



MIDTERM REPORT

October 15, 2006

Submitted to

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

Submitted by

Cosumnes River College
8401 Center Parkway
Sacramento, CA 95823

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

**Los Rios Community College District
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Pamela Haynes
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CERTIFICATION
of the
MIDTERM REPORT

DATE: September 6, 2006

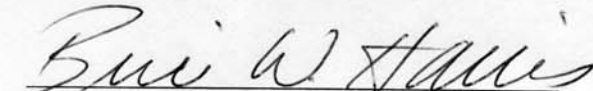
TO: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

FROM: Cosumnes River College
8401 Center Parkway
Sacramento, CA 95823

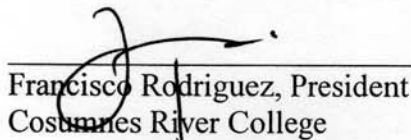
This Midterm Report is submitted for the purpose of assisting in the determination of the institution's progress on meeting the team recommendations and Commission action letter of January 16, 2004. We certify that there was broad participation by the college constituencies, and we believe the Midterm Report accurately reflects the nature and substance of the institution's progress in meeting the identified recommendations and self-identified issues, and provides an update on substantive change in progress, pending, or planned.



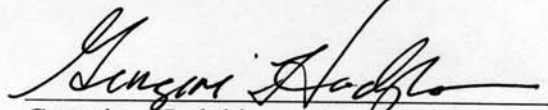
Bruce Pomer, President
Board of Trustees



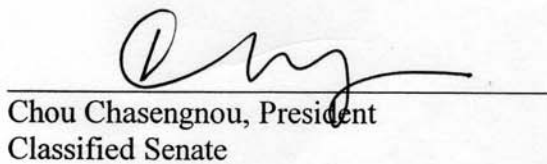
Brice W. Harris, Chancellor
Los Rios Community College District



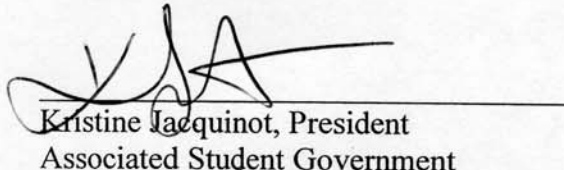
Francisco Rodriguez, President
Cosumnes River College



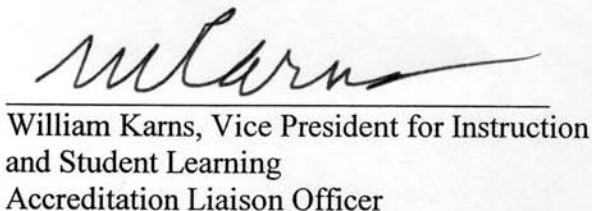
Georgine Hodgkinson, President
Academic Senate



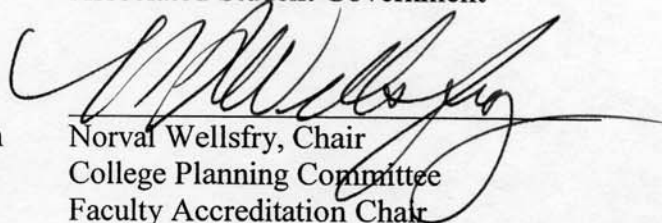
Chou Chasengnou, President
Classified Senate



Kristine Jacquinet, President
Associated Student Government



William Karns, Vice President for Instruction
and Student Learning
Accreditation Liaison Officer



Norval Wellsfry, Chair
College Planning Committee
Faculty Accreditation Chair

STATEMENT
on
REPORT PREPARATION

Cosumnes River College (CRC) received the report on the Accrediting Commission's findings in regard to the October 2003 site visit in January 2004. As part of its findings, the Visiting Team had four recommendations which the college began to address in Spring 2004. In addition, the College had self-identified several plans in its 2003 Self Study Report that it also began addressing in Spring 2004. The College's next required report would be this Midterm Report which responds to all four 2004 recommendations, indicates progress made on the college's self-identified planning issues, and reports on the two programs for which Substantive Change reports were accepted since the last self-study and visit. The following statement describes how the college prepared this Midterm Report.

In the late Spring of 2005, the College Planning Committee was charged with developing the Midterm Report. The principal writers for the 2006 Midterm Report were Norval Wellsfry, faculty member and College Planning Committee Chair, and William Karns, Vice President for Instruction and Student Learning, College Planning Committee Executive Secretary and Accreditation Liaison Officer. The College Planning Committee (CPC) is a shared governance committee with membership (see below) that includes representation from all college constituencies

The principal writers developed a timeline for the creation of the Midterm Report. This timeline was approved by the College Planning Committee after review by the College President and the members of the President's Executive Council, which is composed of the presidents of the four college constituencies (faculty, classified staff, students and managers). Once the timeline was in place, the principal writers interviewed college and District staff to establish the state of progress the college had made in respect to the four major recommendations.

The principal writers met in late Fall 2005 and early Spring 2006 to draft the responses to these major recommendations, which were then sent back to the responsible staff for review and change. Los Rios Community College District (LRCCD) Vice Chancellor of Education and Technology Marie Smith worked with district and college leaders to draft a response to Recommendation #3 regarding the development of college centers, since the same recommendation was received by all four district colleges in January 2004. In February 2006, the draft responses to the major recommendations were presented to the College Planning Committee, which approved the draft for submission to President's Executive Council. The constituent presidents shared the draft with their constituencies for comment and suggested revisions.

During the Fall of 2006, the responsible parties identified in the College's Self-identified planning agendas in the Self Study were requested to provide a status report and update on their progress toward addressing these planning agendas. These responses were accumulated by the Planning Committee and integrated into a comprehensive report that identified the planning agendas and their status. In August 2006, the draft report, which included the responses to the major recommendations as well as the College's Self-Identified Planning agendas, was available for final review and comment on the college research website, and on August 26, 2006, President Francisco Rodriguez approved the

2006 Midterm Report for submission to the LRCCD Board of Trustees, who subsequently approved the report at their September 6, 2006 meeting (please see Appendix 1).

College Planning Committee Members

Administrators:

Juan Avalos
Janis Caston
William Karns, Executive Secretary
Kathy McLain

Faculty:

Elizabeth Biggert
Michael Carney
Sandra Carter
Jeanne Edman
John Ellis
Markus Geissler
Roger Patching
Ron Preble
Thomasina Turner
Norv Wellsfry, Chair

Classified Staff:

Brad Brazil
Chou Chasengnou
Rosanna Coelho
Lynn Demirer
Jennifer Kepple
Chris Thomas
Deana Visentin

Student Representative:

Douglas Fitzgerald

RESPONSES
to
TEAM RECOMMENDATIONS
and
COMMISSION ACTION LETTER

(Team Visit: October 14-16, 2003)

RECOMMENDATION 1:

Develop and publish learning outcomes for all degree and certificate programs, identifying the expected skills and/or knowledge that would be acquired by completing the program. (4B.3)

DESCRIPTION:

As the College completed its Self-Study, it recognized that increased and focused efforts were needed to ensure the development and implementation of Student Learning Outcomes. In the 2003-4 academic year, two faculty (the chairs of the Curriculum and College Planning Committees) were granted Presidential re-assigned time to develop a process for SLO integration into the College's operations. These re-assignments have continued through the 2005-06 academic year in different configurations to reflect the maturity and developmental stages of the SLO implementation. Several specific accomplishments are to be noted:

- Three College-wide workshops were conducted off-campus to develop an initial cadre of faculty in SLO's. Over 40 faculty attended each of these workshops. The initial workshops focused on developing Program SLO's and their integration into Program Review. The most recent workshop is focused on the continued development of SLO's with a focus on the integration of basic skills in writing, reading, ESL, and mathematics.
- The Program Review process was revised to include SLO Assessment as an integral aspect of these reviews. This process, titled PrOF (Program Overview and Forecast; please see Appendix 2), was initially developed by a College team that attended an AAHE Assessment Workshop held in San Mateo. It was further modified and developed by the College Planning Committee in consultation with the Academic Senate and other constituencies. This process is attached and has been shared at several statewide conferences.
- The College has developed a set of College-Wide SLO's that are integrated into the PrOF Process. These College-Wide SLO's were developed as an aspect of the re-assigned time noted above. They were adopted by the College's Academic Senate. They are available to all College staff on the College's web-site.
- The College has developed resources for faculty to use in the development of SLO's. An SLO handbook has been developed and is available on the College web-site. It includes sample processes to be used in the development of SLO's and was an integral aspect of the workshops noted above. This web-site also has sample Program SLO's from a variety of programs. Development of these sample SLO's was a direct result of the workshops noted above.
- The College's curriculum committee revised its processes to ensure the Student Learning Outcomes are an integral component of all new programs and courses.

SLO's are required for all new proposals prior to their approval. Additionally, as was noted in the description of PrOF above, the status of SLO development for existing programs and courses is tracked.

- The College has developed the CASSL (Center of Staff and Student Learning) that is the central resource for staff development activities. At present, the CASSL is staffed by a re-assigned faculty member. The CASSL, in addition to its overall focus on staff development activities, has a major focus on SLO development. The current director of the CASSL is also the chair of the College's Curriculum Committee. The existence of the CASSL has facilitated the on-going integration of SLO's into the College's curriculum.

APPRAISAL:

As noted in the description above, the College has been aggressive in its efforts to develop SLO's across the curriculum. Initial focus has been on the development of College-wide and Program SLO's. The College has also trained an extensive cadre of faculty in SLO processes. This cadre is the core of an effort to continue the expansion and development of SLO's across the entire curriculum of the College. These efforts, as well as the development of the CASSL, are ensuring the integration of SLO's into the College's curriculum. The PrOF Process has also ensured that SLO assessment is an integral aspect of the College's Planning and Resource Allocation processes.

PLAN:

Initial efforts have focused on the development of measurable SLO's. The second stage, which will be implemented in the Fall of 2006, will develop the assessment skills of faculty and integrate these assessment processes into the SLO system. As was noted above, the CASSL is a major focus of SLO developmental activities. Workshops on SLO processes and assessment are an ongoing element of the CASSL programming.

In the Fall of 2006, the areas of the College will embark on Unit Planning. The Unit Plans will be based on the College-wide program review processes completed in the Spring of 2006. These program reviews include planning processes and identify resource needs. In the next program review cycle (Fall 2009), SLO assessments will be an integral component in the identification of planning elements for programs.

RECOMMENDATION 2:

Evaluate current processes related to distance education and complete the distance learning master plan, ensuring that student support and infrastructure issues are effectively addressed. (3B.3, 4A4, 5.3)

DESCRIPTION:

In the Spring of 2003, the College President directed the Chairs of the College's Information Technology and Planning Committees to develop a master plan for Distance Education. These committees appointed a joint task force to develop this master plan that included representation from these committees as well as the College's Curriculum Committee (the chair of the distance education sub-committee) and included broad based expertise on all aspects of distance education.

The committee spent the 2004-5 academic year identifying the critical components of a Distance Education Master Plan. After an initial draft of this plan was developed, it was broadly shared with all interested parties including critical governance committees. Based on this broad based input, the Master Plan was finalized and forwarded to the College President.

The plan was shared with all constituencies of the College. It was formally adopted by the College in the Spring of 2005.

APPRAISAL:

A Distance Education Master Plan has been developed and approved by the College (please see Appendix 3).

PLAN:

The approved Distance Education Master Plan has been disseminated and is in the process of being implemented across the College. Primary follow-up for the Plan's implementation is the responsibility of the College's Information Technology governance committee. The College Planning Committee will exercise oversight to the implementation and ensure its inclusion in the College's Strategic Planning processes.

RECOMMENDATION 3:

The Los Rios District has developed a strategic plan to serve the people within the district through the creation of four colleges and a series of educational centers affiliated with each of those colleges. It is recommended that in order to increase effectiveness, this plan should include appropriate provision for delivery of necessary instructional and student support services at all of the existing centers and at those that may be created in the future.

DESCRIPTION:

In 2001, the Los Rios Board of Trustees determined that educational services would be delivered to the region through four comprehensive colleges and the development of educational centers affiliated with those colleges. The chancellor informed the Accreditation Commission of the Board's decision shortly thereafter. The comprehensive accreditation visits of 2003 led to similar recommendations for all colleges regarding center development, particularly in regard to providing appropriate support for centers development in Los Rios. In response to the recommendations, the district reaffirmed its commitment to centers development as a regional approach to growth and set about developing a common set of expectations about how centers should be developed and supported through out the district.

APPRAISAL:

In 2004 and 2005, a series of discussion occurred in both Chancellor's Executive Staff Meetings and Chancellor's retreats about centers development and the essential elements of which would guide any policy development. These elements included the development of a common definition of "center"; the relationship of the center to the college; basic tenets of staffing and budgeting based on established formulas and procedures; and the use of district discretionary funds.

Although the colleges may have outreach centers in a variety of locations, a "center" has been defined as a facility that conforms to the state definition of centers. Also fundamental to the concept is the notion that any center shall be under the direction of one of the comprehensive colleges. As such, it will be developed and operated as an integral part of the college and supported according to the established formulas and support systems of the district. For example, the faculty staffing is by formula based upon a Weekly Student Contact Hour (WSCH) per FTES basis. It is the college that determines the allocation of faculty, based upon overall programmatic needs, including the center. Support staff is primarily determined on growth in facilities square footage and FTES. The discretionary funds of the district (program development funds) are used to support the administrative needs of the college, and their centers.

A concept paper has been developed that incorporates these concepts and describes the support mechanisms used to support the development of a college center within the district (please see Appendix 4). The concept paper is now in review and discussion within the college and input is requested by the end of the spring semester. With appropriate input and review, it is expected that the Board of Trustees will receive the policy in the Fall 2006 semester.

PLAN:

Cosumnes River College will develop an educational center in the Elk Grove/Laguna area, using these concepts, beginning in spring 2006. Cosumnes River College will notify the chancellor's office through a Letter of Intent in March 2006. A needs study will be done in the fall of 2006 with a projected approval in late 2007. The first phase of construction is anticipated to begin in 2011.

RECOMMENDATION 4:

Develop a new framework for student events on campus detailing the steps and timelines that students must follow, the discretion that they have structuring and offering these activities and clarifying the financial resources they have.

DESCRIPTION:

In the 2003 visit report, there were identified concerns regarding student participation in formal college governance and planning activities, an inadequate dedicated space for student activities, and poor student participation in college events and college life. The college leadership acknowledged the need to improve student life on campus and collaborated on efforts with the Campus Life Faculty Coordinator and the Student Development Office staff.

APPRAISAL:

In 2004 the Student Development Office staff and Campus Life Faculty Coordinator were assigned as direct reports to the Vice President of Student Services. Weekly meetings, semester and annual goals and activities, and strategies for improving campus life were implemented. Budgetary and student supervisory responsibilities were reviewed and clarified; expectations, support, and authority for the Associated Student Government (ASG) were established and a greater number of students were appointed to campus committees. Immediate and ongoing efforts to engage students in campus clubs, ASG meetings, and campus events have been successful. Funding for the Student Ambassador Program (STAMP) has doubled as has student participation and their visibility on campus.

In response to the growing number of students in campus leadership positions and clubs, a dedicated space was designed to serve as a meeting and activities planning office. The SCOR (Student Campus Organizations Representatives) Office is located on the Mezzanine of the Library building, has four computer workstations and a meeting space, and provides space for the ASG and club members. To ensure that each club or student wishing to host an event on campus is provided guidance and support, the SDO, along with the Inter-Club Council, provides a handbook that gives students the guidelines necessary to produce an event. Clarification regarding how events are funded, what type of activities are allowed on campus, timelines, and other procedures are identified in the handbook and both club members and their faculty advisors are required to attend a workshop at the start of each semester.

ASG events and expenditures are determined by the student government in consultation with their Faculty Advisor and consistent with their bylaws and the college's guidelines on the use of public funds. Any further clarifications on appropriate events or expenditures are discussed with the Vice President of Student Services in consultation with the Vice President of Administrative Services.

In 2004, the district's colleges implemented a new student ID card system. Previously, the sale of ID cards was the primary source of revenue for the ASG and was based on student interest in purchasing the card. With the new system in place, ASG is now

guaranteed a base amount using a per student formula and receives the revenue regardless of the number of cards produced. All costs related to providing the service have been assumed by the college. The revenue is used for college activities and events as determined by the ASG, which is evidenced in their weekly meeting minutes.

The ASG has expanded their membership as well as their participation in shared governance. All standing college committees currently have a student representative assigned who is required to provide a monthly report to the ASG regarding committee issues.

PLAN:

The college will continue its efforts to ensure that the appropriate framework to support student events and expenditures remains. The administrator responsible for ASG and campus life will continue working with the Faculty Advisor and the ASG to ensure optimum student involvement, clarification of authority and responsibility, and sufficient resources to support student event

RESPONSE
to
SELF-IDENTIFIED ISSUES

The *Cosumnes River College Report of the Institutional Self Study, June 2003* document includes a planning agenda that lists a large number of self-identified planning issues that were grouped by accreditation standard, each item indicating its success indicators, responsible party (or parties), and timeline for completion. In Fall 2005 and Spring 2005, the principal writers of the Midterm Report draft surveyed the responsible parties named in the table to assess progress made on the self-identified planning issues thirty-five planning items along with operational items and completion status. Each of these planning areas is listed below by standard, with a description of progress made (as of August 2006) in the separate areas.

Standard	Self-Identified Planning Issue	Progress as of August 2006
Standard One	<u>Integrate Mission Statement Review Into Strategic Planning Cycle:</u> By Fall 2003, the College Planning Committee will review the strategic planning process and recommend changes to the college planning documents and/or process to ensure that the review and revision of the college mission statement is an integral component to the six-year strategic planning review and update cycle.	The College has revised its planning process so that Strategic Plan revisions are integrated into the process as illustrated in the attached Planning Timeline (Appendix 5). As is illustrated by this timeline, strategic plan revisions are discussed after completion of a program review cycle. The College is currently (Spring 2006) doing program review. The discussion of the strategic plan revisions should therefore be implemented in Fall 2006.
Standard One	<u>Strengthen Connection Between Mission Statement and Strategic Plan:</u> By Spring 2004, the College Planning Committee will review and recommend a mechanism that strengthens the connection between the mission and vision statement and the components of the strategic plan.	As is noted above, the Planning Timeline that was adopted by the College Planning Committee in the Spring of 2004 identifies a clear and strong connection between the planning components.

Standard One	<u>Review and Clarify the Mission Statement:</u> By Spring 2005, the College Planning Committee will use a broad-based process to review the mission statement to clarify vague terminology; strengthen the future-orientation and the programmatic aspects of the vision statement; ensure that the mission and vision statement reflects and supports key college initiatives (such as cultural competence); and obtain, if possible, a concise summary statement that would succinctly capture and communicate its essential components.	Discussion of a revision of the College's Mission Statement is being deferred to Fall 2006. During the past two years, the Strategic Plan has been revised, and the Cultural Competence and Equity Plan has been completed. During Fall 2005/ Spring 2006, the Los Rios Community College District is revising its Strategic Plan. Based on the inputs from that plan as well as other planning documents, the Mission Statement will be revised in the 2006/2007 academic year.
Standard 2 2.1	<u>Improve and Enhance Web-related Information Processes:</u> By Spring 2004, the Vice President of Administrative Services and Student Support, Matriculation and Information Technology Committees will create a training process, policy and procedures to better ensure accuracy of posted web site information and uniformity of CRC's web page, including the option of creating the position of a webmaster to oversee appearance and review official content on CRC's web site. Once created, faculty staff and administration will be notified of the new processes.	In process. A system to manage content has been evaluated. A recommendation among various products has been completed and is scheduled for purchase in FY 2006-2007.

	<p><u>Improve Consistency and Accuracy of College Information Sources:</u> By Fall 2005, the Instruction Office will study the accuracy rate between the printed class schedule and the Tabloid, the web site display of classes, and the final arrangement of class offerings to determine a rate of accuracy for those information sources.</p>	<p>This was completed. The printed Class Schedule is produced first and is 100% accurate at the date of publication; however, class changes continue to be made throughout the enrollment period. These changes are reflected in the continuously updated Class Schedule on the web. The web schedule is 100% accurate and is updated daily. Changes made to the web are summarized in a spreadsheet, which is sent to all Area Offices and the Admissions & Records Office. The second publication is the printed Tabloid (one for summer, one for Fall, and one for Spring). It is 100% accurate on the date of publishing. We also publish a Late Starting Classes brochure on or about the 2nd month of the semester. This publication lists (by month) any classes starting after the 1st of the month of the semester. This information is downloaded from the web directly. At all times during this process of producing publications for print our web schedule is available and is constantly updated on a daily basis.</p>
2.2	<p><u>Review of Constituencies' Professional Ethics Statements:</u> By Spring 2004, the Executive Council will initiate a review by all constituencies of the professional ethics statement in the college catalog.</p>	<p>In the current college catalog, a <i>Faculty Statement of Professional Ethics</i> and a <i>Faculty Code of Ethics</i> are present and were shared with the Executive Council. The Academic Senate has initiated a standing committee focused on academic integrity. An essay written by philosophy professor Dr. Richard Schubert on the importance of professional ethics was highlighted in the spring edition of the Professional Development newsletter.</p>

	<p><u>Update Student Handbook References to Student Rights and Responsibilities:</u> By Fall 2005, the Vice President of Student Services and Student Development and the Associated Student Government will update the Student Development Handbook to reflect current practice regarding student rights and responsibilities.</p>	<p>Student Rights and Responsibilities have been added to the class schedule. The Student Development handbook has been updated to reflect current practice. A new Student Handbook will be developed for the Fall 2006 Freshman cohort and will also include the guidelines on student rights, responsibilities, and the college's academic honesty policy.</p>
2.3	<p><u>Enhancement of Student Review Questionnaires:</u> By Spring 2004, the Academic Senate will consider recommending to the LRCFT union the possibility of adding a response item to the Student Review of Faculty Performance questionnaires that solicits feedback on how well a faculty member adheres to this standard. While results would be confidential, it might allow students to be better prepared to answer this question for the next Accreditation Self Study.</p>	<p>The Academic senate discussed this issue and concluded that without an appropriate educational campaign designed to help students understand the standard topic (institutional integrity), this proposed change to the Student Review Questionnaire would not meet the desired results of this recommendation.</p>
2.4	<p><u>Expanded Adjunct Faculty Orientation:</u> By Spring 2004, the Vice President of Instruction and Student Learning will develop a plan for expanded/more frequent adjunct faculty orientation including consideration for a mandatory obligation.</p>	<p>In process. Orientations are currently conducted each semester and adjuncts are invited to all other professional development activities. Adjunct faculty are frequently included in regular staff meetings and have the opportunity to participate in all College professional development activities.</p>
2.6	<p><u>Development of Master Plan for Cultural Competence:</u> By Spring 2004, the Cultural Competence and Equity Committee will consider the development of a Master Plan for Cultural Competence, Equity and Diversity. Upon acceptance of this plan, the Executive Council will initiate implementation by Fall 2004.</p>	<p>The College Equity and Cultural Competence Committee completed a Master Plan for Cultural Competence in the Spring of 2005. This document has been adopted by the College.</p>

<p>Standard Three <i>A. Institutional Research and Evaluation</i></p>	<p><u>Expansion of College Research Capabilities:</u> By Fall 2005, the college research office and the Vice President of Student Services and Student Development will develop a comprehensive plan to expand the research capabilities of the college research office so the College is able to meet the research needs identified by the program review process and so the College will be able to identify causal components, to study the success of subgroups of students, to pinpoint factors that influence student outcomes, and to measure student success in more diverse ways. This plan should increase the college's access to data as well as expand the type of data that are available.</p>	<p>This is ongoing. The College has prepared a Title III proposal to the US Department of Education which includes strategies to expand the research capabilities of the College. In addition, a detailed plan for the Center for Advancement of Staff and Student Learning (CASSL) was accepted by the President in December 2005. This plan includes strategies for strengthening the research capabilities of the College, as one arm of CASSL operations.</p> <p>The College is currently in the process of hiring a Dean of Planning and Research, a new position for the College. This position will supervise and enhance the College's research capacities.</p>
<p><i>B. Institutional Planning</i></p>	<p><u>Communication Plan for College Planning Processes:</u> By Fall 2003, the Vice President of Instruction and Student Learning and the College Planning Committee will develop and implement a multi-level communication plan that ensures that the college community as a whole understands the college's planning processes, maintains a focus on the college's strategic directions, and is aware of the accomplishments the College is making. This communication plan should address the communication needs at a unit, college and surrounding community level and should include a plan for ongoing evaluation and modification.</p>	<p>The College's Planning Committee has developed a revised instrument for program review entitled PrOF. This document was shared extensively with the college community prior to its adoption and implementation. The implementation process included specific workshops, ongoing consultation workshops, and individual consultations.</p> <p>The Planning Committee has also engaged in discussions regarding the processes for reviewing PrOF reports and conducting follow-ups to monitor progress and modifications to the plans that are integrated into PrOF. The PrOF documents are an essential input element to area plans that affect resource allocation processes.</p>

	<p><u>Improve Link Between Program Reviews and Unit/Strategic Planning:</u> By Spring 2004, the Vice President of Instruction and Student Learning and the College Planning Committee will recommend structures and changes in process to better link program review with unit planning, strategic planning, the research agenda at the College and the shared governance committee processes for curriculum, staffing, equipment and facilities.</p>	<p>The College's PrOF process is a comprehensive link between College-wide and Program SLO's, Strategic Planning, and other planning processes and the resource allocation processes. The PrOF process and the planning flowchart that illustrates the relationships between planning and resource allocation processes are included in Appendices 2 and 5.</p>
	<p><u>Improve Link Between Shared Governance Processes and Planning Process:</u> By Spring 2006, the Vice President of Instruction and Student Learning and the College Planning Committee will recommend structures and changes in process to better link the shared governance processes, the administrative goals and objectives process and the accreditation process with the college's strategic planning processes.</p>	<p>The PrOF process described above and the planning flowchart included in Appendix 5 demonstrate the accomplishment of this planning element.</p>
	<p><u>Evaluation of Strategic Planning and Program Review Processes:</u> By Spring 2008, the Vice President of Instruction and Student Learning and the College Planning Committee will review the current strategic planning process and program review models and instruments with respect to their efficacy in producing institutional change and enhancing institutional effectiveness and make recommendations for changes as needed.</p>	<p>The follow-up and review processes that are being developed as part of the PrOF will be a critical element to address this plan component. It is expected that this will be realized prior to the target date.</p>

<p>C. <i>Institutional Outcomes Assessment</i></p>	<p><u>Dissemination Plan for Outcome Performance:</u> By Spring 2004, the Vice President of Student Services and Student Development and the College President will identify and implement more effective ways of disseminating information about the college's performance relative to its outcome measures.</p>	<p>The Research website was revamped in Fall 2004 to include development of the SLO website (Fall 2004) and Program Review website (Fall 05). In addition, the plan for development of CASSL includes initiatives to improve the dissemination of research information</p> <p>Completion of this item has been delayed since performance measurements are being designed with the development of Student Learning Outcomes (SLOs) and the redesigned program review (PrOF). New target date is the end of fall semester 2006.</p>
	<p><u>Evaluation of Program Review Process Link to Program Learning Outcomes:</u> By Fall 2004, the College Planning Committee and the Vice President of Instruction and Student Learning will assess the new program review models with respect to their efficacy in defining and measuring learning outcomes for programs and forward a recommendation for changes/ adaptations as necessary to the College President.</p>	<p>The PrOF process outlined in Appendix 2 demonstrates the accomplishment of this planning agenda item.</p>

	<p><u>Training Process to Improve Use of Student Learning Outcomes:</u> By Fall 2004, the Vice President of Instruction and Student Learning and the Curriculum Committee will devise and implement a training program that equips faculty to use course objectives more effectively in course design, the evaluation of student performance and the evaluation of course effectiveness.</p>	<p>The College has implemented several training initiatives that address this planning element. In the past year, two comprehensive training workshops have been conducted to assist faculty in the development of Program and Course SLO's. Additionally, as cited elsewhere, the CASSL is a major element in the College's strategy to equip faculty with the skills needed to develop, implement, and assess SLO's. The PrOF process cited elsewhere is the College's primary instrument to evaluate the effectiveness of this process in the assessment and resource allocation processes.</p>
	<p><u>Train Faculty in Use of Student Learning Outcomes Assessment:</u> By Spring 2005, the Vice President of Instruction and Student Learning and the College Planning Committee will develop a program to train a cohort of employees in student learning outcomes assessment. This cohort will engage in pilot projects that define and use these outcome measures to evaluate their classes or programs and will share the results of this project with the campus community.</p>	<p>This is ongoing. CASSL has supported this through two Institutes (Spring 2005 and Fall 2005). A third Institute is planned for Spring 2006.</p> <p>In Fall 2004 six faculty piloted course SLO's and presented their findings at Convocation in January 2005; in Spring 2005, four student services faculty piloted SLOS for their programs and presented at Fall 2005 convocation.</p> <p>In spring 2006 workshops are scheduled each 1st and 3rd Thursday to support faculty development of program learning outcomes, as it pertains to PrOF (Program Review) activities.</p>

	<p><u>Improve Link Between Review of Outcome Data and Assess Their Utility for Assessing Effectiveness:</u> By Spring 2007, the Vice President of Instruction and Student Learning and the College Planning Committee will develop a mechanism by which outcome data is reviewed and changes to improve the college's performance are recommended. This process will include a review of the measures and outcomes used to assess the ongoing effectiveness of these changes and to determine whether they should be continued, abandoned, or modified. This process should also determine the utility of the measures for assessing institutional effectiveness.</p>	<p>This planning agenda is an integral component of PrOF. The developing review and follow-up process will assist the College to implement this planning agenda.</p>
<p>Standard Four A. <i>General Provisions</i></p>	<p><u>Enhance Information Flow Between Department and Counselors:</u> By Spring 2004, the Dean of Counseling and Student Services and the instructional area deans will develop a plan to enhance the information flow between departments and counselors. Departments and area deans will need to provide counseling staff with additional information concerning future course offerings. In addition, more information concerning suggested course sequences could be provided in the college catalog.</p>	<p>The Education Initiative development process has enhanced communications between instructional areas and counseling. The Counseling Department has put a communication plan in place that has three prongs. (1) Counseling liaisons to each academic department to ensure direct lines of communication. Liaisons attend flex day divisional meetings and access departmental course updates and changes via our curriculum database (SOCRATES). (2) Our Articulation Officer (Counseling faculty member) sits on our curriculum committee, thus enabling additional opportunities for staying current on departmental offerings, and overarching curriculum issues. (3) Every semester the Counseling Department Chair sends out open invitations to other department chairs to attend one of our weekly Counseling meetings to make a presentation or provide updates on courses/ programs/future directions/etc.</p>

	<p><u>Expand Use of Student Educational Plans:</u> By Spring 2005, counselors and matriculation staff will develop a plan to improve the percentage of students completing and updating SEP's.</p>	<p>A plan to increase the numbers of students who complete and update their SEPs is currently in place. The matriculation process was refined in Spring 2004 to ensure greater numbers of students went through the key assessment steps to increase the likelihood of completion of a Student Educational Plan. The new process ensures that all new students seeking to register for a given semester go through Orientation, Assessment, and Course Planning (Counseling) prior to registering. The Course Planning Counselor is identified as the counselor for this group of students and they are given a form asking them to schedule an appointment with this counselor (within a month's time) to complete a two-year educational plan. Beginning with Summer 2006, there will be a capability to track every student that completes an SEP and a follow-up plan for those that have yet to complete one. Copies of all SEPs completed are archived in KeyFile, the student services database system.</p>
	<p><u>Research Student Success Drivers:</u> By Spring 2004, the Curriculum Committee, in coordination with the college research office and designated faculty, will conduct research into the challenges and success drivers for student success.</p>	<p>This is in progress. The Research Office studied course progress from the remedial to college level in math and English in Fall 2004. The faculty researcher pioneered work on identifying factors related to Academic Self-Efficacy (Fall 2005).</p>

	<p><u>Develop Information Technology Plan to Enhance Technology Access:</u> By Fall 2004, the college Information Technology Committee will assess the information technology capacity of the College to meet the current demands on the system and develop a plan to accommodate the expanded demands for facilities and services for both program dependent needs (programs that require computer and information technology resources) and general information technology access.</p>	<p>The college PC replacement plan has been updated recently so that it covers both 06-07 and 07-08 academic years. This plan will be distributed to the general college in early Fall 2006.</p>
<p><i>B. Degree and Certificate Programs</i></p>	<p><u>Evaluate Curriculum Process:</u> By Spring 2004, the Curriculum Committee will evaluate the curriculum process and identify ways to streamline the process.</p>	<p>The College has implemented a web/database system for curriculum development entitled SOCRATES. This process has been fully implemented and is being refined. It currently includes provision for both Course and Program SLO's. Additionally, a sub-committee of the Los Rios Curriculum Coordinating Committee is in the process of developing a process to facilitate and coordinate new program development across the District.</p>
	<p><u>Develop Process for Program-level Student Learning Outcomes:</u> By Fall 2005, the Vice President of Instruction and Student Learning will create a process and timeline to develop program-level learning outcomes in all programs and include them in the college catalog and other appropriate publications.</p>	<p>The PrOF (Program Review) process was approved by the College Planning Committee in Fall 2005. As part of the review process in Spring 2006 program learning outcomes are being identified. A timeline for inclusion of Program Learning Outcomes in the catalog and other appropriate publications has not been set.</p>

	<p><u>Plan and Process for Follow-up Studies for Transfer Programs:</u> By Spring 2005, the Vice-President of Student Services and Student Development will develop a process and timeline to expand follow-up studies for transfer programs and enhance the analysis of this information. This process will include participation by the District Office of Institutional Research and will insure that data from existing outcomes studies are available to all constituencies and in a central location for better access.</p>	<p>The district research office has been involved in the efforts to implement CalPASS, the statewide centralized student data system that will allow our college to improve our tracking of transfer students. The spring 2005 implementation date was not met and is pending the expected implementation date for CalPASS.</p>
<p><i>C. General Education</i></p>	<p><u>Examination of the Feasibility of Oral Communication and Information Competencies:</u> By Spring 2004, the Academic Senate and the Curriculum Committee will explore the feasibility of requiring specific competencies in oral communication and information competency.</p>	<p>A requirement for information competency is still under consideration within the District; it will need to be a District requirement passed by District action. The oral competency requirement is no longer considered a priority.</p>
	<p><u>Improvement of Catalog GE References:</u> By Spring 2004, the Dean of Instruction, Economic and Resource Development will ensure that the Production Center will improve catalog referents to GE for the next catalog publication date.</p>	<p>This was completed. The 2005 College Catalog was revised to reflect IGETC changes that were provided to the Articulation Officer. In addition, a statement was added about transferability of courses. The statement at the bottom of the CSU GE sheet was also changed, and the articulation officer verified with the UC and CSU that these statements were accurate and acceptable to them.</p>

<p><i>D. Curriculum and Instruction</i></p>	<p><u>Improvement of Course Outlines Via Better Alignment of Course Components:</u> By Spring 2004, the Curriculum Committee will revise sections of the Curriculum Handbook (and provide staff development support) in order to strengthen and make more explicit information concerning best practices for the alignment between course objectives, methods of instruction, and methods of evaluation.</p>	<p>The District's SOCRATES curriculum process (noted earlier) has addressed this planning agenda. At the same time, the inclusion of SLO's has further enhanced this process.</p>
	<p><u>Improved Communication Between College- and "District-based" Independent Units:</u> By Spring 2004, the Vice President of Instruction and Student Learning will update the College about the educational programs offered by district-based independent units, such as the Training Source.</p>	<p>This goal is still in process.</p>
	<p><u>Development of a Distance Education Master Plan:</u> By Fall 2004, the Academic Senate in cooperation with the Curriculum, Information Technology, Matriculation and College Planning Committees, will develop a Distance Education Master Plan. The main issues of this planning effort include an overall assessment of the desired future direction of the CRC distance education program and provisions for staff education on the Principles of Good Practice in Distance Education.</p>	<p>Complete. The College's Distance Education Master Plan has been developed and adopted by the College. It is included as Appendix 3.</p>

<p>Standard Five 5.1</p>	<p><u>More User Friendly Online Registration Process:</u> By Fall 2005, the Vice President of Student Services and Student Development will coordinate the development of a more user-friendly online registration process that includes appropriate student support and assistance.</p>	<p>This item has been accomplished within the expected timeframe.</p> <p>Beginning with the Fall 2004 semester, Student Services provided staff assisted online registration in a designated area of the College Center. An Information Desk and BOG Waiver station were also developed and are staffed during regular business hours throughout the semester. Additionally, Student Services implemented the “Stop! Don’t Drop” service to assist students during the first 2 weeks of each semester and provides students a single point of contact for problem solving and assistance.</p>
<p>5.3</p>	<p><u>Alternative Counseling and Orientation Process:</u> By Fall 2005, the Dean of Counseling and Student Services and the counseling faculty will develop alternative counseling and orientation processes to facilitate student information needs during peak enrollment periods.</p>	<p>As a result of the Education Initiative, significant changes have been made to the orientation processes. A facilitated on-line orientation has been implemented for Summer 2006. A Freshman Seminar course that will augment orientations has been developed. 10 sections will be offered in the Fall and 15 in the Spring. These two activities represent a major re-formatting of the orientation process. Other aspects of counseling during peak enrollment period need further development.</p>

5.6	<p><u>Expanded and Improved Access to Services:</u> By Fall of 2004, the Vice President of Student Services and Student Development will develop a plan to improve the physical and scheduling access of students, especially DSPS students, to student support services.</p>	<p>This activity has not been fully completed.</p> <p>Beginning fall 2005, the Student Services Center opened in L-106. EOPS, CARE, CalWorks, New Horizons, and the DHA representative are now located closer to other student services in the library building. The new computerized Assessment Center is also located in L-106.</p> <p>Efforts to relocate DSPS to a more accessible location on campus are being pursued. An estimated target date is fall 2007. With the relocation of the Student Services Center on the first floor of the library, DSPS students may find it easier to access those support programs.</p>
	<p><u>Enhanced Health Services:</u> By Spring 2004, the Vice President of Student Services and Student Development, along with College Nurses, will investigate the feasibility of enhancing current health services for students.</p>	<p>This activity has not been fully completed.</p> <p>A new Health Services Center is being built with an expected completion date of January 2007.</p> <p>Discussions have been held regarding increased health education efforts, collaborating with other college departments on activities, and increasing the availability of health services for students. An estimated target date is Spring 2007.</p>
5.7	<p><u>Regular Assessments of Student Satisfaction:</u> By Fall 2004, the Vice President of Student Services and Student Development will develop an ongoing and regular system of student satisfaction outcomes and assessments, review the results of these assessments, and develop recommendations for program improvement.</p>	<p>This activity has not been fully completed.</p> <p>Assessment tools and methods for improving services for students are currently being considered as SLOs are being developed. Expected target date for completion is by the end of Fall 2006.</p>

5.8	<u>Student Development Facilities Plan</u> : By Fall of 2004, the Dean of Physical Education and Athletics will develop a plan for more adequate space for student government and the student development staff.	This activity has been shifted to the Vice President of Student Services and Enrollment Management. The Student government and student development has expanded housing in the Library building.
5.9	<u>Student Record Access</u> : By Fall 2004, the Dean of Counseling and Student Support will establish a central location for student records, establish a policy for restricting access to designated staff, and implement a system of monitoring this policy on a regular basis.	All student records and critical documentation (SEPs, other college transcripts, assessment results, waivers, petitions, etc.) are centrally housed through the college's KeyFile system. Access to these documents is restricted, and confidentiality of records is a priority.
5.10	<u>Evaluation of Student Services Program Review</u> : By Spring 2004, the College Planning Committee will assess the effectiveness of the student services program review model and develop recommendations for change and enhancements.	Completed – The Student Services Program Review has been integrated into the College's revised program review process call PrOF (Program Overview and Forecast).
Standard Six	<u>Collection Development</u> : By Fall 2004 the Dean of Languages, Library and Instructional Services and the library faculty will develop a more in depth collection development plan, with a mission statement based upon analyzed collection gaps relating to curricular needs and input from classroom faculty. Shared discussion on the development of the plan will be accomplished through the Los Rios libraries and their faculties.	Completed: Initiated according to plan/timeline By the target date the library collection plan had been implemented, funded through COB and in-progress. This is a multi-year project, and by definition requires on-going upkeep to maintain currency of the collection.

	<p><u>Staffing:</u> By Spring 2005, the Vice President of Instruction and Student Learning and the Vice President of Administrative Services and Student Support should conduct an analysis of the management workload of the Languages, Library, and Instructional Services area and develop recommendations to address needs identified in this analysis.</p>	<p>Foreign Languages and ESL have been moved to the Humanities Division as a result of a revised management plan.</p>
	<p><u>Library Space Funding:</u> By Spring 2005, the Dean of Languages, Library and Instructional Services and library staff will develop a plan for the development of library space needs that will address the college growth patterns for additional students and their library, information and learning resource needs for a five-, ten- and twenty-year period.</p>	<p>The College's revised Facilities Master Plan includes expanded space for the library and learning resources through the secondary effects that will result from the new construction that is funded and in progress.</p>
	<p><u>Equipment Replacement and Expansion:</u> By Spring 2004, the Vice President of Administrative Services and Student Support, in consultation with the Information Technology Committee and the appropriate area deans, should develop a plan for the replacement and expansion of college computer needs, including the library. This plan will consider the issues of student computer access, computer facility location, replacement and expansion of computer resources, the support of distance education delivery and staffing levels.</p>	<p>A two-year computer replacement plan was completed in Spring 2006 which will be implemented over the 2006-07 and 2007-08 academic years.</p>

	<p><u>Teaching Learning Center (TLC) Space Requirements:</u> By Fall 2005, the Dean of Languages, Library and Instructional Services and appropriate staff should analyze the space and facility needs for the TLC and develop recommendations for improvements in access, services, and effectiveness.</p>	<p>The TLC function has been split. The aspects related to distance learning now reside in the Media Tech area. One FTE faculty coordinates this activity and provides support to instructional faculty who are developing materials for online instruction. Computer software training is now done under the auspices of Professional Development through the CASSL. Software training is a regular part of flex activities each semester. Specific offerings are documented in the Flex Booklet.</p> <p>CASSL resides in L239; the facility includes 3 computer workstations, tables and chairs, and a conversation area. The facility houses the college researcher. A .40 FTE reassigned faculty leads professional development activities out of CASSL. 1.0 FTE researcher and .60 faculty researcher support the research function.</p>
<p>Standard Seven A. <i>Qualifications and Selection</i></p>	<p><u>Classified Staffing Levels:</u> By Spring, 2005, the Vice President of Administrative Services and Student Support will assess the classified support needs of the College and develop a plan to address identified needs.</p>	<p>Current processes identify and prioritize classified staffing needs.</p>

	<p><u>Administrative Structure Analysis:</u> By Spring 2005, the College President will assess whether the current administrative structure is adequate to address college needs, and, if not, work with the College to develop a plan to address the need.</p>	<p>During the 2004-05 academic year, with emphasis during the subsequent spring and fall semesters, the college president initiated and facilitated dialogue regarding the adequacy of the current administrative structure, first with the vice-presidents in a planning retreat setting and then with the full management team over a series of planning sessions. The end result is the maintenance of the current planning structure, with the exception of adding a staff dean position responsible for college planning and research. It is anticipated that the new dean post will be functioning during the 2006-07 academic year.</p>
A.2	<p><u>Review of Hiring Procedures:</u> By Fall 2005, the Vice President of Instruction and Student Learning and the Vice President of Administrative Services and Student Support will meet with district human resources staff to plan the periodic review of all hiring processes to identify concerns and improve processes.</p>	<p>There is an on-going process with both the VPI's and VPA's across the District to review and revise personnel processes. The Associate Vice –Chancellor of Human Resources is an integral part of these discussions.</p>
B. <i>Evaluation</i>	<p><u>Adjunct Faculty Evaluation Follow-up:</u> By Spring 2004, the Vice President of Instruction and Student Learning will develop a plan and follow-up process to ensure that adjunct evaluations are conducted in a timely and effective manner.</p>	<p>The situation that generated this recommendation has been rectified. The Vice-President of Instruction continues to follow-up to ensure that evaluations are current.</p>
B.2	<p><u>Review of Faculty Evaluation Process:</u> By Fall 2006, the Academic Senate should assess the evaluation process for faculty and develop recommendations to refine and improve the process. These recommendations would then be referred to the appropriate group for consideration.</p>	<p>A task force charged with reviewing this recommendation was formed on February 24, 2006. Their findings will be reviewed and evaluated in Fall 2006.</p>

<p>C. <i>Staff Development</i></p>	<p><u>Expansion of Participation in Staff Development:</u> By Spring 2004, the Staff Development Committee will develop a plan that expands participation in awareness of and variety of staff development opportunities.</p>	<p>This is completed. The Staff Development Strategic Plan has been adopted. The Plan draws from the College Strategic Plan, Cultural Competence & Equity Plan, and other planning documents. A Professional Development Booklet is published each semester and distributed to all employees. Activities in each of the six areas of Strategic Plan focus are offered each semester. In addition, professional travel and conference are available through a proposal process; each employee is eligible for up to \$400 each year to offset professional development expenses.</p>
<p>C.2</p>	<p><u>Impact of Staff Development on Student Learning Outcomes:</u> By Fall 2006, the Staff Development Committee should develop evaluation methods that measure the impact of staff development on student learning outcomes.</p>	<p>Student learning outcomes were first introduced to faculty and staff at CRC during the Fall convocation, August 2004, when Dr. George Copa introduced the college faculty to SLO's in his keynote address. A survey assessment of awareness of SLO's was administered that fall to establish baseline awareness information. Since then, each Fall the survey is administered and changes in awareness and attitude are measured. In addition, two Institutes have been held and numerous brown bag sessions have been offered that focus on SLO's. The Institutes were formally assessed and evaluated. The brown bags were informally assessed as part of the activity.</p>

<p><i>D. General Personnel Provision</i> D.4</p>	<p><u>Standard Procedures for Personnel Record Security</u>: By Spring 2005, the Vice President of Instruction and Student Learning and the Vice President of Administrative Services and Student Support will develop written standard operating procedures and training for the security and confidentiality of confidential personnel information held in various administrative offices on campus.</p>	<p>In process.</p>
<p>Standard Eight 8.1</p>	<p><u>Campus Access and Parking Expansion</u>: By Spring 2004, the Vice President of Administrative Services and Student Support and the Health and Facilities Committee will develop plans for construction of an entrance on the south side of campus and plans for additional parking.</p>	<p>The new South entrance to the College was opened in the summer 2005. Current parking capacity is adequate for current demand. Temporary accommodations are made at the beginning of the semesters to address extraordinary demand.</p>
<p>8.5</p>	<p><u>Refinement of Capital Outlay Planning</u>: By Fall 2004, the Budget Committee and the Vice President of Administrative Services and Student Support will refine the process for capital outlay planning and equipment needs to effectively link it with the unit and strategic planning processes.</p>	<p>The capital outlay process has been linked to the unit and strategic plans. The new PrOF process will continue to enhance this linkage.</p>
<p>Standard Nine</p>	<p>None in this standard</p>	
<p>Standard Ten <i>A. Governing Board</i></p>	<p><u>Description of Board Evaluation Process</u>: By Fall 2004, the College President will follow-up to determine whether board policies have been amended to reflect current practice.</p>	<p>The Board revised its self-evaluation of performance in September 2003 and has followed the procedures as outlined in the Los Rios Community College District Regulations, 2.3.4.1 – 2.3.4.3.</p>
<p><i>B. Institutional Administration and Governance</i></p>	<p><u>Expanded Input in Presidential Evaluation Process</u>: By the Spring 2005, the College President will explore the feasibility of including input from college faculty and staff as an additional component of evaluation.</p>	<p>While the current and formal evaluation of the college president rests with the Chancellor of the Los Rios Community College District, faculty and staff may provide the Chancellor input for his consideration in writing his evaluation of the president.</p>

	<p><u>Formalization of District Officer Evaluation Process:</u> By Spring 2006, the Board of Trustees will consider the formalization of the process of evaluation for district officers in board policy and regulation.</p>	<p>At this time, the Board of Trustees has no plans to consider the formalization of the process of evaluation for district officers in board policy and regulation.</p>
	<p><u>Expansion of New Faculty Orientation:</u> By Spring 2005, the Academic Senate will consider the expansion of the new faculty orientation process to ensure continuity and involvement in the governance processes.</p>	<p>A new first-year faculty orientation series was implemented in Fall, 2005. FACTS (Faculty Access to Communication on Teaching/Learning and Student Services at CRC) is a series of workshops designed to help new faculty acclimate to the campus community, connect with colleagues and prepare for success in their new positions.</p>
	<p><u>Effectiveness of Memoranda of Understanding:</u> By Spring 2006, the Classified Senate will assess the effectiveness and utility of the new MOU agreements between the Classified Senate and Classified Unions to determine their effectiveness on shared governance matters and recommend appropriate changes.</p>	<p>The Classified Senate and the Classified unions have a monthly meeting (CCIC- Classified Collaborative Issues Committee). The purpose of this committee is to provide a forum for senates and unions to discuss matters that are not related to collective bargaining. The CCIC includes up to two participants from each College Senate, each of the bargaining units, the district office and state classified senate representatives. The objective is to share information that does not fall under the purview of collective bargaining and create a forum to discuss issues that may affect LRCCD that are not related to bargaining issues.</p>

	<p><u>Expansion of Student Participation in Governance:</u> By Fall 2004, the Vice President of Student Services and Student Development will develop a plan to educate and inform students on shared governance processes. This plan will include strategies to expand and improve student participation in governance.</p>	<p>This activity has been accomplished, effective fall 2005.</p> <p>With the increased support for the Student Ambassador Program (STAMP) and greater participation in student government (ASG), student participation in shared governance has greatly improved. Students who serve on campus committees are provided training (through STAMP, the Student Development Office, and ASG) and are required to submit monthly reports to the ASG on their committee's activities and issues. A faculty co-advisor was brought on to provide additional support and training to the ASG.</p>
<p><i>C. Multi-College Districts and/or Systems</i></p>	<p><u>Clarification of Issues Raised in Mapping Analysis:</u> By Fall 2005, the Chancellor's Cabinet will evaluate the results of the Mapping Analysis to identify areas of inconsistent interpretation and develop common consensus on functional responsibility. These understanding should be communicated broadly throughout the District on a regular and continuing basis.</p>	<p>This planning agenda has yet to be addressed.</p>

UPDATE
on
SUBSTANTIVE CHANGES

In 2005, Cosumnes River College submitted two Substantive Change reports in order to apprise the Commission of its intention to offer two of its programs in an online mode. The two reports were accepted by the Commission, and the following are briefs updates on the status of these two programs:

Dietetic Technician Substantive Change Report: In 2003, the Cosumnes River College (CRC) online dietetic technician (DT) program received “limited duration program approval” from the California Community Colleges Chancellor’s Office (CCCCO) and “developmental accreditation approval” from the Commission on Accreditation for Dietetics Education (CADE). Since this was the second fully online dietetic technician program in the United States (first in the state of California), both agencies required a comprehensive review process prior to awarding full approval. CRC is second only to Pennsylvania State University in offering an online dietetic technician program.

In December 2005, after reviewing a program evaluation report submitted by the DT program director, the CRC dietetic technician program received “unconditional approval” from the California Community College Chancellor’s Office. In response to the developmental accreditation approval, a comprehensive self-study has been submitted to the accrediting commission (CADE) and an accreditation team will visit the college in November 2006. Following this visit, the decision to award full program accreditation will be determined by the commission.

There were 14 full time students enrolled in the DT program in 2005-2006, and an estimated 40+ part-time students. Many students have found that this program is very time consuming (since it includes 450 hours of supervised practice as mandated by the accrediting body). Therefore, students conscientiously decide to attend part-time so that they can maintain their employment and/or family obligations. Seven students graduated in the spring of 2005, one in the summer of 2005, and two in the fall of 2005. All ten of the graduates are eligible to sit for the national registration exam. Of the ten, seven of the program graduates took the national registration exam, and all passed and are “DTR’s” (Registered Dietetic Technician). This gives the CRC program a 100% total pass rate (three passed on their first attempt, four passed on their second attempt). The total national pass rate for this exam is 58% (includes multiple attempts). Another three DT students completed the program requirements in the spring of 2006 while others are still working on completing their general education requirements for the degree before they can graduate.

Registered Health Information Technology Substantive Change Report: In fall 2005, the Cosumnes River College (CRC) Registered Health Information Technology (RHIT) program began its transition from an on ground to a fully online delivery system. As of spring 2006, all 20 RHIT courses have been approved by the CRC curriculum committee for online instruction, and three semesters of the four-semester program have been offered online. The fourth semester will be offered online in fall 2006 completing the transition to a fully online RHIT program.

In response to student concern for improved technical support, the college has expanded online technical support to 24/7, and employed a full time media technical specialist to support online faculty. The college also employs a full time distance education coordinator and offers ongoing faculty training on online teaching and distance education.

According to the RHIT program director, during the past two years, graduates of the RHIT program who take the national examination have a 100% pass rate and are all employed in the field. With the transition to electronic medical records, and the continuing demand for qualified coders, RHIT continues to be one of the fastest growing occupations in the United States. Because RHIT is a high wage, high demand occupation, and many people are interested in pursuing a career in this field, student enrollment has substantially increased in the RHIT program since the transition to online. Months before the start of each semester, RHIT courses are fully enrolled with a full waiting list. The RHIT program is one of 12 nationally accredited community college programs in the state, one of two in northern California, and the second RHIT online program in California. Two major changes occurred in 2005-2006 which impacted the CRC RHIT program. First, due to a variety of internal pressures, including the inability to find faculty to replace a full-time retirement, a greatly respected senior RHIT program was closed at Chabot College in Hayward. Many of the students in this program transferred to the CRC program. Second, the RHIT accreditation body changed in 2005 from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) to the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

Despite the challenges experienced during the transition period, the RHIT program appears to have been strengthened by the process. Enrollment has increased by over 50%, students are very motivated to gain admission to the program, and rural hospitals that previously had no way to train staff in health information are aggressively pursuing online training options.

Planned Substantive Change: Elk Grove Center. As indicated in the Planning Agenda of the Recommendation Three (page 10), Cosumnes River College and the Los Rios Community College District are actively planning to develop an educational center in the Elk Grove/Laguna area. In Spring 2006, Cosumnes River College notified the California Community Colleges System Office of its intent to develop the Elk Grove Center through a Letter of Intent in March 2006. A needs study will be done in the fall of 2006 with a projected approval in late 2007. The first phase of construction is anticipated to begin in 2011.

The college looks forward to working closely with the Commission as this anticipated substantive change occurs.

APPENDIX 1: Board Approval of Midterm Report

LOS RIOS

COMMUNITY
COLLEGE
DISTRICT



American River College
Cosumnes River College
Folsom Lake College
Sacramento City College

1919 Spanos Court
Sacramento, CA 95825
Phone: 916 568-3021
Fax: 916 568-3023
www.losrios.edu

Board of Trustees

Kay Albiani
Ann Blackwood
Terry Cochran
Pamela Haynes
Tim Loree
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Ruth Scribner

SUBJECT: Cosumnes River College: Mid-term Accreditation Report

The Los Rios Community College District Board of Trustees, at its regular meeting on September 6, 2006 approved the Cosumnes River College Mid-term Report and directed its submission to the Accrediting Commission for Community and Junior Colleges.

A handwritten signature in blue ink that reads "Brice W. Harris".

Brice W. Harris, Chancellor
and Board Secretary

September 27, 2006

**APPENDIX 2: Program Overview and Forecast
Document
(Program Review Template)**

COSUMNES RIVER COLLEGE

Program Review Report
Program Overview and Forecast Format (PROF)

PROGRAM:

DEPARTMENT CHAIR/LEAD FACULTY:

Name/Signature Date

DIVISION DEAN:

Name/Signature Date

COSUMNES RIVER COLLEGE
Program Review Outline
Program Overview and Forecast Format (PROF)

I. PROGRAM IDENTIFICATION (Roles and Functions)

Identify the program being reviewed. The program should be classified by the role and function it performs. This could be different from a catalog description of a program. Additionally, some disciplines may include multiple programs within their discipline.

II. STRATEGIC PLANNING

[Form 1](#) is used for the assessment of a program's ability to address the goals of the strategic plan. In addition to this assessment, there will also be an identification of the planning implications for the program based on this assessment

[Form 2](#) will specify the goals from the Cultural Competence Strategic Plan and College Equity Plan that are particularly relevant to Program, identify the status of the program with respect to those goals, and assess the program in relation to these goals and identify the planning implications for the program.

III. COLLEGE-WIDE STUDENT LEARNING OUTCOMES

The College has developed a set of College-wide Student Learning Outcomes. [Form 3](#) is used to assess the Program's relationship to the individual college-wide outcomes, analyze these assessments, and identify the Planning implications that these assessments have for the Program.

IV. PROGRAM STUDENT LEARNING OUTCOMES

[Form 4](#), the Program SLO Matrix identifies Program-SLO's and identifies the assessment Process used to measure these P-SLO's. It also includes a report of the assessment results and used this report to analyze and evaluate the Program SLO's.

[Form 5](#), the Program SLO Alignment matrix, is used to identify the alignment of courses to the various Program SLO's of the program.

Resources for Program SLO's are available on the College Research Web site:
http://research.crc.losrios.edu/learning_outcomes.htm

V. DATA REVIEW AND ANALYSIS

[Form 6](#) is used to summarize the data used in the Program Overview and Forecast. It includes the basic data set and an opportunity to describe and comment on the data. It also provides the opportunity to identify trends and anomalies in the data and analyze the implications of those trends. The data review includes the following data elements.

- a. Data Descriptions
 - i. Program Demographics
 - ii. Program Characteristics/access
 - 1. Enrollment
 - 2. Productivity
 - 3. VTEA Core Indicators
 - 4. Other Data (Crystal Reports, etc)
 - iii. Student Achievement Data
 - 1. Course Completion/success
 - 2. Course Progress (Sequence persistence)
 - 3. Program success (Open – examples listed)
 - a. Degree/Certificate completion (other measures)
 - b. Employment/Transfer data
 - c. Other data (Licensure/other achievement data)
- b. Student equity
 - i. Issues that are identified by data
 - ii. Program implications of equity data
- c. Trends/Anomalies in data
- d. Implications for Trends and anomalies
- e. Data needed but not available

VI. CURRICULUM REVIEW REPORT

The curriculum review report, [Form 7](#), is used to summarize the status of the programs curriculum review and [Form 8](#) is used to summarize the course SLO process.

VII. PROGRAM DELIVERY AND SUPPORT SERVICES REVIEW

- a. Delivery Options
 - i. Identification of delivery options (Day/Eve mix, Distance Ed, Off-Campus and Centers, other) used by program

- ii. Identification of strengths and weaknesses of delivery options

- iii. Planning Implications of strengths and weaknesses

- b. Support Services
 - i. Identification of Support Services used by Program (general and specific)

[Empty box]

ii. Identification of strengths and weaknesses of delivery options

[Empty box]

iii. Planning Implications

[Empty box]

VIII. PROGRAM STRENGTHS AND CHALLENGES

a. Strengths and Accomplishments since last program review

[Empty box]

b. Significant changes/impacts since last program review

[Empty box]

c. Implications for Plan based on strengths and challenges

[Empty box]

IX. PLANNING AGENDA and ACTION PLAN

a. NEAR TERM FORECAST and PLANNING

i. Strategic Plan Implications for the Program

[Empty box]

ii. Program SLO Planning Implications - Response Plan

a. Planning outcomes

[Empty box]

b. Assessment process changes

[Empty box]

c. Outcome revisions/modifications

--

iii. Equity planning implications, activities, or changes

--

iv. Curriculum additions, changes, validations and deletions (Program and Course)

--

v. Internal Program Adjustments (Intra-departmental): Staffing reallocations, budget reallocations, facility, other adjustments

--

vi. Program Delivery Plans and options

--

vii. Program Strengths and Opportunities to be reinforced/Cooperative Opportunities with other programs

--

viii. Staffing (Near term – 1-2 years)

--

ix. Budget (Capital Outlay, support) (Current budget cycle)

--

x. Other needs (Research, staff development, etc)

--

b. LONG TERM RESOURCE PLANNING (based on needs identified from SLO and Strategic Plan Analysis)

i. Budget (Long term needs/replacement and upgrade)

--

ii. Staffing (Long term – Program changes and expansion)

--

iii. Facilities

--

iv. Other

1. Research

--

2. Staff Development

--

3. Other

--

FORM 1: Strategic Plan Assessment and Planning Implications

The College Strategic Plan is available at this web site:

<http://infostream.crc.losrios.edu/main/documents/refreshed%20strategic%20plan-review%20draft.doc>

Strategic Planning Goals	Assessment/evidence of Program's contribution to these goals	Planning implications for the program based on the assessment
Student Success		
S1: Ensure success on all college-wide measures		
S2: Improve course success in basic skills and in required courses with low success rates		
S3: Improve student satisfaction with the educational experience and with College processes and services		
S4: Ensure effective and efficient student services		
S5: Improve success in achieving student defined goals		
Access & Growth		
A1: Increase enrollment to ensure College reflects the community		
Teaching & Learning Effectiveness		
L1: Provide effective instruction and services both inside and outside the traditional classroom		
L2: Promote collegiality		
L3: Link program review process to Program SLO's		
L4: Develop a master plan for cultural competence		
Organizational Effectiveness		
O1: Promote and sustain a dynamic culture of achievement, engagement, and problem solving		
O2: Develop and Maintain an effective & on-going strategic planning process		
O3: Ensure high-quality communication and widespread participation in decision-making		
O4: Establish, standardize, and communicate efficient operational processes		
Community and Economic Development		
C1: Prepare a workforce that contributes to region's economic development		
C2: Develop external resources		

FORM 2: Cultural Competence and Equity Plan Assessment and Planning Implications

The College's Cultural Competence and Equity Plan is available on this web site:

<http://infostream.crc.losrios.edu/main/sharedgov/culturalcomp/>

CULTURAL COMPETENCE & EQUITY GOALS MOST RELEVANT TO PROGRAM	PROGRAM STATUS WITH RESPECT TO IDENTIFIED GOALS	ASSESSMENT/EVIDENCE OF PROGRAM STRENGTH REGARDING CCE	PLANNING IMPLICATIONS

FORM 3: College-wide Student Learning Outcomes

College-Wide Student Learning Outcomes	Assessment of Program's relationship to outcome	Analysis of Assessment	Planning Implications for Program
I. Graduation Competencies: Students will experience an academically rigorous learning environment			
II. General Education: Students completing any GE pattern will develop an understanding of the basic concepts and major modes of inquiry used in a variety of disciplines			
III. Program Completion: Students completing a program will develop a depth of understanding in at least one discipline			
IV. Student Development as self-reliant learners: Students will make progress toward becoming engaged and self-reliant learners			
V. Society, Ethics, & Pluralism: Students will become more prepared to contribute to a diverse democratic society with a pluralistic perspective of the world			

FORM 4: Program SLO Matrix
Program SLO Identification and Assessment Process

Program SLO's	Assessment Process	Assessment Status	Response Plan
P-SLO 1			
P-SLO 2			
P-SLO 3			
P-SLO 4			
P-SLO 5			
P-SLO 6			
P-SLO 7			

FORM 6: DATA REVIEW AND ANALYSIS

College Research Web site with Program Review Data:

<http://research.crc.losrios.edu/Program%20Review%202005.htm>

DATA CATEGORY	DESCRIPTION COMMENT	DATA TRENDS ANOMOLIES	IMPLICATIONS OF TRENDS/ANOMOLIES
Program Demographics: <ul style="list-style-type: none"> • Gender: • Ethnicity: • Language:* • Other factors (identify other factors considered relevant by program):* 			
Program Characteristics/Access:			
<ul style="list-style-type: none"> • Enrollment** • Productivity** • VTEA Core Indicators** • Other Data (identify other data utilized by program) 			
Student Achievement Data:			
<ul style="list-style-type: none"> • Course Completion/Success 			
<ul style="list-style-type: none"> • Course Progress (sequence persistence)* 			
<ul style="list-style-type: none"> • Program Success:*** (for example: degree/certificate completion, employment/transfer data, other data [licensure, etc]) 			
Other Data utilized by the program:*			
Data needed but not available: (Programs should identify data that would have been valuable if it had been available)			
* Data not currently available from Research Office	** Data is available from Division Office	***Data may be available, but at 4 digit TOP code only	

accreditation standards. The Program Overview and Forecast model supports our systematic planning and decision-making processes to lead to high quality programs and services for our students.

Purposes of Program Overview and Forecast (PrOF)

1. To provide a mechanism for the on-going review and renewal of programs that:
 - Improve the quality of instruction and services. This includes both classroom instruction and services to students outside of the classroom.
 - Update programs and services
 - Assess program performance
 - Assist programs to identify needed improvements and enhancements
2. To guide the College's planning and decision-making processes that:
 - Inform resource allocation decisions
 - Provide data and information to assess planning effectiveness
3. To ensure the alignment of the College's mission, goals, and priorities to the practices and priorities of its programs and services.
4. To meet accountability and reporting mandates and document a systemic and systematic planning and resource allocation process.

PrOF Assumptions:

1. Program Review is an ongoing process directed to program and institutional improvement.
2. Program Review is a process designed to support discussions within programs and across constituencies with a focus on improving the program.
3. Program Review is not an end unto itself. It is a major input to the colleges planning and improvement processes and to the allocation of resources. It enhances both the program's and the college's accountability.
4. Program Review uses data as an essential part of the review and decision-making process.
5. Program Review is used to identify initiatives to improve quality.
6. Program Review is adaptive, respectful, reflective, and evolving.

PrOF is not used for justifications or rationales for program reductions or elimination. Program elimination is governed by the product of the Program Discontinuance process.

Guidelines for the completion of the various sections of the PrOF form.

I. **Program Identification**: This is a key section of PrOF. The intent is for programs to functionally identify themselves. Therefore Program reflects the role and function of a particular set of courses or activities. It does not necessarily reflect a particular catalog description of a program or award or a delineation of courses. Some programs may be combinations of disciplines whereas other disciplines may be delineated into several programs for the purposes of PrOF. Programs may be classroom

instruction or services to students. This process is intended for both Instructional and Student Services programs.

II. **Strategic Planning:** There are two major sections to the Strategic Planning section of this report.

- Section 1 addresses the college's [Strategic Plan](#). The intent is for programs to address how they contribute to or address the strategic goals of the college. Programs should identify a composite response to the major goals of the strategic plan rather than responding to specific goals. [Form 1](#) is used to develop this response.
- Section 2 addresses the college's [Cultural Competence and Equity Plan](#). Various aspects of this plan are applicable to different programs. Programs are asked to identify the components of the CC&E plan that are relevant to their program, assess their program in relation to these components, and identify any planning implications based on this assessment. [Form 2](#) is available for this response.

III. **College-Wide Student Learning Outcomes**

The College-Wide Student Learning Outcomes are identified in [Form 3](#). When these forms were developed, it was intended that they would serve the college through several review cycles. Therefore form 3 identifies an Assessment, an Analysis, and the development of Planning Implications. **At this point, it is expected that the Assessment will only reflect an *initial assessment* of the program in relation to the college-wide SLO's. It is expected that there will be no analysis for this cycle.** However programs may wish to identify some planning implications based on their initial assessments.

IV. **Program Student Learning Outcomes**

It is expected that programs are only just now developing Program SLO's. **As was the case for the college-wide SLO's, it is expected that for this initial cycle, programs will have only developed a few of their Program SLO's, although some programs are further along than others.** Program SLO's have always been considered an iterative process. The expectation is that assessments, the status of those assessments, and the response plans will be accomplished in the next few years. Therefore, much of [Form 5](#) will be blank for this initial cycle. However, it is also expected that there will be a significant amount of analysis for the next cycle.

V. **Data Review and Analysis**

[Form 6](#) has been designed to assist programs with their data accumulation and analysis. Programs must use data as a key element for their review. However not all data elements are available or applicable for all programs. Some programs, such as those that provide services to students such as Counseling, Library, and some specialized categorical programs like DSPP and EOPS, will not have traditional measures available such as enrollment or productivity. However they do have unique program data available that can be used instead of the measures identified. Programs may also have data available that is not reflected in the form. This additional data should be identified and analyzed. Programs should identify relevant and available data elements, identify trends and anomalies in those data, and identify the implications that those trends and anomalies present. This data review is similar to the review that was required in the last program review cycle.

There is also a section in form 6 so that programs can identify data that they would have liked to have had but was not accessible or available. Programs should identify that data so that the college can make it available for future reviews.

VI. **Curriculum Review Report**

[Form 7](#) and [Form 8](#) are used to identify the status of a program relative to Course SLO's and align courses to the Program SLO's. **As was the case with the College-wide SLO's, it is expected that most progress of these two aspects of the review will be preliminary and tentative at this time.** However, there is also an expectation that significant progress will be demonstrated in the next review.

VII. **[Program Delivery](#) and Support Services Review**

This section of the report was developed to give programs an opportunity to address issues related to the delivery of a program and the support systems that contribute to student success. Included in this section are opportunities to address delivery options (including issues related to distance education) and support services. The response system has been set up to identify the issue, identify strengths and weaknesses, and identify implications that will impact future plans.

VIII. **Program [Strengths](#) and Challenges**

There are three components to this section of the review. [Section a](#) is used to reflect on accomplishments since the last review. [Section b](#) can be used to address any significant changes since the last review (facilities, program, staffing, etc). [Section c](#) identifies planning implications for these issues.

IX. **[Planning Agenda](#)**

Section IX of the report contains the Planning component of PrOF. It is designed so that programs will be able to identify both the short term and long term plans that have resulted from their review and the various planning implications contained in that review. **Since a number of the prior sections of the review are based on very preliminary data, it is expected that some of the planning elements included in the near and long term forecasting sections of the report may not have substantial content at this point.** However as was identified earlier, there should be substantial content in this section of the report in the next cycle.

a. **Near Term Forecasting and Planning**

The near-term forecast and planning section has sections available for programs to identify plans that have developed as a result of the planning implications in the following sections:

- Strategic Plan
- Program SLO
- Equity (CC&E)
- Curriculum
- Internal program adjustments
- Delivery Options
- Cooperative programs
- Short term staffing plans
- Short term budget plans (Current budget cycle)

- Other needs.

b. **Long Term Resource Planning**

The long term planning section of the report is intended to assist the college and the program in their long-term strategic planning. These include:

Long-term budget issues (beyond the current budget cycle)

- Long Term Staffing based on program changes and expansion
- Long Term facilities needs
- Other needs.

Although there are no specific long term requirements, this section of the report does provide an opportunity for the program to identify anticipated needs that the college needs to consider in its long-term planning (beyond five years).

Milestones

A program review milestones schedule is included for planning purposes. Programs should use this schedule to ensure that they are able to move through the review process in a timely manner to provide stability to the work demands of programs. However, programs will be asked to identify their programs by the end of February so that the College Planning Committee is able to get a perspective on how programs are being structured for review.

Progress Milestones

Date	Program Review Component	Form (If applicable)
February 10	Program Identification (I)	Preliminary Program Identification to be submitted to College Planning Committee by February 24, 2005
February 24	Strategic Planning (II)	Form 1 (Strategic Plan Assessment and Planning Priorities) Form 2 (Cultural Competence and Equity Plan Assessment and Planning Implications)
February 24	College-Wide Student Learning Outcomes (III)	Form 3 (College-wide Student Learning Outcomes)
March 31	Program Student Learning Outcomes (IV)	Form 5 (Program SLO Matrix) Form 6 (Program SLO Alignment Matrix)
March 31	Data Review and Analysis (V)	Form 4 (Data Review and Analysis)

March 31	Curriculum Review Report (VI)	Form 7 (Curriculum Review Matrix)
April 21	Program Delivery and Support Services Review (VII)	
April 28	Program Strengths and Challenges (VIII)	
May 12	Planning Agenda and Action Plan (IX)	
May 19	PrOF Final Report Due	

APPENDIX 3: CRC Distance Education Master Plan

Cosumnes River College
Distance Education Master Plan

Vision Statement for Distance Education

Cosumnes River College uses distance education to expand access to educational opportunities.

Distance Education (definition)

Distance Education is a delivery system for education that uses technology to expand the accessibility and responsiveness of education. Distance education extends the process of teaching and learning from the campus to multiple locations. Distance Education includes instruction, instructional support such as libraries, computer centers, and student services such as registration, counseling and student activities that are available at those other locations. Distance education broadly defines a condition of learning where instructor and student are physically separate for most or all of the experience. Interaction is mediated by technology that allows for students and instructor to engage in the process of education. This includes a variety of media based instructional platforms such as the Internet, Interactive Television (ITFS), Tele-courses and related technologies to offer instruction in non-traditional modes that are not restricted by time or place. Distance education may use multiple technologies simultaneously.

GOALS

- I. The College is committed to ensuring comparable quality education, effective support services, and accessible learning materials in its distance education program as it does in all of its other endeavors.**

- II. The learning outcomes of distance education offerings will be the same as those of traditional offerings.**

- III. Through distance education, Cosumnes River College strives to expand the delivery of quality education by:**
 - **utilizing technology to create an educational opportunity that is independent of time and place,**
 - **expanding access for students challenged by distance and schedule,**
 - **increasing accessibility for students with physical limitations,**
 - **enabling students who prefer to learn through non-traditional instructional methods,**
 - **integrating distance education into the existing college processes, systems, and structures, and**
 - **ensuring that the Distance Education infrastructure is capable of supporting on-line degrees and certificates.**

Goal I: The College is committed to ensuring comparable quality education, effective support services, and accessible learning materials in its distance education program as it does in all of its other endeavors.				
Issues/Objectives	Priority	Suggested Responsible Party	Outcome Measure	Timeline
Provide appropriate testing/assessment for Distance Education students <ul style="list-style-type: none"> - Identify assessment options (on-line to on-ground continuum) - Identify processes and support (available online alternatives) - Develop standards for test administration at off-campus locations 	A	VPI, VPSS	Assessments available	Spring 2006
Provide counseling services for Distance Education students <ul style="list-style-type: none"> - Identify process and resources for counseling services to Distance Education students - Implement the identified process 	A	Dean, Counseling	Services available	Spring 2006

Provide appropriate library services for Distance Education students <ul style="list-style-type: none"> - Identify process to provide library access to DE students (i.e. printed, reference, and media materials [on-line loan program]) - Identify process for DE students to access reference librarians 	A	Dean, LRCT	Services available	Spring 2006
Provide appropriate support for Faculty <ul style="list-style-type: none"> - Provide staff development/training to faculty on and off campus - Assign experienced DE faculty mentors to new DE instructors - Provide IT support (e.g., help desk) services to DE instructors - Provide course design and development support staff 	A	Dean, Instruction Area Deans Dean, LRCT Dean, LRCT	Process in place Process in place Process in place Staff Available	Fall 2005 Spring 2006 Fall 2005 Fall 2006
Provide a reliable Learning Management System for students and faculty <ul style="list-style-type: none"> - Identify current issues/problems and propose a solution - Implement the solution - Provide ongoing maintenance of the solution 	A	Dean, LRCT	99% uptime	On-going

<p>Ensure adherence to regulatory standards and guidelines regarding the delivery and accessibility of instruction and services.</p> <ul style="list-style-type: none"> - Provide captioning services (funding) - Train faculty, staff and students about accessibility requirements according to Section 508 standards and include a process for assessing compliance - Provide faculty with access to appropriately trained support staff 	A	Dean, Counseling; Dean, Instruction	Training program in place; continued availability	Fall 2006
<p>Provide access to tutoring for DE students</p> <ul style="list-style-type: none"> - Identify methods to facilitate communication between tutors and DE students - Provide infrastructure to deliver tutoring services to DE students 	B	VPI, VPSS	Infrastructure in place	Fall 2006

<p>Provide appropriate matriculation/orientation services to incoming DE students</p> <ul style="list-style-type: none"> - Identify strategies and methods to provide matriculation and orientation services to DE students - Provide an on-line or mediated orientation about counseling, student activities, special services, email and CMS accounts, etc. to DE students - Provide on-line or mediated instruction about success in on-line and distance education courses 	A	VPSS	Online matriculation and orientation in place	Summer 2006
<p>Explore the establishment of a governance entity for distance education</p>	B	Executive Council	Recommendation regarding a distance education governance committee	Fall 2007

Provide comparable services for distance education students including the following:	C	Identified Administrators	Services available for distance education	Spring 2007
<ul style="list-style-type: none"> - Financial Aid - Assessment - Student Petition Process - Student Grievance Process - Health Information - Student Development - Help Desk services - Bookstore Services 				

Goal II: The learning outcomes of distance education offerings will be the same as those of traditional offerings.

Issues/Objectives	Priority	Suggested Responsible Party	Outcome Measure	Timeline
Ensure adherence to copyright law <ul style="list-style-type: none"> - Train faculty, staff and students about current practices related to copyright law 	A	Dean, LRCT/ Staff Development Committee	Training in place	Spring 2006
Develop and implement standards and best practices for DE <ul style="list-style-type: none"> - Identify standards for distance education instructors - Create standard operating procedures for DE course implementation including: <ul style="list-style-type: none"> o Curriculum committee action o Network accounts o Content creation - Create guidelines for success <ul style="list-style-type: none"> o Pedagogy o Student assessment o Web development/design 	A	IT & Curriculum Committees	Best practices book	Spring 2007

Ensure all distance education courses adhere to the College's curriculum policies and procedures for distance education	A	Curriculum Committee – Distance Education subcommittee	Standards enforced	Continuing
<p>Ensure Distance education approvals for an appropriate selection of general education courses to enable DE students to obtain a degree</p> <ul style="list-style-type: none"> - Identify one or more courses with general education approval in each general education area - Offer general education courses as distance education with appropriate frequency - Provide a support system to encourage additional GE in DE format 	B	Area deans, VPI	Course availability	Spring 2004
Assess the need for a distance education code of conduct	C	VPSS/Academic Senate	Code need identified and code developed	Spring 2007

Goal III: Through distance education, Cosumnes River College strives to expand the delivery of quality education				
Issues/Objectives	Pri orit y	Suggested Responsible Party	Outcome Measure	Timeline
<p>Implement a CRC DE Coordinating Committee</p> <ul style="list-style-type: none"> - Explore an alternate Program Review for DE - Develop an on-line student review process for faculty evaluation - Coordinate scheduling of DE - Explore the coordination of DE scheduling across the District - Interface with District DE coordinating process <ul style="list-style-type: none"> o Scheduling o Program planning o Student services o Support services o Technical infrastructure 	A	College Planning, Curriculum & IT Committees	Committee established	Spring 2006

Provide appropriate and adequate testing facilities on and off campus				
- Identify potential partners to facilitate remote off-campus testing and ensure that test administration standards are enforced	B	Dean, LRCT	Facilities available	Fall 2006
- Provide on-campus testing facilities and access to address testing needs	B	Dean, Counseling	Facilities available	Fall 2006
Provide adequate campus computer facilities for DE needs	B	Dean, LRCT; IT Committee	Facilities available	Fall 2006
- Designate and make available campus computer labs for orientations, etc.				
- Designate and make available campus computer labs for orientations, etc.				
- Provide access to campus network services to students after hours				
- Provide adequate course material development facilities for DE Faculty				

Develop web practices and standards to ensure a consistent “look and feel” for CRC’s online presence	B	Public Information Officer	Model template	Spring 2006
- Create a common interface for DE courses/course modules				
- Establish recommended multimedia file formats				
Explore viability of flexible class scheduling (ITFS) (Offering ITFS courses at different times during opposite semesters)	C	Area deans, VPI, Media Resources Supervisor, DE Coordinator	Feasibility study	Fall 2007
Ensure secure transmission of instructional materials (exams, quizzes, etc.) over the Internet	C	DE Coordinator	Implement SSL	Fall 2006
Explore the expansion of facilities and infrastructure to support expanded distance education programs	C	VPA, IT Committee, Facilities Committee, District IT	Distance education needs met	Spring 2008

Distance Education Master Plan Task Force Membership:

Dr. Norv Wellsfry, Co-Chair (College Planning Committee)

Mr. Markus Geissler, Co-Chair (College Instructional Technology Committee)

Christina Asato (DSPS/IT)

Chris Beck (Media Resources/IT)

Liz Belyea (PE/Curriculum)

Gregory Beyrer (TLC/IT)

William Karns (VP/College Planning & Curriculum)

Stephen McGloughlin (Lib & Instructional Resources/IT)

Lance Parks (CIS/Curriculum)

APPENDIX 4: Draft LRCCD Centers Development Policy

CENTERS DEVELOPMENT POLICY

DRAFT

March 2006

I. Background

The Los Rios Community College District serves the rapidly growing Sacramento region. This five county regional service area is not only growing at an unprecedented rate, but is also plagued by impacted roads, insufficient rapid transit and increasing pollution levels. The Board of Trustees studied this issue and recognized that the region would be best served by distributing educational opportunities in the areas of most rapidly growing population, thus reducing travel and increasing access to education locally. Studies have shown that approximately 80% of a college's enrollment comes from a five mile radius around the facility. Thus, in the year 2000, the Los Rios Board of Trustees made a policy decision to guide the growth of the district by developing regional centers, rather than to establish additional comprehensive community colleges. That policy direction was described in a letter to the Accrediting Commission of Community and Junior Colleges to inform them of our intentions in developing the Los Rios District.

The accreditation site visits of Fall 2003 resulted in recommendations regarding center development in each of the four colleges under review. Although worded slightly differently, the recommendations called for the District to further advance the planning for centers by developing a plan which "includes appropriate provision for delivery of necessary instructional and student support services at all of the existing centers and at those that may be created in the future."

Since the re-accreditation activities, the colleges have continued to maintain and/or develop new centers with the understanding that the district contribution to these efforts will be to provide overarching planning to determine the support necessary to provide quality services. To that end, the following represents the assumptions regarding planning at every level, and the consistency necessary to achieve an agreed level of service.

II. Planning Assumptions

- A. These assumptions refer only to the educational centers that conform to state definitions. Centers of lesser size shall be considered outreach centers.
- B. The growth of the educational center shall be generally developed in three phases, based on facilities and enrollment growth as follows:

Assignable Square Feet (ASF)

Phase I: 15-25,000

Phase II: 35-50,000

Phase III: 50-75,000

- C. The curriculum of these centers will support the college's general education and transfer and appropriate vocational education missions. The intent shall be to offer primarily the

first year of instruction of a program, and the second year only when it does not require specialized facilities. The fundamental notion is that the terminal courses of a program, and specialized facilities shall reside at the comprehensive college of which the center is a part. Curriculum will be designed and delivered by college faculty in accordance with curricular guidelines established by the college, following the general outline described above.

D. It is assumed that programs and services will be delivered at a breadth and level consistent with the growth of the college. It is intended that both full-time faculty and staff will deliver some of those programs and services but not be assigned permanently to the educational center. There are a number of options to achieve this staffing pattern and the decision of which to employ shall reside with the college.

E. Services

Services supporting the educational program of the Center will be developed to meet student demand. Students should be able to access basic services, such as bookstore, counseling, financial aid and enrollment services at the Center. How those services are delivered is the responsibility of the college.

III. Staffing

A. Faculty

Faculty positions are allocated by a formula based on growth and retirements and is funded through the bucket model. This formula will determine the number of positions for each college and it will be the responsibility of the college to determine the number allocated to each unit, including the centers. Following the planning assumptions, it is expected that there will be a full-time faculty presence at the Centers to provide programs and services. These faculty will be part of the college's academic divisions.

B. Classified Staff

Classified staff positions are allocated by growth, facilities needs and determination of available funds. It is anticipated that the college will determine its classified needs for the educational center and make priority decisions accordingly. A base level of support is considered to be 3 classified positions and the college may request those positions in anticipation of a center and bank them until needed.

C. Administration

The intention is to begin with a Dean as the administrative head of a center and move to an Associate Vice President level as the Center transitions to build out and is generating significant FTES. This change in administrative oversight will be determined by the college, in consultation with the district, as it analyzes the growth (FTES) and complexity of the program.

APPENDIX 5: Timelines of CRC Planning Processes

Cosumnes River College Timelines and Integration/Coordination of College Planning Processes

