

PEER REVIEW TEAM REPORT

Cosumnes River College
8401 Center Parkway
Sacramento, CA 95823

This report represents the findings of the Peer Review Team that conducted a Focused Site Visit to Cosumnes River College from October 11, 2022 to October 13, 2022. The Commission acted on the accredited status of the institution during its January 2023 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Mark Sanchez
Team Chair

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**Cosumnes River College
Peer Review Team Roster
TEAM ISER REVIEW**

Dr. Mark Sanchez, Team Chair* Southwestern College Superintendent/President	Dr. Angélica Garcia, Vice Chair* Berkeley City College President
ACADEMIC MEMBERS	
Ms. Sheri Berger Compton College Vice President of Academic Affairs	Mr. Chad Lewis Lassen Community College Accreditation Chair
Ms. Kimberly Nickell Bakersfield College Professor Academic Development and Student Success Lab Coordinator	Ms. Gabriela Nocito Skyline College Director of Learning Commons
Ms. Catherine Shafer San Diego City College Nursing Faculty, Simulation Lab Coordinator	
ADMINISTRATIVE MEMBERS	
Dr. Renée DeLong Orange Coast College Dean of Counseling	Dr. Vinh Nguyen Irvine Valley College Senior Research & Planning Analyst
Mr. Michael Strong Crafton Hills College Vice President of Administrative Services	
ACCJC STAFF LIAISON	
Dr. Gohar Momjian, Vice President	

*Persons who served as participants on the district review team should be noted with an asterisk.

**Cosumnes River College
Peer Review Team Roster
FOCUSED SITE VISIT**

Dr. Mark Sanchez, Team Chair* Southwestern College Superintendent/President	Dr. Angélica Garcia, Vice Chair* Berkeley City College President
ACADEMIC MEMBERS	
Ms. Sheri Berger Compton College Vice President of Academic Affairs	Ms. Kimberly Nickell Bakersfield College Professor Academic Development and Student Success Lab Coordinator
ADMINISTRATIVE MEMBERS	
Dr. Renée DeLong Orange Coast College Dean of Counseling	Mr. Michael Strong Crafton Hills College Vice President of Administrative Services
ACCJC STAFF LIAISON	
Dr. Gohar Momjian, Vice President	

*If applicable, note persons who served on the district review team with an asterisk.

Summary of Focused Site Visit

INSTITUTION: Cosumnes River College

DATES OF VISIT: Week of 10 October 2022

TEAM CHAIR: Dr. Mark Sanchez

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In February 2022, the team conducted the ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence. The Core Inquiries are appended to this report.

A six-member peer review team conducted a focused site visit to Cosumnes River College on the week of October 10, 2022, for the purpose of completing its Peer Review Team Report and determination of whether the college continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a pre-focused site visit meeting with the college CEO on October 3, 2022, to discuss updates since the team ISER review and to plan for the focused site visit. During the focused site visit, team members met with approximately 83 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. The team held one open forum, which was well attended, and provided the college community and others an opportunity to share their thoughts with members of the focused site visiting team. The team evaluated how well the college is achieving its stated mission, providing recommendations for quality assurance and institutional improvement. The team thanks the college staff for coordinating and hosting the focused site visit meetings, interviews, and ensuring a smooth and collegial process.

Major Findings and Recommendations of the Peer Review Team Report

Team Commendations

Commendation 1: The team commends the college for its commitment to its mission as exemplified by their innovative, cross-collaborative, and equity-focused Opt-Out Scheduling practice, part of their Guided Pathways and success team efforts, in support of student success and completion. (II.A.6, II.C.5)

Commendation 2: The team commends the college for its commitment to students as exemplified by their student services collective providing a community of care for students, including their intentional in-reach and outreach to students. (II.C.3)

Team Recommendations

Recommendations to Meet Standards:

None

Recommendations to Improve Quality:

None

District Recommendations to Meet Standards:

None

District Recommendations to Improve Quality:

District Recommendation 1 (improvement):

In order to increase effectiveness, the team recommends the District develops, implements, and documents a process that consistently involves stakeholders for the regular review of all Board Policies and Administrative Regulations, as well as revisions and the initiation of new policies and regulations as needed. (IV.C.7)

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. 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. 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. 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. 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. 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.

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 a 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). 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.

The Medical Assisting program recently achieved reaffirmation of accreditation for 10 years by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and earned accolades as the most affordable program for 2020-2021. 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). The most recent program outcomes indicate a 100% job placement rate and an 88% American Registry of Diagnostic Medical Sonographers (ARDMS) exam pass rate. 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. 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

Eligibility Requirements

1. Authority

The team confirmed that Cosumnes River College is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). Cosumnes River College is authorized by the State of California, the Board of Governors of the California Community College System, and the Board of Trustees of the Los Rios Community College District.

The College meets the Eligibility Requirement.

2. Operational Status

The team confirmed that Cosumnes River College is operational, serving approximately 23,327 students in credit and noncredit courses during the 2020-2021 academic year. As evidenced by their Observation Reports posted on their website, the majority of students are actively pursuing certificate programs, degree programs, and/or transfer.

The College meets the Eligibility Requirement.

3. Degrees

CRC offers associate degrees, certificates, and transfer curriculum. The majority of CRC's educational programs lead to 82 Associate in Arts (AA) and Associate in Science (AS), 28 Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) degrees. All of the College's Associate Degree for Transfer and some of its Certificate of Achievement (over 100) programs are designed to be completed in two years. 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. The majority of CRC students enroll in programs that lead to degrees.

The College meets the Eligibility Requirement.

4. Chief Executive Officer

The team confirmed that the Los Rios Community College District (LRCCD) has a Chancellor who 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. The CEO does not serve as a member of the Board of Trustees nor as the board president.

The College meets the Eligibility Requirement.

5. Financial Accountability

The team confirmed that Cosumnes River College engages a qualified independent auditor to conduct audits of all financial records. All audits are certified, and all explanations of findings are documented appropriately and addressed by the College. Reviewed by the Los Rios Community College District Board of Trustees, recent audits confirm District compliance with federal and state. The audit is presented annually to the Board and is available to the public.

The College meets the Eligibility Requirement.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third-Party Comment

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
<input checked="" type="checkbox"/>	The institution cooperates with the review team in any necessary follow-up related to the third-party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College posted a link to the third-party comment maintained by ACCJC on its accreditation webpage. The College presented the Institutional Self Evaluation Report (ISER) to the Board of Trustees in a public meeting and on the campus website. ACCJC did not receive any applicable third-party comments in advance of the team ISER review or the focused site visit. The College demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each instructional program and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to student achievement and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College has defined institution-set standards and stretch goals that are relevant to the institution for course completion, degree and certificate completion, and transfer. Job placement rates and licensure exam pass rates are established for relevant CTE programs. These standards are evaluated annually by the Accreditation Standing Committee and documented in the ACCJC Annual Report. The goals in the College's Educational Master Plan (EMP) are aligned with the College's institution-set standards, as well as goals defined by the Los Rios Community College District. All programs work toward accomplishment of the EMP goals through the Annual Update and Comprehensive Program Review processes. Course success rate, completion, and

transfer data are analyzed through these processes to inform improvements and identify resources needed to support student achievement and learning.

Credits, Program Length, and Tuition

Evaluation Items:

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
<input checked="" type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Institutional Degrees and Credits</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The team reviewed the College Catalog, website and policy and determined that the College applies good practice in higher education when assigning credit hours and determining program lengths. This is applicable to classroom, lab, distance education classes and courses that involve clinical practice. Tuition is consistent across degree programs and clock hour conversions to credit hours align to the Department of Education’s conversion formula. Finally, College practices align with the Commission Policy on Institutional Degrees and Credits.

Transfer Policies

Evaluation Items:

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Transfer-of-credit policies are made available to students via multiple sources, including the College website, the Catalog, the Schedule, and in individual student appointments with transfer counselors and advisors. The information contained in the policies explains transfer requirements to four-year public and private colleges and universities. The transfer tool used to offer customized transfer of credit information or information on articulation agreements to students is accurate and current. The transfer policies comply with the Commission's policy on transfer of credit.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
<input checked="" type="checkbox"/>	The institution demonstrates regular and substantive interaction between students and the instructor.
<input checked="" type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
<input checked="" type="checkbox"/>	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
<input type="checkbox"/>	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
<input type="checkbox"/>	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
<input type="checkbox"/>	The college does not offer Distance Education or Correspondence Education.

Narrative:

The team reviewed a sample of regularly scheduled online courses, as well as a sample of classes scheduled for remote instruction and found that the institution meets the Commission's requirements. The team found evidence of regular and substantive interaction between students and instructor, as well as evidence that comparable learning support and student support services

are available for distance education students. The College does not offer Correspondence Education. The team found that the institution demonstrates compliance with the Commission Policy on Distance Education.

Student Complaints

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
<input checked="" type="checkbox"/>	

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team reviewed a sample of student complaints and found that they are handled in a timely manner, issues are typical of institutions of higher education and not out of compliance with accreditation standards. Policies and procedures are accessible in the catalog and online and information regarding all accrediting organizations are listed on the website. College practices align with the Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status. (Standard I.C.12)

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

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team reviewed all elements of this component and found that the institution meets the Commission's policy requirements. The institution provides accurate and timely information to students and the public about its programs, locations, policies, and accreditation status.

Title IV Compliance

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
<input checked="" type="checkbox"/>	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

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

Conclusion Check-Off:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College demonstrates compliance with Federal Title IV regulations and United States Department of Education requirements. The College has no Department of Education findings, and the student loan default rate is within the acceptable range. The team examined the report of the independent auditor and confirmed that there are no audit findings related to compliance with Title IV regulations.

Standard I

Mission, Academic Quality, and Institutional Effectiveness

I.A. Mission

General Observations:

Cosumnes River College demonstrates its commitment to its mission focused on empowering their diverse community of students, focused on student learning and achievement. The college uses data, both quantitative and qualitative, to evaluate, plan and continuously improve the quality of their educational programs and services. The Board, Chancellor, CEO, administration, faculty, and staff fulfill their roles operating with honesty, ethics, and integrity in performance of their work. The college is an open access, student-centered institution that is clear in understanding the community they serve. The college empowers their students and employees in strengthening their cultural, social, economic, and environmental well-being.

Findings and Evidence:

Cosumnes River College's mission, vision, and values describe the College as a "student-centered" college that provides open access to all members of their community to enroll in courses. The College demonstrates its commitment to providing for a broad spectrum of students interests as outlined in the fact that the college offers over 200 degrees and certificates and in addition, career, and technical education programs. The college demonstrates a commitment to student learning and achievement through its assessment of learning outcomes. These outcomes drive long-term institutional planning and goals. (I.A.1)

The College uses their strategic plan process which is developed every six years to identify goal areas and strategies to support the college's ability to continue achievement of their mission, vision, and values. The college uses their participatory governance process to share progress on accomplishment of these college performance indicators every year. The performance indicators are presented at the Participatory Governance Council and at a Board of Trustee meeting. These performance indicators align with student success metrics in their Student Equity Plan and inform the needs and priorities to serve students. (I.A.2)

Cosumnes River College's educational programs and services are aligned with the mission. The Curriculum Committee reviews and approves new curriculum proposals to ascertain whether or not programs align with the college's mission. The Program Review process has a function which requires each program to define its description, purpose, and goals and how the program aligns with the college's mission, vision, and values. The elements in program review also have a purpose in outlining strategies to enhance student learning and achievement. The college's resource allocation processes align with the mission and are centered in Program Review. (I.A.3)

The College completed a review and update of their mission, vision, and value statements in 2021. The Mission Statement is widely publicized to the campus community and the community they serve. It is also published in the College Catalog, College's web page, New Hire Guide for

employees as well as their updated Strategic Plan which is approved by their Board of Trustees. (I.A.4)

Conclusions:

The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

The College provides opportunity for dialog about outcomes, equity, and institutional effectiveness, from the program level to the institutional level. There seems to be ongoing discussions about how to improve institutional processes, strategies, and services, including conversations about equity-minded decision-making, and how to better serve their students. The College has identified Institutional Learning Outcomes (ILOs); student learning outcomes and service area outcomes are defined, documented, assessed, and used to inform planning through Program Review and Curriculum. Changes were implemented by both committees to reflect the College's GE requirements. The Program Review and Curriculum Committees' processes are robust, and the resource allocation process is solid. A redesign of the College's Integrated Planning System worked to make assessment and planning processes more coordinated, clear, and meaningful for greater program support. The College has implemented Canvas to disaggregate course student learning outcome assessments.

Findings and Evidence:

The team reviewed the evidence presented in the ISER, and it is apparent that Cosumnes River College is committed to disseminating information through cross-campus dialogue about student learning and achievement. Convocation, campus conversations, the CRC Strategic Plan, professional development schedules, and college-wide forums facilitate open dialogue with faculty, staff, and students to ensure participation in discussions about student learning and achievement. This has resulted in improved institutional, instructional, and student services processes and students' deep connections with their experiences at CRC. Student outcomes, equity, and success are embedded into institutional planning, such as Program Review and the development of the strategic plan. CRC has demonstrated equity-mindedness through the implementation of Guided Pathways and the establishment of the We Won't Fall campaign, as well as offering many other services for affinity groups to eliminate equity gaps in student achievement. (I.B.I)

CRC has defined ILO's and GELO's as indicated in their evidence. The team reviewed the evidence provided with the ISER and completed a random sampling of instructional and non-instructional program reviews. The team noted that the College has defined student learning outcomes for instructional programs and service area outcomes (SAOs) for the library and other student services. The GELOs have been revised to better reflect CRC general education requirements, and a reaffirmation process will ensure that general education courses will continue to align with GELOs. Through a campus wide survey regarding the program review process, the College implemented a staggered 6-year program review cycle so that the Institutional Effectiveness and Curriculum Committees could provide greater support to

programs completing their assessments and using disaggregated data to inform their planning for programmatic change through program review. (I.B.2)

The team reviewed the evidence presented in the ISER, including, but not limited to, the ACCJC annual report and the College's Accreditation web page. The College has established Institution Set Standards for student achievement that are appropriate to its Mission. The Institution Set Standards align with the College Equity plan, Vision for Success goals, and Strategic plan. The College assesses how well it is achieving the Institution Set Standards. Annual reports to ACCJC are shared with the Participatory Governance Council. The results are then published in the College's *At a Glance* data snapshot, which is shared with students and prospective students on the College website. (I.B.3)

The team reviewed the evidence presented in the ISER and determined that the College has an established procedure for organizing institutional processes to support student learning and student achievement. CRC demonstrates that it tracks its student outcomes and success data and uses this information to inform its planning, to create and implement programmatic changes, and to rethink institutional practices. Examples of this have been improvements at the program level, implementation of Guided Pathways, the IEPI Partnership Resource Team strategies, and the creation of the We Won't Fall campaign, CRC's ongoing Student Equity Planning, and onboarding students. The College has established ILOs and uses data to assess achievement of those outcomes. Instructional programs have established SLOs, and the evidence after the team visited with members of Institutional Effectiveness verified that they have established Service Area Outcomes to assess student achievement across their support services. (I.B.4)

CRC articulates its goals and identifies strategies for achieving them in the College's Strategic Plan. The College tracks the progress of the goals and objectives through the Indicators of Achievement. As deficiencies are found, the College is committed to making large scale improvements needed to affect institutional practices, break down barriers, and improve student services to support students on their paths to success. At the program level, the college's program review process includes an examination of student achievement data disaggregated by demographics, learning modality, and other characteristics. Question prompts within program review connect a program and its role in accomplishing the college's goals. These processes support programmatic improvements and implementation of modifications. (I.B.5)

CRC has a process to develop its institutional plans such as the Strategic Plan and the Equity Plan. The team confirmed the College uses its Graduate Exit Survey to assess how graduates rate their skills for each Institutional Learning Outcome. The institution analyzes and disaggregates achievement data for populations of interest in the Strategic Plan's Indicators of Achievement report and in Program Review using the HawkDash tool that allows for disaggregation of course success at the college, program, or cohort levels. An improvement plan is now in place for the use of disaggregated assessment data collected through Canvas as verified during the meeting with the Institutional Effectiveness Committee members. Strategies to address gaps are documented in Program Review via the prompt, "How does your program intend to respond to the equity gaps and improve overall student success given your review of the data above?" The college's work around Guided Pathways (Career and Academic Communities; Student Success Team) and the We Won't Fall campaign are in response to equity gaps observed at the institutional level. Evidence provided indicates that resource allocation is guided by results from individual program reviews. (I.B.6)

Assessment of governance and planning processes is performed on an ongoing basis during the course of committee work (e.g., changing the program review process at the College Planning Committee in 2017-2018), surveys (e.g., the Participatory Governance Council Survey in 2020 and 2019), and through institutional planning processes such as strategic planning. As a result of these evaluations and discussions, the college updated its Participatory Governance Decision-Making Guide, Planning Guide, and Resource Allocation Guide. The program review process was recently updated to a staggered, six-year cycle and the college has implemented an improvement plan to disaggregate assessment data. (I.B.7)

The team noted that the College broadly communicates assessment and evaluation results through the work of the Research and Equity Office. The Research and Equity Office provides the data for assessing at the institutional level and at the program and department level. Information is shared out through committee meetings, college-wide newsletters, email, flex activities, and Convocation. They have increased reporting out Program Review with a transparent, public-facing web page on the CRC website. Examples include the Indicators of Achievement; the Fall 2020 Online Experiences, Expectations, and Needs Survey; and the evaluation of the First Year Experience program. Campus-wide sharing is evident in the development of Guided Pathways. (I.B.8)

The evidence demonstrates that CRC has an integrated planning process and a Strategic Plan that aligns with the mission, vision, and values. The resource allocation processes in Program Review are aligned with integrated planning, and guidelines are in place through the Resource Allocation Guide. The Strategic Plan focuses on equity in light of the Mission. An example of the College's broad-based evaluation and planning processes is seen in the college's participation in the Institutional Effectiveness Partnership Initiative (IEPI). The IEPI resource team assisted the college in identifying equity gaps and student barriers; this data was used to inform the college's Guided Pathways project, leading to noted improvements in achievement of the college's Institution Set Standards. The College demonstrates that it uses the Program Review process to evaluate and improve program effectiveness to support student success and has implemented a process by which instructional programs use disaggregated SLO data to inform planning for programmatic changes. The College aligns long-term improvement plans with the strategic plan. There is focused collaboration between the Institutional Effectiveness Committee and Resources Committee to improve the Unit Plan, which links the Program Review with resource allocation. (I.B.9)

Conclusions:

The College meets the Standard

I.C. Institutional Integrity

General Observations:

Cosumnes River College demonstrates that it provides clear and accurate information to students, the community, and other interested parties in both print and online publications. The College launched a new website in 2019 with improvements such as an integrated search feature. The College website contains the College's mission, catalog, current class information, cost of attendance, and accurate records of its accreditation status.

The Office of Equity and Institutional Effectiveness provides annual updates regarding student learning and achievement that is accessible on the college website. The catalog notes the certificates and degrees that are available, and students may also find certificate and degree information by exploring the Career and Academic Community (CAC) pathways.

The College publishes governing board policies on academic freedom and responsibility. CRC has an Honor Code that is found in the catalog, on the website, and in printed exam booklets, endorsing a set of values, including honesty, fairness, respect, and responsibility.

Findings and Evidence:

The College website provides the mission, catalog, current class schedule, and cost of attendance. Student learning outcomes for courses, degrees, and certificates are clearly noted in the catalog. Information on the College's accreditation status is posted on the website. The District uses a curriculum system known as Socrates to house course, certificate, and degree information. The College launched a new website in 2019 with an integrated search feature. The Public Information Office (PIO) communicates with students, prospective students, community members, and employees through social media, a weekly bulletin, printed institutional brochures, and signage on campus. (I.C.1)

The College ensures the accuracy of the print and online catalog, which is published once a year with an option to print as a PDF. If there are major changes or updates, the College publishes an online version called an "addendum." (I.C.2)

The Office of Equity and Institutional Effectiveness provides annual updates about student learning and achievement, which can be found on the College website. The information includes the Strategic Plan Indicators of Achievement, Vision for Success Goals, Institutional Learning Outcomes (ILOs) and Student Equity Goals. CRC provides two public dashboards, Hawk Dash and Hawk Track, which give enrollment, success, and completion data by semester. The College notes inequities in student achievement and implements strategies such as the We Won't Fall campaign. (I.C.3)

Students may find information on certificates and degrees from the catalog as well as when exploring one of the Career and Academic Community (CAC) pathways. The catalog description also provides information on related careers for the degrees or certificates, ensuring the students are informed when selecting a degree program. CRC has also developed program maps to outline a clear path to degree or certificate completion, as well as a Degree Planner to assist students in identifying the courses they need to obtain a particular certificate or degree. (I.C.4)

The District and College ensure regular review of policies and procedures. The College reviews catalog information on an annual basis, and each participatory governance committee assesses and updates information for their area. The Curriculum Committee maintains the Curriculum Handbook, which is updated as policies and procedures are revised. (I.C.5)

Information on the total cost of education, including tuition, fees, and other expenses, is found in the College catalog and website. Cosumnes River College gives clear information on financial aid resources, including a Net Price Calculator to see how much students may qualify for, and information on the Dream Act and AB 540 for those who may not qualify for federal grants.

With the redesigned class search option, students can search for Courses with Zero Textbook Costs (ZTC). (I.C.6)

CRC uses and publishes governing board policies on academic freedom and responsibility. Board policy supports free expression and the freedom to teach, acknowledging that the classroom is a place where ideas should be debated, and controversial issues may be openly discussed in alignment with the course content. The faculty union contract with the Los Rios District protects academic freedom, and the College catalog defines academic freedom for students and faculty, while restating the commitment to academic freedom as a necessary condition for learning. (I.C.7)

CRC has easy to read and navigable webpages where students can read about their rights and responsibilities. Honesty and academic integrity are promoted via sections on Academic Integrity, Plagiarism, Copyright, and Piracy. All posted policies link to District-specific policies. District policies are date stamped with the latest revisions and reviews. Faculty and staff also have clearly published Faculty Statement on Professional Ethics, and all employees receive annual reminders of rights and responsibilities from the District Human Resources department. Specific to student behavior include the Student Honor Code and Student Standards of Conduct. The Disciplinary Procedures and Due Process webpage describe the basis for correcting any violations of student conduct. (I.C.8)

Los Rios Community College District's Professional Expectations and Development Opportunities article of their faculty contract explicitly requires the faculty to create classroom environments where students can freely express ideas and opinions. Article 11.2.2 further demands that faculty "Clearly differentiate to students the expression of a faculty member's personal opinions or convictions from the objective presentation of theory, fact, or ideas." These faculty expectations together with the Academic freedom statement promote high standards of integrity, fairness, and respect. (I.C.9)

CRC does not require any conformity to specific codes of conduct of its community. CRC is a member of the California Community College system and adheres to California Education code with regards to open access and open entry. Furthermore, the team confirmed that Cosumnes River College has no foreign operations or extended campuses in a foreign country. Thus, Standards I.C.10 and I.C.11 are not applicable to Cosumnes River College. (I.C.10, I.C.11)

The college complies with eligibility requirements, Accreditation Standards, Commission policies, etc. and posts the information on its Accreditation website. This website includes reports, responses, letters, information on visits by evaluating members, and press releases. Specific programs' accreditation is also listed on this site. Programs such as Diagnostic Medical Sonography, Fire Technology, Medical Assisting, and several others are listed as accredited by recognized accrediting agencies. CRC has responded timely and thoroughly to past recommendations. (I.C.12)

CRC shares accreditation status via their website including other regional or program-specific accreditation. Previous ACCJC letters with institutional deficiencies and recommendations are posted on their website so that the public, staff, and students can read. Letters from the various programs' accrediting detailed accreditation status, evaluation cycle, and/or expirations. Names of accrediting agencies are also mentioned on program pages. (I.C.13)

CRC is a non-profit institution and follows the District Conflict of Interest Code. As evidenced by their mission statement, their Strategic Plan, and their initiatives to ensure an equitable experience for students, CRC's mission is to provide high quality education to their diverse student population. The Los Rios Foundation focuses on student scholarships, Student Emergency Funds, Los Rios Promise Campaign, among other high priority college needs. (I.C.14)

Conclusions:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

Cosumnes River College (CRC) is a comprehensive public two-year community college offering a broad array of courses and programs that lead to a certificate, a degree, transfer, or job attainment, and that meet current higher education standards. The College has a comprehensive program review process that promotes continuous improvement and effectiveness of all programs, regardless of level, type, delivery mode, or location. Course student learning outcomes (SLOs), program learning outcomes (PLOs), general education learning outcomes (GELOs), and institutional learning outcomes (ILOs) are assessed regularly and used for improvement of student outcomes and achievement. The institution routinely uses high-quality data generated in a systematic manner through outcomes assessment and program review to measure effectiveness of its programs. The College's Integrated Planning System (CIPS) houses program review, which includes reporting on the results of outcomes assessment. CRC relies on faculty in the review and assessment of all curricula through the curriculum and program review processes.

Courses are offered at each of CRCs main campus and Elk Grove Center, serving their community. Courses are offered face-to-face, online (asynchronous and synchronous), and in a hybrid format. Schedules of courses are based on student need and trends as well as reviewing program maps to ensure students can complete programs timely. Cosumnes River College is engaged in broad dialogue regarding the learning needs of its diverse student population and has implemented Guided Pathways to support the learning needs of its students. The College has established protocols and policies for awarding course credit, degrees, and certificates based on student attainment of learning outcomes.

Findings and Evidence:

Cosumnes River College has a clearly identified process, described in their *Curriculum Handbook*, for course and program approval. Through this process and the evidence reviewed, the team confirmed that all instructional programs align with CRC's mission. Additionally, the programs are consistent with higher education standards and result in achievement of degrees, certificates, employment, or transfer to other higher education programs. The career education (CE) programs maintain advisory boards that include industry and community members. These advisory boards inform the curriculum for the CE programs. A review of the College's 2021-2022 Catalog shows that most programs have identified PLOs. However, there are about a dozen programs with no outcomes identified in the Catalog. The College offers courses and programs in a variety of modalities: in-person, hybrid, and distance education. The team verified that all programs result in the attainment of identified student learning outcomes. The College uses data from the California Community Colleges Chancellor's Office Data Mart and their own

dashboard, HawkTrack, to monitor students' attainment of degrees and certificates. (II.A.1)

Upon a thorough review of the evidence provided, CRC has documented that faculty regularly engage in ensuring the content and methods of instruction meet generally accepted academic and professional standards. This is accomplished through the curriculum process outlined in the College's *Curriculum Handbook*. The Curriculum Committee has established a six-year curriculum review cycle. Faculty engage in program review, which includes the results of outcome assessments and informs curriculum changes, additions, and deletions. As part of CRC's efforts to improve teaching and learning strategies and promote student success, the Curriculum Committee developed strategies to promote antiracism and equity in curriculum through both the course outline of record and the syllabus. Additionally, Teaching and Learning Leads (TLLs) were identified for each Career and Academic Community (CAC), and they shared teaching strategies with their peers. (II.A.2)

Cosumnes River College identifies SLOs in the course outline of record. The course outline of record (COR) is maintained in the District's curriculum management system, Socrates. As per the faculty collective bargaining agreement, faculty are required to follow the SLOs in the COR. Furthermore, the *Course and Classroom Information* webpage clearly states to "list the SLOs for the course outline" in the syllabus. The College provided the team with a sample of 54 syllabi and corresponding approved course outlines. The team validated that the sample syllabi included the established SLOs as approved in the COR. Through interviews on the focused site visit, the team confirmed that program learning outcomes are identified in CIPS. As noted in II.A.1, most programs have their PLOs stated in the College Catalog. Faculty document the outcomes of course and program assessments in the CIPS. The team reviewed evidence that as part of the program review process, departments reflect on the results of outcomes assessment. (II.A.3)

The team verified that Los Rios Community College District (LRCCD) Board Policy P-7261, *Remedial Course Limit*, outlines the types of classes appropriate as pre-collegiate basic skills courses. The CRC *Curriculum Handbook* elaborates on the policy and describes how requisites should be validated and defines different types of requisites: sequential, standard, and health/safety. An example was provided showing how the pre-collegiate courses directly support students acquisition of skills needed in the subsequent course. The team corroborated that the catalog clearly describes how students can identify pre-collegiate courses based on the course number. Additionally, the catalog includes clear diagrams of precollegiate to college-level English, math, and English as a Second Language pathways. (II.A.4)

The institution has a clearly defined and published policy, Board Policy P-7241, *Graduation Requirements*, that outlines the requirements for all degrees and programs offered. The College's website and catalog also detail this information. The team validated that CRC utilizes the curriculum approval process to ensure appropriate program depth, rigor, time to completion, and synthesis of learning. New programs receive additional review by the District Curriculum Coordinating Committee prior to approval by the Board of Trustees. The team confirmed that all CRC associate degree programs require completion of at least 60 semester credit units. Cosumnes River College does not offer any baccalaureate level degrees. (II.A.5)

The team determined through evidence provided that scheduling at CRC is a process between the department chairs and their deans. In 2018, the LRCCD adopted Ad Astra to provide analyses of course offerings. This program allows department chairs and deans to make schedule adjustments to meet student needs. Previous offerings and program maps are also reviewed. All these efforts ensure students can complete certificate and degree programs within established expectations in higher education. In fall 2019, within CRC's Guided Pathways implementation and after consulting with instructional and counseling faculty, they began a promising practice called "Opt-Out Scheduling" for new incoming students. The team confirmed that data from the first two years shows an increase in first-time students completing 15 units in their first semester, thus improving the overall time to completion for students. Through interviews, the team corroborated that the College views Opt-Out Scheduling as a cross-collaborative, equity practice to increase completion. Classes were scheduled to ensure all students could enroll in the classes needed. Additionally, CRC saw substantial increase in Latinx students persisting and completing programs. The college has a long-term goal to expand Opt-Out Scheduling from a one-year plan to a two-year plan. (II.A.6)

Through the evidence reviewed by the team, CRC has policies, procedures, and practices to effectively use delivery modes and teaching methodologies that reflect the needs of their students in support of equity in success. Regardless of location (at the main campus or at Elk Grove Center), in-person or online (asynchronous or synchronous), all courses follow the same COR and expect the same academic rigor. The College's *Curriculum Handbook* outlines the process for the Curriculum Committee to determine the course modality. The Distance Education (DE) Subcommittee provides guidelines for faculty to make a course DE eligible. During the COVID-19 pandemic, the District Curriculum Coordinating Committee developed a special DE Addendum to help expedite DE approvals through the curriculum process. Cosumnes River College provides professional development to faculty to ensure faculty are prepared to teach in the online environment. These include an Online Teaching Institute, recommendations for @ONE classes, a FastTrack OEI Rubric Academy, and professional development provided by the Teaching and Learning Leads for each Career and Academic Community and the DE Coordinator. The College provided the team access to a random selection of 45 course shells, which provided evidence that faculty engage in regular and substantive interaction with their students. The College regularly reviews equity data as well as conducts research on how to improve student learning in the online environment. Lastly, CRC provides academic and student support to students in the online environment including counseling, tutoring, and library services. (II.A.7)

Cosumnes River College does not offer department-wide course and/or program examinations. However, CRC does provide opportunities for students to receive credit for prior learning. In December 2020, the District adopted Board Policy P-7137, *Credit for Prior Learning*, which describes the type of activities that lead to credit. The associated regulation, R-7137, provides greater detail about credit for prior learning and the process for students to petition or request credit. The team found that CRC determines what is needed for students to receive credit based on industry credentials. (II.A.8)

The team corroborated that LRCCD Board Policy P-7241, *Graduation Requirements*, clearly

specifies that units of credit awarded are consistent with norms in higher education. Similarly, the College awards credits consistent with the policy and includes the information in the *Curriculum Handbook*. CRC degrees are a minimum of 60 units and most programs have published learning outcomes in the catalog. The credit awarded towards the attainment of certificates is also consistent with expectations in higher education. The college has mapped course SLOs to PLOs, and in the case of general education classes, has mapped these to GELOs. Students must earn a “C” or better in courses within a major field of study, which CRC has determined means satisfactory achievement of outcomes at the course and hence program level. The College does not offer clock-hour programs. (II.A.9)

The team verified that transfer-of-credit policies are published in CRC’s catalog. Transfer information is also provided through counseling appointments, the Transfer Center, and the website. The District’s Board Policy P-2216 and Regulation R-2216, *Transfer of Credit*, provide a framework for CRC to accept transfer credits. The College informs students about courses with approved course identification numbers, which are transferable statewide. Cosumnes River College maintains articulation agreements and provides articulation information to students for the California State University, University of California, California private and independent colleges and universities, Historically Black Colleges and Universities, and out-of-state colleges and universities, which are all available to students from the articulation website. (II.A.10)

The team validated that CRC has established the following ILOs: Relevant Knowledge, Quantitative Reasoning, and Critical Habits of Mind; Effective Communication in Professional and Personal Situations; Cultural Understanding, Social Justice, and Equity; and Competence in Social Responsibility and Sustainability. Additionally, the College has three GELOs in Critical Thinking, Information Acquisition and Analysis, and Ethical Capacities. The ILOs together with the GELOs show that included in all degree programs are communication competency, information competency, quantitative competency, analytic inquiry, ethical reasoning, and the ability to engage in diverse perspectives. The College assesses the ILOs through an exit survey annually and will assess the GELOs at the end of the six-year cycle in spring 2023. The Curriculum GE Subcommittee has developed criteria for assessing GELOs and uses those criteria in determining whether a class should be placed in general education. (II.A.11)

The team found that the institution requires a component of general education for all degree programs. Cosumnes River College requires courses in humanities, language, and rationality, living skills, natural sciences, social and behavioral sciences, and ethnic/multicultural studies. In addition, students must demonstrate competence in reading, written expression, and mathematics. These requirements are clearly delineated in the catalog. CRC has established GELOs across the institution. The Curriculum Committee is working to update the *Curriculum Handbook* to be more explicit to ensure that local general education requests align with the GELOs aligned with each general education area. (II.A.12)

Cosumnes River College currently offers 82 local associate degrees with at least one area of inquiry or area of emphasis and 28 Associate Degrees for Transfer (ADT), which may include an interdisciplinary core requirement. Department faculty determine which core competency courses will be included in each degree and map the course SLOs to PLOs. Courses included in

ADTs are approved by the California State University (CSU) under the California State Chancellor's Office Course Identification Numbering System (C-ID) process, which entails approval of learning outcomes to match CSU course requirements. The team verified that most programs have identified PLOs, which are made available to the public through the College Catalog. (II.A.13)

The team confirmed that CRC offers approximately 130 degrees and certificates in the career education (CE) area. The College has established an institutional set standard (ISS) of 80% passage rate for the four programs with external examinations. All four programs exceed this ISS in the evidence provided. Industry advisory committees for each CE program meet regularly and provide professional expertise so programs remain current with employment standards. (II.A.14)

Cosumnes River College has an established Program Discontinuance Process. The team corroborated the process is followed, and that enrolled students may complete their program of study. This is evidenced by the discontinuance of the Health Records Information Technology program due to declining enrollment, job opportunities, and industry needs. Programs are modified through the curriculum process and those changes are reflected in the catalog, website, and program maps. (II.A.15)

Regardless of course location or delivery modality, CRC has an integrated and functional approach to ensure regular evaluation of program relevance, appropriateness, and currency through the program review process and the assessment of SLOs. In spring 2020, the Participatory Governance Council accepted the recommendation from the Institutional Effectiveness Committee to revise the program review process including the template and cycle for each program. As part of this recommendation, the College modified their comprehensive program review cycle from two years to six years, placing programs on a staggered schedule. The team was provided evidence that indicates the College program review process connects program effectiveness and relevance to resource needs to maintain and improve program offerings. Reviewing the CRC program reviews provided as evidence show that outcomes are evaluated and discussed with a goal of improving outcomes and achievement. As an example, the team reviewed evidence that the Nutrition program identified curricular improvements, which were later implemented. (II.A.16)

Conclusions:

The College meets the Standard.

Commendation 1: The team commends the College for its commitment to mission as exemplified by their innovative, cross-collaborative, and equity-focused Opt-Out Scheduling practice, part of their Guided Pathways and success team efforts, in support of student success and completion. (II.A,6, II.C.5)

II.B. Library and Learning Support Services

General Observations:

Expansive library and learning support services are provided to all students at CRC. These services are evaluated sufficiently and are adjusted to meet student needs. Not only are the services plenty, but the staff also puts great effort into promoting and facilitating the use of these services via workshops, presentations, and helpful platforms (i.e., Penji). CRC demonstrates a commitment to equity and provides the necessary support for all students to attain their career and personal goals.

Findings and Evidence:

The team confirmed via reviews of statistics reports and its website that CRC Library provides sufficient resources to support the many programs it offers through a robust collection of materials in multiple formats. An increase of online resources is perceivable in their reports, which directly aligns with the increase in online education. Research help is available to students by appointment and includes a 24/7 chat service. Academic Support is also provided sufficiently at their Math Lab, Writing Center, and via supplemental instruction and embedded tutoring. CRC licensed Net Tutor services to provide online tutoring. The Elk Grove Center offers an extension of the most requested Library and Tutoring services. Library and Learning Center workshops and tutorials provide ongoing instruction to all users of these services. (II.B.1)

The team finds that CRC relies on expertise from faculty, librarians, and staff to deliver programs and services that support the student experience and learning. Examples of this is their library collection development policy that explicitly mentions gathering of feedback from all faculty. The collection development policy's purpose is to develop a collection that will support the mission, values, and objective of the College. (II.B.2)

The team was impressed with the Library Globalization Project to ensure attainment of student learning outcomes in specific courses by ensuring that the library collection represented diverse perspectives and histories. This directly gives evidence to CRC's commitment to assure adequacy in meeting student needs and support for the attainment of student learning outcomes. Another example is how the Supplemental Instruction program used the expertise of the Office of Equity, Institutional Effectiveness, and Innovation to assess the efficacy of their program as evidenced by CRC's Evaluation of Math Supplemental Instruction in Spring 2019. (II.B.3)

The library is a member and collaborates with the Council of Chief Librarians. Through this consortium, CRC is able to receive discounts on electronic resources as well as share expertise on specific library topics. Through CCL, they also acquired a new Library System that is networked with the majority of California community colleges. This new Library Services Platform allows the student to browse the library catalog remotely, safely, and privately. Library and Learning Center partners with Go Print to provide printing services for the students. (II.B.4)

Conclusions:

The College meets the Standard.

II.C. Student Support Services

General Observations:

Cosumnes River College provides comprehensive and accessible student support services that align with the College mission, strategic plan, and strategic plan equity goal. Student services are delivered with a focus on student equity. In the College strategic plan, area 2, equity is a college-wide strategy that includes to "...proactively deliver supplemental, integrated student services." Student services are accessible both in person and in online formats. Services are available at the main campus, the Elk Grove Center, and through distance learning. The College supports Institutional Student Learning Outcomes (ILOs) that describe the habits of mind and skills students gain through attending college. Service Area Outcomes (SAOs) are in the Program Review in the College's Integrated Planning System (CIPS). CRC offers athletics and co-curricular activities that support the College mission and support students outside of the classroom. The College offers academic, career, personal, and crisis counseling, including in-person, phone, or online formats. CRC provides clear admissions policies that are consistent with the College mission. The College has adopted a Guided Pathway model, including programs maps and a degree planner. The College established a workgroup to ensure that placement practices were modified, including support for students in college-level courses. CRC and the District maintain securely, permanently, and confidentially, in alignment with board policies.

Findings and Evidence:

Cosumnes River College provides a multitude of student support services that are available and accessible regardless of location or modality. The College assesses program and service area outcomes for the student services programs, and these outcomes are documented through the College's Integrated Planning System (CIPS). Student Service programs use the outcomes to improve services. Student support services encourage accomplishment of the Institutional Student Learning Outcomes (ILOs), which note the habits of mind and skills students gain through their educational journey. As the College has implemented Guided Pathways (GP), two workgroups addressed existing support services to address changes that would increase student success. The Research and Equity Office and District Research Office gather data and conduct surveys to understand how students are benefitting from student support services, with the goal of improvement. (II.C.1)

Student Services encourage completion of the Institutional Student Learning Outcomes (ILOs) that address habits of mind for students to accomplish, and a graduate student exit survey is used to determine the level of accomplishment. Student services program and/or service area outcomes (SAOs) are noted in the Program Review in the College's Integrated Planning System (CIPS). CRC evaluated its student support services when Guided Pathways was being implemented, and Program Review is aligned with the College mission, Strategic Plan, and Equity Plan. (II.C.2)

The College assures equitable access to students by providing comprehensive services to students regardless of location or delivery method. In-person services are available at both the main campus and Elk Grove Center, and the College has expanded online services for students. In a fall 2020 student Online Learning Experiences, Expectations, and Needs Survey, students noted the importance of basic needs, stated that students sought assistance from affinity groups, and recommended contactless groceries. Since the pandemic, CRC has created new services to address basic needs, including the Hawk Spot food pantry and the Hawk Cares Program. Access to food and technology services have been provided through distribution events, mailing, and pickup services. Based on responses to the student intake form, program personnel reach out to students, informing them that they may qualify for programs and services. There are many

identity-based programs available for students, including Puente, and those in the new Center for Inclusion and Belonging, which include APIDA Hawks, Black Student Resources, the Dream Center, Native American Higher Education Resources, Pride Center, Umoja Diop Scholars, and the Veterans Resource Center. MI CASA, the Multicultural Innovative Community for Academic Success, and Achievement, provides a safe space for Latino/a/x students by offering counseling and success coach support, and the Nest provides childcare and elder care resources for students and families. (II.C.3)

The team confirmed that the College provides many co-curricular and athletic programs, including the Associated Students of CRC, Student Clubs, the Student Ambassadors Program, Puente, and Umoja Diop Scholars. The College's Student Life and Leadership Center (SLLC) coordinates co-curricular activities for students in good standing. CRC has ten intercollegiate teams and is a member of the California Community College Athletic Association (CCCAA) (II.C.4).

CRC offers academic, career, personal, and crisis counseling through many modalities, including in-person, phone, or online. Counselors and Student Success Coaches are assigned to the College's Career and Academic Communities (CACs), with a case management approach, as part of the Student Success Team. Incoming students are provided an orientation, and a First Year Experience (FYE) program is available for new high school graduates. Counselors review program and graduation requirements with individual students in an educational planning meeting, and CRC has designed program maps that provide details on recommended courses by semester. In accordance with the Guided Pathways initiative, and after extensive dialogue with counseling faculty and instructional faculty, in fall 2019 CRC implemented "Opt-Out Scheduling" for all new incoming students. Students are given a 15-unit course schedule, based on their major. Instead of students choosing their own courses, students are given the courses needed for their first year of study. The team confirmed that this cross-collaborative, equity-based practice of ensuring all students get the courses they need has yielded higher persistence and completion rates. The College has a long-term goal of expanding Opt-Out Scheduling from a one-year plan to a two-year plan. (II.C.5)

The College has adopted and adheres to admission policies consistent with its mission, including creating the Student Access Center, which assists students during the application and admissions process. CRC has created program maps to sequence the courses students need for completion of their educational goals. Degree Planner is another resource that became available in fall 2019, which lets students map out which classes to take and when to take them. (II.C.6)

CRC places students in English and math based on the evaluation of high school transcripts. The Research and Equity Office conducted validations of multiple measures for English and math placement, and students are placed in English as a Second Language (ESL) courses based on a writing sample and multiple measures. (II.C.7)

The College and District keep students records securely, permanently, and confidentially, in accordance with its published policies. Student transcripts are ordered through portals that authenticate identity, which include using current students' eServices account and alumni order transcripts through Credentials, Inc. (II.C.8)

Conclusions:

The College meets the Standard.

See Commendation 1: The team commends the college for its commitment to its mission as exemplified by their innovative, cross-collaborative, and equity-focused Opt-Out Scheduling practice, part of their Guided Pathways and success team efforts, in support of student success and completion. (II.A.6, II.C.5)

Commendation 2: The team commends the College for its commitment to students as exemplified by their student services collective providing a community of care for students, including their intentional in-reach and outreach to students. (II.C.3)

Standard III

Resources

III.A. Human Resources

General Observations:

Cosumnes has policies and procedures for hiring practices that ensure all employees meet standard qualifications and clearly outline the process for hiring faculty, staff, and management employees. Performance review procedures are established and included in bargaining agreements and Administrative Regulations. CRC and LRCCD have a well-established and updated system of written policies, procedures, job descriptions, and code of ethics that are foundational to the consistent hiring practices, prioritization of positions, professional development training, and support for all personnel. Timelines for evaluations have been established; however, the pandemic has disrupted the regular interval of evaluations and the institution is in the process of reestablishing and updating evaluation timelines.

Findings and Evidence:

The College and the District adheres to hiring regulations, procedures, and protocols in order to ensure they meet the needs of a diverse student body, and provide support in student learning programs, services, success and improve institutional effectiveness – these include Board Policy and Administrative Regulations 5121, 5122, 6122, 9121, and 7260. The College’s employment practices are overseen by the District’s Office of Human Resources.

The team reviewed the Los Rios Hiring Practices—Administrative Guide and the Faculty Hiring Manual which offer commendable enhancements to inform equitable hiring and explanatory details on the hiring process. These clearly outlined procedures help to ensure the quality of their programs and services by employing administrators, faculty and staff who are qualified based upon appropriate education, training, and experience.

The team noted that LRCCD publicly makes available the criteria, qualifications, and procedures for personnel selection. The Hiring Resources website provides a clear outline of resources to prospective employees and hiring committee members to help them both understand and address the needs of the institution. (III.A.1)

Hiring processes ensure that faculty possess the appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and candidates’ potential to contribute to the mission and goals of CRC and LRCCD. Along with AR 5121 and 5122, the Faculty Hiring Manual provides specific guidelines and procedures on how the College hires faculty who meet the minimum qualifications and possess the necessary skills to help the College meet its mission. (III.A.2)

Qualifications of administrators are addressed using the Los Rios Hiring Practices—Administrative Guide and Administrative Regulation 9121. Administrators and other College personnel responsible for educational programs and services undergo similar recruitment and

overall screening for appropriate qualifications and experience as faculty. All successful candidates must meet minimum qualifications by showing evidence of official transcript or equivalency to the Office of Human Resources upon hiring. (III.A.3)

The District Office of Human Resources verifies academic degrees from U.S. and international universities. Administrative Regulation 5123 outlines requirements concerning accredited institutions. The District ensures that all hiring processes are readily available including establishing equivalencies of foreign degrees from appropriately accredited institutions by approved third-party agencies. (III.A.4)

The College ensures timely evaluation of its personnel adhering to performance evaluation criteria utilizing processes that have been negotiated via the collective bargaining requirements and outlined in the Los Rios College Federation of Teachers (LRCFT) contract for faculty and the Los Rios Classified Employees Association (LRCEA) contract for classified staff. During the site visit, the team verified CRC evaluates personnel systematically at stated intervals by annually disseminating a list provided by District human resources of pending evaluations to all managers and then following up to ensure they are completed. Additionally, the team discovered documentation for recent classified evaluations is not updated due to apparent pandemic-induced delays as cited in the ISER; however, the team suggests the institution maintain tracking of classified evaluations to ensure all personnel are evaluated at stated intervals. For managers and executive administrators, Administrative Regulation 9141 and 9142 respectively establish the method for evaluating managers/executive level administrators for their effectiveness in performing their duties. Should any employee be determined to have deficiencies, there are performance improvement strategies and documents available for supervisors to use. (III.A.5)

The College regularly reviews data on faculty numbers to determine sufficiency to meet the required Faculty Obligation Number and as of Fall 2020, the District exceeds that number. Prioritization of faculty hiring is conducted through the Program Review Process, which distills into a District-level prioritization of positions. The College's planning and program review process helps to determine and assess the need for additional full-time faculty. (III.A.7)

The team noted that the College engages in a number of activities to ensure that part-time faculty are integrated into the life of the institution. Part-time faculty are provided an orientation upon hire by Human Resources and a Faculty and Staff Resources Guide which outlines classroom-specific policies, tools, and a menu of support services. Part-time faculty professional development is planned on flex days and provides a variety of professional development workshops. Adjunct faculty are represented on the Academic Senate and on the LRCFT faculty union to ensure adjunct faculty are represented. (III.A.8)

The team verified that the College's Program Review process helps to assess the need for new positions. The District has clearly defined procedures that outline the process for hiring classified positions and determine available funding. The process for ranking and prioritizing classified positions is described in the Hiring Practices—Administrative Guide. During the site visit, CRC acknowledged challenges with the hiring of new classified positions to support operations when balancing competing needs for General Funds across the District; limited funding results in limited new classified personnel hiring. Some positions, contingent upon ongoing funding, have been hired using grant funds to provide specialized student support. (III.A.9)

Although the College has experienced turnover in several administrative positions during the review cycle, it has ensured adequate staffing of these positions utilizing temporary, interim, and short-term administrative positions in key areas. Processes for the hiring and policies regulating the qualifications of administrators are well-established. (III.A.10)

The team reviewed board policies, administrative regulations, written procedures, and collective bargaining agreements/contracts are readily available on the District website for review. Human Resources, the Academic Senate and the appropriate collective bargaining unit regularly review policies and procedures related to personnel and their employment. Written personnel policies are available on the Human Resources website. Equity officers of the District and Colleges meet regularly to review fair and consistent administration of the policies and procedures. (III.A.11)

The College and District demonstrated commitment to providing equitable opportunities through comprehensive training and development strategies designed to attract, hire, and retain diverse employees. Programs and structures are established and functioning to promote and support its diverse personnel. The College regularly assesses employee and student demographic data and makes strategic plans to enhance employee growth, diversify faculty, and create employee resource groups that nurture the value of diversity. Diversity data is shared in hiring committee training and annually with the Board of Trustees. (III.A.12)

The team noted that Administrative Regulations, bargaining unit contracts, several Board Policies, the Faculty Statement on Professional Ethics, as well as annual training workshops on workplace rights and responsibilities are the framework of LRCCD's code of professional ethics for each employee constituency group. Consequences for violation vary by employee group but are spelled out in the bargaining agreements. (III.A.13)

In alignment with its mission and Strategic Plan, the College provides employees with a wide variety of opportunities for continued professional development. The commitment to ongoing professional development is an expectation for employees and outlined in bargaining unit contracts and validated with the variety of ongoing professional development offerings. Interviews with college personnel provided additional evidence that the Center for Professional Development provides guidance and support to ensure that Flex Day workshops are relevant, timely, and accessible to faculty and classified professionals as well as responsive to evolving pedagogy. Additionally, CRC has dedicated teaching and learning faculty leads for the Career & Academic Communities who are responsible for hosting peer-to-peer support spaces to augment and accelerate the implementation of Guided Pathways. The professional development calendar outlines opportunities for professional development. (III.A.14)

Maintaining the security and confidentiality of personnel records is the responsibility of HR. The institution has provisions for keeping personnel records secure and confidential. In compliance with AP 5171, 6151, and 9511, the District assures the safety and privacy of personnel records while providing employees with an opportunity to access their personnel files upon request. (III.A.15)

Conclusions:

The College meets the Standard.

III.B. Physical Resources

General Observations:

Cosumnes River College (CRC) is situated on 159 acres in South Sacramento. The College opened at its current site in 1970 to an inaugural class of 2,150 students. In 2013, the Elk Grove Center was established and is located about 5 miles south of the main campus. The Los Rios community approved two bonds, Measure A and Measure M, totaling \$614 million, allowing for the district colleges, including CRC, to build new facilities and renovate existing facilities. CRC maintains safe and sufficient physical resources to provide quality courses, programs, and services to its students. The College's Facilities Master Plan supports the Strategic Plan. The District's Facilities Master Plan draws from the local plans. The District allocates sufficient resources to maintain operations at the College.

Findings and Evidence:

The LRCCD and CRC assure safe and sufficient physical resources at all locations where courses, programs, and learning support services are offered. This is done collaboratively between the District and College as they plan, build, and maintain physical resources. In 2019, CRC updated its *Facilities Master Plan* (FMP), which details long-term building and renovation projects. The FMP aligns with the College's Strategic Plan, specifically Area 5: Learning and Working Environment that includes two strategies: 1) provide a safe and healthy environment, and 2) provide sustainable facilities and technology that support student and employee learning and engagement. The team confirmed through a review of the evidence that the District maintains a *Summary of Scheduled Maintenance/Special Repair Projects* for all colleges including CRC. (III.B.1)

The team reviewed evidence that CRC has a plan to ensure accessibility to buildings and facilities. Their ADA improvement plan, printed in 2018, provides a means to address areas for improved accessibility. The Los Rios Community College District and CRC have a reporting process to ensure access to buildings when there are facility issues preventing access. The College restricted access during the COVID-19 pandemic as almost all classes and services were offered remotely from March 2020 through August 2021. Through interviews at the Elk Grove Center, the team confirmed that accessibility at the Center mirrors that of the main campus. (III.B.1)

Upon review of the evidence provided, the team found that the LRCCD is dedicated to safety in the workplace. As provided in Administrative Regulation 8331, \$10,000 is allocated annually to the District's Safety Incentive Program. The College is also committed to promoting a safe and secure environment. This is evidenced in the Emergency Operations Plan as well as by the training and emergency preparedness drills that take place. The College has established the Health and Safety Committee, which includes a broad membership, that reviews safety concerns in addition to long-range facilities planning. The District, based on guidance from state and local officials as well as constituent feedback, developed *A Framework for Reopening in Person Instruction, Student Services, and Administrative Services*. Based on this framework, CRC established reentry protocols for specific programs. (III.B.1)

Cosumnes River College has two committees that include representation from the Elk Grove Center: The Health and Safety Committee, which addresses health and safety and makes suggestions for improving the health of the campus, and the Campus Sustainability Committee, which promotes an ethical responsibility to the planet. The Health and Safety Committee made the recommendation to make CRC a smoke-free campus. The Campus Sustainability Committee promotes the idea that new construction be Leadership in Energy and Environmental Design (LEED) certified. Security at the main campus and Elk Grove Center is provided by the Los Rios Community College Police Department. Additional security at the Elk Grove Center is provided by an outside agency. The College's police captain provides regular reports at the Health and Safety Committee. The team confirmed that the College conducts active shooter training at both the main campus and Elk Grove Center. The District has also adopted an emergency alert system and app that students and employees can opt into. The app allows users to receive emergency notifications or to call for assistance while on campus. Through interviews, the team learned that additional cameras are installed at Elk Grove Center to allow for remote monitoring and increased security. The team reviewed evidence that the College improved its facility security by implementing the Imron Access key card system. Cosumnes River College maintains a process for employees to request keys or card key access to rooms, thus ensuring appropriate access to facilities and maintaining security. Lastly, the College contracts with an outside agency to safely dispose of all hazardous materials. (III.B.1)

Cosumnes River College's updated FMP identifies the long-term facilities planning for the College. The plan includes new facilities, modernization projects, and projects to improve access. As part of the planning process, results from a 2018 Student Climate Survey were used. Departments and areas on campus have an opportunity through their integrated planning process to identify facility needs. These requests are funneled up to the unit plans before becoming part of the College's overall plan. The College plan is consolidated with the other colleges by the District, which are then prioritized for funding. An example of this was how the Automotive Mechanics Technology program identified a facility need in program review to upgrade the facility to maintain external accreditation. However, CRC has identified an improvement plan to increase transparency and collegewide input in the next master planning process. The plan should improve the connection between program review and facility needs (III.B.2).

Cosumnes River College works with the facilities management at the District. The District's Director of Maintenance meets monthly with the College's Director of Administrative Services and the District Associate Chancellor of Facilities to review facility concerns and maintenance needs. The District's system called Maintenance Connection along with the Facility Condition Index (FCI) Report, the CRC *Summary of Scheduled Maintenance/Special Repair Projects*, and their 5-year capital outlay plan are used to oversee and evaluate the effectiveness of physical resources in support programs and services. CRC participates in the Statewide Association of Community Colleges, Safety Assessment. These regularly scheduled safety inspections comply with the Cal/OSHA Injury and Illness Prevention Plan. (III.B.3)

Evidence was provided demonstrating that the FMP supports CRC's Strategic Plan, and that the District's Facilities Master Plan is based on the college's local plans. Through the district allocation process, CRC receives a construction budget for upcoming capital improvement projects and for ongoing maintenance of facilities to support institutional goals. During the focused site visit, the team learned that the District Office considers the total cost of ownership (TCO) for new facilities and equipment by incorporating the personnel and financial support for

these new facilities into existing District staffing responsibilities and as part of the “fixed cost” of operations, which are funded and managed at the District level. Such costs are currently considered “negligible,” since the District is adequately staffed to handle the current and projected growth in capital assets. Additional custodial or administrative staffing for such facilities is considered and prioritized through the resource allocation process. The Citizen’s Bond Oversight Committee ensures all facilities are built as intended. (III.B.4)

Conclusions:

The College meets the standard.

III.C. Technology Resources

General Observations:

CRC demonstrates its commitment to providing technology services and support for the college to accomplish its mission “to prepare students for an ever-changing future.” As the institution moved online during the pandemic, resources were made available to meet student needs. These resources included Chromebooks, Hotspots, virtual labs when possible, and necessary software. The college was supported in this endeavor by the district office. The district partnered with the Chancellor’s Office to provide professional development opportunities and training for faculty.

Findings and Evidence:

CRC develops and follows a Technology Master Plan, which maps to the mission and strategic goals. This plan includes a PC Renewal Plan where the college proactively replaces desktop computers and hardware based on the usable computer life cycle. CRC also uses the program review process to request and procure needed technology resources. These requests move forward through the budget process. The college has noted 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 the long-term college technology planning. (III.C.1, III.C.2)

CRC has a main campus and one center location in Elk Grove and maintains appropriate staffing to support technology resources at both sites. The District uses a single sign-on (SSO) to provide ease of access to students and employees and to assure data protection. Multi-factor authentication is required for remote access to District and college networks. (III.C.3)

CRC provides staff to provide technical assistance to all college faculty and classified professional staff. The college’s Media Services Staff provide support and training in the use of audio, visual, and multimedia technology. The Distance Education and Online Course coordinators provide training and support to faculty in the use of instructional technology. Orientations to Canvas and a Canvas overview are available for staff to embed in their course to help students. CRC provides training guides and instructions on the public and employee websites to allow faculty, staff, students, and administrators to be self-reliant in learning technology. (III.C.4)

District policies and regulations detail standards for instructional and administrative computer usage, information and communication technology accessibility, and distance education. Board

policy outlines the responsibility and means by which the district will ensure accessibility of technology including websites, learning management systems, course materials, documents, and business applications that are usable by all students and staff. During the pandemic, nearly all courses were transitioned fully online. The Academic Senate promoted equitable teaching practices, such as the recommendation for a “camera-optional” approach to online learning. (III.C.5)

Conclusions: The College meets the Standard.

III.D. Financial Resources

General Observations:

As one of the four Colleges in the Los Rios CCD (LRCCD), Cosumnes River College (CRC) financial resources are overseen, supported, and directed by the District to ensure the college has sufficient resources to sustain its instructional and student support services. LRCCD uses an established and scalable process of budgeting and allocating funds that is clearly outlined in detail in CRC’s Resource Allocation Guide. This process promotes integrity in its financial affairs and budgeting in a manner to promote fiscal stability. LRCCD maintains a reserve slightly above the state requirements. Through the District’s allocation of resources to CRC’s annual budget, as well as through grant-funded programs, the College has sufficient capacity to support and sustain its instructional and student programs and strives to improve upon them. Financial and institutional planning are integrated from the department-level to the District-level through the program review process and the resource allocation process.

Findings and Evidence:

Upon review of the College’s budget and resource allocation process detailed in their Resource Allocation Guide, the team found the formulaic process transparent and sufficient to support and sustain student learning programs and improve institutional effectiveness. Its detailed outline communicates clearly the process established and promotes financial integrity through transparency and communication. The District’s X/Y/Z budgeting process ensures financial stability and responsiveness to external economic conditions. Distribution of resources at the college level is integrated with the college’s planning process and participatory governance structures. (III.D.1)

The team reviewed CRC’s detailed process of institutional planning and resource allocation on their “Overview of College Planning Process” website and the process described in the 2019 Resource Allocation Guide and concluded that the institution has policies and procedures to ensure sound financial practices and fiscal stability. Through the program review processes, the team concluded that the institution’s mission goals, and strategic directions are integrated as the foundation for financial planning and supports institutional planning. Financial information is disseminated throughout the institution; however, there are opportunities for strengthening processes around participatory governance for District resource allocation, financial planning, and communication regarding District functions. (III.D.2)

The team reviewed the applicable Board Administrative Regulations, the Resource Allocation Guide, the Resources Committee charge and purpose, and budget memos clearly defining the process, guidelines, and budget development. From discussions during the focused site visit, the

team learned that Administrative Services has regular communication with the District office about budget and resource needs. Conversations are documented in the integrated planning system that connects with program review, assessment, and resource needs. Although this creates some opportunity for broad conversation with all constituencies, there is room for improving communication around participatory governance for District planning and budget development. (III.D.3)

The college uses a scenario-based budget model that adjusts a reduction in FTES targets based upon the economic conditions of the time. This budget model allows for flexibility in the assessment of financial resource availability and solidification of the budget as resource projections evolve. The resource planning process of the College allows for resources to be flagged that will qualify for categorical funding creating partnerships to support college needs. (III.D.4)

Internal control structures are in place through the use of enterprise resource planning software, Board Policies and Regulations, and through the annual audit process. These structures ensure CRC has appropriate control mechanisms to ensure financial integrity. (III.D.5)

Review of financial documents contained in the annual budget as well as results from an external evaluation by FCMAT suggests that the financial documents and budget are credible and accurate and reflect appropriate allocation and use of financial resources to support student learning programs and services. (III.D.6)

The team reviewed the 2020 audit and verified that the LRCCD financial statements had no audit findings. In addition, independent audits were conducted for each of their bond measures and concluded that expenditures were made for authorized purposes. Audit reports are presented annually at an open Board meeting and posted on LRCCD's website to ensure transparency and accountability. (III.D.7)

The District uses the annual audit report as an evaluation of its validity and effectiveness. Audit findings are used to improve processes when needed. LRCCD states that there have been no findings for the last seven years indicating that improvements and procedural changes have happened throughout the assessment cycle. For example, the team learned that auditors found items of concern that did not rise to the level of a finding but were used to identify and improve processes. (III.D.8)

CRC in conjunction with LRCCD keeps a general fund reserve above the State required minimum of 5%. LRCCD Board policy also requires reserves to be above 5%. Based upon the evidence presented, CRC has sufficient cash flow and reserves to maintain stability, to support strategies for appropriate risk management, and to implement contingency plans that meet financial emergencies and unforeseen occurrences. (III.D.9)

District and College finances, contracts, and grants are managed by District Fiscal Services with collaboration and support of College Administrative Services and grant project directors as appropriate. College revenues and expenses are managed through an enterprise system that enables the College to ensure that the funds are used appropriately. Contracts are reviewed by the Vice President of Administrative Services along with oversight and tracking through the District General Services Department. During the site visit, the team learned the District director of accounting oversees the finances of the District foundation. The institution effectively oversees

its finances including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. (III.D.10)

LRCCD's scenario-based budgeting using the X/Y/Z budget model allows the District and College to create expectations for short-term financial uncertainty. This method allows for fund balances to be set aside for future needs and maintain required levels. Information in the ISER indicates how the institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations. In the site visit interviews, the District outlined its process for taking immediate action to funding long-term liabilities; thus, reducing the long-term financial risks to the institution. Such actions become part of the current year budget. The District uses temporary increases to revenues, such as hold-harmless spending, to reduce long-term liabilities, fund one-time needs, and build a reserve for recessionary budget years. The District's approach for long-range financial plans to inform short-range plans is done by identifying and mitigating long-term liabilities with one-time funds during good financial times rather than producing inaccurate budget forecasts with assumptions. From this approach, the level of financial resources provides a reasonable expectation of both long-term and short-term financial solvency. (III.D.11)

The LRCCD has set up an irrevocable trust to fund Other Post-Employment Benefits (OPEB) that is currently funded with a positive OPEB asset value of \$12M, indicating the institution plans and allocates appropriate resources for payment of future obligations. They also had an actuarial study performed utilizing appropriate accounting standards, for GASB 75, which was included in the audited financial statements. LRCCD in conjunction with CRC assesses and allocates funds for repayment of short-term and long-term debt. (III.D.12) (III.D.13)

LRCCD and CRC ensure all funds are used with integrity in a manner consistent with the intended purpose of the funding source. Board Policy and Administrative Regulations have been adopted to ensure effective oversight. External audits for the Foundation and the bond funds are performed annually. (III.D.14)

CRC monitors and manages student loan default rates using the Student Data Warehouse, Inc. who provides an analysis to the College three times per year. CRC reviews the reports and takes corrective action as necessary. There are appropriate procedures in place that are audited annually to ensure the institution monitors default rates, revenue streams, and assets. (III.D.15)

CRC in conjunction with LRCCD processes contractual agreements. Through Board policy, Administrative Regulations, Board approval, and contract approval procedures, the College's contractual agreements are consistent with their mission and goals. The narrative describes an example of the alignment of the College's goals with agreements through an established MOU that brings together on-the-job construction trades training for CRC's students while benefiting the community. The narrative and corresponding evidence provided demonstrate appropriate oversight at the District and College level to maintain the integrity and quality of its programs. (III.D.16)

Conclusions:

The College meets the standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

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 institutional leaders create and encourage innovation leading to institutional excellence.

Findings and Evidence:

The team confirmed that for innovation efforts that have 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. CRC's evidence of the Guided Pathways working groups being institutionalized in the existing participatory governance structure highlights the organization's commitment to constituency input in decision-making. (IV.A.1)

The College has developed a robust system of participatory governance based on the Los Rios Community College District policy 3411 for involvement of constituents in open discussions and decision-making processes. 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 College's Participatory Governance Committee's work to revise the Participatory Governance Decision-Making Handbook in 2019 provides evidence for clarifying the process for decision-making. (IV.A.2)

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 College leadership recognized the challenges in classified professional engagement in committees and codified their presence and leadership in the tri-chair model. The team confirmed that 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. (IV.A.3)

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 158 Committee. Evidence of this work is found in the Curriculum Committee's work in fall 2020, where the committee outlined strategies for Anti-racism, Equity, and Curriculum to support the college's innovative "We Won't Fall" campaign. CRC is an innovative institution, which

embraces change in support of student success. The team confirmed that innovation is supported by college leadership and thrives throughout the institution. (IV.A.4)

The Los Rios Board of Trustees, in collaboration with district governance groups and institutional leaders ensure participatory governance. The College's shared governance process and structure affords broad-based participation in the governance process by all campus constituencies to ensure collegial decision-making processes. Broad-scale participation at the college level is evidenced in the implementation and use of BoardDocs to communicate agenda, minutes, and pressing decision-making processes to the campus community. (IV.A.5)

CRC redesigned its participatory governance by establishing the Participatory Governance Council (PGC) 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. 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. The revised Participatory Governance Decision-Making Policies and Practices reinforced the College's commitment to including diverse perspectives in decision-making. (IV.A.5)

The College has demonstrated extensive work to strengthen communication channels through weekly newsletters, campus forums, PGC website publications, and 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. The implementation of BoardDocs allows for a single, searchable repository for minutes and agendas, improving transparency for decision-making. (IV.A.6)

The College has a clearly outlined process that assesses participatory governance on an annual basis through a participatory governance survey administered by the Research and Equity Office each spring, identifying some key areas of growth. 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 (Institutional Effectiveness, Student Learning & Institutional Support, Student Success & Equity, Resources). (IV.A.7)

Conclusions:

The College meets the Standard.

IV.B. Chief Executive Officer

General Observations:

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, focused on supporting Guided Pathways implementation and 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, as evidenced in the four branches having assigned accreditation standards for ongoing review.

Findings and Evidence:

The team's review of the ISER, evidence, and throughout the focused site visit interviews confirms that the president has established a vision of institutional change in support of students' success and communicates this broadly to the College. The focused site visit interviews provided confirmation that the president's leadership models the use of data to assess institutional effectiveness, especially evident in the "We Won't Fall" campaign. The disaggregated data supports the 13 student success goals of the campaign and illuminates the opportunity gaps for the College to support equitable student outcomes. The president integrates institutional innovations and efforts into the work connected to implementing Guided Pathways, providing a clear vision for student success and completion. (IV.B.1)

The evidence reviewed supports that the president plans, oversees, and evaluates the administrative structure needed to reflect CRC's mission. Evidence to support this includes an administrative redesign completed in 2019, in which the College realigned the administrative team to support and facilitate the Career and Academic Communities (CAC) defined by the Guided Pathways implementation processes. 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. (IV.B.2)

The College President seems to ensure that the responsibilities of setting values, goals, and institutional priorities are informed and focused on student success. The team confirmed evidence of this leadership in the management goals setting process, which aligns manager goals to the college strategic plan, and institutional priorities. These include the Strategic Planning process, which began in 2016, and established the foundation for much of the College's efforts, including the implementation of a more public decision-making process and the implementation of Guided Pathways. The Vice Presidents of Institutional Equity, Research, and Planning and Administrative and Support Services report directly to the President, ensuring close oversight of planning and resource allocation. (IV.B.3)

The College President provides leadership to ensure 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. 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. The Branch structure was established in 2017 and each Branch was assigned responsibility for oversight of relevant standards. This responsibility is noted in the Branch charges and demonstrated through ongoing conversations on matters of accreditation occurring within the Branches. (IV.B.4)

The ISER notes that the Chancellor and College Presidents have a process that 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. Per the weekly Chancellor's Executive Cabinet meetings and the monthly board meetings, there is evidence to support that this takes place annually. However, the team's interviews with college and district leadership found that there is an opportunity for the district to strengthen the planning processes and communications strategies to communicate updates on the BPs and APs (IV.B.5)

The President has shown a commitment to CRC's community, building partnerships and services to support diverse student needs. During the focused site visit, the team visited the HAWKS CARE Center, which provides services such as, the food pantry, clothing closet, toiletries, and resources for housing. Additionally, the team noted that the Center for Inclusion and Belonging is a highly visible, student centered, and collaborative space for programs that serve affinity groups. 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. This is substantiated via the example of how the president recently led a statewide delegation of the California Community Colleges to the All-African Diaspora Education Summit in Ghana, Africa, in early Fall 2022. The President's commitment to campus communication is evident in the publication of the weekly messages. (IV.B.6)

Conclusions:

The College meets the Standard.

IV.C. Governing Board

General Observations:

The Board of Trustees (“Board”) of the District exercises its authority and responsibility by working as a single entity to ensure Board Policies and Administrative Regulations are appropriate to assure academic quality, integrity, and the effectiveness of student learning programs and services.

Findings and Evidence:

The Board, through documented evidence in meeting minutes, illustrates it acts as a collective entity. Based on evidence, the Board votes on action agenda items, once it reaches a decision, the Board acts as one in support of the decision. (IV.C.2)

The Board follows a clearly defined policy for selecting and evaluating the CEO of the district. This is evidenced by policies and regulations that outline the timelines for these respective processes. (IV.C.3)

The Board acts on behalf of the District as an independent body that sets policy and maintains a focus on community as it applies to high quality educational programs. Through policies and regulations, the Board has set attributes, guidelines, and ethics for Board behavior in protecting the District. (IV.C.4)

The Board has established policies that ensure the quality, integrity, and improvement of student learning programs and services. This is evidenced by the Board receiving regular reports on student achievement both at regular Board meetings and at retreats. The Board has policies that set its authority for educational quality, legal matters, financial integrity, and stability. (IV.C.5)

The Board composed of seven members has established bylaws and policies that outline operating structure, responsibilities, and procedures. (IV.C.6)

The Board acts in a manner consistent with its policies and bylaws and conducts an annual self-evaluation as evidenced in the Fall 2020 Board Retreat Agenda in accordance with Board Policy 3112.

The District General Counsel reviews the Board Policies and Administrative Regulations for legal compliance. If the District General Counsel determines that a substantive revision is needed, General Counsel engages specific college vice presidents in discussion when the policy addresses their areas of responsibility. General Counsel also engages the Academic Senates in discussion if the proposed revision is in the senates’ purview. Then the proposed revision is brought to the Chancellor's Cabinet for discussion before going to the Board for consideration.

The District General Counsel also drafts new Board Policies and Administrative Regulations, as needed, and follows the same consultation process as noted above. The team learned during interviews that any constituent group or employee can propose revisions of existing Board Policies and Administrative Regulations or creation of new ones. However, the process for doing so is not clear or documented. It is also apparent that stakeholders are not involved in the regular review of all Board Policies and Administrative Regulations.

The Board Policies and Administrative Regulations that the District General Counsel determines do not need to be revised are brought to the Board to be reaffirmed as a consent item on the Board agenda. Those Board Policies and Administrative Regulations that underwent substantive revisions are agendaized for discussion and two readings by the Board. During the visit, the Board vice president confirmed this process. However, the date when Board Policies and Administrative Regulations were last reaffirmed by the Board is not noted on the specific Board Policy or Administrative Regulation which creates the impression that many of them were not revised or reviewed in many years or decades and are severely outdated. The team suggests that the date of last review or reaffirmation by the Board be consistently added to the respective Board Policies and Administrative Regulations. (IV.C.7)

The Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality as noted on the Board's retreat agenda in fall 2020. A review of Board agendas confirms that the Board requests updates on student learning and achievement, such as dual enrollment and course success in English and Math. Board reports include disaggregated data to highlight trends that may lead to disproportionate impact, as evidenced in the October 2020 Board retreat agenda. (IV.C.8)

Consistent with Board Policy 3113, the Board maintains an ongoing training program for board development and new member orientation. New Board members are oriented to the District and colleges through briefings provided in a Trustee Candidates Workshop (September 2020), that includes the Chancellor's executive team, and through their participation in the California Community League of California Effective Trusteeship Workshops. Additionally, new Board members are introduced to Board Policies, such as P-3113, regarding the expected attributes of and guidelines for the conduct of board members. The Board maintains staggered terms of office to provide continuity of board membership. (IV.C.9)

Board Policy 3112, Section 2.3.4, establishes the process for board evaluation, goal setting, regular review of progress toward goals at midyear, and regular informal discussion of performance. In concert with its policy, the Board's annual evaluation begins with a self-evaluation during the Fall retreat and concludes with results of the evaluation being discussed at a spring retreat. The results are used as a basis for the Board's annual goals set in the spring. The Board's self-evaluation assesses its success in promoting and sustaining academic quality and institutional effectiveness and the results of that evaluation are made public. (IV.C.10)

The Board adheres to a code of ethics as outlined in Board Policy 3114 (Statement of Ethics) and to conflict-of-interest policies and processes to address violations as outlined in Board Policy 8630 (Conflict of Interest Rules) and Board Policy 8610 (Conflict of Interest Code). Board members are required to recuse themselves from participating in issues/decisions where they have a conflict of interest. (IV.C.11)

The Board delegates full responsibility and authority to the Chancellor to implement and administer Board Policies, as outlined in Board Policy 4111 (Chancellor Authority) and Board Policy 3112 (Duties and Responsibilities). The Board holds the Chancellor accountable for the operation of the District, as outlined in Board Policy 9142 (Evaluation). In concert, these policies provide the Chancellor with full authority to operate the District without Board interference, and the Board evaluates the Chancellor annually to provide accountability toward achievement of mutually established goals. (IV.C.12)

Through Board retreats, regular Board updates, relevant reports, and training, the Board is informed and knowledgeable regarding eligibility requirements, accreditation standards, commission policies, and accreditation processes. The Board supports the District and College's efforts to maintain full accreditation through institutional effectiveness initiatives. (IV.C.13)

Conclusions:

The College meets the Standard.

District Recommendation 2 (improvement):

In order to increase effectiveness, the team recommends the District develops, implements, and documents a process that consistently involves stakeholders for the regular review of all Board Policies and Administrative Regulations, as well as revisions and the initiation of new policies and regulations as needed. (IV.C.7)

IV.D. Multi-College Districts or Systems

General Observations:

The Chancellor provides leadership and communication to the college presidents and holds them accountable for the effective governance and operation of their respective colleges. The team noted that roles and the division of responsibilities of the District and the colleges may not be sufficiently clear as outlined in the Functional Map. Board Policies, Administrative Regulations, and business processes provide a clearer understanding of the roles and responsibilities of the District and the College.

The District has agreed upon resource allocation formulas that allow the colleges to operate in alignment with their missions and allow for the operations and sustainability of the colleges and the District. The college presidents are given full authority to implement programs, college resource plans, and Board Policies and Administrative Regulations.

There are various districtwide standing committees that provide for involvement and communication between the colleges and the District in support of effective decision making. The District does not have a district-level decision making guide or similar document that would help clarify the roles of the various district wide committees as well as the flow of recommendations and decisions.

Constituents are engaged to participate in district planning. The colleges align their strategic plans to the District's strategic plan. Decisions are communicated through the organization by the Chancellor through Chancellor's Executive Staff and Chancellor's Cabinet meetings.

Findings and Evidence:

The Chancellor provides leadership for the operation of the District and in cooperation with the executive leadership through weekly meetings with the Chancellor's Staff, which includes the Presidents, Vice Chancellors, Associate Vice Chancellors, and District General Counsel, and the at-least monthly meetings of the Chancellor's Cabinet, which includes leaders of constituent groups. (IV.D.1)

The Functional Map uses the accreditation standards to identify primary, secondary, and shared responsibilities between the District and the College. While this approach provides a high-level view of responsibilities relative to each accreditation standard, it does not identify the actual functions and operations performed by the District Office making it difficult to determine the delineation of responsibilities. The team suggests that the District Office publishes, preferably on the District website, a list of the departments at the District Office and a brief description of the responsibilities and functions of each department. (IV.D.2)

The District started the process of reorganizing and centralizing Admissions and Records and Financial Aid, respectively. At the time of the visit, the team learned that the reorganization of Financial Aid is further along but still in the initial stages of a three-phase implementation. The reorganization of Admissions and Records has not yet started but an initial analysis was performed. Ultimately, it is the team's understanding that all staff in Admissions and Records and Financial Aid, respectively, will report to the District Office but some staff will continue to be located at each of the Colleges. It will be important to monitor and evaluate the effectiveness of the new structures and operations once implemented. (IV.D.2)

The resource allocation model, which uses the proportionate share or "bucket" concept, was mutually agreed upon by all constituencies and is followed as part of the budgeting process. Allocations and reallocations of resources are defined and followed in the District budget model. If the District receives new funds, 80 percent of the new funds are allocated to the respective collective bargaining units based on a proportionate share. The compensation formula includes a provision known as the "trombone clause" whereby a reduction in base funding is applied, also following the 80/20 split. The District recognizes that this method ensures equity in the distribution of 80 percent of its resources, but it also has the effect of limiting the District's operating revenue on an annual basis to 20 percent. It also limits growth in the District's ending reserve. Program Development Funds (PDF) refers to the 20 percent of the new funds available after the distribution of the 80 percent bucket revenues. This 20 percent of new revenue is used to fund increases in operational costs as well as program improvement costs. To administer the 20 percent PDF, the District Budget Committee reviews recommendations of priority items. Formulas are used for many of the allocations of the PDF. (IV.D.3)

Board Policy 4111 notes that the Chancellor serves as the CEO of the District and that the Board delegates the administration of the District and the implementation of Board Policies to the Chancellor. The same policy states that the College President serves as the chief administrator of the College and is responsible for the overall supervision of the operation of the College in conformity with the directives and duties as defined by the Chancellor and consistent with Board Policy. The Chancellor delegates full responsibility and authority to the college presidents to implement and administer delegated Board Policies without interference and holds the college

presidents accountable for the operation of the colleges. Board Policy 9142 states that the Chancellor reviews the college presidents' performance annually based on achievement of each's established goals for the year. The college presidents' job description sets the expectations for the responsibilities of the position, including implementing Board Policies at the colleges. The college presidents are given full responsibility to run their respective colleges. (IV.D.4)

Planning is integrated between the District and College. The Board delegates to the Chancellor, and the Chancellor ensures that each College has plans that align with its mission, vision, and values. College constituents, college committees, and District committees are involved in the formulation, review, and implementation of the colleges' and District strategic plans. 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 these students. The team suggests the College clarify the timetable for the achievement of these targets and conduct regular evaluation of progress towards the targets. (IV.D.5)

The District communicates with the colleges in a variety of ways. Through the Chancellor's Executive Staff, the Chancellor meets with the college presidents and District Office executives to discuss district wide issues. Through the Chancellor's Cabinet, the Chancellor meets with the college presidents and leaders of all constituent groups to also discuss district wide issues. There are a number of district wide standing committees—budget, educational technology, curriculum, accreditation, and research—and the District Academic Senate that provide for involvement and communication between the colleges and the District in support of effective decision making. The District does not have a district-level decision making guide or similar document that would help clarify the roles of the various district wide committees as well as the flow of recommendations and decisions from the district wide committees to the Chancellor and to the District Office and College Executive teams. The team suggests that the District develops such a document. During the visit, the members of the Executive Council indicated that College representatives in the various district wide committees relay the information, recommendations, and decisions to their colleagues on campus. (IV.D.6)

The District conducts regular employee satisfaction surveys to inform the evaluation of District and College role delineations, governance, and decision-making processes. Governance and structure are also discussed at the Chancellor's Cabinet. The team encourages the College to more clearly document and communicate how improvements are made as a result of these surveys and discussion. (IV.D.7)

Conclusion:

The College meets the Standard.

Quality Focus Essay

Through the ISER evaluation process, Cosumnes River College identified activities for improvement under specific standards that align with projects outlined in the Quality Focus Essay. The QFE consists of institutional commitment to address the systemic inequities that have led to long-standing gaps in achievement of students of color, resulting in the “We Won’t Fall” campaign. Part of the Guided Pathways implementation, the campaign defined instructional, student services, and institutional effectiveness/professional development strategies to eliminate systemic racism and opportunity gaps at the College, including 13 target student success goals for Black/African American and Latinx students.

Guided Pathways: Opt-Out Scheduling

Since spring 2017, the College has been working on implementing Guided Pathways with the intention to produce equitable outcomes for students. One of the efforts is the Opt-out schedule which 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 their first year of enrollment, and complete 9 units of their program-required courses in their first year. The schedules are informed by one of the Career & Academic Communities and include intrusive case management support with Student Success Teams whose primary goal is to ensure that students get on the path, persist, and progress with the guide of the program maps. The College has seen substantial increases in timely completion rates since the implementation of Opt-out scheduling.

Student Achievement Data and Institutional Self-Evaluation: Student Success Goals

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. These data points informed campus discussions that led to identifying 13 Student Success goals for Black/African American and Latinx students. The College has measurable goals and a clearly defined action plan to ensure progress towards achieving the goal of increasing rates of success and completion for Black/African American and Latinx students.

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 on mobilizing the College community around the campaign. The College’s QFE supports the mission, vision, and values and is explicit in the measurable gains needed to disrupt systemic racism at the institution.



ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CORE INQUIRIES

Cosumnes River College
8401 Center Parkway
Sacramento, CA 95823

The Core Inquiries are based upon the findings of the peer review team that conducted Team ISER Review on February 23, 2022.

Dr. Mark Sanchez
Team Chair

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Cosumnes River College

Peer Review Team Roster

Team ISER Review

February 23, 2022

Dr. Mark Sanchez, Team Chair* Southwestern College Superintendent/President	Dr. Angélica Garcia, Vice Chair* Berkeley City College President
ACADEMIC MEMBERS	
Ms. Sheri Berger Compton College Vice President, Academic Affairs	Mr. Chad Lewis Lassen Community College Accreditation Chair
Ms. Kimberly Nickell Bakersfield College Professor Academic Development and Student Success Lab Coordinator	Ms. Gabriela Nocito Skyline College Director of Learning Commons
Ms. Catherine Shafer San Diego City College Nursing Faculty, Simulation Lab Coordinator	
ADMINISTRATIVE MEMBERS	
Dr. Renée DeLong Orange Coast College Dean of Counseling	Dr. Vinh Nguyen Irvine Valley College Senior Research & Planning Analyst
Mr. Michael Strong Crafton Hills College Vice President of Administrative Services	
ACCJC STAFF LIAISON	
Dr. Gohar Momjian Vice President	

*These individuals served on the district team.

Summary of Team ISER Review

INSTITUTION: Cosumnes River College

DATE OF TEAM ISER REVIEW: February 23, 2022

TEAM CHAIR: Dr. Mark Sanchez

A 10-member accreditation peer review team conducted the team ISER review of Cosumnes River College (CRC) on February 23, 2022. The team ISER review is a one-day, remote analysis of an institution's self-evaluation report. The peer review team received the college's institutional self-evaluation report (ISER) and related evidence several weeks prior to the team ISER Review. Team members found the ISER to be a comprehensive, well-written document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire college community including faculty, staff, students, and administration. The team found that the college provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The college also prepared a Quality Focus Essay.

In preparation for the team ISER review, the team chair attended a team chair training workshop on February 3, 2022, and held a pre-review meeting with the college CEO and Accreditation Liaison Officer on January 10, 2022. The entire peer review team received team training provided by staff from ACCJC on February 3, 2022. Prior to the team ISER review, team members completed their team assignments, identified areas for further clarification, and provided a list of requests for additional evidence to be considered during team ISER review.

During the team ISER review, team members spent the morning discussing their initial observations and their preliminary review of the written materials and evidence provided by the college for the purpose of determining whether the college continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and United States Education Department regulations. In the afternoon, the team further synthesized their findings to validate the excellent work of the college and identified standards the college meets, as well as developed Core Inquiries to be pursued during the focused site visit, which will occur during the week of October 10, 2022.

Core Inquiries are a means for communicating potential areas of institutional noncompliance, improvement, or exemplary practice that arise during the team ISER review. They describe the areas of emphasis for the focused site visit that the team will explore to further their analysis in determining whether standards are met and accordingly identify potential commendations or recommendations. The college should use the Core Inquiries and time leading up to the focused site visit as an opportunity to gather more evidence, collate information, and to strengthen or develop processes in the continuous improvement cycle. In the course of the focused site visit, the ACCJC staff liaison will review new or emerging issues which might arise out of the discussions on Core Inquiries.

Core Inquiries

Based on the team's analysis during the team ISER review, the team identified the following core inquiries that relate to potential areas of clarification, improvement, or commendation.

Core Inquiry 1:

The team is trying to better understand how the college uses assessment data and organizes its institutional processes to support and improve student learning and student achievement. In addition, the team wants to understand how the college uses disaggregated data in program review, student learning outcomes, and student achievement.

Standards or Policies: IB.2, I.B.4, IIA.2, IIA.3, II.C.2.

Description:

The team reviewed samples of program reviews in the Institutional Self-Evaluation Report. The team did not see evidence of:

- Service Area Outcomes (SAO's)
- GE learning outcomes
- How the college used/assessed the disaggregated data to inform decision-making processes for programs and services.

The team reviewed the evidence provided regarding course level student learning outcomes and program service area outcomes. The team is trying to better understand:

- How course and program level outcomes are connected and assessed.
- How the college ensures that the learning outcomes on the course syllabi align with the outcomes on course outlines of record.
- Update on new program review cycle and process.

Topics of discussion during interviews:

- a. Discuss the disaggregated data assessment in program review. Examples of how the process led to actionable changes to improve the student experience.
- b. Process for establishing program learning outcomes.
- c. Discuss service area outcome assessment in student services.
- d. Implementation of the new program cycle and process.

Request for Additional Information/Evidence:

- a. Sample program reviews from Instruction and Student Services with examples of course level and program level learning outcomes.
- b. Data leading to programmatic changes.
- c. Example of a PLO assessment.
- d. Sample of course outline of records with listed student learning outcomes on course syllabi.

Request for Observations/Interviews:

- a. Program Review Constituents
- b. Institutional Research
- c. Deans
- d. Division Chairs
- e. Faculty
- f. Curriculum Committee

Core Inquiry 2:

The team is seeking to confirm the process by which the college evaluates all personnel systematically and at established intervals. More specifically, the team seeks to confirm the process is formal, timely, and documented.

Standards or Policies: III.A.5**Description:**

- The ISER states both the college and district HR office monitor performance reviews according to timelines. Yet, the team would like to see evidence to confirm timelines and documentation of completion.

Topics of discussion during interviews:

- a. Better understand the process of evaluations for different employee groups.

Request for Additional Information/Evidence:

- a. Summary records of completed performance evaluations for faculty, classified, and management.
- b. Timelines and status to completion (reports, progress updates, notifications).

Request for Observations/Interviews:

- a. District Human Resources
- b. Personnel involved in completing and documenting evaluations.

Core Inquiry 3:

The team seeks to better understand how the college's fiscal planning is integrated and supports institutional planning including:

- How total cost of ownership informs long-range capital planning.
- How long-range financial planning informs short-range financial plans to ensure financial stability.

Standards or Policies: IIIB.4, IIID.11

Description:

- a. The college outlines a sound resource allocation model as part of the overall integrated planning processes, however, the ISER includes an area of improvement in the college's resource allocation methodology for facilities.

Topics of discussion during interviews:

- a. Discussion on the college's resource allocation model.
- b. Facilities planning in relation to capital planning and total cost of ownership.

Request for Additional Information/Evidence:

- a. Evidence of capital planning to incorporate total cost of ownership.
- b. Evidence of long-range financial plans such as multi-year budget forecasts, etc.

Request for Observations/Interviews:

- a. Personnel involved in facilities planning
- b. Individuals/groups involved in the process of prioritization of resources
- c. Leadership in Fiscal and Administrative Services

Core Inquiry 4:

The team seeks to better understand how the College considers the Elk Grove Center in their facility planning and maintenance efforts. This includes the quality necessary to support the Elk Grove Center programs and services and assure access, safety, security, and a healthful learning and working environment.

Standards or Policies: IIIB.1

Description:

- The team understands how the college provides broad access, safe and sufficient physical resources for programs and services at the main campus and is looking for evidence to support this at the Elk Grove Center.

Topics of discussion during interviews:

- a. The college's facilities master plan.
- b. Processes for planning and maintenance at the Elk Grove Center.
- c. Access, health and safety planning and operations for the Elk Grove Center.
- d. Connection to the progress in the improvement plan in standard III.B.2.

Request for Additional Information/Evidence:

- a. Response on progress to improvement plan outlined in III.B.2.
- b. Facilities planning documentation which includes the Elk Grove Center.

Request for Observations/Interviews:

- a. Individuals or committees involved in facilities planning
- b. Elk Grove Center Site Supervisor
- c. Health and Safety Committee members

Core Inquiry 5:

The team is seeking a better understanding of the opt-out scheduling as a promising practice in implementation of Guided Pathways at the College, committed to ensuring students complete their program in a timely manner.

Standards or Policies: IIA.6, II.C.3, II.C.5

Description:

- The team saw how the implementation of opt-out scheduling improved student completion of 15 units in the first semester.
- The college also outlined expansion of opt-out scheduling to a two-year model.
- The team noted CRC's implementation of guided pathways included promising practices of opt-out scheduling, Hawks Cares, Student Success Teams.

Topics of discussion during interviews:

- a. The college's methodology for planning expansion of two-year opt-out scheduling.
- b. Guided Pathways planning and implementation.
- c. Hawks Cares Program planning and implementation.
- d. Role of counseling and advising in planning and implementation.

Request for Additional Information/Evidence:

- a. Evidence of communication to students supports them through view e.g., website, catalog, course schedule, welcome email, Hawks Cares.
- b. Updated report on opt-out scheduling (if available).

Request for Observations/Interviews:

- a. Individuals or committees involved in guided pathways, Hawks Cares, counseling.
- b. Students

District Core Inquiries

Based on the team’s analysis during the team ISER review, the team identified the following district core inquiries that relate to potential areas of clarification, improvement, or commendation.

District Core Inquiry 1: The team would like to better understand how the Board ensures a regular cycle of review of its board policies to ensure their effectiveness in fulfilling the district’s mission and revises the policies as necessary.

Standards or Policies: IV.C.7

Description:

- a. The team reviewed the college’s ISER, which indicated that policies and regulations are created and amended to address changes in law, District operations, and the needs of students. The evidence supports the ISER’s statement that *“On a quarterly basis, the general counsel informs the board of the need to update policies or regulation.”* The team also confirmed that the Board reaffirms all Board Policies and Administrative Regulations in batch form (1000-9000). The Board has Board Policy 3112, which addresses the process for adoption of policies.
- b. However, in a random sampling of the Board Policies and Administrative Regulations online, the team found Board Policies that had not been updated since the 1980s and 1990s. The team would like to better understand how the Board ensures a regular cycle of review of its Board Policies and Administrative Regulations to confirm their effectiveness in fulfilling the District’s mission.

Topics of discussion during interviews:

- a. Cycle for the regular assessment and revision of Board Policies and Administrative Regulations.

Request for Additional Information/Evidence:

- a. Planning documentation on the cycle of regular assessment and updates of Board Policies and Administrative Regulations.

Request for Observations/Interviews:

- a. Individuals responsible for ensuring the regular updating of Board Policies and Administrative Regulations (e.g., Board Office).

District Core Inquiry 2: The team would like to deepen its understanding of the specific delineation of college and district roles and responsibilities to better understand the following:

- The interface between district level governance and college level governance
- The autonomy of the colleges
- The functions carried out at the District office
- The impact of completed reorganizations on the colleges and the District office
- The analyses being done for planned reorganizations

Standards or Policies: IV.D.2, IV.D.3, IV.D.4, IV.D.7

Description:

- a. The Functional Map uses the accreditation standards to identify primary, secondary, and shared responsibilities between the District and the College. While this approach provides a high-level view of responsibilities relative to each accreditation standard, it does not identify the actual functions and operations performed by the District Office making it difficult to determine the delineation of responsibilities. There are references to District reorganizations and centralizations, but it is not clear what the impact on the delineation of responsibilities is.
- b. The team read the references to the 80/20 resource allocation formulas; however, it is not completely clear what would happen in the event the district experiences a revenue reduction in terms of impact on personnel and the colleges.
- c. The team did not see a district-level decision making guide that would help clarify the roles of the various district wide committees.
- d. District governance and structure are discussed at the Chancellor's Cabinet. However, it is not evident how improvements are made as a result of these discussions.

Topics of discussion during interviews:

- a. Delineation of responsibilities between the District and the colleges.
- b. Resource allocation mechanisms.
- c. The evaluation of district/college delineations, governance processes, and improvements.
- d. How the colleges place items of interest on the agenda of the Chancellor's Executive Staff meetings.

Request for Additional Information/Evidence:

- a. Brief description of the functions carried out at the District office.
- b. Minutes of Chancellor's Cabinet meetings when District governance and structure were discussed.
- c. Agendas of Executive Staff meetings where college-initiated items of interest were discussed.
- d. Evidence of examples of any changes made in District governance.
- e. Example of how the 80/20 allocation formula works in the event of a reduction in revenue.
- f. Reports or analyses done leading to completed reorganizations, such as the centralization of the Public Information Officers and the Philanthropy office.
- g. Analyses of proposed reorganizations such Admissions and Records and Financial Aid.

Request for Observations/Interviews:

- a. Members of the Chancellor's Executive Staff
- b. Members of the Chancellor's Cabinet
- c. Members of District Academic Senate and other district-level participatory governance committees/councils (e.g., Technology, Curriculum, Research)

