicts in some departments, notably Science, Career/Technical Education, and Athletics, not all assigned faculty can participate fully. Affected faculty need

to work with their deans to rotate responsibilities for optimal committee attendance. To address this and other issues raised by faculty concerning the changing dynamics and culture of the College, the Academic Senate continues to entertain open dialog in Senate meetings and to assign task forces as deemed necessary by the body.

In 2014, increased funding enabled the Associated Students of CRC (ASCRC) to increase student participation on participatory governance committees by including the [Student Ambassador Program](#). The Student Ambassador perspective on these committees is valued. Yet, due to full class loads, work schedules, and family obligations, student representatives are not always present at committee meetings.

Managers are involved in decisions regarding specific tasks including hiring prioritization, facilities use, faculty scheduling, and questions relevant to the participatory governance committees on which they serve. The management team discusses issues that arise in committee meetings during weekly management meetings. Managers also carry information from committees back to their areas, gather feedback, and return with input appropriate to the decision-making process.

Classified staff also have a defined role in College decision-making. Their input is carried through the Classified Senate, their voices in participatory governance, and individual input directly to management.

Actionable Improvement Plan

None.

IV.A.2.a *Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.*

Descriptive Summary

The faculty-comprised Academic Senate has a strong voice in matters both academic and professional. In addition, faculty members are active in the Union and negotiate their collective bargaining agreement triennially at the District level. Both the Senate and the Union allow faculty to voice ideas or concerns, and to participate in formal and informal brainstorming sessions at meetings.

The [Administrative Team](#) is comprised of the College President, Vice President of Instruction, the Vice President of Student Services, the Vice President of Administration, the Associate Vice President of Instruction, the deans, the Director of College Advancement, and the Director of Administrative Services. This group meets weekly to discuss the important issues facing the College and to address the needs of the College.

Prior to the start of the fall semester, the College President, the Vice President of Instruction, the Vice President of Student Services, and the Vice President of Administration appoint administrative representatives to the College's participatory governance committees. The College's participatory governance structure requires representation from all constituent groups.

[The Faculty and Staff Resource Guide](#), available online, is the result of collaboration between faculty and managers. The guide contains the policies and procedures governing employee activity. [A "Need Help" form](#) is available on the website for users to communicate changes. The Instruction Office receives the forms and updates the guide in a timely manner as a living document. Contacts for the guide include faculty, managers, and classified staff.

The [Student Development Office \(SDO\)](#) oversees four primary areas of student life (Student Leadership, Student Life Services, Campus Activities, and Community Service), as evidenced by student participation in the [Student Ambassador Program](#), [Associated Students of CRC \(ASCRC\)](#), the Inter Club Council, and [student clubs](#). SDO is responsible for maintaining campus programs in support of cultural, social and co-curricular life.

The Student Senate of the ASCRC shares office space with the SDO on the first floor of the Library Building. ASCRC is the formal voice of the students and operates under the direction of officers elected annually by the CRC student body. The ASCRC President appoints student representatives to serve on College and District committees. Student participation on these committees allows them to actively influence College life, activities, and decisions.

The Student Senate is dedicated to serving the student body by specifically helping to promote the interests and ideas of the students. The constitution and bylaws delineate the [activities of the Student Senate and its officers](#). The Student Senate's stated goal is to practice consistency and reliability while encouraging political involvement and facilitating communication between the senate, students, faculty and staff of CRC, the Los Rios Community College District, and the surrounding community.

The Classified Senate meets regularly to discuss issues of concern to classified employees. The membership of the Classified Senate includes non-management employees. Classified employees have the option of serving on the Classified Senate as part of their participatory governance responsibility. The Classified Senate appoints and facilitates participation of classified staff in the participatory governance process and on hiring committees. The organization has four elected officers: President, Vice President, Secretary and Treasurer, and an appointed State Representative. Classified staff members from different areas or departments are selected to be area representatives and serve voluntarily for as long as they are willing. Their responsibility is to attend the monthly senate meetings as voting members and to report back to their areas on issues discussed. [The Classified Senate's mission and bylaws](#) were revised in May of 2012.

Constituency groups may initiate policy and regulation changes to the Board of Trustees for review and approval through the participatory governance process. While policy changes are

made by the board, changes to regulations are done through the Chancellor's Cabinet. Both processes work well because a number of constituency groups, committees, and councils review and provide input for recommended changes. Policy changes go to Chancellor's Executive Staff only after other entities have reviewed and commented. Among these are the College VPI, VPSS, Student Government, Chancellor's Cabinet, and District wide committees like Matriculation. The District's General Counsel facilitates the process throughout.

Self-Evaluation

Institutional governance at CRC is strong. Its strength lies in its participatory structure where every constituency has a voice. Moreover, constituents actively engage in their governance roles because they are confident their voices will be respected and their contributions will impact decision-making at Cosumnes River College.

The CRC faculty orientation program, [Faculty Access to Communication on Teaching/Learning and Student Services \(FACTS\)](#) provides training and orientation for new full-time faculty. This [training](#) happens throughout the first year after a faculty member has been hired and includes instruction on participatory governance, safety and student discipline, budget and curriculum processes, and union issues. While this program was put on hiatus during the hiring downturn in 2013 and 2014, the College plans to reinstate this program in response to increased fall 2015 approved faculty hires.

The Associated Students of CRC is also represented in the participatory governance of the College. Due to increased funding, the College has reinvested in the Student Ambassadors Program, which resulted in increased student participation.

The Dean of Student Services and Enrollment Management oversees policies and programs with an ultimate goal of increased options and participation for students in student life activities. A new position, Associate Vice President of Instruction, was added at CRC in July of 2013 to assist in not only instruction, but instructionally related legislature, grants, distribution of the Carl D. Perkins Career and Technical Education Improvement Act (Perkins) funding, and other duties.

As part of its [Purpose Statement](#), the CRC Classified Senate provides the classified staff with a formal, representative voice on any matter affecting the conduct and welfare of the College committees, the Chancellor's Cabinet, the Board of Trustees, and state wide classified organizations. The Classified Senate also serves as a resource for the expression and/or resolution of the various needs, concerns and viewpoints of the classified staff on professional matters unrelated to collective bargaining. The Classified Senate also provides activities and opportunities that develop and/or increase the skills, productivity, and professionalism of classified staff ([Professional Development Spring 2015](#)). The classified staff members have implemented a mentor program to assist new classified employees to help them to be successful employees and become familiar with the CRC campus culture. The dialog created in a formal mentoring program will support the institutional vision, mission, and values of the College, as well as take advantage of both the institutional

memory of the mentors and the new ideas of those recently hired.

Administrative duties assigned to managers clearly define their integral role in institutional governance, including policy development, planning, and budgeting. Managers at CRC also participate in the New Deans Academy, work with a mentor, or act as mentor to other deans.

Actionable Improvement Plan

None.

IV.A.2.b *The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.*

Descriptive Summary

The Academic Senate has purview over all academic and professional matters. CRC's Academic Senate actively fulfills this responsibility through [faculty-weighted membership](#) on participatory governance committees.

[The Curriculum Committee](#) is faculty-chaired and faculty-driven. The Curriculum Committee Chair receives reassigned time. A manager serves as advisor to the committee and assists to align its practices to Title 5. Faculty submit proposals for revision of existing programs and new programs to the Curriculum Committee. The District uses a curriculum management software program called [SOCRATES](#), designed by an LRCCD faculty member. It allows faculty quick access to course outlines throughout the District and provides a standard interface for adding, deleting, or updating curriculum. Faculty are the only constituency charged with creating and maintaining curriculum and curriculum standards. The District also has a [SOCRATES Advisory Group \(SAG\)](#), which meets throughout the year to discuss issues and potential modification to the SOCRATES system. This District group is comprised of the Faculty Chair of each college's Curriculum Committee, the District Curriculum Committee chair, an articulation officer, a representative from Instructional Technology/Resources, a Dean of Instruction, and the LRCCD faculty member charged with the maintenance of the program.

The Student Success and Support Program Committee ([SSSP Committee](#)) is faculty-chaired and monitors matriculation activities and student services programs. Faculty, with the approval of the Academic Senate and administrative support, develop new student support programs. Examples of this committee's work include [Diop Scholars](#), [the Freshman Seminar](#), [the Math CCD Learning Community](#), [MESA](#), and [the Puente Project](#).

[The Cultural Competence and Equity Committee](#) (CC & E) has primary responsibility for overseeing the development, implementation and assessment of the [Student Equity Plan](#) (SEP). The goal for the SEP program and funds is to strengthen the College's ability to

provide equitable access and facilitate equitable outcomes for groups for which there is evidence of disproportionate impact. This new categorical funding was provided in this year's CCC budget allocation. The program is administered through the Student Services and Special Programs division of the CCCCCO. Funding is guaranteed for the next three years, although the funding level could change.

[The District Program Placement Council](#) (PPC), in conjunction with the District Curriculum Coordinating Committee, adjudicates issues of overlapping programs in the District. The membership of the PPC includes academic administrators and faculty, specifically the LRCCD Vice Chancellor for Education and Technology, the Vice Presidents of Instruction from each college, the District Academic Senate President, and the District Curriculum Coordinating Committee Chair.

Self-Evaluation

Faculty primacy over curriculum is respected and assured through the provisions of the California Education Code, Title 5, and Los Rios Board Policies and Regulations. Faculty members are aware of their rights and responsibilities and exercise them according to established processes. CRC faculty participate in the District Academic Senate and state wide governance activities, and are therefore well aware of local and state issues and their role in addressing them. The District Program Placement Council has been effective at ensuring that [program placement](#) is based on student needs, and that each college is responsive to the needs of its service area.

The process of developing and accessing course and program SLOs is proceeding and is described in more detail in Standard II. Mandatory inclusion of student learning outcomes (SLOs) into the academic fabric of the College has resulted in increased programmatic dialog within departments and dialog among colleagues across disciplines. This occurs as SLO assessments are scheduled, administered, and discussed in the PrOF process. Further dialog takes place as faculty members collaborate to find ways to use what they learn from outcomes assessment to improve instruction.

Actionable Improvement Plan

None.

IV.A.3 *Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.*

Descriptive Summary

The Los Rios Community College District mission, vision, and values states, "We believe productive working relationships are central to achieving our mission." They also include the following statement: "Respect, Civility, Collegiality, and Ethical Integrity: These hallmarks

of a collegial environment enhance our cooperative efforts and shared use of resources for providing education, training, student services, and community service.” The District values a “Blame-Free Culture: Los Rios strives to create a supportive, problem-solving culture, and we recognize the proven usefulness of an interest-based approach (IBA) for achieving cooperation and effective problem solving.” The District also values “Informed and Decentralized Decision Making: We value informed decisions made by people close to the issues.” As these values demonstrate, the District is committed to participatory governance. LRCCD fosters positive relationships and encourages stakeholders to participate in District decision-making. To this end, the District urges all new employees to be trained in the interest-based approach (IBA).

The LRCCD Board of Trustees charges the College with creation of an organizational chart, along with a mission and vision statement aligned with the [District's Mission and Vision Statement](#). Per the [College Planning Guide](#) (pgs. 7, 8, 24, and 25), and under the leadership of the College Planning Committee, the College regularly assesses and modifies the mission and vision statement as needed. Hence, the statement reflects the College’s goals, ideals, and processes for achieving student success. The [CRC Vision, Mission, and Values statement](#) was most recently reviewed by the College Planning Committee on November 26, 2013, reviewed by constituency groups, and approved by the Executive Council on February 13, 2014, and approved by the LRCCD Board of Trustees on May 14, 2014.

The [College’s governance structure](#) has enabled CRC to expand and assure participation of [all stakeholders](#). Students, classified staff, faculty, and administrators participate in decision-making. Minutes of governance committees evidence their effectiveness. With representatives from each constituency, these groups develop processes, suggest changes to regulations and policy, and work with appropriate senates and the Executive Council to suggest, share, and develop solutions for issues. Two recent examples of the work of participatory governance are the new policy on smoking on campus and aligning matriculation processes across the District.

Another venue for information sharing is the [Executive Council](#), which meets monthly. The College President, Academic Senate President, Classified Senate President, Associated Students of CRC President, and one management representative come together to discuss and distribute awareness of situations, issues, and work in progress.

Within constituencies, communication and discussion of ideas for the good of the Institution flow through the senates. The Academic Senate consists of an [Executive Committee](#), which includes a president, vice president, secretary, and past president. One or more senators from each division are elected to represent the faculty interests from that area. [Representation](#) is based on the number of full-time faculty in the division. The [Classified Senate](#) also consists of president, vice president, secretary, treasurer, and representatives from different areas. Similarly, the Associated Students of CRC has both [elected representatives](#) from throughout the campus, who are responsible for addressing student issues, as well as representatives from student organizations. Student clubs, under the jurisdiction of the Campus Life Coordinator, represent a broad spectrum of student interests and cultures.

Processes for governance occur on a routine basis. Other channels for communication of ideas for the good of the Institution are numerous. College practices having full constituency representation include hiring committees, planning summits, coffee with the College President, instructional improvement activities, convocations, and [CASSL workshops](#). Within stakeholder groups, ideas and information are shared in retreats convened for purposes of developing institutional improvement and strategic plans.

Self-Evaluation

Standing Participatory Governance Committee Chairs are voting members of the Academic Senate. They also submit year-end reports (see, for example, Academic Senate Minutes from [May 7 2010](#); [May 13, 2011](#); [May 11, 2012](#); [May 10, 2013](#); and [May 9, 2014](#)). While the majority of faculty and staff are involved in College governance activities, the College continues to strive to achieve full participation. Discussions about faculty membership and contribution on participatory governance committees are on-going and reflected in recent Academic Senate Meeting Minutes (see, for example, [April 13, 2012](#); [September 14, 2012](#); [September 28, 2012](#); [March 22, 2013](#); [August 29, 2014](#)). On one Senate subcommittee, a lack of membership prompted a structural change; the Learning Outcomes Dialogue Subcommittee (LODS) has been put on hiatus and instead the Subcommittee Chair now works directly with the Academic Senate and the College Planning Committee ([2014-15 minutes](#)).

During the 2011-2012 Academic Year 14% of faculty did not serve on participatory governance committees. However, in the 2012-2013 Academic Year 24% of faculty did not to serve on participatory governance committees. ([March 22, 2013 Academic Senate Agenda Supporting Documents, pg. 2](#)). To better understand potential causes for and impacts from this shift, the Academic Senate facilitated the aforementioned discussions. They hypothesize that overlap of committee charges (see [Participatory Governance Venn Diagrams](#)) and recent changes to contract language, which replaced service on a committee with the broader expectation of “college service,” have contributed to the decrease in committee membership.

While participatory governance committees continue to function and meet the needs of the College, the Shared Governance Committee works to support the goal of increased faculty participation. Towards this end, the Shared Governance Committee drafted the [Participatory Governance Handbook](#). The Participatory Governance Handbook has been reviewed and discussed by the Academic Senate (see [December 12, 2014](#); [January 30, 2015](#); [February 6, 2015](#); [February 27, 2015](#); [March 20, 2015](#)). The Classified Senate plans to discuss the Participatory Governance Handbook at their [May 6, 2015 meeting](#).

The Participatory Governance Handbook was first approved by the Academic Senate and then forwarded the Classified Senate, the Shared Governance Committee, and the Executive council for review. The College believes that the recent focus on participatory governance, including discussions about its importance and the creation of the Participatory Governance Handbook, will improve the collective consciousness and serve to increase faculty committee participation.

Actionable Improvement Plan

None.

IV.A.4 *The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.*

Descriptive Summary

CRC complies with WASC/ACCJC standards, policies, guidelines, and reports as evidenced by this document, the [2012 Midterm Report](#), and the last full accreditation process in 2009 ([Self Study Accreditation Report 2009](#)). CRC also meets the Commission requirements for public disclosure as an accredited institution by publishing information about the Accrediting Commission on the [CRC Accreditation webpage](#) and in the [College Catalog](#), page 4.

Further Commission requirements for self-study and other reports have been met. Evidence of this lies in preparations and outcomes from previous accreditation cycles. Team visits have always been well prepared for, well-coordinated, satisfactory for team members, and validating for the College community. Substantive change reports are submitted as required in a complete and timely form.

Many CRC programs are accredited by appropriate outside accrediting bodies, demonstrating that the College conducts itself honestly and with integrity in its relationships with external agencies. Those agencies include the National Automotive Technician Education Foundation, the American Veterinary Medical Association, the Commission on Accreditation of Allied Health Education, the Commission on Accreditation for Health Informatics and Information Management Education, and the American Society of Health System Pharmacists.

Self-Evaluation

As evidenced by the most recent midterm report to ACCJC and the approval of the College's recent substantive change proposals, CRC has been responsive to accrediting guidelines and has moved expeditiously in response to recommendations. [The 2012 Midterm Report to the ACCJC](#) includes a list of responses to the self-generated list of planning agendas from the 2009 Accreditation Self Study and updates on the recommendations. Lastly, the College's financial aid programs are appropriate and comply with all U.S. Department of Education guidelines and requirements as evidenced in the College's [Approval Report](#).

Actionable Improvement Plan

None.

IV.A.5 *The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

Descriptive Summary

The College has standing participatory governance committees, in which students, classified staff, faculty, and the administration come together to govern the College's activities. There are additional ad-hoc committees, and task forces work on specific issues. At the end of each school year, the chair of each participatory governance committee submits a year-end report to the Academic Senate and Executive Council on the work accomplished during the year. In addition, the committees regularly review and update their charters. Most recently, all committees reviewed their committee charge during the [Participatory Governance Handbook](#) creation process in spring, 2015. The [committees and task forces](#) include:

- Academic Integrity,
- Animal Care and Use,
- Budget,
- Campus Sustainability
- College Planning,
- Cultural Competence and Equity,
- Curriculum,
- Distance Education and Information Technology,
- Foundations for Academic Success,
- Health and Facilities,
- Honors,
- Matriculation,
- Professional Development,
- Professional Standards,
- Shared Governance, and
- Social Responsibility

Each committee has a prominent [presence on the CRC website](#), where its charge and membership listed are available. The committees prepare an end-of-year report (see, for example, [matriculation](#)) to summarize processes, actions, and judgments about the effectiveness of their work. This illustrates that the CRC's participatory governance system is recursive in that the College, at set intervals, comes together [across constituencies](#) to evaluate CRC's processes, procedures, and [decision-making structures](#) and amend them as needed.

Self-Evaluation

CRC has a deep commitment to the participatory governance process. The recursive evaluation of College governing procedures through participatory governance committees ensures that the processes keep their integrity and maintain their effectiveness. For example,

the Academic Senate and administration revised and updated the faculty prioritization process to reflect shared interests concerning faculty hiring. In addition, the Health and Facilities Committee reviewed current smoking policies on campus, changed policy, and implemented a new smoking policy ([Health and Facilities Agenda](#)).

The [PrOF Manual](#) details the review and planning process each department must undertake. The combination of the planning manual, CASSL support, and the [Resource Allocation Guide](#) gives clear direction to CRC constituents on the planning process.

The [Classified reprioritization process](#) is sound in practice to identify the most critical needs of classified staff. The process is fair and invites feedback from all constituents.

Actionable Improvement Plan

None.

List of Sources

IV.A

[BP3411](#)

[CRC's Honor Code](#)

[Approved](#)

[SHAREfair](#)

[OneBook](#)

[Cosumnes River Journal](#)

[Globus Mundi](#)

[Annual Ethics Symposium](#)

[National Geographic Geography Bee](#)

[Women's History Month](#)

[Earth Week](#)

[Black History Month](#)

[Ford ASSET Program](#)

[Diagnostic Medical Sonography \(DMS\) Program](#)

[Internships](#)

[Medical Assisting and Pharmacy Programs](#)

[participatory governance committees](#)

[The Interest Based Approach \(IBA\) training](#)

IV.A.1

[participatory governance committees](#)

[R-2442](#)

[Executive Council](#)

[Program Overview and Forecast \(PrOF\)](#)

[Planning Summits](#)

[The Center for Advancement of Staff and Student Learning \(CASSL\)](#)

[CASSL](#)

[The Professional Standards Committee](#)

[CASSL Innovation mini-grants](#)

[Diop Scholars](#)

[Freshman Seminar](#)

[The Math and HCD Learning Community](#)

[MESA](#)

[Puente Project](#)

[Cultural Competence and Equity Committee](#)

[allocating funds for traditional and growing campus celebrations](#)

[Women's History Month](#)

[Latino Culture Month](#)

[mini-grants](#)

[OneBook](#)

[SHAREfair](#)

[Students for a Sustainable Future](#)

IV.A.2

[participatory governance committee](#)
[The Executive Council](#)
[academic and professional matters](#)
[Constitution](#)
[Bylaws](#)
[Standing Rules](#)
[California Title 5 of the Education code](#)
[P-3412](#)
[CRC Academic Senate Bylaws Article II, Section 1\(f\)](#)
[LRCFT Contracts](#)
[Classified Staff participate](#)
[Professional Development Funding](#)
[Workshops](#)
[Bylaws](#)
[Student Ambassador Program \(STAMP\)](#)
[collective bargaining agreements](#)
[District Policies and Administrative Regulations](#)
[CRC Management](#)
[Student Ambassador Program](#)

IV.A.2.a

[Administrative Team](#)
[The Faculty and Staff Resource Guide](#)
[A “Need Help” Form](#)
[Student Development Office \(SDO\)](#)
[Student Ambassador Program](#)
[Associated Students of CRC \(ASCRC\)](#)
[student clubs](#)
[activities of the Student Senate and its officers](#)
[The Classified Senate’s mission and bylaws](#)
[Faculty Access to Communication on Teaching/Learning and Student Services \(FACTS\)](#)
[Training](#)
[Purpose Statement](#)
[Professional Development Spring 2015](#)

IV.A.2.b

[faculty-weighted membership](#)
[The Curriculum Committee](#)
[SOCRATES](#)
[SOCRATES Advisory Group \(SAG\)](#)
[SSSP Committee](#)
[Diop Scholars](#)
[The Freshman Seminar](#)
[The Math CCD Learning Community](#)
[MESA](#)
[The Puente Project](#)

[The Cultural Competence and Equity Committee](#)
[Student Equity Plan](#)
[The District Program Placement Council](#)
[program placement](#)

IV.A.3

[District's Mission and Vision Statement](#)
[College Planning Guide](#)
[CRC Vision, Mission, and Values statement](#)
[College's Governance Structure](#)
[all stakeholders](#)
[Executive Council](#)
[Executive Committee](#)
[Representation](#)
[Classified Senate](#)
[elected representatives](#)
[CASSL workshops](#)
[May 7, 2010;](#)
[May 13, 2011](#)
[May 11, 2012;](#)
[May 10, 2013;](#)
[May 9, 2014](#)
[April 13, 2012](#)
[September 14, 2012](#)
[September 28, 2012](#)
[March 22, 2013](#)
[August 29, 2014](#)
[2014-15 minutes](#)
[March 22, 2013 Academic Senate Agenda Supporting Documents, pg. 2](#)
[Participatory Governance Venn Diagrams](#)
[Participatory Governance Handbook](#)
[December 12, 2014](#)
[January 30, 2015](#)
[February 6, 2015](#)
[February 27, 2015](#)
[March 20, 2015](#)
[May 6, 2015 meeting](#)

IV.A.4

[2012 Midterm Report](#)
[Self Study Accreditation Report 2009](#)
[CRC Accreditation Webpage](#)
[College Catalog, page 4](#)
[The 2012 Midterm Report to the ACCJC](#)
[Approval Report](#)

IV.A.5

[committees and task forces](#)

[Participatory Governance Handbook](#)

[presence on CRC the website](#)

[matriculation](#)

[across constituencies](#)

[decision-making structures](#)

[Health and Facilities Agenda](#)

[PrOF Manual](#)

[Resource Allocation Guide](#)

[Classified reprioritization process](#)

IV.B Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/ systems clearly define the organizational roles of the district/system and the colleges.

Overview

While acknowledging the designated responsibilities of the governing board and the chief administrator, the Institution recognizes and utilizes the contributions of leadership from throughout the Organization to affect continuous improvement in every organizational node. Governance roles facilitate decisions that support student learning and service programs and improve institutional effectiveness overall.

The four LRCCD colleges are governed by a [Board of Trustees](#), elected from seven geographic regions. A student trustee is also serving on the board. The Trustees are elected to a four-year term and are responsible for setting [policies](#) for the District. Each month, board meetings allow each college to present updates on projects and accomplishments through participatory governance representatives' reports. The Chancellor of the District participates in all board meetings as well as [bi-annual board retreats](#), which also include District staff and the four College Presidents.

Los Rios has clearly differentiated between the organizational roles of the District and the colleges. The College determines its organizational structure, participatory governance committees, curriculum, and a number of other systems and processes that are unique to the College, yet do not conflict with District functions. LRCCD's domain includes resource allocations, including FTE. The District determines each college's share of faculty positions and facilities. FTEF is determined by a mathematical calculation involving variables including the college's productivity, potential for growth, and programmatic needs, as well as the 75:25 ratio and Full-Time Obligation Number (FON). [Education Code 87482.6](#) requires community colleges to make progress toward the goal that at least 75% of the hours of credit instruction be taught by full-time faculty members. The statute was implemented through [Title 5 §51025](#). These regulations established an annual reporting system and the calculation of an annual District full-time faculty goal - called the FTO (Full-Time Obligation) or FON (Full-Time Obligation Number) - intended to facilitate progress toward the ultimate 75% goal.

The District is responsible for services and resources used by all four colleges, including Human Resources, General Counsel, Facilities and Management, Payroll, Benefits, Accounting, and IT. These services work closely with the College to communicate policies and regulations, to provide training, and to assist or lead the development of new facilities, services, or programs. In cases where disagreements occur, College and District staff use an interest-based approach to come to consensus or, in some cases, the District may decide.

The College engages in a number of District wide efforts that require cooperation between the four colleges and the District Office. For example, while the College has its own Curriculum Committee, appropriate College leaders also serve on the District Curriculum Coordinating Committee and the Program Placement Committee. District committees allow the colleges to articulate their needs and interests while avoiding unnecessary duplication of programs and services. In most cases, the colleges and District reach consensus, and when they do not, meaningful dialog occurs.

IV.B.1 *The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.*

- a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.*
- b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.*
- c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.*
- d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*
- e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.*

Descriptive Summary

The Board of Trustees derives its authority from the state of California. As outlined in [Board Policy 3112](#), the board is responsible for guiding the colleges by establishing and upholding policies related to overall philosophy of the District, academics, personnel, finance, student policies, and selection of the chief administrator. District policies are reviewed and [updated on a cyclical basis](#) by the board. The board regularly participates in study sessions, board training sessions offered through its state wide association, and state and national sessions of interest to the District and the colleges. New board members receive an orientation and specific training.

The Board of Trustees reviews and approves policy and regulation changes brought forward by constituency groups through the participatory governance process. While policy changes are effected by the board, changes to regulations are done through the Chancellor's Cabinet. Both processes work well because a number of constituency groups, committees, and councils review and provide input for recommended changes. Policy changes go to Chancellor's Executive Staff only after other groups review and comment (VPI, VPSS, Students, Chancellor's Cabinet, and District wide committees like Matriculation etc.) The District's General Counsel facilitates the process throughout.

Self-Evaluation

The Board of Trustees adheres to a clearly defined policy for selecting and evaluating the College President. District policy and regulation regarding the selection and evaluation of the College President appear in [P-9000](#), [R-9000](#), [P-9122](#), and [P-9142](#). The Chancellor initiates the selection timeline, defines the process, and involves the constituency groups throughout the interview progression. At the College, faculty, classified staff, managers, and students hear the finalists in open forums. This ensures that the Chancellor has input from all constituencies before recommending one of the candidates to the Board of Trustees for approval.

With input from the College faculty and staff, the Chancellor evaluates the President in accordance with the policies. The College President develops annual goals in accordance with the College Strategic Plan and District and discusses them with the Chancellor prior to the beginning of the academic year. The President shares these goals with representatives of the College constituencies and the College's Vice Presidents, and then with the deans at their weekly meetings. The College goals are taken directly from the strategic plan, so they are developed through the participatory planning process.

As described in [LRCCD Policies 4111](#) and [P-9142](#), the Board of Trustees is responsible for the recruitment, employment, and evaluation of the District Chancellor. The board establishes the qualifications for the position and the timeline for the search. The current Chancellor began his tenure with the District on February 1, 2013. The Board of Trustees entrusts the Chancellor with full responsibility for implementation and administration of board policies according to [LRCCD Policy 3112](#): "The Board of Trustees shall delegate to the Chancellor the function of specifying required actions and designing the detailed arrangements under which the District shall operate" and [LRCCD Policy 4111.1.1](#): "The Chancellor shall serve as the chief executive officer for 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. In addition, the Board of Trustees appoints the college presidents, District Deputy Chancellor and Vice Chancellors upon recommendation by the Chancellor."

LRCCD Policies [3111](#), [3112](#), [3113](#), [3114](#), [8321](#), [8323](#), and [8611](#) specify the Board of Trustees' size, duties, responsibilities, and procedures. The board reflects the public interest by developing policy, providing oversight for the District, and setting its strategic direction. Board members are accountable for the educational quality and financial health of the Organization. To this end, the board reviews curriculum changes, studies financial information, and adopts District policies that ensure the effectiveness of the Institution and its learning programs. The board also reviews student demographic and achievement data to ensure the District maintains quality programs that are inclusive and accessible to students ([P-3412](#) and [R-3122](#)). The Board of Trustees members recuse themselves from participating in issues whenever they have a conflict of interest.

As evidenced by its [agenda](#) and [minutes](#) documents, the Los Rios Board of Trustees acts as a whole and in accordance with the policies and bylaws. Further, the board amends policies and regulations to address changes in the District's operations, changes in law, and changes in the needs of students. Details of the District's policy reviews appear on the [District General Counsel's website](#).

In concert with the Chancellor, the Board of Trustees develops annual goals and prepares a report on the accomplishments of the previous year. As described in more detail below, the board formally evaluates the performance of the Chancellor each October, with input from various constituent groups. The Chancellor and board also annually review the performance of the District's executive staff (college presidents and vice chancellors). The board participates in the review of final candidates for these executive level positions and makes the final decision regarding the hiring of these candidates.

Actionable Improvement Plan

None.

IV.B.1.f *The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

Descriptive Summary

Prior to election to the Los Rios Board of Trustees, candidates are oriented to the LRCCD through briefings and question-and-answer opportunities with the Chancellor, Associate Vice Chancellor of Communications, General Counsel, the vice chancellors and college presidents. Once elected, new board members meet with District officials and with the college presidents, often taking tours of the campuses. In addition, new members, including the student trustee, are provided a local orientation that includes an introduction to the policies and procedures of the District. Each January, the California Community College Trustees organization provides orientation for trustees. New trustees are also encouraged to go to the Community College Trustees orientation as well as the American Association of Community Colleges orientation. The expected attributes of and guidelines for the conduct of board members are clearly laid out in LRCCD policy ([P-3113](#)), which also indicates that trustees must possess the willingness to devote time to the business of the board.

The governing board of the Los Rios Community College District is comprised of [seven members](#) elected by the voters [within their service areas](#), and one student trustee elected annually by students District wide ([P-3122](#) and [P-3132](#)). Board members serve staggered four-year terms with elections occurring every two years ([P-3132](#)). To manage this, three members run during one election cycle and four during the following. The student trustee serves a one-year term. In November 2014, three members were re-elected to the board, and a new trustee was elected to fill a board position vacated by death.

Self-Evaluation

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

Actionable Improvement Plan

None.

IV.B.1.g *The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.*

Descriptive Summary

In the language of [LRCCD Policy 3112](#) clearly defines the LRCCD Board of Trustees self-evaluation processes: “The Board of Trustees will review achievements related to goals and progress towards those goals at midyear, and The Board of Trustees will informally discuss their performance as a Board annually.”

Self-Evaluation

The LRCCD Board of Trustees engages in self-evaluation every year. The board performed its most recent Board Self-Evaluation during its retreat on March 6, 2015. To begin this process, the board completed the Self-Evaluation instrument at its [October 3, 2014 retreat](#). The results were then tabulated, reviewed, and discussed at the March 2015 retreat.

Actionable Improvement Plan

None.

IV.B.1.h *The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.*

Descriptive Summary

The Board of Trustees’ [Statement of Ethics](#) is stated in LRCCD Policy 3114. Additional ethics-related policies are detailed in LRCCD Policies [8315](#) and [8611](#). Policy 3114 provides an overall statement of ethics and lists twelve specific elements that each member of the board will adhere to in performing the duties of his or her office. Furthermore, there is a statement specifying consequences of any violations of ethics. In addition, as the Board of Trustees of four California Community Colleges, the LRCCD Board of Trustees is also bound by relevant sections of the California Government Code and the California Code of Regulations, which further describe elements of ethical conduct in government and stipulate (in [Government Code 83116](#)) the sanctions available when standards of conduct are violated.

Self-Evaluation

The Board of Trustees has clearly defined, implemented, and published policies for self-evaluation of board performance.

Actionable Improvement Plan

None.

IV.B.1.i *The governing board is informed about and involved in the accreditation process.*

Descriptive Summary

The Board of Trustees is involved in and informed about the accreditation process ([P-3112](#)). The Board of Trustees receives regular updates about the accreditation process at its two annual retreats in March and October. A [Board Workshop](#) was held on November 19, 2014 regarding accreditation and the board's role in supporting College and District accreditation activities. On [September 10, 2014](#), individual board members met with representatives of the four colleges' self-evaluation committees to assist the colleges in preparing their responses to Standard IV. The Board of Trustees also reviews and acts on all accreditation Substantive Change Requests, Midterm Reports, and Self Evaluation drafts. Some of the board members have taken online ACCJC training, and some have participated in accreditation site visits.

Self-Evaluation

The Board of Trustees is informed and involved in all aspects of the accreditation process. Regularly scheduled meetings, workshops, and constituency updates serve to facilitate a strong relationship between the board and the colleges' accreditation processes. During the current accreditation cycle, the board supported a [District wide accreditation event](#) designed to inform members of accreditation teams about the roles and responsibilities of board members and create an opportunity to answer accreditation-related questions from self-study team members.

Actionable Improvement Plan

None.

IV.B.1.j *The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college.*

Descriptive Summary

The Board of Trustees is responsible for recruitment, employment, and evaluation of the District Chancellor ([P- 4111](#) and [P-9142](#)). The board establishes the qualifications for the position and the timeline for the search. The current Chancellor began his tenure with the District on February 1, 2013. The Board of Trustees entrusts the Chancellor with the full responsibility for the implementation and administration of board policies, as stated in [LRCCD Policy 3112](#): “The Board of Trustees shall delegate to the Chancellor the function of specifying required actions and designing the detailed arrangements under which the District shall operate,” and in [LRCCD Policy 4111.1.1](#): “The Chancellor shall serve as the chief executive officer for 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.” In addition, the Board of Trustees appoints the college presidents, District Deputy Chancellor, and Vice Chancellors upon recommendation by the Chancellor.

The [Board's evaluation of the Chancellor](#) is conducted at three points each year. The first two activities are discussions of the performance of the Chancellor in respect to the joint “Board of Trustees and Chancellor Desired Outcomes” at their retreats in October and March. The board conducts the formal evaluation of the Chancellor in closed session at its regular business meeting in late October. The formal evaluation consists of:

- 1) an evaluation instrument completed by members of the Board of Trustees, constituent group leaders, and community leaders,
- 2) the Chancellor’s Self Evaluation, and
- 3) a review of the “Annual Desired Outcomes of the Board of Trustees and Chancellor.”

While the contents of the evaluation are confidential, copies of the Desired Outcomes and evaluation instruments are available in the Office of Human Resources.

The Chancellor’s role in selection of college presidents occurs within the guidelines set forth in [LRCCD Policy 9122](#). The presidents’ annual evaluation includes sessions conducted in spring and fall of each year where the Chancellor reviews their progress on the previously agreed-upon goals/desired outcomes ([P-9122](#) and [P-9142](#)). As part of the evaluation process, the faculty and staff complete an online College President Evaluation Questionnaire created by the Academic Senate in 2007. The Chancellor then discusses the results with each president. While contents of the evaluation are confidential, copies of the Desired Outcomes documents and the faculty evaluation instrument are available in the Chancellor’s Office for review.

Self-Evaluation

The [Board of Trustees follows](#) a clear process in [selecting](#) the [Chancellor](#) ([P-4111](#)) and solicits input from all constituency groups on recruitment and selection ([Chancellor Selection Process Email](#)). Open forums are held for all constituency groups, who provide input on the finalists. The final decision rests with the Board of Trustees.

The Board of Trustees conducts an annual review of the Chancellor during closed session. The board adheres to the conditions of the contract regarding evaluation criteria.

Actionable Improvement Plan

None.

IV.B.2 *The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

Descriptive Summary

The President provides leadership within the College community and in the region. Posted on the website is the [President's Corner](#) with links to CRC's Annual Reports and the President's biannual newsletter. The President ensures that effective and equitable [selection of personnel](#) occurs at the College. The President works closely with the College's management team, which includes the three vice presidents, an associate vice president, deans, directors, and with the leadership team, which includes the Academic and Classified Senate leadership, and the Student Association President. The President also meets regularly with the faculty union leadership to ensure that working conditions specified in the contract are being followed and to reiterate appropriate duties of union leadership in contrast to the role of the Academic Senate.

Self-Evaluation

The President is readily available to faculty and staff who have specific needs and interests, wish to share input regarding processes, or seek residential support of various initiatives. The President remains accessible and regularly engages in dialog about the College's needs and interests, provides leadership to the planning and allocation of resources, and engages in the selection of personnel. The President, in consultation with the management and leadership teams, regularly assesses institutional effectiveness.

Actionable Improvement Plan

None.

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

Descriptive Summary

The College President, as the chief administrator, is responsible for the overall supervision of

the Institution ([P-2411](#)). An [organizational chart](#) outlines the reporting structure of the College. All Vice Presidents directly report to the President. In addition, the Dean of College Planning and Research is a direct report to the President, facilitating oversight and active engagement in the College planning processes. The Public Information Officer is another of the President's direct reports, ensuring clear communication of institutional values. Finally, the Director of College Advancement, responsible for fundraising and development activities, also reports directly to the President. This administrative structure allows the President to effectively communicate with, and delegate authority to, CRC's operational units in keeping with the College's Mission, Vision, and Values.

Self-Evaluation

To provide effective leadership, the College President meets regularly with managers as well as faculty, classified, and student leadership. In accordance with [Board Policy 9141](#), [manager evaluations](#) are conducted in a timely manner. As part of this process, [opinions of staff](#) regarding manager performance are collected and considered. All managers receive written progress reports annually and provide self-evaluations assessing their individual goals and the degree to which they have been met.

Actionable Improvement Plan

None.

IV.B.2.b *The president guides institutional improvement of the teaching and learning environment by the following:*

- 1. establishing a collegial process that sets values, goals, and priorities;*
- 2. ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
- 3. ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
- 4. establishing procedures to evaluate overall institutional planning and implementation efforts.*

Descriptive Summary

The President of Cosumnes River College is involved in College decision-making and guidance processes to ensure continuous improvement and institutional effectiveness. The organizational structure particularly ensures that final decisions regarding goals and priorities for educational planning receive review and approval from the President. Several institutional practices illustrate the efficacy of this organizational structure. Foremost, the President, as chief executive, aims overall institutional planning. This includes immediate direction and oversight of the Dean of College Planning and Research. Also, the President tasks each member of the administrative team to formulate annual goals and objectives mapped to the Strategic Plan. These goals are evaluated at the end of each annual cycle to inform the next cycle of planning. In addition, the President's Executive Council, composed of representatives from all constituencies, provides a venue for the President to receive the work of the shared governance committees (including College Planning) and to initiate College wide dialog with respect to recommendations from these committees. Additionally, the

President founded the Center for Advancement of Staff and Student Learning (CASL), which serves to promote the teaching and learning environment.

Self-Evaluation

The President is the final reviewer and decision-maker in the College Integrated Planning Process as evidenced in the [Planning Guide](#). Products of the College Integrated Planning process are forwarded to the President and distributed to the College constituencies for broad institutional review ([Planning Guide](#), pgs. 5-15). The [College Planning Committee](#) serves to enact a collegial and integrated planning process, with the support and guidance of the President. The President participates in [Planning Summits](#), which include all constituency groups and guide the creation and regular updating of institutional planning values and principles as evidenced by documents and [minutes](#) from the College Planning Committee. The President reviews and approves program reviews and unit plans created under the leadership of the College Planning Committee with support from the [Learning Outcomes Dialog Subcommittee](#).

[Program Review](#), also known as Program Overview and Forecast (PrOF), is an important feature of the integrated planning model. In the past decade, it has transitioned from a paper form, completed by each division and compiled and prioritized by each unit, to an electronic database created in-house. Program review (PrOF) informs unit planning, College wide planning, and all College resource allocation processes. The College Planning Committee steers PrOF and assesses the PrOF process as well to move toward a more effective and efficient process. Student Learning Outcomes are supported and achieved by the allocation of resources. Prioritization processes are referenced for capital outlay, instructional technology, faculty hiring, and classified hiring.

The [faculty prioritization process](#) was reviewed and updated in the [Academic Senate](#) on October 10, 2014. Each area provides data and analysis supporting its requested need as well as evidence that the requested position was included in the area's unit plan and program review. In this way, educational planning is integrated with resource planning and distributed to achieve student learning outcomes. The [classified prioritization process](#) also must show a link to the unit plan and include appropriate data supporting the need. The classified process was reactivated in fall 2014 after many years lying dormant due to budget constraints, which barred new hires. On November 12, 2014, the College managers and Classified Senate participated in this process. Each area submitted new position requests, fully justified by the impact not only on the program but also on the College. Urgency of need and difficulty in staffing with temporary positions played a role. The Classified Senate and the management team held an interest-based discussion to determine prioritization criteria prior to voting on the classified position requests ([Planning Resource Allocation](#)).

The [College Strategic Plan](#) is developed in response to the District Strategic Plan in concert with factors arising from evaluation and analysis of student data at CRC. The [Los Rios District Strategic Plan](#) acknowledges the many points of distinction that differentiate the four colleges yet indicates how all must plan for future trends as one cohesive district. Page 3 of the [College Strategic Plan abstract](#) emphasizes that the President is responsible for aiming the

strategic planning process.

To carry out the responsibility for planning, the President meets regularly with [the Executive Council](#) to confer on all recommendations developed by the participatory governance committees, including College Planning. Through the Executive Council, the President can make decisions that are well informed by each constituency's point of view and communicate these back in a timely manner.

The President conceived [CASSL](#) to encourage faculty research and inquiry. The CASSL Coordinator assists with and disseminates research and/or inquiry projects. CASSL disseminates projects in the following ways:

- supporting and disseminating research and/or inquiry projects by the CASSL coordinator,
- supporting and disseminating research projects by the Faculty Researcher,
- supporting and disseminating faculty research and/or inquiry projects by CASSL Innovation grants,
- providing direct assistance and support to College employees, and
- engaging in collaborative activities with the CRC Research Office.

CASSL also hosts myriad professional development activities and workshops.

Actionable Improvement Plan

None

IV.B.2.c *The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.*

Descriptive Summary

The President maintains current knowledge of statutes, regulations, and policies, and ensures local implementation. College practices are consistent with the mission and all policies.

Through organizational structure, personnel assignments, and professional development opportunities, the President ensures that all College programs, services, and practices are up to date and consistent with legal, financial, and educational policies.

Self-Evaluation

In order to stay current with any changes in statutes, regulations, or policies, the President attends regular meetings at the District with the Chancellor, General Counsel, and other college presidents, as well as monthly Board of Trustee meetings. The General Counsel also holds meetings with the presidents once per month. To ensure that management is also kept current, the President holds weekly meetings with all CRC administrators to disseminate information and advise them of upcoming changes locally, District wide, and state wide. The

[Office of the General Counsel](#) provides direct links to legislation and sources of state wide statutes for reference and to ensure compliance. The Mission Mapping Document on pages 20-23 in the [Planning Guide](#) explains how the College’s mission relates to participatory governance processes.

The [College Research Office](#) works with the Dean of Planning and Research to gather data relevant to the College and the surrounding community. Moreover, it correlates, interprets, and disseminates facts about the demographic profile of CRC students and their academic performance. The College Research Office also provides documents for the President and the academic programs at the College to use in planning processes. It provides access to research and articles relevant to higher education at a state wide and national level. Another function of this office is to provide College data for District wide research reports. The [strategic plan](#) shows the alignment of the District goals, CRC objectives, strategy, and achievement reports.

Actionable Improvement Plan

None.

IV.B.2.d The president effectively controls budget and expenditures.

Descriptive Summary

The President is involved with budgeting and resource allocation for the College, and effectively ensures that money received is spent in support of the [College Mission Statement](#).

The President works with the Vice President of Administration (VPA) to keep a balanced budget. While the VPA is responsible for managing details of all accounts, all expenditures and annual allocations go through the President and the executive team. All College budgeting processes, including Capital Outlay, Instructional Technology and Media, and Faculty and Classified Prioritization, get final approval by the President, who may re-prioritize some items. Resource allocation for the College is part of the planning cycle, and as such, the President is the ultimate decision maker. [Planning Diagrams](#) in the CRC Strategic Plan show the flow of planning and decision-making. A series of information sessions on various aspects of the budgeting process were held in fall 2014 by the Business Services Office and Vice President of Administration for both the Budget Committee and those who work with budgets in each area office ([Budget Committee Minutes November 24, 2014](#)).

Self-Evaluation

The President effectively controls expenditures and communicates the final decisions to the Campus community after the COB and ITMB processes have taken place through the budget requests and the planning process.

Through the budgeting processes, the President effectively controls expenditure of College funds. At the conclusion of the budgeting cycle, the President and Vice President of

Administration release prioritized lists of items to be funded. Finally, the President disseminates this information in a memo to the College at large ([Memo from the President COB and ITMB](#)).

Actionable Improvement Plan

None.

IV.B.2.e *The president works and communicates effectively with the communities served by the institution.*

Descriptive Summary

The President is effectively involved with the various communities on Campus, within the District, and in the surrounding region. The President holds various sessions to communicate information to the College, including FLEX day sessions, convocations, staff recognition, and budget update events. College wide announcements, significant policy and legislative issues, and programmatic matters are also distributed by the President via email or printed documents.

Self-Evaluation

Campus events, often including members of the surrounding community, are activities such as building dedications, Board of Trustees meetings on site, cultural events, fundraisers, notable author presentations, and visiting lecturers. The [Annual Report](#) highlights a number of these activities, and shows the President actively engaged. The Annual Report also mentions numerous activities where the President plays an active role in ensuring an effective relationship between the College and the community at large. Examples of these include, but are not limited to, the Annual Entrepreneurship Seminar, International Rotary, Patron’s Club, hosting of distinguished speakers, and outreach to high school students in underserved populations as for example provided by the Alpha Academy. The President is an active participant and supporter of all Campus and community events in alignment with the CRC Strategic Plan.

Actionable Improvement Plan

None.

IV.B.3 *In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.*

Descriptive Summary

The District articulates expectations to the four colleges and has clearly defined roles of authority and responsibility distinguishing the District and colleges from one another. Regular meetings of the four colleges' constituency leadership groups ensures an understanding of, and respect for, the role of the District in relation to the colleges.

Expectations and information are shared at weekly Chancellor's Staff meetings attended by the college presidents, the Chancellor, Vice Chancellors, and legal counsel. Bi-monthly meetings of the Vice Presidents with their respective Vice Chancellors and relevant Associate Vice Chancellors also ensure that College needs are communicated to the District, and District interests are discussed with the colleges. The Chancellor's Cabinet meets monthly and includes faculty and classified leadership, LRCFT leadership, college presidents, and student leaders, who discuss a wide range of issues relevant to the District and colleges ([P-3411](#) and [R-3411](#)).

District wide committees regularly meet to address curriculum and program placement, development of new job descriptions, work force needs, research agendas, IT needs, and business practices. The authority and roles for participatory governance committees are clearly outlined in Regulation 3412 ([R-3412](#), [DAS Minutes](#), and [DCCC Minutes](#)).

District goals, expectations, and interests are also communicated when the Chancellor, along with members of his staff and several board members, attends the College's opening session. At the convocation, the Chancellor provides personal insights and an overview of recent state wide issues, emphasizing the implications these have for the District and the colleges. The District also provides mechanisms for documenting staffing, recommending position and title consistency among the colleges, and ensuring that roles and scope of authority are clear. The District's strategic goals and objectives provide the basis for the college presidents', vice presidents', and deans' annual goals. In this way, the College goals operationalize the District's to ensure there is progress towards achieving them.

Los Rios has an active District Academic Senate. The District Senate President attends and presents at Board of Trustee meetings and meets with the Chancellor and the Academic Senate Presidents from all four colleges each month.

Self-Evaluation

The four colleges work well together and in concert with the District. Appropriate authority for issues affecting all four colleges, such as resource allocations, begins at the District level

using established formulas. The College may, when it deems necessary, work with the District to solicit more resources in order to enhance growth or to implement new programs. Requests for additional resources trigger discussions between the College and the District about urgency, use of existing College funds to support initiatives, and alternative means for addressing an interest, such as a partnership with a community agency. The College and the District clearly understand who is responsible for what, and where clarity is needed, frequent dialog occurs.

Actionable Improvement Plan

None.

IV.B.3.a *The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.*

Descriptive Summary

The College knows the District's clearly delineated operational responsibilities and functions. The District provides Human Resources, Facilities and Maintenance, IT and a number of other District wide services in consultation with the colleges. If College and District personnel are unsure about who is responsible for what, the College and District personnel are able to discuss needs and interests and resolve the matter quickly. Processes for District wide transactions are in place and known by the College staff. For example, hiring of permanent positions requires approval from HR and District Office finance to ensure that existing FTE is allocated for the position. The College develops position announcements in consultation with HR.

The extensive array of meetings that take place among the participatory governance committees and other affiliated groups, described in III.B.3.f below, serve to assure that there is clear delineation and communication about the operational responsibilities and functions in the District. The District Function Map illustrates how the District currently allocates responsibility for the many operational functions of the District ([District Function Map](#)). Using the accreditation standards as a structural frame, the original District map was created in 2002 and revised in 2007 and 2014. The 2014 revisions were made following review and recommendations from the colleges and District wide participatory governance, and leadership groups in order to clarify how operational responsibilities in the District are assigned. The document indicates whether a college, or the District, has primary, secondary, or shared responsibility for a defined operational function. Nevertheless, the District lines of responsibility remain flexible enough to shift following participatory governance review of changing circumstances and needs.

Self-Evaluation

The College has established practices and processes that work in consultation with the District. The College understands its scope of authority and aligns with the District. For

example, interview committees are advised that their role is to screen, interview, and recommend yet the final decision rests with the Board of Trustees, which has the authority to hire personnel. All contracts must be routed through specific College offices and then to District for approval. The College communicates this process and the District timelines to vendors and contractors. The College consistently adheres to the delineation of functions as outlined by the District in policies, regulations, and guidelines.

Actionable Improvement Plan

None.

IV.B.3.b *The district/system provides effective services that support the colleges in their missions and functions.*

Descriptive Summary

The District provides effective services to support the College in its mission and functions. The mapping document, referenced in IV.B.3.a above, illustrates how the District provides, or partners with the College to provide, vital services that assist the College in the performance of its mission and functions: fiscal services, human resources, information technology, facilities development and maintenance, research, public information, and more. To ensure the quality of these services, the District units conduct their own program review and planning processes, which include discussion of data from existing performance measures or indicators such as surveys when those have been used to assess performance. The units use the review results to identify unit strengths and areas for improvement.

An example of District support is the Los Rios District Information Technology Department (IT). Under the direction of the Associate Vice Chancellor of Information Technology, [District IT](#) provides services related to District wide infrastructure, including network, cabling, and wireless capacity. District IT implements, or provides support for, all information systems, including student services, business services, library database systems, telephone system, voicemail, Internet, web services, and course management software or learning management system. District IT also supports the mission of the College through a District wide e-mail exchange using Outlook and a [Help Desk](#) for all employees who require any technical support. Intranet/Online Services and [SOCRATES](#) are critical components of the College yet are maintained by the District.

The District and College provide various modalities of education, including online. CRC and the LRCCD provide support in the teaching mission by making services available for the required technology, including a District wide course management platform called D2L and technical support for users of D2L. Pedagogical tools to support effective teaching are made available through CRC's [Distance Education and Web Development](#) office via workshops, one-on-one assistance, and online blogs, videos, and sample courses.

[District Human Resources](#) manages application processes to facilitate recruitment for the necessary talents and resources for all College hiring.

Self-Evaluation

Ongoing dialog between the College and District staff establishes clear lines of responsibility. In cases where the College or District feels that the other is responsible, discussions ensue and the matter is collegially resolved. Needs and projects are never “in limbo” because of uncertainty as to who is responsible. Some projects require extensive input from faculty and staff. Where needed, College personnel are included as work group participants and contribute to the decision-making process. Communication between the District and College is frequent and substantial.

Actionable Improvement Plan

None.

IV.B.3.c *The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.*

IV.B.3.d *The district/system effectively controls its expenditures.*

Descriptive Summary

The LRCCD practices conservative financial management. This results in stability and consistency in District operations. The Board of Trustees oversees the distribution of finances through approval of “purchase orders, warrants, checks and wires.” Likewise, the board ratifies “grants and contracts, renewed contracts, and bid transactions” ([Board of Trustees Agenda](#)).

The District Budget Committee ensures broad-based constituency input into fiscal policies. As a result, the District has an equitable and fair process for distribution of financial resources. This process is described in the [2014-15 LRCCD Adopted Budget](#) (pgs. 127-133). It is important to note that the District’s “bucket” formula assists in ensuring a fair distribution of resources. Allocation of funds is determined through the consideration of factors including enrollment, weekly student contact hours, and assignable square footage at the colleges.

Faculty staffing decisions consider criteria described in the current revised [Guidelines for Authorizing New and Replacement Faculty Positions](#). Colleges and participants in the District position allocation process use this document to determine their local priorities. While the state’s full-time/part-time faculty ratio requirement is not an accreditation standard-related measurement or metric, the District does use the ratio to meet its interest in achieving reasonably equitable full-time/part-time faculty ratios across all LRCCD colleges.

Productivity/access goals are also District-level considerations. The budget process guidelines, District Budget Committee membership, and the District budget calendar are clearly described in District Policy 8122 and Regulation 8122 ([P-8122](#) and [R-8122](#)).

The District's established resource allocation formulas determine apportionment of resources including FTE. Allocations are assigned and discussed at the appropriate levels. To be prepared for the outcomes of state budget allotments to the community colleges, LRCCD prepares three tiers of projected budgets ranging from extremely conservative estimates to conservative estimates. The Board of Trustees approves and makes public the ultimate annual [budget for the District](#). The Chancellor provides a summary of the resource allocation model and a transparent view of "the big picture" through his [Executive Summary](#).

Several years ago, several programs and services, including categorical programs, had to make reductions due to the state's deep fiscal recession. To minimize the impact on students, programs and services worked collaboratively to meet students' needs. Staff were cross-trained as appropriate, and instructional programs managed FTE reductions by notifying students in advance of any changes to course offerings.

Self-Evaluation

Los Rios is a fiscally conservative district. No lay-offs of permanent staff have occurred at the College in the past six years. With the use of reserves, the College was able to avoid laying off any permanent employees; however, despite needs, there was no increase in the number of classified permanent positions during the budget crisis. Only recently has the College been able to begin filling permanent classified positions. While full-time faculty were also not laid off during the recession, fewer adjuncts were employed because of the reduction in course offerings. To mitigate this effect, the faculty union encouraged full-time faculty to not accept extra contract FTE thereby providing teaching loads to as many adjunct faculty as possible.

Because of the District's fiscally conservative approach, the College and District were able to compensate for the impact of the budget crisis on faculty, staff, students, programs, and services. In sum, the District uses sound fiscal principles. For example, no more than 60% of a categorical budget can be allocated to permanent personnel costs. The colleges wisely manage their carry-over funds and, in consultation with the District, are able to allocate sufficient resources to support instructional programs and services.

Actionable Improvement Plan

None.

IV.B.3.e *The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.*

Descriptive Summary

The Chancellor meets regularly with the four college presidents at weekly Chancellor's Executive Staff meetings, at their bi-annual meetings to review progress on their desired

outcomes, at periodic Executive Staff retreats, and at several other times in the course of the year. The Chancellor delegates full responsibility for administering the colleges to the presidents and holds them accountable for meeting the goals in the five areas of the District strategic plan. To do this, college presidents set forth and meet goals aligned with those in the District Strategic Plan and implement District policies independently.

The Chancellor follows Board Policy 9142 ([P-9142](#)) and performs annual evaluations of the presidents ([Chancellor Evaluation of President](#), see page 2). Consultation between the Chancellor and his staff and the college president occurs on matters related to hiring, facilities, District interests, and College projects.

Self-Evaluation

The President ensures that District policies and regulations are adhered to at the College. While the President is responsible for implementing and administering policy and procedures at the College, it is often done in consultation with the Chancellor or District staff.

Actionable Improvement Plan

None.

IV.B.3.f *The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.*

Descriptive Summary

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,” which are sent via email to all employees; emails to employees regarding important issues or changes relating to information technology, human resources, financial aid and other issues; and extensive use of several social media platforms, including the District website, Facebook page, Twitter feed, YouTube channel for videos, and Instagram page for images. In addition, the Chancellor speaks directly to college staff on issues of importance to the District at each of the four college convocations twice a year, and follows up those presentations each fall and spring semester with more informal “brownbag” visits to the colleges and, when possible, the education centers.

Another important form of cross-District communication occurs in the many meetings of the District-level participatory governance committees.

Academic Senate led committees:

- District Curriculum Coordinating Committee
- District Matriculation and Student Success Committee

Other Committees:

- District International Education Committee
- District Budget Committee
- District Academic Calendar Committee
- District Educational Technology Committee

Other Work Groups:

- Vice Presidents of Instruction and Student Services group
- Vice Presidents of Administration group
- Career and Technical Education Leadership group
- District Research Council
- Los Rios Communications Council (communication and public information officers and marketing officers)
- Information Technology Deans group
- Library Deans group

Additionally, there are many District-level participatory governance committees which meet regularly. These include the [District Academic Senate](#), [District Curriculum Coordinating Committee](#), [District Matriculation and Student Success Committee](#), and other [District committees and work groups](#). The District publishes the agendas and/or minutes of its many committee, Academic Senate, vice president groups and other groups on its website.

The [organizational chart](#) illustrates the reporting structure and lines of communication as well as how individuals within the management organization are supported. Weekly meetings between the Vice Presidents and their direct reports, regular meetings between division deans and their department chairs, and division wide meetings are also common practice and allow for communication to flow up, down, and across the College.

The Chancellor visits each college during [Convocation](#) and throughout the year for formal and informal events such as the Brown Bag lunches, grand openings of buildings, and annual fundraising events. The Chancellor sends out regular updates to the entire Los Rios community. Examples of these updates include [Note from the Chancellor, Brown Bag with Brian](#), [Inside CRC November 10](#), and [Inside CRC November 17](#). The Chancellor also sends emails regarding organizational changes that impact the College by using the “CRC-Everyone on Exchange” mailing list. All faculty, staff, and managers have access to this list with the expectation that it shall only be used to communicate relevant College and District information.

College administrators, supervisors, classified, faculty, and student leaders meet regularly with their counterparts from across the District and receive input and direction from the District through a Vice Chancellor, Associate Vice Chancellor, or Director, who is assigned to facilitate the work of each particular area.

Self-Evaluation

The College leadership makes every effort to keep the appropriate constituency groups informed and engaged using participatory governance committees, department, division, and

program meetings, and through the weekly “Inside CRC” sent by email each Monday by the Public Information Office (PIO) to the entire College. Flex days are also an opportunity for the College community to meet with the President and Vice Presidents and to hear about state and local changes affecting the College. Dialog is encouraged at these sessions. The College leadership is accessible and welcomes dialog and participation in a number of forums including Senate meetings. Faculty and staff, while encouraged to meet with their direct supervisors, also have direct access to Vice Presidents and the President.

Actionable Improvement Plan

None.

IV.B.3.g *The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.*

Descriptive Summary

At the District level, review of the Institution’s governance and decision-making structure involves discussion of information gathered from an array of sources. These include regular employee satisfaction surveys and the Community College Survey of Student Engagement. The District’s participatory governance and decision-making processes are discussed in the Chancellor’s Executive Staff group and in other District groups such as the Vice Presidents’ groups and the Academic Senate. That the District Academic Senate (DAS) regularly reviews the District’s policies and regulations is evidenced in [DAS agendas and minutes](#). Governance and structure are also the focus in discussions of regulation and policies changes that occur in the Chancellor’s Cabinet. A major rewrite to Policy and Regulation 3412 was made in 2013 to better clarify committee responsibilities and constituent membership.

At CRC, the [Los Rios Employee Satisfaction Survey](#) and the [Community College Survey of Student Engagement](#) measured the effectiveness of governance. The Office of College Research then shared the results with the College community, and areas of concern were identified and incorporated into various planning agendas.

The District engages in development of a [Strategic Plan](#) generally on a five- or six-year cycle. During this process, the direction of the entire District is analyzed closely and outlined for the future. Members of all constituency groups and from all four colleges come together to review data. They evaluate and discuss progress made on the past Strategic Plan, first in a steering committee, then in a District wide charrette. MIG, a Planning Development team, has been utilized to guide the discussion during the charrette and in the steering committee meetings leading up to it. An environmental scan is conducted at each college to respond to the Strategic Plan on a three-year cycle, producing a [Strategic Plan Progress Report](#) mid-cycle.

All plans and reports are reviewed and approved by the Board of Trustees, and widely shared throughout the District ([Strategic Plan Progress](#)).

Self-Evaluation

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

Actionable Improvement Plan

None.

List of Sources

IV.B

[Board of Trustees](#)

[policies](#)

[bi-annual board retreats](#)

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[Title 5 51025](#)

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[updated on a cyclical basis](#)

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[LRCCD Policy 3112](#)

[LRCCD Policy 4111.1.1](#)

[3111](#)

[3112](#)

[3113](#)

[3114](#)

[8321](#)

[8323](#)

[8611](#)

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[Board Workshop](#)

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[selection of personnel](#)

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[organizational chart](#)

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[manager evaluations](#)

[opinions of staff](#)

IV.B.2.b

[Planning Guide](#)

[Planning Guide](#)

[College Planning Committee](#)

[Planning Summits](#)

[minutes](#)

[Learning Outcomes Dialog Subcommittee](#)

[Program Review](#)

[Faculty prioritization process](#)

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[Classified prioritization process](#)

[Planning Resource Allocation](#)
[College Strategic Plan](#)
[Los Rios District Strategic Plan](#)
[College Strategic Plan abstract](#)
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IV.B.2.c

[Office of the General Counsel](#)
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IV.B.2.d

[College Mission Statement](#)
[Planning Diagrams](#)
[Budget Committee Minutes November 24, 2014](#)
[Memo from the President COB and ITMB](#)

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[Annual Report](#)

IV.B.3

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IV.B.3.a

[District Function Map](#)

IV.B.3.b

[District IT](#)
[Help Desk](#)
[SOCRATES](#)
[Distance Education and Web Development](#)
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IV.B.3.c and d

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[2014-15 LRCCD Adopted Budget](#)
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[P-8122](#)
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[Chancellor Evaluation of President \(see page 2\)](#)

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[District Academic Senate](#)

[District Curriculum Coordinating Committee](#)

[District Matriculation and Student Success Committee](#)

[District committees and work groups](#)

[organizational chart](#)

[Convocation](#)

[Note from the Chancellor](#)

[Brown Bag with Brian](#)

[Inside CRC November 10](#)

[Inside CRC November 17](#)

IV.B.3.g

[DAS agendas and minutes](#)

[Los Rios Employee Satisfaction Survey](#)

[Community College Survey of Student Engagement](#)

[Strategic Plan](#)

[Strategic Plan Progress Report](#)

[Strategic Plan Progress](#)

Glossary: College and District Acronyms and Terms

AAL	Actuarial Accrued Liability
ACRL	American College and Research Libraries
ADA	Americans with Disabilities Act
ALA	American Library Association
ARC	American River College
ARCC	Accountability Report for the Community Colleges
ASBO	Association of School Business Officials International
ASF	assignable square feet
ASG	Associated Student Government
CAC	Community and Athletics Center
CalWORKs	California Work Opportunity and Responsibility to Kids
CARE	Cooperative Agencies Resources for Education
CASSL	Center for the Advancement of Staff and Student Learning
CCSSE	Community College Survey of Student Engagement
CCCCO	California Community College Chancellor's Office
CCCT	California Community College Trustees
CC&E	Cultural Competence and Equity Committee
CCLC	Community College Library Consortium
CDF	College Discretionary Funds
CDP	Census Designated Plan
CIPS	College Integrated Planning System
CLEP	College Level Examination Program
CMSA	(Sacramento-Yolo) Consolidated Metropolitan Statistical Area
COB	Capital Outlay Budget
CPC	College Planning Committee
CPTED	Crime Prevention Through Environmental
Design Crystal Reports	web based software used for enrollment data reports
CSC	Campus Sustainability Committee
CSU-GE	CSU-General Education breadth agreements
CTE	Career Technology Education programs
CVPA	Communication, Visual and Performing Arts Department
D2L	Desire to Learn (online learning management system)
DACC	District Accreditation Coordination Committee
DCCC	District Curriculum Coordination Committee
DE	distance education
DEIT	Distance Education and Information Technology Committee
DEMP	Distance Education Master Plan
DEMS	Distance Education and Media Services
DEWD	Distance Education and Web Development
Diop Scholars	Affiliated with Umoja programs, supporting African American students
DMC	District Matriculation Committee
DSA	Division of the State Architect

DSP&S	Disability Support Programs and Services
EEO	Equal Employment Opportunity
EGUSD	Elk Grove Unified School District
EOP&S	Extended Opportunities Program and Services
eServices	on-line application, registration, enrollment and business services
ESL	English as a Second Language
ETC	(district-wide) Educational Technology Committee
FACTS	Faculty Access to Communication on Teaching/Learning and Student Services
FASC	Foundations of Academic Success Committee
FDIP	Los Rios Faculty Diversity Internship Program
FLC	Folsom Lake College
FM	(LRCCD) Facilities Maintenance
FMP	Facilities Master Plan
FPP	Final Project Proposal
Freshman Seminar	to support new full-time students who recently graduated from high school
FTES	Full-time Equivalent Students
HIT	Health Information Technology
IBA	Interest-Based Alliance
IGETC	Intersegmental General Education Transfer Curriculum
IIIL	Innovative Interfaces Integrated Library system
IIPP	Injury and Illness Prevention Plan
ILL	interlibrary loan
IPEDS	Integrated Postsecondary Education Data System
IPP	Initial Project Proposal
iSEP	Individualized Student Educational Plan
IT	information technology
ITMB	Information Technology and Multimedia Budget
LCL	Library Computer Lab
LDTP	Lower Division Transfer Program of the CSU
LIS	Library Information Systems (Steering Committee)
LMS	Learning Management System (on-line software platform)
LODS	Learning Outcomes Dialog Subcommittee
LOIS	Los Rios Online Information System
LRCCD	Los Rios Community College District
LRCEA	Los Rios Classified Employees Association
LRCFT	Los Rios College(s) Federation of Teachers
LRFM	Los Rios Facilities Management
LRPD	Los Rios Police Department
LRSA	Los Rios Supervisors Association
LSTA	(Federal) Library Services and Technology Act
MESA	Mathematics, Engineering, Science Achievement
OAFT	Outcomes Assessment Task Force
OCLC	Online Computer Library Center
OPAC	Online Public Access Catalog

OPEB	other post-employment benefits
PDF	Program Development Funds
PeopleSoft	integrated information management software system used byLRCCD
PIO	Public Information Officer
PPC	Program Placement Council
PrOF	Program (or service) Overview and Forecast (the acronym used for the last three iterations of the program review cycles)
PSLO	Program Student Learning Outcomes
Puente Project	to provide counseling, leadership development, mentoring and enrichment opportunities in addition to learning community instruction to support educationally underserved students
ROP	Regional Occupational Programs
SAO	Service Area Outcomes
SARS-TRAK or SARS Grid	software used to set appointments for counselors
SCC	Sacramento City College
SCUSD	Sacramento City Unified School District
SDO	Student Development Office
SEIU	Service Employees International Union
SEP	Student Equity Plan
SES	socio-economic status
SLO	Student Learning Outcomes
SMSR	scheduled maintenance and special repairs
SOCRATES	System for Online Curriculum Review and Technological Education Support (district curriculum management software created by a Los Rios faculty member)
SSF	Students for a Sustainable Future
SSSP	Student Success and Support Plan
STAMP	Student Ambassadors Program students who assist and support college functions

Actionable Improvement Plans

#	Section	Actionable Improvement Plan
1	IB.4	In order to enhance College-wide understanding of its integrated planning and resource allocation process, results of the ranking processes that inform its resource allocation decisions will be communicated with a description of the ranking process, including the criteria (or factors) used to prioritize the requests.
2	IB.4	The College will more effectively integrate, communicate, and document the planning processes for College wide categorical programs, such as BSI, SSSP and SEP.
3	II.A.2.a	The College will continue to conduct regular audits of all courses to ensure every course has been assessed effectively and that assessment information is integral in curriculum revisions and program planning and in improving instructional outcomes.
4	II.B.3.e	In 2015-16, the Institutional Research Office will continue its formal assessment of the College's assessment tests.
5	II.C.1	Evaluate District wide processes for the funding of eBooks and other shared electronic resources and explore options that promote sustained District wide funding and purchasing equity. Responsible Parties: Dean of Learning Resources and College Technology and Library faculty.
6	II.C.1.a	Explore further formal methods for gathering discipline faculty input on the Library collection on a regular, systematic basis in order to ensure the Library collection continues to support student achievement of learning outcomes. Responsible parties: Library faculty.
7	II.C.1.d	Conduct a thorough review and analysis of the adequacy of the theft detection gate.
8	II.C.2	Research and explore methods to more effectively assess the needs and outcomes of students who use Library services independently and/or remotely. Responsible parties: Library faculty and College Research Office.