COSUMNES RIVER COLLEGE

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Institutional Self-Evaluation Report

in Support of an Application for Reaffirmation of Accreditation

December 2021

Institutional Self-Evaluation Report

In Support of an Application for Reaffirmation of Accreditation

Submitted by

Cosumnes River College
8401 Center Parkway
Sacramento, CA 95823

to

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

[Submission Date]

Certification

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

From: Dr. Edward Bush
        Cosumnes River College
        8401 Center Parkway
        Sacramento, CA 95823

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

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

Signatures:

[Chief Executive Officer of Multi-College District, if applicable]   [Date]

[Chief Executive Officer]   [Date]

[Chairperson, Governing Board]   [Date]

[Name, Title, Representing]   [Date]

[Name, Title, Representing]   [Date]

[Name, Title, Representing]   [Date]

[Name, Title, Representing]   [Date]

Contents

A. Introduction

College History

Cosumnes River College (CRC) opened September 14, 1970 on a 159 acre site in South Sacramento providing local, high quality, affordable education to its inaugural class of 2,150 students. The college's name comes from the rich history of the indigenous Miwok people who inhabited the land and nearby Cosumnes River in the 19th century. *Cosumnes* is a Miwok Indian word meaning "the Place of the Salmon." In honor of the indigenous people, CRC gives thanks and remembrance to the Miwok tribe through the reading of a land acknowledgement (A-01).

CRC is a student-centered, open access community college dedicated to preparing students for an ever-changing future. CRC courses and programs empower our diverse students to earn certificates or degrees, transfer to other educational institutions, or attain other lifelong academic or career aspirations. CRC is third in size of the four Los Rios colleges, with a diverse student body.

During the review cycle, the college was in remote operations due to the COVID-19 pandemic from March 2020 through August 2021. In fall 2021, the college began reopening on-ground operations and limited student services, offering a hybrid schedule of course offerings. In spring 2022, the college plans to fully resume on-ground operations and student services, and course offerings will be made based on projected demand.

Student Enrollment Data

Student enrollment (headcount) at CRC has grown from 21,021 in 2015-16 to 23,327 in 2020-21 (A-02). The relative representation of student gender remained somewhat constant from 2015-2016 to 2019-2020, with around 56% of the student population identifying as female, 42.1% as male, and less than 1% as non-binary. During the pandemic, this trend shifted slightly – with female and male students constituting 58.3% and 39.9% of the college wide headcount, respectively. Note that CRC only recently began collecting non-binary gender data. As such, this category may be under-represented relative to actual student population levels. Enrollment by race has also remained somewhat constant, with a decrease in representation of Black/African American students from 12.7% in 2015-16 to 9.5% in 2020-21. The representation of Hispanic/Latino students at CRC has conversely grown from 24.9% of the student population in 2015-16 to 26.7% in 2020-21.

Relative to the service area of CRC, Hispanic/Latino students at CRC are overrepresented compared to their representation in Elk Grove (26.7% and 18.45%, respectively) and Sacramento County (26.7% and 23.18%, respectively). White students at CRC are underrepresented compared to their representation in Elk Grove (24.4% v. 34.12%, respectively) and Sacramento County (24.4% v. 44.72%, respectively). This could relate to shifting demographics in younger populations. Finally, students with incomes less than $34,999 are over-represented at CRC relative to Sacramento and Elk Grove income distributions.

Labor Market Data

The California Employment Development Department data library provides 10-year employment projections for each metropolitan statistical area (MSA) in California. Cosumnes River College falls within the Sacramento-Roseville-Arden Arcade MSA, which includes Sacramento, El Dorado, Yolo, and Placer counties. Employment Projections estimate the changes in industry and occupational employment over time resulting from industry growth, technological change, and other factors.

The College tracks the industries projected to have the highest number of job openings, and those with the largest projected growth in job openings, from 2018 to 2028 (A-03; A-04). The College also looks at the industries requiring an Associate Degree or Postsecondary non-degree award. Among the industries with the largest projected job growth through 2028 in CRC's area, the medical field is highly represented.

Demographic Data

CRC traditionally serves the Elk Grove and South Sacramento communities. In 2019, the United States Census American Community Survey estimated the population of Elk Grove to be 170,825 and Sacramento County to be 1,524,553 (A-05; A-06). In the immediate service area of Elk Grove, approximately 65% of residents are over the age of 25. White, Asian, and Hispanic/Latino residents constitute over 50% of the population. Black or African Americans constitute nearly 11% of residents.

Socio-economic Data

The Census estimates that in Elk Grove, the median household income is $93,780 and approximately 5% of households receive food stamp/SNAP benefits (A-07). In the greater County of Sacramento, the median household income is estimated at $67,151 and approximately 11% of households receive food stamp/SNAP benefits (A-08).

Sites

Cosumnes River College offers programs at several sites, with most offerings at the main campus, located at 8401 Center Parkway, Sacramento, CA 95823. The Elk Grove Center (EGC) was established August 26, 2013 at 10051 Big Horn Blvd., Elk Grove, CA 95757 (A-09). The EGC serves 500 full time equivalent students (FTES), offering a full complement of general education courses to assist students in completion of general education (GE) requirements. The Fire Technology program also offers its academies and several courses through EGC. CRC also has a memorandum of understanding with the California Prison Industry Authority (CALPIA) to offer our 13-unit Basic Culinary Services certificate program to incarcerated students at Folsom Women's Facility located at 560 E. Natoma Street, Folsom, CA 95630.

Specialized or Programmatic Accreditation

CRC has many career education programs of distinction that have earned independent programmatic accreditation. The Veterinary Technology (VT) program is accredited by the American Veterinary Medical Association (AVMA) (A-10). The most recent VT accreditation was reaffirmed without any recommendations. The 2017-2020 3-year average pass rate for CRC

students taking the Veterinary Technician National Exam (VTNE) is 94%. The Pharmacy Technology program is accredited by the American Society of Health-System Pharmacists (ASHP) and remains in good standing (A-11).

The Medical Assisting program recently achieved reaffirmation of accreditation for 10 years by the Commission of Accreditation of Allied Health Education Programs (CAAHEP) and earned accolades as the most affordable program for 2020-2021 (A-12). The program boasts an average retention rate of 95% and a 100% graduate and employer satisfaction rating. The Diagnostic Medical Sonography program is accredited by CAAHEP through the Joint Review Commission on Education in Diagnostic Medical Sonography (JRCDMS) (A-13). The most recent program outcomes indicate a 100% job placement rate and an 88% American Registry of Diagnostic Medical Sonographers (ARDMS) exam pass rate (A-14). The Health Information Technology program is accredited by CAAHEP through the Commission on Accreditation for Health Informatics and Information Management (CAHIIM). Program accreditation has been reaffirmed through 2022. The program will be featured on Los Rios Online Colleges and can be completed 100% online.

The Fire Technology program became an Accredited Regional Training Program (ARTP) in 2020, and is accredited by the California State Fire Marshal's Office (A-15; A-16). This new status allows the program to test and issue Fire Fighter I and II credentials for CRC students, as well as local agencies in need of testing services for their candidates. Both the Automotive Mechanics Technology (AMT) and Ford ASSET degree and certificate programs are accredited by Automotive Services Education (ASE) as Master Automobile Service Technology Programs (A-17).

Evidence List
A-01 Land Acknowledgement
A-02 Headcount Enrollment
A-03 Labor Market Projections: Job Openings
A-04 Labor Market Projections: Fastest Growing Occupations
A-05 Census Population Estimates Elk Grove
A-06 Census Population Estimates Sacramento County
A-07 Census Income Estimates Elk Grove
A-08 Census Income Estimates Sacramento County
A-09 EGC Proposal Review
A-10 Veterinary Technology Program
A-11 Pharmacy Technology Program
A-12 Medical Assisting Program
A-13 Diagnostic Medical Sonography Program
A-14 DMS Program Outcomes
A-15 Fire Technology Accreditation
A-16 Fire Technology Program
A-17 Automotive Mechanics Technology Program

B. Presentation of Student Achievement Data and Institution-set Standards

CRC tracks data on successful course completion, certificate (16+ units) and degree completion, transfer, licensure pass rates, and job placement rates. Data are disaggregated by race/ethnicity and gender. Note that some demographic data were not readily available for a few of the achievement metrics (transfer, licensure pass rates, and job placement rates). Additionally, due to the timing of data sources, only five years of data are presented for transfer, licensure pass rates, and job placement rates.

With regards to course completion, certificates/degrees, and transfer, stretch goals and set standards were calculated using a standard method approved by the Institutional Effectiveness Committee at CRC. For a given metric, a standard deviation was calculated for the five years prior to the starting year of 2015-16. This standard deviation was multiplied by 1.96 and added to the value for the most recent year to obtain a stretch goal. To calculate a set standard, the same standard deviation was multiplied by 1.96 and subtracted from the average for the five years prior. If a stretch goal was achieved, these values were recalculated to reflect new institutional commitments.

Licensure pass rate goals and set standards were set locally by program coordinators. The California Community College Chancellor's Office (CCCCO) negotiated goal for Perkins data in 2019-2020 was used as the stretch goal for job placement rates. In order to calculate a set standard, this stretch goal was modified based on the percentage change in employment (by industry) during the recent economic downturn.

Course Completion

CRC course completion rates surpassed the institution set-standard (63.8%) and stretch goal (67.8%) in 2016-17 (B-01). As a result, CRC modified its institution-set standard and stretch goal for course completion for 2017-18 and beyond (64.2% and 70.5%, respectively). Due to rising success rates, this goal was achieved once again in 2018-2019, resulting in a new goal/standard for 2019-2020. Success rates have remained relatively stable since then, with a slight dip in 2019-2020 due to the move to remote operations. At CRC, Black/African American students face a large equity gap in the area of course success. This gap closed slightly from 2017-18 to 2019-20 (-14.7% to -11.9%, respectively). However, the gap has rebounded in 2020-2021 during remote operations. Improving African American success is a central and essential focus for work at CRC.

Degrees and Certificates Awarded

The number of degrees and certificates earned by CRC students has grown from 2015-2016 to 2020-2021 (B-02; B-03). In 2020-2021, the number of degrees remained stable and the number of certificates dipped; in this year, many certificate-awarding programs were not able to offer full programming due to restrictions related to the COVID-19 pandemic.

Female students are consistently over-represented among degree earners at CRC. This trend was particularly apparent in 2018-2019 and 2020-2021. Female students constituted 56.3% and 58.3% of students but earned 64.7% and 66.0% of degrees, respectively. In 2020-2021, this trend

was also apparent for certificates where female students earned 70.8% of certificates - 12.5% over their college wide representation in that year.

Over the past five years, equity gaps in degree achievement for Black/African American students have closed somewhat. In 2015-2016, Black/African American students made up 12.7% of the CRC student body but earned 7.1% of its degrees (a gap of -5.6%). In 2020-2021, Black/African American students made up 9.5% of the CRC student body and earned 8.4% (a gap of -1.1%). The trend has been similar for Hispanic/Latino students – with exception to the 2020-2021 academic year. In 2015-2016, Hispanic/Latino students made up 24.9% of the CRC student body but earned 20.8% of its degrees and 17.4% of its certificates (gaps of -4.1% and -7.5%, respectively). In 2019-2020, Hispanic/Latino students made up 27% of the CRC student body and earned 25.4% of its degrees and 27.6% of its certificates (-1.6% and no gap, respectively). Despite this improvement, a gap for Hispanic/Latino students reemerged in 2020-2021 (-4.1% and -4.3% for degrees and certificates, respectively).

Transfer

The number of transfers by CRC students has remained somewhat stable, with a recent increase to 877 in 2019-2020, moving the College close to our stretch goal of 905 transfers (B-04). Furthermore, the set standard for transfers has been exceeded each year. Asian, White, and Hispanic students comprised the bulk of CRC transfers in 2019-2020 (36.3%, 24.5%, and 23.6%, respectively). Gaps in transfer achievement closed somewhat for Hispanic/Latino students (from -6.1% to -3.4%), but remained relatively stable for Black/African American students (from -4.6% to -3.7%).

Licensure Pass Rates

Licensure pass rates for all four of CRC's licensure programs increased over time (B-05). All four programs surpassed their institution-set standard in 2019-2020, and Health Information Technology, Veterinary Technology, and Sonography met their stretch goals of 100% in the most recent year for which data is available.

Job Placement

A total of 17 of the 20 programs (85%) exhibited job placement rates above their set standard in 2019-2020 (B-06). Additionally, a total of 14 (70%) achieved the CCCCO Perkins negotiated stretch goal. Applied Photography had the lowest job placement rates among programs in 2019-2020. It should nevertheless be noted that independent contractors are not captured in the job placement rates supplied by the California Community Colleges Chancellor's Office (the source of these data), and therefore, job placement data for photographers may be artificially low.

Evidence List

B-01 Course Completion Rates 2015-2021
B-02 Number of Degrees 2015-2021
B-03 Number of Certificates 2015-2021
B-04 Number of Transfers 2015-2020
B-05 Licensure Pass Rates 2015-2020
B-06 Job Placement Rates 2015-2020

C. Organization of the Self-Evaluation Process

CRC's institutional self-evaluation process was organized in spring 2020 and launched in fall 2020. The accreditation leadership team consisted of the college's accreditation tri-chairs (the Accreditation Liaison Officer (ALO), faculty tri-chair, and classified tri-chair), each appointed by their respective constituency leaders. The Participatory Governance Council (PGC) served as the ongoing accreditation steering committee, and PGC Branch tri-chairs were appointed as leaders for each of the Standard sections. The accreditation tri-chairs recruited Standard Teams of faculty, staff, and administrators to review, gather evidence, and identify gaps for each standard (C-01). The PGC also designated a small team to draft the Quality Focus Essay (QFE).

The self-evaluation process was organized on the district level by the District Accreditation Coordinating Committee (DACC). DACC reviewed and affirmed the Accreditation Standards District Map which outlines the respective areas of College and District responsibility that were primary or shared (C-02). District experts were assigned to write the responses for the standards for which the District was identified as primary on the Accreditation Standards District Map. These drafts were compiled on a Google drive and shared with the four colleges for consistent inclusion in their ISERs. DACC met monthly to ensure the colleges and the District adhered to the timelines outlined in the District Accreditation Timeline (C-03). DACC served as a forum for discussion, problem-solving and sharing of best practices among the four colleges (C-04).

At CRC, the accreditation tri-chairs drove the ISER drafting with a clear timeline and regular meetings of the steering committee and standard teams (C-05). The tri-chairs began by training team participants and establishing the priorities of gathering evidence, noting gaps, and outlining the response to the standards (C-06). The standard teams met regularly to accomplish their tasks with regular oversight and support from the standard tri-chairs. Progress was shared with participatory governance committees throughout the year, which led to ongoing conversations about the findings of the self-evaluation process.

The ISER drafting process was organized using a shared Google drive, including folders, outline templates, and training resources. In fall 2020, the Standard Teams gathered evidence and outlined the response for each standard. In spring 2021, the college hired a technical editor to work with the accreditation tri-chairs to create a draft of each standard section from the outlines (C-07). In April 2020, a draft of the standards was shared college wide for feedback (C-08). From May-August, feedback and additional evidence were incorporated into a final draft.

Awareness and understanding of the accreditation process were promoted through an open Accreditation Canvas course, college wide flex workshops, and updates in the College newsletter. Findings of the self-evaluation were shared with the four constituency groups (managers, faculty, staff, and students) and with relevant participatory governance committees. The Participatory Governance Council (PGC) enabled ongoing discussion on matters relating to the self-evaluation, including approval of the QFE topic. The final draft of the ISER was presented for review and approval by constituency groups and the PGC in fall 2021. The ISER was presented to the Los Rios Board of Trustees for review and approval in November 2021.

Evidence List

C-01 ISER Team Members
C-02 Accreditation Standards District Map
C-03 District Accreditation Timeline
C-04 DACC Minutes February 2021
C-05 ISER Writing Timeline
C-06 Accreditation Team Training
C-07 Technical Editor Job Description
C-08 Inside CRC April 2021

D. Organizational Information

Cosumnes River College's organizational structure allows for effective administrative and leadership of the College (D-01). The District organizational structure allows for effective leadership and administration of the District (D-02). The Accreditation Standards District Map serves as the district functional map outlining the primary, secondary, and shared responsibilities for the accreditation standards (D-03). Many functional areas include several components of process and decision-making, which are coordinated at both the College and District level.

Evidence List
D-01 CRC Organizational Chart
D-02 District Organizational Chart
D-03 Accreditation Standards District Map

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority
The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Cosumnes River College (CRC) was founded in 1970, and is authorized to offer degree programs by the California Community Colleges Chancellor's Office (CCCCO) and the Board of Trustees of the Los Rios Community College District. CRC has maintained accreditation through the *Accrediting Commission for Community and Junior Colleges* (ACCJC) (ER1-01). CRC is also authorized to participate in federal student financial aid programs by the United States Department of Education (ER1-02).

Eligibility Requirement 2: Operational Status
The institution is operational, with students actively pursuing its degree programs.

CRC has been operating continuously since 1970, with course offerings in summer, fall, and spring semesters. The schedule of classes is published every semester via the college website. The College has maintained an enrollment headcount averaging 13,777 in the last three fall semesters (ER2-01). The College offers numerous degree and certificate programs with ongoing student cohort enrollments (ER2-02). CRC students are completing degree and certificate requirements to earn the relevant program awards and achieve their educational goals (ER2-03).

Eligibility Requirement 3: Degrees
A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

CRC offers associate degrees, certificates, and transfer curriculum. The majority of CRC's educational programs lead to Associate in Arts (AA), Associate in Science (AS), Associate in Arts for Transfer (AA-T), or Associate in Science for Transfer (AS-T) degrees (ER3-01). The catalog provides a description of programs and courses, with a clear designation of collegiate and precollegiate course offerings, and prerequisite or corequisite courses necessary for the program (ER3-02; ER3-03). Each degree program requires completion of general education courses and a minimum completion of 60 units with a grade point average of 2.0 or above (ER3-04). The majority of CRC students enroll in programs that lead to degrees (ER3-05).

Eligibility Requirement 4: Chief Executive Officer
The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer

may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Los Rios Community College District (LRCCD) Chancellor serves as the chief executive office for the district and is responsible for district operations as delegated by the Los Rios Board of Trustees. The College President serves as the chief administrator of the college and is responsible for overall supervision of the college (ER4-01). LRCCD board policy states that "the Chancellor delegates full responsibility and authority to the college president to implement and administer delegated District Policies without interference" (ER4-01). Dr. Edward Bush has been serving as the president of Cosumnes River College since July 2015 (ER4-02).

Eligibility Requirement 5: Financial Accountability
The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The Los Rios Community College District undergoes an annual, independent audit of all financial records, including those pertaining to bond expenditures (ER5-01; ER5-02; ER5-03; ER5-04). Audit results are reviewed by the Los Rios Board of Trustees and made publicly available through their meeting minutes and on the District website (ER5-05). Recent audits confirm District compliance with federal and state regulations (ER5-02, pp.87-91). [For further information see Standard III.D.7 and III.D.15.]

Eligibility Requirements
ER1-01 CRC Reaffirmation for Accreditation
ER1-02 Federal Student Aid Eligibility
ER2-01 CRC Head Count from DataMart
ER2-02 Enrollment of First Time College Students in Programs
ER2-03 CRC Program Awards Summary - DataMart
ER3-01 CRC Catalog 2021-22, pp. 107-114
ER3-02 CRC Catalog 2021-22, p. 115
ER3-03 CRC Catalog 2021-22, pp. 123-591
ER3-04 CRC Catalog 2021-22, pp. 75-83
ER3-05 Enrollment of First Time College Students in Programs
ER4-01 Los Rios Board Policy and AR 4111
ER4-02 President's Message and Biography
ER5-01 LRCCD Audited Financial Statements June 2019
ER5-02 LRCCD Audited Financial Statements June 2020
ER5-03 Measure A Annual Audited Financial Statements June 2020
ER5-04 Measure M Annual Audited Financial Statements June 2020
ER5-05 LRCCD Board of Trustees Agenda, Feb 2021, p. 1, 92

F. Certification of Continued Institutional Compliance with Commission Policies

Cosumnes River College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment
Regulation citation: 602.23(b).

The College and District notify the campus community and public about upcoming accreditation review processes through press releases, employee and student newsletters, and via the college website (CP-01; CP-02). The College provides information regarding the timing of the review process, and ensures that information about the accrediting commission is readily available, including the process and link for third party comment (CP-03).

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Cosumnes River College has determined institution-set standards for student achievement and standards for job placement and/or licensure exam pass rates for relevant programs. These are reported annually to the Accrediting Commission for Community and Junior Colleges (ACCJC) (CP-04; CP-05). The institution-set standards provide a baseline expectation for student achievement, and the College aspires beyond these standards to achieve our stretch goals. Progress towards goals are monitored by the Office of Institutional Effectiveness and the Institutional Effectiveness Committee (CP-06). As goals are met, the College recalculates the institution-set standard and stretch goal to strive for continuous improvement. [For further information, please refer to the Introduction and Standards I.B.3, I.B.4, and I.B.9.]

Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

CRC adheres to the California Community College Chancellor's Office (CCCCO) *Guidelines for Title 5 Regulations* for hour and unit calculations, as documented in the curriculum handbook and board policy (CP-07). The College adheres to board policy on the minimum number of credits required for a degree or certificate, which is consistent across programs (CP-07). The College provides a catalog with precise, accurate, and current information on tuition, credit hours, and program lengths (CP-08). The unit of credit is based on the Carnegie Unit (CP-09). The District has determined a ratio for calculating lab hours proportional to lecture hours (CP-10). Tuition and the assignment of credit hours are consistent across degree programs (CP-11). [For further information see Standards I.C.2; I.C.4; I.C.6; II.A.5; II.A.9; and II.A.10.]

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

Per Los Rios board policies and regulations, the College makes available to students the transfer-of-credit policies in the college catalog in order to facilitate the mobility of students without penalty (CP-12; CP-13). Policies and regulations outline how students are awarded credit for prior learning (CP-14). When accepting transfer credits to fulfill degree requirements, faculty review official transcripts from a regionally accredited college or university to determine course applicability or equivalency (CP-13). The College assists students with transfer to and from the institution through articulation agreements and associate degrees for transfer (CP-15; CP-16). [For further information, see Standards II.A.10 and II.C.6.]

Distance Education and Correspondence Education
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Los Rios board policies and regulations outline how distance education courses are defined (CP-17). Distance education courses include online courses, hybrid courses and interactive television. This policy ensures that the quality, integrity and effectiveness that apply to traditional courses are also consistently applied to distance education courses. The determination of course modality is vetted through the Curriculum Committee (CP-18). The Distance Education subcommittee provides guidelines for making courses eligible for distance learning (CP-19). As per board policy, CRC students are required to authenticate to confirm their identity when completing distance education coursework (CP-17).

The College plans for technology infrastructure for distance education through a combination of District and College long-term planning. The District Technology Plan Road Map 2017-2022 includes a detailed plan to ensure there is adequate technology infrastructure in place that is sufficient to maintain and sustain distance education (CP-20). The College further plans for distance education in the Distance Education Master Plan, which is currently under revision to adapt to shifting priorities for online education due to the pandemic. [For further information, see Standards II.A.2; II.A.7; III.C.3.]

Student Complaints
Regulation citations: 602.16(a)(1)(ix); 668.43.

CRC has policies and procedures in place for addressing student grievances (CP-21; CP-22). The catalog and website outline the grievance procedure for student complaints (CP-21). These procedures align with Los Rios board policy and District procedures (CP-23; CP-24; CP-25). The Grievance Officer keeps student complaint files for at least six years, and files demonstrate accurate implementation of the complaint policies and procedure. The Equity Officer, Title IX Officer and Human Resources Office at the District maintain discrimination and harassment complaint files for at least six years. As necessary, CRC students are directed to other appropriate agencies, including the California Community Colleges Chancellor's Office, the Accrediting Commission for Community and Junior Colleges, and relevant program accreditation agencies for filing complaints (CP-21; CP-26; CP-27).

Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a)(1))(vii); 668.6.

CRC provides accurate and current information to students and the general public about its programs and services (CP-28; CP-29). The College website provides the College's mission, Course Catalog, and current class schedule to inform students and prospective students of the courses and programs available from the College (CP-08; CP-30; CP-31). The College provides a catalog with precise, accurate, and current information on all facts, requirements, policies and procedures (CP-08).

The College maintains accurate records of its accredited status on the website, with access to past accreditation documents, including Institutional Self Evaluation Reports and actions from the Accrediting Commission for Community and Junior Colleges (ACCJC) (CP-03). Accreditation information is conveniently linked in the footer of all CRC web pages. The College maintains additional accreditation for specific programs, which is also listed on the College website (CP-32). [For further information, see Standards I.C.1 and I.C.2.]

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

The College and District have in place processes to effectively manage student loan default rates and revenue streams and assets. CRC has contracted with Student Data Warehouse, Inc. (SDW), who download National Student Loan Data System (NSLDS) information and provide an analysis of default rates three times per fiscal year in October, February and June. CRC reviews the reports after each scheduled download to track projected cohort default rates and take any necessary actions to ensure compliance. CRC's most recent student loan default rate statistics show a steady decline in both the percentage and number of students in default from 2015 to 2017 (CP-33).

The Los Rios District maintains and follows policies regarding contractual agreements to maintain the integrity of the institution and the quality of its programs, services, and operations. Authorization to contract is outlined in Los Rios Community College District board policies (CP-34). [For further information, see Standards III.D.15 and III.D.16.]

Commission Policies
CP-01 Accreditation Review Employee Newsletter
CP-02 Accreditation Review Student Newsletter
CP-03 Accreditation webpage
CP-04 Annual report to ACCJC 2019
CP-05 Annual report to ACCJC 2021
CP-06 College Planning Committee Annual Report 2017-18, p. 4, Appendix B
CP-07 LRCCD Board Policy and AR 7241
CP-08 Catalog 2021-2022
CP-09 Catalog 2021-2022, p.42
CP-10 LRCCD Lab Hours MOU
CP-11 Catalog 2021-2022, pp.19-23

CP-12 LRCCD Board Policy and AR 2216
CP-13 Catalog 2021-2022, p. 14
CP-14 LRCCD Board Policy and AR 7137
CP-15 LRCCD Board Policy and AR 7135
CP-16 Catalog 2021-2022, pp. 99-100
CP-17 LRCCD Board Policy and AR 7145
CP-18 Curriculum Handbook, p. 30
CP-19 Distance Education Approval Guidelines
CP-20 LRCCD Technology Plan Roadmap
CP-21 Catalog 2021-2022, p. 67
CP-22 Catalog 2021-2022, pp. 68-74
CP-23 LRCCD Board Policy and AR 2412
CP-24 District Compliance Officers
CP-25 LRCCD Student Grievance and Class-Related Concerns
CP-26 Accreditation - Complaint Process
CP-27 Example Program Accreditation Contact - Veterinary Technology
CP-28 Programs and Majors
CP-29 Student Resources
CP-30 Mission, Vision, and Values
CP-31 Class Schedule Search
CP-32 Program Accreditation
CP-33 CRC Cohort Default Rate email and analysis
CP-34 LRCCD Board Policy 8321

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

Cosumnes River College is an open access, student-centered institution committed to helping students realize their educational and career aspirations through quality educational programs and services (IA1-01; IA1-02). CRC's mission, vision and values statements describe the college's broad educational purpose to "empower our diverse students to earn certificates or degrees, transfer to other educational institutions, or attain other lifelong academic or career aspirations" (IA1-03). The vision of the college is to empower "students and employees to strengthen the cultural, social, economic, and environmental well-being of their communities" (IA1-03). Students come to CRC with wide-ranging goals, and the mission reflects a commitment to helping students achieve their goals in whatever form they manifest.

The mission, vision, and values describe the community that the College serves and the intended student population. As a "student-centered, open access community college," all members of the community are welcome to enroll in classes (IA1-03). The College is situated in the south area of Sacramento County and draws students from the Sacramento, Laguna, and Elk Grove communities. The College also serves the rural communities of Wilton and Sloughhouse. The College has one educational center in the city of Elk Grove (IA1-01). CRC's mission, vision, and values reflect appreciation and support for the College's diverse student population. "As one of the most diverse two-year public colleges in the country, we believe our strength is found in our ethnically diverse student body" (IA1-04).

CRC's mission, vision and values statements address the types of degrees, credentials, and certificates the institution offers. According to its mission, the College "empower[s] our diverse students to earn certificates, degrees, transfer, and attain academic and career aspirations" (IA1-03). To this end, the College offers over 200 degrees and certificates making up a comprehensive lower division general education, as well as career and technical education programs (IA1-05). The College has applied the Guided Pathways model, organizing programs to provide accessible

paths for students to complete certificates, degrees, and transfers to four-year institutions (IA1-06; IA1-07).

CRC's mission, vision and values address the institution's commitment to student learning and achievement. According to the values statement, the College "promotes teaching and learning excellence through diverse educational opportunities, varied instructional modes, and effective student services" (IA1-03). These values are demonstrated through the College's commitment to equity and social justice in student outcomes, which drives long term institutional planning and goals (IA1-08; IA1-09; IA1-06).

Analysis and Evaluation

The mission, vision, and values describe CRC's goal to provide an exemplary college experience, which prepares students for their career, educational, and personal goals. CRC's institutional planning and innovation reflect the priorities of the mission with a focus on equity and student success. The Strategic Plan describes the goal areas and targets to accomplish the mission (IA1-10). The Student Equity Plan outlines goals regarding student access, retention, transfer, math and English completion, and earned certificates/degrees (IA1-08). The We Won't Fall campaign furthers these goals with intentional efforts to dismantle the effects of systemic racism on student achievement and outcomes (IA1-09).

This review cycle has been a transformative time period, where the College made major strides in support of our mission through the initiatives listed above. The College has just completed a review and revision of the mission, vision, and values to ensure that they adequately reflect our current goals and priorities (IA1-11). This review precedes the strategic planning process that the College undergoes every six years, which allows the institution to assess the impact of external and internal changes, and to reaffirm our commitments to student learning and achievement through our mission.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Every six years, the College develops a new Strategic Plan, identifying goal areas and strategies to further the mission, vision, and values (IA2-01). Within the Strategic Plan are Indicators of Achievement, measuring student enrollment, persistence, success, and completion. The College's progress towards achieving these Indicators are shared annually across campus constituency groups, including the Participatory Governance Council and the Board of Trustees (IA2-02; IA2-03; IA2-04). Student equity is explicitly defined in the Strategic Plan based on a review and disaggregation of student outcomes data, which highlighted persistent opportunity gaps for Black/African American and Latinx/Hispanic students. The Indicators of Achievement inform long term planning documents, such as the Student Equity Plan, and responsive campus-wide initiatives, such as the We Won't Fall Campaign (IA2-05; IA2-06). The College aligns its equity goals with the Vision for Success Goals established by the California Community Colleges

Chancellor's Office (IA2-07; IA2-08). These goals reflect a system wide effort to ensure that students from all backgrounds succeed in their educational goals.

The College uses data to determine how well students are achieving Institutional Learning Outcomes (ILOs). During the review cycle, the College developed and implemented a Graduate Exit Survey, which allows the College to evaluate student self-perceptions of the College's ILOs (IA2-09; IA2-10; IA2-11). The survey is administered annually and reviewed by the Participatory Governance Council (IA2-12). Survey results are made available on the Research and Equity office website, along with other evaluation reports.

The Research and Equity office develops evaluation reports and publishes data to inform programs and services (IA2-13). These data include the HawkTrack and HawkDash data dashboards, which demonstrate CRC's commitment to tracking student milestones and outcomes of achievement (IA2-14; IA2-15). Both dashboards are available publicly on the College's website and are used by campus areas and programs to review program-specific data and identify areas for growth when completing Program Review (IA2-14). A key component of both dashboards is the ability to disaggregate by various student subpopulations (race, gender, age, foster youth status, income level, etc.). This allows service areas and programs to evaluate their effectiveness in carrying out CRC's mission to provide equitable educational opportunities. In their Program Review, programs describe actions they will take to maintain and promote positive practices and address gaps to improve student success.

The institution uses data to ensure the mission directs institutional priorities. This can be seen in the College's equity focused reform through Guided Pathways. The Research and Equity Office assessed student persistence and achievement following a cohort of new students and assessing their outcomes over a period of semesters (IA2-16). Student outcomes clearly indicated that there needed to be dramatic improvements to ensure that students could complete their educational goals in a timely manner (IA2-17). The College adopted changes when implementing Guided Pathways that simplified onboarding processes and clarified educational pathways so that students could accomplish their goals (IA2-18). The College used data to ensure that Guided Pathways strategies were aligned with student needs and the college's mission (IA2-19).

The College administers an annual participatory governance survey which evaluates the effectiveness of its participatory governance structure in alignment with the College's mission and goals (IA2-20). The survey asks members of each college committee to rate their agreement with the statement, "The mission of the college and its strategic goals serve as the foundation for the work of the committee." The results of this survey are reviewed annually by the Participatory Governance Council, as well as each active committee, and results are used to inform changes to the participatory governance structure and processes (IA2-21).

Analysis and Evaluation

CRC uses data to determine how effectively it is accomplishing its mission through assessment of the Strategic Plan, Institutional Learning Outcomes, Vision for Success Goals, and participatory governance. Student success data directs institutional priorities in meeting the educational needs of students, which can clearly be seen through the college's implementation of

Guided Pathways and the ongoing work to address equity in student outcomes through the We Won't Fall campaign.

CRC's Research and Equity Office produces a large amount of data to monitor student outcomes and identify opportunity gaps. This data is regularly shared with managers, departments, and participatory governance bodies. One area for further growth is to continue to ensure that constituency groups and committees document the ways in which data informs their planning in meeting minutes, including any explicit actions taken based on data.

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

CRC's mission guides institutional planning, decision-making, and resource allocation (IA3-01). The Strategic Plan articulates the College's long-term goals and the strategies that will be used to achieve them, driving institutional goal-setting, planning, and resource allocation (IA3-02). In the Strategic Plan introduction, the mission statement is established as the foundation for the Strategic Plan and used to guide each step of the plan development (IA3-03). Each initiative area of the Strategic Plan maps to individual elements of the mission statement (IA3-01). Other institutional plans stem from the Strategic Plan as illustrated in the planning flowchart for the CRC Planning Guide (IA3-04).

The College's educational programs and services are aligned with the mission. The Curriculum Committee reviews and approves curriculum proposals, evaluating whether or not requested modifications are within the scope of the College's mission (IA3-05). During Program Review, each program defines its description and purpose, including how the program supports the College's mission, vision and values (IA3-06).

The College's resource allocation processes are anchored to the mission through Program Review. During each Program Review cycle, departments and programs assess the health and effectiveness of their program and develop planning agendas aligned with the Strategic Plan (IA3-07). Departments create resource requests based on these planning agenda items, articulating the impact of resources to the College's Strategic Plan (IA3-08). Resource requests are ranked and evaluated by the area, and then by the Resources Committee to prioritize those that are most urgent to fulfill the College's mission and strategic goal areas. The College's resource allocation processes are designed to "effectively allocate limited resources to maximize the advancement of the college's mission and specific strategic initiatives for institutional improvement" (IA3-09).

The mission statement informs institutional goals for student learning and achievement. Institutional Learning Outcomes (ILOs) are "the general knowledge and skills that all graduates should be able to demonstrate at the time of graduation" (IA3-10). The College's ILOs are based on core competencies that align with the mission statement (IA3-10). Strategic Plan Indicators of Achievement are the metrics by which the College examines how well it is achieving the goals

laid out in the Strategic Plan, based on the mission, vision, and values ([IA3-11](); [IA3-12](); [IA3-13]()).

Analysis and Evaluation

CRC ensures that programs and services are aligned with its mission through the Curriculum process and Program Review. CRC's integrated planning and resource allocation processes are mapped to the Strategic Plan to ensure that actions support the accomplishment of the mission. For example, in Program Review departments and programs articulate planning agendas and resource needs and identify the Strategic Plan goal areas that these resources support. CRC assesses accomplishment of its mission by tracking Indicators of Achievement articulated in the Strategic Plan and Institutional Learning Outcomes. In 2018-19, the College revised the Institutional Learning Outcomes to clarify them and better align them with the mission ([IA3-14](); [IA3-15]()).

In 2019, the College initiated a thorough review and revision of CRC's Planning Guide to ensure that planning processes are effective in supporting the mission and reflective of college practices. The revision process was slowed by the move to remote operations due to the pandemic in spring 2020, but the revised guide has been finalized and approved by the Institutional Effectiveness Committee ([IA3-16]()).

4.   The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The College's mission, vision, and values statements were updated in the 2015-16 academic year through a participatory governance process and approved by the Los Rios Board of Trustees in 2016 ([IA4-01](); [IA4-02](); [IA4-03]()). In 2021, the College completed another review and update of the statements, following the processes outlined in the Planning Guide. The Mission Statement is widely publicized to the campus community and the general public. It is published in the College Catalog, CRC's "Our Values" webpage, CRC's New Hire Guide, and CRC's Strategic Plan ([IA4-04](); [IA4-05](); [IA4-06](); [IA4-07]()). The "President's Message" further describes the mission as well as the college's commitment to our student population ([IA4-08]()).

As outlined in the Planning Guide, the mission affirms the overarching purpose of the institution ([IA4-09]()). Every six years, the College reviews and reaffirms its mission prior to the start of the strategic planning process. The process for developing the mission is outlined in the Planning Guide and begins with a campus wide survey to assess the degree to which the current mission statement represents the college ([IA4-09]()). Then the Institutional Effectiveness (IE) Committee forms a workgroup with representatives from each constituency to review survey feedback, gather additional college wide input, and draft the revised mission, vision, and values statements ([IA4-10](); [IA4-11](); [IA4-12](); [IA4-13]()). The revised statements are reviewed and approved through participatory governance.

Analysis and Evaluation

The College follows its process for reviewing and updating its mission statement. The process for development and update of the mission, vision, and values statements is documented in the College Planning Guide and overseen by the Institutional Effectiveness (IE) Committee. In January 2021, the IE Committee initiated the review of the mission, vision, and values with a college wide survey, administered to students and employees in order to gather feedback on the current mission, vision, and values statements. The Committee also invited members of the college community to engage and provide feedback on the mission during two open forums.

The IE Committee used feedback from the surveys and forum to draft revised mission, vision, and values statements (IA4-14). These revised statements were shared with constituency groups for feedback, which informed a second draft of the statements by the IE Committee (IA4-15). The updated mission, vision, and values statements were approved by the Participatory Governance Council in May 2021.

Conclusions on Standard I.A. Mission

Cosumnes River College's mission, vision, and values clearly describe the purpose and goals of the college, including the commitment to educational excellence and student success. The College maps strategic planning, integrated planning, and resource allocation processes to the mission, vision, and values. CRC assesses the accomplishment of the mission using survey and student success data, tracking the Strategic Plan Indicators of Achievement and Institutional Learning Outcomes. CRC's commitment to equity and student success are clearly illustrated in the planning and institutional improvements to better align college programs and processes with these goals through the Guided Pathways implementation and ongoing We Won't Fall Campaign.

Improvement Plan(s)

None

Evidence List

IA1
IA1-01 President's Message
IA1-02 At a Glance Publication
IA1-03 Mission, Vision, & Values
IA1-04 CRC About Us
IA1-05 Catalog 2021-22 - Programs and Majors
IA1-06 Guided Pathways
IA1-07 Career & Academic Communities
IA1-08 Student Equity Plan
IA1-09 We Won't Fall Campaign
IA1-10 CRC Strategic Plan

IA1-11 Mission, Vision, Values Forum

IA2
IA2-01 CRC Strategic Plan
IA2-02 PGC Minutes 09/22/20
IA2-03 Indicators of Achievement 2019-20
IA2-04 Board of Trustees 09-09-20, Student Success Targets presentation
IA2-05 Student Equity Plan
IA2-06 We Won't Fall Campaign
IA2-07 Vision for Success Goals
IA2-08 Course Success Targets, CRC Equity Goals
IA2-09 2017-18 Graduate Exit Survey
IA2-10 2019-20 Graduate Exit Survey
IA2-11 2019-20 ILO's Report
IA2-12 PGC Minutes 03/23/21
IA2-13 Research & Equity Office
IA2-14 Hawkdash Data Dashboard Example
IA2-15 HawkTrack Data Dashboard Example
IA2-16 Fall 2011 New Student Persistence
IA2-17 Fall 2015 Convocation
IA2-18 Guided Pathways CRC
IA2-19 Guided Pathways - Where We Are Now
IA2-20 PGC Survey 2020
IA2-21 PGC Minutes 9/25/18

IA3
IA3-01 Planning Guide
IA3-02 Strategic Plan: 2017-2021
IA3-03 Strategic Plan: 2017-2021, p. 3
IA3-04 CRC Integrated Planning Model
IA3-05 Curriculum Handbook, Technical Review p.18
IA3-06 Example: English Program Review, 2020, p.1
IA3-07 Example: English Program Review, 2020 - Planning for the Future
IA3-08 Example: Library COB-FFE Request
IA3-09 Resource Allocation Guide, p. 4
IA3-10 Institutional Learning Outcomes
IA3-11 Indicators of Achievement 2017-18
IA3-12 Indicators of Achievement 2018-19
IA3-13 Indicators of Achievement 2019-20
IA3-14 Academic Senate Minutes 02/22/19
IA3-15 PGC Minutes 03/26/19
IA3-16 Institutional Effectiveness Year End Report 2021

IA4
IA4-01 College Planning Committee Minutes 02/09/16
IA4-02 LRCCD Board of Trustee Minutes 06/08/16

IA4-03 CRC Mission Presentation to Board of Trustees
IA4-04 College Catalog - Mission, Vision, Values
IA4-05 Our Values webpage
IA4-06 New Hire Information
IA4-07 CRC Strategic Plan
IA4-08 President's Message
IA4-09 Planning Guide
IA4-10 Institutional Effectiveness Charge
IA4-11 MVV Survey Results Students
IA4-12 MVV Survey Results Employees
IA4-13 Mission, Vision, Values Forum
IA4-14 IE Minutes 02/26/21
IA4-15 Academic Senate 03/19/21

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

CRC holds space for dialog about student learning and achievement in Convocation and campus conversations to ensure all members of the college are able to participate (IB1-01; IB1-02). Departments and Career and Academic Communities (CACs) discuss strategies to support student success within their areas (IB1-03). The College includes students in the conversation about student learning and achievement in order to understand their experiences at CRC (IB1-04). The College and District invest in professional development for classified professionals, managers, and faculty to support equity literacy to improve the outcomes of all students (IB1-05; IB1-06; IB1-07).

CRC's dialog about student outcomes, equity, and success has resulted in institutional, instructional, and student services improvements during the review cycle. The strategies developed during the College's implementation of Guided Pathways stemmed from substantive dialog regarding student success (IB1-08; IB1-09). The College ensured cross-campus dialog during the process, by including classified professionals, faculty, and managers in all workgroups, by vetting decisions through participatory governance, and by holding campus forums to obtain broad input. The strategies and ideas generated from these conversations were investigated, planned for, and implemented by the Guided Pathways workgroups (IB1-10; IB1-11; IB1-12; IB1-13).

Dialog about student outcomes, equity, and success are also embedded into institutional planning processes, such as Program Review and the development of the Strategic Plan. During Program Review, departments review and reflect on the results of outcomes assessment and student success data (IB1-14). Departments discuss necessary programmatic and curricular changes and resources that may be needed to accomplish new goals, and they document their plans in Program Review (IB1-15). When developing the 2017-2021 Strategic Plan, the College held forums with faculty, staff, students, and management to discuss the College's strengths, weaknesses, opportunities, and threats, and to brainstorm strategies for increasing student success (IB1-16).

The College is committed to eliminating equity gaps in student achievement and has maintained an ongoing conversation about this through the We Won't Fall Campaign (IB1-17). Through this campaign, institutional leaders and participatory governance committees are leading substantive discussions about how to improve institutional processes, strategies, and services, including conversations about our core mission, equity-minded decision making, and how we teach our students (IB1-18; IB1-19; IB1-20).

Analysis and Evaluation

Cosumnes River College maintains ongoing dialog about student outcomes and equity, academic quality, institutional effectiveness, and continuous improvement through our institutional planning and program review processes. One positive result of dialog about student outcomes, success, and equity has been CRC's implementation of Guided Pathways, which began with frank discussions about student outcomes and equity. The sustained and substantive dialog is also demonstrated in our participatory governance committees, whose charges reflect the College's commitment to student equity, academic quality, and institutional effectiveness.

During the review cycle, the Participatory Governance Council affirmed and published its Principles for Collaborative Decision-Making within the Participatory Governance Decision-Making Guide, including collegial consultation, civil discourse, and transparency (IB1-21). Participatory governance committees, such as Professional Development, and Cultural Competence and Equity, have made space for conversations surrounding student equity and success (IB1-22; IB1-23).

The College begins each semester with a convocation day, which is designed for broad and reflective conversations on how we serve and teach students (IB1-24; IB1-25). During the review cycle, the College has held several college wide forums to provide an opportunity for open, collegial conversations about how the institution can grow in support of students.

2.   The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

The College has identified Institutional Learning Outcomes (ILOs), which broadly describe the competencies that students will acquire through their educational experience at CRC (IB2-01). CRC assesses ILOs through the graduate exit survey, which is administered each spring to students who have completed their educational goals at CRC (IB2-02). The College has also defined general education learning outcomes (GELOs), which describe specifically the skills and critical habits of mind that students obtain through core general education coursework (IB2-03). GELOs are aligned with courses approved in the CRC general education curriculum and are assessed within these courses (IB2-04).

Course and program student learning outcomes are defined during the curriculum development process (IB2-05). Student learning outcomes for courses are documented in the course outline within the curriculum management system and are included in course syllabi. Program student learning outcomes (PSLOs) detail the "measurable skills and abilities a student will possess upon successfully finishing a program" (IB2-06). PSLOs are documented in the curriculum management system, the college catalog, and integrated into the Program Review form in the College's Integrated Planning System (CIPS). Faculty assess course and program learning outcomes to ensure that students are accomplishing them through the designated coursework (IB2-07; IB2-08).

The College rebuilt the College's Integrated Planning System (CIPS), which houses the assessment reporting tools and Program Review. Feedback on Program Review illuminated that current program outcomes at times differed from PSLOs defined through the curriculum process. The College revised the Program Review and assessment reporting forms to remove disconnected program outcomes and reflect only the PSLOs defined for awards approved through the curriculum process (IB2-09). CIPS Assessment revisions were in beta testing in spring 2021, with a broader rollout planned for the 2021-2022 academic year. The Institutional Effectiveness committee is piloting a program of course assessment using the learning management system, Canvas (IB2-10). Canvas offers features to link assignments directly to student learning outcomes, which if broadly utilized, has the potential to reduce faculty workload and increase student data to inform Program Review.

The College has defined service area outcomes for student support and learning support programs, which are documented in Program Review and assessed in a six-year cycle (IB2-11; IB2-12). Service area outcomes describe skills, abilities, and experiences that students will acquire through interaction with the student or learning support program (IB2-04).

Analysis and Evaluation

During the review cycle, the College revised the Institutional Learning Outcomes (ILOs), which were formerly referred to as College Wide Student Learning Outcomes (IB2-13). The College also developed and implemented the first graduate student exit surveys during the review cycle (IB2-14). One of the goals of the survey is to measure student achievement of the ILOs, and based on the 2018-19 survey results students "indicated they were able to achieve each of the learning outcome skills well/very well" (IB2-15).

The Student Learning Outcomes (SLO) Coordinator works closely with the Institutional Effectiveness and Curriculum Committees. During the review cycle, both committees

implemented changes to improve student learning outcomes assessment. The Curriculum Committee revised the General Education Learning Outcomes (GELOs) to ensure they reflect current CRC general education requirements (IB2-16). The Institutional Effectiveness Committee changed Program Review to a six-year, staggered cycle. The revised cycle allows the SLO Coordinator and Office of Institutional Effectiveness to provide greater support to departments as they complete their assessment and planning.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

Cosumnes River College has institution-set standards for student achievement, which are reported every year in the annual report to the Accrediting Commission for Community and Junior Colleges (ACCJC). The annual reports to ACCJC are published on the College's Accreditation webpage (IB3-01). CRC's mission is to "empower our diverse students to earn certificates or degrees, transfer to other educational institutions, or attain other lifelong academic or career aspirations" (IB3-02). In keeping with this mission, the College sets standards for course, certificate, and degree completion, transfer rates, licensure pass rates, and employment rates for our Career and Technical education programs.

The Research and Equity Office describes the method of calculation for institution-set standards and aligns the targets with District goals and reporting (IB3-03). The institution-set standards provide a baseline expectation for student achievement, and the College aspires beyond these standards to achieve our stretch goals. Progress towards goals are monitored by the Office of Institutional Effectiveness and the Institutional Effectiveness Committee (IB3-04). As goals are met, the College recalculates the institution-set standard and stretch goal to strive for continuous improvement.

Analysis and Evaluation

CRC's institution-set standards focus efforts towards increasing student success, and the stretch goals are ambitious yet achievable. The College maintains a focus on student achievement and implements strategies to increase and sustain student progress towards their educational goals. Annual reports to ACCJC are shared with the Participatory Governance Council, and the results are published in the College's *At a Glance* data snapshot, which is shared with students and prospective students on the College website (IB3-05; IB3-06). The College maintains an ongoing conversation about student achievement but has noted that broader discussion of the results of the annual report could be beneficial. The College's institution-set standards and stretch goals align with and support other student achievement goals, including the Student Equity Plan, the Vision for Success Goals, and the Strategic Plan Indicators of Achievement (IB3-03; IB3-07; IB3-08; IB3-09).

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Cosumnes River College uses assessment data to organize our institutional processes in order to support student learning and student achievement. Departments and programs use the results of course and program assessments to guide programmatic and curricular changes (IB4-01). The College assesses Institutional Learning Outcomes (ILOs) and examines the student experience using survey feedback (IB4-02). The College reflects on disaggregated student success and achievement data to identify and address inequities (IB4-03). These data inform improvements to institutional processes and initiatives to increase student success. This can be clearly seen in the College's implementation of Guided Pathways, the IEPI Partnership Resource Team strategies, the We Won't Fall campaign, and CRC's ongoing Student Equity Planning (IB4-04; IB4-05; IB4-06).

Departments assess student learning outcomes for courses and programs, and report the results of their assessments in the College's Integrated Planning System (CIPS). During the review cycle, the College has restructured CIPS and implemented improvements to Assessment Reporting and Program Review (IB4-07). Individual faculty review their course outcomes to assess and modify teaching strategies, and departments identify trends in student outcomes (IB4-08; IB4-09). During Program Review, departments review course assessment feedback and identify what they will do for improvement (IB4-10). Departments plan for curricular changes based on course and program assessments (IB4-11). Student Success Teams meet regularly to identify strategies to support student success within their Career and Academic Community (IB4-12).

Analysis and Evaluation

CRC's commitment to organizing its institutional processes to support student learning and student achievement is demonstrated through the College's implementation of Guided Pathways (IB4-13). In tracking student outcomes and success data for the Student Equity Plan and Strategic Plan, the College noted that inequities in student performance persisted, and that larger-scale improvements were needed. The College invited a Partnership Resource Team (PRT) through the Institutional Effectiveness Partnership Initiative (IEPI) in 2017. This team assisted CRC faculty, staff, and administrators in examining student success data and institutional processes, and the team recommended strategies to improve enrollment management and student onboarding (IB4-14; IB4-05). These recommendations informed early Guided Pathways planning. The College formed four workgroups to rethink institutional practices, based on the Guided Pathways framework, Los Rios District shared design principles, and data on CRC's student performance (IB4-13; IB4-15; IB4-16). The workgroups identified barriers to student persistence and success, and critically evaluated college wide processes such as onboarding of students (IB4-17). CRC's implementation of Guided Pathways transformed the institution, with changes intended to support students on their educational paths (IB4-05).

5.   The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Cosumnes River College assesses accomplishment of its mission primarily through Program Review and its Strategic Plan. CRC's Strategic Plan articulates the overarching goals for the College and identifies strategies the College will implement to fulfill its mission and realize its vision (IB5-01). During the development of the Strategic Plan, the College identifies specific goals and objectives designed to accomplish the mission and further student learning and success. The College tracks progress towards these goals and objectives through the Indicators of Achievement, and maps the Strategic Plan to other planning processes, including Program Review (IB5-02; IB5-03).

CRC's Program Review process supports cyclical and ongoing assessment and evaluation of goals and objectives, student learning outcomes, and student achievement to inform program planning. During Program Review, departments and programs examine student achievement data disaggregated by student demographics, learning modality, and other characteristics, using HawkDash and HawkTrack data dashboards (IB5-04; IB5-05; IB5-06). Qualitative data used to inform Program Review may include course and program assessments, program evaluations produced by the Research and Equity Office, and department or college wide surveys of student experiences, which are disaggregated by student subpopulations when possible (IB5-07; IB5-08; IB5-09). After reflecting on and discussing this data, departments identify strategies and resources that would improve the program in alignment with CRC's Strategic Plan, and submit resource requests describing the scope and potential impact of these requests (IB5-10).

The Research and Equity Office uses disaggregated data to examine and evaluate programs and services. The Office produces reports to inform departments and college leadership of the program's efficacy in supporting student success and reducing equity gaps (IB5-11). These reports are used by programs to inform program planning (IB5-06).

Analysis and Evaluation

CRC assesses the accomplishment of its mission through the Strategic Plan and Program Review, which both include evaluation of goals and objectives, student learning outcomes, and student achievement. The College further evaluates the effectiveness of programs through evaluation reports developed by the Research and Equity Office. The College consistently disaggregates data to identify any equity gaps, and the College uses data to improve its programs and services.

As the College learned from the experiences of remote learning due to the pandemic, the Research and Equity office gathered qualitative data on the experiences of students in the online learning environment (IB5-12). The Research and Equity Office expanded this qualitative assessment through student focus groups in spring 2021 (IB5-13). As we resume in-person classes, this office will collaborate with the Institutional Effectiveness Committee to continue to

assess the experiences and success of online learning through qualitative and quantitative means. Specifically, the College plans to assess the experiences of students who enroll in online courses by choice, and compare the experience of students with synchronous and asynchronous classes. This research will allow programs that have multiple modes of delivery to make well-informed decisions about course offerings in light of student experience as well as quantitative success data currently provided.

6.   The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

CRC disaggregates and analyzes learning outcomes and achievement data for subpopulations of students. The College assesses Institutional Learning Outcomes (ILOs) through the Graduate Exit Survey, and survey results are disaggregated by student populations (IB6-01). The College disaggregates student enrollment and achievement data to inform institutional planning, including the Strategic Plan and Student Equity Plan. The College implements strategies to address opportunity gaps experienced by subpopulations (IB6-02; IB6-03). The College is committed to equity in student outcomes and will continue to strive until parity is accomplished for all student populations, which is the motivating purpose of the We Won't Fall campaign (IB6-04).

Programs are provided with disaggregated student enrollment and success data supplied by HawkDash in their Program Review. Using HawkDash, the program is able to examine enrollment and student success for a series of semesters and is able to track the experience of student groups including those taking online classes (IB6-05). Programs reflect on student outcomes and engage in critical dialog and evaluation in order to determine strategies and resources needed for continuous improvement (IB6-06; IB6-07). For example, the Assistant Vice President (AVP) of Economic and Workforce Development shares Perkins Core Indicator and HawkDash data with Career Education deans and faculty to inform discussions on how to close performance gaps (IB6-08).

The College's implementation of Guided Pathways grew out of equity work that was in progress and included services and support to boost student success (IB6-09). The College redesigned its divisions into Career and Academic Communities (CACs) with a Student Success Team designed to provide proactive and ongoing support to students (IB6-10; IB6-11). The College also simplified the onboarding process and made the course path to degrees and certificates simpler to understand and achieve (IB6-12). The efforts to achieve equity in student outcomes were bolstered by implementing Guided Pathways, and the College continues to strive for these goals with our We Won't Fall campaign, which establishes specific targets for student enrollment, persistence, and success (IB6-13). The College uses disaggregated data to track progress towards these goals and continues to assess practices in order to continuously improve.

Analysis and Evaluation

When developing institutional plans such as a Strategic Plan and Equity Plan, the College begins by looking at past activities and solutions to determine their effectiveness in supporting equity in student success (IB6-14; IB6-15). During the review cycle, the College noted that incremental improvements in equity were not sufficient, and that more substantial changes were necessary to bring larger improvements.

In 2019, the College developed our current Student Equity Plan, and the planning process began with a review of student success data, including enrollment, retention/persistence, completion of degrees and certificates, and transfer to a four-year institution (IB6-16). The College disaggregated student achievement data, identified student populations that were disproportionately impacted in these areas, and established goals for improving student success. The College also addressed strategies that had previously been implemented to support disproportionately impacted populations (IB6-14). Using this assessment, the College identified specific activities to implement to support and improve student success (IB6-17).

The College follows a similar process when developing the Strategic Plan. First the College reviews its past plan to assess progress in meeting goals for student success and reflects on current data regarding student demographics and success (IB6-15). The College identifies goals and strategies to accomplish its mission, and tracks progress towards these goals through the Strategic Plan Indicators of Achievement. The College's most recent Strategic Plan is focused on improving equity in student outcomes in all goal areas.

Programs have access to disaggregated student success data through HawkDash to inform Program Review. However, course and program student learning outcome assessments are not yet consistently disaggregated by student subpopulations. The Institutional Effectiveness (IE) Committee is piloting a program of assessment using the Canvas learning management system (LMS) data to facilitate the learning outcomes assessment process (IB6-18). In this pilot, faculty choose which course activities in their Canvas gradebook align with the student learning outcomes (SLOs) of the course. This pilot program is planned for fall 2021, and the goal is to share results college wide in spring 2022, with broader implementation in the following academic year. The use of Canvas to gather course assessment is expected to deepen our understanding of student achievement of learning outcomes across course sections and semesters. The ongoing work to consistently disaggregate outcomes assessment results is further documented in the I.B.6 Improvement Plan.

7.   The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Cosumnes River College and the Los Rios District regularly review policies and practices across all areas of the institution. District board policies and regulations set the goals, practices, and

implementation for the operation of our college and district. Board policies and regulations are reviewed regularly to ensure that they remain current and in compliance with federal and state laws and regulations (IB7-01; IB7-02).

Cosumnes River College regularly evaluates its policies and procedures to ensure their effectiveness in supporting institutional effectiveness and accomplishing our mission. During the review cycle, the College evaluated and updated the Participatory Governance Decision-Making Guide, the Planning Guide, and the Resource Allocation Guide (IB7-03; IB7-04; IB7-05). The College assesses institutional processes such as Program Review and Unit Planning, and uses the results of assessment to inform revisions (IB7-06; IB7-07; IB7-08).

In order to ensure that Program Review was a meaningful and effective planning process, the College moved to a six-year, staggered cycle to allow for greater support for programs with planning and assessment. The College implemented the staggered cycle in the 2020-21 academic year, and is evaluating the experience of the first cohort of programs to inform further improvements to the process (IB7-09). The College is committed to ongoing evaluation of institutional practices and engages in regular review and dialog for improvement (IB7-10; IB7-11).

Analysis and Evaluation

Cosumnes River College establishes procedures for institutional planning, program review, resource allocation, and participatory governance, and it regularly reviews procedures to ensure their effectiveness in supporting academic quality and the accomplishment of CRC's mission. During the review cycle, the College updated its program review process and reporting forms based on the results of assessments.

In 2019, the Participatory Governance Council revised the former Decision-Making Handbook, developing a new Participatory Governance Decision-Making web-based guide (IB7-03; IB7-12). The guide clarifies the process for vetting initiatives and college wide decisions through participatory governance, allowing for robust constituency input. The College is further evaluating its decision-making processes as it develops its Equity Minded Decision-Making Guide. A joint subgroup of Institutional Effectiveness and Resources Committees completed a review and update of the college's Planning Guide in 2021 (IB7-13).

The Research and Equity Office administers surveys of faculty, staff, and administrators each academic year to evaluate participatory governance committees (IB7-10). After program review and resource allocation processes, the College gathers feedback from participants to assess the clarity and effectiveness of the processes (IB7-08). The College engages in dialog about its institutional practices to ensure continuous improvement in support of the mission (IB7-14).

8.   The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

CRC communicates college wide assessment and evaluation results so constituents have a shared understanding of its strengths and weaknesses. The Research and Equity Office assesses Institutional Learning Outcomes (ILOs), tracks progress on institution-set standards for accreditation, and monitors the Indicators of Achievement for the Strategic Plan. The Office shares the results of these evaluations and assessments with the Participatory Governance Council (PGC), which includes representative leadership for the constituency groups as well as membership from the PGC Branches (IB8-01; IB8-02; IB8-03).

The Research and Equity Office also performs program evaluations for departments and activities to evaluate the impact of strategies and interventions on student success. Institutional leaders establish appropriate priorities based on the results of assessment and evaluation (IB8-04). Assessment and evaluation reports are shared through committee meetings, college-wide newsletters, email, and flex and convocation (IB8-05; IB8-06). An example of this can be seen in the First Year Experience (FYE) program (IB8-07). After launching the program, the College assessed participation and the impact on student success (IB8-08; IB8-09). The College shared insights and successes of the First Year Experience with the Board of Trustees and District leadership (IB8-10; IB8-11).

Analysis and Evaluation

The broad communication of institutional assessment and use of this assessment to guide priorities can clearly be seen through the engagement around Guided Pathways to address student success and timely completion. The College's journey to adopt Guided Pathways began with a hard look at student success, persistence, and completion based on achievement data and evaluations generated by the Research and Equity Office (IB8-12). During the fall 2015 college wide convocation, the college president shared the results of these evaluations, which examined persistence and success of students, disaggregated by student subpopulation (IB8-13). Motivated by inequitable student outcomes, the college president established a goal for dramatic change to improve student outcomes in terms of timeliness to completion of educational goals, equity of outcomes for subpopulations of students, and onboarding and placement of students (IB8-14).

While college wide assessments are shared broadly across the institution, the College has noted that it would be beneficial to better highlight the results of program and course assessments. The Institutional Effectiveness (IE) Committee plans to include a "report out" presentation as a component of the revised Program Review process. After programs complete their Program Review, each will be invited to an IE meeting to share what they learned as a result of their assessment and planning. The IE Committee and Research and Equity Office also plan to showcase initiatives and research reports regularly through newsletter articles.

9.   The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and

long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

CRC has a cyclical integrated planning process that is anchored in the mission, vision, and values (IB9-01). The College's resource allocation processes are aligned with integrated planning, and the college works to continuously improve these processes (IB9-02). CRC's planning addresses short-and long-range needs for programs and services including for human, physical, technology, and financial resources.

CRC's integrated planning processes run on a six-year timeline beginning with a review of the College's mission, vision, and values (IB9-03). The District mission and Strategic Plan provide a context and framework for CRC's mission and Strategic Plan. After reviewing and approving the mission, vision, and values, the College develops or updates its Strategic Plan, identifying the strategies the College will use to accomplish its mission (IB9-04). The Student Equity Plan is developed every three years, and focuses specifically on accomplishing the College's mission by achieving equity in student achievement outcomes (IB9-05).

Program Review is used to evaluate program effectiveness and plan for improvements in order to support student success, using student learning outcomes assessment results to inform their decision making. Along with this assessment data, programs use disaggregated student achievement data to engage in critical dialog and evaluation about strategies and resources needed for continuous improvement. Planning agendas and resource requests developed through Program Review are aligned with the College's Strategic Plan. Program Reviews are now on a staggered six-year cycle, and improvements to the Program Review form were implemented during the review period, based on assessment of past Program Review processes (IB9-06; IB9-07).

Program Review connects with CRC's resource allocation processes through the Unit Plan. The Unit--which is the division or Career and Academic Community (CAC) -- reviews and prioritizes resource needs before submitting ranked resource requests through the appropriate resource allocation process. The Resource Allocation Guide outlines the processes and timelines for prioritization and allocation of human, physical, technology, and financial resources (IB9-08; IB9-09). Prioritization for faculty and classified positions is completed annually if general fund resources allow for hiring (IB9-10; IB9-11). Capital outlay budget requests for furniture, fixtures, and instructional technology equipment are reviewed and prioritized every two years (IB9-12; IB9-13). Annual operating budgets are reviewed annually by deans and the Vice President of Administrative Services (VPA).

The College plans for long-term improvements through master plans that are aligned with the Strategic Plan and informed by District goals and planning. The College's Technology Master Plan and Distance Education Master Plan are developed by the Distance Education and Information Technology (DEIT) committee (IB9-14). The Resources Committee oversees the development of the Facilities Master Plan in coordination with the district (IB9-15). These plans

identify improvements to infrastructure and principles by which the College's technology and facilities services are designed.

CRC critically evaluates and assesses its planning and resource allocation processes on an ongoing basis, which has led to several improvements to these processes during the review cycle (IB9-16; IB9-02; IB9-17; IB9-18). Despite the move to remote operations due to the pandemic, institutional planning and resource allocation processes have continued (IB9-19). The College is attuned to the impact of the pandemic on student needs and institutional priorities, and continues to adapt planning to meet these needs.

Analysis and Evaluation

CRC's planning processes are designed to be thorough and well-integrated. During the review cycle, the College evaluated its planning processes and implemented several improvements. A subcommittee of Institutional Effectiveness reviewed and updated the CRC Planning Guide. The Planning Guide Subcommittee closely examined CRC's processes, noting where planning processes failed to inform resource allocation or where processes were unclear. They updated the guide to reflect current processes, and to provide greater clarity to the college community regarding how planning is accomplished.

During the review cycle, the College revised Program Review, moving the process to a staggered cycle. The College also performed a redesign of the College's Integrated Planning System (CIPS), which houses assessment reporting forms, Program Review, and the Unit Plan. The changes to both were designed to make the assessment and planning processes more coordinated, clear, and meaningful to departments and programs, and allow the Research and Equity Office and the Student Learning Outcomes Coordinator to provide greater support to programs. The Institutional Effectiveness Committee and Resources Committee are now working jointly to improve the Unit Plan, which links the Program Review with resource allocation.

During the review cycle, the College has followed its long-term planning processes and is currently evaluating its mission, vision, and values in preparation for a new Strategic Planning process in the 2021-2022 academic year. The College developed a draft of its Distance Education Master plan in 2019-2020, but while the plan was still being vetted, the College shifted to remote learning due to the pandemic. This transition radically changed the reality and focus of distance education at CRC, and the Distance Education and Information Technology (DEIT) Committee is revisiting the plan to revise it in light of new priorities and needs (IB9-20).

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

Cosumnes River College organizes planning processes to support the College's mission and further student success. The College uses data, disaggregated by student subpopulations, to understand student outcomes. Using this data, committees, departments, Career and Academic Communities, and college leaders dialog about ways in which processes and programs can be changed to improve student outcomes. This can be seen through the college's equity work and implementation of Guided Pathways. The College critically evaluates and improves planning

processes to integrate planning with resource allocation. The College continuously strives to accomplish its mission and to improve institutional effectiveness.

Improvement Plan(s)

I.B.6: CSLOs and PSLOs assessments are not yet consistently disaggregated by student subpopulations. The IE Committee is piloting course assessments in Canvas, which would allow for broader assessment at the course and program levels, and with greater detail, including disaggregation by student subpopulations.

Standard	Area of Improvement	Work Plan Objective	Timeline	Responsible Entities
I.B.6	Disaggregates and analyzes learning outcomes for subpopulations of students	Implement solutions for CSLO and PSLO assessment reporting with disaggregated data	Pilot: Fall 2021 Long-term: Implement solutions within the 6-year assessment cycle.	IE Committee, SLO Coordinator, Research and Equity Office

Evidence List
IB1
IB1-01 Spring 2020 Convocation Breakout: Student Success Ideas by CAC
IB1-02 Spring 21 - Flex, Listening to Our Students
IB1-03 Fall 2020 Health and Human Services CAC notes
IB1-04 Student Campus Conversation GE/Major
IB1-05 Classified Institute 2021
IB1-06 Los Rios Equity Training Professional Development
IB1-07 Management Equity Training
IB1-08 Guided Pathways CRC
IB1-09 Guided Pathways Forum and Colloquium
IB1-10 Clarifying the Path Workgroup Minutes
IB1-11 Entering the Path Workgroup Minutes
IB1-12 Staying on the Path Workgroup Minutes
IB1-13 Learning on the Path Workgroup Minutes
IB1-14 Planning Guide
IB1-15 Nutrition Program Review 2019
IB1-16 Strategic Plan Summit September 2016
IB1-17 We Won't Fall Campaign
IB1-18 Academic Senate Minutes 03/19/21
IB1-19 Participatory Governance Council Minutes 10/27/20
IB1-20 Curriculum Committee Minutes 09/16/20
IB1-21 Participatory Governance Decision-Making Guide

IB1-22 Naming and Weakening Privilege Workshop
IB1-23 Weekly Conversations with CC&E
IB1-24 Convocation Fall 2018 brochure
IB1-25 Convocation Fall 2020 brochure

IB2
IB2-01 Institutional Learning Outcomes
IB2-02 2019-20 Graduate Student Exit Survey
IB2-03 General Education Learning Outcomes
IB2-04 Student Learning Outcomes webpage
IB2-05 Curriculum Handbook, pp.40-42
IB2-06 Student Learning Outcomes Procedures and Practices, p. 1
IB2-07 RTVF 350 Course Assessment
IB2-08 CISW 440 Course Assessment
IB2-09 Program Review Subcommittee Revisions, I.B Program Outcomes
IB2-10 IE Minutes 04/09/2021, Goals
IB2-11 Library Service Area Outcomes
IB2-12 Library Service Areas Assessment
IB2-13 Academic Senate Minutes February 2019
IB2-14 College Planning Committee Annual Report 2017-18 pp. 5-6
IB2-15 2018-19 Graduate Exit Survey, p. 3
IB2-16 Academic Senate Minutes 3/12/2021

IB3
IB3-01 Accreditation
IB3-02 Mission, Vision, and Values
IB3-03 Course Success Targets
IB3-04 College Planning Committee Annual Report 2017-18, p. 4, Appendix B
IB3-05 PGC May Institution Set Standards
IB3-06 CRC At a Glance
IB3-07 Student Equity Plan
IB3-08 Vision for Success Goals
IB3-09 Indicators of Achievement 2019-20

IB4
IB4-01 ESL - Proposed changes from Course assessments
IB4-02 Graduate Student Exit Survey 2018-19
IB4-03 Student Equity Plan
IB4-04 Guided Pathways- Where We Are Now
IB4-05 IEPI Innovation and Effectiveness Plan
IB4-06 We Won't Fall Campaign
IB4-07 Program Review Update Flex Workshop Spring 2021
IB4-08 CISW 440 Course Assessment
IB4-09 RTVF 350 Course Assessment
IB4-10 ECE Program Review
IB4-11 ECE 365 Course Assessment

IB4-12 Health & Human Services Student Success Team Meeting Notes, Spring 2021
IB4-13 Guided Pathways
IB4-14 IEPI Partnership Resource Team
IB4-15 LRCCD Guided Pathways Design Principles
IB4-16 Student Success Scorecard 2017
IB4-17 Entering the Path Presentation

IB5
IB5-01 Strategic Plan
IB5-02 Indicators of Achievement 2019-20
IB5-03 Planning Guide - Overview of College Planning
IB5-04 HawkDash Data Dashboard Examples
IB5-05 HawkTrack Data Dashboard Example
IB5-06 Example: English Program Review 2020 - Review of Data
IB5-07 Nutrition Program Review
IB5-08 Biology Program Review
IB5-09 Psychology Program Review
IB5-10 Resource Request Example, Music Program
IB5-11 Evaluation of English Student Assistant Program
IB5-12 Online Learning Survey, Fall 2020
IB5-13 Online Learning Focus Groups, Spring 2021

IB6
IB6-01 Graduate Student Exit Survey 2018-19
IB6-02 Strategic Plan Indicators of Achievement: Area 2
IB6-03 Student Equity Plan - Goals
IB6-04 We Won't Fall Campaign
IB6-05 HawkDash Data Dashboard Examples
IB6-06 Nutrition Program Review
IB6-07 Health and Human Services Division Meeting, Fall 2020
IB6-08 Horticulture Summary Core Indicator Report
IB6-09 Guided Pathways - Where We Are Now
IB6-10 Career and Academic Communities
IB6-11 Student Success Teams
IB6-12 Pathway to Completion
IB6-13 We Won't Fall: 13 Targets
IB6-14 Student Equity Plan - Assessment of Prior Plans
IB6-15 2009-2017 Strategic Plan Assessment
IB6-16 Student Equity Plan
IB6-17 Student Equity Plan - Activities
IB6-18 Institutional Effectiveness Year End Report, Spring 2021

IB7
IB7-01 LRCCD Policy and Regulation Vetting Process
IB7-02 Board of Trustee Minutes 01/15/21, p.5

IB7-03 Participatory Governance Decision-Making Guide
IB7-04 Planning Guide
IB7-05 Resource Allocation Guide
IB7-06 College Planning Committee Annual Report 2017-18 pp. 1-4
IB7-07 Update on Program Review and CIPS
IB7-08 Program Review Evaluation 2019
IB7-09 IE Committee 2021 Report
IB7-10 Participatory Governance Survey 2020
IB7-11 Resources Committee Midterm Survey
IB7-12 PGC Minutes March 2019
IB7-13 IE Minutes April 2021
IB7-14 PGC Minutes April 2021

IB8
IB8-01 PGC Minutes September 2020 - Indicators of Achievement presentation
IB8-02 ILOs Report 2019-20
IB8-03 PGC May 2021- Institution-set Standards
IB8-04 We Won't Fall Campaign
IB8-05 Research Office Email
IB8-06 Inside CRC November 2020
IB8-07 First Year Experience
IB8-08 Evaluation of First Year Experience 2017
IB8-09 Evaluation of Summer Experience 2019
IB8-10 Impact of First Year Experience
IB8-11 Board of Trustees Minutes 03/20/19, p. 9
IB8-12 Fall 2011 New Student 4-year Persistence and Units Taken
IB8-13 Fall 2011 Assessment Cohort Analysis
IB8-14 Convocation 2015

IB9
IB9-01 CRC Integrated Planning Model
IB9-02 Program Review Assessment Survey Results, 2019
IB9-03 Planning Guide- Mission
IB9-04 Planning Guide - Strategic Plan
IB9-05 Student Equity Plan
IB9-06 College Planning Committee Annual Report 2017-18 pp. 1-4;
IB9-07 Program Review Update Flex Workshop Sp21
IB9-08 Resource Allocation Guide
IB9-09 Planning Guide Timeline Chart
IB9-10 Process for Prioritization of Faculty Positions
IB9-11 Faculty Prioritization 2020
IB9-12 Resources Committee Minutes Dec. 2020
IB9-13 COB - FFE Prioritized Ranking 2020
IB9-14 Technology Master Plan
IB9-15 Facilities Master Plan
IB9-16 CPC Annual Report 2017-18

IB9-17 IE Committee Fall 2020 Report
IB9-18 Resources Minutes September 2020
IB9-19 COB Process Memo 2020-2022
IB9-20 DEIT Minutes April 2021

C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

The College assures the clarity, accuracy, and integrity of information provided to students and prospective students, employees, and members of the public. The College website provides the College's mission, College Catalog, and current class schedule to inform students and prospective students of the courses and programs available from the College (IC1-01; IC1-02; IC1-03). Before enrolling in courses, students can find information about the cost of attendance as well as options for financial aid (IC1-04; IC1-05).

The website provides accurate information about CRC's educational programs and support services (IC1-06; IC1-07). The College shares the Institutional Learning Outcomes (ILOs) to inform prospective students what they can attain during their education at CRC (IC1-08). Student learning outcomes for courses, degrees, and certificates are clearly posted in the Catalog. The Catalog provides accurate course, degree, and certificate information pulled directly from the District's curriculum system, Socrates (IC1-02). The District also launched a new class search website feature with significantly more user filters to assist students with locating and selecting courses to meet their needs (IC1-03).

The College maintains accurate records of its accredited status on the website, with access to past accreditation documents, including Institutional Self Evaluation Reports and actions from the Accrediting Commission for Community and Junior Colleges (ACCJC) (IC1-09). Accreditation information is conveniently linked in the footer of all CRC web pages. The College maintains additional accreditation for specific programs, which is also listed on the College website (IC1-10).

Analysis and Evaluation

In order to promote accessibility and availability of relevant college information for the public and students, the College launched a new website in 2019 (IC1-11). The new website included several improvements, such as a fully responsive design and an integrated search feature. Where appropriate, the College and District use syndicated content that is universal across the District, providing consistency, accuracy, and efficiency of information for students. The College also

ensures that information about its accredited status is up-to-date and provides recent reports for members of the college community to view.

The College provides information regarding the "mission statement, learning outcomes, educational programs, and student support services" in a variety of formats and contexts: via the college website; in the college catalog; and through communications mechanisms coordinated by the Public Information Office (PIO). The PIO communicates with students, prospective students, community members, and employees through social media platforms, a weekly bulletin, printed institutional brochures, and signage throughout the campus. The PIO and Outreach Coordinators communicate with the community and feeder High School districts to establish connections with prospective students and provide information about the College's programs and services (IC1-12).

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)

Evidence of Meeting the Standard

The College provides a catalog with precise, accurate, and current information on all facts, requirements, policies and procedures (IC2-01). The catalog is a guide for students, which provides the necessary information to succeed at CRC. The catalog includes an introduction to the college, information on how to enroll, how to pay for classes, student rights and responsibilities, current programs, degrees, and certificates, and more. The catalog is published online every academic year, and is web based with an option to print as a PDF.

The College ensures the accuracy of the information provided in the catalog. The Office of Instruction is the primary administrative office responsible for coordination of the print and electronic catalog, to assure accuracy, completeness, and relevant information about the requirements, procedures, and policies for each course of study. Prior to publication the College widely distributes the catalog for review and recommendations to all institutional stakeholders, including all instructional programs and departments (IC2-02). Each group reviews their portion of the catalog, inserts updates if needed, and then approves the information, and any updates are incorporated into the catalog by the Office of Instruction. Information on programs, degrees, and certificates is gathered directly from the district curriculum repository, Socrates (IC2-02).

During the review cycle, the College launched a new online catalog, which pulls current course, degree, and certificate information directly from the curriculum management tool, Socrates (IC2-03). This integration ensures that the catalog is fully current with accurate information about the courses, certificates, and degrees offered. The Curriculum Handbook describes the process for adding approved curriculum to the catalog (IC2-04).

Analysis and Evaluation

The College publishes its catalog online to ensure accuracy and currency of the information. If there are significant catalog changes, such as new courses, programs, or regulations, the College

will publish a catalog update online, labelled an "addendum." The College maintains prior catalogs for reference in an online archive, with information on catalog rights for past students (IC2-05).

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The College communicates matters of academic quality based on documented assessment of student learning and evaluation of student achievement. The Office of Equity and Institutional Effectiveness provides annual updates about student learning and achievement, which are accessible on the college website for current and prospective students (IC3-01). The site includes progress reports on the College's institutional goals for student achievement, including the Strategic Plan Indicators of Achievement and the Vision for Success Goals (IC3-02; IC3-03). This page also includes the Institutional Learning Outcomes (ILOs) and the College's Student Equity Plan goals (IC3-04). The College assesses student achievement of ILOs through the graduate exit survey (IC3-05; IC3-06; IC3-07). The College provides two public data dashboards, HawkDash and HawkTrack, which provide enrollment, success, and completion data by semester (IC3-08; IC3-09).

The College reviews and communicates matters of academic quality with constituencies to inform planning and to address areas of concern. The Research and Equity Office shares updates on key performance indicators such as the Strategic Plan Indicators of Achievement with the Participatory Governance Council (IC3-10). The College identifies and acknowledges inequities in student achievement and implements strategies to address and eliminate these inequities. This can be seen through long term planning such as the Student Equity Plan and initiatives such as the We Won't Fall campaign (IC3-11; IC3-12). In order to develop these plans, the College reviews course success targets and gathers constituency input to develop strategies for improvement (IC3-13; IC3-14; IC3-15).

Analysis and Evaluation

The College collects and evaluates data related to student success, evaluation of academic programs and services, and student learning outcomes at all levels, including course, program and institutional levels. The College integrates the assessment of student learning and review of student achievement into the Program Review process. HawkDash data is embedded within Program Review in the College's Integrated Planning System (CIPS).

Student success data and program evaluation assessments are documented and reported to constituency groups and participatory governance committees. These groups discuss matters of academic quality and student performance and identify institutional strategies to support success such as through the Student Equity Plan and We Won't Fall campaign. CRC communicates information about student success and other information about academic quality to current and prospective students through the college website.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The catalog describes the certificates and degrees that are available from the College (IC4-01). Each catalog entry informs the student of the purpose and content of the degree, the expected learning outcomes, and course requirements (IC4-02). Student learning outcomes (SLOs) for courses and programs are developed through the curriculum process (IC4-03). The catalog description also includes related careers for which the degree or certificate provides preparation. This ensures that students are well-informed when selecting a degree program.

Students may also find degree and certificate information when they explore one of the Career and Academic Community (CAC) pathways. During the Guided Pathways implementation, the College developed program maps to outline a clear path to degree or certificate completion (IC4-04; IC4-05). The College also provides a Degree Planner to help students identify the courses needed to achieve a specific degree or certificate (IC4-06). The class schedule includes detailed course information, providing students with a clear description of what each course will cover (IC4-07).

Analysis and Evaluation

CRC accurately describes its certificates and degrees, course requirements, and expected learning outcome within the online catalog. Recently, the College implemented Degree Planner, which provides students with a tool to manage their course planning to achieve their goals (IC4-08). The College is continuing to develop and roll out this new tool.

With the implementation of Guided Pathways, the College developed program maps with suggested coursework to make progress toward a degree easier to navigate (IC4-05). These maps include suggested course sequencing, broken down semester by semester, to simplify the course selection process so that students can complete the degree or certificate in a timely manner. The College and District are working to refine processes to maintain these maps on an ongoing basis.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services, and ensures that the website accurately represents this information. The College syndicates and links content where possible to ensure accurate and up-to-date information (IC5-01). Each department and area regularly reviews their section and submits website updates to the Public Information Office using the Marketing and Website Request Form (IC5-02).

The District regularly reviews board policies and regulations. "Quarterly, the General Counsel notifies the Board of Trustees and other constituents of any policies and regulations that are being reviewed or revised" (IC5-03). When necessary, new policies or regulations are developed to establish college and district procedures. For example, in 2020 the District developed a new policy on credit for prior learning in consultation with the District Curriculum Committee (IC5-04; IC5-05).

The College reviews catalog content annually to ensure that it accurately reflects programs and services (IC5-06). The College regularly reviews policies, procedures, and publications. Each participatory governance committee assesses, revises, and maintains updated and accurate policies and procedures under their purview. For instance, the Resources Committee regularly reviews the Resource Allocation Guide, which outlines policies and procedures for budgeting and resource requests at the College (IC5-07). The Resources Committee completed a full review and revision of the Resource Allocation Guide in 2019 (IC5-08). The Curriculum Committee maintains the Curriculum Handbook, which outlines policies and procedures for developing and revising curriculum, and updates the Handbook as policies and procedures change (IC5-09; IC5-10). The Institutional Effectiveness (IE) Committee maintains the Planning Guide (IC5-11). The IE Committee is currently updating the guide to ensure that planning processes are accurately described (IC5-12; IC5-13).

Analysis and Evaluation

The District and College have processes in place to ensure regular review of policies and procedures. The District maintains updated board policies and regulations, which are regularly reviewed and vetted (IC5-03). The College maintains up-to-date procedures on planning, curriculum development, and resource allocation. In 2019, the College launched a new website. During this process the College reviewed all web content for accuracy, and implemented syndicated content where appropriate (IC5-01). The IE Committee also facilitates the review and update process for the College's mission, vision, and values, ensuring that the revisions are accurately reflected in the College's website and catalog.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The College accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses. The College lists the cost per unit fees and any additional costs with admission instructions and in the College catalog (IC6-01; IC6-02; IC6-03). The Cost of Attendance page on the website provides a clear picture for students and community members of the annual costs of attending college (IC6-02).

CRC provides access to and clear instruction for financial aid resources for students to make college tuition more affordable (IC6-04; IC6-05). The College informs students of grants, promise programs, loans, and other payment options, with a clear description of what each

alternative requires in terms of units, repayment, and qualifying criteria (IC6-05). The College provides a Net Price Calculator for students to see how much they may qualify for and how many out-of-pocket expenses they may have to afford college (IC6-06). CRC also provides information on state and local assistance programs, such as the Dream Act and AB 540 for students who do not qualify for federal grants (IC6-07).

The College clearly describes additional fees for attendance including health, transit, and student representation fees (IC6-01). The College informs students and prospective students of the cost of textbooks and required course materials for each course. These records are maintained through the college bookstore and linked in the course schedule so that students can identify costs when selecting courses (IC6-08; IC6-09). Courses with zero textbook cost are indicated before students enroll, and the class schedule includes a way to search for classes with zero textbook cost (IC6-10). With the high costs of textbooks, many faculty have opted to use Open Educational Resources (OER) for course materials. The Academic Senate for California Community Colleges (ASCCC) supports the use of OER through an Open Educational Resources Initiative (OERI) and a CRC OERI Liaison.

Analysis and Evaluation

The College provides clear information about the cost of attendance on the website and in the catalog. Students have access to financial aid, including loans and grants, and the College informs students of affordable options to achieve their educational goals. The bookstore provides information about the course materials needed for classes students are taking.

During the review cycle the College revised the website, reorganizing information. One of the priorities in this redesign was to ensure that information for prospective students was clear and accurate. The District also redesigned the class search to provide more options for searching, including the Zero Textbook Cost (ZTC) designation. Many instructors understand the burden of high textbook costs, and have adopted Open Educational Resources or other alternatives to ensure low- or no-cost textbooks in their courses. The state, district, and college have promoted the use of open educational resources through grant opportunities and professional development, with the goal of reducing student costs (IC6-11; IC6-12).

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The College uses and publishes governing board policies on academic freedom and responsibility. These policies stem from the Los Rios Board Policy and Regulations, are protected through the faculty union contract, and are reinforced in the College catalog and the District Strategic Plan (IC7-01). Los Rios Board Policy 3112, article 2.2.2 places responsibility on the Board "to promote and support academic freedom within the Colleges and the District"

([IC7-02](#)). Board policy and regulations further acknowledge and protect free expression and the freedom to teach, acknowledging that the classroom is a space where ideas should be debated and controversial issues may be discussed openly and with critical thinking in alignment with the curriculum ([IC7-03](#)).

The faculty union contract with the District further protects academic freedom. Article 17 of the contract reinforces that "academic freedom is essential for the fulfillment of the educational mission of the District and for the ability of faculty members to perform their professional duties" ([IC7-04](#)). The contract provides professional protections and professional autonomy for faculty when teaching.

The College catalog defines academic freedom for students and faculty, and reiterates the commitment to academic freedom as a necessary condition for learning ([IC7-05](#)).

Analysis and Evaluation

The College ensures academic freedom in policy and practice. Students are entitled to the free pursuit of knowledge, and faculty have the right and responsibility to provide information relevant to the course content in a professional manner. The catalog acknowledges that some topics may be controversial and reiterates Board policy that controversial topics should be within the scope of the course content. The College believes that education requires "the free search for truth and its free exposition" ([IC7-05](#)).

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

The College has established and published policies and procedures to promote honesty, responsibility and academic integrity. In the Student Rights and Responsibilities webpage, the College clearly outlines expected standards of conduct, which are in line with Los Rios Administrative Regulation 2441 ([IC8-01](#); [IC8-02](#); [IC8-03](#)). The standards of conduct list and define actions or offenses which may result in disciplinary action by the College.

CRC has an Honor Code that is listed on the website, in the catalog, and in printed exam booklets ([IC8-04](#)). The Honor Code endorses a set of values, including honesty, fairness, respect, and responsibility, that are necessary for academic integrity. Faculty and staff promote the values described in the code. Faculty also have a Statement of Professional Ethics, which details the values that faculty uphold as educators ([IC8-05](#)).

The Student Rights and Responsibilities section of the website provides a clear definition of academic integrity and responsibility and outlines the potential consequences for dishonesty such as plagiarism or cheating ([IC8-06](#)). CRC communicates this information during the new student orientation ([IC8-07](#)). The College outlines consequences for academic dishonesty in the

disciplinary process, which follow Los Rios Board policies and regulations (IC8-08; IC8-09; IC8-10).

Los Rios Board Policy 3114 holds the Board of Trustees and all District employees responsible for ensuring "an atmosphere in which controversial issues can be presented fairly and in which the dignity of each individual is maintained" (IC8-11). Professional expectations are further defined in constituency group contracts and administrative regulations. The faculty union contract describes expected conduct and consequences for violation through the performance review process, and reiterates the responsibility that correlates to academic freedom (IC8-12; IC8-13).

Analysis and Evaluation

Expectations for professional ethics of faculty and staff are laid out in board policies and the constituency group contracts. The College's policies and procedures address academic dishonesty and other policy violations by students. The standards of conduct, including expectations regarding academic integrity, are clearly outlined in the college catalog (IC8-14; IC8-15; IC8-16).

The College is committed to supporting students and ensuring that they are in a position to be successful in their courses. When listing behavioral expectations and standards of conduct, the College also provides resources to help students make informed decisions. Students who violate the expectations for academic honesty by plagiarizing are often referred by the Conduct Officer to complete a Canvas module on Avoiding Plagiarism & Citing Sources developed by the Library in collaboration with the Academic Integrity Committee (IC8-17; IC8-18). When students are referred to disciplinary action for academic dishonesty, the College's disciplinary officer takes the opportunity to help the student learn from the experience and reinforces academic integrity expectations.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The Los Rios Board Policy 3114 requires that all employees "ensure an atmosphere in which controversial issues can be presented fairly and in which the dignity of each individual is maintained" (IC9-01). Article 11 of the faculty contract states that faculty are expected to "differentiate to students the expression of a faculty member's personal opinions or convictions from the objective presentation of theory, fact, or ideas" (IC9-02). In the same section, the contract requires that faculty maintain a classroom atmosphere that supports student learning.

The College reinforces these expectations in the College and Academic Regulations statement on Academic Freedom (IC9-03). This statement supports academic freedom in the classroom, but requires that teachers refrain from introducing controversial content that does not relate to the subject matter taught. When faculty are speaking or writing in their personal lives, they are also expected to "be accurate, ...exercise appropriate restraint, ...show respect for the opinions of

others, and ...make every effort to indicate that they are not speaking for the institution" ([IC9-03](#)).

Analysis and Evaluation

Since the last review cycle, the College continues to support expectations that objective information, fact and ideas be clearly differentiated from the faculty's own personal opinions. This expectation can be found on the college website, in published board minutes, and Article 11 of the faculty contract.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Not Applicable

Analysis and Evaluation

Not Applicable

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

Not Applicable

Analysis and Evaluation

Not Applicable

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The College maintains compliance with all Eligibility Requirements, Accreditation Standards, Commission policies, and guidelines. The College publicly discloses its accredited status and provides access to all Commission letters and actions on the College website (IC12-01). Information about the College's accreditation is available from each page of the College website through a link in the page footer (IC12-02).

The College received its last full accreditation review in 2015, and the College's accredited status was reaffirmed for eighteen months with a required follow-up report. The College completed and submitted the follow-up report as required and received full reaffirmation by the Commission (IC12-03). The College meets deadlines for required annual and midterm reports (IC12-04; IC12-05).

Analysis and Evaluation

Cosumnes River College met relevant deadlines for follow-up reports and other documentations that require timely responses from ACCJC. The College's accreditation web page can be readily found, and is one click away from the College's home page. The accreditation page on the website is comprehensive, and includes all the accreditation reports and action letters since the last visit, including the last ISER, action letters, midterm report and follow-up reports. An email announcement was sent out to the campus community regarding the team visit. The visit was also reported in the College's newsletter.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

The College demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. The College accurately conveys its accredited status in the college catalog and on its website (IC13-01; IC13-02). When there are updates to the College's accredited status or to any of its programs, the College communicates such changes to its students and to members of the public (IC13-03). The College maintains accreditation and regional memberships for several programs (IC13-04; IC13-05; IC13-06; IC13-07; IC13-08; IC13-09; IC13-10; IC13-11).

Analysis and Evaluation

CRC maintains accreditation for various programs, and this information is conveyed to students through the college catalog and website. The College ensures that reports submitted to accrediting bodies accurately describe the program and services. The College's accreditation status, recent reports, and announcements are provided on the accreditation webpage.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

CRC is a non-profit institution and the College uses all financial resources--including fundraising--to invest in resources, programs, services, and staffing to produce a high quality education for students and promote student learning and achievement. District Policy 8611 requires disclosure of conflicts of interest by designated District employees, including those that manage public investments (IC14-01).

The College's mission is to provide a high-quality education to our diverse student population, helping them accomplish their educational goals (IC14-02). The Strategic Plan is developed to further the College's mission, and includes goals for student success and achievement (IC14-03). The College's planning and resource allocation processes are connected to the Strategic Plan and mission, vision, and values (IC14-04; IC14-05). When the College seeks external funding through state or federal grants, it is to further support students and improve student outcomes (IC14-06; IC14-07). The College is committed to improving equity in outcomes for African American and Latinx students, and is aligning planning and resources through the We Won't Fall campaign to accomplish this goal (IC14-08).

The Los Rios Foundation raises "philanthropic resources for our students and colleges with a focus on the Student Emergency Fund, the Los Rios Promise campaign, the Los Rios Colleges Fund, student scholarships, and high priority college needs" (IC14-09). The Foundation supports the student success goals of the College by fundraising for student basic needs and scholarships. The Foundation Bylaws, Section 11, also describe its policy on conflicts of interest (IC14-10).

Analysis and Evaluation

The College's mission, vision, and values are central to CRC's Strategic Plan, Student Equity Plan, and the resource allocation process. The College allocates resources in alignment with these goals, all aimed at the College's top priority of student success. The College and District guard against conflicts of interest through clear policies and guidelines. The Los Rios Foundation raises funds to support student success. In addition, the College is committed to securing federal, state and private foundation grants to improve student outcomes, with a specific focus on eliminating achievement gaps.

Conclusions on Standard I.C. Institutional Integrity

Cosumnes River College operates with institutional integrity, ensuring that information provided to students, community members, and accrediting agencies is accurate and up-to-date. The College publishes accurate catalog and financial aid information for students and prospective students. CRC accurately conveys its accredited status for the institution and for specially accredited programs. During the review cycle, the College and District have improved the websites to ensure that information is easily accessible and accurately updated.

The College supports academic freedom and responsibility with policies in place for students and faculty. CRC promotes honesty, responsibility, and academic integrity through the Honor Code, and ensures that faculty present information openly and objectively. The College is committed to maintaining an educational environment that is conducive to student inquiry and learning.

Improvement Plan(s)

None

Evidence List

IC1
IC1-01 Mission, Vision, and Values
IC1-02 College Catalog
IC1-03 Class Schedule Search
IC1-04 Cost of Attendance
IC1-05 Financial Aid
IC1-06 Programs and Majors
IC1-07 Student Resources
IC1-08 Institutional Learning Outcomes
IC1-09 CRC Accreditation
IC1-10 CRC Accreditation, Program Accreditation
IC1-11 New Website Launch
IC1-12 Outreach and Recruitment

IC2
IC2-01 College Catalog
IC2-02 Catalog Review Spring 2021
IC2-03 Online College Catalog Update
IC2-04 Curriculum Handbook, pp. 20-21
IC2-05 Catalog Archives

IC3
IC3-01 Facts and Statistics CRC
IC3-02 Indicators of Achievement 2019-20
IC3-03 Vision for Success Goals
IC3-04 Institutional Learning Outcomes
IC3-05 Graduate Student Exit Survey 2018-19
IC3-06 ILO Assessment Report 2019-2020
IC3-07 PGC Minutes 03/23/21, ILO Report
IC3-08 HawkTrack Data Dashboard Example
IC3-09 HawkDash Data Dashboard Example
IC3-10 PGC Minutes 09/22/20, Indicators of Achievement
IC3-11 Student Equity Plan
IC3-12 We Won't Fall Campaign
IC3-13 Academic Senate Minutes 03/22/19, Student Equity Plan
IC3-14 Academic Senate Retreat 08/28/20, We Won't Fall

IC14-02 Mission, Vision, and Values
IC14-03 Strategic Plan
IC14-04 Planning Guide
IC14-05 Resource Allocation Guide
IC14-06 Inside CRC 09/21/20, HSI Grant
IC14-07 Summary of Perkins Core Achievement Data, Horticulture
IC14-08 We Won't Fall Campaign
IC14-09 Los Rios Foundation
IC14-10 Los Rios Foundation Bylaws, Section 11

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A.   Instructional Programs

1.   All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

The mission of Cosumnes River College is to provide high-quality educational opportunities to a diverse population with a variety of academic and career goals (IIA1-01). All of the College's instructional programs are consistent with this mission and related Los Rios Board Policy 7121 (IIA1-02). CRC offers a wide range of programs that prepare students to enter the workforce or to transfer to a four-year college (IIA1-03). The College has developed, and is continuing to expand, Associates Degrees for Transfer (ADTs) specifically for transfer to four-year institutions (IIA1-04).

The College's career educational programs specialize in the skilled trades, applied arts and sciences, and modern technologies, and are designed to improve job skills, marketability, and attainment of a living wage (IIA1-05). Career programs are developed in response to employer needs and labor market demand. Curriculum for career educational programs is informed by advisory boards, which include industry and community leaders (IIA1-06).

Faculty define student learning outcomes for all courses and programs during the curriculum development process (IIA1-07). Faculty assess student attainment of learning outcomes and submit course and program assessments through the College's Integrated Planning System (CIPS). The College has identified General Education (GE) Student Learning Outcomes (SLOs) accomplished through GE approved courses and programs (IIA1-08). The College ensures that all programs result in the attainment of identified student learning outcomes.

CRC offers in-person, hybrid, and distance education courses and programs. The College adheres to the California Code of Regulations Title 5 § 55002 Standards and Criteria for Courses and Title 5 § 55202 Course Quality Standards. All courses offered in distance learning modality are approved through the curriculum review process and result in attainment of the equivalent learning outcomes in all modalities (IIA1-09).

The College ensures that degrees and/or certificates are awarded to students who fulfill the requirements of the program. CRC follows the standards set forth in Title 5 § 55062 Types of Courses Appropriate to the Associate Degree & § 55063 Minimum Requirements for the Associate Degree. The College tracks student attainment of degrees and certificates using the California Community Colleges Chancellor's Office (CCCCO) Data Mart and CRC's HawkTrack data dashboard (IIA1-10).

Analysis and Evaluation

CRC's Mission Statement clearly states that our goal is to "empower our diverse students to earn certificates or degrees, transfer to other educational institutions, or attain other lifelong academic or career aspirations" (IIA1-01). In support of this mission and in keeping with California State Regulations (Title 5, 55002), the College offers a variety of courses and programs. The College ensures that student learning outcomes are defined for all courses and programs, and faculty assess student learning outcomes for courses and programs. And the College is piloting the use of Canvas data to facilitate the learning outcomes assessment process (IIA1-11).

2.   *(Applicable to institutions with comprehensive reviews scheduled after Fall 2019.[1])*
     Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

One of the College's Strategic Plan goals is to "nurture exemplary learning among students and employees" (IIA2-01). To this end, the College provides robust professional development offerings, including workshops and courses designed to improve teaching and learning for both in-person and distance education modalities (IIA2-02; IIA2-03; IIA2-04; IIA2-05).

Faculty review curriculum every six years to ensure that course outlines and learning outcomes remain current (IIA2-06). CRC's curriculum review process is aligned with the *Program and Course Approval Handbook (PCAH)*, written by the California Community Colleges Curriculum Committee. When teaching, faculty adhere to published student learning outcomes (SLOs) and the course outline of record (IIA2-07). Faculty assess student learning outcomes and make revisions as a result of assessment (IIA2-08; IIA2-09).

Faculty conduct Program Review, using disaggregated student achievement data from the Hawkdash data dashboard, which is embedded in the Program Review form in the College's Integrated Planning System (CIPS) (IIA2-10; IIA2-11; IIA2-12). Faculty reflect on student achievement data and assessment results, and plan for improvements to instructional courses and programs during the program review process (IIA2-13).

Faculty promote practices that result in the improvement of student learning experiences (IIA2-14). In fall 2020, the Curriculum Committee developed a series of strategies to promote antiracism and equity in curriculum (IIA2-15). With the implementation of Guided Pathways, CRC developed an ongoing structure of instructional support for the new Career and Academic Communities (CAC). Teaching and Learning Leads (TLLs) for each CAC share teaching strategies with their peers, and Student Success Teams (SSTs) connect student services and instructional faculty to provide wrap-around support to promote student success (IIA2-16; IIA2-17).

Analysis and Evaluation

CRC faculty exercise collective ownership over the design and improvement of the learning experience through regular review of courses and programs. Faculty reflect on student achievement data and assessment results, and plan for curriculum changes during program review. Faculty review curriculum and apply improvements designed to improve student success and comprehension of the subject matter. Faculty promote strategies to improve the teaching and learning process with equity of student outcomes in mind. The College is continuing to improve the Program Review process by shifting to a staggered cycle, so that faculty can receive more support in planning and assessment (IIA2-18).

3.   The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

Cosumnes River College faculty define student learning outcomes (SLOs) for all courses and programs during the curriculum development process (IIA3-01). Student learning outcomes are listed in the current course outline in the district's curriculum management system, Socrates (IIA3-02). The College has aligned General Education (GE) Student Learning Outcomes with GE approved courses and programs (IIA3-03). All courses and programs include student

learning outcomes, and the College ensures that degrees and certificates are awarded based on the fulfillment of identified student learning outcomes.

Faculty assess student attainment of learning outcomes and submit course and program assessments through the College's Integrated Planning System (CIPS) (IIA3-04; IIA3-05; IIA3-06). During the Program Review process, departments reflect on the results of assessment and make programmatic or curricular changes as needed (IIA3-07).

According to the faculty union contract, faculty are required to follow the student learning outcomes in the course outline of record (IIA3-08). In the Faculty and Staff Resource Guide: Course and Classroom information, the College provides instructions for faculty when preparing their syllabi (IIA3-09). This guide requires that "during the first meetings of the class, instructors shall provide course information to each student on the Course Syllabus" (IIA3-09). The course syllabus must include course SLOs and objectives, grading procedures and requirements, class assignments, instructor office hours, and schedule of events for the course.

Analysis and Evaluation

CRC's curriculum database is Socrates, which houses all course outlines of record and degree and certificate programs, and all courses and programs in Socrates include student learning outcomes. Course SLOs are assessed on a regular basis, and the cycle and assessment results are housed online in the College Integrated Planning System (CIPS). During the 2020-21school year, the College revised CIPS to improve Program Review and assessment reporting, integrating course and program outcomes directly from Socrates.

The "Course and Classroom Information" page of the CRC website provides guidelines for syllabus development, among them SLO inclusion in the syllabus. All students receive course syllabi, and the syllabi include student learning outcomes (IIA3-10). Syllabi are submitted to the Career and Academic Community (CAC) office by the end of the second week of the semester to ensure adherence to college standards.

4.   If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

CRC's pre-collegiate-level courses are distinguished from college-level courses by a clear numbering system detailed in the catalog (IIA4-01). Pre-collegiate level courses are limited based on Los Rios Board Policy 7261, and when required as a prerequisite for college-level courses, they are developed following curriculum guidelines (IIA4-02; IIA4-03). The College outlines clear pathways from pre-collegiate to college-level English, Math and English as a Second Language (ESL) courses (IIA4-04; IIA4-05; IIA4-06).

Where appropriate, college-level courses include pre-collegiate courses as prerequisites. The prerequisites are justified through clear ties between the student learning outcomes in the

prerequisite course that are required for success in the target course. Examples of this include MATH 100: Elementary Algebra with prerequisite MATH 30: Pre-Algebra Mathematics and ESL 110: ESL College English Preparation: Intermediate with prerequisite ESL 47: Intermediate-Low Integrated Reading and Writing (IIA4-07; IIA4-08). When college-level courses have pre-college level prerequisites, faculty validate these prerequisites through a clear enumeration of the entry skills required for success in the college-level course. These entry skills are included in the course outline with correlation to the student learning outcomes in the prerequisite course that provide these skills (IIA4-09).

Analysis and Evaluation

The College offers pre-collegiate-level courses, which are clearly distinguished from collegiate-level courses by a numbering system that is described in the college catalog. The College defines and provides clear pathways from pre-collegiate to college-level curriculum, which can be seen through the Math, English and ESL pathways advertised on the college website. The College's guidelines for curriculum development ensure that the direct connection between pre-collegiate and college-level curriculum is demonstrated in the justification of prerequisites in relevant courses.

5.   The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

Following practices common to American higher education, Los Rios Board Policy 7241 requires that the associate degrees conferred by the College require 60 units of college-level coursework (IIA5-01). The 60-unit minimum graduation requirement is also detailed on the website and in the catalog (IIA5-02). The College does not offer baccalaureate-level degrees.

All of the College's degrees, programs and courses are reviewed in detail by CRC's Curriculum Committee to ensure proper breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. CRC's Curriculum Handbook is aligned with the *Program and Course Approval Handbook (PCAH)*, written by the California Community Colleges Curriculum Committee, and provides the guidelines and process for developing and revising courses and programs (IIA5-03). New courses and programs are also reviewed by the District Curriculum Coordinating Committee (DCCC), approved by the Board of Trustees, and forwarded to the California Community Colleges Chancellor's Office (CCCCO) for chaptering (IIA5-04; IIA5-05). Cosumnes River College's degrees are reviewed by the CCCCO to ensure compliance with state regulations including length, breadth, depth and rigor.

Analysis and Evaluation

CRC's programs and degrees are reviewed both internally and by several outside agencies to ensure they follow standards common to higher education in America. College and district level curriculum review and approval processes ensure that courses and programs meet expectations for breadth, rigor, course sequencing, and synthesis of learning.

6.   The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

The course scheduling process at CRC begins with discussions between department chairs and deans, who review previous semester offerings and program maps (IIA6-01; IIA6-02). Department chairs and deans make adjustments as needed to ensure that courses are offered to ensure students' timely completion within resource limitations.

During the review cycle, CRC adopted the Guided Pathways model, implementing several strategies to promote timely completion of degrees and certificates (IIA6-03). Faculty designed program maps, which outline the required courses, suggested semester sequencing, and career information (IIA6-04; IIA6-05; IIA6-06). The Los Rios District partnered with Ad Astra to provide analyses of course offerings, which allow the college to utilize historical enrollment trends to make adjustments to class schedules to better meet student needs (IIA6-07; IIA6-08). In 2019 CRC implemented Opt-Out scheduling for incoming first-time full-time students (IIA6-09). With Opt-Out scheduling, students' schedules are pre-populated with a 15-unit schedule including English, Math and an introductory course in their field of study. Students have the option to "opt-out" of this schedule.

Analysis and Evaluation

To address timely completion of certificate and degree programs, the College adopted effective strategies such as well-developed program maps and technological aids such as Ad Astra to ensure courses are scheduled to meet student demand so that they can complete their programs within a reasonable time frame. Primary data gathered on Opt-Out scheduling shows that this method of scheduling has resulted in a significant increase in students completing 15 units per semester and achieving college level math and English within their first year (IIA6-10). Initial results of this scheduling method also indicate more equitable results for our students of color. While CRC has made significant, even exemplary, improvements in timely achievement of our students' educational goals, the College is continuing to expand these programs, including one- and two-year opt-out schedules.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

CRC is one of the most diverse two-year public colleges in the country, and offers wide-ranging courses in modalities ranging from in-person, to hybrid, to fully online. (IIA7-01). When searching the class schedule to select classes, students are able to select their preferred modality (IIA7-02). Of the college catalog's 1169 courses, 475 are approved for at least some percentage of instruction via distance education modalities (IIA7-03). The determination of course modality is vetted through the Curriculum Committee (IIA7-04). The Distance Education subcommittee provides guidelines for making courses eligible for distance learning (IIA7-05).

The College ensures distance education courses are provided with the same rigor and adherence to the course outline of record as in-person courses (IIA7-06). Board regulations require that the College "provide distance education professional development support to faculty teaching or preparing to teach in distance education modalities" (IIA7-07). CRC supports excellence in distance education by providing an Online Teaching Institute, which prepares faculty for effective online instruction (IIA7-08). The District participates in the California Community Colleges Online Education Initiative (OEI), where faculty are encouraged to complete the FastTrack OEI Rubric Academy to design their online courses according to standards proven to support student success (IIA7-09).

During the COVID-19 crisis, all courses possible were converted to distance education under emergency approval from the California Community Colleges Chancellor's Office. The District and faculty union negotiated a minimum level of professional development to prepare faculty for this transition, and the District Curriculum Coordinating Committee developed a Distance Education Addendum to be included in the course outline of record (IIA7-10). The college provided enhanced teaching and learning support to help faculty be prepared to deliver their courses successfully online (IIA7-11; IIA7-12).

The College provides support for students to ensure that they are prepared to take classes online, and ensures access to necessary student support services, including Counseling, Tutoring, and Library resources (IIA7-13; IIA7-14; IIA7-15; IIA7-16). These support services continued and were expanded to address technology needs during remote learning due to the pandemic (IIA7-17; IIA7-18; IIA7-19).

The College continuously improves teaching methodologies and learning support services that reflect the diverse and changing needs of its students (IIA7-20). CRC reviews student success data to identify student groups that are disproportionately impacted in enrollment, persistence, and course success results, and the College develops strategies to close these achievement gaps, as shown in the Equity Plan (IIA7-21). The College tracks and disaggregates student success data by instructional program, and departments review and use this data to inform their Program Review (IIA7-22).

CRC expanded instructional support by establishing Student Success Teams and Teaching and Learning Leads (TLL's) for each of the Career and Academic Communities (CAC) ([IIA7-23](#)). Student Success Teams are composed of instructional faculty, counseling faculty, and student services staff. The teams develop strategies to provide wrap-around support and create an inclusive environment for students in the CAC ([IIA7-24](#)). Teaching and Learning Leads provide professional development activities and support designed to close achievement gaps among students in their designated CAC ([IIA7-25](#); [IIA7-26](#)). Distance Education Coordinators and Teaching and Learning Leads provide professional development courses to help their peers implement strategies conducive to student success ([IIA7-27](#)). The Research and Equity Office conducts surveys and disseminates student success data, sharing best practices and needed steps for supporting student equity ([IIA7-28](#); [IIA7-29](#)).

Analysis and Evaluation

Cosumnes River College serves our diverse student population by offering courses in a variety of modalities including on-ground, in-person (both at the Main Campus and Elk Grove Center) and online courses, both synchronous and asynchronous that are fully or partially online. As with in-person learning, the College ensures that content and methods of instruction in distance education courses adhere to professional expectations and support student success. All CRC courses approved for the distance education modality require regular and effective contact between instructor and student and this requirement is listed on the course outline of record.

During the COVID-19 pandemic, the college received emergency authorization to convert courses to distance education. This emergency authorization also required regular and effective contact and minimum accessibility standards ([IIA7-10](#)). Throughout the pandemic, faculty promoted excellent online instruction through professional development and peer mentorship. The College ensured that students had access to support services and technology to complete their courses. The College assessed students' experiences with online learning, including a qualitative assessment of student experiences in online courses including needed resources and barriers to learning.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

The College does not offer department-wide examinations at the course or program level. The Los Rios District recently approved new board policy and administrative regulations outlining how credit for prior learning is awarded ([IIA8-01](#)). Students may receive college credit industry recognized credentials and portfolios in addition to the previous methods of credit for prior learning such as achievement of a satisfactory score on the College Board Advanced Placement (AP) examination, College Level Examination Program (CLEP), or International Baccalaureate (IB) examination, evaluation of Joint Services Transcripts, or other methods. Programs such as Fire Technology accept industry credentials which indicate the student has mastery of the required course components ([IIA8-02](#)).

Analysis and Evaluation

The College does not use department-wide examinations. The District and College offer students opportunities to earn credit for prior learning, and during the review cycle these have been expanded to include industry recognized credentials and portfolios.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

CRC adheres to the California Community College Chancellor's Office (CCCCO) regulations for hour and unit calculations as documented in the curriculum handbook and board policy (IIA9-01; IIA9-02). Courses and programs are reported to and reviewed by the CCCCO through the California Online Curriculum Inventory (COCI). The official course outline of record identifies the hours mapped to the activities and topics covered in the course. The District has determined a ratio for calculating lab hours proportional to lecture hours (IIA9-03). During the curriculum approval process, the Curriculum Committee reviews the hours and course topics to ensure that they are aligned to the number of units/credits (IIA9-02). The College does not offer clock hour programs.

All courses and programs have student learning outcomes clearly stated on the course outlines of record, in the college catalog, and on the course syllabus, allowing prospective and enrolled students to be familiar with the outcomes and expectations of the course (IIA9-04, IIA9-05). The process for developing and vetting learning outcomes is documented in the Student Learning Outcomes Procedures and Practices (IIA9-06). In order to earn a degree, students must pass all courses within the major field of study with a "C" or better, which represents satisfactory achievement of each course's student learning outcomes, and therefore, satisfactory achievement of the degree's program level student learning outcomes (IIA9-01).

All degrees require the satisfactory completion of general education (GE) courses, which are mapped to GE Student Learning Outcomes (GESLOs). The Curriculum Committee determines if a course meets the criteria for a GE Area (IIA9-07). After completing a full, six-year cycle of assessment of course, program, and college wide outcomes, the College analyzed the College wide and GE Learning Outcomes (IIA9-08). In addition to refining the College wide Outcomes--now known as the Institutional Learning Outcomes (ILOs)--the College updated the General Education Learning Outcomes (GESLOs) (IIA9-09; IIA9-10; IIA9-11).

Analysis and Evaluation

The College maintains a record of course and program assessments through the Colleges Integrated Planning System (CIPS) and tracks the number of degrees and certificates granted. The College performed an extensive review of the GE Learning outcomes, comparing current

course SLOs to the GESLOs. Newly updated GE outcomes clearly align with the new ILOs, and the revised GESLOs will serve as the basis for new course approvals to meet one of the college's GE requirements. The College has noted that although the SLO Procedures and Practices guide recommends mapping of course to program SLOs, in practice and documentation there could be a more clearly defined relationship between the two (IIA9-06). The College revised its assessment reporting system in the College's Integrated Planning System (CIPS) to better align course and program learning outcomes (IIA9-12).

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

Per Los Rios Board policies and regulations, the College makes available to students the transfer-of-credit policies in the college catalog in order to facilitate the mobility of students without penalty (IIA10-01; IIA10-02). When accepting transfer credits to fulfill degree requirements, faculty review official transcripts from a regionally accredited college or university to determine course applicability or equivalency (IIA10-02).

The College's mission is to "empower our diverse students to earn certificates or degrees, transfer to other educational institutions, or attain other lifelong academic or career aspirations" (IIA10-03). To achieve this mission, the College maintains articulation agreements to facilitate student transfer to four-year colleges and universities. CRC has an extensive list of courses that are approved through the Course Identification Numbering System (C-ID), which is a statewide numbering system where "any community college course that bears a C-ID number signifies that it is equivalent in content, rigor, and student learning outcomes" (IIA10-04). The college catalog explains the course numbering system so that students can make informed decisions when selecting courses (IIA10-05).

In addition to C-ID courses, CRC regularly makes available coursework that articulates to both California State University (CSU) and University of California (UC) systems. The College ensures that students who are planning to transfer to four-year institutions have access to all the information needed to transfer successfully (IIA10-06). The Counseling Office and the Transfer Center support students in preparing for transfer (IIA10-07; IIA10-08).

The College website provides existing articulation agreements (IIA10-09). The college catalog includes current general education transfer requirements for CSU and UC schools (IIA10-10). Transfer information is also available through external websites such as Assist.org. The College provides several Associates Degrees for Transfer (ADTs), which "provide a clear pathway for California community college students to California State University (CSU) degrees" (IIA10-11). These degrees adhere to the Transfer Model Curriculum (TMC) guidelines (IIA10-12) The California Community Colleges Chancellor's Office (CCCCO) *Program and Course Approval*

Handbook (PCAH), 7th edition mandates that ADTs meet current TMC templates, which are developed by a committee of discipline experts.

Analysis and Evaluation

The Los Rios District outlines its transfer-for-credit policy for students transferring into the College with academic college credit, and the policy is readily accessible in the CRC college catalog. The transfer-for-credit policy describes the criteria by which CRC awards credit. CRC has an extensive list of courses that are approved through the Course Identification Numbering System (C-ID), as stated in the CRC college catalog and the C-ID website. Additionally, CRC commits to the idea that "Any community college course that bears a C-ID number signifies that it is equivalent in content, rigor, and student learning outcomes [and…] will be accepted at other participating community college or CSU campuses" (IIA10-05).

CRC regularly develops curriculum, which is reviewed by the College's Articulation Officer and approved for articulation to CSU and UC schools as well as private/independent and out-of-state four-year institutions. Articulation information is accessible to students, staff, faculty and the public through Assist.org. The catalog clearly outlines the transferable General Education Patterns and the CRC course numbering policy (IIA10-10). Students planning to transfer from CRC to four-year institutions can refer to the website and catalog for detailed information on transfer requirements and pathways, in particular to CSU and UC schools. The Counseling Office, Transfer Center, Student Success Teams, and discipline faculty provide support to students looking to transfer beyond CRC.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Cosumnes River College's "learning outcomes describe the abilities, skills, and knowledge that a student will acquire through courses, a degree or certificate program, and throughout their college experience" (IIA11-01). All students that complete a degree or transfer program from CRC satisfy a wide variety of competencies including Relevant Knowledge, Quantitative Reasoning, and Critical Habits of Mind; Effective Communication in Professional and Personal Situations; Adaptability; Cultural Understanding, Social Justice, and Equity; Competence in Social Responsibility and Sustainability; and Creativity. To address these competency areas, CRC has developed and implemented Institutional Student Learning Outcomes (ILOs), which are "knowledge and skills that all graduates should be able to demonstrate at the time of graduation, regardless of academic program of study" (IIA11-02). The ILOs are assessed through a graduate exit survey, which is administered annually (IIA11-03).

The College's General Education (GE) Student Learning outcomes describe the skills and abilities that students will acquire through the general education graduation requirements (IIA11-04). The Curriculum Committee's GE Subcommittee has enumerated the GE criteria and

articulated the student learning outcomes for each GE area. All CRC academic programs have developed and implemented Program Student Learning Outcomes (IIA11-05), which describe the discipline-specific knowledge, skills, and behaviors that the student will acquire through the program. Student learning outcomes are identified for all courses, and communicated to the student in the course catalog and the course syllabus (IIA11-06). The College has outlined the processes for development and approval of student learning outcomes in the SLO Procedures and Practices guide (IIA11-07).

Analysis and Evaluation

During the review cycle, the College revised the Institutional Learning Outcomes (ILOs), which were formerly referred to as College wide Student Learning Outcomes (IIA11-08). The College also developed and implemented the first graduate student exit surveys during the review cycle (IIA11-09). Throughout their educational experience, students acquire relevant ILOs from courses, programs, extracurricular and co-curricular activities and interaction with student services (IIA11-01).

CRC's Curriculum GE Subcommittee developed and updated criteria for the local General Education Pattern Student Learning Outcomes through the curriculum process. All curriculum that is currently approved in a GE area will go through a reaffirmation process to ensure that it continues to fulfill one of the college's revised GE Student Learning Outcomes. The College is also working on an assessment process to review GE SLOs across courses that meet the specific GE area. This cross-analysis will allow the college to locate and address any gaps in SLO attainment.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

The college catalog and website outline the graduation requirements for our local degree programs and Associate Degree for Transfer (ADT) (IIA12-01; IIA12-02). The statewide minimum requirements for general education for all California Community Colleges are detailed in California Code of Regulations Title 5. These include preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. CRC's

general education requirements exceed the minimum requirements of Title 5 by also including Living Skills for our local degree and Lifelong Learning and Self-Development for ADT awards.

CRC relies on faculty expertise to determine the appropriateness of each course for inclusion in the general education (GE) curriculum. The Curriculum Committee's GE Subcommittee reviews and updates the GE Student Learning Outcomes, and based on those outcomes, faculty request placement of courses within the local GE requirements (IIA12-03). Faculty requesting GE placement must demonstrate alignment between the course student learning outcomes and the GE Learning Outcomes. The GE Subcommittee reviews these requests and makes recommendations to the Curriculum Committee regarding the placement of courses. The Curriculum Committee, which is a faculty-led participatory governance committee, evaluates and ultimately approves or disapproves GE placement (IIA12-04).

Analysis and Evaluation

The College recently revised the General Education (GE) Learning Outcomes. Many courses were approved for local general education prior to the College's implementation of student learning outcomes, and these courses needed to be reaffirmed to ensure alignment with current GE Learning Outcomes. When the GE Learning Outcomes were updated, the Curriculum Committee developed a process for this reaffirmation (IIA12-05). The Curriculum Committee also noted that the local GE request for approval process could be outlined in more detail in the CRC Curriculum Handbook and will work to make this update as well.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

All Associate degree programs require a minimum 18 units of study applicable to the program learning outcomes (IIA13-01). The College's degree programs reflect focused study on areas of inquiry that are articulated in the program student learning outcomes (PSLOs). Faculty define PSLOs in the curriculum development process, and degree attainment is tied to completion of the course and program learning outcomes (IIA13-02; IIA13-03).

In order to earn a degree, students must pass all courses within the major field of study with a 'C' or better, which represents satisfactory achievement of each course's student learning outcomes, and therefore, satisfactory achievement of the degree's program student learning outcomes (IIA13-01). An example of this can be seen in the Health Information Technology (HIT) degree program. Students complete introductory, core, and specialized coursework to accomplish program requirements (IIA13-04). Successful completion of courses demonstrates mastery of the necessary skills for the program. (IIA13-05; IIA13-06).

Analysis and Evaluation

CRC's degree programs include focused study in at least one area of inquiry based upon mastery of theories, outcomes, and competencies. The College's curriculum procedures require that a "proposal for a new program or for a revision of a program must provide student 'Learning Outcomes' to clearly indicate the measurable skills and abilities a student should be able to possess upon successfully finishing a program" (IIA13-03).

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

CRC offers a wide variety of career and technical certificates and degrees, and graduates with these awards demonstrate technical and professional competencies that meet employment standards (IIA14-01). Graduates of CRC's career and technical education programs are prepared for external licensure and certification as relevant to their degree or certificate. Seven of the College's Career Education programs are externally accredited by national agencies specific to their industries (IIA14-02). The College maintains institution-set standards for job placement and licensure pass rates, and tracks student performance on these goals in an Annual Report to ACCJC (IIA14-03; See Introduction for further information).

Many Career Education degree and certificate programs at CRC require discipline-specific cooperative work experience courses or practicum courses, which provide hands-on experience in the field. CRC's Ford Automotive Student Service Education Training (ASSET) Program's Associate of Science degree requires the completion of extensive work experience to ensure students have the necessary skills to meet competencies needed to obtain industry credentials (IIA14-04). CRC's programs related to allied health and public safety also require the completion of cooperative work experience or practicum courses in which the site supervisor's evaluation of the student's competency is a component of their final grade (IIA14-05; IIA14-06). Each Career Education program maintains Industry Advisory Committees that meet regularly and review professional and technical competencies for employment standards (IIA14-07). Programs also develop new courses to meet the needs of industry based on Advisory Committee recommendations, as shown in the November 2020 Fire Technology Advisory Committee meeting. Fire Technology faculty introduced new curriculum to provide incumbent workers with needed training (IIA14-08; IIA14-09).

Analysis and Evaluation

Graduates of CRC's Career Education programs are well-prepared for the workplace. The degree and certificate programs offer hands-on and cooperative work experience, and the College maintains external accreditation for many of these programs. The College sends employer surveys to track student licensures and job placement rates and ensure that graduates of the

program are prepared to work in the field. The College develops Career Education programs that are responsive to industry needs, developing new courses and programs as appropriate.

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

Evidence of Meeting the Standard

Cosumnes River College's Curriculum procedures outline how programs may be modified or eliminated. Changes to program requirements are submitted through the curriculum revision process (IIA15-01) For example, Pharmacy Technology adjusted the enrollment eligibility and Cybersecurity added a course to meet industry requirements for the certificate (IIA15-02; IIA15-03). These changes are reflected in the catalog, website, and program maps for the program.

The College's Program Discontinuance process provides a protocol to address programs that are "recognized to have little viability in its current form" (IIA15-04). If the decision is made to discontinue the program, the College contacts students in the program and ensures that courses are offered in order for students to complete the program in a timely manner with a minimum of disruption (IIA15-05). In the 2019-2020 academic year, the Health Records Information Technology (HRIT) program was discontinued due to continual decline in enrollment, job opportunities, and industry needs. After discussion with the Dean and Assistant Vice President of Instruction and Student Learning (AVPI), the department chair began the process of discontinuation (IIA15-06). Each student was contacted and provided with a personal plan of work to complete their academic goal. Once the students completed their required courses, the program was discontinued with Los Rios Board of Trustee approval (IIA15-07). Counseling staff were notified of the discontinued program so that they could effectively advise students about alternative programs as appropriate (IIA15-08).

Analysis and Evaluation

Programs submit modifications to program requirements through the curriculum review process. The College has a protocol which is followed when eliminating nonviable programs such as the example of Health Records Information Technology (HRIT). During this process, the College ensured that there was clear communication with students. The few remaining students attached to this program were offered the opportunity to finish the program or to enroll in a different program.

While the Program Discontinuance process was effective in the discontinuation of the HRIT program, faculty and administrators noted that the process description should be updated for clarity and continuous improvement. The Curriculum Committee plans to update the procedures to improve the clarity of instructions for program discontinuation, including better documentation of specific steps, persons responsible and timelines.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

CRC uses Program Review to evaluate and improve the quality and currency of all instructional programs (IIA16-01). The Program Review process has a clearly defined relationship and goals within the College's holistic planning processes (IIA16-02). The College's Program Review cycle and forms have been updated extensively, based on faculty feedback and discussions led by the Institutional Effectiveness (IE) Committee (IIA16-03). The IE Committee proposed changes to Program Review, including a shift to a staggered cycle, where each semester a set of programs would be assigned to complete Program Review, rather than all programs and departments completing the process at once. This shift allowed the Research and Equity Office and the Student Learning Outcomes Coordinator to provide more extensive training and support to program faculty while completing their review. The Participatory Governance Council approved the revised Program Review with a staggered cycle in spring 2020, and the first cohort completed the revised Program Review in fall 2020 (IIA16-04).

Student success and equity data for courses and programs is readily available via HawkDash, and has been incorporated into the Program Review process (IIA16-05). While overall and disaggregated success rates have been improving, there are still significant gaps for African American and, to a lesser extent, Latinx students in some programs. The We Won't Fall campaign is an institutional commitment designed to address structural racism and inequities (IIA16-06).

The Los Rios Community College District has clearly defined policies and regulations regarding distance education to ensure that, regardless of delivery mode, all courses maintain the same Student Learning Outcomes (SLOs), objectives, academic rigor, and other attributes (IIA16-07). Board policies require that courses "conducted through distance education shall include regular substantive and effective faculty initiated contact with students" (IIA16-08), and distance education courses require additional review and approval. CRC's Curriculum Committee provides guidelines on adding distance education as a teaching modality for a course and a clear overview of the process for obtaining distance education approval for a course (IIA16-09; IIA16-10).

Analysis and Evaluation

While recent revisions to Program Review are meaningful and substantial, there is still room for growth including a greater documented connection between Program Review and curriculum revision. It is up to individual curriculum developers to document this connection, but it would be beneficial to have this incorporated in the curriculum forms. This would require districtwide development and implementation. The Curriculum and IE committees are collaborating to

determine ways in which the connection between assessment and curriculum revision can be made more evident.

Student success and equity data are used to improve programs and courses, however, the College realizes that there is potential for more consistent and effective use of this data at both the department and program levels to eliminate the gaps and inequities experienced by Black/African American and Latinx students. Real and lasting improvements will require regular analysis and disaggregation of data, dialogue and reflection on the data and development of strategies to close any opportunity gaps.

Conclusions on Standard II.A. Instructional Programs

Cosumnes River College provides a wide range of instructional programs to meet the educational needs and goals of students, in keeping with its mission. CRC prepares students for career goals through career and technical education opportunities and offers a path to transfer to a four-year college through Associates Degrees for Transfer and General Education curriculum. CRC faculty assess learning outcomes for courses and programs and ensure that completion of degree and certificate requirements results in accomplishment of the identified learning outcomes. CRC schedules courses in a manner to support student completion of educational goals, and, with the implementation of Guided Pathways, has added improvements including programs maps and Ad Astra to inform scheduling priorities. The College is committed to student success and equity in outcomes for all students, and CRC faculty support one another through professional development on culturally responsive teaching and effective online teaching practices.

Improvement Plan(s)

None

Evidence List

IIA1
IIA1-01 Mission, Vision, Values
IIA1-02 LRCCD Board Policy 7121
IIA1-03 Catalog 2021-22 - Programs and Majors
IIA1-04 Transfer Degree Requirements
IIA1-05 Career Education at CRC
IIA1-06 Advisory Committee Meeting, Fire - 05/09/19
IIA1-07 Curriculum Handbook, pp.40-42
IIA1-08 General Education Student Learning Outcomes
IIA1-09 Curriculum Handbook, pp. 29-32
IIA1-10 HawkTrack Data Dashboard
IIA1-11 IE Committee Fall 2020 Report

IIA2
IIA2-01 Strategic Plan, Area 3

B.   Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

CRC's library and learning support services include a library collection with print and electronic resources, library research help and instruction, tutoring services, computer laboratories, specialized instructional labs, and embedded tutoring programs for Math, English, and English as a Second Language (ESL) (IIB1-01). The College provides access to learning support services and resources to students taking classes online, at the main campus, and at the Elk Grove Center. The College assesses student needs and experiences with library and learning support services through ongoing formative and summative evaluations, including during the pandemic, to ensure that services are sufficient in quantity, currency, depth, and variety to support the College's educational programs and to support student success (IIB1-02; IIB1-03; IIB1-04; IIB1-05; IIB1-06). During the COVID-19 pandemic, students' needs were assessed through district and college surveys, which gathered information on students' experiences learning in the online environment and needed resources to support their learning (IIB1-07; IIB1-08).

The Library provides an extensive collection of materials in varying formats that are selected in support of the College's curriculum and reflect the diverse needs of students (IIB1-09). New materials are purchased on an ongoing basis, and outdated items are weeded from the collection to ensure currency (IIB1-10). The Library's collections include print books, periodicals, media, and course reserve textbooks that are available for checkout from the main campus library or the Elk Grove Center (IIB1-11). The Library maintains a shared collection of electronic resources with the other Los Rios Libraries, which includes access to over 65 databases, over 200,000 ebooks, and over 48,000 periodicals. The Library regularly evaluates collections and adds new resources based on student needs and preferences (IIB1-12; IIB1-13).

To support the research needs of students and instructional needs of faculty, research help is offered in person, via 24/7 chat, and in one-on-one research appointments. Librarians create course and topic research guides to assist students with accessing and using research tools, and Librarians provide course-integrated instruction to help students develop information literacy skills (IB1-14; IIB1-15). Librarians offer credit courses which teach students information literacy and critical thinking, and Librarians have developed online, self-paced tutorials that focus on how to conduct research (IIB1-16; IIB1-17). Librarians provide workshops and orientations to faculty and staff to ensure they can access and use library materials and resources (IIB1-18). Librarians evaluate services on an ongoing basis and adjust them to ensure that they are sufficient to support the needs of students and faculty (IIB1-19).

The College offers general, online, and embedded tutoring services in order "to help students learn challenging academic material and to help students become more effective learners" (IIB1-20). The Tutoring Center delivers online and face-to-face tutoring adapted to students' learning styles, with services from CRC tutors complemented by tutoring from NetTutor (IIB1-21; IIB1-22). Tutoring services are also provided at the Elk Grove Center. Tutoring faculty provide workshops and presentations to ensure that college faculty and staff are aware of and refer students to tutoring (IIB1-23).

The College has embedded tutoring and support for specific English, Math, and English as a Second Language (ESL) courses. Tutors "are actively involved in the classroom, provide tutoring and learning support, and facilitate the development of study skills" (IIB1-24). During the review cycle, the College expanded embedded tutoring and assessed these programs to ensure that they were effective in supporting student success (IIB1-25; IIB1-26).

CRC provides campus computer labs and instructional support labs outfitted with computers and software for students to complete their assignments and coursework (IIB1-27). There are three open computer labs, in the Library, Learning Resource Center, and at the Elk Grove Center (IIB1-27; IIB1-28). The College maintains instructional support labs for students taking specific courses or programs, and labs are equipped with necessary software, and staffed with tutors and instructional assistants. With the switch to remote operations during the pandemic, the College created virtual computer labs for students to access necessary software for courses and began offering virtual technology help appointments for students (IIB1-29; IIB1-30).

Analysis and Evaluation

The College ensures that library and learning support services are designed to support student learning and achievement and available to students at the main campus, Elk Grove Center, and through online learning modality. Each department evaluates and improves services on an ongoing basis, and the College broadly evaluates the sufficiency of services through student engagement and assessment surveys. Recent surveys have shown that students who engage with learning support services are satisfied with them, but that students are not always aware of what services are available. In order to address this, the Tutoring Coordinator, Librarians, and Student Success Teams have implemented strategies to promote and inform students of available resources including embedding services in Canvas (IIB1-31; IIB1-32; IIB1-33). The College is continuing to employ strategies to build student awareness, such as announcing support services through Career and Academic Communities and including information about services on the course syllabus (IIB1-32).

The College ensured access to learning support services during remote operations due to the pandemic (IIB1-34). The College provided online tutoring services, which are supplemented by NetTutor (IIB1-21). Embedded tutoring programs have continued, and the College offers its learning support lab classes online through Canvas. The Library provided no-contact lending of computers and library materials via lockers (IIB1-35).

To eliminate a common barrier to remote learning, College administrators, Information Technology (IT) staff, and Library staff prepared computers for checkout to students and staff (IIB1-36; IIB1-37). The District further assessed students' needs for access to technology

through a spring 2020 Remote Learning Online Check In survey ([IIB1-07](#)). The results of this survey informed the purchase of additional technology to distribute to students continuing with courses.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Faculty librarians maintain the Library collection to ensure course curricula are supported ([IIB2-01](#)). Librarians solicit recommendations for materials to be included in the collection from discipline faculty, and regularly purchase requested and recommended materials ([IIB2-02](#); [IIB2-03](#)). Librarians select and maintain electronic resources including the library services platform (LSP), ebook collections, and research databases ([IIB2-04](#)).

Learning support computer labs are designed to support student learning. Several labs are developed for use by specific courses and programs, and discipline faculty provide feedback and guidance on the appropriate software to equip these labs in order to support assignments ([IIB2-05](#)). Disability Support Programs and Services (DSPS) faculty provide advice on assistive technology that is made available in computer labs in order to support students, and the DSPS department provides assistive technology directly to students who need it ([IIB2-06](#)).

Analysis and Evaluation

Per the faculty union contract, a professional responsibility of CRC's faculty librarians is to "contribute to building, organizing, accessing and maintaining library collection" ([IIB2-07](#)). Librarians perform this duty through effective collection development of print and electronic materials and analysis and evaluation of research tools, including the research databases and library services platform (LSP). District Librarians conducted an extensive analysis and implementation of Ex Libris' Alma/Primo, a cloud-based LSP ([IIB2-08](#)).

Librarians have outlined clear policies for collection development of print and electronic materials, and evaluate items in the collection through regular weeding practices ([IIB2-09](#)). Library faculty use a variety of tools to inform collection decisions, including professional reviews by the Association of College and Research Libraries (ACRL), Choice Reviews, and the Council of Chief Librarians-Electronic Access and Reviews Committee. Librarians participate in districtwide library committees, Database Coordinators Committee and Ebook Committee, which collaborate to review and purchase relevant and current library materials. Librarians ensure that selected materials and educational tools support the College's curriculum and align with CRC's mission. A librarian sits on the Curriculum Committee and reviews all new course and program proposals to ensure that the Library can provide resources to support the course or program ([IIB2-10](#)). Librarians solicit purchase requests from discipline faculty and regularly purchase materials requested by faculty.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College assesses Institutional Learning Outcomes annually through the Graduate Exit Survey, and evaluates the contribution of learning support programs to the attainment of these outcomes (IIB3-01). The Research and Equity Office evaluates learning support programs using quantitative and qualitative data to examine their impact on student success (IIB3-02; IIB3-03). The Office surveys students to identify unmet needs and inform planning for student and learning support services (IIB3-04; IIB3-05).

Library faculty evaluate programs and services and use assessments as the basis for improvements such as the implementation of research appointments to provide in-depth research help (IIB3-06). Librarians teach research skills through course-integrated library instruction sessions, which are designed to prepare students for specific research projects and assignments, and assess students' comfort, preparation, and acquisition of research skills throughout the research sessions (IIB3-07; IIB3-08; IIB3-09). Librarians participate in a districtwide Library User Experience (LUX) committee that regularly evaluates student experience with accessing resources and implements ongoing incremental changes to improve access (IIB3-10). Librarians carefully evaluate potential resources prior to purchase or subscription and monitor usage and assess effectiveness of resources once obtained (IIB3-11). Library resources are obtained in support of curriculum and learning outcomes, and Librarians assess collections to ensure that they represent and support the curriculum (IIB3-12).

The College evaluates tutoring programs and services through student surveys designed to gauge satisfaction with existing services and identify additional student needs (IIB3-13). A fall 2020 assessment of CRC's online tutoring services demonstrated that students lacked awareness of the online tutoring service (IIB3-14). As a result, the Tutoring Center implemented strategies to build awareness of services and make access to Tutoring easily available (IIB3-15). Strategies included adding a Tutoring link to all Canvas courses, providing in-class presentations about tutoring, regular communication with faculty, and detailed information on how to access and use NetTutor services (IIB3-16). The department is monitoring use of tutoring services to ensure that efforts to promote the services have been successful.

Analysis and Evaluation

CRC assesses student attainment of the Institutional Learning Outcomes (ILOs) on an annual basis using the Graduate Student Exit Survey, and the survey also measures awareness and use of campus services. Recent survey results indicate that students were satisfied with these services, but lacked awareness of certain services such as online tutoring and student support programs (IIB3-17).

The Research and Equity Office evaluates the effectiveness of academic support programs in supporting student course outcomes. In 2016, the Office looked broadly at academic support

programs including the Supplemental Instruction (SI) Program, the Student Assistant (SA) Program, the Tutoring Center, the Math Center, and the Reading and Writing Center to determine if there was correlation between use of the services and course success (IIB3-18). Since then, the Research and Equity office has tracked changes to the academic support programs, monitoring student persistence and success in relation to usage of academic support services (IIB3-02; IIB3-03; IIB3-19). Data is disaggregated by student demographics to better understand whether there are gaps in serving or engaging specific student groups.

With the move to remote learning due to the pandemic, the College surveyed students to better understand their needs while learning in the online environment (IIB3-04). The College utilized survey results to prioritize providing resources such as technology and textbook access, and the College has followed up this survey with a series of focus groups designed to provide more clear insight into instructional, student support, and communication needs of students learning online.

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

For after hours and online tutoring support, the College utilizes NetTutor, which is a live online tutoring service offered for free to CRC students (IIB4-01). The College maintains a contract with NetTutor that delineates the services offered including service levels, pricing, accessibility, and data security (IIB4-02). The College ensures security of student information by integrating the service with Canvas and limiting access by single sign-on (SSO) login. CRC evaluates online tutoring services through student surveys specific to the services, and within evaluations of all student services and support (IIB4-03; IIB4-04).

The Library contracts for its cloud library services platform (LSP), which is used for managing, accessing, and circulating library materials (IIB4-05). The Library obtains most subscription resources, including the LSP, through consortial agreement negotiated by the Council of Chief Librarians - Electronic Access & Resources Committee (CCL-EAR)*,* which negotiates and organizes cooperative ventures for electronic resources. Access to subscription resources is limited per contractual agreements and access using staff and student SSO login. The Library evaluates subscription resources for currency, relevancy, and usability to ensure that they support the college's curriculum and meet student needs (IIB4-06).

The College also retains maintenance agreements for tools used in campus labs and the Library, including Go Print, which provides pay-for-print services; and Caltronics for maintenance of copying, scanning, and duplicating machines (IIB4-07; IIB4-08). The College maintains and regularly evaluates these contracts to ensure that the tools and services meet student needs.

Analysis and Evaluation

The College ensures that any outside services that are contracted to support library or learning support programs are reliable, accessible, and well-maintained. The College maintains most external services collaboratively within the District, or through consortial agreement with statewide community colleges. Although some services such as Canvas and NetTutor are selected by consortium or district groups, the College assesses how these services are implemented in support of CRC's courses and programs. The College and District regularly evaluate library services and database contracts based on usability, usage and satisfaction, and cost, to ensure that services continue to meet the learning support needs of the college.

During the review cycle, the College switched online tutoring services from Tutor.com to NetTutor. NetTutor became available through the California Virtual Campus – Online Education Initiative (CVC-OEI), which is a collaborative effort among California Community Colleges (CCCs) designed to support students in obtaining their educational goals through online learning (IIB4-02). The College provides access to NetTutor through the learning management system, Canvas, and evaluates NetTutor through student surveys to ensure that services are available at convenient times and assess student usage of the services.

CRC Librarians collaborate with librarians from the other Los Rios Colleges to evaluate, select, and provide subscription resources including databases, ebooks, and the LSP. This collaboration allows for seamless access for students who may take classes at more than one college in the District, and allows for group negotiation of most contracts and agreements for subscription services. District librarians have an ongoing Database Coordinators Committee, and this group evaluates services based on coverage, usability, cost, and relevancy to the research and curricular needs of the colleges. During the review cycle, District librarians evaluated the current library system and recommended replacing it with a LSP that was available through the California Community College Libraries consortium (IIB4-09). The Systems Librarians team, a group of district librarians, provides ongoing support for the LSP to ensure effectiveness in meeting student and library staff needs.

Conclusions on Standard II.B. Library and Learning Support Services

The College provides library and learning support services in sufficient quantity, depth, coverage and quality to support the educational needs of CRC students, faculty, and staff. Library and learning support services are developed and collected based on the curricular needs of the College. Access to services is provided on the main campus, Elk Grove Center, and to students taking classes online. During remote operations due to the pandemic, the Library, Tutoring Center, and other learning support services have been available. The College assesses students' needs for learning support and provides services accordingly. The College maintains formal agreements for all contracted learning support services and regularly evaluates these contracts.

Improvement Plan(s)

None

Evidence List

II.B.1
[IIB1-01](#) Library and Learning Support Services
[IIB1-02](#) Library Assessment 2020 - Space
[IIB1-03](#) Library's Globalization Project
[IIB1-04](#) Online Tutoring Survey Fall 2020
[IIB1-05](#) Survey of Entering Student Engagement (SENSE) - 2018
[IIB1-06](#) Graduate Exit Survey 2018-19, pp. 5-7
[IIB1-07](#) Student Remote Learning Online Checkin Results
[IIB1-08](#) Online Learning Experiences, Expectations, and Needs Survey Results Fall 2020
[IIB1-09](#) Library Statistics
[IIB1-10](#) Collection Development Policy, Purpose of the Collection
[IIB1-11](#) Elk Grove Center Library Services
[IIB1-12](#) Collection Development Policy
[IIB1-13](#) Student Library Purchase Request
[IIB1-14](#) Example Distance Education Research Guide
[IIB1-15](#) Library Instructional Services
[IIB1-16](#) Library Courses
[IIB1-17](#) Library Research Tutorials
[IIB1-18](#) Spring 19 Flex Workshop
[IIB1-19](#) Library Assessment: Research Appointments
[IIB1-20](#) Tutoring Services
[IIB1-21](#) Tutoring Center
[IIB1-22](#) NetTutor
[IIB1-23](#) Tutoring Presentation - Spring 21 Flex
[IIB1-24](#) Embedded Tutoring
[IIB1-25](#) Evaluation of Math Supplemental Instruction, 2019
[IIB1-26](#) Student Equity Plan Activities, Retention
[IIB1-27](#) Computer Labs
[IIB1-28](#) Elk Grove Center Learning Resource Center
[IIB1-29](#) Virtual Labs - Spring 2021
[IIB1-30](#) Technology Help for Students
[IIB1-31](#) Midterm Tutoring Blitz
[IIB1-32](#) CAC's Connect to Learning Support
[IIB1-33](#) Library Resources through Canvas
[IIB1-34](#) Library Services to Support Online Learning
[IIB1-35](#) Inside CRC 02-22-21, Library Lockers
[IIB1-36](#) Chromebook Eligibility
[IIB1-37](#) Library Department Chair email on Computers for Checkout

II.B.2
[IIB2-01](#) Collection Development Policy
[IIB2-02](#) Library Purchase Request Form
[IIB2-03](#) Statistics on Faculty Purchase Requests

IIB2-04 Electronic Collection Development Policy
IIB2-05 Virtual Labs - Spring 2021
IIB2-06 Assistive Technology
IIB2-07 LRCFT Faculty Contract p. 70
IIB2-08 LSP Migration Recommendation and Resource Request
IIB2-09 Collection Development Policy - Weeding
IIB2-10 SOCRATES Home, Signature History

II.B.3
IIB3-01 Graduate Exit Survey 2018-19
IIB3-02 Evaluation of Math Supplemental Instruction, Spring 2019
IIB3-03 Evaluation of the English Student Assistant Program, 2019
IIB3-04 Online Learning Experiences, Expectations, and Needs Survey Results Fall 2020
IIB3-05 Online Learning Focus Groups, Spring 2021
IIB3-06 Library Assessment - Research Appointments
IIB3-07 ENGWR 300 Research Activity Assessment
IIB3-08 Great Escape - Interpersonal Communication
IIB3-09 Interrogating the Narrative Presentation and Assessment
IIB3-10 LUX Report: Configure Resource Recommender
IIB3-11 Ebook Committee Minutes 11/4/20
IIB3-12 Library's Globalization Project
IIB3-13 Tutoring Center Survey - Fall 2019
IIB3-14 Online Tutoring Survey - Fall 2020
IIB3-15 Tutoring Awareness
IIB3-16 Embedded Tutoring Announcement
IIB3-17 Graduate Student Exit Survey 2018-19, p. 1
IIB3-18 Academic Support Program Evaluation, 2016
IIB3-19 Supplemental Instruction Evaluations

II.B.4
IIB4-01 NetTutor
IIB4-02 NetTutor Agreement
IIB4-03 Online Tutoring Survey Fall 2020
IIB4-04 Graduate Exit Survey, pp. 5-7
IIB4-05 LSP Institution Participation Agreement
IIB4-06 Database Trial - Global Environmental Justice
IIB4-07 GoPrint Maintenance
IIB4-08 Caltronics Contract
IIB4-09 LSP Migration Recommendation and Resource Request

C.   Student Support Services

1.   The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance

accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Cosumnes River College offers a full spectrum of student support services and programs, which are developed to meet the diverse cultural and personal needs of its students. (IIC1-01). The College ensures that students have access to support services at all locations and in all modalities, including the main campus, Elk Grove Center, and through distance learning (IIC1-02; IIC1-03; IIC1-04). When the College moved to remote operations due to the COVID-19 pandemic, all student support services adapted to ensure that students had access to help and assistance remotely. Student Services departments offered drop-in sessions and appointments via Zoom and virtual orientations (IIC1-05). Student Support Specialists offered virtual registration assistance via Cranium Cafe, and the College provided campus drives to provide food and resources to students (IIC1-06).

CRC's student support services are aligned with its mission and reflect the overarching goals outlined in the Strategic Plan. In the Strategic Plan Goal Area 2: Equity, a college wide strategy is to "proactively deliver supplemental, integrated student services" (IIC1-07). Student services are developed based on student needs and in order to further institutional goals (IIC1-08; IIC1-09). The College evaluates support services through institutional planning processes, including the implementation of the college-wide initiative Guided Pathways.

As the College implemented Guided Pathways (GP), two of the workgroups examined existing student support services to identify changes that would lead to increased student success. One workgroup examined how at-risk student groups navigated the application and matriculation processes (IIC1-10). This workgroup noticed that onboarding steps seemed to be challenging for students, with many prospective students not making it through the entire process. The group redesigned the onboarding and orientation process to add additional outreach and support for incoming students (IIC1-11).

The second workgroup looked closely at how the College was supporting and communicating with students throughout their educational experience (IIC1-12). After assessing existing services and the experiences of students, two major changes were the adoption of a case management approach to counseling and the development of Student Success Teams (SST) for each Career and Academic Community (CAC) (IIC1-13). Both strategies ensured that the counseling faculty and student support specialists were assigned to each CAC, and able to provide more coordinated and ongoing support to students in the CAC.

The College and District regularly survey students to understand their needs and provide responsive support (IIC1-10; IIC1-14). For example, the District Research Office performed a study of Disability Support Programs and Services (DSPS) student experiences (IIC1-15). This survey examined how students felt about the institution and the overall services they received. Based on the survey results, the District is implementing a single, districtwide application process for DSPS (IIC1-16).

Analysis and Evaluation

The Research and Equity Office and District Research Office gather data on students' experiences with support programs and services. The College recognizes the relationship between use of student services and impact on educational experience, which informs long term planning including the Strategic Plan and Student Equity Plan (IIC1-08). Student support service departments complete a Program Review to reflect on and plan for improvements to the service area (IIC1-17; IIC1-18).

During the review cycle, the College assessed Student Support Services to ensure that they furthered the mission. The Guided Pathways strategies addressed areas where services could be strengthened to improve the student experience. While the College has served students remotely during the pandemic, it has assessed student needs and maintained services to provide the support necessary for student success.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Student Services support accomplishment of the Institutional Student Learning Outcomes (ILOs), which describe the skills and habits of mind that students acquire through their educational experience at the college (IIC2-01). Students accomplish and acquire the ILOs through a combination of educational and student experiences at CRC (IIC2-02). The College assesses the ILOs through the graduate student exit survey to determine the extent to which the College's mission has been accomplished (IIC2-03).

Each student services program has program and/or service area outcomes defined and listed in the Program Review in the College's Integrated Planning System (CIPS). Student Service areas assess these outcomes and use the results of assessment to improve services (IIC2-02). For example, in an Admissions and Records assessment, staff found there was a drop in the approval rating for degree and certificate petitions (IIC2-04). The department followed up on this assessment to provide calendar reminders of petition deadlines, reinstate workshops, and ensure that the website clearly informed students how to petition to graduate (IIC2-05; IIC2-06).

In order to develop the Equity Plan, the College examines student achievement data to identify any student groups whose outcomes fall below that of the general student population (IIC2-07). The College develops target goals and strategies to provide greater support to disproportionately impacted students, and then the College tracks and assesses the efficacy of these interventions (IIC2-07). As described in Standard II.C.1, the College critically evaluated its student support services during the Guided Pathways implementation, and continues to evaluate and improve services. In 2019, Student Support Specialists conducted a focus group of former First Year Experience (FYE) students to gather information on their CRC experience including the

orientation process ([IIC2-08](#)).The College also strengthened outreach activities to provide proactive information and support for incoming students.

Analysis and Evaluation

CRC identifies program and service area outcomes for its student services programs. These outcomes are assessed and documented through CIPS and inform the departments planning in Program Review. Program review planning agenda items and resource requests are aligned with the College's mission and strategic goal areas as a part of the planning process ([IIC2-09](#)). Further, when the College assesses its Institutional Learning Outcomes (ILOs), it reviews the student's full experience at the college, including use of and satisfaction with student services. This assessment informs improvements and helps CRC determine if it is accomplishing its mission.

The College critically evaluates student services programs, reviewing student success data disaggregated by student demographics to better understand the student experience. This information is used to inform changes such as the implementation of Guided Pathways and the strategies outlined in the Student Equity Plan. During the review cycle, the College has made substantial improvements to student services based on the results of assessment, including reworking the onboarding process to strengthen communication and ensure the process is clear.

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

Cosumnes River College provides on-ground student services at the main campus and Elk Grove Center. Elk Grove Center students have access to Admissions and Records; Business Services/Cashier; Financial Aid; General Counseling; Food Pantry; and a Learning Resource Center (LRC) with a Math Center; Reading/Writing Center; Library Services; Tutoring (subjects vary); Computer Lab; and Study Rooms ([IIC3-01](#)). Accommodations and support for Disability Support Programs and Services (DSPS) students are also offered at both sites to ensure student access and success in courses ([IIC3-02](#)).

Even prior to the COVID-19 pandemic, students taking courses online were able to connect with student services remotely. For example, Counseling offered online and virtual counseling and advising services, and DSPS ensured that students in online courses received necessary support and accommodations ([IIC3-02](#)). During the pandemic, when nearly all classes were offered online, the College maintained and expanded online student services ([IIC3-03](#)). Student Support programs provide workshops and one-on-one assistance remotely, and students are able to access and request support through the college website. The College also supports appropriate adaptive technology for students in on-ground and online courses ([IIC3-02](#); [IIC3-04](#)).

During the pandemic, the College assessed student learning needs, adapting to meet those needs ([IIC3-05](#); [IIC3-06](#)). Surveys illuminated disparities in access to technology and resources which

the College and District strove to meet. Prior to the pandemic, many students were dependent on campus computer labs for regular access to computers, Internet, and programs to complete their coursework. When CRC switched to remote operations, the College and District distributed laptop computers and Chromebooks to students in need. The College also identified free Internet options for students, and developed virtual computer labs with software necessary for courses (IIC3-07; IIC3-08).

CRC prides itself on not just equitable services, but a culture of equity and inclusion, and as a result the College provides student support programs designed to provide disproportionately impacted student populations with additional wrap around services (IIC3-09; IIC3-10; IIC3-11; IIC3-12). Many student services programs are designed to provide specialized support to student populations, and these services have grown through the College's focus on equity planning.

During this review cycle, the College realized that basic needs such as food, housing, and clothing were often a barrier to enrollment and student success (IIC3-09). The College implemented new services to address these needs, including the Hawk Spot food pantry and Hawk Cares Program (IIC3-13; IIC3-14). During the pandemic, many students' basic needs were heightened, and the College ensured that information and resources were readily available (IIC3-15). The College also expanded access to physical resources such as food and technology through distribution events, mailing, and pickup services (IIC3-16; IIC3-07).

Analysis and Evaluation

Student Services departments at CRC are responsive to the needs of students. During peak times, student service departments adjust hours during the week and on the weekends to be able to reach and serve the most students. Even prior to the pandemic, Student Services had extended their services for the Elk Grove center; for example, a full time counselor was available to students who wished to only visit the Elk Grove Center. During remote learning, the Elk Grove Center was closed for on-ground operations, and student services were offered to all students remotely. The College plans to enhance student services at the Elk Grove Center with the design and building of a second building, which will include space for an expanded rotation of programs, such as Transfer Center, Career Services, and Student Life and Leadership.

In addition to dealing with the local effects of a global pandemic, during the review cycle the College focused efforts on addressing equitable access and systemic racism within the institution through the work of We Won't Fall (IIC3-17). The campaign is aimed at achieving equitable outcomes for Black/African American and Latinx students, and began with 13 target goals for fall 2020 (IIC3-18). In this campaign, the College is examining institutional, instructional, and student services activities that will serve to eliminate barriers and support student success. Strategies include proactively contacting newly enrolling students and additional support and resources for special programs such as Umoja Diop Scholars, Puente, and other groups that provide academic and social support to students of color, as discussed further in our Quality Focus Essay.

4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its

students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Through co-curricular and athletic programs, CRC students have a range of opportunities to develop skills and abilities that enrich and empower them outside the classroom, in support of the mission and Institutional Student Learning Outcomes (ILOs) (IIC4-01; IIC4-02). The College's co-curricular programs include the Associated Students of CRC, Student Clubs, and the Student Ambassadors Program (IIC4-03; IIC4-04). CRC is proud to have the Puente and Umoja Diop Scholars academic communities, which support academic excellence, skill-building, community, and culture (IIC4-05; IIC4-06).

CRC abides by Los Rios Board policies and regulations, which identify the role and purview for student body associations, define how student funds are managed, and document the rules for recruitment and advising for athletic programs (IIC4-07; IIC4-08). CRC has ten intercollegiate teams and is a member of the California Community College Athletic Association (CCCAA) (IIC4-09).The Cosumnes River College Student-Athlete Handbook outlines expectations for students who are representing the college through athletics (IIC4-10). Students are required to maintain eligibility by meeting grade and performance standards. Student-athletes have a dedicated counselor, and receive regular support and guidance to ensure that they meet both their academic and athletic requirements. The College annually trains all personnel associated with athletics and ensures all relevant personnel pass the annual CCCAA compliance test.

CRC's Student Life and Leadership Center (SLLC) organizes co-curricular activities at the college providing opportunities for students to develop friendships and leadership skills through organized programs and events (IIC4-11). The SLLC ensures that co-curricular activities enrich the student experience and support positive educational outcomes. Students have the ability to start their own club to enrich their educational experience (IIC4-12). In keeping with board policies, the clubs each have a faculty advisor and are limited to enrolled students (IIC4-13). The Associated Students of CRC provide leadership for co-curricular activities through two primary groups: the Student Senate and the Clubs and Events Board (IIC4-03). The Clubs and Events Board (CAEB) promotes student involvement in clubs and reviews club charters to ensure that they are in keeping with the College's policies. The Student Senate serves as the representative student voice in participatory governance at the College. Students have the opportunity to hone their public relations and community building skills and promote Hawk pride through the Student Ambassador Program (ST.AM.P) (IIC4-04). ST.AM.P provides paid student positions which build public relations experience by representing the College at events.

Analysis and Evaluation

Cosumnes River College offers a variety of extracurricular activities for students with an array of interests. Students who participate in clubs, activities, and athletics also must maintain adequate academic performance. Co-curricular activities are well-organized and substantive. CRC students experience a sense of belonging through social and academic events, including recognition events to celebrate student achievement (IIC4-14; IIC4-15). CRC athletics programs

abide by CCCAA bylaws and relevant personnel are trained annually to ensure compliance. CRC offers a large variety of student clubs which are developed and center around student interests. The Student Life and Leadership Center (SLLC) works with the Student Senate and Clubs and Events Board to promote and organize student events and opportunities.

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

CRC offers career, academic, personal, and crisis counseling services, and during remote operations students were able to make appointments by phone or online (IIC5-01). Counselors and Student Success Coaches are assigned to each of the College's Career and Academic Communities (CACs), and they provide timely support, proactive information, and a case management approach as members of the Student Success Team (IIC5-02; IIC5-03; IIC5-04; IIC5-05). The Transfer Center offers informational workshops and advising on transfer to a four-year college or university (IIC5-06). The College ensures that Counseling faculty participate in regular professional development to hone their practice and stay prepared to provide timely student support and advising (IIC5-07).

The College provides an orientation for each incoming student to ensure they understand the requirements related to their programs of study, and so students receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies (IIC5-08). CRC's Outreach staff proactively connect with incoming students to demystify the application and orientation process (IIC5-09). Each incoming student is provided with the CRC Orientation Guide, which provides the details of academic regulations and student responsibilities (IIC5-10). CRC offers a First Year Experience (FYE) program for new incoming high school graduates to provide additional support during the transition to college (IIC5-11).

Counselors review program and graduation requirements with students one-on-one in educational planning sessions, and partner with academic departments to provide information sessions about programs, including information about transferring to a 4-year college or university (IIC5-12). Counselors consult the CRC Catalog, General Education and California State University (CSU) materials, and Intersegmental General Education Transfer Curriculum (IGETC) in order to provide students with academic advice related to their programs of study (IIC5-13; IIC5-14; IIC5-15). Additionally, the College has designed program maps that sequence recommended courses by semester, organized so that a degree is obtainable in two years, and the College has launched Opt-out scheduling, which provides students with a predesigned full-time schedule to help students easily stay on track to their goals (IIC5-16; IIC5-17).

Analysis and Evaluation

During the review cycle, CRC has undergone tremendous growth and change in order to better accomplish our mission (IIC5-18). The College implemented strategies such as Opt-Out scheduling, which show initial positive results for student success (IIC5-19). The College reorganized programs into Career and Academic Communities (CACs), which were designed to foster a sense of community and belonging for the student on their educational path. Each CAC has an assigned Counselor and Student Success Coach who work together with instructional faculty and other support services to form a Student Success Team (SST). The SSTs utilize Canvas to provide reminders regarding enrollment, financial aid, and student services. The close collaboration between Counseling and CACs has resulted in an interdisciplinary and holistic approach to supporting students and preparing them for future endeavors (IIC5-20). The College plans to continue to develop the CAC support structure with plans to tailor orientation and advising sessions further.

In spring 2020, the COVID-19 pandemic necessitated an abrupt transition to remote operations. The College had implemented virtual counseling and advising services in December 2019, and counselors were able to make the transition to remote operations without interruption to student support. The College continues to offer online counseling and drop in appointments. The College offers online orientations for students, and Outreach Services and the Student Success Teams proactively inform students of upcoming admissions and registration activities.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

CRC's mission is to be a "student-centered, open access community college dedicated to preparing students for an ever changing future" (IIC6-01). The College's admission policies and procedures are aligned with this mission, and with Los Rios Board Policy 2211, which outlines admission and entrance requirements (IIC6-02). The College provides clear instructions to guide its diverse student population through the application process (IIC6-03; IIC6-04).

The College offers a small number of programs that require special admission based on completion of prerequisite courses. For these programs, the program admission requirements, answers to frequently asked questions, and a link to the online application to the program are clearly provided on the college website (IIC6-05; IIC6-06; IIC6-07). CRC establishes program requirements through the curriculum process, and reviews programs annually when preparing the catalog (IIC6-08; IIC6-09). The College updates the website in order to provide clear and accurate information to students about program admission requirements.

The College advises students regarding degrees and certificates offered at CRC, requirements for program completion, transfer information, and career and internship services (IIC6-10; IIC6-11; IIC6-12). CRC defines the pathways to accomplish degree, certificate, and transfer goals through

Program Maps ([IIC6-13](#)). CRC also provides information about degree attainment through Degree planner, a tool within PeopleSoft, the student information system ([IIC6-14](#)). The College coordinates with four-year colleges and universities to answer questions and provide advising services ([IIC6-15](#)).

Analysis and Evaluation

CRC posts and follows clear admissions guidelines in keeping with board policy and our mission. During the review cycle, the College established the Student Access Center, which provides assistance for students with the application and admissions process ([IIC6-16](#)). For programs that require special admission, the College clearly explains the requirements for the program, including prerequisite courses, on the website. In spring 2021, the District and the four Los Rios colleges began reimagining how admission and financial aid services can be offered in a post-pandemic environment ([IIC6-17](#)). Discussions included opportunities to centralize services to reduce redundancies and provide seamless services for students districtwide. Initial changes are planned for the 2021-22 academic year.

The College provides students with clear information and advice regarding degree and certificate attainment and transfer goals. CRC has created Program Maps, which are suggested sequences of courses to assist students with the completion of their degree or certificate for a particular program. Each map includes a recommendation of semester-to-semester courses to take, pre- and co-requisites, semester(s) the courses are offered, and the format they are taught (online, hybrid, etc.). These clear maps help students complete their program of study in a timely manner, saving time and money by avoiding unnecessary units and courses. CRC also provides one-on-one advising and assistance to students regarding degrees and certificates offered at CRC, requirements for program completion, transfer information, and career and internship services.

During the review cycle, the District and College also implemented Degree Planner, which allows students to map out what courses to take and when to take them in order to finish their educational goal in a timely manner. Degree Planner became available for student use in fall 2019. The District and College formed coordinated workgroups to oversee the implementation of Degree Planner and Degree Audit, and the workgroups continue to refine and revise these tools to provide effective information to guide students' paths to completing educational goals.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

CRC complies with California State Assembly Bill (AB) 705, which requires colleges to take into account high school coursework, grades, and grade point average when placing students in college-level English and Math courses. The College places students in English and Math based on evaluation of high school transcripts ([IIC7-01](#); [IIC7-02](#)). Students may have their English and/or Math placements re-evaluated if there were errors or incomplete information in their college application ([IIC7-03](#)). Students are placed in the English as a Second Language (ESL)

course sequence based on multiple measures, including a writing sample and evaluation of background information such as high school transcripts and grade point average (IIC7-04).

During the review cycle, the College implemented a Guided Pathways model, and the Entering the Path workgroup looked critically at admission and matriculation processes (IIC7-05). In addition, the College critically evaluates its placement processes to validate their effectiveness while minimizing biases (IIC7-06; IIC7-07). The Research and Equity Office performed validations of the use of multiple measures for English and Math placement, and the office has monitored the implementation of changes stemming from AB 705 to identify any areas of inequity (IIC7-08; IIC7-09).

Analysis and Evaluation

CRC routinely reviews current practices related to placement in order to ensure students are aware of their placement options, to identify barriers students may have related to course placement, and to identify and recommend programming changes to better support placement. The District and College established an AB 705 workgroup that implemented modifications to placement and course strategies to support student success in college-level courses. The College has evaluated these changes to ensure that they are effective and result in the desired student success and timely completion of college-level English and Math.

The ESL Department uses a writing sample along with student background information and U.S. high school GPA to place students in the ESL course sequence. This process is a collaboration between Cosumnes River College, Folsom Lake College, and Sacramento City College. These assessment measures were developed in response to AB705, and the implementation was accelerated due to the move to remote operations in spring 2020. The writing sample prompts have been validated and approved through the California Community Colleges Chancellor's Office (CCCCO) by Sacramento City College, and CRC is awaiting an updated CCCCO process to submit its own validation studies.

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

The College and District maintain student records permanently, securely, and confidentially, with established board policies and regulations for the release of student records (IIC8-01). Faculty, staff, and administrators are trained on digital security and are responsible for following information security policies outlined in board policies and regulations (IIC8-02; IIC8-03). The District and College maintain compliance with the Family Educational Rights and Privacy Act (FERPA), and restrict access to programs where student records are maintained, including PeopleSoft, Canvas, and Google Apps for Education (IIC8-04; IIC8-05). Students and employees must authenticate to confirm their identity in order to access any of these programs. Information Technology procedures for granting employee access to systems such as PeopleSoft that store

student records ensure that access is restricted to only what is necessary to complete assigned roles and responsibilities (IIC8-06).

The College has published policies on the release of student records on the website and in the catalog, and the College follows these policies, maintaining the privacy and security of current and former students (IIC8-07; IIC8-08). To ensure security and confidentiality of student records, transcripts can only be ordered via portals that authenticate identity. Current students may order transcripts through their secured eServices account (IIC8-09). Alumni may order transcripts through Credentials Inc.

Analysis and Evaluation

Cosumnes River College maintains student records in accordance with board policies and industry standards on the security and safety of electronic records. Los Rios District Administrative Regulation 2265 codifies the policy on the confidentiality of student records. The College has published procedures for access to student records on the website in the Student Rights and Responsibilities section. This section is linked in the catalog, and includes information about how to give permission for a third party to access records.

Conclusions on Standard II.C. Student Support Services

Cosumnes River College provides a wide range of student support services to assist students in accomplishing their educational goals. Services are available regardless of location or modality, and during remote operations due to the COVID-19 pandemic, student support remained available. Student support services contribute to the attainment of institutional learning outcomes and service area outcomes. Students have the opportunity to engage in a wide variety of extracurricular and co-curricular activities, which foster leadership skills and engagement.

CRC provides supportive academic advising, helping students follow clear pathways to accomplish their educational goals. The College's admission policies are clearly stated and valid. During the review cycle, the College implemented the Guided Pathways model, clarifying degree and certificate pathways, integrating proactive support through case management and Student Success Teams, and updating the onboarding process and student orientation to make the transition to college smoother.

Improvement Plan(s)

None

Evidence List

II.C.1
IIC1-01 Support Services
IIC1-02 Elk Grove Center Services
IIC1-03 Disability Support Programs and Services (DSPS)

IIC1-04 Student Services and Campus Resources, Spring 2021
IIC1-05 Orientation
IIC1-06 Spring 2021 Food Distribution flyer
IIC1-07 Strategic Plan, Area 3
IIC1-08 Student Equity Plan
IIC1-09 Hawk Cares Program web pages
IIC1-10 Entering the Path - At Risk Students
IIC1-11 Redesigning the Onboarding/Matriculation Process
IIC1-12 Staying on the Path Meeting Notes October 2017
IIC1-13 Student Success Teams
IIC1-14 2018-19 Graduate Student Exit Survey
IIC1-15 DSPS Survey - Executive Summary December 2020
IIC1-16 Student, Success, and Equity Committee (SSEC) Report, 2021, p.4
IIC1-17 Transfer Services Program Review 2019
IIC1-18 Diop Scholars Program Review 2019

II.C.2
IIC2-01 Institutional Student Learning Outcomes
IIC2-02 Student Learning Outcomes
IIC2-03 Graduate Student Exit Survey 2018-19, pp. 6-7
IIC2-04 Admissions Program Assessment Summary
IIC2-05 Graduation Petition Calendar Reminders
IIC2-06 Graduation Petition Process
IIC2-07 Student Equity Plan
IIC2-08 FYE Focus Group Notes December 2019
IIC2-09 Planning Guide, Program Review

II.C.3
IIC3-01 Elk Grove Center
IIC3-02 Disability Support Programs and Services (DSPS)
IIC3-03 Remote Student Services
IIC3-04 DSPS Services and Accommodations
IIC3-05 District Student Online Learning Survey
IIC3-06 Students Online Learning Experiences
IIC3-07 Technology for Remote Learning
IIC3-08 Online Remote Labs
IIC3-09 Student Equity Plan
IIC3-10 Umoja Diop Scholars
IIC3-11 Puente Project
IIC3-12 NextUP/Guardian Scholars
IIC3-13 Hawk Spot Food Pantry
IIC3-14 Hawk Cares Program
IIC3-15 Basic Needs Resources
IIC3-16 Spring 2021 Food Distribution flyer
IIC3-17 We Won't Fall
IIC3-18 We Won't Fall poster

II.C.4
IIC4-01 Institutional Student Learning Outcomes
IIC4-02 Our Values
IIC4-03 Associated Students of CRC
IIC4-04 Student Ambassador Program
IIC4-05 Puente Project
IIC4-06 Umoja Diop Scholars
IIC4-07 LRCCD Board Policies and AR 2311-2314
IIC4-08 LRCCD Board Policies and AR 2331-2332
IIC4-09 Hawks Athletics
IIC4-10 Student-Athlete Handbook
IIC4-11 Student Life and Leadership Center
IIC4-12 Start a New Club
IIC4-13 LRCCD Board Policy and AR 2312
IIC4-14 Annual Dia de Los Muertos
IIC4-15 Honrando Student Recognition Ceremony

II.C.5
IIC5-01 Counseling Center
IIC5-02 Career and Academic Communities
IIC5-03 Registration Workshop
IIC5-04 HHS Information Session
IIC5-05 Student Success Teams
IIC5-06 Transfer Center
IIC5-07 Student Success Team Institute
IIC5-08 Orientation
IIC5-09 Outreach Team post
IIC5-10 Orientation Guide
IIC5-11 First Year Experience
IIC5-12 Pre-Nursing Information Session
IIC5-13 CRC 2020-21 Catalog
IIC5-14 CSU GE Pattern
IIC5-15 IGETC Pattern
IIC5-16 Agriculture Program web pages
IIC5-17 Opt-Out Schedule
IIC5-18 Our Values
IIC5-19 Opt-Out Evaluation
IIC5-20 SME Career Fair Preparation

II.C.6
IIC6-01 Our Values
IIC6-02 LRCCD Board Policy 2211
IIC6-03 Admission Eligibility
IIC6-04 Get Started and Apply
IIC6-05 Diagnostic Medical Sonography

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A.   Human Resources

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

The District outlines qualifications for employees and screens candidates to ensure they are qualified for their positions. Qualifications for administrator and faculty positions are based on the California Community College Chancellor's Office (CCCCO) handbook on *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. Qualifications for classified positions are based on job descriptions developed and updated in collaboration with union leaders, college administrators, and District staff (IIIA1-01).

The District states the criteria, qualifications, and procedures for the selection of personnel through Los Rios Board policies and administrative regulations:

- Regular Faculty Recruitment, Selection and Appointment (IIIA1-02)
- Adjunct Faculty Recruitment, Selection, and Appointment (IIIA1-03)
- Regular and Long-Term Temporary Classified Positions Recruitment, Selection, and Appointment (IIIA1-04)
- Management and Confidential Recruitment (IIIA1-05)

The District lists job descriptions on their website, which accurately reflect position duties, responsibilities, and authority, for example, the Student Support Specialist Job Description (IIIA1-01; IIIA1-06). Job descriptions are developed to support the institutional mission and goals. The District has clear hiring manuals which are available publicly, and job postings clearly state the criteria, qualifications, and procedures for selection of personnel (IIIA1-07; IIIA1-08).

Analysis and Evaluation

Cosumnes River College and the Los Rios Community College District assure the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. All of CRC's administrator, faculty, and staff positions have required minimum qualifications, which ensure that individuals who are considered for employment by the institution meet or exceed these qualifications. Applicants are pre-screened by the District Office for eligibility based on evidence of meeting minimum qualifications, then District Office Human Resources forwards qualified applicants to the hiring college (IIIA1-09; IIIA1-10).

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees,

professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

The District adheres to the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* handbook maintained by the California Community College Chancellor's Office (CCCCO) in conjunction with the Academic Senate for California Community Colleges (ASCCC) to determine appropriate qualifications for disciplines.

Faculty job descriptions include responsibilities for the development and review of curriculum, as well as the assessment of learning (IIIA2-01). Human Resources screens applicants for minimum eligibility qualifications before the hiring panel reviews candidates for a position (IIIA2-02).

The *Faculty Hiring Manual* fully outlines the processes for screening and hiring qualified faculty (IIIA2-03). During the review cycle, the District revised the *Faculty Hiring Manual* with input from the faculty union and Academic Senates (IIIA2-04). The revisions sought to infuse equity-mindedness throughout the hiring process to contribute to our mission of equitable outcomes in achievement (IIIA2-05).

Analysis and Evaluation

Each faculty job posting includes the required degrees and skills for the position. Administrative regulations and the *Faculty Hiring Manual* outline the way in which minimum qualifications are determined and screened for during the hiring process. The recently revised manual also provides more detailed guidance on the hiring process, and ensures that hiring practices align with administrative regulations.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Los Rios District Administrative Regulation 9121 outlines the process for administrative hiring, and the *Los Rios Hiring Practices – Administrative Guide* describes the priorities, processes, and resources for all employee hiring (IIIA3-01; IIIA3-02). The District refers to the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* handbook to determine appropriate qualifications for administrative roles. District Hiring Committee Resources outline the processes for screening and hiring qualified administrators (IIIA3-03).

Human Resources screens applicants for minimum qualifications before the hiring panel reviews candidates for a position (IIIA3-04). In cases when a candidate may have experience equivalent

to the minimum requirements, board regulations allow for consideration of equivalency in the hiring process (IIIA3-05). Candidates complete the Equivalency Form for consideration of alternate qualifications (IIIA3-06).

Analysis and Evaluation

Each job posting includes the required degrees for the position. District regulations and hiring processes guide the selection of qualified candidates, including consideration of equivalency, for administrators, faculty, and other employees responsible for educational services and programs. In making faculty equivalency decisions, the college equivalency committee relies primarily on the advice of the expert faculty from the discipline or closely related disciplines. Any applicant who fails to provide evidence to support completion of minimum qualifications or a credential, or of equivalency may be eliminated from the applicant pool.

4.   Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

LRCCD Board Regulation 5123 states that for faculty hiring "all degrees and course work must be from colleges/universities accredited by an accreditation agency recognized by either the U.S. Department of Education or the Council on Postsecondary Accreditation" (IIIA4-01). Applicants are required to submit transcripts to verify the minimum qualifications for each position.

Human Resources (HR) completes an initial eligibility screening of each applicant pool to ensure that all candidates have proof of minimum qualifications from an accredited college or university (IIIA4-02; IIIA4-03). Candidates who have degrees or coursework from non-U.S. institutions are required to obtain a foreign transcript evaluation (IIIA4-04). The District "accepts foreign transcript evaluations from any agency that is a member of either Association of International Credential Evaluations, Inc. (AICE) or National Association of Credential Evaluation Services (NACES)" (IIIA4-04).

Analysis and Evaluation

The College and District have policies and procedures in place to ensure faculty, administrators and other employees hold appropriate degrees from accredited institutions. The College and the District have clearly defined practices to establish and verify equivalence when appropriate. When applying for a position, applicants must show evidence of the appropriate degree through transcripts from granting colleges or universities. HR completes a pre-screening process for all applicants and confirms that the applicant meets the minimum qualifications. Applicants with completed coursework at an institution that is not recognized by either the U.S. Department of Education or the Council on Higher Education Accreditation (CHEA) must obtain a complete evaluation of transcripts, degrees, and other relevant documents.

5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Los Rios Board Policy 5141 establishes the purpose and requirement for faculty performance review (IIIA5-01). The review process with timelines and evaluation criteria is detailed in the Los Rios College Federation of Teachers (LRCFT) contract, Article 8 (IIIA5-02). Faculty performance reviews are performed at intervals based on the contract in a peer review model, where a team of faculty work with the supervising dean to complete the review. The faculty review generally includes a work site observation, feedback from students, and the submission of a self-study by the faculty member. Evaluation criteria are defined for each faculty category, and measure the faculty members teaching effectiveness, scholarship, participation in other activities appropriate to their areas of expertise, and participation in institutional service or other institutional responsibilities (IIIA5-03).

Los Rios Board Policies and Regulations outlines the process for classified professional performance reviews, including responsibilities and timeline (IIIA5-04). In the Classified performance review form, the instructions describe the overall goal of the performance review as promoting "the improvement of services in support of the educational programs of the District" (IIIA5-05). The process, time intervals, and evaluation criteria are further described in the respective classified professional bargaining unit contracts:

- Los Rios Classified Employees Association (LRCEA), Article 4 (IIIA5-06)
- Los Rios Supervisors Association (LRSA) (IIIA5-07)
- Service Employees International Union (SIEU) (IIIA5-08)

The performance review process for managers, administrators, and confidential employees is described in Board Policy 9141, with detailed instructions, timelines, and components provided in Administrative Regulation 9141 (IIIA5-09). Additional evaluation requirements for chancellors and presidents are described in Board Policy 9142 (IIIA5-10).

As part of the move to remote operations due to the COVID-19 pandemic, the District temporarily suspended some performance reviews. Reviews of faculty in their first semester with the College or faculty in tenure-track positions proceeded as scheduled, but all other faculty reviews were postponed (IIIA5-11). In fall 2021, the District and College proceeded with scheduled performance reviews, including those postponed during the 2020-21 academic year (IIIA5-12; IIIA5-13; IIIA5-14). During remote operations, the bargaining unit contracts that were set to expire in 2020 were extended (IIIA5-15).

Analysis and Evaluation

The District's personnel evaluation processes and criteria are clearly outlined, and the evaluation processes are followed by College managers and employees. Performance evaluation is designed to support the effectiveness of the personnel and encourage improvement. For all employee groups, the performance review process assesses the employee's performance of assigned duties and participation in institutional responsibilities. The performance review generally includes conversation between a supervisor and employee regarding strengths, expectations, and opportunities for improvement and growth.

The District and College ensure that evaluation instruments include criteria that assess employee effectiveness in meeting department and institutional goals, teaching and learning effectiveness, and appropriate criteria related to their assignment. The College and District Human Resources (HR) monitor performance review submissions to ensure they are completed according to the specified timeline. The results of performance evaluations are maintained by HR in the employee records.

In 2020, the LRCFT negotiated an updated contract with the District, which included updates to the performance review process. The contract now requires that during the self-study, faculty complete an Equity Reflection. This new component is intended "to foster a conversation and to facilitate discussion among colleagues that reflects on how we can individually and collectively work to improve student outcomes for historically under-represented groups and disproportionately impacted populations" (IIIA5-16). The addition of the Equity Reflection in the faculty performance review demonstrates how the review process is aligned with the goals and mission of the College.

6. ~~The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.~~ *(Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)*

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty **and** may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

The District's *Guidelines for Authorizing New and Replacement Faculty Positions* describes how new faculty positions are determined (IIIA7-01). The number of full-time faculty (FTF) employed is governed by the California Code of Regulations (CCR), Title 5 Section 51025, which requires that districts maintain full-time faculty positions at an established level that is increased each year by the level of funded growth, based on full-time student equivalent

enrollment. The Los Rios District ensures that a sufficient number of faculty are maintained to meet the Full-time Faculty Obligation Number (FON) (IIIA7-02). As of fall 2020, the District exceeded its FON requirement of 820.1 (IIIA7-03).

Each fiscal year, the District considers obligation levels, resignations and retirements, both unfunded and funded growth, and additional factors, for example, the required ratio of full-time equivalent counselors to students (900:1) (IIIA7-04). Based on this information, the District determines the number of full-time faculty positions to hire during the fiscal year. The District maintains a cushion above the minimum obligation of FTF to allow for unexpected resignations or retirements. As stated in the College's *Resource Allocation Guide*, "Total instructional FTE is authorized and distributed across the colleges based on projected growth and productivity goals" (IIIA7-05).

At the College, departments project faculty needs during Program Review, and department chairs put forward position requests following the processes outlined in the Faculty Hiring Manual (IIIA7-06; IIIA7-07). Departments submit a position request for a new full-time faculty hire based on established and projected needs. The requests are reviewed and prioritized at the College level with constituency feedback (IIIA7-08). The local CRC prioritization process feeds into the District ranking, where new full-time faculty positions are allocated and funded district wide (IIIA7-07). Through CRC's Faculty Prioritization Process, the College considers the quality and health of educational programs and services and the institutional mission and goals when prioritizing and funding faculty positions (IIIA7-09). The District's "Criteria for Prioritizing Positions" guidelines look at quantitative and qualitative measures of educational needs to determine if a position should be allocated (IIIA7-10).

Analysis and Evaluation

The District and College ensure that there are sufficient numbers of qualified faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services. The District maintains adequate faculty to meet the Full-time Faculty Obligation Number (FON), a requirement established through state regulations and updated annually by the California Community Colleges Chancellor's Office (CCCCO). The District's *Guidelines for Authorizing New and Replacement Faculty Positions* document how new faculty positions are determined and allocated each year.

The District Faculty Prioritization Process is outlined in the *Faculty Hiring Manual* and provides an avenue for departments and programs to put forward requests for new full-time faculty positions based on projected needs. The College's local prioritization process is designed to align with the District, including CRC constituency feedback and college president approval to ensure critical needs are prioritized to support the College's mission and priorities.

8.   An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Part time and adjunct faculty employment policies and practices are outlined in the *Faculty Hiring Manual* and the Los Rios Colleges Federation of Teachers (LRCFT) contract (IIIA8-01; IIIA8-02). Board policies are defined for the recruitment, selection, and appointment of adjunct faculty (IIIA8-03). Board policies relating to the actions and responsibilities of employees apply to all Los Rios employees, including adjunct faculty. Part-time and adjunct faculty receive an orientation from District Human Resources (HR) (IIIA8-04). The District helps adjunct faculty members get started with their email setup, class rosters, and campus parking. In spring 2020, the District began updating the adjunct faculty hiring section of the *Faculty Hiring Manual* to ensure alignment with the full-time hiring procedures (IIIA8-05; IIIA8-06).

The CRC Faculty and Staff Resources Guide informs new faculty members of classroom management policies, teaching and learning tools, and Library and learning support resources available at the College (IIIA8-07). The Guide includes a section specific to adjunct faculty with information on office hours, contract requirements, and unemployment benefits (IIIA8-08).

The oversight and evaluation of part-time and adjunct faculty members is outlined in the LRCFT contract, and in Article 8 the contract details the performance review process relevant to the faculty member's instructional or program assignment (IIIA8-09). Adjunct and part-time faculty are reviewed according to the same performance evaluation standards as full-time faculty, except where contractual responsibilities differ.

The College provides part-time and adjunct faculty with ongoing professional development workshops, resources, and funding (IIIA8-10). The College and the union also provide special professional development opportunities customized to the needs of adjunct and part-time faculty (IIIA8-11; IIIA8-12). With the adoption of Guided Pathways at CRC, the College increased professional development support to Career and Academic Communities (CACs) through Teaching and Learning Leads, who share instructional strategies and resources with both full-time and adjunct faculty in their CAC (IIIA8-13).

Part-time and adjunct faculty are integrated into the life of the College and represented through the Academic Senate, with Adjunct Senators chosen by the adjunct faculty at large (IIIA8-14). The LRCFT faculty union includes adjunct union representatives to ensure that the needs of adjunct faculty are represented in contract negotiations and other union efforts. The LRCFT maintains a webpage specific to adjunct faculty and regularly provides workshops to help adjunct faculty navigate District policies and procedures (IIIA8-15).

Analysis and Evaluation

Policies and procedures regarding recruitment, screening, and hiring adjunct faculty are stated in the *Faculty Hiring Manual*. Late in the review cycle, the adjunct hiring section of the manual was updated, and the revisions are still in review with feedback from Academic Senates, instructional faculty, and administrators. Upon hire, adjunct faculty receive an orientation from Human Resources (HR). The HR orientation covers benefits, payroll, insurance, union, and retirement options.

The College ensures that adjunct and part-time faculty are integrated into the life of the institution through professional development opportunities and representation through the Academic Senate and faculty union. The College provides professional development opportunities at varied times and through different modalities to suit the needs of faculty (IIIA8-16; IIIA8-17). During remote learning due to the COVID-19 pandemic, the College supported adjunct faculty in preparing courses for the online environment.

9.   The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

CRC plans for staff positions through the Program Review process, and new staff positions are funded based on the processes laid out in the *Resource Allocation Guide* (IIIA9-01). In 2019, CRC reorganized administration and support staff to support the new Career and Academic Communities as part of the Guided Pathways implementation (IIIA9-02).

Hiring for new classified positions follows District hiring procedures, and the process for ranking and prioritizing classified positions is described in the *Hiring Practices - Administrative Guide* (IIIA9-03; IIIA9-04). The District maintains job descriptions for classified positions, and the descriptions outline the appropriate qualifications for the staff member's role (IIIA9-05).

Analysis and Evaluation

Since most new classified professional positions are funded based on general funds growth, new staff hiring in recent years has been very limited. While the *Resource Allocation Guide* describes the funding stream for new regular classified positions, the College has noted that information about planning for requesting, ranking, and allocating new classified positions could be expanded for greater familiarity across the College (IIIA9-06).

10.   The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

New administrative positions are funded based on the processes laid out in the *Resource Allocation Guide* (IIIA10-01). Administrative job descriptions, which outline the appropriate qualifications, are maintained by the District and used when hiring new personnel (IIIA10-02). The District's *Hiring Practices - Administrative Guide* describes the process for hiring new administrative or management positions, and District Human Resources (HR) provides forms and instructions to complete the hiring process (IIIA10-03; IIIA10-04). In 2019, the College

reorganized administration and staff to support the new Career and Academic Communities as part of the Guided Pathways implementation (IIIA10-05).

Analysis and Evaluation

The District and College have clear processes in place for hiring new administrative positions through the College's *Resource Allocation Guide* and the District *Hiring Practices* guide. The College continues to improve the integration of administrative hiring with other college-wide planning processes, to further define how these positions are planned for, requested, ranked, and allocated.

The College ensures that administrators are effectively aligned with instructional programs and services to further the mission and strategic goals. During the review cycle, CRC experienced turnover in several administrative positions. The College ensured continuity by utilizing temporary, interim, and short-term administrative positions in key areas. For example, the College developed and reorganized administrative positions to shepherd many of the initiatives that the college is focusing on, including implementation of new technology to support Guided Pathways and student success (IIIA10-06; IIIA10-07).

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

Policy origination. New personnel policies and procedures, or changes to existing language, may originate from a variety of stakeholders including staff, participatory governance groups, unions, collective bargaining, or new/revised legislation (IIIA11-01). Board policies and regulations are periodically updated to clarify or change procedures, as well as to stay in compliance with new or revised California and Federal law. The District reviews one third of its policies annually to ensure they are appropriately updated. Proposed changes are reviewed by the General Counsel and then vetted through the District's participatory governance process starting with the monthly meetings of the vice presidents of administration, instruction and student services for review, approval and/or revision, and then to Chancellor's executive staff. After approval, the Chancellor's Cabinet reviews the proposed new policy or regulation (IIIA11-02). A change to a Regulation becomes effective once approved by the Cabinet, but changes to policy continue to the Board of Trustees for first reading and become effective upon the Board's approval. Prior to adoption by the Board of Trustees, proposals for modifications to existing policies or regulations are thoroughly reviewed and discussed by participatory governance groups and other stakeholders (IIIA11-03). When immediate change to a policy or regulation is required, guidelines may be issued in the interim as circumstances dictate.

Transparency. Board policies and regulations for full-time faculty recruitment and selection (IIIA11-04), adjunct faculty recruitment and selection (IIIA11-05), regular and long-term classified recruitment and selection (IIIA11-06), recruitment and selection of temporary classified (IIIA11-07), recruitment of management and confidential employees (IIIA11-08),

initial selection of management and confidential employees (IIIA11-09), recruitment of the college president (IIIA11-10), and initial section of the college president (IIIA11-11) are available to the public at the district website. Staff are periodically apprised of changes to Board policies and regulations in meetings, emails, and/or memoranda. Each semester, training is available to district managers and supervisors on personnel policies and procedures, as well as union contract adherence, to ensure consistency and equity in complying with personnel policies/procedures (IIIA11-12). New managers and supervisors receive mandatory training on discrimination/harassment prevention, as well as on district policies and procedures (IIIA11-13).

Consistency. On an operational level, Human Resources (HR) has an extensive number of frequently updated how-to training documents that are used by recruitment and employment staff and shared with the colleges as needed to ensure consistent application of HR procedures (IIIA11-14). The equity officers of the District and colleges meet regularly to discuss and make recommendations on the implementation of the District's Equal Employment Opportunity (EEO) Plan and relevant policies and procedures (IIIA11-15).

Analysis and Evaluation

HR utilizes bargaining unit codified procedures, and departmental policies and procedures for all functions. Personnel policies and procedures are systematically developed, clear, equitably administered, and available for informational review. The LRCCD website for all policies and regulations, including those for personnel, are straightforward and easy to find (IIIA11-16). Operational procedures are stored in a shared drive for HR personnel. The written policies ensure fairness and consistency in employment procedures.

12.   Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

Professional growth. District support for diverse personnel is evidenced through a comprehensive training and development strategy which provides annual trainings to attract, hire, and retain diverse employees (IIIA12-01). The District promotes professional development opportunities and web page resources for all employees and selected potential faculty, which reinforces the value of recognizing and embracing the benefits of diversity (IIIA12-02). Topics of equity, diversity, and implicit bias are woven through districtwide training series and are listed publicly at the professional development web page on the District web page (IIIA12-03).

Diversifying faculty. Adjunct faculty make up only about 20% of full-time faculty applicant pools, yet 50% of those offered full-time positions in recent years have come from the adjunct ranks. Recognizing that an adjunct assignment is a potential pathway to tenure-track opportunities, efforts are underway to further diversify the adjunct pools. The Faculty Diversity Internship Program (FDIP) recruits new prospective faculty interested in pursuing a career in

community college teaching. The opportunity, including eligibility and program details, is posted publicly through PeopleAdmin at the Jobs web page (IIIA12-04). The curriculum, rich in hands-on techniques and resources for engaging all students, particularly students from marginalized backgrounds, utilizes Canvas and Zoom. As the most diverse pool since the program's inception, the racial/ethnic composition of the 2020/21 cohort of FDIP interns follows:

Race/Ethnicity	Count	% of Total
African American	17	32.1%
Am Indian/Alaskan Native	0	0.0%
Asian/Pacific Islander	9	17.0%
Hispanic	20	37.75
Other Non-White	0	0.0%
Two or More	3	5.7%
White (Non-Hispanic	3	5.7%
Not Disclosed	1	1.9%
Total	53	100%

Employee Resource Groups (ERGs). Employee network or affinity groups celebrate, validate, and respect the diverse individuals of our organization. They began as small, informal, self-started employee groups for people with common interests and issues and not only benefit their group members, but also serve to attract job applicants and retain diverse new hires. Open to all employees, ERGs typically have a structure of a campus committee with periodic meetings, events, and/or socials. ERGs can serve in an advisory capacity and are called upon to provide training workshops. Examples are Asian Pacific Islander Legacy, Black Faculty and Staff Association, Comunidad, Native American Collaborative, and Spectrum (LGBTQIA+), each of which have a presence on the district web pages which identifies mission/goals, events, committee contacts, and resources (IIIA12-05).

Annual reporting. Each year the data is analyzed to compare the diversity of our employees to that of the students, the data is shared in hiring committee trainings and workshops and is reported annually to the Board of Trustees (IIIA12-06). The most recent data show that the percentage of White faculty is 61% compared to 61% in 2015 (IIIA12-07). Efforts to increase diversity include advertising positions more broadly to organizations with diverse membership and running Equal Employment Opportunity (EEO) stats on permanent positions throughout all stages of the hiring process.

Analysis and Evaluation

One of the main responsibilities of the Human Resources Department is to recruit and facilitate the hiring of talented individuals that provide our district with a workforce that mirrors the demographics of our student body and community. An annual report to the Board of Trustees highlights the recruitment efforts of the District. The most recent data suggest that the District has taken a small step in the right direction in terms of faculty diversity. It is projected that as more prospective faculty graduate from the FDIP program, the numbers of adjunct faculty from diverse backgrounds will increase, thereby increasing the diversity of the applicant pool for full-time tenure track hires. This coupled with an expanded advertising campaign and a comprehensive training program provides current and prospective employees from diverse

backgrounds a support structure that is consistent with the mission and values of the District and its colleges.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The Los Rios College District and Cosumnes River College have a written code of ethics for all of its employee groups. The College upholds the codes, including consequences for violation. Board Policy 3114 outlines the professional ethics and consequences for violation for all Board of Trustee members (IIIA13-01).

The faculty union contract Article 8, Performance Review, requires that faculty "Promote an inclusive classroom or workplace environment that is free from harassment, prejudice, or bias" (IIIA13-02). Faculty are bound by LRCCD Board policies and administrative regulations on professional ethics, including discrimination and harassment, sexual harassment and sexual assault, a violence-free workplace, reporting of unlawful or improper conduct, and a ban on consensual relationships with students (IIIA13-03; IIIA13-04; IIIA13-05; IIIA13-06; IIIA13-07; IIIA13-08). If faculty employees violate a particular ethic, a special review process is called (IIIA13-09).

Classified employees are bound by professional ethics found in Board policy and bargaining unit contracts. Classified employees are represented by unions based on their roles and responsibilities, and professional expectations are outlined for each, including non-discrimination (IIIA13-10; IIIA13-11; IIIA13-12). Classified professionals are also bound by LRCCD Board policies and administrative regulations covering sexual harassment, discrimination and harassment complaints, a violence-free workplace, and reporting of unlawful or improper conduct (IIIA13-13; IIIA13-14; IIIA13-15; IIIA13-16). If a classified employee violates a particular ethic, a special evaluation is made (IIIA13-17; IIIA13-18). If a supervisor violates a particular ethic, the consequences are listed in the statement on Employee Discipline (IIIA13-19).

Administrative and management employees are bound by ethics found in Board policy. Similar to other employee groups, violation of ethics is spelled out in LRCCD Board policies and administrative regulations, and include discrimination and harassment complaints, a violence-free workplace, and reporting of unlawful or improper conduct (IIIA13-20; IIIA13-21; IIIA13-22). For violations of ethics by a manager or administrator, administrative regulations describe the process for complaint, investigation, and resulting action by the Board of Trustees (IIIA13-23).

Analysis and Evaluation

The District has clearly outlined expected codes of professional conduct with clear consequences for violation. The statements of ethics vary by employee group, due to differences in roles and responsibilities. The consequences for violation vary by employee group, due to different

bargaining agreements. Employees are reminded annually of workplace rights and responsibilities by District Human Resources (IIIA13-24). In addition to the board policies described before, CRC faculty also have an adopted Faculty Statement on Professional Ethics, which speaks to the values that guide their work as educators (IIIA13-25).

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The District and College provide professional development opportunities on an ongoing basis for all employee groups (IIIA14-01; IIIA14-02). CRC invests in ongoing oversight and attention to professional development through the hiring of a dedicated Professional Development (PD) Coordinator (IIIA14-03). The College's commitment to promoting professional growth and excellence in teaching and learning is illustrated by the Strategic Plan, which includes three Indicators of Achievement related to professional development (IIIA14-04). A foundational expectation for ongoing professional growth and development is established in bargaining unit contracts (IIIA14-05; IIIA14-06; IIIA14-07).

Each semester, the College holds a college-wide flex day and convocation program that provides professional development programs consistent with the College's mission, and which are based on evolving pedagogy, technology, and learning needs (IIIA14-08). Throughout the year, the College provides ongoing professional development offerings led by the Professional Development Coordinator, Professional Development Committee, Distance Education team, and other faculty, staff, and administrators (IIIA14-09). The College and District provide funding opportunities for ongoing professional development for staff, and the College assesses professional development to ensure ongoing improvement to support the needs of faculty and staff (IIIA14-01).

The Center for Professional Development website includes a calendar of upcoming events and a list of resources for professional development (IIIA14-10). The College also maintains a Canvas Professional Development course that provides faculty and staff with access to professional development resources (IIIA14-11). Administrators and classified professionals receive specialized professional development to help them succeed in their roles (IIIA14-12; IIIA14-13).

Analysis and Evaluation

The PD Coordinator works with the Professional Development Committee to plan, coordinate, and provide financial support for professional development opportunities. Additionally, the Committee assesses the effectiveness of professional development opportunities and evaluates funding requests for professional development to ensure that they align with a Strategic Plan goal area (IIIA14-14).

CRC holds biannual flex days that provide faculty and staff with professional development related to pedagogy, instructional technology, and organizational excellence. With the adoption of Guided Pathways at CRC, the College increased professional development support to Career and Academic Communities (CACs) through Teaching and Learning Leads, who share instructional strategies and resources with both full time and adjunct faculty in their CAC (IIIA14-15; IIIA14-16).

The College supported faculty in the transition to online learning due to the pandemic through robust professional development offerings and drop-in support (IIIA14-17). Rapidly after the move to remote instruction in spring 2020, Distance Education coordinators and staff launched the Online Education Support Resources website for faculty, staff, and administrators to support use of technology for instructional and administrative purposes (IIIA14-18).

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

Employee records. Official personnel records are electronically scanned and stored by HR personnel in OnBase. Only employees, their direct supervisors, and confidential Human Resources staff are allowed access. Employees are provided access to their official records by contacting Human Resources. Board policies and administrative regulations 5171, 6151, and 9511 specify the rights and procedures regarding personnel file access, confidentiality, and content for classified, faculty, and management personnel (IIIA15-01; IIIA15-02; IIIA15-03). Each union contract also specifies employee rights to personnel file access, confidentiality, and content.

Upon request, employees are allowed to sit down at a Human Resources computer to view their files, or request copies.

Hiring records. As of spring 2020 all hiring documentation is received from the colleges and District units as 3 separate PDF files: 1) hiring forms; 2) screening criteria rating sheets; and 3) interview rating sheets. A How-To document entitled *Scheduling Interviews & Submitting PDF Documents* was prepared to provide guidance on the transition to paperless document processing. Once received, HR uploads these files either to PeopleAdmin (hiring forms) or a secured and encrypted shared drive (screening and rating sheets).

Analysis and Evaluation

Recruitment, hiring and employment documentation is housed safely in either OnBase, PeopleAdmin, or secured and encrypted District shared folders. All prior paper documentation is securely archived and stored until such date they are to be destroyed. In this way, the District ensures that all employee records and documentation are secured and only accessed by those with the appropriate clearances and authority.

Conclusions on Standard III.A. Human Resources

Cosumnes River College and the Los Rios Community College District plan for, screen, hire, and orient faculty, staff, and management employees in order to support the college's mission and to provide effective instruction, student services, and college operations. The District ensures that human resources are allocated within state and contractual standards. Faculty, staff, and administrators are screened to confirm that they possess the qualifications necessary to perform their roles. District policy and bargaining unit contracts outline expected behaviors and responsibilities and include procedures for performance review to ensure responsibilities are performed. The College and District invest in employee growth and development through professional development offerings.

Improvement Plan(s)

None

Evidence List

III.A.1
IIIA1-01 Job Descriptions
IIIA1-02 LRCCD Board Policy and AR 5121
IIIA1-03 LRCCD Board Policy and AR 5122
IIIA1-04 LRCCD Board Policy and AR 6122
IIIA1-05 LRCCD Board Policy and AR 9121
IIIA1-06 Student Support Specialist Job Description
IIIA1-07 Hiring Resources
IIIA1-08 Faculty Hiring Manual
IIIA1-09 Screening Committee Rating Forms
IIIA1-10 Hiring Practices Administrative Guide, pp. 17-20

III.A.2
IIIA2-01 Job Posting: Manufacturing Technology Adjunct Assistant Professor
IIIA2-02 Faculty Hiring Manual, pp.15-16, 21-22
IIIA2-03 Faculty Hiring Manual
IIIA2-04 Hiring Manual Revisions Email
IIIA2-05 Hiring Manual Meeting Slides

III.A.3
IIIA3-01 LRCCD Administrative Regulation 9121
IIIA3-02 Hiring Practices Administrative Guide
IIIA3-03 Hiring Managers, District Resources
IIIA3-04 Job Posting: Assistant Vice President of Instruction and Student Learning
IIIA3-05 LRCCD Administrative Regulation 5123
IIIA3-06 Equivalency Verification Form

III.A.4

III.A.5

III.A.7

III.A.8

IIIA8-08 CRC Adjunct Faculty Resources
IIIA8-09 LRCFT Contract 2020-2023, Article 8, pp. 67-118
IIIA8-10 Professional Development webpages
IIIA8-11 Fall 2019 Flex Brochure, p. 8
IIIA8-12 Union Professional Development for Adjunct Faculty
IIIA8-13 TLL Drop-in Sessions
IIIA8-14 Academic Senate Constitution, Article III, Section 1
IIIA8-15 LRCFT Part-time Faculty webpages
IIIA8-16 Spring 21 Flex Schedule
IIIA8-17 Professional Development Weekly Email 04/12/21

III.A.9

IIIA9-01 Resource Allocation Guide, p. 6
IIIA9-02 Guided Pathways Administrative Redesign
IIIA9-03 Hiring Regular Classified Employees
IIIA9-04 Hiring Practices - Administrative Guide, p. 18
IIIA9-05 Classified Employees Resources
IIIA9-06 Institutional Effectiveness Minutes January 2021

III.A.10

IIIA10-01 Resource Allocation Guide, p. 6-7
IIIA10-02 LRMA Job Descriptions
IIIA10-03 LRCCD Hiring Practice Administrative Guide
IIIA10-04 Hiring Managers
IIIA10-05 Guided Pathways Administrative Redesign
IIIA10-06 Sample Announcement of CRC Appointments
IIIA10-07 Executive Leadership Change

III.A.11

IIIA11-01 LRCCD Board Policy 3112
IIIA11-02 LRCCD Administrative Regulation 3411
IIIA11-03 LRCCD Board Policy 3411
IIIA11-04 LRCCD Board Policy 5121
IIIA11-05 LRCCD Board Policy 5122
IIIA11-06 LRCCD Board Policy 6122
IIIA11-07 LRCCD Board Policy 6123
IIIA11-08 LRCCD Board Policy 9121
IIIA11-09 LRCCD Board Policy 9122
IIIA11-10 LRCCD Board Policy 9123
IIIA11-11 LRCCD Board Policy 9124
IIIA11-12 LRMA Leadership Series - New LRCFT Contract Highlights
IIIA11-13 LRCCD Sexual Harassment Policy and Prevention Training
IIIA11-14 LRCCD Hiring Practices Administrative Guide
IIIA11-15 Board of Trustees Agenda 07/08/20, EEO Certification, pp. 4-16
IIIA11-16 LRCCD Policy and Regulations Website

III.A.12

IIIA12-01 Professional Development - Prospective Employees
IIIA12-02 Professional Development - Equity
IIIA12-03 Professional Development Opportunities
IIIA12-04 Faculty Diversity Internship Program Website
IIIA12-05 LRCCD Employee Resource Groups
IIIA12-06 LRCCD Board Policy 5111
IIIA12-07 LRCCD Hiring Practices Administrative Guide

III.A.13
IIIA13-01 LRCCD Board Policy 3114
IIIA13-02 LRCFT Contract, p. 68
IIIA13-03 LRCCD Board Policy and AR 5172
IIIA13-04 LRCCD Board Policy and AR 5173
IIIA13-05 LRCCD Board Policy 5174
IIIA13-06 LRCCD Board Policy and AR 5175
IIIA13-07 LRCCD Board Policy and AR 5177
IIIA13-08 LRCCD Board Policy 5178
IIIA13-09 LRCFT Contract, p. 115-118
IIIA13-10 LRCEA Contract Article 13, p. 79
IIIA13-11 LRSA Contract Article 15, p. 69
IIIA13-12 SEIU Contract, p. 8
IIIA13-13 LRCCD Board Policy and AR 6161
IIIA13-14 LRCCD Board Policy and AR 6163
IIIA13-15 LRCCD Board Policy and AR 6164
IIIA13-16 LRCCD Board Policy and AR 6166
IIIA13-17 LRCEA Contract, pp. 9-14
IIIA13-18 SEIU Contract, pp.15-16
IIIA13-19 LRSA Contract, p. 17
IIIA13-20 LRCCD Board Policy and AR 9152
IIIA13-21 LRCCD Board Policy and AR 9156
IIIA13-22 LRCCD Board Policy and AR 9158
IIIA13-23 LRCCD Administrative Regulation 5192
IIIA13-24 Employee Rights and Responsibilities Memo
IIIA13-25 Faculty Statement on Professional Ethics

III.A.14
IIIA14-01 CRC Professional Development webpages
IIIA14-02 LRCCD Professional Development webpages
IIIA14-03 PD Coordinator Job Description
IIIA14-04 CRC Strategic Plan
IIIA14-05 LRCFT Contract Article 11, pp. 137-148
IIIA14-06 LRCEA Contract Article 16, pp. 91-92
IIIA14-07 LRSA Contract Article 5, pp. 18-21
IIIA14-08 Flex Information
IIIA14-09 Professional Development Committee

IIIA14-10 Professional Development Calendar
IIIA14-11 CRC Professional Development Canvas Course Modules
IIIA14-12 LRMA Leadership Series
IIIA14-13 Classified Leadership Academy
IIIA14-14 PD Committee Agenda May 2020
IIIA14-15 Teaching and Learning Leads Job Description
IIIA14-16 TLL Drop-in Sessions
IIIA14-17 Online Education Support email
IIIA14-18 Online Education Support Resources website

III.A.15
IIIA15-01 LRCCD Board Policy and AR 5171
IIIA15-02 LRCCD Board Policy and AR 6151
IIIA15-03 LRCCD Board Policy and AR 9511

B.   Physical Resources

1.   The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The District and College assure safe and sufficient physical resources through careful planning and construction, and facilities are maintained for access, safety, and security (IIIB1-01; IIIB1-02). The District and College work collaboratively to plan for, build, and maintain physical resources. Together they coordinate safety and security protocols in conjunction with the other Los Rios Colleges.

Cosumnes River College's planning for sufficient facilities is guided by Los Rios Board policies and regulations in coordination with the California Community Colleges Chancellor's Office (CCCCO) (IIIB1-03). The process for planning and construction of new facilities includes participation by all stakeholders (IIIB1-04). Determination of size, type, and location of new facilities is dictated by capacity load ratios (IIIB1-04). The College develops a Facilities Master Plan, which details long term building and renovation projects (IIIB1-05).

The District tracks the state of maintenance and repair of all its facilities through a facilities condition audit (IIIB1-06). Projects are prioritized according to compliance with safety standards and condition of the facility with regards to operational needs. The specific projects identified by the facilities audit are documented, and costs are projected in the Los Rios Scheduled Maintenance/ Special Repairs Projects document (IIIB1-07). Any employee who notices a facility that is not functioning properly can submit a work order to address the matter, and the person submitting can indicate the urgency of the location and urgency of the situation to ensure the most pressing matters are addressed immediately (IIIB1-08).

116

Appropriate Access

The College ensures appropriate access to, and security of, facilities through the Campus Keys and Imron Access card system (IIIB1-09). Employees only have access to those areas necessary for their work or teaching assignments. Office and classroom facilities have been improved during the review cycle to provide greater security in case of a lockdown or other safety situation.

Several college buildings predate Americans with Disabilities Act (ADA) standards for buildings and construction. In order to provide greater accessibility, CRC has mapped out an ADA improvement plan to implement necessary updates (IIIB1-10). The District and College have established protocols to address the immediate needs of students for access to buildings (IIIB1-11).

Due to the COVID-19 pandemic, in spring 2020 the College went into remote operations, closing all classrooms and work areas. Campus access was restricted, with only essential personnel on ground due to health and safety concerns. The District and College prioritized the health and safety of students and employees, offering nearly all classes and services remotely from March 2020 through August 2021. The College implemented protocols for requesting access to the closed campus on a limited basis (IIIB1-12).

Safety Practices

The District promotes safe workplace practices through the Safety Incentive Program outlined in Administrative Regulation 8331 (IIIB1-13). The Program includes workshops, scheduled safety meetings, preventive activities, and the implementation of safety devices to promote campus safety. Employees are able to report a hazard or workplace safety concern anonymously if desired (IIIB1-14).

To promote safe and secure working and learning conditions, the College has developed an Emergency Operations Plan, which outlines emergency response protocols for the main campus and Elk Grove Center (IIIB1-15). The College trains employees to serve as building monitors to safely evacuate facilities in case of an emergency. The College maintains and communicates evacuation procedures and performs regular drills to ensure emergency preparedness (IIIB1-16). The College plans for and promotes health and safety locally through the Health and Safety Committee. The committee is charged with examining the cause of accidents and developing remediation plans, and is also responsible for reviewing reports of alleged safety deficiencies, problems or health hazards, and for providing safety classes, safety procedures, and safety resources for campus constituents (IIIB1-17).

As the College grappled with the ongoing pandemic and reopening face-to-face instruction, the District and College planned for reopening on-ground classes and services, while maintaining health and safety as foremost concerns (IIIB1-18). The District developed full reopening plans for all Colleges. Planning was informed by statewide instructions on workplace safety, guidance from public health officials, and constituency feedback. The District developed *A Framework for*

Reopening In Person Instruction, Student Services, and Administrative Services, which outlined the priorities and considerations for resumption of on-ground operations (IIIB1-19).

College administrators, instructional departments, and members of the Health and Safety Committee collaborated to develop discipline-specific reentry protocols. These protocols were approved by Campus Operations and the Vice President of Administrative and Student Services (VPA) who worked closely with the Public Health Department and the faculty union.

- Fire Technology COVID-19 Reentry Protocols (IIIB1-20)
- EMT COVID 19 Reentry Protocols (IIIB1-21)
- Medical Assisting COVID-19 Reentry Protocols (IIIB1-22)

Security on Campus

Los Rios Police Department (LRPD) is responsible for ensuring a safe and secure environment for all campus communities (IIIB1-23). LRPD provides safety training and workshops and operates a safety escort service to any student or employee requesting it (IIIB1-24). The District has enhanced emergency response during the review cycle by implementing an emergency alert system for employees and students. All campus constituents are encouraged to participate in the Rave Guardian emergency alert system and app, which provides safety resources, a CRC call directory, safety timers, a button for calling Los Rios Police, and a button for calling 911 (IIIB1-25). Users can allow the app to track their location to enable emergency responders to easily find the user in case of emergency. The app also pushes out notifications to the user in case of an emergency or campus closure and provides the user with directions on how to respond.

During the review cycle, the College implemented Imron access, which provides electronic access to buildings and some offices using programmed employee identification cards (IIIB1-09). This update improves adaptability and safety in response to scenarios such as a lockdown/active shooter or other safety concerns. The College implemented a key project in which key kiosks are located in main buildings and only authorized personnel are able to access the kiosk to open classrooms (IIIB1-09). This setup reduces the number of keys that need to be issued and strengthens campus security.

Healthful Environment

CRC's campus community is committed to fostering a healthful learning and working environment for students, faculty, and staff. The College provides Health Services to students, and the District is expanding mental health and wellness services (IIIB1-26). The College's Health and Safety Committee is not only responsible for reviewing and remedying safety issues, but makes suggestions for improving the health of the campus environment such as the recommendation to make the college a smoke-free campus (IIIB1-27; IIIB1-28). In addition, the District Benefits Department has designed a district-wide Wellness Program to promote healthy living (IIIB1-29).

The College highly values sustainability of resources as part of a healthy learning and working environment, and the College promotes sustainability in building, infrastructure, and campus

practices. The Campus Sustainability Committee is a subcommittee of the Academic Senate, which "strive[s] to increase understanding of our ethical responsibility to our planet and future generations and to assist the campus in its efforts to create an environmentally just, socially responsible, and equitable academic setting" (IIIB1-30). CRC strives to ensure new construction complies with Leadership in Energy and Environmental Design (LEED) certified status of energy efficiency, while keeping building inhabitants cool in the summer and warm in the winter (IIIB1-31).

Analysis and Evaluation

The District and College have effective practices in place for the planning, development and maintenance of all College and Center facilities. The District and College plan for new and remodel construction through detailed facilities master plans. Buildings are constructed and maintained to assure access, safety, security, and a healthful learning and working environment by design and through a variety of support systems. The District performs a regular audit of the state of all its facilities, and prioritizes building projects based on the condition of the facility and safety standards.

The Health and Safety Committee provides all constituents an opportunity to assume responsibility for campus safety. Safety concerns are brought to the committee for analysis and discussion to ensure resolution and prevent further incidents. Sustainability and healthful environments are considered in building design, campus policies and staff and student programs. The Health and Safety Committee at CRC was instrumental in advocating for the change to a smoke-free campus, benefitting all who work or go to school at CRC.

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

The District and College plan for physical resources to support the College's programs and services and to achieve its mission. The Los Rios Board Policy and Administrative Regulation 8417 outline the priorities and processes for District Facility Planning (IIIB2-01). Board policy ensures education plans and program plans are an integral part of facility planning and equipment procurement activities.

CRC's long term facilities planning is documented in the Facilities Master Plan (IIIB2-02). This plan identifies the general location of future buildings, which current facilities should be modernized, which should be demolished, and the placement of future roadways, parking lots, and pedestrian walkways to improve access to and throughout the campus. The College used the results of the Student Climate Survey to inform facilities improvements (IIIB2-03). The College's Facilities Master Plan is highly aligned with the District planning process. The District consolidates the four colleges' facility master plans for prioritization of funding (IIIB2-01).

CRC's Integrated Planning process provides departments and areas with an opportunity to indicate physical resources needed to support program planning and instructional improvements (IIIB2-04). The Program Review form prompts departments to identify program improvements and the necessary resources including remodels, new spaces, and equipment, and the department articulates how the requested resources align with the College's Strategic Plan. In the Unit Plan, Career and Academic Communities and divisions prioritize short and long term resource requests identified through Program Review. The College uses the results of resource requests to inform allocation of physical resources and facilities planning (IIIB2-05).

During the review cycle, the Automotive Mechanics Technology program documented in their Program Review a need for expansion of the automotive facility, based on a citation from the program's accrediting body, the National Automotive Technical Education Foundation (NATEF), which stated the lab needed to be modernized in order to maintain program accreditation (IIIB2-06). The Automotive Technology Program included this urgent need in their Program Review. During the 2019 revision of the Facilities Master Plan, the dean and department chair reminded the planning workgroup of this accreditation recommendation prior to ranking the project priorities (IIIB2-03). As a result, the Automotive Building was prioritized in the master plan, and improvements are currently in progress (IIIB2-07).

Analysis and Evaluation

The College plans for long-term facilities improvements through the Facilities Master Plan, which is aligned with District planning, and informed locally by program needs and student feedback. This can be seen in the last revision of the Facilities Master Plan in 2019, which incorporated student feedback from the Student Climate Survey and prioritized critical facilities improvements to support programs (IIIB2-08).

The Integrated Planning and Resource Allocation processes provide departments and programs with an avenue to articulate facility needs. However, the College has noted that there is room for improvement in mapping a pathway for resource needs discovered and documented through Program Review to be resolved either through master planning or college facilities management. CRC's Facilities Master Plan is integrated into district planning for bond-funded building projects, which impacts the final ranking and prioritization of the college's plan. The College's master planning process would benefit from greater transparency regarding the final rankings as informed by district planning and broader college input to inform the master plan. The College is working on revising the Unit Planning process and will continue to align the Integrated Planning Process with the Facilities Master Plan. The College is identifying improvements to implement in the next master planning process to increase the college wide input to the plan and increase transparency of final rankings (See III.B.2 Improvement Plan).

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into   account.

Evidence of Meeting the Standard

The District Office plays an active role in overseeing and evaluating the effectiveness and feasibility of physical resources to ensure the institution can support its educational and learning programs. The methods by which the District Office and Colleges accomplish these responsibilities are indicated in the Colleges' planning documents, the district Facilities Management efforts and collaboration with the colleges and various State and County Health and Safety Assessments, Inspections and Reports (IIIB3-01).

The Colleges' annual planning documents are used by the District units to develop and maintain high quality services to support student learning and District and college operations. This operational plan allows the department/unit to appropriately identify and implement its specific responsibilities to support accreditation standards, the college's mission, vision, and values, Strategic Plan and compliance with federal and state laws that impact community college districts (IIIB3-02).

To meet compliance with the Cal/OSHA Injury and Illness Prevention Plan (IIPP) and for the success of the district safety program in prevention of injuries and property losses, regularly scheduled safety inspections are completed by those responsible in their designated areas, known as the Statewide Association of Community Colleges (SWACC), Safety Assessment (IIIB3-03). The inspections must be documented on a safety inspection checklist which are collected from those responsible on a regular basis (IIIB3-04). This will confirm the inspections are being completed and that corrections of hazards are being implemented.

The Facilities Management (FM) team is tasked with performing all journeymen level maintenance of district facilities in the areas of electrical, HVAC, locksmithing, carpentry, roofing, painting, plumbing and grounds-keeping (IIIB3-05). The district uses a computerized maintenance management system, Maintenance Connection , and data derived from the California Community College Chancellor's Office (CCCCO) Facility Condition Index (FCI) Report along with its annual Schedule Maintenance and Special Repair (SMSR) plan to track, evaluate and plan for maintenance and upgrades to district facilities and physical resources (IIIB3-06; IIIB3-07; IIIB3-08). The District also proactively engages in recurring district-wide maintenance projects (to include facility renewal) to support campus educational and administrative needs. Additionally, the Director of Maintenance meets monthly with each campus Director of Administrative Services and the District Associate Chancellor of Facilities to review facilities safety concerns and maintenance needs to assess Facilities Management performance on their respective campus (IIIB3-09).

Analysis and Evaluation

The District uses the data provided by the CCCCO's FCI Report to inform later decisions when the District updates its Facility Master Plan for each campus and its annual Schedule Maintenance and Special Repair (SMSR or aka Deferred Maintenance) plan which is submitted to the CCCCO for review and approval. The District also proactively engages in recurring district-wide maintenance projects (to include facility renewal) to support campus educational and administrative needs. For example, these are planned, scheduled and executed as follows:

- Roofing – 5 year cycle

- Roadways and main pedestrian thoroughfares – 3 year cycle
- ADA barrier review and removal (as defined in the District's Barrier Removal Plan) – 1 year cycle.

Additionally, the Director of Maintenance meets monthly with each campus Director of Administrative Services and District Director of General Services to review facilities safety concerns and maintenance needs as well as assess FM performance on their respective campus.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

District and College long-range capital planning abides by Los Rios Administrative Regulation 8417 (IIIB4-01). The District utilizes seven key factors to prioritize needs:

- Projected regional population and population growth;
- The type of student and the kinds and types of program and service they need and want;
- The numbers and type of staff needed to serve the students;
- The types of facilities needed to house the planned programs and services;
- The current space utilization for a facility or the College;
- The projected facility utilization for the College; and
- The funds required to provide the program, staff and facilities

District Facilities Master Planning draws from each of the Los Rios Colleges' local plans to determine the most pressing needs district-wide (IIIB4-01). CRC's Facilities Master Plan supports the College's Strategic Planning goal areas of equity, access, and a healthful learning and working environment (IIIB4-02; IIIB4-03).

In the annual adopted budget, the District maintains a capital projects fund to record the acquisition, or cost, of major facilities construction (IIIB4-04). The District allocates a construction budget for each upcoming capital improvement project (IIIB4-05). The District allocates funds in excess of the prior year's maintenance expenditures in order to ensure that the College is able to maintain operations (IIIB4-06; IIIB4-07). To ensure stewardship of public resources, the Citizens' Bond Oversight Committee ensures all facilities are built according to the intent of the users to meet ongoing and expanding student and programmatic needs (IIIB4-08).

Analysis and Evaluation

The District and College planning and budgeting processes ensure that long-range capital planning supports the College's Strategic Plan goals of access, success, equity, and a healthful learning and working environment. The College's Facilities Master Plan informs District planning, and projects are prioritized district-wide according to Board Regulations. The District

budgets sufficient resources for upcoming construction projects and ongoing operations, to ensure necessary institutional improvements are addressed in a timely manner.

Conclusions on Standard III.B. Physical Resources

The District policies and regulations on facilities planning, maintenance and utilization provide a clear framework for college planning and operational procedures. The College's Program Review process and resource allocation guide provide a way for all stakeholders to identify and prioritize new space, remodels, and equipment needs. The College's facility master planning process, and the annual scheduled maintenance and special projects lists developed by the college and compiled by the District, allow prioritized projects to move forward for implementation. Overall, the policies, procedures, and structures in place ensure students have sufficient, safe, and accessible facilities that are well maintained, adequately resourced, and in good repair.

Improvement Plan(s)

III.B.2 The College is revising the Unit Planning process and will continue to align the Integrated Planning Process with the Facilities Master Plan. The College is identifying improvements to implement in the next master planning process to increase the college wide input to the plan and increase transparency of final rankings.

Standard	Area of Improvement	Work Plan Objective	Timeline	Responsible Entity(ies)
III.B.2 (Related Standard: I.B.9)	Improve the connection between Program Review requests for new or remodeled facilities and the college's facility master planning process.	Clarify the process between Program Review and the unit plan for identifying and ranking facility needs.	Fall 2021	Subcommittee of IE and Resources Committee
		Develop a process for extracting and prioritizing facilities requests from the unit plan to inform the next revision of the facilities master plan.	Spring 2022	Resources Committee

Evidence List

III.B.1
IIIB1-01 LRCCD Strategic Plan: Area 5
IIIB1-02 CRC Strategic Plan: Area 5
IIIB1-03 LRCCD Board Policy and AR 8411
IIIB1-04 LRCCD Board Policy and AR 8417

IIIB3-08 Revised Schedule Maintenance and Special Repair
IIIB3-09 District Safety Committee Meeting minutes July 2020

III.B.4
IIIB4-01 LRCCD Administrative Regulation 8417
IIIB4-02 Facilities Master Plan
IIIB4-03 Strategic Plan 2017-2021
IIIB4-04 LRCCD Adopted Budget 2019-2020, p. 139
IIIB4-05 LRCCD Future Construction Projects
IIIB4-06 LRCCD Adopted Budget 2019-2020, p. 91
IIIB4-07 LRCCD Adopted Budget 2020-2021, p. 77
IIIB4-08 LRCCD Citizens' Bond Oversight Committee

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The CRC Technology Master Plan and District Technology Plan outline improvements to technology resources, services, and training in support of the mission and strategic goals (IIIC1-01; IIIC1-02). CRC's faculty and staff receive technology support and training resources from both the District and the College (IIIC1-03; IIIC1-04). The District maintains the major technology infrastructure for all four Los Rios Colleges, including network, communications, and district-wide instructional and bursar programs, and the College provides direct support to academic programs, operations, and support services (IIIC1-05).

The Information Technology (IT) Department's service commitment is to "provide all CRC employees with the computer system and IT resources necessary to meet the needs of their position/assignment" (IIIC1-04). The College supports teaching and learning through a robust Distance Education program with training and resources for faculty (IIIC1-06; IIIC1-07). The College provides students with necessary technology to accomplish their goals, including access to campus labs and technology borrowing programs (IIIC1-08; IIIC1-09).

During spring 2020, the College quickly switched to remote operations due to the COVID-19 pandemic. The IT, Library, Distance Education, and Tutoring & Academic Support departments worked together to provide proactive technology support and services to students, faculty, and staff (IIIC1-10). Distance Education provided training for faculty in using the learning management system, Canvas, and in online course management strategies to promote student success and equity (IIIC1-11). IT staff deployed virtual computer labs to ensure that students could continue to access instructional software without interruption (IIIC1-12). The IT and Library staff mobilized to check out Chromebooks and laptop computers to students and employees to continue their work in the remote environment (IIIC1-13; III1-14).

Analysis and Evaluation

CRC's IT department maintains office and instructional technology for the College, installing and maintaining office and lab hardware, software, and media equipment. The College acquires software licenses and services to meet the needs of instructional and student support programs. The College provides support for teaching and learning through the Center for Instructional Innovation and online Distance Education Resources. The College supports the technology needs of students through computer labs, which are equipped with software used by instructional programs. During remote operations due to the pandemic, these supports were shifted to accommodate faculty, staff, and students in remote locations.

Departments and areas are able to plan for and request new and upgraded IT resources through the College's Integrated Planning and Resource Allocation processes. During Program Review, departments identify needed resources, and submit requests, which are prioritized through the Unit Plan. Every two years these requests are reviewed and ranked through the Capital Outlay Budget (COB) process (IIIC1-15). The Distance Education and Information Technology (DEIT) Committee reviews and ranks technology requests, and submits a prioritized list to the College President for review, approval, and funding (IIIC1-16).

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

CRC develops and follows a Technology Master Plan, which maps to the College's mission and Strategic Plan goal areas (IIIC2-01). The Technology plan is vetted through participatory governance, and the current plan was adopted in 2021 (IIIC2-02). During regular operations, the College proactively replaces desktop computer systems by using "a usable computer life-cycle schedule" articulated in the PC Renewal Plan, however renewal of office desktop computers was paused during pandemic-related remote operations while the College and District reevaluated computer resources and needs (IIIC2-03; IIIC2-04). The College provides a path for departments and programs to plan for and obtain needed technology through the Integrated Planning and Resource Allocation processes (IIIC2-05). Technology resources are funded through Capital Outlay Budgets on a two-year cycle (IIIC2-06).

The District Technology Plan details the plans and success indicators for updating and maintaining district technology, and the corresponding road map identifies short- and long-term actions for technology infrastructure (IIIC2-07; IIIC2-08). The District provides processes for the College to request and procure needed technology resources (IIIC2-09). The District uses a project management process for implementing new technology within the District (IIIC2-10). The District maintains IT infrastructure resources, including network and phone systems, as well as core software including the bursar software and learning management system (IIIC2-11).

Analysis and Evaluation

CRC continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services. The CRC Technology Master Plan identifies short-term initiatives, necessary support, and evaluation for technology infrastructure, and is designed to support the needs of departments and constituents. Departments and areas are able to further plan for and fulfill technology needs through the Integrated Planning and Resource Allocation processes, where they can identify needed resources. The Distance Education and Information Technology (DEIT) Committee reviews and ranks technology requests. The College has noted that there is further room to strengthen the alignment of the Technology Master Plan with the College's Integrated Planning Process to ensure that department and area needs are incorporated into long-term college technology planning.

The District plans for the necessary infrastructure to support the operations, programs, and services offered by the College. The College would benefit from closer alignment between local and district technology planning, with greater input regarding college-level IT needs. The identification of funding sources and maintenance responsibilities for infrastructural purchases could also be better clarified. This need for clear coordination of District and College IT Planning has become even more salient during remote operations due to the pandemic. College and District responses to student and employee technology needs were proactive and broad, but also introduced new considerations for future IT planning.

3.   The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Cosumnes River College has a main campus and one center location, and the College maintains appropriate staffing to support technology resources at both sites (IIIC3-01). The Information Technology (IT) department operates and supports the college's information technology infrastructure including computers, servers, software, databases, printers, networks, network applications, and storage devices (IIIC3-02). The IT department identifies a primary specialist and backup support for each resource type and campus lab, and the IT department assigns staff as a liaison for each Career and Academic Community (CAC) or department area (IIIC3-03; IIIC3-04). The College's Media Services staff maintain instructional multimedia resources at both the main campus and Elk Grove Center (EGC) (IIIC3-05).

The District Office Information Technology (DO-IT) department provides and supports CRC's network infrastructure and connectivity, Enterprise Resource Planning applications (ERP), and email systems (IIIC3-06). The District uses a single sign-on (SSO) system to provide ease of access to students and employees, and to assure that CRC students' and employees' data are protected (IIIC3-07). Multi-factor authentication through Global Protect is required for remote access to district and college networks (IIIC3-08). The College and District have protocols in place for granting systems access to ensure data security (IIIC3-09; IIIC3-10).

The College runs regular security updates for technology and systems and patches all desktop computers (IIIC3-11). IT staff install antivirus and desktop security to assure that systems are reliable and secured (IIIC3-12). The Information Security Office regularly sends reminders to the College about email safety (IIIC3-13). A strategy of CRC's Master Technology Plan is to increase security by continuing to scan networks for high-risk data and secure that data with encryption (IIIC3-14).

The District Technology Plan outlines goals for improving the network infrastructure for its colleges and centers to improve reliability and access (IIIC3-15). The College has a PC Renewal Plan to evaluate and proactively replace desktop computers (IIIC3-16).

Analysis and Evaluation

Cosumnes River College technology resources are implemented and maintained to assure reliable access, safety, and security. For courses offered at select correctional facilities, course technology is not allowed by the facilities, so all course materials are provided in hard copy. The College and District evaluate all technology systems for security risks before they are connected to the district's core network. CRC IT staff work with the District Office Security Network Administrator to ensure that all security system hardening has been implemented and the systems are secured behind the District's security perimeter and firewalls. The College and District Technology Plans identify ongoing strategies to maintain reliable, safe, and secure technology solutions.

4.   The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Cosumnes River College maintains Information Technology (IT) staff who provide technical assistance to all college faculty and classified professional staff (IIIC4-01). The College's Media Services staff provide support and training to faculty and staff in the use of audio, visual, and multimedia technology (IIIC4-02). Distance Education (DE) Coordinators and an Online Course Design Coordinator provide training and support for faculty in the use of instructional technology, including the district-wide learning management system, Canvas (IIIC4-03). DE Coordinators have created orientations to Canvas and a Canvas overview that faculty can embed in their courses to help support students (IIIC4-04).

The College provides students, faculty, classified professional staff, and administrators with easy access to request support and assistance with using technology and technology systems, including the IT and Media Services Helpdesk for faculty and staff, the Student Tech Helpdesk, and the district Technology Help Desk (IIIC4-05; IIIC4-06; IIIC4-07). The College also has Instructional Assistants (IAs), who are responsible for maintaining technology in campus labs, and who provide technical support to students.

CRC provides training guides and instructions on our public and employee websites to allow faculty, staff, students, and administrators to be self-reliant in learning CRC technology and technology systems. The College IT staff and DE faculty also provide in-person and online training during flex workshops and throughout the semester. Below is a sampling of training and support on technology the College provides:

- Prepare for Online Learning (Self-assessment & readiness tutorials) (IIIC4-08)
- CRC Online Education Resources - Learn Canvas (IIIC4-09)
- CRC Professional Development Workshops on Zoom, Canvas, and more (IIIC4-10)
- Media Services: Quick Guides Example (IIIC4-11)
- Information Technology: How to… (IIIC4-12)
- Distance Education Drop-in Support (IIIC4-13)

The College and District IT departments provide training, procedures, and support through detailed instructions, quick guides, and online training to ensure that there is effective use of technology resources and applications. The College and District also communicate regarding system outages, important technology updates, and new resources so that faculty and classified professionals are prepared for teaching and supporting students (IIIC4-14; IIIC4-15; IIIC4-16). The District office supports our network connectivity, Enterprise Resource Planning (ERP) applications, and email systems (IIIC4-17).

During remote operations due to the COVID-19 pandemic, the College and District increased technology support to students, faculty, and staff. The District developed a plan for centralized student technical support, which included a Tech Support hotline that students could call for assistance with technology for their courses (IIIC4-18). The College created a Student Tech Help resource page, with a technology FAQ, and the opportunity to schedule one-on-one tech support appointments by phone or Zoom (IIIC4-06). The College supported faculty in the transition to online learning through robust professional development offerings and drop-in support, and the DE Coordinators, Online Course Design Coordinator, and staff launched the Online Education Support Resources website for faculty, staff, and administrators on using technology for instructional and administrative purposes (IIIC4-19; IIIC4-09).

Analysis and Evaluation

CRC provides appropriate and varied support and training in the effective use of technology and technology systems to support faculty, staff, students, and administrators. The IT department provides support and guidance to the College in the uses of technology to support learning and instruction. IT staff provide technical assistance to all college faculty and staff, and operate and support the College's information technology infrastructure, including computers, servers, software, databases, printers, networks, network applications, and storage devices. Media Services provides support to faculty and staff in audio, visual and multimedia technology to assist in enhanced education and student success.

The Distance Education team has created a collection of resources to support faculty and staff in the use of technology. Due to the COVID-19 pandemic, there were more faculty teaching online than ever, and DE support was overloaded at current staffing levels. As the College anticipates

increased and ongoing use of distance education as a standard mode of operation, it will monitor staffing needs in order to ensure that sufficient support remains available.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Los Rios District Policies and Regulations detail standards for instructional and administrative computer usage, information and communication technology accessibility, and distance education (IIIC5-01; IIIC5-02; IIIC5-03). The College and District Information Technology departments provide procedures to guide the appropriate use of technology (IIIC5-04; IIIC5-05). The College also provides distance education training and resources for faculty to improve the use of technology in teaching and learning (IIIC5-06; IIIC5-07; IIIC5-08).

District policies require that faculty and staff "maintain an environment conducive to learning" (IIIC5-09). Board Regulation 7831 details the responsibilities of users to maintain the privacy and confidentiality and proper use of district technology (IIIC5-09). Board Policy further outlines the responsibility and means by which the District will ensure accessibility of technology including "provid[ing] websites, learning management systems, course materials, documents, and business applications that are usable by all current and future students, faculty, staff, and other constituents" (IIIC5-02). Technology is a critical component of teaching and learning, facilitating the delivery of distance education and enhancing in-person courses. Board Policy 7145 details the appropriate use of technology for online, hybrid, and interactive courses (IIIC5-03).

During the COVID-19 pandemic, nearly all courses were transitioned to fully online learning, and the Distance Education department provided extensive training and support to assist faculty with this unprecedented transition (IIIC5-10). The DEIT and Academic Senate promoted equitable teaching practices, such as the recommendation for a "cameras-optional" approach to online learning that was adopted by the Academic Senate (IIIC5-11; IIIC5-12).

Analysis and Evaluation

Cosumnes River College and the Los Rios Community College District have policies and procedures that guide the appropriate use of technology in the teaching and learning processes. The CRC Distance Education team and Distance Education and Information Technology (DEIT) Committee promote good practices in the use of technology to support teaching and learning at the College. The Center for Instructional Innovation (CI2), led by the Distance Education (DE) Coordinators, "is available as a resource for faculty and staff to learn about new and emerging instructional innovation, develop technology skills or create professional audio, video, and media recordings for use in CRC distance education courses" (IIIC5-06).

Conclusions on Standard III.C. Technology Resources

Cosumnes River College and the Los Rios Community College District provide appropriate technology resources to support the educational and operational needs of students and employees. The College and District maintain reliable access, safety, and security of technology resources, and plan for ongoing maintenance and improvements through college and district planning processes. The District outlines policies regarding the appropriate use of technology, which are followed by faculty, staff, and managers. The College provides training and support for faculty, staff, and students when using college technology. During the move to remote operations due to the pandemic, the College has maintained and enhanced support so that students and faculty can succeed in an online learning environment. The College and District are continuing to refine planning processes to ensure collaboration, support, and resources necessary to accomplish the college's mission.

Improvement Plan(s)

None

Evidence List

III.C.1
[IIIC1-01](#) CRC Technology Plan 2020-2022
[IIIC1-02](#) LRCCD Technology Plan
[IIIC1-03](#) LRCCD Information Technology site
[IIIC1-04](#) CRC Information Technology webpages
[IIIC1-05](#) CAC IT Tech Support
[IIIC1-06](#) Distance Education webpages
[IIIC1-07](#) Online Education Resources site
[IIIC1-08](#) Computer Labs webpages
[IIIC1-09](#) Chromebook Library Answers
[IIIC1-10](#) Online Learning and Technology Research Guide
[IIIC1-11](#) Online Education Support email
[IIIC1-12](#) Online Remote Labs, Spring 2021
[IIIC1-13](#) Technology Available for Students email
[IIIC1-14](#) Employees Needing Technology Request form
[IIIC1-15](#) COB Process Memo
[IIIC1-16](#) Resource Allocation Guide, p.5

III.C.2
[IIIC2-01](#) CRC Technology Plan 2020-2022
[IIIC2-02](#) DEIT Committee Minutes 03/04/21
[IIIC2-03](#) PC Renewal Plan
[IIIC2-04](#) PC Renewal Remote Operations
[IIIC2-05](#) Planning Guide
[IIIC2-06](#) Capital Outlay Budget Process
[IIIC2-07](#) LRCCD Technology Plan
[IIIC2-08](#) District Technology Plan Road Map
[IIIC2-09](#) LRCCD IT Procurement Process

IIIC2-10 LRCCD Project Management process
IIIC2-11 LRCCD Infrastructure Architecture

III.C.3
IIIC3-01 IT Staff Contact List
IIIC3-02 CRC Information Technology webpages
IIIC3-03 IT Specialists & Analysts Support Areas
IIIC3-04 CAC IT Tech Support
IIIC3-05 Media Services webpages
IIIC3-06 LRCCD Org Chart
IIIC3-07 SSO Applications
IIIC3-08 Global Protect Instructions
IIIC3-09 CRC VPN Request Instructions
IIIC3-10 LRCCD Systems Access Request
IIIC3-11 Computer Maintenance Schedule Patching
IIIC3-12 ISO Committee Meeting Notes February 2018
IIIC3-13 ISO Email Safety Reminder
IIIC3-14 CRC Technology Plan, p. 17
IIIC3-15 LRCCD Technology Plan, p.7
IIIC3-16 PC Renewal Plan

III.C.4
IIIC4-01 IT Staff Contact List
IIIC4-02 Media Services webpages
IIIC4-03 Distance Education webpages
IIIC4-04 Online Education Canvas Orientation
IIIC4-05 IT and Media Services Helpdesk
IIIC4-06 Student Tech Helpdesk
IIIC4-07 LRCCD IT Help Desk
IIIC4-08 Prepare for Online Learning (Self-assessment & readiness tutorials)
IIIC4-09 CRC Online Education Resources
IIIC4-10 CRC Professional Development Workshops on Zoom, Canvas, and more
IIIC4-11 Media Services: Quick Guides Example
IIIC4-12 Information Technology: How to…
IIIC4-13 Distance Education Drop-in Support
IIIC4-14 LRCCD Service Desk Bulletin
IIIC4-15 LRCCD Technology Alert email
IIIC4-16 Information Security webpages
IIIC4-17 LRCCD Org Chart
IIIC4-18 LRCCD Centralized Student Tech Support
IIIC4-19 Online Education Support email

III.C.5
IIIC5-01 LRCCD Board Policy and AR 7800 Series
IIIC5-02 LRCCD Board Policy and AR 7136
IIIC5-03 LRCCD Board Policy and AR 7145
IIIC5-04 CRC Information Technology webpages

IIIC5-05 LRCCD Information Technology site
IIIC5-06 Distance Education webpages
IIIC5-07 Distance Education and Information Technology (DEIT) Committee
IIIC5-08 LRCCD Education and Technology Committee
IIIC5-09 LRCCD Board Policy and AR 7831
IIIC5-10 Online Education Resources site
IIIC5-11 Resolution Supporting Cameras-Optional Approach
IIIC5-12 Academic Senate Minutes February 2021

D.   Financial Resources

Planning

1.   Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

As a member of the Los Rios Community College District, the College's allocation of resources for instruction and student services is determined through a formulaic process at the District and codified in an annual budget (IIID1-01). The District uses a "bucket" model for financial resource allocation, which ensures the faculty bargaining unit receives a proportionate share of 80% of certain new or increased unrestricted revenue which is above an established base amount (IIID1-02). The remaining 20% goes toward operational costs of the District.

The District manages its financial affairs to weather external economic instabilities, such as the recent global pandemic, through an X/Y/Z budgeting process (IIID1-03). Spending is held to the most conservative level of "X," yet the board can authorize spending to the most liberal level of "Z," should conditions become more favorable. Further, the District maintains undistributed or contingency reserves at a consistent level to maintain ongoing financial stability (IIID1-04). The District has adopted a 5.8% general fund reserve for the 20-21 LRCCD Budget, exceeding the minimum requirements set forth by the California Community Colleges Chancellor's Office (CCCCO) (IIID1-05).

Distribution of funds at the college level is informed by the College's stated mission of being "a student-centered, open access community college dedicated to preparing students for an ever-changing future" (IIID1-06). The College's varied offerings enable diverse students to earn certificates and degrees, transfer to other institutions, or accomplish other ongoing life aspirations. Departmental allocations are made in conjunction with the processes outlined in the CRC Resource Allocation Guide (IIID1-07).

Analysis and Evaluation

The District's formulaic process of resource allocation ensures resources are sufficient to maintain institutional effectiveness. The District's budget allocation processes promote fairness and equity of distribution based on gross square footage, weekly student contact hours (WSCH), number of full-time equivalent employees, and other factors. The District's X/Y/Z budgeting process ensures financial stability and responsiveness to external economic conditions. Distribution of those resources at the college level is integrated with the college's planning process and participatory governance structures as outlined in the College's Resource Allocation Guide (IIID1-08).

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The District's annual budget reflects and affirms the district mission, values, and strategic goals (IIID2-01). The District values employees, diversity, relationships, and making students our highest priority. Resources are allocated to maintain these values and execute the five goals of the District Strategic Plan (IIID2-01). The District provides budget updates regularly during Board of Trustees meetings, Participatory Governance Council meetings, and directly with all district employees through email updates (IIID2-02).

Cosumnes River College's mission is to be "a student-centered, open-access community college dedicated to preparing students for an ever changing future. CRC courses and programs empower our diverse students to earn certificates or degrees, transfer to other educational institutions, or attain other lifelong academic or career aspirations" (IIID2-03). To accomplish its mission, the College has outlined five overarching goals in the Strategic Plan (IIID2-04). CRC's overarching goals align with those of the District's Strategic Plan (IIID2-05).

The College's mission and goals are integrated into the Program Review and resource allocation processes (IIID2-06). When completing Program Review, departments assess the health of their programs and identify future improvements and resources needed to accomplish them. These are listed as planning agenda items and resource requests for physical, human, technology or financial resources are attached to planning agenda items in Program Review. These are then ranked and submitted for funding through the Unit Plan. Planning agenda items and resource requests identify the college strategic goal areas that they will further (IIID2-07).

CRC's Resource Allocation Guide lays out the processes by which resources are requested and administered (IIID2-08). The Resources Committee reviews and prioritizes requests for capital outlay and instructional technology every two years. The Vice President of Administrative Services sends the Capital Outlay Budget (COB) and Instructional Technology Master Budget (ITMB) memo to the entire college to ensure all are apprised of processes and deadlines (IIID2-

09). When departments and areas submit resource requests, they articulate how the request supports a Strategic Plan Goal area (IIID2-10). The Strategic Plan describes the strategies by which the College will accomplish its mission. The results of the resource prioritization process are sent to the college president for approval, and the list is disseminated college-wide to begin the procurement process (IIID2-11).

Analysis and Evaluation

The institution's mission and goals are fully aligned with the goals of the District. These goals are embedded in integrated planning and resource allocation processes, and form the foundation of financial planning. The District budget and College's Program Review processes are mapped to strategic goal areas. The College ensures resource allocation information is disseminated widely, and critical needs rise to the top for funding.

3.   The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

Los Rios District financial planning and budget processes are outlined in District Board Policies and Regulations (IIID3-01). The District has outlined the basic principles used in the development of the budget, and these principles are followed each year during the budget development process (IIID3-02). A District Budget Committee provides for constituency representation in budget decisions (IIID3-01).

Cosumnes River College's Resource Allocation Guide provides detailed information on the processes utilized for financial resource allocation at the college (IIID3-03). The Resources Committee is the participatory governance committee responsible for matters relating to college resources (IIID3-04). The Committee includes representation from administrators, faculty, classified professionals, and students, representing Career and Academic Communities and departments across the college. The College's financial resources are divided into allocations for Annual Operating Budgets (one-year cycle) and Capital Outlay Budgets (two-year cycle) (IIID3-05).

Departments plan for resource needs, including updates to annual operating budgets, capital outlay requests, instructional technology requests, and human resources through the Program Review process completed in the College Integrated Planning System (CIPS). Every two years, capital outlay and instructional technology needs are ranked by departments and unit areas, and then the Resource Committee performs a college wide ranking to prioritize funding needs. All members of the college are notified of budget request processes and timelines for the Capital Outlay Budget (COB) by the Vice President of Administration (IIID3-06).

In addition to capital outlay requests, departments are also able to plan for other resource allocation needs during Program Review, including augmentation to Annual Operating Budgets (AOBs) and requests for human resources. AOBs are reviewed annually by supervisors and

managers with their respective vice presidents. Adjustments to AOBs that are identified and prioritized in the institutional planning process are evaluated and prioritized on a college-wide basis by the Vice Presidents, with final review, editing, and approval by the College President. (IIID3-07).

Analysis and Evaluation

The District and College have clearly outlined budget development processes, and follow these processes in the allocation of financial resources. All constituencies have representation through the district and college participatory governance committees. Departments and programs at Cosumnes River College are able to plan for and request resources through the Program Review and Unit Planning process.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

To mitigate changes in financial resources over time, the District applies fiscal prudence to smooth out the peaks and valleys of funding, ensuring the ongoing health of the organization. In all budgets, the District uses an X/Y/Z model, where it "assumes a base level expenditure plan (X budget) at which the District plans and operates. The Y and Z budgets are improved based upon projections" (IIID4-01). The District response to the global pandemic in 2020 demonstrates the value of budgeting based on conservative projections. The District set realistic target full-time equivalent students (FTES) goals for the X/Y/Z budget model to account for a 5% reduction in FTES at the "X" level, a 2.5% reduction in FTES at the "Y" level and no FTES reduction at the "Z" level (IIID4-01).

The District has developed non-profit, philanthropic, educational and business partnerships that support the mission of the District and its four colleges. Partnerships include Valley Vision, Align Capital Region, the Capital Adult Education Consortium, Elk Grove Unified School District, and the Hispanic and Black Chambers of Commerce (IIID4-02). In addition, community members, employees and philanthropists readily give to the Los Rios Colleges Foundation to support student scholarships, mini grants, and emergency funds (IIID4-03).

Categorical resources such as Perkins, Strong Workforce, Student Equity and Achievement Program Funds are ongoing resources that support career education programs, student support services, and efforts aimed at equity in achievement. While each of these funding streams have applications aligned with the intent of the grant funding, the applications also meet the College's strategic goals of leading the region in workforce development, student learning and equity in achievement. The resources are integrated into the College's planning cycle to be sure most pressing needs rise to the top, as evidenced by the recent capital outlay budget prioritization in which items eligible for Strong Workforce funding were flagged as such (IIID4-04).

The District adheres to the California Community Colleges Chancellor's Office (CCCCO) requirement of a minimum undistributed reserve of 5%, and develops a budget calendar and submission of budget to the CCCCO, as per Board Policy 8122 (IIID4-05). The District has a practice of capping the percentage of total categorical grant award dollars to 60% for permanent salaries and benefits to ensure that any State or Federal reductions in categorical resources does not create a liability for the college. The District is careful to ensure that Other Post-Employment Benefits (OPEB) and paid leaves are fully funded through the establishment of the OPEB trust in 2008, and by projecting cost increases and accounting for them in the District's Adopted Budget (IIID4-06).

Analysis and Evaluation

In response to the global pandemic, the District set realistic target FTES goals using the X/Y/Z budget model. CRC reduced FTE in the fall 2020 and spring 2021 schedules by 10% overall, and emphasized productivity to accommodate expected budget reductions. All temporary employee hiring was restricted to only those justified and approved for hire by the Vice President of Administration and Student Support (VPA). Classified professionals and academic professionals who were unable to conduct work in a remote environment were redeployed to fill gaps. The District has long held the value of not laying off permanent workers during an economic downturn. Regardless of the economic climate, the District has committed to funding OPEB and paid leaves. Together, these safeguards demonstrate the District has a realistic assessment of financial resources when developing budgets and authorizing expenditures, processes that are mirrored at the College.

5.   To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

To assure the financial integrity of the institution and responsible use of its financial resources, the District's internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The District shares financial information through various means and has policies, regulations and procedures in place to ensure sound financial practices and financial stability (IIID5-01). The District prepares and the Board approves a tentative budget in June for the upcoming year, an adopted budget in September along with the unaudited actuals for the prior year, and budget revisions in February and June to include any additional revenue sources or modifications received throughout the year (IIID5-02; IIID5-03). The District's annual budget includes not only the districtwide annual revenue and expenditure plan, but detailed budgets for each individual college. Budget Committee meetings are held several times throughout the year to include all stakeholders such as collective bargaining groups, academic and classified senates, student representative and college administration, in accordance with the Budget Planning and Administration Regulation (IIID5-04; IIID5-05). In addition, all information regarding benefit

changes and options are presented to an insurance review committee with members from all bargaining units participating to inquire and vote on all benefit changes provided by the District (IIID5-06). The District and the colleges have daily online access to their budget and financial activity through the PeopleSoft Enterprise Resource Planning (ERP) system and various prepared reports which includes all budgets, actual expenditures and encumbrances to assist with budget management (IIID5-07; IIID5-08). Financial information is routinely shared at board meetings, division and department meetings, budget committee meetings, collective bargaining negotiations, ad-hoc meetings and any public information requests. The District's Business Services department managers and staff are readily available to provide consultation and guidance when needed.

The District uses PeopleSoft, an integrated software application, to manage its financial resources and ensure that resources are expended in a manner consistent with the approved budget. This system allows for online budget inquiry as well as the creation of special reports. Funds cannot be encumbered until appropriations are made through the budget process. Regular positions and their related budgets are managed through a position control module within the District fiscal services unit, which closely monitors position transactions (IIID5-09). Funds appropriated for regular positions cannot be transferred without district office review and authorization.

In accordance with the Authorization of Signatories Board Policy, all long-term financial and contractual commitments must be reviewed and authorized by the District (IIID5-10). The General Services Department and District General Counsel are responsible for reviewing all contracts before approval or recommendation to the Board of Trustees. The District's Authorized Signer List specifically identifies positions and persons authorized to sign various documents (e.g. payroll authorizations, purchase orders, contracts, etc.) to ensure proper oversight of commitments and provide accountability and effective management of potential risk for these transactions or agreements (IIID5-11).

Internal controls continue to be strengthened as a result of regularly evaluating financial management practices. The District is annually subject to an audit of all funds by a licensed independent external auditor. As part of the annual independent audit, Business Services staff have discussions with the auditors describing the process and related controls over various functions and practices in Business Services (IIID5-12). These focus areas include but are not limited to: budgeting, financial reporting, fiscal close, internal control environment, risk assessment, and information technology access. The auditors document the discussions and notify senior management if there are any areas of concern.   Audit findings and the District's responses to these findings are included in the audit report, which is presented to the Board of Trustees each year. The audit for the year ending June 30, 2020 did not report any findings (IIID5-12). The annual audit is considered an effective tool for improvement of the management of the District's finances and demonstrates the District's financial integrity and effective management of financial resources.

Analysis and Evaluation

The District is committed to conducting business in a fiscally responsible manner under the highest of ethical standards. To assure the financial integrity of the institution and responsible use of its financial resources, the District's internal control structure is continually evaluated, audited and improved as needed. The District widely disseminates dependable and timely information for sound financial decision making.

6.   Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

Per District Board policies and regulations, general fund books and records are maintained in accordance with the Budget and Accounting Manual prescribed by the Governing Board for California Community Colleges (IIID6-01). CRC's categorical program budgets are developed according to the requirements of the funding source, and overseen by the appropriate manager. All categorical expenditures require the signature of the overseeing manager on on-line requisitions, blanket order releases, and limited purchase order forms, attesting to the appropriateness and permissibility of the expenditure (IIID6-02; IIID6-03). Categorical and grant managers regularly reconcile and report expenditures per the requirements of the funding source. Managers at the College work with the District Grants Office to ensure expenditure reports are accurately aligned with those in the District's database (IIID6-04).

The District Budget Committee reviews district budgetary practices and operational guidelines to ensure that procedures are responsive to strategic priorities, are balanced across the District, and protect the financial wellbeing of the District (IIID6-05). The District regularly balances general ledger sheets and bank statements to ensure ongoing accuracy. A recent District fiscal health assessment, performed by the independent Fiscal Crisis and Management Assistance Team, indicates actual revenues and expenditures are consistent with the most current district budget (IIID6-06).

Analysis and Evaluation

The policies and procedures the District has in place ensure financial documents have a high degree of credibility and accuracy. The campus' categorical and grant managers authorize every categorically funded expenditure to ensure appropriateness of the expenditure as evidenced by signature requirements on requisitions. They also regularly reconcile and report expenditures in collaboration with the district office. The District Budget Committee reviews allocations to ensure they are appropriate and adequate for student learning programs and services. The annual adopted budget aligns with these policies and procedures (IIID6-07).

7.   Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

The District undergoes an independent audit annually for all financial statements (IIID7-01; IIID7-02). Recent audits of LRCCD financial statements showed no material weaknesses or deficiencies. Auditors made no recommendations regarding financial statements of federal awards, and there were no findings or questioned costs on federal or state grants with no prior audit findings (IIID7-02, pp.87-91).

For Measures A and M, the District undergoes independent audits, and District financial records have been clear of findings in these audits (IIID7-03; IIID7-04). The Measure A Performance Audit for June 30, 2020 results indicated that, in all significant respects, the Los Rios Community College District properly accounted for the expenditures held in the Measure A Building Fund and that such expenditures were made for authorized bond projects. There were no reported findings or questioned costs for the current year and no prior year findings (IIID7-03, pp. 9-12). The Measure M Performance Audit for June 30, 2020 results indicated that, in all significant respects, the Los Rios Community College District properly accounted for the expenditures held in the Measure M Building Fund and that such expenditures were made for authorized bond projects. There were no reported findings or questioned costs for the current year, and no prior year findings (IIID7-04, pp. 11-14).

To ensure transparency and accountability within the organization, the District's audit reports are presented at an open session of the Los Rios Board of Trustees. Any findings are presented, along with the District's response and any corrective action as needed (IIID7-05).

Analysis and Evaluation

There were no findings in any of the Los Rios financial audit statements or annual reports. The District's audit reports are presented at an open session of the Los Rios Board of Trustees and publicly available on the District's website. If there are any findings for a particular year, the findings and corrective actions taken would be explained to the Board.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

At the core of the District's system of internal controls over financial resources is our Enterprise Resource Planning (ERP) system, PeopleSoft. All incoming and outgoing financial transactions are recorded in the ERP. All transactions recorded in the ERP are supported by appropriate approvals and/or source documents. This is accomplished through a multi-level approval process for all expenditures (IIID8-01). Revenues and other inflows are compared to budgeted revenues/resources and unexpected inflows are investigated and recorded after supervisory review.

Employee access to the ERP follows the principle of least privilege and is designed to give employees the minimum level of access needed to perform their job duties, while ensuring that required segregation of duties are enforced (IIID8-02). On a monthly basis an employee access

report is sent to management employees so that employee access levels can be reviewed and modified if no longer necessary for their current job duties.

ERP access requests are routed through a risk-informed approval process. View-only system access requests require one level of approval, while those access requests allowing the employee to change data in the system require a two-level approval process (IIID8-01).

The District's external auditors perform an assessment of these internal controls as part of the annual audit process (IIID8-03). The effectiveness of the District's internal controls is evidenced by the fact that there have been no audit findings for the last seven years (FY14-FY21). When there have been audit findings in prior years, the District has made the necessary changes which were verified by the external auditors during the subsequent year's external audit.

Analysis and Evaluation

The District has appropriately designed internal controls that ensure the safeguarding of assets and accurate financial reporting. The system of internal controls is evaluated on at least an annual basis by our external auditors and is working as designed. The District meets this criteria.

9.   The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The California Community Colleges Chancellor's Office (CCCCO) recommends a 5% General Fund reserve as a prudent reserve level. In addition, the Los Rios Board of Trustees has adopted policies that require an uncommitted reserve of at least 5% in the District's General Fund (IIID9-01). The District's General Fund ending balance meets both State and District policy requirements with a projected total unrestricted fund balance of 20% and an uncommitted fund balance (general fund only) of 5% Adopted Budget (IIID9-02).

Balance	FISCAL YEAR JULY 1, 2020 - JUNE 30, 2021	FISCAL YEAR JULY 1, 2019 - JUNE 30, 2020	FISCAL YEAR JULY 1, 2018 - JUNE 30, 2019
Beginning Fund Balance	$81,786,456	$70,411,485	$60,547,561
Projected Uncommitted Fund Balance	$22,971,778	$25,491,802	$20,808,150
Committed Fund Balance	$4,336,900	$4,686,917	$6,383,156
Restricted Fund Balance	$2,593,614	$4,596,992	$3,048,386
Total Projected Fund Balance	$29,902,292	$34,775,711	$30,239,692

Table 1 - District Reserves Fund Balances

As shown in Table 1, the District maintains a positive balance at the end of each fiscal year, and the balance is carried over to the next year. These funds are not planned to be used, and they are set aside for future unforeseen emergencies.

Community colleges' single largest funding source is state money, which has been unpredictable and not always timely. The District, however, has maintained a cash balance sufficient to support its operation through recessions and state emergencies. The 2020 Budget Act was affected by the COVID-19 pandemic, which presented a $54 billion budget shortfall, including a historic level of cash deferrals. The State budget prevented immediate cuts to community college apportionments and categorical programs by deferring approximately $1.5 billion in funding to 2021-22. As a result of these deferrals, the District must plan to go through much of the 2020-21 fiscal year without the resources in-hand promised by the State. The District has long practiced a prudent budgeting approach, which leaves the District relatively well-positioned to manage the economic uncertainty. At June 30, 2020, the unrestricted cash and cash equivalents presented on page 14 of the audited financial statements at June 30, 2020 shows a balance of $257,586,090, which represents five months of the average monthly operating expenses of the District (IIID9-03). As a result of sound fiscal planning, reserves have been sufficient for the District to avoid the need to issue any short term debt, such as Tax Revenue Anticipation Notes (TRANS), to meet cash flow obligations.

Besides maintaining adequate cash reserves to meet unanticipated needs, LRCCD's risk management practices are appropriate and actuarially sound. Its use of self-insurance has resulted in cost savings benefiting the District and colleges (IIID9-04; IIID9-05; IIID9-06). In addition, each year the District reviews and updates planning and financial practices through the Fiscal Health Risk Analysis for Community Colleges self-assessment provided by Fiscal Crisis & Management Assistance Team (FCMAT). The District has a low 3.1% risk score (IIID9-07).

Analysis and Evaluation

The District and its colleges maintain adequate cash reserves to meet unanticipated needs, as demonstrated through its contingency planning processes. The District's risk management practices are appropriate and actuarially sound. Its use of self-insurance has resulted in cost savings benefiting the District and colleges. The District's self-assessment of fiscal health indicates 3.1%, which is a very low risk score (IIID9-07).

10.   The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

Oversight of the financial aid process is performed by College and District personnel (IIID10-01). CRC maintains compliance with federal, state and institutional practices by following the 2019-2020 Federal Student Aid Handbook, CRC's Financial Aid Policy and Procedure Manual and practices outlined on CRC's Financial Aid website (IIID10-01; IIID10-02).

When the District accepts a grant, the project director and responsible administrator are identified on the District's Grant Submission Form, which is an information routing and signature form (IIID10-03). These individuals oversee, monitor, and track expenditures of grant funds. They ensure funds are used appropriately, and they report expenditures to the granting entity and ensure budgets are expended in a timely manner. College personnel work collaboratively with the District Grants Office to ensure all reports, expenditures and invoices are submitted in a timely manner. An example of this oversight can be found in the Strong Workforce Fire Technology Report, which documents the expenditures of grant funds to establish work experience and internship placement sites with local fire service agencies, providing work-based learning opportunities for students (IIID10-04).

All contracts are routed through the district's General Services department, using the Agreement/Contract Approval and Routing Sheet GS Form 113 (IIID10-05). The area dean must sign the form agreeing to the contents, terms, and conditions of the contract to be reviewed. The College ensures that contracts and MOUs support the mission, programs, and goals of the College. An example of this is CRC's contract with Cosumnes Community Services District, which aligns the College's Fire Technology Program with workforce development needs for firefighters in the region (IIID10-06). Such external contracts are reviewed by the Vice President of Administrative Services, as well as the district General Services department. General Services facilitates the review and approval of appropriate authorities and tracks the contract through completion.

The Los Rios Colleges Foundation is a 501(c)3 non-profit organization that provides financial support to keep students in school and on the path to a better life (IIID10-07). The Los Rios Foundation Finance Committee oversees the District and College's Foundations with a fiduciary responsibility for managing the investment portfolio. The Finance Committee reviews and approves disbursement activity for the Foundation on a quarterly basis following a review by the College. The District accounting staff oversees Foundation finances and provides an independent segregation of duties for greater control. The District also provides a quarterly investment report to the Board of Trustees regarding funds held by the Foundation. The Foundation is audited separately from the District and College, and receives its own independent auditor's report annually. The District monitors all investments, and within three months of the close of each fiscal year, an annual investment report of all District-directed investments is presented to the Board of Trustees (IIID10-08; IIID10-09).

Analysis and Evaluation

Financial oversight is managed at both the college and district level. The institution has procedures in place to ensure that financial aid, grants, externally funded programs, contractual relationships, foundations, and investment assets are all managed effectively. The District's policies and procedures regarding oversight and management of financial aid, grants, contractual relationships, the foundation, and institutional investments are sound. This effective oversight allows the District to maintain financial stability and institutional effectiveness in executing the objectives of the District and College's strategic plans.

Liabilities

11.   The level of financial resources provides a reasonable expectation of both short-term and
       long-term financial solvency. When making short-range financial plans, the institution
       considers its long-range financial priorities to assure financial stability. The institution
       clearly identifies, plans, and allocates resources for payment of liabilities and future
       obligations.

Evidence of Meeting the Standard

The District understands and anticipates economic changes that impact short and long term
college funding. To mitigate the impact of economic changes, the District applies fiscal prudence
to handle the peaks and valleys of funding, ensuring the ongoing fiscal health of the
organization. For example, in all budgets the District uses an X/Y/Z model, where it "assumes a
base level expenditure plan (X budget) at which the District plans and operates. The Y and Z
budgets are improved based upon projections" (IIID11-01). This practice of budgeting based on
conservative projections can be seen in the response to the global pandemic in 2020. The District
set realistic target FTES goals for the X/Y/Z budget model to account for a 5% reduction in
FTES at the "X" level, a 2.5% reduction in FTES at the "Y" level and no FTES reduction at the
"Z" level (IIID11-01). The District maintains healthy reserve funds in keeping with State
regulations and Board policy (IIID11-02). These funds ensure that the District is prepared to
fund commitments in the event of unforeseen reduction in funding.

The District responded rapidly to the pandemic-induced recession, reassuring employees and
students that the four colleges would maintain continuity of instruction and employment to the
extent possible (IIID11-03). The College reduced FTE in the fall 2020 and spring 2021 schedules
by 10% overall, and emphasized productivity to accommodate expected budget reductions. All
temporary employee hiring was heavily restricted. Classified professionals and academic
professionals who were unable to conduct work in a remote environment were redeployed to fill
gaps. The District has long held the value of not laying off permanent workers during an
economic downturn. Regardless of the economic climate, the District has committed to funding
Other Post-Employment Benefits (OPEB) and paid leaves. Together, these safeguards
demonstrate that the District takes a realistic view of financial resources into account when
developing budgets and authorizing expenditures.

Analysis and Evaluation

The District's strategies for reducing short-term expenditures in response to the pandemic-
induced recession will ensure long-term financial solvency. The Chancellor created a website,
including a video Town Hall and FAQ, to keep District employees apprised of the financial
status of the District. The conservative financial planning of the District will ensure CRC is able
to meet its mission objectives while maintaining continuity of the workforce.

12.   The institution plans for and allocates appropriate resources for the payment of liabilities
       and future obligations, including Other Post-Employment Benefits (OPEB), compensated
       absences, and other employee related obligations. The actuarial plan to determine Other

Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The District plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The District provides a contribution toward healthcare premiums for certain retirees in accordance with Board Policies 5165, 6622, and 9414 (IIID12-01; IIID12-02; IIID12-03). In 1985, the District began setting aside funds for the program and, in 2007, the District formally established the Los Rios Community College District Retiree Health Benefits Trust to irrevocably designate assets to fund the total retiree healthcare benefit obligation. The District receives bi-annual actuarial valuations to re-measure the OPEB liability and develop contribution levels for funding these benefits in accordance with Government Accounting Standards Board Statement No. 75. The results of the District's June 1, 2019 Actuarial Valuation and Determination of Funding Contributions, the GASB 75 Actuarial Report for the Fiscal Year Ending June 30, 2020 and the June 30, 2020 Annual Audited Financial Statements indicate that the District continues to prefund the OPEB obligation and reported an OPEB asset of $12 million at June 30, 2020 (IIID12-04; IIID12-05; IIID12-06).   The District June 30, 2020 Annual Audited Financial Statements also indicate that the District has sufficient resources to support the accrued compensated absences and the liability for paid leave of faculty under a banked leave program (IIID12-06).

Analysis and Evaluation

The District has been proactively funding and managing the employee related obligations to ensure they are viable benefits for current and future employees. In addition, the District ensures the actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

All long-term debt is recognized in the June 30, 2020 Annual Audited Financial Statements (IIID13-01). The District currently only has GO Bonds (Measure A and Measure M). Voters authorized the District to issue the GO bond and payments for these bonds are funded through property tax assessments. District bond series have never exceeded a maximum term of 25 years and are principal and interest repayment bonds.

Analysis and Evaluation

The District regularly assesses and allocates resources to repay its debt instruments. The overall percentage of the District's general fund budget utilized for current or future obligations, including OPEB, is around one percent.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The District receives funding from bonds, measures, grants, and through fundraising by the Los Rios Colleges Foundation. District procedures and independent review ensure that regardless of funding source, all resources are used appropriately.

All expenditures authorized by the School Facilities Bonds are reviewed by the Citizens' Bond Oversight Committee to ensure the money is spent only on school facility improvements authorized by the Bond Act. The Citizens' Bond Oversight Committee Los Rios Community College District 2019-2020 Annual Report describes the most recent review of expenditures (IIID14-01). The Committee reported that the District is in compliance with the requirements of Article XIIIA Section 1(b)(3) of the California Constitution and in accordance with the District's approved local bond measures.

All funds expended from Measures A and M are audited annually by an independent audit firm. The Measure A Annual Audited Financial Statements from June 2019 showed no instances of non-compliance or other matters required to be reported under Government Auditing Standards. There were no prior year financial statements findings (IIID14-02, pp. 10-14). The Measure M Performance Audit for June 30, 2019 indicated that, in all significant respects, the Los Rios Community College District properly accounted for the expenditures held in the Measure M Building Fund, and that such expenditures were made for authorized bond projects. There were no reported findings or questioned costs for the current year, and no prior year findings (IIID14-03, pp. 4-5). The Measure A Performance Audit for June 30, 2019 also indicated that, in all significant respects, the Los Rios Community College District properly accounted for the expenditures held in the Measure A Building Fund, and that such expenditures were made for authorized Bond projects. There were no reported findings or questioned costs for the current year, and no prior year findings (IIID14-04, pp. 4-6).

The Los Rios Colleges Foundation is a 501(c)3 non-profit organization that provides financial support to keep students in school and on the path to a better life (IIID14-05). The Los Rios Foundation Finance Committee oversees the District and College's Foundations with a fiduciary responsibility for managing the investment portfolio. The Finance Committee reviews and approves disbursement activity for the Foundation on a quarterly basis following a review by the College. The District accounting staff oversees Foundation finances and provides an independent segregation of duties for greater control. The District also provides a quarterly investment report to the Board of Trustees regarding funds held by the Foundation. The Foundation is audited separately from the District and College, and receives its own independent auditor's report

annually. Foundation funds and expenditures are publicly available to ensure transparency and accountability (IIID14-05).

All grant expenditures require signature of the responsible manager for on-line requisitions, blanket order releases, and limited purchase order forms attesting to the appropriateness and permissibility of the expenditure. Grant managers regularly reconcile and report expenditures per the requirements of the funding source. Campus managers work with the District grants office to ensure expenditure reports align with those in the District's database (IIID14-06; IIID14-07).

Analysis and Evaluation

As evidenced by the independent audits of Measures A & M, and the Citizen Bond Oversight Committee's report, the College's financial resources are utilized in a manner consistent with the intent of the funding. The independent audit and bookkeeping procedures of the Los Rios Colleges Foundation ensure funding is utilized according to the philanthropist's wishes. The District and College's grant management and purchasing processes safeguard funds, ensuring they are expended in the manner for which they are intended.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

CRC has contracted with Student Data Warehouse, Inc. (SDW), who download National Student Loan Data System (NSLDS) information and provide an analysis of default rates three times per fiscal year in October, February and June. CRC reviews the reports after each scheduled download to track projected cohort default rates and take any necessary actions to ensure compliance (IIID15-01). CRC's most recent student loan default rate statistics show a steady decline in both the percentage and number of students in default from 2015 to 2017.

	2015	2016	2017
Percentage of Students in Default	21.5%	18.6%	18.3%
Number of Students in Default	114	89	75

Table data from: IIID15-01

The District monitors revenue streams and assets through annual independent audits. The most recent independent audit of the District's financial statements revealed no significant findings. Further financial estimates of future obligations were found to be sound and based on reasonable assumptions. The District and CRC monitor and manage revenue streams and assets to ensure compliance with federal requirements. Any deficiencies identified are resolved quickly to come into compliance (IIID15-02).

Analysis and Evaluation

The processes CRC and the District have in place effectively manage student loan default rates and revenue streams and assets.

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

    Evidence of Meeting the Standard

    The Los Rios District maintains and follows policies regarding contractual agreements in order to maintain the integrity of the institution and the quality of its programs, services, and operations. Authorization to contract is outlined in Los Rios Community College District Board policies (IIID16-01).

    Use of the LRCCD Contract Approval Sheet and Routing Form GS 113 ensures contracts are routed through college leadership for review and approval before engagement with external entities (IIID16-02). This process allows college and district leadership to confirm that contracts are consistent with the mission and goals of the institution as well as valid and complete. For example, the College's Memorandum of Understanding (MOU) with Rebuilding Sacramento Together aligns with our strategic planning goals of equity and workforce development, with the College's construction students providing free labor to build housing for low income families while gaining technical skills for hire as construction workers (IIID16-03).

    Grants must be formally accepted by the college president and the District. The LRCCD Grant Submission and Acceptance Form defines the project director, responsible administrator and their contact information. To ensure the integrity of expenditures, the project director must sign off on all purchases to ensure they conform to the intent of the grant. Requests for budget transfers must be authorized by the project director to ensure compliance with grant intent and permissible expenditures (IIID16-04).

    Only select positions in the District may serve as authorized signatories on grants and contracts, further ensuring contracts will align with the mission and goals of the institution (IIID16-05). Grants and contracts must be ratified by the LRCCD Board of Trustees per Los Rios Board Policy 8321 (IIID16-01). Grant and contract ratification is a regular standing item on the LRCCD Board of Trustees consent agenda.

    Analysis and Evaluation

    The District's grants and contracts policies and procedures require multiple levels of scrutiny prior to acceptance and approval of the agreements. Policies and procedures ensure all contracts and grants align with the mission and goals of Cosumnes River College.

Conclusions on Standard III.D. Financial Resources

The College demonstrates sound financial management practices that support the mission, vision and values of the institution, support the College's strategic plan, and align with District goals and objectives. Resource allocation is fully integrated into the planning process to ensure priority needs are funded. There is effective oversight and accountability checks to ensure all financial resources are expended in the manner intended and in a timely manner.

Improvement Plan(s)

None

Evidence List

III.D.1
IIID1-01 LRCCD 20-21 Adopted Budget
IIID1-02 LRCFT Contract 2020-2023, Appendix A
IIID1-03 LRCCD 20-21 Adopted Budget, p. 5
IIID1-04 LRCCD Board Policy 8122
IIID1-05 LRCCD 20-21 Adopted Budget, p. 73
IIID1-06 Mission, Vision, and Values
IIID1-07 Resource Allocation Guide, p. 8
IIID1-08 Resource Allocation Guide

III.D.2
IIID2-01 LRCCD 20-21 Adopted Budget, pp. 7-8
IIID2-02 Chancellor's Update January 2021
IIID2-03 Vision, Mission and Values
IIID2-04 CRC Strategic Plan 2017-2021
IIID2-05 LRCCD Strategic Plan 2017-2021
IIID2-06 Planning Guide
IIID2-07 Automotive Mechanics Technology Program Review, 2019
IIID2-08 Resource Allocation Guide
IIID2-09 COB Process 2020-2022
IIID2-10 COB-FFE Music Example
IIID2-11 COB 20-22 Proposal & List

III.D.3
IIID3-01 LRCCD Board Policy and AR 8122
IIID3-02 LRCCD Budgeting Principles and Formulas
IIID3-03 Resource Allocation Guide
IIID3-04 Resources Committee web pages
IIID3-05 Planning Guide Timeline
IIID3-06 COB Process 2020-2022
IIID3-07 Resource Allocation Guide p. 5

III.D.4

IIID4-01 LRCCD 20-21 Adopted Budget, p.5
IIID4-02 Los Rios Partnerships web pages
IIID4-03 Los Rios Foundation web pages
IIID4-04 COB 20-22 Prioritization
IIID4-05 LRCCD Board Policy 8122
IIID4-06 LRCCD 20-21 Adopted Budget, p. 14

III.D.5

IIID5-01 LRCCD Board Policy 8122
IIID5-02 Tentative Budget 2020-21
IIID5-03 Adopted Budget 2020-21
IIID5-04 Budget Committee Membership
IIID5-05 LRCCD Administrative Regulation 8122
IIID5-06 Retiree Health Benefits Oversight Committee
IIID5-07 Example 1: ERP Organizational Center Budget Department Report
IIID5-08 Example 2: ERP-Organizational Center Budget Department Report
IIID5-09 PeopleSoft Position Control Procedures
IIID5-10 LRCCD Board Policy 8315
IIID5-11 District's Authorized Signers List
IIID5-12 Annual Audited Financial Statements 2020

III.D.6

IIID6-01 LRCCD Board Policy 8151
IIID6-02 Blanket Order Release Form
IIID6-03 Limited Purchase Order Form
IIID6-04 Quarterly Report September 2020
IIID6-05 LRCCD Administrative Regulation 8122
IIID6-06 LRCCD 20-21 Tentative Budget, pp. 111-112
IIID6-07 LRCCD 20-21 Adopted Budget

III.D.7

IIID7-01 LRCCD Audited Financial Statements June 2019
IIID7-02 LRCCD Audited Financial Statements June 2020
IIID7-03 Measure A Annual Audited Financial Statements June 2020
IIID7-04 Measure M Annual Audited Financial Statements June 2020
IIID7-05 LRCCD Board of Trustees Agenda, Feb 2021, p. 1, 92

III.D.8

IIID8-01 LRCCD Authorized Signers List
IIID8-02 PS Financials Accounting Services Access Request Role Descriptions
IIID8-03 LRCCD Audited Financial Statements, June 2020

III.D.9

IIID9-01 LRCCD Board Policy 8122
IIID9-02 LRCCD 20-21 Adopted Budget, p.108
IIID9-03 LRCCD Audited Financial Statements June 2020, p. 14

IIID9-04 Risk Management Report 2020
IIID9-05 Risk Management Report 2019
IIID9-06 LRCCD 20-21 Adopted Budget
IIID9-07 LRCCD 20-21 Adopted Budget, p. 124

III.D.10
IIID10-01 Financial Aid Policy and Procedure Manual
IIID10-02 Financial Aid web pages
IIID10-03 LRCCD Grant Submission Form
IIID10-04 Strong Workforce Fire Technology Report
IIID10-05 LRCCD Contract Approval Sheet Routing Form
IIID10-06 Community Service Dept. CRC MOU
IIID10-07 Los Rios Foundation web pages
IIID10-08 LRCCD Board Policy 8252
IIID10-09 LRCCD Board of Trustees Agenda October 2020, consent item F

III.D.11
IIID11-01 LRCCD 20-21 Adopted Budget, p.5
IIID11-02 LRCCD 20-21 Adopted Budget, p. 108
IIID11-03 Budget Resources and Updates in light of COVID-19

III.D.12
IIID12-01 LRCCD Board Policy 5165
IIID12-02 LRCCD Board Policy 6622
IIID12-03 LRCCD Board Policy 9414
IIID12-04 LRCCD Actuarial Valuation and Determination June 2019
IIID12-05 GASB 75 Actuarial Report for FYE June 2020
IIID12-06 LRCCD Audited Financial Statements June 2020

III.D.13
IIID13-01 LRCCD Audited Financial Statements June 2020

III.D.14
IIID14-01 LRCCD Citizens' Bond Oversight 2019-2020 Annual Report (pp. 67-81 of Agenda)
IIID14-02 Measure A Annual Audited Financial Statements June 2019
IIID14-03 Measure M Performance Audit, June 2019
IIID14-04 Measure A Performance Audit, June 2019
IIID14-05 Los Rios Foundation web pages
IIID14-06 Quarterly Report September 2020
IIID14-07 Fire Technology Strong Workforce Final Report

III.D.15
IIID15-01 CRC Cohort Default Rate email and analysis
IIID15-02 LRCCD 2018-2019 Financial Audit Report, pp. 89-93, 198

III.D.16
IIID16-01 LRCCD Board Policy 8321

IIID16-02 LRCCD Contract Approval Sheet Routing Form
IIID16-03 LRCCD and Rebuilding Sacramento Together Agreement
IIID16-04 LRCCD Grant Submission Form
IIID16-05 LRCCD Board Policy 8315

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the   organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A.   Decision-Making Roles and Processes

1.   Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

CRC's institutional leaders create and encourage innovation leading to institutional excellence. When innovation has institution-wide implications, a broad participative process is used for planning and implementation. This can be seen through the College's implementation of Guided Pathways, which was a transformative endeavor for the College (IVA1-01). The discussion of Guided Pathways began with a campus conversation and colloquium to gather broad input and dialog about student success (IVA1-02). The implementation was led by a Steering Committee, and four work groups were created for each of the four pillars of the Guided Pathways program, which are Clarifying the Path, Entering the Path, Staying on the Path, and Learning on the Path (IVA1-03; IVA1-04). All work groups included representation from management, faculty, classified professionals, and students, using a tri-chair model, and all shared in the design, decision-making, and implementation of Guided Pathways. After the work groups designed the initial implementation of Guided Pathways, the College incorporated these work groups into the existing participatory governance structure to ensure ongoing oversight and institutionalization of Guided Pathways (IVA1-05; IVA1-06).

Participatory governance committees and Senate subcommittees innovate to develop new services to engage and support students. An example of this is the Meditation Space developed

by the Social Responsibility Committee (SRC) (IVA1-07). The SRC identified a campus need for a quiet space for meditation, prayer, and rest. Through a volunteer effort with support from college leadership, the SRC then created a Meditation Room to meet this need (IVA1-08).

The Equity and Institutional Effectiveness office supports innovation by faculty and classified professionals through professional development and grants (IVA1-09). Faculty are able to innovate to develop new courses and programs through the Program Review and Curriculum processes. An example of this is the development of the new Social Justice Studies program, which was planned as a collaborative interdisciplinary program stemming from Ethnic Studies while broadening the scope of course and degree opportunities (IVA1-10; IVA1-11).

The College's instructional departments and student services build ideas into thriving programs that serve students. The Student Life and Leadership Center innovated to address the basic needs of students by creating the Hawk Cares Program, which provides students with food, housing assistance, and additional services (IVA1-12; IVA1-13). To ensure that the Hawk Cares program is sustainable, the College encourages support and fundraising through the Office of Philanthropy.

Despite the closure of on-ground operations due to COVID-19, the College sustained innovative services through the Hawk Cares programs (IVA1-13). To address the food insecurity felt by students, the College offered food distribution days, adapting the Hawk Cares services to the current environment (IVA1-14). The College has also ensured that basic needs for students are included in long-term college planning (IVA1-15).

Analysis and Evaluation

Innovation at CRC occurs through Program Review, participatory governance, innovation grants, and grass-roots efforts. All members of the College are provided a voice in decision-making and planning. During the review cycle, the College implemented a number of innovations, all intended to build a supportive college that increases and enhances student success. CRC leaders create and encourage new ideas, which can be seen through innovations such as the Meditation Space, Hawk Cares, and the implementation of Guided Pathways.

The College committed to large-scale innovation with Guided Pathways, and ensured that the process included the voices of faculty, staff, administrators, and students. The implementation work was spread among work groups with broad representation, and when appropriate, vetted through the Academic Senate to ensure that faculty voices were heard. The College ensured that innovation can be sustained by folding Guided Pathways into the ongoing work of participatory governance committees.

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate

policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The Los Rios Community College District and Cosumnes River College use participatory governance in decision-making processes. Participatory governance is defined as a process which "involves representatives from appropriate constituent groups who engage in open discussion and timely decision-making in areas of Los Rios Community College District Policy development and implementation not specifically restricted by legal and policy parameters" (IVA2-01). Los Rios Board Policy 3411 supports the use of participatory governance for "collaborative goal-setting and problem-solving," and the policy includes faculty, classified professional staff, and students in participatory governance (IVA2-01).

The College has developed a robust system of participatory governance based on this board policy. CRC's system includes constituency representation through the Academic Senate, Classified Senate, and Associated Student Government. Representatives from each constituency are appointed to participatory governance committees and share in institutional decision-making, and faculty, classified professionals, and students are encouraged to participate. The Participatory Governance Council (PGC) provides leadership and organization to participatory governance and decision-making processes (IVA2-02).

The PGC's website publicly describes the policies and practices for participatory governance decision-making, outlining the process, the constituency roles, and the principles that guide collaborative decision-making (IVA2-03). According to the Participatory Governance Decision-Making Policies and Practices, proposals and ideas may be brought forward by constituency groups, committees, or branches, and the process provides a path for feedback and vetting in all cases (IVA2-03). The Academic Senate Constitution and Bylaws describe how faculty may bring forth ideas for consideration by the Senate, which provides leadership in academic and professional matters defined by California Code, Title 5 § 53200 (IVA2-04; IVA2-05).

The PGC revised the Participatory Governance Decision-Making Handbook in 2019, clarifying the process for decision-making (IVA2-02; IVA2-06). Through the revision process, the PGC examined the flow of ideas and proposals from constituencies and committees through the newly implemented PGC branch structure to ensure that there was a clear process for ideas to be fully vetted with broad-based input before finalization (IVA2-06).

The Associated Students of CRC (ASCRC) are the leadership groups who engage in participatory governance (IVA2-07). The ASCRC is composed of a Student Senate and Clubs and Events Board. The Student Senate Bylaws describe how students may put forward ideas for consideration by the ASCRC (IVA2-08). Students engage in decision-making through participatory committees, and the College solicits student views broadly through campus conversations, surveys, and planning summits (IVA2-09; IVA2-10; IVA2-11).

Analysis and Evaluation

The College encourages extensive constituent participation in decision-making processes. During the review cycle, the College improved participatory governance to expand representation through the development of the Participatory Governance Council (PGC) and PGC

Branches. The PGC is designed to include broad constituency representation where faculty, classified professionals, administrators, and students have an opportunity to voice their opinions, concerns, comments, and suggestions for institutional improvement and planning. The PGC uses a tri-chair leadership model, with a faculty member, a classified professional, and an administrator serving as council leads. This inclusive and democratizing model of leadership has been implemented in most participatory governance committees.

The College has ensured that decision-making processes are robust and include diverse viewpoints by gathering constituency feedback, surveying the college, and holding forums to inform planning. CRC leaders ensure that students are part of decision-making by reaching out to students for input in matters such as the revision of the mission, vision, and values and the institutional self-analysis process for accreditation (IVA2-10; IVA2-12). The College created student forums for conversation on institutional changes such as the implementation of Guided Pathways, and has included students in institutional planning such as the development of the Strategic Plan. The College is committed to ensuring broad participation in college decisions with room for all constituency voices, including students.

An ongoing challenge for broad participation in institutional decision-making is the ability to attend participatory governance meetings due to schedule conflicts. It has been difficult to ensure student representation on committees and during meetings, and this challenge was heightened during remote operations due to the COVID-19 pandemic. The College is working to find ways to better accommodate participation by students, faculty, and classified professionals and has brainstormed such options as the creation of a campus hour, which would be an hour set aside each week for campus events, participatory governance meetings, and community building.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

The College maintains an active system of participatory governance in keeping with board policies and regulations (IVA3-01). The Participatory Governance Council (PGC) facilitates institutional effectiveness, planning, and decision-making through direct communication between the College President, Senate leaders, and participatory governance tri-chairs (IVA3-02; IVA3-03). The PGC branches lead college planning and resource allocation processes. Each branch is led by faculty, administrative, and classified professional tri-chairs. The structure of participatory governance encourages collaboration among organizational units and committees with overlapping responsibilities (IVA3-04).

The Academic Senate is the voice for the faculty in the participatory governance process (IVA3-05). The Academic Senate makes recommendations to the administration related to the areas of professional and academic responsibility, known as the "10+1," which include curriculum, degree and certificate requirements, and educational program development, among others

([IVA3-05](#)). The Academic Senate President appoints faculty representation to participatory governance committees and other college committees and groups. The District Academic Senate is a representative body of the faculty, which develops, promotes, and acts upon district policies and issues ([IVA3-06](#)). The District Academic Senate responds to district and statewide concerns identified from the state academic senate, from local college senates, and from its senate-led committees.

The role of administrators is defined through Los Rios Board Policy 9011 and they are responsible to the District Chancellor and Board of Trustees ([IVA3-07](#)). Administrator and manager responsibilities are further enumerated with respect to employee groups in their collective bargaining agreements ([IVA3-08](#); [IVA3-09](#); [IVA3-10](#)). Administrators and managers serve as administrative tri-chairs in participatory governance groups. Resource allocation recommendations are developed through participatory governance processes and finalized by administrators.

Analysis and Evaluation

During the review cycle, Cosumnes River College adopted a tri-chair model of participatory governance, which provides inclusionary input by all campus constituencies including faculty, staff, and administration. The tri-chair model has been implemented in most committees, except in cases where the areas of responsibility apply primarily to a single constituency group, such as the Curriculum Committee. Faculty and administrators have a direct role in institutional policies, planning, and budget. Faculty, classified professional, and administrative tri-chairs lead the Participatory Governance Council (institutional policy), Institutional Effectiveness (planning), and Resources (resource allocation), ensuring constituency representation in these decisions.

CRC's integrated planning and resource allocation processes are clearly defined, with planning and allocation recommendations developed through participatory governance processes and finalized by college administrators. For example, in the Faculty Prioritization Process for new full time faculty hiring, divisions or Career and Academic Communities (CACs) put forward requests for new faculty positions ([IVA3-11](#)). These position requests are identified through Program Review and ranked in the Unit Plan ([IVA3-12](#)). This process blends constituency input with the respective roles of the Academic Senate and college administrators to create a hiring prioritization process that is clear and results in effective resource allocation.

4.   Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

The College and District follow the rules of California Code, Title V, and the guidelines established by the California Community Colleges Chancellor's Office regarding the responsibilities for curriculum. CRC's curriculum review process is aligned with the *Program and Course Approval Handbook*, written by the California Community Colleges Curriculum

Committee. The CRC *Curriculum Handbook* describes the parties responsible for the development of curriculum, saying, "Ultimately, faculty are responsible for the creation and maintenance of curriculum, and curriculum proposals can officially originate from faculty members" (IVA4-01). The Curriculum Committee is the participatory governance body responsible to "appraise the curriculum; consider proposals for addition or changes in curriculum or courses; establish general education requirements; and make recommendations to the college president concerning programs and course offerings," among other duties (IVA4-02). The Curriculum Committee is designated authority by the Academic Senate, and is a participatory governance body with constituency representation. The District Curriculum Coordinating Committee (DCCC) "provides recommendations to the Board of Trustees and/or its representative on district wide curriculum matters, per Regulation R-3412" (IVA4-03; IVA4-04). Major curriculum decisions are forwarded to the Board of Trustees for consent.

The composition of the Curriculum Committee is weighted towards faculty membership, with representation from all areas, reflecting the primary responsibility held by faculty in this process. The faculty union contract confirms the responsibility of faculty members for curriculum through the rights and duties of the department chair (IVA4-05). The contract further outlines faculty responsibility "to determine the methods of instruction, the planning and presentation of course materials, and the fair and equitable methods of assessment in their assignment in accordance with the approved curriculum" (IVA4-06).

Administrators play an important role in the oversight and approval of curriculum serving on college and district curriculum committees. Deans discuss curriculum proposals with department faculty considering issues such as necessary resources and viability early in the curriculum process (IVA4-07). The Vice President of Instruction (VPI) and Associate Vice President of Instruction and Student Learning serve on the Curriculum Committee, and represent the College on the DCCC. The VPI or their designee serve on the district Program Placement Council (PPC), where proposals for new programs are vetted by the four colleges to prevent unnecessary program duplication.

Analysis and Evaluation

The CRC Curriculum Committee provides leadership in the development and approval of curriculum, which has been notable during the remote operations precipitated by the COVID-19 crisis due to the high volume of curriculum changes. The Curriculum Committee ensured that the College followed guidelines for Distance Education Approval in compliance with laws and regulations (IVA4-08; IVA4-09). In fall 2020, the Curriculum Committee outlined clear strategies for Anti-racism, Equity, and Curriculum in support of the College's Strategies for We Won't Fall, a campaign to address systemic racism (IVA4-10; IVA4-11; IVA4-12).

5.   Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Cosumnes River College is governed by the Los Rios Board of Trustees, the College and District's participatory governance, and institutional leadership (IVA5-01). The Board sets out policies and regulations that the District and Colleges abide by. "Board policies define the goals and practices for the operation of our district and colleges" (IVA5-02). The methods by which board policies are implemented are outlined in administrative regulations (IVA5-02). To ensure that the Board considers relevant perspectives in decision-making, Board meetings include College and constituency leaders and presentations from relevant stakeholders (IVA5-03). The College participates in District decision-making through the District Academic Senate and other joint governance groups (IVA5-04).

The College maintains a strong system of participatory governance through college and district-wide committees, which ensures the expression of relevant perspectives through constituency group representation (faculty, classified professionals, administrators, and students). During the review cycle, the College redesigned several elements of governance, including the implementation of the Participatory Governance Council (PGC), which provides broader representation in decision making (IVA5-05). The adoption of a tri-chair model in most committees ensures that all voices are heard. The PGC developed updated Participatory Governance Decision-Making Policies and Practices, which affirm the roles of members of the college in decision-making (IVA5-06).

CRC's revision of participatory governance established new branch committees, which provide channels for communication among participatory governance groups (IVA5-07). Each committee's charge defines the role of the committee, and membership is aligned to accomplish the committee's charge, ensuring all appropriate voices are present for effective decision-making. For example, since curriculum is primarily under the purview of faculty, the Curriculum Committee membership is weighted to faculty participation. Key members of the Committee include the college's Articulation Officer and Student Learning Outcomes Coordinator, based on their roles in relation to curriculum development and approval (IVA5-08).

The College aligned Strategic Planning goals with participatory governance groups to ensure timely action on institutional plans (IVA5-09). The Research and Equity Office tracks and shares institutional progress towards stated goals, sharing research and results with College administrators and participatory governance groups (IVA5-10; IVA5-11).

Analysis and Evaluation

During the review cycle, the College maintained diverse and relevant perspectives in decision-making and leadership through effective design of participatory governance committees. CRC redesigned its participatory governance by establishing the Participatory Governance Council and Branches. This model included greater constituency representation in the PGC, and the branch structure provided increased coordination within and among committees. The revised Participatory Governance Decision-Making Policies and Practices reinforced the College's commitment to including diverse perspectives in decision making.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

Although decisions are made through many channels, most processes are developed and overseen by participatory governance committees, including strategic planning, program review, curriculum development, and resource allocation. CRC has well-defined governance, with committees composed of members appointed by the Academic and Classified Senates (IVA6-01).

The Participatory Governance Council (PGC) revised the *Decision-Making Handbook* to establish clear and streamlined decision-making policies and practices (IVA6-02). These guidelines ensure that relevant decisions pass through participatory governance branches, ensuring broad communication and gathering constituency input throughout the process. The PGC outlined Principles for Collaborative Institutional Decision-Making, including collegial consultation, civil discourse, and transparency (IVA6-02).

The process of revising the College's mission, vision, and values statements in spring 2021 is an example of well-documented and widely communicated decision-making. The process for revising the statements is outlined in the Planning Guide and overseen by the Institutional Effectiveness Committee (IVA6-03). The Committee began by surveying the college community (students, faculty, classified professional staff, and administrators) to gather feedback on the current mission, vision, and values (IVA6-04; IVA6-05). The IE Committee gathered additional input through two forums, and used all the feedback in drafting a revised set of statements (IVA6-06; IVA6-07). This first revision draft was shared broadly for input from constituency groups, which informed a final draft (IVA6-08). The final draft was submitted for approval following the Participatory Governance Decision-making Process (IVA6-09).

The College uses a variety of platforms and modes to ensure that there is extensive information spread regarding college processes, such as resource allocation. The College has a weekly newsletter sent to all college employees that includes updates, activities, and events (IVA6-10). When information is time-sensitive, it is often communicated through a college-wide email (IVA6-11). The College has also strengthened communication channels through a new repository for participatory governance meeting agendas and minutes. In 2019, the College adopted BoardDocs, a tool for creating, sharing, and storing participatory governance documents (IVA6-12). The implementation of BoardDocs allows for a single, searchable repository for minutes and agendas, improving transparency for decision-making (IVA6-13).

Analysis and Evaluation

During the last accreditation review cycle, it was noted that the College should improve documentation of decisions and dialog surrounding decision-making processes. The College has improved transparency regarding decision-making processes through the updated Decision-Making Process. The College implemented BoardDocs as a repository for meeting minutes and agendas, which allows for greater uniformity and ease of access to documentation of decision-

making. As new committee leaders are appointed, the College is providing ongoing training and support for meeting documentation.

During the review cycle, the College strengthened constituency representation in decision-making processes by establishing a tri-chair model of leadership for most participatory governance groups, and by reiterating a commitment to classified professional participation in governance. Management and supervisors are encouraged to allow their staff to attend meetings where staff holds a formal position on a committee (IVA6-14). Faculty and classified professionals are also asked to share updates from participatory governance meetings during regularly scheduled department meetings.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The College assesses participatory governance on an annual basis through a participatory governance survey administered by the Research and Equity Office each spring (IVA7-01; IVA7-02). The survey asks members of the College to rate the effectiveness of committees in accomplishing each committee's charge and supporting the mission of the College. The Participatory Governance Council (PGC) and PGC Branches review the survey results the following fall and continue assessment when necessary in order to ensure that committees are effectively accomplishing their charges (IVA7-03; IVA7-04).

The College also performed a thorough assessment of the leadership and governance structures during the 2015 Institutional Self-Evaluation process for Accreditation, and during the following Strategic Planning Process. During these processes, the College assessed its governance, communication, and decision-making, recognizing that silos existed where communication regarding decisions was not effectively shared among participatory governance groups (IVA7-05). The College also recognized that the Shared Governance Committee, the former leadership body for vetting participatory governance changes, had a limited membership with less representation from faculty, classified professionals and students. The Shared Governance Committee was not active or meeting regularly to provide governance leadership (IVA7-06).

The College addressed these growth areas by redesigning its governance structures to create a layered and interconnected system with a Participatory Governance Council (PGC) and four participatory governance branches (IVA7-07). Each branch was aligned with participatory governance committees to ensure a path for communication and collaboration (IVA7-08). The PGC membership was expanded to include the constituency leadership, branch tri-chairs, accreditation leads, and the council tri-chairs.

After the changes to participatory governance were implemented, the PGC reviewed and revised the College's *Decision-Making Handbook* to ensure that policies and processes were conducive to effective communication and governance (IVA7-09). The revision transformed the former

handbook into a clear declaration of the values, processes, and roles for decision-making by faculty, classified professionals, and administrators through participatory governance, and the new guide is embedded into the PGC webpage for continuing reference (IVA7-07). In this revision, the PGC evaluated and clarified the flow of decision-making and communication for participatory governance to ensure channels for feedback and representation are clear and effective (IVA7-10). To ensure that results of decisions are widely communicated, the PGC utilizes its branches as conduits for information to the participatory governance committees, and Senate leaders ensure that information is channeled broadly to the constituency groups that they represent (IVA7-11). One example of this process is the College's development of an *Equity-Minded Decision-Making Guide*. In fall 2020, a draft guide was prepared and shared with constituency groups and committees for feedback (IVA7-12). After receiving constituency feedback, the PGC reflected on suggestions, made initial revisions, and adjusted its strategy for revising the guide in order to ensure that the final document would be meaningful and reflective of the college community (IVA7-13; IVA7-14; IVA7-15).

Analysis and Evaluation

The College annually assesses its participatory governance committees to ensure that they are effectively accomplishing their charges and supporting the CRC mission. The results of these annual assessments are shared with committees and posted to the PGC website. During the review cycle, the College has critically evaluated its leadership and governance structures and decision-making processes to ensure that they are inclusive and responsive to the needs of constituencies. The substantial changes to participatory governance took time to shape and implement, but the result has ensured that there is increased, ongoing communication among committees. Branch committees often include regular reports from related committees, and the PGC provides a forum for conversations among the branches. The new structure of PGC and branches was designed to ensure communication among participatory governance committees and representation of all constituencies. The redesigned structure resulted in greater collaboration across committees and increased communication of college decision-making.

Conclusions on Standard IV.A. Decision Making Roles and Processes

Cosumnes River College's participatory governance and decision-making structures are clearly defined and well organized to ensure all constituency voices are represented in college wide decisions. The College seeks transparency by incorporating diverse perspectives in decision-making and communicating the results of decisions broadly. CRC's committee and governance structure relies upon faculty leadership in matters relating to curriculum and includes a balance of representation in participatory governance through the tri-chair model of leadership. The College has improved communication through the realignment of participatory governance led by the Participatory Governance Council and four branches. The College has focused on documenting dialog leading to decisions through committee meeting minutes stored in the new repository BoardDocs. CRC is an innovative institution, which embraces change in support of student success. Innovation is supported by college leadership and thrives throughout the institution.

Improvement Plan(s)

None

Evidence List

IVA1
IVA1-01 Guided Pathways
IVA1-02 Guided Pathways Forum and Colloquium
IVA1-03 Guided Pathways Steering Committee
IVA1-04 Guided Pathways Workgroups
IVA1-05 PGC Minutes Sept 2019
IVA1-06 Guided Pathways - Where We Are Now
IVA1-07 Social Responsibility Committee Minutes 09/7/17
IVA1-08 Meditation Space
IVA1-09 Innovation
IVA1-10 Ethnic Studies Program Review
IVA1-11 Social Justice Studies
IVA1-12 Student Life and Leadership Hawk Cares
IVA1-13 Hawk Cares Program
IVA1-14 Hawk Cares Drive-up Food Distribution
IVA1-15 Student Equity Plan

IVA2
IVA2-01 Los Rios Board Policy and AR 3411
IVA2-02 Participatory Governance Council
IVA2-03 Participatory Governance Decision-Making Policies and Practices
IVA2-04 Academic Senate Constitution
IVA2-05 Academic Senate Bylaws
IVA2-06 PGC Minutes March 2019
IVA2-07 Associated Students of CRC
IVA2-08 Student Senate Bylaws
IVA2-09 Campus Conversation - General Education
IVA2-10 Mission, Vision, and Values Student Feedback
IVA2-11 Strategic Planning Summit 09/30/16
IVA2-12 Student Senate Minutes 10/09/20

IVA3
IVA3-01 LRCCD Board Policy and AR 3411
IVA3-02 Participatory Governance Council
IVA3-03 PGC Membership
IVA3-04 PGC Alignment
IVA3-05 Academic Senate
IVA3-06 LRCCD District Academic Senate
IVA3-07 LRCCD Board Policy 9011
IVA3-08 LRCFT Contract, Article 20, p. 175

B.   Chief Executive Officer

1.   The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The College President has primary responsibility for the quality of the institution, applying vision, oversight, and leadership to ensure the health of the College. Board Policy designates the roles and responsibilities for the College President who is "the chief administrator of the College and is responsible for the overall supervision of the operation of the College" (IVB1-01). The President operates in alignment with participatory governance processes for planning and budgeting. The Institutional Effectiveness Committee provides recommendations on College planning processes, and the Resources Committee provides recommendations on resource allocation. The President incorporates the ranking and recommendations developed through participatory governance into effective planning and budgeting to ensure the health and growth of the College (IVB1-02).

The President ensures the College follows equity practices, and that hiring committee participants are adequately trained in keeping with District policies (IVB1-03). In the Strategic Plan, the President and College established a strategic indicator for equity in hiring to shape the demographic proportions for newly hired faculty, staff, and administrators to be more representative of student demographics (IVB1-04; IVB1-05). The President aligned administrative positions with college priorities through an administrative redesign (IVB1-06).

The President invests in professional development for administrators, faculty, and classified professionals (IVB1-07; IVB1-08; IVB1-09; IVB1-10).

The President uses data to assess institutional effectiveness, and to illuminate opportunity gaps for students (IVB1-11; IVB1-12). With the awareness of this data, the President leads institutional change, bringing together constituency leaders and work groups to tackle issues, form strategies, and further the College's mission of providing an empowering education (IVB1-13). An example of this leadership can be seen in the implementation of Guided Pathways, which was informed by the student success data linked above. The President continues to use data to inform institutional goals and priorities, examining where student success lags and unpacking the institutional barriers that need to be addressed to improve student success (IVB1-14).

During the review cycle, the President collaborated with faculty and classified leaders, holding campus conversations to openly discuss challenges impacting the College (IVB1-15; IVB1-16). During the campus closure and remote operations due to COVID-19, the President maintained this open communication by holding regular office hours several times a month, providing faculty and staff an opportunity to pose questions about the College's operations and planning (IVB1-17).

Analysis and Evaluation

The President provides effective leadership for the College, using data to assess institutional effectiveness, aligning with College processes for budgeting and planning, and investing in personnel to further the mission of the College. The President has established a vision of institutional change in support of students' success (IVB1-18). In addition, the President promotes transparency and communication, and is readily available to faculty and staff who have specific needs and interests, wish to share input regarding processes, or seek support of various initiatives.

  2.   The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The College's organizational charts outline the administrative reporting structure of Cosumnes River College (IVB2-01). This administrative structure allows the President to effectively communicate with and delegate authority to administrators in order to effectively lead the College (IVB2-02). The President meets regularly with managers and administrators and complies with Board Policy 9141, completing manager evaluations in a timely manner (IVB2-03). Managers receive written progress reports annually and provide self-evaluations assessing their individual goals and the degree to which they have been met.

In 2019, the College completed an administrative redesign as a component of our Guided Pathways implementation (IVB2-04). The College instituted Career and Academic Communities (CAC), organizing academic programs in order to deliver tailored academic and support services according to student's career and academic interests. The College realigned the administrative team to support and facilitate the CAC structure, shifting deans and other administrative assignments. The President adjusted and expanded administrative roles and responsibilities to ensure consistency with institutional priorities, developing and appointing new positions to lead institutional efforts for implementing Guided Pathways, academic and support software, and workforce development efforts (IVB2-05).

Analysis and Evaluation

The President plans, oversees, and evaluates administrative staffing based on the mission and priorities of the College. The College's administrative structure is well-coordinated with delegated authority to the three vice presidents for oversight of instruction, administrative services, and student services. Within CRC's management team, the President evaluated needs and adjusted assignments according to institutional goals. This is clearly demonstrated in the administrative reorganization in 2019 in support of Guided Pathways. The President has ensured that administrative attention is applied to support the strategic goals of the College by developing positions or assigning responsibility for initiative areas including equity, workforce development, and the implementation of systems to support our students.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
    *   establishing a collegial process that sets values, goals, and priorities;
    *   ensuring the college sets institutional performance standards for student achievement;
    *   ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
    *   ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
    *   ensuring that the allocation of resources supports and improves learning and achievement; and
    *   establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

The President leads College decision-making and planning processes, engaging in collegial consultation with constituencies and groups to ensure continuous improvement. Planning and resource allocation are achieved through participatory governance, and the results are forwarded to the President for final decisions and approval (IVB3-01).

The President guides a collegial process that sets values, goals, and institutional priorities through the Strategic Plan (IVB3-02). This plan then informs other planning and goal-setting processes as demonstrated through the Integrated Planning Model (IVB3-03). CRC's last

strategic planning process began in 2016, with a convocation address from the President which established broad goals and contextualized the planning within the college's areas for growth (IVB3-04). The College developed the Strategic Plan after careful review of external and internal factors, including a review of Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis, and the Strategic Plan is aligned with the District's Strategic Plan (IVB3-05; IVB3-06; IVB3-07). The President worked with constituency leaders and college stakeholders to review the prior Strategic Plan, discuss the results of the SWOT analysis, and to identify goals and strategies for the new Strategic Plan (IVB3-06; IVB3-08). To track the College's progress towards accomplishing the Strategic Plan, the College developed Indicators of Achievement and monitors progress towards these goals throughout the plan cycle (IVB3-09; IVB3-10; IVB3-11).

The President ensures that the College sets institutional performance standards for student achievement (IVB3-12). These standards are aligned with external reporting requirements, District goals, and the Strategic Plan to allow the College to track progress in student success (IVB3-12). The College's leadership reviews progress towards institutional performance standards and addresses areas of concern (IVB3-13; IVB3-14).

The President utilizes quantitative and qualitative data on student success and experience as well as analyses of external and internal conditions to inform institutional planning. The Research and Equity office produces data to guide and inform the College. Research and Equity developed public dashboards (HawkTrack and HawkDash), which provide course and student success data disaggregated by student demographics (IVB3-15; IVB3-16). The Office also produces detailed reports on programs, services, initiatives, and student cohorts, to help the College understand the impact of actions and ongoing areas for growth (IVB3-17).

The President ensures that educational planning is integrated with resource planning and allocation to support student achievement and learning. During Program Review, departments and programs review the results of assessment, plan for improvements, including curricular changes, and articulate needed resources to accomplish those plans (IVB3-01). From there, resource requests are handled as outlined in the Resource Allocation Guide, which describes the processes for use of general funds for faculty and staff prioritization, facilities improvements, and capital outlay budgets, as aligned with strategic goals, Program Review and Unit Plan, and institutional priorities (IVB3-18). The President also pursues funding opportunities that support the educational priorities of the College, such as the California Guided Pathways Project. In order to sustain improvements to learning and achievement, the President uses discretionary funds to support faculty reassigned time, such as the Teaching and Learning Leads and the Professional Development Coordinator (IVB3-19; IVB3-20).

The President guides the assessment of overall institutional planning and implementation to achieve the mission of the College. Applying insights from the 2016 Strategic Planning process, the President collaborated on a redesign in participatory governance, including the establishment of the Participatory Governance Council (PGC) to facilitate communication and planning among committees and branch groups (IVB3-21). The participatory governance redesign included the establishment and expanded charges of four branch committees aligned with accreditation standards (IVB3-22). The PGC provides a forum for communication among the branches: Institutional Effectiveness, Resources, Student Success and Equity, and Student Learning and Instruction Support.

Analysis and Evaluation

The President ensures that planning, goal-setting, and resource allocation are aligned with the College's mission. The President supports the health of institutional processes through the Participatory Governance Council and the organization of participatory governance. The President meets regularly with constituency leaders to understand their points of view. Through the PGC, the President promotes committee collaboration to improve institutional processes.

The President ensures close communication regarding planning, goal-setting, and resource allocation through the organization of the management team (IVB3-23). The Vice President of Institutional Equity, Research, and Planning reports directly to the President, so there is a direct line of oversight for institutional goal-setting and planning. Likewise, the Vice President of Administrative and Student Services reports directly to the President, ensuring close oversight of resource allocation.

4.   The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The President has appointed a college administrator as the Accreditation Liaison Officer (ALO) and maintains ongoing faculty and classified professional leadership for accreditation through appointed tri-chairs. The President serves as the administrative tri-chair for the Participatory Governance Council (PGC), the official accreditation steering committee for the College (IVB4-01).

The President ensures that the college maintains compliance with accreditation requirements and has involved faculty, classified professionals, and administrative leaders in matters of accreditation through the development of the Participatory Governance Council (PGC) and PGC Branch structure (IVB4-01; IVB4-02). The Branch structure was established in 2017 and each Branch was assigned responsibility for oversight of relevant standards (IVB4-02). This responsibility is noted in the Branch charges and demonstrated through ongoing conversations on matters of accreditation occurring within the Branches (IVB4-03; IVB4-04). During the review cycle, the College has maintained ongoing faculty, classified, and administrative tri-chairs for Accreditation who are voting members of the PGC (IVB4-05).

Analysis and Evaluation

The President ensures that the College maintains ongoing compliance with Eligibility Requirements, Accreditation Standards, and Commission Policies. The implementation of the Participatory Governance Council (PGC) and Branches has increased the awareness and responsibility of faculty, classified professionals, and managers for matters of accreditation. As

PGC tri-chair, the President has provided oversight and ensured that accreditation is woven into the ongoing college conversation. When the College organized for the self-evaluation process, leadership from the PGC Branches served as Standard Tri-chairs, and the self-evaluation process was integrated with participatory governance to ensure widespread discussion and input to the process.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The District Chancellor and College President ensure implementation of statutes, regulations, and Los Rios Board policies. Los Rios District policies and regulations are "regularly reviewed and updated to stay in compliance with state and federal law" (IVB5-01). The Office of the General Counsel provides a Statement of Legislative Principles for the District Chancellor when addressing matters before the California Legislature and Congress. The Statement of Legislative Principles ensures that actions supported by the District "align with the district's vision, mission, values, goals, and strategies, as enumerated in the district's strategic plan" (IVB5-02). Institutional practices at the College and District levels ensure effective control of budget and expenditures (IVB5-03).

In order to stay current with changes in statutes, regulations, or policies, the College President attends regular District meetings, including the Chancellor's Cabinet and monthly Board of Trustee meetings, where legislative updates are provided (IVB5-04; IVB5-05; IVB5-06). The President ensures that college leadership, including administrators, managers, and constituency leaders, are kept current on upcoming local, district, and state wide changes through college wide and district communications (IVB5-07; IVB5-08).

Analysis and Evaluation

The effective implementation of statutes, regulations, and board policies can be seen in the College's response to Assembly Bill 705 (AB 705) and the implementation of Multiple Measures for English and Math (IVB5-09). The District and College were informed of the bill and immediately prepared for compliance, establishing work groups to oversee the implementation of required changes. The President ensured compliance with the legislation, and the College carefully assessed the impact of changes on student success as congruent with the college's mission and honoring the college's values (IVB5-10; IVB5-11).

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The President works and communicates effectively with members of the College, within the District, and with the surrounding community, building relationships and advocating for programs that improve the outlook of the region. During the review cycle, the President supported career and workforce development programs such as Cal LAW Pathway (IVB6-01). He provided funding for a coordinator that offers educational outreach to current and formerly incarcerated community members through Re-Emerging Scholars (IVB6-02). The President also fostered campus services to meet the basic needs of students through Hawk Cares (IVB6-03).

The President actively supports an effective relationship between the College and the community at large through community events and collaborations such as the Annual Entrepreneurship Seminar, Patron's Club, and OneBook campus events, and the Ethics Symposium (IVB6-04; IVB6-05; IVB6-06). The President invests in outreach to high school students, particularly from underserved populations. He established an early college partnership with the Margaret Fortune Early College High Schools (IVB6-07). The President also pursued funding for TRIO Upward Bound, "a federally funded program designed to prepare and motivate high school students for success in post-secondary education" (IVB6-08).

The President has prioritized communication within the campus community, and collaborated with faculty, classified professionals, and students to hold a series of campus conversations inviting open discussion of challenges facing the institution (IVB6-09). The President collaborates with District leadership to provide guidance and insight to significant policy, legislative, and budget issues (IVB6-10). The President recognizes the impact of local and national events on the college community, and provides leadership and support in challenging circumstances (IVB6-11). The President has invested in ongoing inclusion and support through the development of the Dream Center to support undocumented students, as well as the development of the Pride Center to support the College's diverse LGBTQIA+ students and employees (IVB6-12; IVB6-13).

Analysis and Evaluation

The President has shown a commitment to CRC's community, building partnerships and services to support diverse student needs. The President has focused on building pathways for students coming to the college from surrounding high schools through effective outreach and programs like TRIO Upward Bound. The President also supported pathways for CRC students to serve the community through their professional work, such as through the Cal LAW Pathway. The President provides opportunities and channels for open discussion surrounding the challenges that the College faces, and recognizes that the College and community are impacted by events at the local, national, and global level. The President invests in long term services to ensure that the community is represented, welcomed, and served by the College.

Conclusions on Standard IV.B. CEO

CRC's leadership is effective in supporting and furthering the College's mission, vision, and values. The College President serves as an effective leader for the institution, establishing goals and priorities for institutional improvement. The President works within established processes and provides leadership for planning and resource allocation. The President has organized an

effective administrative structure, which allows for oversight of college processes and prioritizes communication and collaboration. The President ensures ongoing compliance with accreditation and college wide awareness through integration of accreditation oversight with participatory governance. The President communicates effectively with constituency groups and the community.

Improvement Plan(s)

None

Evidence List

IVB1
IVB1-01 LRCCD Board Policy 4111, section 1.4
IVB1-02 Integrated Planning Model
IVB1-03 Hiring and Equity Training
IVB1-04 CRC Strategic Plan
IVB1-05 Indicators of Achievement 2019-20
IVB1-06 Administrative Redesign
IVB1-07 Management Equity Training
IVB1-08 PD Coordinator Position
IVB1-09 Teaching and Learning Lead Position
IVB1-10 Classified Institute - Spring 2021
IVB1-11 Convocation Presentation 2015
IVB1-12 Fall 2011 Assessment Cohort Analysis
IVB1-13 CRC Guided Pathways
IVB1-14 We Won't Fall Campaign
IVB1-15 Campus Conversation - Sexual Harassment
IVB1-16 Campus Conversation - George Floyd
IVB1-17 President Bush Office Hours - Sampling
IVB1-18 President's Message

IVB2
IVB2-01 Management Team Organizational Chart
IVB2-02 Executive Leadership Change
IVB2-03 LRCCD Board Policy 9141
IVB2-04 Administrative Redesign
IVB2-05 Appointment of new AVPI

IVB3
IVB3-01 Planning Guide
IVB3-02 Strategic Plan
IVB3-03 Integrated Planning Model
IVB3-04 Convocation Presentation Fall 2016
IVB3-05 Strategic Plan, pg. 3
IVB3-06 Strategic Planning Summit 09/30/16

C.   Governing Board

1.   The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The Board is charged with active involvement in overseeing the educational quality and financial health of the organization by formulating and adopting District policies that ensure the effectiveness of the institution and its learning programs. These responsibilities and the method by which the Board of Trustees enacts its leadership are indicated in LRCCD Policy 3112 (IVC1-01).

The Board of Trustees of the LRCCD exercises the legal authority for its governance and operation pursuant to California Education Code 70902 and Title 5 of the California Code of Regulations § 51002 (IVC1-02; IVC1-03). Board Policy 3111 provides the Board with the authority for setting policies (IVC1-04). Board Policy 4111 provides the College chief executive officer the authority for the effective operation for the institution (IVC1-05). The District and its four Colleges maintain records that define and document formal policies and regulations, which in turn define and document responsibilities and processes for the effective operation of the District and the Colleges.

As outlined in Board Policy 3112, the board is responsible for guiding the colleges by establishing and upholding policies related to the overall philosophy of the District, academics, personnel, finance, student policies, and selection of the chief administrator (IVC1-01). District policies are reviewed and updated on a cyclical basis by the board (IVC1-06). The board regularly participates in study sessions, board training sessions offered through its statewide association, and state and national sessions of interest to the District and the colleges (IVC1-07). New board members receive an orientation and specific training (IVC1-08).

Analysis and Evaluation

The Board of Trustees reviews and approves policy and regulation changes brought forward by constituency groups through the participatory governance process. While policy changes are approved by the board, changes to regulations are done through the Chancellor's Cabinet. Both processes work well because a number of constituency groups, committees, and councils review and provide input for recommended changes. Policy change recommendations go to the

Chancellor's Cabinet only after other groups review and comment (Vice Presidents of Instruction and Student Services, students, and appropriate District-wide committees.) The District's General Counsel facilitates the process throughout (IVC1-09).

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The District expects Board members to represent the interests of their individual service areas and "to be sensitive to the hopes and ambitions of the community, and be able to respond readily to community needs." At the same time, Board Policy 3113 "Attributes and Conduct" emphasizes that the Board should act as a whole once decisions are made: "It is therefore incumbent on each Trustee to exhibit equal interest, loyalty, and concern for all Los Rios colleges and facilities, and not just for the college situated in the Trustee's area of residence" (IVC2-01).

As evidenced by its agendas and minutes documents, the Los Rios Board of Trustees acts as a whole and in accordance with the policies and bylaws (IVC2-02). Further, the board amends policies and regulations to address changes in the District's operations, changes in law, and changes in the needs of students (IVC2-03).

Analysis and Evaluation

The Board adheres to LRCCD Policy 3113 to ensure that, when decisions are made, the Board acts as a whole (IVC2-01). The Board's work fulfills the District's vision, mission, and values statements as well as the District's strategic plan.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

As described in LRCCD Policies 4111 and 9142, the Board of Trustees is responsible for the recruitment, employment, and evaluation of the District Chancellor (IVC3-01; IVC3-02). The board establishes the qualifications for the position and the timeline for the search. The current Chancellor began his tenure with the District on February 1, 2013.

Each year the Board, in concert with the Chancellor, develops its goals for the coming year and prepares a report on the accomplishments of the previous year (IVC3-03). The Board reviews the performance of the chancellor annually in October, including a formal evaluation with input from various constituent groups (IVC3-04). The Chancellor and Board annually review the performance of the District's Executive Staff including the College presidents, District deputy chancellor, and vice chancellors (IVC3-05). The Board also participates in the review of final

candidates for these high-level positions and has the ultimate decision regarding the hiring of these candidates (IVC3-06).

Analysis and Evaluation

LRCCD follows a clearly defined process for selecting and evaluating the Chancellor. This process works effectively to ensure the Chancellor's goals are aligned with the Board's goals and the Strategic Plan. In concert with the Chancellor, the Board of Trustees develops annual goals and prepares a report on the accomplishments of the previous year (IVC3-07).

4.   The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

As an independent body, the Los Rios Community College District (LRCCD) Board acts on behalf of the District and in the best interest of our community (IVC4-01). LRCCD Board policies and regulations describe governing board expectations for quality, integrity and improvement of student learning programs and services (IVC4-02). Board policy 3112 "Supervision and Control" describes trustee responsibilities and how the board exercises its leadership (IVC4-03).

Analysis and Evaluation

The Board effectively communicates its expectations for quality, integrity, and improvement of student learning programs and services at monthly board meetings. The Board periodically receives reports regarding student success, and, by way of these reports, is informed of the institution-set standards and analysis of results for improvement of student achievement and learning (IVC4-04).

5.   The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Board of Trustees formulates policies and oversees creation of regulations, institutional goals and strategies, and other formal statements regarding student learning programs and services and the resources necessary to support them (IVC5-01). The Board's work fulfills the District's vision, mission, and values statements as well as the District's strategic plan, both of which are reviewed on a regular cycle (IVC5-02). At its regular monthly board meetings, the

Board expresses its expectations for quality, integrity, and improvement of student learning programs and services (IVC5-03). The Board of Trustees periodically receives reports regarding student success, and, through these reports, the Board remains aware of the institution-set standards and analysis of results for improvement of student achievement and learning (IVC5-04). In 2020, the governing board adopted districtwide, measurable equity targets for course success and the completion of transfer-level math and English among other targets (IVC5-04).

Analysis and Evaluation

The Los Rios Board of Trustees supports through policies and goals institutional integrity, quality, and the improvement of student learning programs and services. The governing board is an integral part of improving institutional effectiveness.

6.   The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

LRCCD Policies 3111, 3112, 3113, 3114, 8321, 8323, and 8611 specify the Board of Trustees' size, duties, responsibilities, and procedures (IVC6-01; IVC6-02; IVC6-03; IVC6-04; IVC6-05; IVC6-06; IVC6-07). The board reflects the public interest by developing policy, providing oversight for the District, and setting its strategic direction (IVC6-02). Board members are accountable for the educational quality and financial health of the organization (IVC6-02). The Board of Trustees' Statement of Legislative Principles policies and regulations, and related information is published on the LRCCD website and is easily accessible from the main page (IVC6-08; IVC6-09).

Analysis and Evaluation

Board policies and regulations pertaining to board duties, structure, and responsibilities are regularly reviewed and updated as necessary. The information is easy to access and understand.

7.   The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The Board of Trustees supports collegiality and promotes the improvement of student learning programs and services (IVC7-01). Board policies regarding the board's size, duties, responsibilities, structure, and operating procedures are published and publicly accessible (IVC7-02). As indicated on the District's Board of Trustees' webpage, policies and regulations are periodically updated to clarify or to change procedures and to stay in compliance with new or

revised California and federal law ([IVC7-03](#)). The District reviews its policies and regulations regularly to ensure they are appropriately updated ([IVC7-04](#)).

Further, policies and regulations are created and amended to address changes in the District's operation, law, and the needs of students ([IVC7-04](#)). In LRCCD Policy 3112, the LRCCD Board of Trustees self-evaluation processes are clearly defined ([IVC7-04](#)). The policy states, "The Board of Trustees will review achievements related to goals annually and progress towards those goals at midyear." Typically, the LRCCD Board of Trustees initiates its annual self-evaluation process during its fall retreat, and completes it during the following spring retreat ([IVC7-05](#); [IVC7-06](#)).

Analysis and Evaluation

Board agendas and minutes demonstrate that the LRCCD Board of Trustees acts in accordance with its own policies and bylaws. The Policy and Regulation Vetting Process described on the Board of Trustees webpage demonstrates that the board regularly assesses its regulations and policies for their effectiveness in fulling the district's mission ([IVC7-03](#)).

8.   To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Board is charged with active involvement in overseeing the educational quality and financial health of the organization by periodically reviewing curriculum changes and financial information and by formulating and adopting District policies that ensure the effectiveness of the institution and its learning programs. These responsibilities and the method by which the Board of Trustees enacts its leadership are indicated in LRCCD Policy 3112; responsibility is delineated in four (4) areas: Leadership, Adoption of Policies, Evaluation, and Maintaining Relationships ([IVC8-01](#)). The Board regularly reviews disaggregated key indicators of student learning and achievement and institutional plans for improving academic quality ([IVC8-02](#)). The study and evaluation of reports concerning the execution of policies constitutes the basic method by which the Board of Trustees exercises its control over the operation of the District.

Analysis and Evaluation

At the October 2020 LRCCD Board Retreat, key indicators of student success from each of the four colleges were disaggregated and presented ([IVC8-02](#)). This presentation prompted the collaborative development of the Los Rios Board of Trustees Supporting Transformational Change Action Plan ([IVC8-03](#)). This 13-point action plan, developed in collaboration with the colleges' presidents, aligned Los Rios values with actionable goals for improving student achievement and academic quality.

9.   The governing board has an ongoing training program for board development, including

new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

Prior to election to the Los Rios Board of Trustees, candidates are oriented to the LRCCD through briefings and question-and-answer opportunities with the Chancellor, Vice Chancellors, Associate Vice Chancellors, General Counsel, and College Presidents (IVC9-01). Once elected, new board members meet with District officials and with the college presidents, often taking tours of the campuses. In addition, new members, including the student trustee, are provided a local orientation that includes an introduction to the policies and procedures of the District (IVC9-02). Each January, the California Community College Trustees organization provides orientation for trustees (IVC9-03). New trustees are also encouraged to go to the Community College Trustees orientation as well as the American Association of Community Colleges orientation (IVC9-04). The expected attributes of and guidelines for the conduct of board members are clearly laid out in LRCCD Policy 3113, which also indicates that trustees must possess the willingness to devote time to the business of the board (IVC9-05). Board members are elected to 4-year terms of office on a staggered basis to promote continuity. Trustees for areas one, two and six were elected in 1990 and every four (4) years thereafter. Trustees for areas three, four, five and seven were elected in 1992 and every four (4) years thereafter (IVC9-06).

Analysis and Evaluation

The governing board effectively meets the requirements for board development, orientation, staggered terms, and continuity of board membership.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

In LRCCD Policy 3112, the LRCCD Board of Trustees self-evaluation processes are clearly defined. The policy states, under "Evaluation, 2.3.4.2: The Board of Trustees will review achievements related to goals annually and progress towards those goals at midyear; and in 2.3.4.3: The Board of Trustees will informally discuss their performance as a Board annually." (IVC10-01). Typically, the LRCCD Board of Trustees initiates its annual self-evaluation process during its fall retreat, and completes it during the following spring retreat. In following this process, the Board completed the Self-Evaluation instrument at its October 2020 retreat (IVC10-02). The results were then tabulated, reviewed, and discussed at the March 2021 retreat (IVC10-03).

Analysis and Evaluation

The Board's self-evaluation process is clearly defined in Policy 3112. The process is implemented and the results published on a regular annual cycle.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The Board of Trustees' "Statement of Ethics" is clearly described in LRCCD Policy 3114 which provides an overall statement of ethics and describes 12 elements that each member of the Board adheres to in performing the duties of the office (IVC11-01). Additional ethics-related policies can be found in LRCCD Policy 8631: Conflict of Interest Rules and 8611: Conflict of Interest Code, which requires designated positions to file statements of economic interest with the District Office of General Counsel and make them publicly available (IVC11-02; IVC11-03). It also requires the Board members to recuse themselves from participating in issues whenever they have a conflict of interest. In addition, as the Board of Trustees of four California Community Colleges, the LRCCD Board of Trustees is also bound by relevant sections of the California Government Code and the California Code of Regulations, which further describe elements of ethical conduct in government in Government Code Section 83116 and stipulate the prescribed sanctions when standards of conduct are violated (IVC11-04).

Analysis and Evaluation

The Board's "Statement of Ethics" cited in Policy 3114 provides the expectations for the members of the Board of Trustees. For example, "make decisions in the best interest of students and the District," "devote adequate time and effort to Board responsibilities," and "avoid conflicts of interest." This Statement of Ethics ensures a clearly defined code of ethics for the Board. To date, no board member ethics violations have occurred.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

As described in LRCCD Policies 4111 and 9142, the Board is responsible for the recruitment, selection and evaluation of the District Chancellor (IVC12-01; IVC12-02). The Board establishes the qualifications for the position and timeline for the search in accordance with state regulations. The Board of Trustees entrusts the Chancellor with the full responsibility for the

implementation and administration of Board policies, as asserted in the following statement from LRCCD Policy 3112: "The Board of Trustees shall delegate to the Chancellor the function of specifying required actions and designing the detailed arrangements under which the District shall operate" (IVC12-03). The Chancellor serves as the chief executive officer for Los Rios Community College District Board of Trustees and the administration of the District in all its aspects shall be delegated to the Chancellor who shall carry out the administrative responsibilities and functions in accordance with the policies adopted by the Board of Trustees (IVC12-01). The Board of Trustees also delegates to the Chancellor the execution of all decisions made by the Board of Trustees concerning the internal operation of the District." (IVC12-01). In addition, the Board of Trustees appoints the College Presidents, Vice Chancellors and Associate Vice Chancellors upon recommendation by the Chancellor.

The Board evaluates the Chancellor annually to provide accountability toward achievement of set goals (IVC12-02). The process involves discussions of the Chancellor's performance related to the joint Board of Trustees and Chancellor Desired Outcomes at retreats held in October and March (IVC12-04; IVC12-05). The Board conducts the formal evaluation of the Chancellor in closed session at its regular business meeting in late October (IVC12-06). Similarly, the Chancellor and Board conduct an annual review of the college president's performance on achievement of set goals and outcomes to ensure accountability (IVC12-02; IVC12-03).

Analysis and Evaluation

The Board has responsibility for the selection and evaluation of the Chancellor, who in turn is given the responsibility to govern the District and to implement Board policies. In addition, the Board selects and evaluates its Presidents in accordance with Board policy.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Board is apprised of all accreditation requirements, standards, policies, processes and the college's accreditation status (IVC13-01). Through an annual review of the College's progress toward set goals and outcomes, the Board can enact policies and initiatives that will support the college's efforts (IVC13-02; IVC13-03). The Board reviewed and approved the College's accreditation follow-up report, meeting submission deadlines with the resulting full reaffirmation of accreditation by the Commission (IVC13-04; IVC13-01; IVC13-05).

Analysis and Evaluation

The Board is knowledgeable about Accreditation Standards, Eligibility Requirements, accreditation processes and policies and supports the College's efforts to maintain full

accreditation status. The Board works collaboratively with the College to enact policies and initiatives to support equitable outcomes for all students.

Conclusions on Standard IV.C. Governing Board

The LRCCD Board supports academic quality, integrity and effectiveness of student learning programs and services through policy development and fiscal stability. Policies are consistent with the college/district/system mission and are published to the public. Board members adhere to LRCCD policies and act as a collective entity to support implementation of group decisions. The Board regularly reviews policies and revised them as necessary. In exercising its authority, the Board ensures policy development reflects public and student interests in educational quality. Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

LRCCD policies include a process for evaluation for the Board and selection and evaluation of the Chancellor and College CEO. The Board delegates full responsibility and authority to the Chancellor to implement and administer board policies without board interference and holds themselves and the Chancellor accountable for promoting and sustaining academic quality and institutional effectiveness in operation of the District. The Board maintains effectiveness and continuity through new board member trainings and staggered terms of office. The governing board regularly evaluates its practices and performance, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

The governing board upholds and adheres to a code of ethics and the District conflict of interest policy which contain consequences for violating these policies. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The board participates in evaluation of governing board roles and functions in the accreditation process. The governing board is informed about accreditation processes and standards and supports the College's efforts to retain fully accredited status.

Improvement Plan(s)

None

Evidence List

IVC1
IVC1-01 LRCCD Board Policy 3112
IVC1-02 California Education Code 70902
IVC1-03 California Code of Regulations §51002
IVC1-04 LRCCD Board Policy 3111
IVC1-05 LRCCD Board Policy 4111
IVC1-06 LRCCD Board of Trustees Agenda 12/16/20, p. 8

IVC7-05 LRCCD Board of Trustees Fall Retreat Agenda 10/09/20, p. 6
IVC7-06 LRCCD Board of Trustees Spring Retreat Agenda 03/06/20

IVC8
IVC8-01 LRCCD Board Policy 3112
IVC8-02 LRCCD Board of Trustees Fall Retreat Agenda 10/09/20, pp. 14-59
IVC8-03 LRCCD Board of Trustees Fall Retreat Agenda 10/09/20, pp. 11-13

IVC9
IVC9-01 LRCCD Trustee Candidates' Workshop 09/11/20
IVC9-02 LRCCD Student Trustee Orientation Agenda 05/26/20
IVC9-03 CCLC Trustee and Board Chair Workshops, January 2020
IVC9-04 CCLC 2021 Trustee Board Orientation, Trustee Wilkerson Registration
IVC9-05 LRCCD Board Policy 3113
IVC9-06 LRCCD Board Policy 3132

IVC10
IVC10-01 LRCCD Board Policy 3112
IVC10-02 LRCCD Board of Trustees Fall Retreat Agenda 10/09/20, p. 6
IVC10-03 LRCCD Board of Trustees Spring Retreat Agenda 03/05/2021

IVC11
IVC11-01 LRCCD Board Policy 3114
IVC11-02 LRCCD Board Policy 8631
IVC11-03 LRCCD Board Policy 8611
IVC11-04 State of California Government Code 83116

IVC12
IVC12-01 LRCCD Board Policy 4111
IVC12-02 LRCCD Board Policy 9142
IVC12-03 LRCCD Board Policy 3112
IVC12-04 LRCCD Board of Trustees Fall Retreat Agenda 10/09/20
IVC12-05 LRCCD Board of Trustees Spring Retreat Agenda 03/06/20
IVC12-06 LRCCD Board of Trustees Agenda 10/14/20, p. 63

IVC13
IVC13-01 LRCCD Board of Trustees Agenda 02/08/17, p. 223
IVC13-02 LRCCD Board of Trustees Fall Retreat Minutes 10/09/20, pp. 14-59
IVC13-03 LRCCD Board of Trustees Fall Retreat Agenda 10/09/20, p. 11-13
IVC13-04 CRC Accreditation Follow-Up Report 03/15/17
IVC13-05 CRC Accreditation Status Letter 06/23/17

D.   **Multi-College Districts or Systems**

1.   In multi-college districts or systems, the district/system CEO provides leadership in

setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

The District works closely with the colleges to set expectations of educational excellence and integrity through establishing aligned metrics and shared student success and equity targets (IVD1-01). With student success and equity as the foundation for decision-making, the District and colleges work together to promote equity and student success. Regular meetings of the four colleges' constituency leadership groups ensures the District and colleges identify together the support needed for the effective operation of the colleges (IVD1-02).

Expectations and information are shared at weekly Chancellor's Staff meetings attended by the college presidents, the Chancellor, Vice Chancellors, Associate Vice Chancellors, and legal counsel (IVD1-03). Weekly meetings of the Vice Presidents with the Deputy Chancellor and relevant Associate Vice Chancellors also ensure that College needs are communicated to the District, and District interests are discussed with the colleges (IVD1-04). The Chancellor's Cabinet, which meets at least monthly, includes faculty and classified leadership, Los Rios Colleges Federation of Teachers (LRCFT) leadership, college presidents, and student leaders, who discuss a wide range of issues relevant to the District and colleges (IVD1-05). During the emergency closure due to COVID-19, the Chancellor's Cabinet often met more frequently to ensure the District and colleges were in constant communication and that all constituent groups were supported in the critical work they were doing to serve students (IVD1-06).

District-wide committees regularly meet to address curriculum and program placement, development of new job descriptions, workforce needs, research agendas, IT needs, and business practices (IVD1-07; IVD1-08; IVD1-09). The authority and roles for participatory governance and committees are clearly outlined in Regulations 3411 and 3412 (IVD1-10; IVD1-11). Los Rios has an active District Academic Senate (IVD1-12). The District Senate President attends and presents at Board of Trustee meetings and meets with the Chancellor and Deputy Chancellor weekly and the Academic Senate Presidents from all four colleges each month (IVD1-13; IVD1-14).

The District's strategic goals and objectives provide the basis for the college presidents', vice presidents', and deans' annual goals (IVD1-01). In this way, the College goals operationalize the District's to ensure there is progress towards achieving them.

Analysis and Evaluation

The four colleges work well together and in concert with the District. What was true of previous accreditation cycles has remained true of this one; namely, that the longstanding culture of cooperation between District and College has fostered collegial and professional efforts on behalf of shared interests and desired outcomes. The College and the District clearly understand who is responsible for what, and frequent dialog occurs, where clarity is needed.

2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

The extensive array of meetings that take place among the participatory governance committees and other affiliated groups serve to assure that there is clear delineation and communication about the operational responsibilities and functions in the District. Participatory governance structures and processes have found continued support in District level committees, including Education Technology, Equity and Student Success, Budget, and Curriculum, while the District Academic Senate and the Senate-Union Joint Issues Committee remain the principal organizations for overseeing academic policy making and shared oversight of academic employee contract issues (IVD2-01; IVD2-02; IVD2-03; IVD2-04).

The District Function Map illustrates how the District currently allocates responsibility for the many operational functions of the District (IVD2-05). Using the accreditation standards as a structural frame, the original District map was created in 2002 and revised in 2007, 2014, 2020. The 2020 revisions were made following review and recommendations from the District Accreditation Coordinating Committee which includes broad representation from across the district, including the Accreditation Liaison Officers (ALOs) from each college (IVD2-06). The document indicates whether a college, or the District, has primary, secondary, or shared responsibility for a defined operational function. Nevertheless, the District lines of responsibility remain flexible enough to shift following participatory governance review of changing circumstances and needs (IVD2-05).

Appropriate authority for issues affecting all four colleges, such as resource allocations, begins at the District level using established formulas (IVD2-07). The College may, when it deems necessary, work with the District to solicit more resources in order to enhance growth or to implement new programs (IVD2-08). Requests for additional resources trigger discussions between the College and the District about urgency, use of existing College funds to support initiatives, and alternative means for addressing an interest, such as a partnership with a community agency (IVD2-09).

Analysis and Evaluation

The College has established practices and processes that work in consultation with the District. The College understands its scope of authority and aligns with the District. The College consistently adheres to the delineation of functions as outlined by the District in policies, regulations, and guidelines.

3.   The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

The LRCCD practices conservative financial management (IVD3-01). This results in stability and consistency in District operations. The Board of Trustees oversees the distribution of finances through approval of purchase orders, warrants, checks and wires (IVD3-02). Likewise, the Board ratifies grants and contracts, renewed contracts, and bid transactions (IVD3-03).

The District Budget Committee ensures broad-based constituency input into fiscal policies (IVD3-04). As a result, the District has an equitable and fair process for distribution of financial resources. This process is described in the LRCCD 2020-2021 Adopted Budget (IVD3-05). It is important to note that the District's "bucket" formula assists in ensuring a fair distribution of resources (IVD3-06). Allocation of funds is determined through the consideration of factors including enrollment, weekly student contact hours, and assignable square footage at the colleges (IVD3-07).

The District budget conforms to a uniform fund structure and other revenue, expenditure, and accounting procedures as prescribed by the Budget and Accounting Manual issued by the California Community Colleges Chancellor's Office (CCCCO) and Ed Code section 70901 (IVD3-08, p.25). Each year, the District develops a Budget Calendar specifying the timeframe for planning and compiling the various portions of the budget (IVD3-09). The Board of Trustees formally adopts the tentative budget, based on estimated funding levels, prior to the new fiscal year (IVD3-10). A public hearing precedes final adoption of the budget before the date specified by the Ed Code (IVD3-11). In addition, the District establishes and maintains a budgetary general fund wherein reside all District monies not earmarked for other specified purposes (IVD3-12). Investing District funds, setting up of purchasing contracts and bidding procedures, and funding of special activities throughout the District is regulated by statute and District policy (IVD3-13). The various District budgetary Policies 8152, 8252, 8315, 8321, 8323 further delineate processes and responsibilities for the District and the College fiscal structures (IVD3-14; IVD3-15; IVD3-03; IVD3-16; IVD3-17).

Faculty staffing decisions consider criteria described in the Los Rios Community College District Guidelines for Authorizing New and Replacement Faculty Positions (IVD3-18). Colleges and participants in the District position allocation process use this document to determine their local priorities. While the state's full-time/part-time faculty ratio requirement is not an accreditation standard-related measurement or metric, the District does use the ratio to meet its interest in achieving reasonably equitable full-time/part-time faculty ratios across all LRCCD colleges. Productivity/access goals are also District-level considerations. The budget process guidelines, District Budget Committee membership, and the District budget calendar are clearly described in District Policy 8122 and Regulation 8122 (IVD3-19; IVD3-20).

The District's established resource allocation formulas determine apportionment of resources including FTE (IVD3-21). Allocations are assigned and discussed at the appropriate levels (IVD3-22). To be prepared for the outcomes of state budget allotments to the community

colleges, LRCCD prepares three tiers of projected budgets ranging from extremely conservative estimates to conservative estimates (IVD3-01). The Board of Trustees approves and makes public the ultimate annual budget for the District (IVD3-23).

Analysis and Evaluation

Los Rios is a fiscally conservative district. During the pandemic, the District and colleges were able to avoid laying off any permanent employees. While full-time faculty were not laid off during the pandemic, fewer adjuncts were employed because of the reduction in course offerings. Because of the District's fiscally conservative approach, the College and District were able to compensate for the impact of lower enrollment due to the pandemic. In sum, the District uses sound fiscal principles.

4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

Board Policy 4111 notes that the Chancellor serves as the chief executive officer for the Board of Trustees (IVD4-01). Board Policy 9142, "Performance Evaluation Chancellor and President," charges the Chancellor with delegating authority for administering the colleges to the four college presidents and holds them accountable through the annual performance evaluation process (IVD4-02). The evaluative process is based at least partially on the president's achievement of goals that are developed by the president in conjunction with College personnel and are consistent with priorities expressed in both the District and the College strategic plans (IVD4-03). The Chancellor evaluates the presidents annually in the fall (IVD4-02). Perhaps the best description of the Chancellor's relationship with the College presidents is that of chief executive officer, i.e., a figure who delegates the day-to-day administration of the Colleges to the College administrative staffs, staffs that are headed by the respective College presidents. In turn, the Chancellor remains ultimately responsible for seeing that district policies are effectively implemented through a variety of oversight functions, including performance evaluations and weekly meetings of the Chancellor's Executive Staff (IVD4-04; IVD4-05).

The Chancellor meets regularly with the four college presidents at weekly Chancellor's Executive Staff meetings, at their bi-annual meetings to review progress on their desired outcomes, at periodic Executive Staff retreats, and at several other times in the course of the year (IVD4-05). The Chancellor delegates full responsibility for administering the colleges to the presidents and holds them accountable for meeting shared targets on equity and student success and goals in the five areas of the District strategic plan (IVD4-06; IVD4-07).

Analysis and Evaluation

The Chancellor's delegation of authority to the college presidents is shown in the District's Organizational Chart and indicated in the College president's job description (IVD4-08; IVD4-

09). The President ensures that District policies and regulations are adhered to at the College. While the President is responsible for implementing and administering policy and procedures at the College, it is done in consultation with the Chancellor or District staff and often in close coordination with the other College Presidents.

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

Strategic planning in Los Rios remains founded on inclusivity and evaluation and sets the overall compass direction for almost every major decision-making structure and process. The District engages in development of a Strategic Plan generally on a five- or six-year cycle (IVD5-01). During this process, the direction of the entire District is analyzed closely and outlined for the future. All plans and reports are reviewed and approved by the Board of Trustees, and widely shared throughout the District (IVD5-02).

The District analyzes data from institutional research on student success measures with a focus on equity (IVD5-03). This information is used to interrogate current practices and develop new efforts on the college campuses to increase student success and equitable achievement across all ethnic groups (IVD5-04). Notably, in response to long standing achievement gaps for African American and Latinx students, the colleges have agreed on shared metrics and targets for overall course success and equitable achievement for African American and Latinx students (IVD5-05).

Analysis and Evaluation

The District regularly evaluates its governance structures and decision-making processes. It maintains a clear delineation of roles and their associated responsibilities. Outcomes of these discussions are communicated throughout the District, and the colleges implement efforts towards improvement. The District and colleges continuously reflect and make revisions as needed to meet their shared student success.

6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

Communication between the District and Colleges includes shared planning documents such as recorded minutes of various District standing committees, published agendas and recorded minutes of all Board of Trustees meetings, and the shared results of District and College surveys (IVD6-01; IVD6-02; IVD6-03; IVD6-04). District Budget Committee minutes and budgetary information is also provided through both the District and College websites (IVD6-05; IVD6-06).

The Chancellor holds weekly Executive Staff meetings attended by the College president and monthly Chancellor's Cabinet meetings which provide another important and timely means of communication (IVD6-07; IVD6-08). Participatory governance facilitates regular communication between the District, the Board of Trustees, and the four colleges; the District Academic Senate convenes monthly at the District office (IVD6-09). As the need arises, these meetings include the participation of District officials. District personnel also participate on District-wide workgroups such as the District Accreditation Coordinating Committee, the Vice Presidents of Student Services and Instruction Councils, Vice Presidents of Administration Council, Career Education Council group, the District Research Council, the Districtwide IT Services Group, and the Educational Technology Committee (IVD6-10; IVD6-11; IVD6-12; IVD6-13; IVD6-14; IVD6-15; IVD6-16). All of these workgroups meet regularly to communicate District-wide concerns and to assist with communication between the District and College personnel.

Analysis and Evaluation

District personnel report regularly to the Board of Trustees, and their participation on District participatory governance committees and workgroups facilitates communication throughout the District. College representatives on these committees and workgroups in turn communicate with their colleagues at College-level participatory governance groups and work group meetings, with the result that both the Board of Trustees and the College stay well informed regarding District issues. Given the ongoing schedule of meetings, typically monthly, of all participatory governance committees, executive committees, and planning councils, information vital to the interests of the College and District is in constant circulation, through posting of committee minutes, executive reports, workshops, training sessions, and District email notifications. All of these exchanges serve to illustrate the numerous ways that the District acts as liaison between the Colleges and the governing board.

7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

At the District level, review of the Institution's governance and decision-making structure involves discussion of information gathered from an array of sources. These include regular employee satisfaction surveys and forums like the Summit for the Future (IVD7-01; IVD7-02). The District's participatory governance and decision-making processes are discussed in the Chancellor's Executive Staff group and in other District groups such as the Vice Presidents' groups, and the Academic Senate (IVD7-03; IVD7-04, Item 3; IVD7-05, Discussion Item 3). Governance and structure are also the focus in discussions of regulation and policies changes that occur in the Chancellor's Cabinet (IVD7-06).

Analysis and Evaluation

The District regularly evaluates its governance structures and decision-making processes. It maintains a clear delineation of roles and their associated responsibilities. Outcomes of these discussions are communicated throughout the District, and the colleges implement efforts towards improvement. The College has been self-reflective in assessing its strength and areas for improvement. It continuously reflects and makes revisions as needed to meet its goals and expected outcomes.

Conclusions on Standard IV.D. Multi-College Districts or Systems

The Los Rios Chancellor provides leadership and support of the four colleges in an effort to provide an exemplary and equitable educational experience to students. Through well-established governance structures, documented in board policy, the respective roles of the colleges and the District in executing operational responsibilities are clearly defined and respected. The Chancellor ensures the colleges receive adequate resources to effectively achieve their missions. The District ensures resource allocations align with the Standards requirements for fully accredited institutions. The formulaic allocation model ensures resources are adequate to support the effective operations and sustainability of the colleges and District. Systematic controls are in place to ensure the integrity of the resource allocation process. The Chancellor works closely with the four college presidents to delegate authority and responsibility for the implementation of policies and holds the College CEOs accountable for outcomes. District governance structures are aligned with College governance structures to ensure integrated planning and evaluation to improve student learning, achievement and institutional effectiveness. The resultant communication between the colleges and the District ensures effective operations and decision-making. The Chancellor regularly evaluates District/College role delineations, governance and decision-making processes to assure their integrity and effectiveness. The District uses the results of this evaluation and analysis as the basis for improvement.

Improvement Plan(s)

None

Evidence List

IVD1
IVD1-01 LRCCD Shared Student Success Targets
IVD1-02 LRCCD Special Board Meeting Agenda 07/14/20
IVD1-03 Chancellor's Executive Staff Meeting Agenda 04/13/21
IVD1-04 VPI/VPSS Meeting Agenda 10/01/20
IVD1-05 Chancellor's Cabinet Meeting Agenda 04/26/21
IVD1-06 Chancellor's Cabinet Meeting Schedule
IVD1-07 District Curriculum Coordinating Committee Agenda 04/23/21
IVD1-08 Career Education Council Meeting Agenda 04/22/21
IVD1-09 Educational Technology Committee Meeting Minutes 01/28/21

IVD1-10 LRCCD Board Policy 3411
IVD1-11 LRCCD Board Policy 3412
IVD1-12 District Academic Senate Meeting Agenda 04/20/21
IVD1-13 District Academic Senate President's Report to LRCCD Board 04/14/21
IVD1-14 District Senate President Communications Report 04/19/21

IVD2
IVD2-01 Educational Technology Committee Meeting Minutes 10/22/20
IVD2-02 District Equity and Student Success Meeting Minutes 03/15/20
IVD2-03 District Budget Committee Meeting Minutes 06/10/20
IVD2-04 District Curriculum Coordinating Committee Meeting Minutes 03/26/21
IVD2-05 Accreditation Standards District Function Map 2020
IVD2-06 District Accreditation Coordinating Committee Meeting Minutes 10/02/20
IVD2-07 LRCCD Administrative Regulation 8122
IVD2-08 District Budget Committee Meeting Minutes 12/12/18
IVD2-09 LRCCD Board Meeting Agenda 01/13/21, pp. 18-20

IVD3
IVD3-01 LRCCD 20-21 Adopted Budget, p. 5
IVD3-02 LRCCD Administrative Regulation 8315
IVD3-03 LRCCD Board Policy 8315
IVD3-04 District Committee Workgroup Membership 20-21, p. 3
IVD3-05 LRCCD 2020-21 Adopted Budget, p. 13
IVD3-06 LRCCD 2019-20 Adopted Budget, pp. 141-143
IVD3-07 LRCCD 2020-21 Adopted Budget, p. 15
IVD3-08 LRCCD Financial Statements, June 30, 2020, p. 25
IVD3-09 LRCCD 2019-20 Adopted Budget, p. 15
IVD3-10 LRCCD Board Meeting Agenda 06/10/20, p. 66-74
IVD3-11 LRCCD Board Meeting Agenda 09/11/19, p. 125
IVD3-12 LRCCD 2020-21 Adopted Budget, p. 36
IVD3-13 LRCCD Administrative Regulation 8323
IVD3-14 LRCCD Board Policy 8152
IVD3-15 LRCCD Board Policy 8252
IVD3-16 LRCCD Board Policy 8321
IVD3-17 LRCCD Board Policy 8323
IVD3-18 LRCCD Guidelines for Authorizing New and Replacement Faculty Positions
IVD3-19 LRCCD Board Policy 8122
IVD3-20 LRCCD Administrative Regulation 8122
IVD3-21 LRCCD 2020-21 Adopted Budget, p. 16
IVD3-22 District Budget Committee Meeting Minutes 12/18/19
IVD3-23 LRCCD Board of Trustees Meeting Minutes 10/14/20, Item 4A pp.7-8

IVD4
IVD4-01 LRCCD Board Policy 4111
IVD4-02 LRCCD Board Policy 9142
IVD4-03 LRCCD District and College Student Success Targets Fall 2019

IVD4-04 LRCCD Board Policy 5141
IVD4-05 Chancellor's Executive Staff Meeting Agenda, 04/13/21
IVD4-06 Los Rios Summit for the Future Transcript, 05/06/21
IVD4-07 LRCCD 2016-2021 Strategic Plan
IVD4-08 LRCCD Organizational Chart
IVD4-09 ARC College President Job Description

IVD5
IVD5-01 LRCCD 2016-2021 Strategic Plan
IVD5-02 LRCCD Board of Trustees Agenda 02/13/19, Items C-F
IVD5-03 LRCCD Strategic Plan Indicator of Achievement 2018 update
IVD5-04 LRCCD Board of Trustees Special Meeting 07/14/20
IVD5-05 LRCCD District and College Student Success Targets Fall 2019

IVD6
IVD6-01 District Curriculum Coordinating Committee Meeting Minutes 03/26/21
IVD6-02 LRCCD Board of Trustees Published Agendas & Minutes
IVD6-03 LRCCD Fall 2020 Student Profile
IVD6-04 CRC Online Learning Survey, Fall 2020
IVD6-05 LRCCD Published Budget Information
IVD6-06 CRC Published Budget Information
IVD6-07 Chancellor's Executive Staff Meeting Agenda 04/13/21
IVD6-08 Chancellor's Cabinet Meeting Agenda 04/26/21
IVD6-09 District Academic Senate Meeting Agenda 04/20/21
IVD6-10 District Accreditation Coordinating Committee Meeting Minutes 10/28/20
IVD6-11 VPI/VPSS Meeting Agenda 10/01/20
IVD6-12 Vice Presidents of Administration Council Meeting Agenda 12/30/20
IVD6-13 Career Education Council Meeting Agenda 04/22/21
IVD6-14 District Research Council Meeting Agenda 04/20/21
IVD6-15 Districtwide IT Services Meeting Agenda 05/05/21
IVD6-16 Educational Technology Committee Meeting Minutes 01/28/21

IVD7
IVD7-01 LRCCD Employee Satisfaction Survey Executive Summary August 2019 Summary
IVD7-02 Los Rios Summit for the Future Transcript, 05/06/21
IVD7-03 Chancellor's Executive Staff Meeting Agenda 04/13/21
IVD7-04 VPI/VPSS Meeting Agenda 10-01-20, Item 3
IVD7-05 District Academic Senate Meeting Agenda 01/19/21, Discussion Item 3
IVD7-06 Chancellor's Cabinet Meeting Agenda 11/23/20

H. Quality Focus Essay

We Won't Fall

Introduction

For the last five years, the College has made a concerted effort to address the systemic inequities that have led to long-standing gaps in achievement for our students of color. It has been our instructional vision since 2016 to improve the success of all our students, while simultaneously closing the gap in achievement without compromising rigor. This was a motivating reason for implementing Guided Pathways strategies, which built a foundation of support for students to complete their educational goals in a timely manner.

While CRC made notable progress over this time in improving student outcomes, the COVID-19 pandemic and the killing of George Floyd in May 2020 compelled us to double our efforts to eliminate existing equity gaps in student success and achievement, leading to the We Won't Fall campaign. The campaign defined instructional, student services, and institutional effectiveness/professional development strategies to eliminate systemic racism and opportunity gaps from our institution. The campaign identifies 13 target student success goals for Black/African American and Latinx students, and aligns the institutional strategies to support these goals.

Guided Pathways--A Foundation for Ongoing Equity Work

When the College began to explore adopting Guided Pathways in spring of 2017, it tied in with a growing concern about supporting student success for ALL students. A brief look at the essentials of Guided Pathways at CRC can illustrate why it has become foundational in our work to achieve equity for Black/African American and Latinx students, and to improve student outcomes overall.

Some of the key elements of Guided Pathways include programs of study that are mapped out and aligned to educational and career goals; structured support through onboarding and academic and career counseling; and student tracking systems to help "students stay on the pathway, persist, and progress" (QFE-01). Program maps help students plan and anticipate their schedules and simplify decision-making by providing a recommended course sequence, with information about pre- or co-requisites and course modality. The maps provide clarity so that students can gauge their progress, minimize enrollment in excess units, and determine their time to completion.

With the implementation of case management and Opt-out scheduling through Guided Pathways, the College assists students in reaching their educational milestones and promotes timely completion. The strategy of case management is to anticipate barriers (including financial ones), identify the necessary support, and provide timely and specific interventions. With this support, students are more likely to attend full time, and are assisted in declaring a program of study earlier in their academic careers. Our Opt-out schedule provides first-time, full-time students the

opportunity to complete college-level math and English within the first two semesters of enrollment, complete 30 units in the first year of enrollment, and complete 9 units of their program-required courses in their first year.

Student Success Teams (SSTs) are structured for each Career and Academic Community. The SSTs help (a) identify and remove barriers; (b) provide referrals and support to students; (c) support students to identify and declare an academic goal; (d) provide career advice and information on career outlook and opportunities; (e) build a sense of community; and importantly, (f) build connections with staff or faculty members. All of these elements work together to increase positive student outcomes, providing a community of support, especially for students who are undecided or unclear about their academic and career goals. However, the data gathered about these interventions showed that the Guided Pathways strategies have laid a foundation for improved student outcomes, but have not fully eliminated opportunity gaps.

Student Achievement Data and Institutional Self-Evaluation

In June of 2020, CRC's Research and Equity Office produced a report that underscored persistent gaps in degree/certificate and transfer completion, particularly for Black/African American students (QFE-02). Based on the fall 2016 cohort of new students, Black/African American students were half as likely to complete their program in three years (7.4% vs. 15.0%) compared to the overall student population. The report also highlighted conspicuous gaps in the completion of transfer-level math and English for Black/African American students. For the fall 2019 cohort of new students, the rate of Black/African American students completing transfer-level math and English by the end of their first year was two-thirds the overall rate (12.1% vs. 17.6%). Additionally, course success for Black/African American students lagged significantly behind the overall course success rate. Upon further investigation, the success indicators for Latinx students also demonstrated a need to make intentional campus-wide efforts to improve student outcomes.

During our institutional self-evaluation process, teams of faculty, staff, and administrators reviewed and gathered evidence for each standard and identified areas for further improvement and growth. The concerns raised by these teams mirrored the college wide focus on how to address and eliminate the persistent equity gaps for Black/African American and Latinx students. In the self-evaluation process, the College recognized that the equity work started through Guided Pathways must be sustained and amplified to ensure equitable outcomes for all students.

In Standard I.B, the College identified a need for continued realignment of institutional processes that guides the actions, decision-making, and priorities of the College. In Standard II.A, the College reflected on how to improve equity in instruction by implementing purposeful changes to support Black, Latinx, and other disproportionately impacted student groups. CRC faculty considered how to expand and encourage culturally responsive teaching practices and course design. In Standard IV.A, the College noted the important, cross-constituency conversations that resulted in We Won't Fall, challenging conversations that will need to be sustained in order to realize the goals of the campaign. While the We Won't Fall campaign began prior to the institutional self-evaluation process, the campaign is reflective of CRC's ongoing commitment to self-evaluation and continuous improvement on behalf of equitable student success.

Developing the We Won't Fall Campaign

CRC has heavily invested in implementing innovative and high-impact practices designed to improve the experience of students of color. The College regularly monitors student success data, disaggregated by student subpopulations to identify equity gaps, and has implemented strategies to improve student success. To develop the campaign, we completed a deep institutional interrogation of any practices that were barriers to the success of Black/African American and Latinx students. The work includes recognizing that the college community has been complicit in perpetuating systemic racism that caused persistent racial inequities. The CRC community understands that we need to take a different, more focused approach to make substantive changes to eliminate student outcomes gaps.

In the summer of 2020, CRC held two well-attended community forums to process reactions to the murder of George Floyd, and to discuss the implications of movements such as Black Lives Matter and anti-racism (QFE-03). The forums focused on how we should move forward to improve the educational experiences of Black/African American and Latinx students. During the second forum, the College President asked the college community to identify at least one institutional practice or policy that was harming students of color. At that forum, and over the next several weeks, the college community responded by producing a list of long-standing daily practices that were barriers to student success. From this list, the College President worked with constituency leaders to develop a comprehensive plan to address the issues put forth by the college community.

From this significant work, the We Won't Fall campaign was born. Key College stakeholders were identified (academic and classified senate executive leadership teams, leadership from the faculty and staff associations, and the CRC administrative executive team) and met several times over the summer to design the framework of the plan, working within constituency groups to address the strategies under the purview of each group. Assembling the We Won't Fall advising group from constituency leadership established stakeholder support, and further underscored the college-wide nature of the work.

The We Won't Fall campaign is an urgent and immediate plan to address structural racism in a time of pandemic. It is an acknowledgment that we could not do business as usual, and also a commitment that we will not allow any students to fall through the cracks due to the twin pandemics of COVID-19 and institutional racism. At the start of the campaign, the College set 13 targets for the fall semester (QFE-04). In spring 2021, the College reviewed the initial progress of the campaign, noting challenges posed by the pandemic (QFE-05). CRC plans to continue to strive for these targets for each subsequent fall term until each of the 13 targets have been met.

The We Won't Fall campaign has been sustained through cross-constituency dialogue and leadership. In the 2020/21 academic year, these leaders used participatory governance meetings, bargaining unit contract negotiations, professional development opportunities, and college wide forums to begin implementing strategies to address system racism (QFE-06; QFE-07; QFE-08; QFE-09). The We Won't Fall Accomplishments outlines the achievements thus far in these efforts (QFE-10). The strategies listed in the table are planned or ongoing, and could be revised over time, with additional strategies added as needed.

Outcome Measures: We Won't Fall Targets

Goal/Target	Measurable Outcome/Anticipated Impact on Student Learning
1. Increase the course success rate for Black/African American and Hispanic/Latinx students:	1. Black/African American Students by 5.3 (57.5% to 62.8%) 2. Hispanic/Latinx Students by 1.9% (66.1 to 68%) 3. All students from 69.4% to 69.9%
2. Increase the online course success rate for Black/African American and Hispanic/Latinx students:	1. Black/African American Students by 7.1% (52.9% to 60.0%) 2. Hispanic/Latinx Students by 3.0% (63.2% to 66.1%) 3. All students from 68.0% to 69.0%
3. Increase the fall-to-spring persistence rate for Black/African American and Hispanic/Latinx students in 2020-2021:	1. Black/African American Students by 2.2% (58.3% to 60.4%) 2. Hispanic/Latinx Students by 0.2% (63.3% to 63.5%) 3. All students from 63.4% to 63.5%
4. Increase the overall GPA for Black/African American and Hispanic/Latinx students	1. Black/African American Students by 0.20 (2.22 to 2.42) 2. Hispanic/Latinx Students by 0.09 (2.49 to 2.58) 3. All students from 2.68 to 2.70
5. Increase the percentage of incoming Black/African American and Hispanic/Latinx students enrolling in 15 units or more in their first fall term:	1. Black/African American Students by 2.4% (13.4% to 15.8%) 2. Hispanic/Latinx Students Above Average Here 3. All students from 16.4% to 17.6%
6. Increase the percentage of incoming Black/African American and Hispanic/Latinx students with Comprehensive Student Education Plans:	1. Black/African American Students by 3.7% (24.7% to 28.4%) 2. Hispanic/Latinx Students by 2.3% (28.1% to 30.4%) 3. All students from 28.6% to 30.7%
7. Increase the percentage of incoming Black/African American and Hispanic/Latinx students enrolling in transfer-level English courses by census date:	1. Black/African American Students by 7.9% (35.9% to 43.8%) 2. Hispanic/Latinx Students Above Average Here 3. All students from 46% to 49.9%
8. Increase the percentage of incoming Black/African American and Hispanic/Latinx students enrolling in transfer-level math courses by census date:	1. Black/African American Students by 5.9% (22.5% to 28.4%) 2. Hispanic/Latinx Students by 3.5% (28.4% to 31.9%) 3. All students from 29.1% to 32.3%
9. Increase the percentage of incoming Black/African American and Hispanic/Latinx students enrolling in transfer-level English and math courses by census date:	1. Black/African American Students by 5.2% (12.6% to 17.7%) 2. Hispanic/Latinx Students Above Average Here 3. All students from 19.5% to 21.9%

10. Of the incoming Black/African American and Hispanic/Latinx students who enrolled in transfer-level math or English, increase the percentage of students who complete those courses successfully:	1. Math
	  1. Black/African American Students by 5.3% (40.4% to 45.7%)
	  2. Hispanic/Latinx Students by 5.0% (41.2% to 46.2%)
	  3. All students by 2.4% (47.6% to 50.0%)
	2. English

	1. Black/African American Students by 4.3% (60.2% to 64.5%) 2. Hispanic/Latinx Students by 1.1% (68.1% to 69.2%) 3. All students by 0.8% (69.0% to 69.8%)
11. Of the incoming Black/African American and Hispanic/Latinx students who enrolled in both transfer-level math and English, increase the percentage of students who complete both courses successfully:	1. Black/African American Students by 3.6% (41.4% to 45.0%) 2. Hispanic/Latinx Students by 3.8% (41.0% to 44.8%) 3. All students by 2.1% (45.2% to 47.3%)
12. Increase the success rate of college-level math courses (MATH 110, MATH 120, MATH 144, STAT 100) for Black/African American and Hispanic/Latinx students:	1. Black/African American Students by 6.8% (29.6% to 36.5%) 2. Hispanic/Latinx Students by 3.1% (39.1% to 42.1%) 3. All students by 1.2% (43.7% to 44.9%)
13. Increase percentage of Black/African American and Hispanic/Latinx students enrolled at census date who complete one or more units for the semester:	1. Black/African American Students by 3.9% (73.1% to 77.0%) 2. Hispanic/Latinx Students by 1.1% (80.1% to 81.2%) 3. All students by 0.4% (81.7% to 82.1%)

Action Plan(s): We Won't Fall Strategies, Progress, and Implementation Timeline

Instruction

Strategy	Target/ Goal	Anticipated Impact on Student Learning	Responsible Party	Resources	Implementation Timeline
Culturally relevant curriculum	1, 2, 3, 10, 11, 12	Improve racially minori-tized students' sense of belonging and engage-ment with the course material.	Curriculum Committee	Professional Development	Ongoing 2021-22 academic year
Equitize Syllabus	1, 2, 3, 10, 11, 12	The equity-minded sylla-bus will improve the wel-coming environment for students by promoting a sense of belonging and motivating students to engage with the course instructor.	P.D. Committee/ Teaching and Learning Leads (TLLs)	TLLs	Ongoing
Highly encourage all instructors to use Canvas to keep a current and accurate "Grades" gradebook feature to assist stu-dents to know their academic status	1, 2, 3, 10, 11	Students would know how they are doing at any given time during the course of the semester. They will be able to seek out appropriate services, if necessary based on how they are doing.	Instructional Deans	Professional Development	Ongoing

Instructors receive success rates, equity gaps, drop rates, for each class they teach each semester	1, 2, 10, 11, 12	Having access to individualized course success disaggregated data helps faculty understand which groups of students are struggling and those that are doing well in their courses. It helps faculty reflect on their pedagogical approaches and explore ways in which they can engage with students differently.	Research Office	Professional Development; Faculty Equity Reports/ Dashboard	Spring 2021 through Spring 2022
Examine FTE allocation and student access to key courses to ensure that Black/African American and Latinx students have access • Secure seats in English and math courses for all incoming students (Opt-out) • Examine course availability and course success	7, 8, 9	Access to key courses, such as math and English in the students' first semester is paramount to timely completion. We hope to increase the percentage of Black/African American and Latinx students who can access key courses through intentional and equity-minded enrollment management.	Deans of Science, Math and Engineering (SME) and English and Language Studies (ELS)	Enrollment management; Research Office's— HawkTrack (Cohort tracker data dashboard)	On going

Student Services

Strategy	Target/ Goal	Anticipated Impact on Student Learning	Responsible Party	Resources	Implementation Timeline
Provide support for special programs such as Umoja Diop Scholars, Puente, AANAPISI, A2MEND	All	Specialized programs affirm students' cultural heritage and create a sense of community and belonging. The programs offer culturally relevant support infused with the recognition of and support of the students' unique backgrounds.	Student Services— Counseling	Classified temporary employees to provide additional support	Ongoing
Simplify the enrollment process for students. Contact students who have questions within 24-48 hours	5, 7, 8, 9	Navigating the matriculation process can be a daunting task for students, particularly those who are first in their families to attend postsecondary education. A proactive approach aimed at connecting with students as	Student Services— Outreach Office	Student Success Coaches (on-going) and outreach specialists (ongoing)	Fall 2021

		soon as they apply will ensure that students complete the process seamlessly and have access to key courses.			
Collect feedback from students who withdraw to learn the type of challenges and barriers students face	1, 2, 10, 11, 12	Students withdraw from courses for various reasons. Learning the reasons why students withdraw will help CRC identify systemic barriers that make it difficult for students to successfully complete their courses.	Research Office	District IT and research support; Success Coaches for student outreach	Fall 2021
Improve student services and academic support based on feedback collected from students about their experience *Disaggregate by demographics and service areas*	6, 4, 13	Ongoing feedback from students helps us improve ways in which we design, structure and deliver services.	Research Office; Student Services and Academic Support Leadership	Standard form/ technology solution for feedback; Additional resources added based on feedback	Fall 2021

Institutional Effectiveness and Professional Development

Strategy	Target/ Goal	Anticipated Impact on Student Learning	Responsible Party	Resources	Implementation Timeline
Offer ongoing training and Professional Development for faculty and classified employees regarding race, race consciousness, and equity-minded practices	All	Ongoing training and professional development will foster personal and professional growth of faculty and staff and lead to instructional and operational changes to improve student outcomes for historically under-represented groups and disproportionately impacted populations.	Professional Development Committee	Professional Development	Ongoing
Adopt equity-minded decision-making guidelines throughout the organization	All	Decisions we make at every level of the college impact students, employees, and the communities that we serve. The decision-making document ensures that decisions we make are grounded in equity and social justice and will result in improving student outcomes. This guide will also help the college evaluate and assure	Participatory Governance Council (PGC)	Professional Development/ Training	Fall 2021

		that resource allocations are fully integrated with equity goals.			
Rethink managers' roles through a race-conscious and equity-minded lens. Demonstrate growth of a race-conscious and equity-minded lens through professional development.

Implement account-ability in evaluating managers to ensure a race-conscious and equity-minded lens. | All | Administrators play a pivotal role in CRC's efforts to improve outcomes for Black/African American and Latinx students. Hence, they are expected to possess the requisite knowledge and expertise to adequately per-form their core responsibilities, which require equity-minded and race-conscious approaches. | President | Professional Development (Ongoing) | Fall 2021 |

Anticipated Impact on Student Learning and Achievement

As detailed in the We Won't Fall Targets, this campaign specifies goals to improve the outcomes of CRC's Black/African American and Latinx students. By achieving these targets, the College seeks to eliminate existing equity gaps and assure these students have the opportunity for timely completion of their educational goals. The We Won't Fall strategies build on the equity work of Guided Pathways described above. Initial data from the Guided Pathways strategies indicates success in reducing equity gaps and reinforces the College's continuation and expansion of these strategies through We Won't Fall (QFE-11).
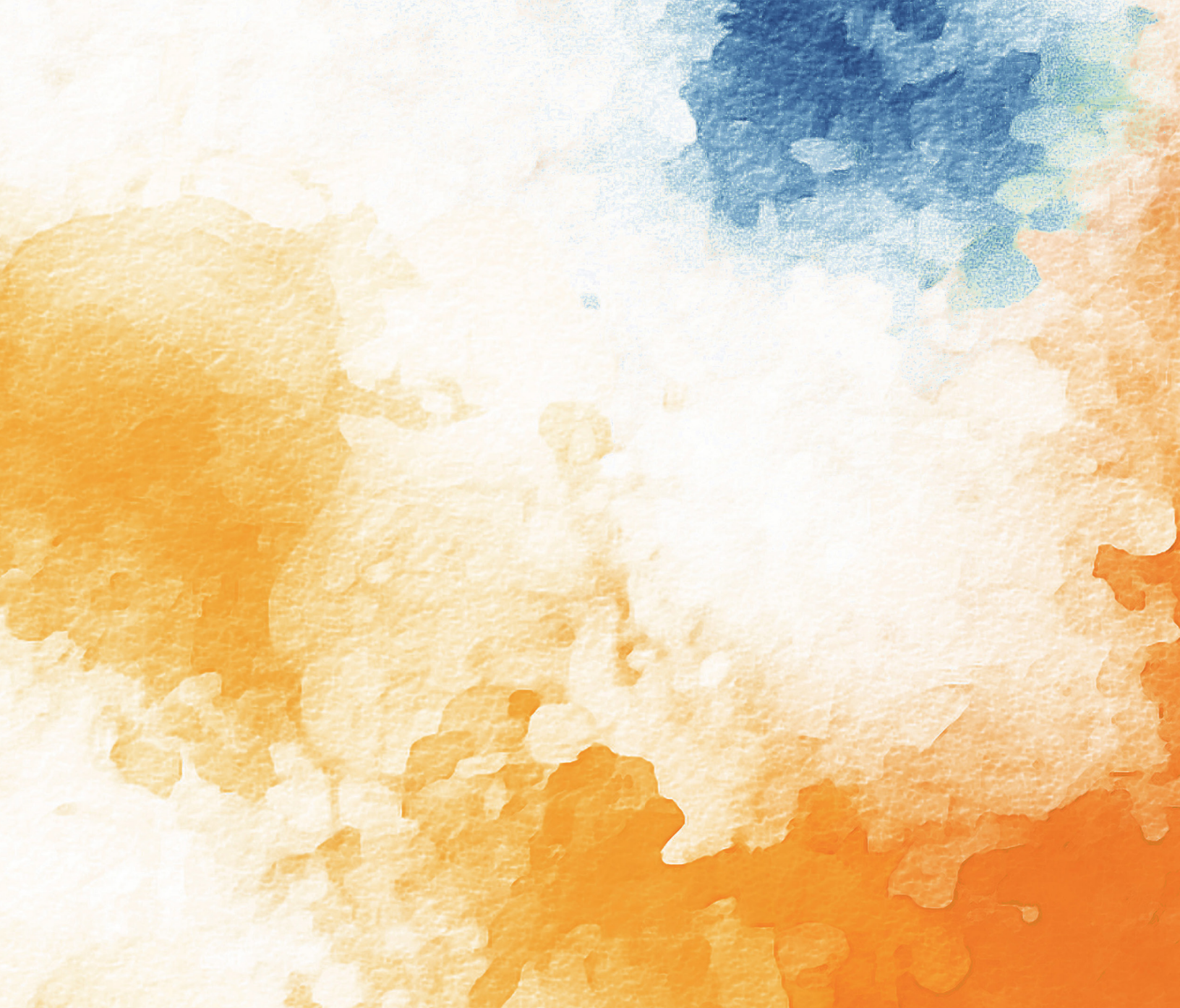
Conclusion

CRC is committed to providing an equitable educational experience and supporting students to achieve their academic goals in a timely manner. Although the College has made significant strides through the application of Guided Pathways strategies, evaluation of student data and the institutional self-evaluation process have highlighted the remaining work to eliminate the opportunity gaps for students of color. The We Won't Fall campaign is a concerted, college wide effort to identify, address, and dismantle systemic barriers to student success.

The We Won't Fall campaign requires the active participation of faculty, classified professionals, and managers. To accomplish the ambitious yet achievable targets outlined in the campaign, CRC leadership has committed to providing the necessary resources. The collective buy-in and active engagement from all constituency groups have already made a positive impact in mobilizing the college community around the campaign. As strategies are implemented, the College will regularly assess and evaluate the impacts on student achievement and success, adjusting and developing new strategies as needed. CRC leadership will engage the campus

community regularly about progress toward the implementation of strategies. This level of support and engagement will continue until the We Won't Fall goals are achieved.

Evidence

QFE-01 Guided Pathways - Key Elements
QFE-02 Student Achievement Data, Equity Review, June 2020
QFE-03 Campus Conversation, George Floyd
QFE-04 We Won't Fall Targets
QFE-05 We Won't Fall, Outcomes for Fall 2020
QFE-06 Faculty Union Contract, Article 11, LMS Usage
QFE-07 Faculty Union Contract, Appendix E1, Equity Reflection
QFE-08 Anti-Racism, Equity, and Curriculum
QFE-09 Academic Senate Retreat 08-28-20, We Won't Fall
QFE-10 We Won't Fall Accomplishments
QFE-11 Guided Pathways - Where We Are Now, pp. 33-40

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