

# **Midterm Report**

## **Cosumnes River College**

**Submitted by:**

**Cosumnes River College**

**8401 Center Parkway  
Sacramento, CA 95823-5799**

**To:**

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

**Fall 2012**

Midterm Report – Certification Page

Date: June 13, 2012

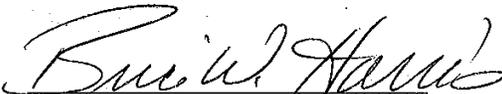
This Midterm Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

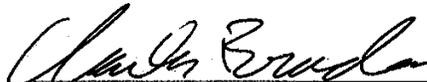
We certify that there was broad based participation by the campus community and believe that this report accurately reflects the nature and substance of this institution.

Signed:

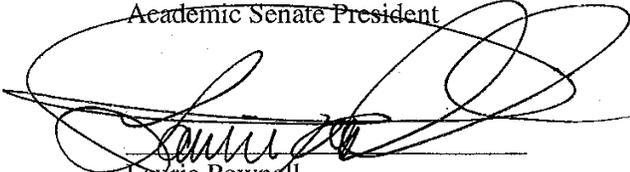
  
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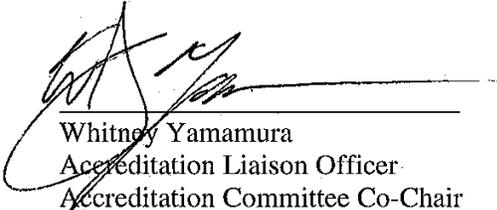
  
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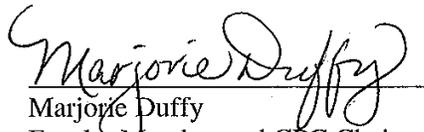
  
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## **Report Preparation**

In January 2010, Cosumnes River College (CRC) received the Accreditation Commission's findings related to the October 2009 site visit. The Visiting Team had three recommendations which the College began to address in Spring 2010. At the same time, the College began addressing several self-identified planning agenda items reported in its 2009 Self Study. This document is the College's required Midterm Report, responding to all three 2010 recommendations, and indicating progress made on the College's self-identified planning issues as well. Preparation of this report began in Spring 2011 and proceeded as follows.

First, the College Planning Committee (CPC) was charged with coordinating the development of the 2012 Midterm Report. The principal report writers were Marjorie Duffy, CPC Chair and faculty member, and Whitney Yamamura, Accreditation Liaison Officer (ALO) and Vice President for Instruction and Student Learning. The CPC is a shared governance committee with membership that includes representation from all college constituencies. (See Appendix A for the CPC membership list.) Second, administrators (including those serving as lead writers in the 2009 Self Study process), and the Academic Senate leadership, gathered information and reported on the progress of the self-identified planning agenda items as a first draft for College review.

In early Fall 2011, a Los Rios Community College District Midterm Accreditation Steering Committee was established under the leadership of Dr. Sue Lorimer, Vice Chancellor of Education and Technology, and Professor Kim Harrell, faculty member and Past Academic Senate President of Folsom Lake. This district committee included representatives from faculty, classified staff, and management from each of the four colleges including the two principal writers of the Midterm Report from CRC. Timelines were developed for the Midterm Reports at each college and submitted to the District Committee as an information item. The CRC timeline was reviewed and approved by the College President and the members of the President's Executive Council, composed of representatives of the four college constituencies (faculty, classified staff, students, and administrators). Once the timeline was in place, the principal writers interviewed college and district staff to determine progress made by the College toward meeting the three major recommendations outlined by the Commission in its action letter of January 2010. Then, the principal writers met from Fall 2011 through early Spring 2012 to draft the responses which were subsequently returned to the responsible staff for review and change. The next draft of these responses was presented to the College Planning Committee for approval in February 2012.

During Fall 2011, the parties responsible for the College's Self-Identified planning agendas in the Self Study were requested to provide a status report and updates on progress toward satisfying these planning agendas. The Accreditation Liaison Officer compiled and integrated these responses into a comprehensive report detailing the status of the self-identified planning agenda items. Draft responses to the three Commission recommendations and responses to the self-identified planning agendas were presented to the members of the 2009 Self Study Team in February 2012 for comment and edits. The draft was then emailed to the entire college community in March 2012 for comment and further edits, as well as a review by CRC President Deborah Travis. In April 2012, ESL Professor Lisa Marchand edited the final draft of this report

to ensure consistency of voice, style and structure and then the report was submitted to the entire college community for a second review. The final Midterm Report was completed in May 2012, and approved by the Los Rios Community College Board of Trustees at its June 13, 2012 board meeting.

## Response to the Commission Action Letter

### 2009 Visiting Team Recommendations

(Team Visit: October 12-15, 2009)

#### **RECOMMENDATION 1:**

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

#### **DESCRIPTION:**

In Spring 2009, the College Planning Committee (CPC) established a new subcommittee, the Learning Outcomes Dialog Subcommittee (LODS). This subcommittee is a re-configuration of the previous Outcomes Assessment Task Force, with the express charge to further support the implementation and integration of student learning and service area outcomes assessment at the College. The SLO Coordinator, a faculty member, was granted Presidential reassigned time to support the College's outcomes efforts and to chair the LODS committee. With the support of the Center for the Advancement of Staff and Student Learning (CASSL) and the Academic Senate, LODS began working to promote comprehensive SLO completion and assessment.

#### **SPECIFIC ACCOMPLISHMENTS OF LODS:**

- Benchmarks for course SLO completion were set and tracked monthly. As of December 2011, 81% of the courses in the Catalog had fully approved SLOs. By the end of Spring 2012, 90% of the courses at Catalog status had fully approved SLOs, and another 9.6% were in the process of Curriculum Committee review, which means approval will occur in early Fall 2012. Only 12 courses at Catalog status remain. (See Appendix B) These 12 have been launched into the curriculum process by departmental faculty reviewers and are either at the "draft" or "department review" level and will move through the curriculum process by mid-Fall, bringing the College to 100% SLO compliance at the course level.
- Since 2009, members of LODS and the College Curriculum Committee have presented training sessions and individual assistance to guide faculty members through the process of developing SLOs and appropriate assessments.
- Beginning in 2008-09, during mandatory pre-semester development activities each semester, the College has provided time to support program assessment dialogs and reporting. Faculty are now regularly assessing and reporting instructional program outcomes as a result of having designated time before the beginning of each semester. During these pre-semester activities, departments meet to plan a program outcomes assessment or to dialog about the results and implications of their previous outcome assessment project. The goal of these activities is to determine whether courses and program activities help students achieve program outcomes and to identify any changes needed to improve student learning and success. (See Appendix C)

- LODS has assessed and modified the College's Program Outcome Assessment process twice since its implementation in 2008-09 and has facilitated the transition of this process to an online system.
- The College has continued to assess its college-wide SLOs and is engaged in assessing its General Education (GE) SLOs. (See Appendix D)
- During Fall 2010, LODS developed, pilot tested, and modified a formalized course assessment reporting process. Course-level assessments were conducted in some departments in support of program outcomes assessment. Student Learning Outcomes in 25% of courses have been assessed in support of program outcomes assessment.
- Changes to the process were again pilot tested and modified Fall 2011. A recommendation to institutionalize this refined process was forwarded to the College President in Spring 2012 for Fall 2012 implementation. (See Appendix E)
- The College, in conjunction with the Bridging Research, Information and Culture (BRIC) project, developed and published an online assessment toolkit in Spring 2011. (See Appendix F)
- The College's program review system, Program Review and Forecast (PrOF) was improved in Spring 2011 to incorporate course assessment data.
- Since the comprehensive accreditation team evaluation in Fall 2009, the PrOF process has been converted to a web-based, database modality. This system, first available to faculty in Fall 2011, allows faculty in each program to easily access, view, and update their program reviews. Moreover, the web-based reports automatically transport SLOs from the course curriculum management system and link them to the overall PrOF plan for each program.
- During Fall 2011, LODS worked with the College President and Academic Senate President to modify the College's SLO Assessment Coordinator Position descriptions. These positions were filled at the end of the Fall 2011 semester. (See Appendices G & II)
- To formally affirm the importance of SLOs, the Academic Senate passed a resolution on October 28, 2011 supporting public access to all SLOs and the inclusion of them in all syllabi to better inform students of course expectations. At this time, Program Student Learning Outcomes are available via a link in the College's online catalog. Many faculty members had already begun posting SLOs in syllabi before the resolution was passed. Division Deans have been working with remaining faculty to ensure full institutionalization of this recommendation.
- Resources were obtained in Spring 2012 to integrate the College's online Program and Course/Activity Assessment Reporting System with its online program review system (PrOF).

## **APPRAISAL:**

In addition to efforts to accelerate and improve assessment of program and college-level outcomes, the College has worked assiduously to develop and monitor its timeline for defining outcomes in every course and establishing a cycle for regularly assessing them. Benchmarking and regular reporting of progress to faculty was a hallmark of the work in 2009 and 2010, with the positive results noted above.

Since the Fall 2009 accreditation site visit, instructional faculty members have made concerted efforts to ensure that all courses in the Catalog have SLOs. Beginning in Spring 2012, faculty

with courses not yet showing approved SLOs were individually approached and offered assistance to define measurable outcomes.

Not all faculty members are currently including course SLOs in their syllabi, and although Program Learning Outcomes are available to the public via links in the College's online catalog, public access to course SLOs is pending the results of an initiative to allow web-based access to the Course Outlines of Record (CORs) in SOCRATES (Los Rios' web based curriculum management database). A pilot is underway at American River College. When refined and approved at the district level, all course-level SLOs will be viewable by the public.

Attention to formal documentation of course assessment was initiated in Spring 2011. To date, approximately 25% of unique courses offered have been formally assessed and documented as described above. This statistic is projected to improve once the new formalized course-level assessment process is launched in Fall 2012.

This new Course/Activity Assessment reporting process has been developed, pilot-tested and will be institutionalized Fall 2012. Because the college continues to provide time for the assessment dialogues as well as resources and training to support outcomes development and assessment efforts, implementation of the course-level assessment procedure will contribute substantially to program assessment and planning. A web-based interface for reporting program assessments has been implemented and a web-based interface for reporting course assessments will be ready for use in Spring 2013. Plans are also in place to strengthen the integration of these processes with the newest version of the online PrOF system. These innovations have streamlined the College's outcomes assessment processes, promoting timely completion and enhanced utilization of the data. At any time, faculty can enter the curriculum revision process—also online—to modify courses and programs as indicated by the results of their assessments.

Mirroring the College's curriculum review rotation, faculty will follow a six-year cycle of course outcomes assessment. This means that in four years (Spring 2016) the first cycle of course-level assessments will be completed. The goal is to request academic departments to schedule all remaining SLO assessments over the next four years, to be followed by regular six-year cycles of re-assessment from then on.

#### **PLAN:**

The College will continue to monitor, assess and modify its course, program and college-level assessment processes as needed to ensure assessments are at the Proficiency level. The College will continue to provide resources to support ongoing refinement and implementation of its outcomes assessment processes to improve student learning.

**This recommendation has been fully addressed.**

## **RECOMMENDATION 2:**

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

## **DESCRIPTION:**

Since the first district-wide strategic plan was crafted in 1997, CRC has worked continuously to improve the effectiveness of College planning. Its several planning processes have been reviewed and updated on an ongoing basis over the years. Building on the College's well-established practice, CRC worked with an outside consultant in 2000 to develop its first Strategic Plan through a process that involved many college employees and students. The goal was to create a strategic plan to serve as the linchpin for planning. This allowed the College to integrate the various planning processes with it and with the College's program review process, which was also redesigned in 2000 to enhance planning at the program level. In the early 2000s, the process for planning and the actual plan were evaluated and a decision made to create a College Planning Committee (CPC). CPC guided development of the Strategic Plan, which served as the hub around which other planning activities took place. This led to the 2004 planning cycle and integrated college planning. Since this time, all plans and their processes have been explicitly monitored, systematically evaluated and improved over time to ensure that each contributes to the vision, mission, and values of the College and to improving student learning.

Since January 2010, the College has undertaken multiple efforts in response to this recommendation toward better integration of its plans. In particular:

- The management goal structure has been modified and is now completely aligned with the College's Strategic Plan. This modification has also linked the work of the shared governance committees more closely to the Strategic Plan. Work to strengthen this connection even further is currently underway. (See Appendix H)
- The new online PrOF system has further strengthened the connection between the College's Strategic Plan and its program review (PrOF) and Unit Planning Processes. The new online PrOF system has also enhanced the connection between PrOF, Unit Planning and the College's budget allocation processes. The ability to extract information from the PrOF system has also strengthened the link between PrOF and the College's Educational Master Planning, Technology Planning, and Facilities Planning efforts. This ability will also enable the College to extract items in PrOF that have college-wide implications in its next Strategic Planning process. (See Appendix I)
- The College has modified its Strategic Plan in response to changes in the District's Strategic Plan twice since 2008, augmenting the process that has been in place for over ten years with a mapping process that ensures integration between the two plans. (Appendix HH)

- Program review, planning, and resource allocation have been linked through planning systems and sequences since the College's 2004 planning cycle. At that time the college mapped its Strategic Plan to the District's Strategic plan. Recently, the College Planning Committee conducted an audit of the 2009 version of the CRC Strategic Plan, which revealed gaps and inconsistencies between the CRC and District strategic plans because the District Strategic Plan had been updated. Then, in response to priorities defined at the Spring 2011 Planning Summit by nearly 100 representatives from all college constituency groups, CRC's Strategic Plan was brought up to date and inconsistencies between the District and College plans were resolved. Moreover, five strategic planning priorities were identified and prioritized to leverage the greatest impact on student learning in this time of limited resources. The next planning summit will occur in Spring 2013.
- In Fall, 2011 a joint task force was formed to dialog about the link between planning and resource allocation. This task force was comprised of the Vice President of Instruction, Vice President of Administration, Dean of Research and Planning, Classified Senate President, Academic Senate President, and faculty leadership from the Planning, Budget, and Distance Education and Instructional Technology Committees. As a result of these dialogs, the College's Instructional Technology and Capital Outlay Budget processes were modified to include the criteria that would be used to evaluate and rank resources requests and these criteria were published. One criterion is the degree to which the proposal supports one of the top five strategic planning priorities. (See Appendices M & N)
- In Spring 2012, the College moved PrOF, Unit Planning, and SLO assessment reporting processes from the current non-automated paper processes to the online, automated College Integrated Planning System (CIPS). This further strengthens links that already existed between these planning processes. Although not yet fully automated, data from the PrOF and Unit Plans have continuously been utilized in the budget, IT, and faculty/staff prioritization planning processes as justification for resource allocation. Planning elements, resource needs, faculty, capital outlay and technology are connected.
- The College Planning Committee has developed an integrated planning and budget timeline for all components of the comprehensive planning and budget processes. (See Appendix K)
- The College Planning Committee has reviewed the interactions of the planning processes of the various constituent groups and diagrammed the flow of data between them. (See Appendix L)
- Integration of the various college planning processes as they relate to the CIPS has been diagrammed by the CPC. (See Appendix J)

## **APPRAISAL:**

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

Appendix O). The College has also strengthened its ability to track the implementation and impact of its plans through an enhanced annual reporting process to the College beginning 2010-11. (See Appendix P).

**PLAN:**

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

**This recommendation has been fully addressed.**

### **RECOMMENDATION 3:**

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

#### **DESCRIPTION:**

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

#### **ACTIVITIES UNDERTAKEN TO CLARIFY THE PURPOSE OF SHARED GOVERNANCE COMMITTEES:**

- In Spring 2009, in order to improve accessibility to information about committee membership, the Academic Senate converted shared governance assignments from a paper form to a web-based database, known as “the committee member tracking system”. All faculty and staff members can now view committee assignments organized by committee and by department. This innovation makes it easier for all to contact representative members when questions need to be asked or input provided. (See Appendix Q)
- At Fall 2009 Convocation, the Academic Senate President introduced the new committee member tracking system and talked about the faculty’s role in shared governance committees.
- In Fall 2010, the Academic Senate requested committee chairs to thoroughly analyze their committee charge, membership structure, and annual goals. Chairs were also asked to review and renovate the committee’s web presence. Committee charges are regularly reviewed and modified as needed in accordance with the longstanding best practices of the Academic Senate. (See Appendix R)
- Results of the committee reviews were shared with the Academic Senate, College President, and Executive Council which represents all constituency groups. It was also described during the Senate President's Spring 2011 convocation address. (See Appendix S)
- In Spring 2012, a single page document was shared with the entire campus at Convocation which summarized the mission and updated charges of all shared governance committees on campus. (See Appendix T)
- All shared governance committees create annual goals, which they evaluate at the end of each academic year. Goals and their evaluation are submitted to the Academic Senate. Plans are underway to post them to each committee’s website. (See Appendix U)
- New Faculty Orientation now includes a complete review of shared governance committee charges, functions and structures.
- The Executive Council has conversations about shared governance on an ongoing basis.

**APPRAISAL:**

Information about shared governance committees is readily available and has been publicly shared through multiple methods. As a result of the Academic Senate-led review, committees made changes to their structure and charge, and many updated their web pages. Committee members are well aware of the charge of their committee, and faculty and staff members can easily locate an appropriate committee representative when questions need to be asked.

**PLAN:**

Continue to promote the value of shared governance and encourage strong participation from all constituent groups and continue to communicate changes to the College community.

**This recommendation has been fully addressed.**

## **Response to the Self-Identified Planning Agenda Items**

The College's response to its self-identified planning agenda items are provided in the following table.

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

#	Section	Planning Item	Response
3	I.B.2	<p>By spring 2010, the college's existing planning processes will be reassessed to ensure that they clearly represent the relationship between the various components of the Planning Process, including the college's Strategic Plan, the district's Strategic Plan, the management goals and objectives, the shared governance committees Plans, PrOF, unit plans and budget allocation processes. Responsible Parties: College Planning Committee, Dean of College Planning and Research.</p>	<p>The College's planning processes have been reassessed. The relationship of the different components of the planning process is illustrated in the front matter of the strategic plan. (<a href="http://www.crc.losrios.edu/09strategicplan">www.crc.losrios.edu/09strategicplan</a>, p. 7) These diagrams clearly illustrate the relationship between all of the constituents and processes involved in the College's planning efforts. These connections have recently been strengthened through modifications in the annual administrative goals setting processes and a stronger codification of the College's budgetary decision-making processes. The Learning Outcomes Dialog Subcommittee (LODS) is currently developing diagrams to illustrate the relationship between outcomes development and assessment and PrOF. (See Appendix V) LODS is working to educate the college faculty and staff regarding the relationship between outcomes development and assessment and PrOF. The College is also implementing work to better educate the college on the relationship of the PrOF and unit plan and resource allocation and overall college planning. The College's planning processes demonstrate sustainable continuous quality improvement. See response to Recommendation 2 for more detail. <b>Status: Complete</b></p>

#	Section	Planning Item	Response
4	I.B.2	<p>By spring 2011, assess and modify college plans (as needed) to ensure that all goals are supported by measurable objectives.</p> <p>Responsible Parties: Shared Governance committees.</p>	<p>College plans have been assessed and modified as needed to ensure all goals are supported by measurable objectives, as demonstrated by the annual administrative goals and objectives process, as an example. (See Appendix H) The college annually tracks progress on its plans. Plans and reports are posted online on the college's planning and shared governance websites. (<a href="http://www.crc.losrios.edu/sharedgov">www.crc.losrios.edu/sharedgov</a> and <a href="http://www.crc.losrios.edu/planning">www.crc.losrios.edu/planning</a>) Various student success measures generated by the College, District and State Chancellor's Office in the form of ARCC data show an increase in fundamental measures of student success and a reduction in disparate outcomes, two overarching success measures that are the ultimate goal of all college plans. Measurable goals specific to the Cultural Competence and Equity, Professional Development and Distance Education and IT strategic plans have been accomplished. The college continues to strengthen its ability to establish and track quantitative and qualitative measures for the activities undertaken in support of its goals. See the response to Recommendation 2 for more detail. <b>Status: Complete</b></p>

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

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

9	I.B.6	<p>By spring 2011, enhance the college's planning processes to explicitly include the ongoing review and improvement of planning processes (including PrOF) to ensure they meet the interests and needs of the institution.</p> <p>Responsible Parties: College Planning Committee, Dean of College Planning and Research, Academic Senate President, Classified Senate President, College President.</p>	<p>The College's planning processes have been enhanced (see responses to I.A.3, I.A.4, I.B.2, I.B.3). The planning summits and PrOF have all been evaluated, which has led to modifications in these processes (see I.B.2, I.B.3, I.B.4) ( See Appendix W) The evaluation of the College's overall planning structure occurs every six years in conjunction with the self-study, with evaluation of specific components of the College's planning process conducted after each iteration of its process. This overall planning structure evaluation process will be codified in the College's next strategic plan. See response to Recommendation 2 for more detail.</p> <p><b>Status: Ongoing</b></p>
10	I.B.7	<p>By spring 2010, assess and enhance evaluation mechanisms in student services and administrative services programs. Responsible Parties: vice presidents, managers, shared governance committees.</p>	<p>Evaluation mechanisms in student and administrative services have been enhanced. Efforts to assess Service Area Outcomes (SAOs), as well as SLOs as appropriate, have received focused attention in the last year as student services faculty and staff have received professional development in designing, implementing, and assessing effective SAOs/SLOs for student services. The Dean of College Planning and Research, the Research Analyst, and the College Assessment Coordinator have met numerous times with services programs to assist with assessment planning efforts and/or assessment projects. The Student Services Council, which includes program faculty, staff, and managers within student services, meets bi-monthly to discuss issues on an ongoing basis. These meetings also include time to dialog about SLOs and SAOs, assess them, and modify services in order to better serve students. Student Services has developed a form to document the dialog at meetings and other venues (See Appendix Y) In addition, a part-time staff member who has expertise in developing, implementing, and assessing SLOs and SAOs was assigned to work with student services faculty and staff to advance the assessment process beginning in Fall 2011. In terms of administrative offices, the facilities management software provides a mechanism for feedback for evaluation (See response to III.B.1.a). A draft instrument for reporting activity assessments to the College for all student service, student support and administrative departments has been developed and is being refined as necessary upon its use. (See Appendix Z) <b>Status: Ongoing</b></p>

11	II.A.1.a	<p>By 2011, the College will analyze the need to develop and implement an automated ‘Early Warning System’ to notify students about poor performance, with referrals to support services to enhance their success. Responsible Parties: Academic Senate, Vice President of Instruction and Student Learning, Vice President of Student Services and Enrollment Management.</p>	<p>The College has analyzed the need to develop an Early Warning System. It has begun a new intervention process with students. The College is piloting a program using district IT support to prevent full-time students from enrolling in classes until they have gone through the matriculation process. The literature shows that providing matriculation services enhances student success. The College implemented an alert system for first-time probation students who were invited to participate in a program called "Back on Track". This early intervention program matches first-time probation students with managers who hold monthly meetings to address the issues that contributed to the student’s probation status with the goal of helping the student back on track, preventing the student from moving to probation two. "Back on Track" students are referred to important services that will help them; the personal touch from managers taking an interest in their education is encouraging students to take important steps to be successful. (See Appendix AA) Other programs that serve to alert students about progress include a system for grade checks with students in athletics, CalWORKs and EOPS. The Vice President of Instruction sends reminders to the faculty about alerting struggling students to meet with a counselor. These reminders are sent out about one-week prior to the deadline to drop classes with no notation. Most students also have access to their grades on an ongoing basis through D2L, the District’s Course Management System, since most faculty are utilizing it now to provide assignments and manage grades. In addition, faculty and managers worked on language in the Class Schedule (beginning Fall 2010) and in the College Catalog (effective for the 2011-12 Academic Year) about student and instructor responsibilities for dropping classes. Finally, beginning in Fall 2011, the College began informing students about the new State repetition rules that allow students to take a course up to a maximum of three times; this was done through language in the Class Schedule, the College Catalog and in email notifications to students directly. (See Appendix BB) These reminders serve to help students focus on their performance and seek help in the form of utilizing office hours and tutoring as needed. <b>Status: Ongoing</b></p>
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12	II.A.1.b	<p>By fall 2011, research and analysis related to distance education student course success will be conducted to understand better where student learning needs might be more adequately addressed. This research will provide the basis for the enhancement of student support systems by fall 2012. There should be ongoing research to review the effectiveness of the distance education support systems. This research will be completed by fall 2011. Responsible Parties: Dean of College Planning and Research, Dean of Learning Resources and College Technology, Information Technology Committee.</p>	<p>Research and analysis of distance education course success have been and are being conducted by the College and the District Office. The Faculty Distance Education (DE) Coordinator undertook a study published in March 2010 on students who enrolled in the online student success class. (See Appendix CC) The Faculty DE Coordinator regularly surveys faculty about their use of DE technology and their evaluation of its effect on student learning. (See Appendix DD) The college research office has disseminated relevant national studies and provides information about DE course success at the course, program and college level as a part of its PrOF data packets. As a result of the survey and this 2009 Self-Study planning agenda item, discussions are occurring at the departmental level about how to best support students in DE classes. More services are being developed on an ongoing basis to provide support to students who learn online -- refinement of online orientation, notifications sent from Admissions &amp; Records advising students about online resources for their courses, and the provision of workshops for faculty that provide more resources for successful DE teaching. Faculty members have also shared new ideas with each other in Convocation presentations and Flex activities that can enhance student learning in online classes. The college continues ongoing evaluation of DE student success. <b>Status: Ongoing</b></p>
13	II.A.1.c. & II.A.1.f	<p>By fall 2011, the writing, assessment and reporting of SLOs and the refinement of SLOs for all courses will be completed. Responsible Party: Curriculum Committee.</p>	<p>Faculty members continue to update SLOs as needed. Outcomes assessment is ongoing and institutionalized. The progress on this planning item is documented in a comprehensive manner in Recommendation 1 of this Midterm Report. See the response to Recommendation 1 for more detail. <b>Status: Ongoing</b></p>

14	II.A.1.c. & II.A.1.f	By fall 2012, Outcomes assessment will be institutionalized and become an ongoing part of the planning and review processes, following the outcome assessment Framework and Philosophy developed by OATF in 2008-09. Responsible Parties: Dean of College Planning and Research, College Planning Committee, Curriculum Committee.	Outcomes assessment is ongoing and institutionalized. The progress on this planning item is documented in a comprehensive manner in Recommendation 1 of this Midterm Report. See response to Recommendation 1 for more detail. <b>Status: Ongoing</b>
15	II.A.1.e	By the fall 2012, the PrOF process will be reviewed and revised as necessary after the completion of the next PrOF planning cycle. Responsible Parties: College Planning Committee, Dean of College Planning and Research.	The PrOF process has been reviewed and revised ahead of schedule. PrOF was reviewed, revised and automated, not only as a program review process, but also in that priorities identified at the departmental program level automatically flow into the unit plan for prioritization within each academic division. Based on the planning committee's review, PrOF was reordered to enhance logic and flow (See response to planning agenda items I.B.4 and II.A.1.e for additional information). The new automated PrOF was evaluated at the end of Fall 2011 and the assessment was generally positive. The role of the deans was clarified and formalized, see I.B.3. PrOF was evaluated in the context of the college planning processes, see I.B.6. The Midterm PrOF conducted in Fall 2011, which reflected these changes, was successfully implemented in the new online environment. And finally, unit plan priorities for capital outlay funds continue to be part of the capital outlay and information technology budget processes, even though this portion of the process is not yet online. The College continuously evaluates and improves its planning processes PrOF on an ongoing basis. See response to Recommendation 2 for more detail. <b>Status: Complete</b>

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

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

20	III.B.2.b	By spring 2010, the Facilities Master Plan will be updated to reflect projects funded by Measure M. Responsible Parties: Vice President of Administrative Services and Student Support, Director of Administrative Services, Health and Facilities Committee.	The new Facilities Master Plan was updated in 2010 and includes projects funded by Measure M and also Measure A projects not yet completed during the 2004 Facilities Master Plan cycle. This new Facilities Master Plan includes 13 major campus projects to be completed through 2019 and three Elk Grove Center projects to be completed through 2018. ( <a href="http://www.crc.losrios.edu/facilitiesplan">www.crc.losrios.edu/facilitiesplan</a> ) <b>Status: Complete</b>
21	IV.A.1	By spring 2011, the college will conduct an analysis of the workload of shared governance committee chairs and develop a plan to bring equity to the distribution of reassigned time or stipends for these positions. Responsible parties: LRCFT, shared governance committees, Academic Senate.	The analysis of the chairs' workloads was conducted as planned. The Academic Senate conducted a survey of all shared governance committees in Fall 2010 and determined that the current structure of distributing reassigned time is equitable. (See Appendix R) Discussion is continuing between the College President and Academic Senate President regarding the workload of committees. <b>Status: Complete</b>
22	IV.A.1	By spring 2011, the College will clarify and define the responsibilities and communication processes for Department Chairs to bring more consistency to the roles and responsibilities of the Chairs. Responsible Parties: Academic Senate, LRCFT, management.	The college clarified and defined responsibilities and communication processes of the department chairs. The Council of Chairs was formed in 2004 as an independent body to address issues and/or concerns of faculty chairs. In Spring 2010 the faculty union (LRCFT) convened a Workload Committee that meets periodically as needed. This committee includes administrators and faculty leaders, including many department chairs. The committee promoted transparency in communication while addressing cuts in FTE and department chair scheduling obligations. The committee's work was presented at a meeting including the Council of Chairs and LRCFT representatives. Together they examined, clarified, and defined department chair roles, responsibilities and processes as delineated by the contract. At a subsequent Council of Chairs meeting, the chairs stated that they were satisfied with their level of communication with deans and their roles and responsibilities as chairs. <b>Status: Complete</b>

23	IV.A.2	<p>By spring 2011 the college will complete an analysis of the compressed calendar and its impact on shared governance participation. This analysis will address both the efficacy of the current scheduling process and ability of all faculty to participate in shared governance activities. Responsible Parties: Vice President of Instruction and Student Learning, LRCFT, Academic Senate.</p>	<p>The analysis of the compressed calendar was completed. The district-wide Senate Union Joint Issues Committee (SUJIC) created and distributed a survey to all faculty in the district. The results across the four colleges were similar. The compressed calendar did not impact shared governance participation per se. Block scheduling in combination with the compressed calendar has made participation more difficult in some disciplines. However, the shared governance committees have adequate numbers of faculty participating as reflected in committee rosters and shown by meeting attendees named in committee minutes. (See Appendix FF) <b>Status: Complete</b></p>
24	IV.A.2.a	<p>By spring 2010, the new faculty mentoring program will be revised to strengthen the involvement and integration of tenure track faculty into college service. Responsible Party: Academic Senate.</p>	<p>The new faculty mentoring program has been revised. (Appendix GG) Previously, first year faculty attended orientation workshops throughout their first year as their college service obligation. Faculty members who completed the program were surveyed and gave positive feedback and suggested changes were incorporated to improve the program. The revised program includes exploration of shared governance committees and other opportunities for college service. The mentoring program now invites all tenure track faculty to participate, both to continue their learning and to support the new faculty hires. Faculty members' college service obligations are emphasized through the Academic Senate, the deans and by faculty colleagues. Faculty members regularly discuss their college service experiences in the self-study submitted as part of their required peer review evaluation process. <b>Status: Complete</b></p>
25	IV.A.2.a	<p>By spring 2010, the classified mentoring program will be implemented. Responsible Parties: Classified Senate, LRCEA.</p>	<p>A classified mentoring program is being developed. Over the last several years, there have been so few new hires that individual personalized mentoring was possible. The executive officers of the Classified Senate are working to create an expanded mentoring program to implement during times when growth positions will lead to hiring on a larger scale. The Classified Senate Constitution has been updated to create a mentoring committee to reflect the program's importance and centrality to the classified staff. The Classified Senate is updating its by-laws which will formalize the mentoring program. <b>Status: Ongoing</b></p>

26	IV.A.2.b	By spring 2010, investigate the feasibility of hiring or reassigning a clerk to specifically assist faculty in the update of curriculum in SOCRATES. Responsible Parties: College President, Vice President of Administrative Services and Student Support, Vice President of Instruction and Student Learning, Academic Senate.	The feasibility of hiring a clerk to support curriculum work was investigated. Deans have worked with faculty to facilitate data entry since staffing resources are limited and only faculty are allowed access to create or revise curriculum in SOCRATES, the Los Rios curriculum management system. Professional development workshops designed to support faculty in data entry into SOCRATES were held and help tutorials are available to faculty in SOCRATES. In addition, the faculty SLO coordinator with reassigned time and the past curriculum chair have supported faculty data input into SOCRATES. <b>Status: Complete</b>
27	IV.B.1.j	By Spring 2011, the college constituency groups will explore the interest of classified and management participation in the president's evaluation. Responsible Parties: Academic Senate, Classified Senate, management team.	The interest has been explored. As of Fall 2011, the District Academic Senate has agreed to make its Presidential Evaluation Survey available for other constituencies. The colleges in the district have determined that each individual college will create its own processes. Presidential evaluation models are being explored at the College. <b>Status: Ongoing</b>

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**Appendix A**  
**College Planning Committee Members**

**Administrators**

Michael Marion  
Kathy McLain, Executive Secretary  
Robert Montanez

**Faculty**

Marjorie Duffy, Chair  
Jeanne Edman  
John Ellis  
Mark Ford  
Colette Harris-Mathews  
Maureen Moore  
Margaret Parilo

**Classified Staff**

Brad Brazil  
Roseanna Coelho  
Genevieve Siwabessy  
Peggy Ursin  
Anna Wong

**Student Representatives**

Ivana Ojeda  
Kelly Xiong

**Appendix B**  
**Course SLO Tracking Document**

**CRC COURSES THAT NEED SLO's (5-22-12)**

<b>Subject</b>	<b>Course #</b>	<b>Course Title</b>	<b>Status</b>	<b>#</b>
AMT	336	Adv. Service Management	Revision in draft status	1
CMT	102	Intro Construction Practices	Revision in draft status	1
ECON	100	Introduction to Economics	Revision in draft status	1
HCD	89	Study Strategies Lab	Revision in draft status	2
HCD	1000	Supervised Tutoring	Revision at dept. review	
HSER	304	Intro Counseling Children	Deletion in draft status	2
HSER	494	Topics in Human Services	Revision in draft status	
KINES	303	Principles of Athletic Coaching	Deletion in draft status	1
MGMT	294	Topics in Management	Deletion in draft status	1
MKT	120	Survey International Bus	Deletion in draft status	1
PHIL	325	Symbolic Logic	Revision in draft status	2
PHIL	331	History of Modern Philosophy	Revision in draft status	
			<b>Total</b>	<b>12</b>

Total in draft status/dept. review (with SLOs): 8  
 Total deletions in draft status: 4

**Appendix C**  
**Sample Program Assessment Documentation**  
(see next page)

# SLO Assessment Report - (Reporting Form)

Semester: Fall 2011

Department ACCT

Members: Janis Caston, Marjorie Parilo, Patrick Rogan, Sonora Nguyen

Person Completing form: Janis Caston

**If you were not able to complete a previously planned assessment project, please explain why the project was delayed, and what is needed (if anything).**

**How will you assess the effectiveness of these strategies this semester (Indicate Number of Faculty Participating)**

Direct observation of student actions or performance	
Analysis of student products or creative works	2
Item analysis from exams, quizzes, and/or	
Student self-assessments	0
Final exams	
Undecided - will contact CASSL	0
Other	0

**Please list the courses and the number of sections in which the SLO assessments occurred**

ACCT 101	2.00
ACCT 301	
ACCT 311	
ACCT 103	1.00

**What did you learn from your outcomes assessment:**

Note: One section of ACCT 125 and one section of ACCT 341 were also assessed.

Our project was to assess PSLO #2, analysis skills, across as many courses as possible. All but one part-time faculty member participated in the assessment process; all accounting faculty participated in one or more of the scheduled meetings in which we discussed assessment of our various courses. Faculty were free to use a variety of assessment techniques, as indicated by the array of methods reported in this report. The most popular methods were item analysis of selected examination questions and direct observation. Two faculty who require semester-length projects used these as well.

<b><u>Proposed Changes</u></b>	<b><u>Brief description</u></b>	<b><u>Anticipated Impl. Date</u></b>
Change in Curriculum		
Course Syllabus		
New Teaching		
New Assmt. Methods		
New Equipment		
Prof. Develop.		
Further Assmt.	Continue to share successful strategies with one another, especially those that motivate students to study effectively. Conversations in spring 2012 will be at	Spring 2012
Other	department meetings and in informal gatherings of accounting faculty.	
Not sure		

**Appendix D**  
**Assessment of College-wide SLOs**  
**(Summary of Findings)**



**CRC STUDENT PERCEPTIONS SURVEY: EXAMINING CAMPUS CLIMATE, SOCIAL  
SUPPORT, ACADEMIC EFFICACY, AND STUDENT LEARNING OUTCOMES**

November 12, 2008

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## ***Background***

The 2008 Student Perception Survey is, in part, a replication of an earlier study on student perceptions, conducted during the 2005-2006 academic year. The present report begins with a brief description of the study's goals, method and a summary of the findings. It then presents the detailed description of the data in both narrative and statistical formats. It is hoped that this study will provide useful information to the faculty, staff and administration at CRC, and lead to further discussions on how to improve student success on our campus.

## ***Goals of the Study***

The goals of the 2008 CRC Research Office Student Perception study included:

1. To assess certain College-wide Student Learning Outcomes (SLOs).
2. To examine how other variables such as ESL status, income, and college goals impact students' perceptions, college success and college SLOs.
3. To examine whether there are gender and ethnic differences in students' perceptions including academic self-efficacy, cultural fit, social life, mentoring and college SLOs.
4. To examine whether the above variables are associated with academic success such as term and cumulative GPAs.

## ***Method***

**Research Instruments:** The majority of the 50 questions included on the 2008 Student Perception survey were taken directly from the 2005-06 survey which included slightly modified versions of the Cultural Congruity Scale, Mentoring Scale, College Environment Scale and Academic Self Efficacy Scale. It also included 6 items that assessed College Student Learning Outcomes. The complete questionnaire and a detailed description of each scale are included in the Appendix.

**Sample:** The sample included 1702 students who were attending one of the 60 classes visited by a member of the research office. The classes ranged from basic skills (e.g. ESL, reading, algebra) to college transfer level (e.g. American History, Statistics, Biology) courses. A number of Vocational Technical courses such as Automotive Technology, Medical Assisting, and EMT were also included (See Appendix B for more detailed course information). A total of 88% of the classes sampled were conducted during the day, and 12% were evening/weekend classes. Students were requested to include their ID number in order to obtain application demographic variables such as age and

ethnicity, and outcome variables such as grades and credits completed from the institutional data base. The final dataset included college and self-perceptions, academic outcomes and demographic variables for 1513 students.

### *Summary of the Findings*

## **ASSESSMENT OF COLLEGE STUDENT LEARNING OUTCOMES**

### *SLO Area 4: College Outcomes related to student development as self-reliant learners*

**College Outcome 4a: Actively engage in intellectual inquiry beyond that required to pass classes.** The results suggest that this SLO is partially supported, due the fact that only 10% of the respondents reported that they had never explored new intellectual or artistic interests. However, CRC students are *not* likely to engage in organized activities on campus beyond those required for classes, as 81% of the respondents indicated that they were not active in any campus club or activity. In addition, nearly 20% of the students did not know whether the college sponsored cultural groups. It may be that much of the outside classroom learning may be occurring off campus or through participation of some of the more informal learning opportunities available on campus.

**College Outcome 4b: Identify personal goals and pursue those goals effectively.** The results suggest that experiences at CRC are helping students clarify their goals, as only 4% reported that they had not clarified their goals at all.

**College Outcome 4c: Confidently seek out the information and resources need to develop academically and personally.** Students are very confident in their ability to seek out information and resources to succeed as 85% or more were moderately to highly confident in their ability to get student or teacher help, and to use the library. Although efficacy levels were rated high, there appears to be a lack of use of many of the these resources as 17% couldn't rate the quality of library service, 31% failed to rate helpfulness of the financial aid staff, and nearly 20% did not know whether the college sponsored cultural clubs. Future studies should further examine academic efficacy as it compares to actual student behaviors in using various support services. In examining group differences in efficacy, students on academic probation reported lower academic efficacy scores, and **first time freshmen reported higher academic self-efficacy levels than continuing students.** It is important to

note that in spite of the higher academic efficacy, first time freshmen had a much lower GPA (M=1.96) than the continuing students (M=2.57). This is an important finding and supports previous findings that have suggested that the possibility that some high school student may be coming to college with inflated academic self-efficacy (See Edman & Brazil, in press).

**College Outcome 4d: Incorporate what is learned at school into daily life and use this information to make positive personal, educational and career choices.** More than 90% of students believed that their CRC experiences have been incorporated to some extent into their daily life. The relatively low percentage of respondents who indicated they participated in extra-curricular activities (20%) indicates that the College is effectively addressing this student learning outcome primarily through its curriculum and teaching methodologies.

**College Outcome 4e: Utilize tools from the academic tool kit including time management, study skills, etc.** The majority of students (90% or higher) were moderately to extremely confident in their ability to use a variety of academic skills including time management, motivating self, taking good notes, and organizing school work. The academic efficacy scores were high for most students. Items with the lowest confidences were participating in class discussion and getting self to study, with about 85% moderately or highly confident. As described above, first time freshmen reported higher academic efficacy than continuing students, and students on academic probation reported lower efficacy scores than those with good academic standing.

**College outcome 4f: Be actively involved in campus life and express a sense of engagement with the campus culture.** This SLO received the lowest ratings among students as more than 80% of students did not participate in campus activities or clubs, more than 70% had no mentor, and more than 50% had no role model. Nearly 20% of students did not know about whether there were cultural groups/clubs on campus. Group differences were found in campus involvement, with part time students, students on academic probation, and students with academic goals “other than transferring” reported lower mentoring scores. ESL students also reported higher mentoring and social support scores than Native English speakers. In examining group differences in club/activities participation, ESL students and Full time students were higher than Native English speakers and Part time students. We clearly need more discussion on this SLO and how to increase student engagement on our campus.

*SLO Area 5: College outcomes related to society, ethics, and pluralism.*

**College Outcome 5b: Undertake thoughtful consideration of divergent points of view and utilize multiple perspectives in considering information.** Overall CRC experiences have encouraged students to consider divergent views, with only 2% strongly disagreeing with this SLO item.

**College Outcome 5c: Develop a foundation for cultural pluralism, a rejection of previous personal prejudices, and knowledge of and comfort with others unlike themselves.**

Students suggested that due to their experiences at CRC, there were able to talk to their friends about their families, felt like they belong on campus, and felt comfortable interacting with people who differed from them. Academic goals, enrollment status, academic success, and language status were not related to cultural congruity, however, part time students reported higher levels of cultural congruity than full time students. It was one of the most highly endorsed SLOs assessed in this report with overall high ratings on cultural congruity.

**College Outcome 5d: Recognize the ethical reasoning necessary to exercise responsibility as an ethical individual, professional, local and global citizen.** CRC

students believed that their CRC experiences have made them better citizens of the community, with only 6% rating this item as “not at all”. Continuing students reported higher mean on this item than first time freshmen and ratings among students good academic standing were higher than students on academic probation.

**College Outcome 5e: Demonstrate civility, empathy, interpersonal competence, social responsibility, and peaceful conflict resolution.** Students also perceived that their campus experiences have encouraged them to learn to peacefully disagree with others, with only 3% failing to positively endorse this item at some level. ESL students’ scores were higher on this item than the scores among Native English speakers.

## **GENDER AND ETHNIC DIFFERENCES IN STUDENTS’ PERCEPTIONS**

### **Gender comparison**

Females reported higher cumulative, term GPA and cultural congruity than males, and males perceived they had more friends and reported higher mentoring scores. No gender differences

were found for academic efficacy or college environment. Females reported higher scores than males for 5 of the 6 college SLO statement items.

### **Ethnic comparison**

Ethnic differences in perception scales were also found. Asians reported lower cultural congruity scores than other groups, but higher social scores than Caucasians. African Americans reported higher academic efficacy scores than other groups, but had lower GPAs. Latinos had lower GPAs than Caucasians and Asians. In general, African Americans also reported higher means college SLO scores and scored higher than Asians and Caucasians for four of the six college SLO items.

## **ASSOCIATIONS OF STUDENT PERCEPTIONS WITH ACADEMIC SUCCESS SUCH AS TERM AND CUMULATIVE GPA**

Academic efficacy was positively associated with GPA among Latino and Asian students, but not associated with GPA among Caucasian and African American students. The social and mentoring scales were negatively correlated with GPA among Caucasian students, suggesting that higher levels of social involvement are associated with lower academic performance. None of the scales were associated with GPA among African Americans. Academic self-efficacy was related to GPA among females but not among males.

It was believed that correlation patterns may differ depending on academic goal, so additional separate correlation analyses were conducted for students whose *academic goal was to transfer*. A similar pattern emerged among this sub-group, as academic efficacy was positively related to GPA among Latino and Asian students, and no association was found among African American and Caucasian students. Mentoring scores also correlated with GPA among Latinos. Cultural congruity was positively associated with GPA among Caucasian students whose academic goal was to transfer, and social scores were negatively associated with GPA. None of the perception scales were associated with GPA among African American students whose academic goal was to transfer. None of the scales were related to academic success among males who planned to transfer, however, academic efficacy was positively associated with GPA among females.

Academic efficacy was associated with GPA among students with good academic standing, and none of the scales were associated with academic performance among students on academic

probation. Mentoring, academic efficacy and social scales were associated with academic success among ESL students. Cultural congruity and academic efficacy were positively related to academic success among native English speakers, however, the social scale was negatively associated with GPA.

## Appendix E Course Assessment Reporting Form

Use this form to report qualitative and/or quantitative data from your assessments. Information from individual section reports will **not** be disseminated. Aggregated instructional change data from question 5 and information provided in questions 7, 8 and 9 will be made available to inform PrOF and other college-wide planning efforts.

1. Course Name \_\_\_\_\_ (i.e. Engwr 300)
2. Indicate the number of sections included in this report: \_\_\_\_\_
3. Use the results of your course assessment(s) and your professional judgment to select the level of mastery demonstrated by students on each of the course SLOs (add rows as needed). Assessment data should be linked to the corresponding SLOs in the course outline.

	Beginner	Novice	Proficient	Advanced	Cannot Determine
SLO 1					
SLO 2					
SLO 3					
SLO 4					
SLO 5					

4. Mark the method(s) of assessment utilized for each SLO (add rows as needed)

	Direct observation of student actions or performance	Analysis of student products or creative works	Item analysis from exams, quizzes and/or problem sets	Student self-assessments (including reflective journals, surveys, etc.)	Final Exams (or other summative assessments such as capstone projects)	Other
SLO 1						
SLO 2						
SLO 3						
SLO 4						
SLO 5						

If you marked other – please describe: \_\_\_\_\_

5. Identify the type of instructional changes (if any) you will make based on your course SLO assessments. Because this form is anonymous, this information cannot be used for performance evaluation. Data from respondents will be combined before being reported to the college.

- Revision of the course syllabus
- Use of new or revised teaching methods (e.g. more use of group work, new lectures)
- Develop new methods of evaluating student work
- Involvement in professional development about best practices for this type of class/activity
- Conduct further assessment related to the issue and outcome
- Unable to determine what should be done
- No instructional changes needed

Other (please describe):

**6. Provide more details about the above instructional changes. This data will not be used for individual performance evaluation. Data from all respondents will be combined before being reported to the college.**

**7. Identify the type of the curricular/programmatic implications (if any) of your course SLO assessment that should be discussed during the next PrOF. Please provide details about those changes below.**

Changes in course sequence or prerequisites or course outline of record (including course SLOs)

Planned purchase of new equipment or supplies needed for modified student activities

Changes in staffing (e.g. modified job descriptions, requests for new positions)

Conduct further assessment related to the issue and outcome

Unable to determine what should be done

No programmatic or curricular implications

Other:

**8. Please provide more details about the curricular/programmatic changes suggested above.**

**9. Identify any college-wide implications of your assessment project. This should include needs such as planning, modifications in college-wide outcomes, professional development, research, etc.**

**10. Select one of the following:**

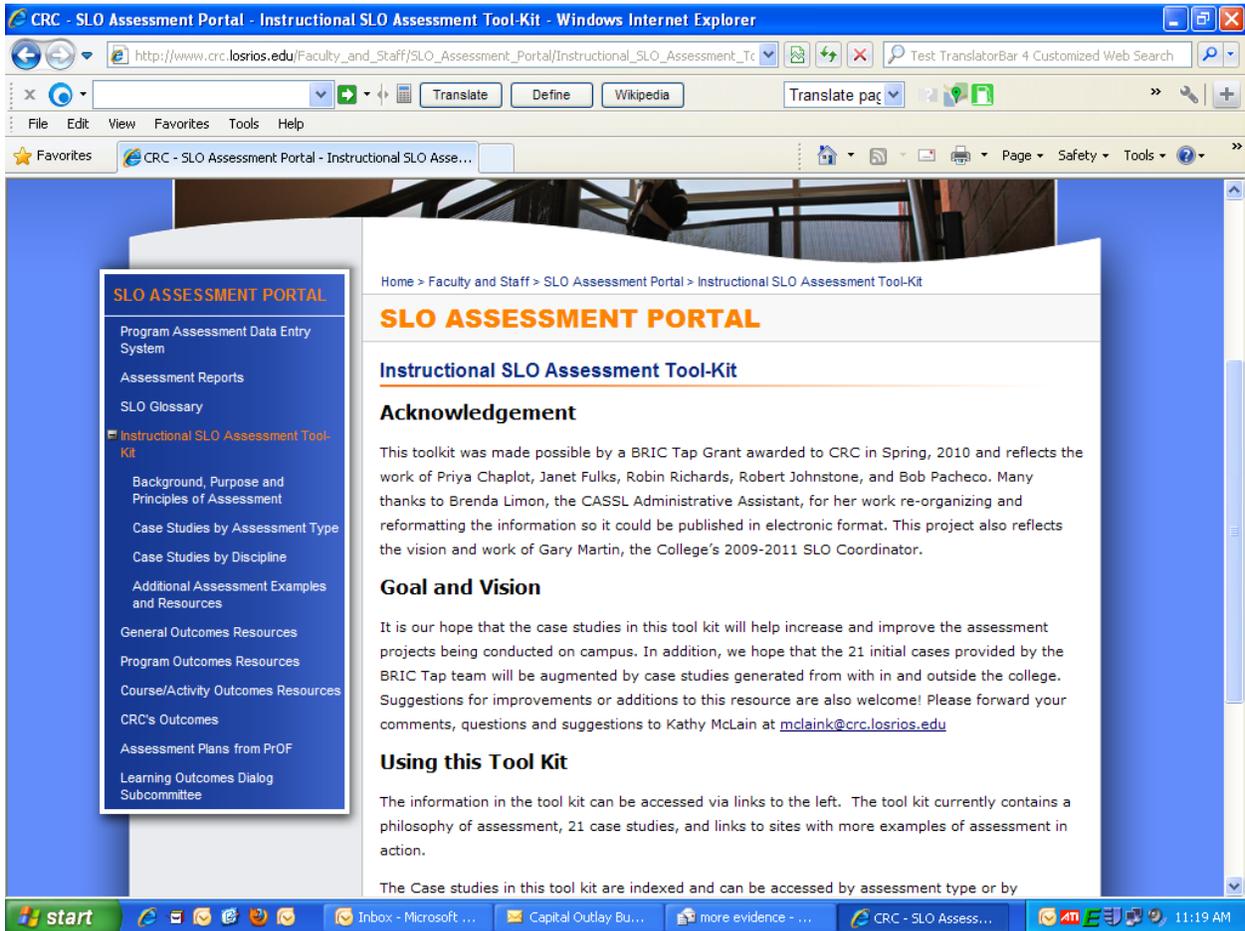
\_\_\_ I am willing to share my assessment tool or strategy with the college community.

\_\_\_ I am NOT willing to share my assessment tool or strategy with the college community.

# Appendix F

## Instructional SLO Assessment Tool-kit

[http://www.crc.losrios.edu/Faculty\\_and\\_Staff/SLO\\_Assessment\\_Portal/Instructional\\_SLO\\_Assessment\\_Tool-Kit.htm](http://www.crc.losrios.edu/Faculty_and_Staff/SLO_Assessment_Portal/Instructional_SLO_Assessment_Tool-Kit.htm)



**Appendix G**  
**Assessment Coordinator Position Announcement (Systems Developer)**

**Assessment Coordinator - 0.20 FTE (Systems Developer)**

**Overview of Responsibilities:** The Assessment Coordinator will work with the Learning Outcomes Dialog Subcommittee, the Dean of College Planning and Research and the Vice President of Instruction to evaluate and improve the College's assessment reporting processes to insure they are sustainable and contribute to the evaluation and improvement of student learning, student success and/or program effectiveness.

**Specific Duties and Responsibilities:**

1. **Serve as the faculty chair** of the Learning Outcomes Dialogue Subcommittee (LODS) and inform the Academic Senate of outcomes assessment progress. Consult with the Dean of College Planning and Research on goals and activities.
2. **Work with LODS** to evaluate and further develop and integrate the college's assessment reporting processes for program, course and college-wide outcomes to enhance their efficacy.
3. **Expand knowledge** of the accreditation standards and best practices related to outcomes development and assessment through attending trainings, reviewing existing documents and resources and participating in all aspects of the college's current assessment processes.

**QUALIFICATIONS**

**Familiarity with the:**

- role of outcomes assessment in education
- planning processes at the college
- the ACCJC accreditation standards as they relate to outcomes assessment

**Ability to:**

- collaborate and work well with faculty
- work effectively in a shared governance environment
- manage multiple projects effectively
- continue learning about outcomes assessment
- travel to attend trainings\*

**Experience:**

- tenured CRC faculty member with teaching experience.
- experience in facilitating projects, conferences, or institutes
- demonstrated knowledge of assessment

\*support for travel to trainings will be provided.

**Appendix H**  
**Administrative Goals and Objectives Template (Sample)**

Name: \_\_\_\_\_ Dean of Instruction \_\_\_\_\_

Outcome* (Strategic Plan Strategies/Initiative Areas)	Goals	Success Indicators	Fall 2011 Achievements	Spring 2012 Achievements
<b>1. Excellence through the integration of instruction and student services. (Priority 1)</b>	Work with VPI, VPSS, deans and staff in instruction and student services to ensure a professional look and accuracy in publications in support of instruction and students services	<ol style="list-style-type: none"> <li>1. Production of <i>Spring 2012</i> and <i>Summer/Fall 2012 Registration Guide</i></li> <li>2. Production of the <i>Spring 2012</i> and <i>Summer/Fall 2012 Class Schedule</i></li> <li>3. Provision of management leadership on Curriculum Committee to ensure accuracy in meeting LRCCD Board and State regulations and ensure approval of new/revised programs at the NFNRC level and new/revised courses/programs at the state level</li> <li>4. Production of <i>2011-2 Catalog Addendum</i> (12/11)</li> <li>5. Production of the <i>2012-13 Catalog</i> (Spring 2012)</li> </ol>	<ol style="list-style-type: none"> <li>1. Registration Guide correctly produced and distributed (one small edit was missed)</li> <li>2. Class Schedule and accompanying "Important Information for All Students" published; one error was changed and publication re-posted.</li> <li>3-4. Work completed – new local certificate in construction completed; new certificate in horticulture approved by NFNRC &amp; State and two AS-T degrees approved by state for publication in Catalog Addendum, dated 1/2/12</li> </ol>	

<p><b>2. Serve all students by increasing staff and student awareness and utilization of services. (Priority 2)</b></p>	<p>Work with VPI, VPSS, deans and staff in instruction and student services to ensure awareness and availability of up-to- that resource information about services</p>	<p>1. For Faculty/Staff – coordinate the continual updating and use of the <i>Faculty/Staff Resource Guide</i> 2. See #1 above</p>	<p>1. Resource Guide updated in early Fall 2011</p>	
<p><b>3. Enhance student experience through increased access to and awareness of welcoming spaces and engaging activities.</b></p>	<p>Support VPI and staff in new initiatives to ensure welcoming spaces and engaging activities</p>	<p>1. Explore ways to promote Green Tech/Sustainability at CRC with Director of GreenForce, and with SME and C&amp;T deans 2. Work with VPI to evaluate use of instructional classrooms and facilities 3. Promote use of CRC facilities for special events/activities</p>		
<p><b>4 Ensure access through curricular and scheduling modifications and effective enrollment management strategies (Priority 3)</b></p>	<p>Work with VPI, VPSS, deans and staff in instruction and student services related to scheduling and enrollment management.</p>	<p>1. Work with VPI, deans, curriculum committee chair and other faculty members to evaluate adequacy of degrees/certificates to support efficient program completion by students (i.e., shorten time to degree and cert completion over time). 2. Work with VPI, deans, curriculum committee chair and other faculty members to support approval of more transfer (i.e. SB 1440) degrees. 3. Support VPI in discussions about class scheduling with deans to support sequencing of classes for student degree/</p>	<p>2. State approved an A.S. in Math for Transfer and an A.S. in Physics for Transfer degree in December 2011. 3. Discussions in Instructional Dean meetings on sequencing of classes for better degree/certificate completion were held 4. Amador class schedule built for spring but was pulled by Amador County in December 2011. CRC will no longer be offering classes there. 5. Labor market data prepared for the new horticulture certificate approved by NFNRC and the State in Fall 2011.</p>	

		<p>certificate completions.</p> <p>4. Continue coordinating Amador County schedules.</p> <p>5. Update labor market research and prepare drafts of regional and state approval documents for new/revised degrees and certificates</p> <p>5. Oversee and continue to train Administrative Assistant to VPI on curriculum, SOCRATES and Catalog production processes</p> <p>6. Oversee and continue to train Administrative Assistant to the Dean of Instruction in State Curriculum Inventory submission (course/program) processes including their related MIS course data element verification</p> <p>6. Work with District IT to create Crystal Reports for use in assuring course accuracy in the state Curriculum Inventory approval process for MIS course reporting</p>	<p>5. Ongoing throughout the fall</p> <p>6. Training on-going; courses and programs submitted by Administrative Assistant in Fall 2011 to the System</p> <p>6. Work continuing with IT</p>	
<p><b>5. Enhance articulation, assess impact of enrollment management and Title 5 changes and expand branding efforts.</b></p>	<p>Work with VPI, VPSS, deans, and Curriculum Committee to ensure compliance with new Title 5 changes</p>	<p>1. Team effort to develop college approach to explain course repetition requirements for students (now available) and repeatability guidelines (once decided upon) for clear messages to faculty and students on new requirements.</p>	<p>1. Language created in Fall 2011 to add to the "Important Information for All Students" that accompanies the Class Schedule, effective for Spring 2012 schedule.</p>	

<p><b>6 Further implement educational technologies and space modifications to support program quality and growth.</b></p>	<p>Work with VPI, VPSS, deans, DEIT and Planning/Research to ensure effectiveness in online classes in support of student success and other projects for enhanced quality of programs</p>	<p>1. Collaborate to create new strategies to support student success in online classes and success at outreach locations</p>		
<p><b>7 Improve student learning through the provision of activities and resources that support instruction. (Priority 5)</b></p>	<p>Work with VPI, VPSS, deans in initiatives to support instruction and enhance student learning,</p>	<p>1. Collaborate to evaluate/assess student learning to create new approaches to enhance instruction and learning (access and success in MESA, PUENTE, Diop Scholars, Math Boot Camp, starting English Boot Camp. 2. Work through Curriculum Committee to ensure completion of SLOs.</p>	<p>2. SLOs are currently completed in all but 25 courses.</p>	
<p><b>8 Expanded understanding and utilization of assessment processes and best teaching practices.</b></p>	<p>Work with VPI, VPSS, deans in initiatives to support dissemination and discussions of information on best practices across the college.</p>	<p>1. Support VPI with discussions/work to complete Mid-term Accreditation Report. 2. Support CTE faculty through VTEA funding for PD to improve teaching and learning 3. Support CTE faculty through NFNRC for leadership PD opportunities</p>	<p>1. Ongoing discussions in Fall 2011; draft ready in Feb. 2012, which will be reviewed by past standard chairs 3. Supported 1 faculty member in Fall 2011 4. One faculty member and one dean supported with NFNRC funding</p>	
<p><b>9 Enhance collaboration with business, educational and community partners.</b></p>	<p>Work with CTE deans and GreenForce Director to expand collaboration as it relates to CTE training, job placement, high school articulation and the creation of career pathways for</p>	<p>1. Career Fairs for CTE students in feeder middle and high schools. 2. Creation of a Career Pathways Workshop to take to the high schools.</p>	<p>1. Career Fair at Cal Expo coordinated by the four Los Rios colleges and LEED for over 6,000 students across Sacto Region 2. Career Pathways Workshop completed; video component of</p>	

	students.	<p>3. Oversee CTE Transition staff in renewal of existing and creation of new high school articulated courses</p> <p>4. Oversee CTE Transition staff to ensure that high school articulation websites (college and district) are up-to-date and user friendly</p> <p>5. Continue community outreach by overseeing the management of CRC grants: SB 70, DOL, Earmark, CEWTP, SEP, Health Care IT</p>	<p>it being edited in Spring</p> <p>4. Elk Grove high school articulation agreements renewed; Sac City Unified agreements pending</p> <p>5. Grants managed throughout Fall</p>	
<b>10 Enhance dialog with the community.</b>	Work with president, VPs, deans, district administration	<p>1. Be part of general dialogs</p> <p>2. Take active role in enhancing dialogs through shared governance assignments</p>	1. and 2. Ongoing	
<b>11 Expand reciprocal relationships and collaborative efforts.</b>	Work with president, VPs, deans, district administration	<p>1. Support grant funded programs and integrate them into the college that serve business and industry. 2. Connect with CSU universities through Curriculum Committee work to increase and enhance pathways for students (more SB 1440 transfer degrees and articulated courses that support them)</p>	<p>1. Support provided</p> <p>2. Two new SB 1440 degrees approved in Fall 2011</p>	
<b>12 Establish partnerships to support existing and developing</b>	Work with president, VPs, deans, district administration		1. HCIT students provided internships in Fall 2011; many placed into jobs upon	

<p><b>programs.</b></p>		<ol style="list-style-type: none"> <li>1. Work with the Health Care IT (HCIT) Team to continue to training and placement of students</li> <li>2. Supervise Director of Green Force Projects who is training and guiding student mentors who teach in the middle schools green construction after school programs in both colleges five feeder high school districts as part of the SB 70 Grant.</li> <li>3. Work with K-12 partners, SCC, the Sacramento Regional Builders Exchange and the North State Building Industry Association to provide green tech programs for middle school students and externships to middle and high school teachers and counselors.</li> <li>4. Host Externship Banquet on CRC Campus and invite grant monitor to visit and review projects developed, with support from the Culinary Arts Program for the provision of the food.</li> </ol>	<p>completion</p> <p>2.Ongoing</p> <p>3. Ongoing</p> <p>Externship Banquet held on 12/2/11, with over 200 in attendance (students, their teachers and the partner organization representatives)</p>	
<p><b>13 Continue a high standard of respect for students, colleagues and the environment.</b></p>	<p>Work with all college constituents</p>	<p>Support efforts of VPI in:</p> <ol style="list-style-type: none"> <li>1. Creation of awards and other recognition of excellence.</li> <li>2. Encouragement of senate to enhance new faculty support and training.</li> <li>3. Support through senate and</li> </ol>	<p>All work ongoing</p>	

		CASSL professional development to enhance teaching. 4. Continue to support deans in reducing student complaints by working with faculty.		
<b>14 Strengthen processes and communication through the assessment and modifications of process, further integration of college's planning processes and expanded use of data-driven decision making.</b>	Work with all college and district committees and constituents	1. Continue work with the College's Shared Governance and with district-wide committees, including SAG, DCCC, CTEL, PPC convergences for CTE and others	All committee work ongoing	
<b>15 Enhance efficiency and satisfaction by Improving cooperation, collaboration and collegiality among CRC employee groups. (Priority 4)</b>	Work with all college constituents	1. Work diligently through the shared governance process (see #14 above) 2. Support college-wide special events	Work is ongoing	

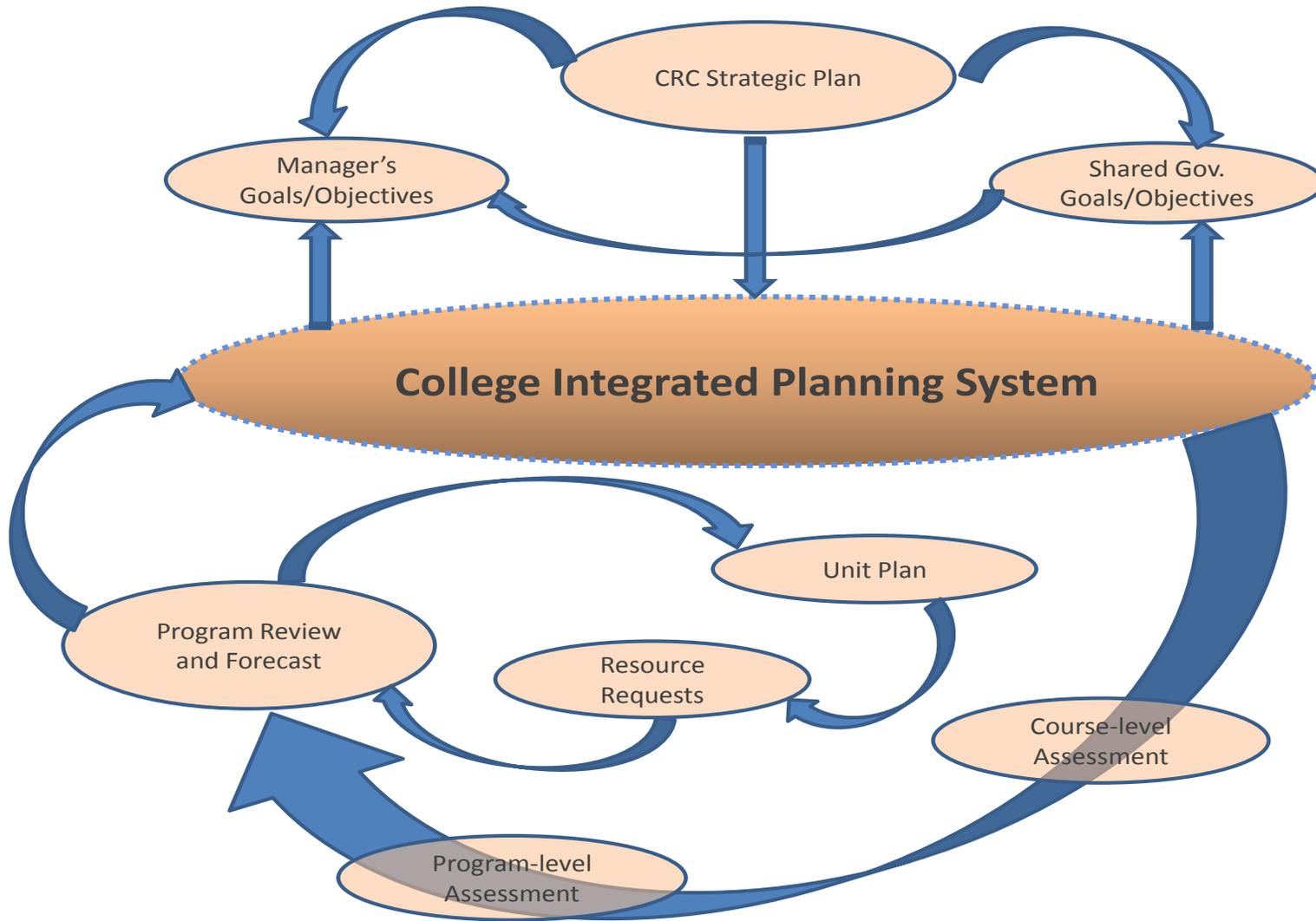
## Appendix I

### Mapping of College Mission, Strategic Plan, College-wide Learning Outcomes and Shared Governance Committees

Elements of the Mission Statement	Related Strategy and Initiative Areas in the Strategic Plan	Related College-wide Learning Outcome	Related Shared Governance Committee(s)
Empowers students to contribute to a just and democratic society as global citizens	O1.a Support for College and community service, O1.b recognition of service, O1.c participatory and collegial decision-making, O1.d sustainable and environmentally sensitive practices, O1.e ethical and culturally competent practices	General Education General Skills and Discipline Specific Outcomes. College-wide Outcomes: Area 5.	<ul style="list-style-type: none"> <li>• Social Responsibility</li> <li>• Cultural Competence and Equity</li> <li>• Curriculum</li> <li>• Campus Sustainability</li> </ul>
Develops an educated and engaged citizenry who decisions are informed by intellectual inquiry and scholarship, a pluralistic world view, and respect for humanity and the environment.	T3.a Collaboration among employee groups and disciplines, T3.b enhanced discipline and interdisciplinary collaboration T3.e enhanced collaboration	College-wide Outcomes: Areas 1, 2, 3, 4 and 5.	<ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Academic Integrity</li> <li>• Cultural Competence and Equity</li> <li>• Social Responsibility</li> <li>• Honors</li> <li>• Campus Sustainability</li> </ul>
CRC is an open access, student-centered, comprehensive community college.	A1.a Understand and adapt to changing student needs, A1.b effective enrollment management, A1.c timely completion of programs, A1.d access to financial support for students, A1.e cost savings for students, A1.f assess and improve enrollment experience A2.a Partnerships with community, A2.b outreach activities A3.a Facilities, A3.b educational technologies		<ul style="list-style-type: none"> <li>• Matriculation</li> <li>• Distance Education and Information Technology</li> <li>• Curriculum</li> <li>• Learning Outcomes Dialog</li> <li>• Professional Development</li> <li>• Health and Facilities</li> <li>• Planning</li> <li>• Budget</li> </ul>
CRC prepares students to realize their educational and career aspirations through exemplary transfer, general and career education.	S1.a Integration of instruction and student services and implementation of best practices, S1.b twenty-first century skills, S1.c process improvement, S1.d support services for DE students S2.a Service-orientation, S2.b. stream-line and co-locate services, S2.c expand awareness of support programs, S2.d data-driven program improvement, S2.e Expanded use of best practices		<ul style="list-style-type: none"> <li>• Matriculation</li> <li>• Distance Education and Instructional Technology</li> <li>• Curriculum</li> <li>• Learning Outcomes Dialog</li> <li>• Professional Development</li> <li>• Cultural Competence and Equity</li> </ul>
CRC provides students with an academically rigorous and inclusive environment.	S2.a Service-orientation, S2.b. stream-line and co-locate services, S2.c expand awareness of support programs, S2.d data-driven program improvement, S2.e Expanded	College-wide Outcomes: Areas 1, 2, 3, and 5.	<ul style="list-style-type: none"> <li>• Matriculation</li> <li>• Learning Outcomes Dialog</li> <li>• Health and Facilities</li> </ul>

	<p>use of best practices</p> <p>S3.a Spaces that support learning outside the classroom, S3.b access to activities, S3.c enhanced outside-of-class learning opportunities, S3.d improve communication</p> <p>T3.a Collaboration among employee groups and disciplines, T3.b enhanced discipline and interdisciplinary collaboration T3.c enhanced collective understanding of students, T3.d increased participation of faculty and staff in events, T3.e enhanced collaboration</p>		<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Foundations of Academic Success</li> <li>• Social Responsibility</li> <li>• Campus Sustainability</li> <li>• Cultural Competence and Equity</li> <li>• Academic Integrity</li> <li>• Honors</li> <li>• Planning</li> </ul>
<p>CRC also offers exceptional instruction in basic skills and English for non-native speakers, as well as a broad array of workforce development programs.</p>	<p>T2.a Research and assessment, T2.b alternative delivery methods, T2.c expanded use of best teaching practices, T2.d changes to better support the needs of basic skills students</p>	<p>College-wide Outcomes: Areas 1 and 3.</p>	<ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Distance Education and Instructional Technology</li> <li>• Professional Development</li> <li>• Learning Outcomes Dialog</li> <li>• Foundations for Academic Success</li> </ul>
<p>CRC values teaching and learning excellence and high academic standards sustained by academic integrity, fairness and mutual respect, and an ethic of care</p>	<p>T1.a Resources and facilities, T1.b support for instructional activities, T1.c assess and modify practices, T1.d enhance professional development</p>	<p>College-wide Outcomes: Areas 4 and 5.</p>	<ul style="list-style-type: none"> <li>• Health and Facilities</li> <li>• Planning</li> <li>• Budget</li> <li>• Learning Outcomes Dialog</li> <li>• Professional Development</li> <li>• Professional Standards</li> <li>• Academic Integrity</li> <li>• Honors</li> </ul>
<p>The College's core values of cultural competence and diversity, continuous learning and assessment, exceptional student services, and innovation are central to our collegial and environmentally responsible academic setting.</p>	<p>O1.a Support for College and community service, O1.b recognition of service, O1.c participatory and collegial decision-making, O1.d sustainable and environmentally sensitive practices, O1.e ethical and culturally competent practices</p>	<p>College-wide Outcomes: Area 5.</p>	<ul style="list-style-type: none"> <li>• Professional Standards</li> <li>• Campus Sustainability</li> <li>• Shared Governance</li> <li>• Cultural Competence and Equity</li> <li>• Learning Outcomes Dialog</li> <li>• Professional Development</li> </ul>

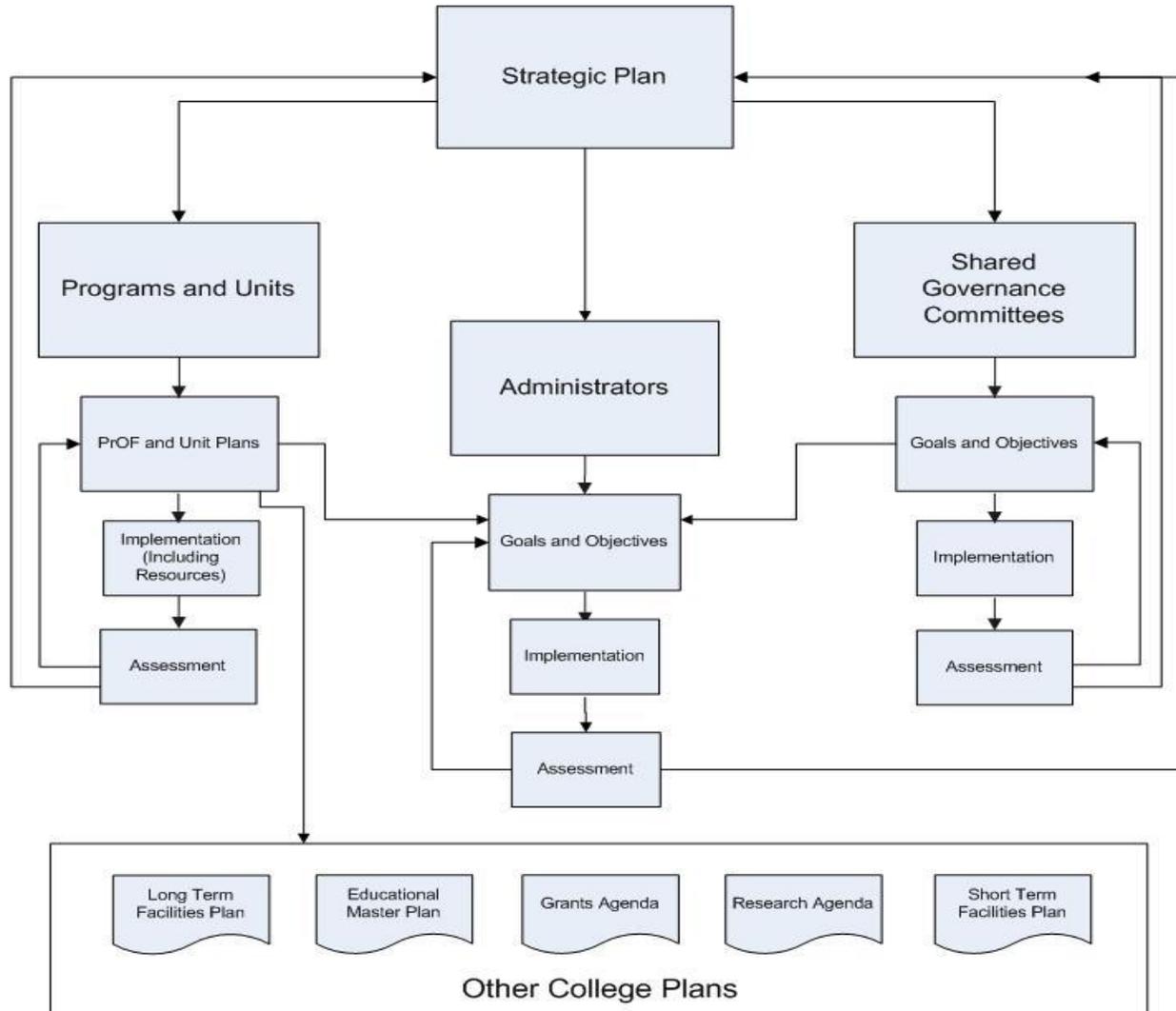
**Appendix J  
Integration of Planning at CRC**



## Appendix K Planning/Budget Integrated Timelines

Activity	Fall 12	Spring 13	Summer 13	Fall 13	Spring 14	Summer 14	Fall 14	Spring 15	Summer 15	Fall 15	Spring 16	Summer 16	Fall 16	Spring 17
<i>Strategic Planning</i>				Update	Update								Develop	Develop
<i>Annual Report on Strategic Plan</i>	X		X	X		X	X		X	X		X	X	
<i>Accreditation Related Activities</i>							<i>Self Study Developed</i>	<i>Self Study Finalized</i>		<i>Site Visit</i>	<i>Site Visit Report</i>			
<i>College-wide Faculty Prioritization Process</i>	X			X			X			X			X	
<i>College-wide Classified Prioritization Process</i>			X			X			X			X		
<i>Management Goal Setting</i>	X			X			X			X			X	
<i>Management Achievement Reporting</i>		X	X		X	X		X	X		X	X		
<i>Shared Governance Goal Setting</i>	X			X			X			X			X	
<i>Shared Governance Achievement Reporting</i>		X			X			X			X			X
<i>College-wide Capital Outlay Prioritization</i>		X			X			X			X			
<i>College-wide Instructional Technology Prioritization</i>		X			X			X			X			
<i>Program Review Activities</i>				<i>PrOF</i>						<i>Mid-term PrOF</i>				
<i>Area/Division Prioritization for equipment, computers and personnel (Unit Planning)</i>					X						X			

**Appendix L  
Constituency Group Planning Processes Flow Chart**



**Appendix M**  
**Capital Outlay Budget (COB) Memo**

**Cosumnes River College**  
***Memorandum***

To: CRC Faculty, Staff, and Managers

From: Cheri Fortin, Budget Committee Chair  
Don Wallace, VPA

Re: **Capital Outlay Budget (COB) Process: 2012/13 and 2013/14**

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The following memo is intended to outline the procedures and timelines that are required for campus departments to request funding from the Capital Outlay Budget (COB). The primary role of the COB is to provide a funding stream for the equipment needs of campus departments. The Budget Committee utilizes a two-year process, whereby divisions submit prioritized requests for their equipment needs.

The following is a summary of the steps in the COB process:

- Divisions, using their own internal process, prepare their requests for the equipment items they will need over the next 2 years (using the attached form). Request must be in support of the college's mission, vision, and values and the CRC Strategic Plan 2009-2015. (<http://crc.losrios.edu/Documents/planning/StrategicPlan2009-2015Final.pdf>)
- Requests should be tied directly to the current division/department Unit Plans or PrOF. Unit Plans/PrOF are available from division managers, or can be viewed online by staff members in the College Integrated Planning System. (<https://gateway.crc.losrios.edu/cips/>)
- The request forms must be completed, reviewed and approved by the division manager.
- The division manager should work with the division to determine the appropriate prioritization of the division's requests (requests must be internally prioritized).
- Division managers will forward prioritized request forms to the VPA no later than **3/9/12**.
- The Office of Instruction will insert WSCH/Headcount data by **3/16/12**.
- The VPA will compile all division requests and forward a packet to COB committee members by **3/30/12**.
- **Spring Recess: April 2nd – April 8<sup>th</sup>**.
- Requests under \$1,000 will not be considered by the COB process.
- Any single item requested in excess of \$40,000 may require the requesting manager to meet with the committee to clarify the request and answer any questions the committee may have. This meeting will be held on **4/16/12**.
- The budget committee members will complete their reviews and record their votes electronically by **4/20/12**.
- The VPA will tabulate the votes and forward the prioritized list to the college president for consideration.

As a reminder, the following issues were previously enacted by the COB committee and are still in effect:

- Requests under \$1,000 will not be considered by the COB process.

- The committee may require time for questions and answers from any manager submitting a single proposal exceeding \$40,000.
- Requests cannot be submitted for departments moving into a new facility as these come with equipment funds already designated for that purpose.
- The budget committee will not accept proposals for instructional computer equipment and classroom multi-media. Instead, these requests should be submitted to the Instructional Technology and Multi-media Budget (ITMB) committee. A portion of the COB budget will fund the ITMB plan.
- Budget requests exceeding \$40,000 that are of a potentially “incremental” nature such as library books may be split into segments at the discretion of the requesting manager. The purpose of this option is so the submitting division can present something to the budget committee other than “all or nothing” option (however, this is the choice of the submitting division).
- The COB process is not intended to fund facility remodels.

Budget Committee members will consider the following criteria when evaluating budget requests:

- Does the request align with one or more of the college’s key strategies from its strategic plan?
- Is the request tied to the current Unit Plan/PrOF? If not, is sufficient rationale given to consider the request?
- What is the relative priority of the request among all the other requests in light of the college’s key strategies from its strategic plan?
- What is the division priority for the request?

A good rule of thumb for a requesting department would be to ask yourself: “What information would I need to properly understand, review and prioritize the request?” Further, given the size and diversity of the budget committee membership, it is important to ensure that all requests are fully complete and cover all important points. Also, please keep in mind that budget committee members must review numerous requests; therefore complete, concise and succinct proposals are appreciated and will allow the committee to do its best work on your behalf.

We thank you in advance for your efforts in this process.

**Appendix N**  
**Instructional Technology/Multimedia Budget (ITMB) Memo**

**Cosumnes River College**  
***Memorandum***

To: CRC Faculty, Staff, and Managers

From: Gregory Beyrer, Distance Education and Information Technology (DEIT) Committee  
Chair  
Stephen McGloughlin, Dean of Learning Resources and College Technology (LRCT)

Re: **Instructional Technology/Multimedia Budget (ITMB) Process: 2012/13 and 2013/14**

---

The following memo is intended to outline the procedures and timelines that are required for campus departments to request funding in excess of \$1,000 from the Instructional Technology/Multimedia Budget (ITMB). This is a funding stream for instructional technology, such as classroom computers and classroom multimedia equipment. Like the Budget Committee's process for the Capital Outlay Budget (COB), the ITMB is a two-year rolling process for divisions to submit prioritized requests to meet equipment needs. The ITMB covers computer technology related items in the classrooms; the COB covers all other campus equipment.

The following is a summary of the steps in the ITMB process

- Divisions, using their own internal process, prepare their requests for the technology items they will need over the next 2 years (using the attached form).
- Requests must be tied into the division/department Unit Plans or PrOF. Unit Plans/PrOF are available from division managers, or can be viewed online by staff members in the College Integrated Planning System. (<https://gateway.crc.losrios.edu/cips/>). This is necessary, as accreditation requires evidence that budgeting is tied to college planning.
- Requests must also be tied to at least one of the college's key strategies from the current strategic plan. A question on the request form asks for this connection. Request must be in support of the college's mission, vision, and values and the CRC Strategic Plan 2009-2015. (<http://crc.losrios.edu/Documents/planning/StrategicPlan2009-2015Final.pdf>)
- Requests must be for equipment that is compatible with CRC standards and specifications. To request assistance with developing equipment specifications, please submit an IT Help Desk ticket to that effect. Should the request be for multimedia equipment, the IT department may defer the request to the DEMS department for their input and expertise. All associated costs, such as cabling, installation, training, etc., must be included in the requested amount.
- Requests for multimedia installations in classrooms will be consolidated into phased college-wide requests to ensure uniformity of standards for such equipment.
- The request forms should be completed, reviewed and approved by the division manager.
- The division manager should work with the division to determine the appropriate prioritization of the division's requests (requests must be internally prioritized).
- Division managers will forward prioritized request forms to the LRCT dean no later than **March 9**.

- The Office of Instruction will insert WSCH/Headcount data by **March 16**.
- The LRCT dean will compile all division requests and forward a packet to DEIT Committee members by **March 30**.
- **Spring recess: April 2 – 6**
- Any single item requested in excess of \$40,000 will require the requesting manager to meet with the committee to clarify the request and answer any questions the committee may have. This meeting will be held on **April 12**.
- The DEIT committee members will complete their reviews and record their votes electronically by **April 18**.
- The LRCT dean and the DEIT Chair will tabulate the votes and forward the prioritized list to the college president and CRC Budget Committee for consideration.

#### Additional notes

- Requests under \$1,000 will not be considered by the committee.
- Requests cannot be submitted for IT or multimedia equipment installations in a new building as new facilities come with equipment funds already designated for that purpose. The area dean will know if these conditions apply.
- At the discretion of the requesting manager, ITMB requests exceeding \$40,000 that are of a potentially incremental nature, such as equipment replacement, may be split into phases. This option allows a submitting division to present something other than an all-or-nothing option.

#### DEIT committee members will consider the following questions to evaluate the requests:

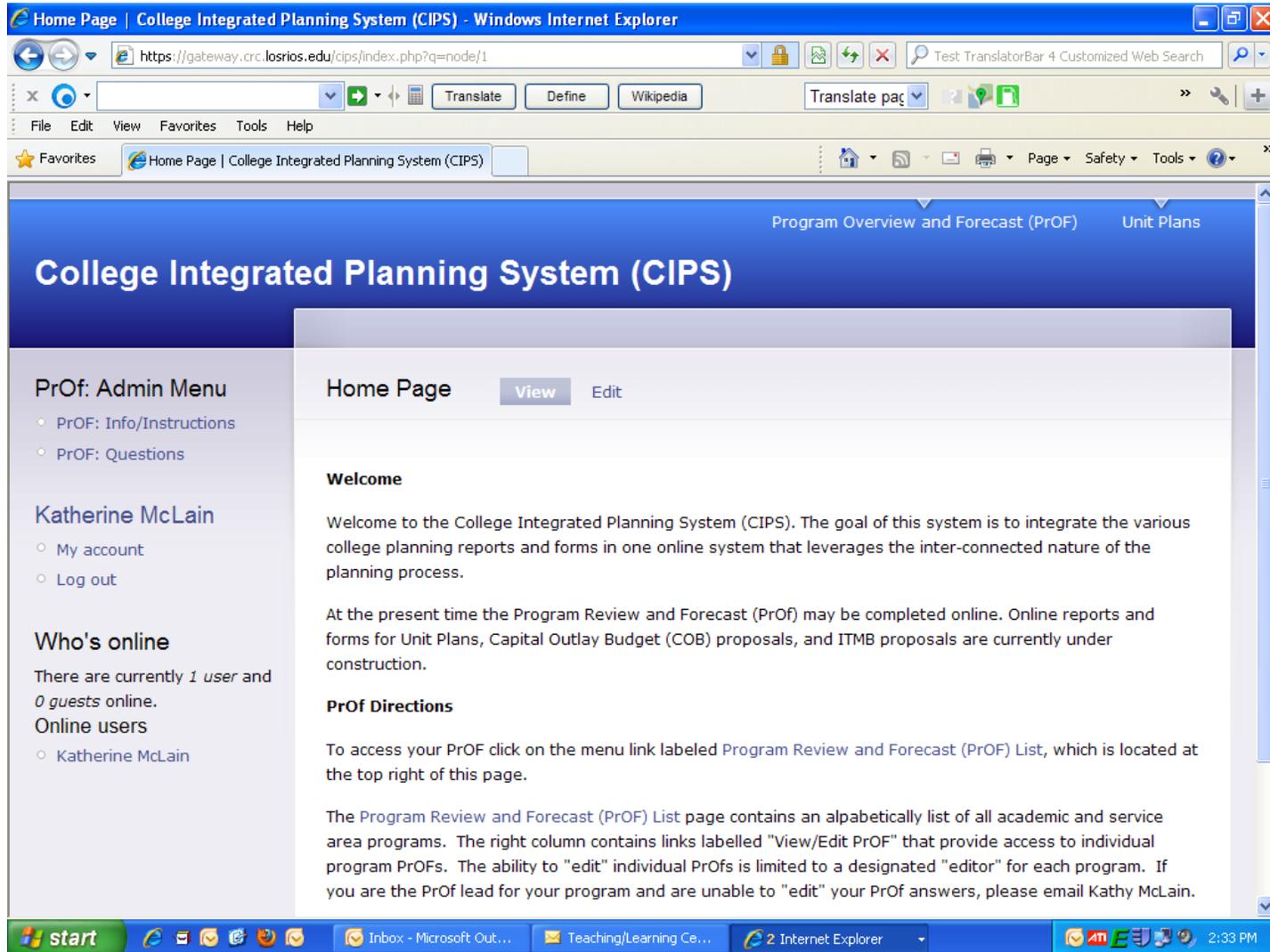
- What is the division's priority for the request?
- Is the request tied to the current Unit Plan/PrOF? If not, is sufficient rationale given to consider the request?
- Does it align with at least one of the college's key strategies as described in the Strategic Plan?
- What is the relative priority of the request among all the other requests in light of the college's key strategies from its strategic plan?

Please ensure that all requests are complete, concise and cover all important points. If in doubt, consider what information you would want to receive if you were a reviewer of these requests and had to prioritize them. Please contact your division manager if you have any questions. The DEIT Committee looks forward to receiving your ITMB requests.

# Appendix O

## College Integrated Planning System (CIPS)

Screen Shots of the College's Integrated Planning System



Program Overview and Forecast (PrOF) Lists | College Integrated Planning System (CIPS) - Windows Internet Explorer

https://gateway.crc.losrios.edu/cips/index.php?q=prof\_program\_lists

Program Overview and Forecast (PrOF) Lists | College...

Program Overview and Forecast (PrOF) Unit Plans

# College Integrated Planning System (CIPS)

Home

Katherine McLain

- My account
- Log out

## Program Overview and Forecast (PrOF) Lists

Alphabetical By Division

PrOF program name/cluster

PrOF program name/cluster	Cycle period	Dept/Dean dialogue	Department approval	Reviewed by Dean	Status	Report View	View/Edit PrOF
Accounting	2011	Yes	Yes	Yes	Complete	Report View	View/Edit PrOF
Admissions and Records	2011	Yes	Yes	Yes	Complete	Report View	View/Edit PrOF
Agriculture/Agriculture Business/Animal Science	2011	Yes	Yes	Yes	Complete	Report View	View/Edit PrOF
Allied Health/Medical Assisting	2011	Yes	Yes	Yes	Complete	Report View	View/Edit PrOF
Anthropology	2011	Yes	Yes	Yes	Complete	Report View	View/Edit PrOF

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Unit Plans | College Integrated Planning System (CIPS) - Windows Internet Explorer

https://gateway.crc.losrios.edu/cips/index.php?q=unit\_plan\_list

Program Overview and Forecast (PrOF) Unit Plans

# College Integrated Planning System (CIPS)

Home

Katherine McLain

- My account
- Log out

## Unit Plans

Division	Unit Plan Link
Administrative Services	<a href="#">Unit Plan</a>
Business and Family Science	<a href="#">Unit Plan</a>
Careers and Technology	<a href="#">Unit Plan</a>
Communication, Visual and Performing Arts	<a href="#">Unit Plan</a>
Counseling and Student Services	<a href="#">Unit Plan</a>
Humanities and Social Science	<a href="#">Unit Plan</a>
Instructional Services	<a href="#">Unit Plan</a>
Learning Resources and College Technology	<a href="#">Unit Plan</a>
Physical Education and Athletics	<a href="#">Unit Plan</a>
Science, Math and Engineering	<a href="#">Unit Plan</a>
Strategic Support Services	<a href="#">Unit Plan</a>
Student Services and Enrollment Management	<a href="#">Unit Plan</a>

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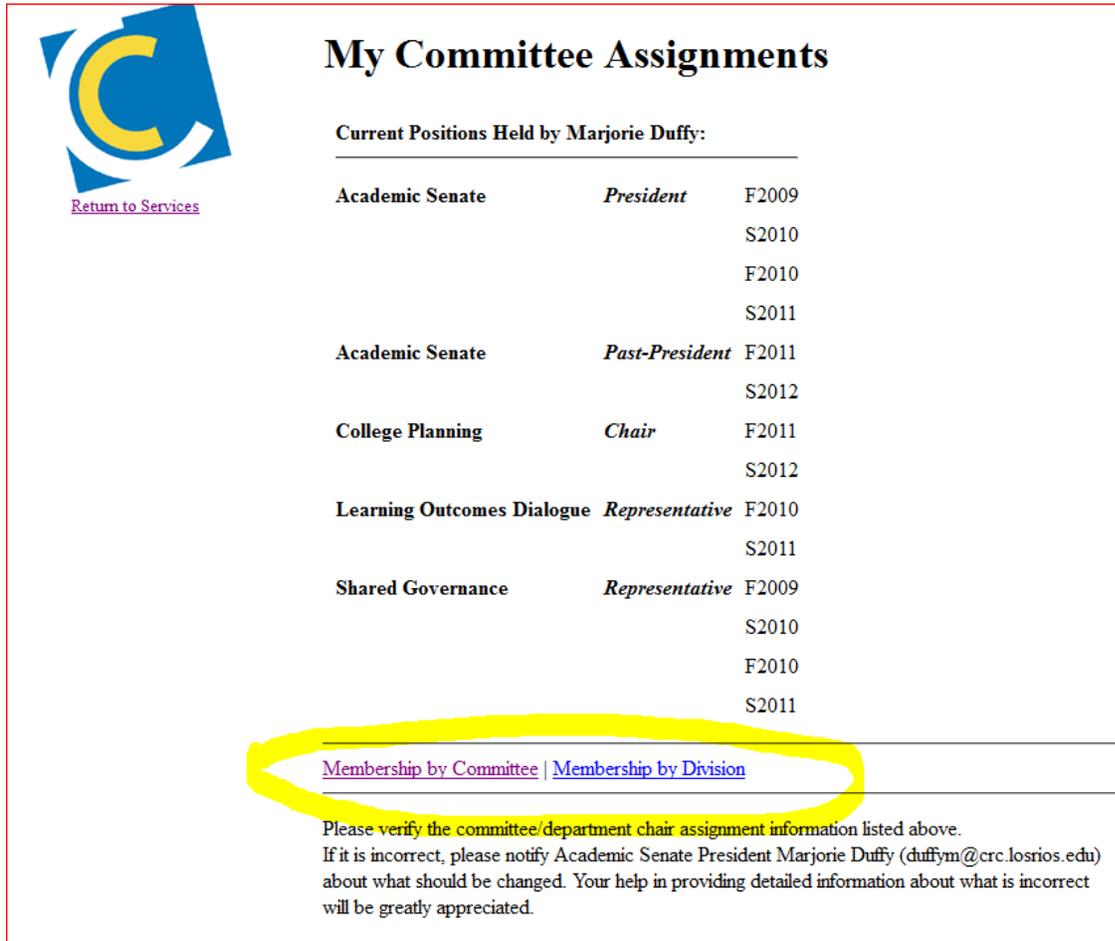
## Appendix P Links to Annual Reports and Achievements

[http://www.crc.losrios.edu/Faculty\\_and\\_Staff/Planning/College\\_Strategic\\_Plan\\_Reports.htm](http://www.crc.losrios.edu/Faculty_and_Staff/Planning/College_Strategic_Plan_Reports.htm)

The screenshot displays a web browser window titled "CRC - Planning - College Strategic Plan Reports". The address bar shows the URL: [http://www.crc.losrios.edu/Faculty\\_and\\_Staff/Planning/College\\_Strategic\\_Plan\\_Reports.htm](http://www.crc.losrios.edu/Faculty_and_Staff/Planning/College_Strategic_Plan_Reports.htm). The browser interface includes a search bar, navigation buttons (back, forward, home, stop), and a menu bar with options like File, Edit, View, Favorites, Tools, and Help. The website content is set against a blue background with a large photograph of a campus scene. A navigation sidebar on the left lists various planning-related topics, with "College Strategic Plan Reports" highlighted. The main content area features a breadcrumb trail: Home > Faculty and Staff > Planning > College Strategic Plan Reports. Below this, the word "PLANNING" is displayed in large orange letters, followed by the sub-header "College Strategic Plan Reports". The page instructs users to click a link to view PDFs of Achievement and Annual Reports. It lists "Achievement Reports (submitted annually to the Board of Trustees each fall)" with links for "2009-2010" and "2010-2011". Similarly, it lists "Annual Reports (distributed annually to the campus each fall)" with a link for "2010-2011". The Windows taskbar at the bottom shows the Start button, several open applications (Inbox, CRC - Planning, Document1), and the system clock indicating 12:04 PM on 4/11/11.

## Appendix Q Shared Governance Committee Assignment Database

Socrates – Online Curriculum Development, Roster Management, and Committee Assignment Database  
Screen Shots show the Committee Assignment Interface



**My Committee Assignments**

**Current Positions Held by Marjorie Duffy:**

<b>Academic Senate</b>	<i>President</i>	F2009 S2010 F2010 S2011
<b>Academic Senate</b>	<i>Past-President</i>	F2011 S2012
<b>College Planning</b>	<i>Chair</i>	F2011 S2012
<b>Learning Outcomes Dialogue</b>	<i>Representative</i>	F2010 S2011
<b>Shared Governance</b>	<i>Representative</i>	F2009 S2010 F2010 S2011

[Membership by Committee](#) | [Membership by Division](#)

Please verify the committee/department chair assignment information listed above.  
If it is incorrect, please notify Academic Senate President Marjorie Duffy (duffym@crc.losrios.edu)  
about what should be changed. Your help in providing detailed information about what is incorrect  
will be greatly appreciated.

1. Interface seen by individuals with their current and historical assignments.



[Return to Services](#)

## CRC Committees

[Academic Senate](#)

[Academic Integrity](#)

[Campus Sustainability](#)

[Honors](#)

[Learning Outcomes Dialogue](#)

[Professional Standards](#)

[Social Responsibility](#)

[Budget](#)

[College Planning](#)

[Cultural Competence and Equity](#)

[Curriculum](#)

[Distance Education and Information Technology](#)

[Foundations of Academic Success](#)

[Health and Facilities](#)

[Matriculation](#)

[Professional Development](#)

[Shared Governance](#)

List of links to all shared governance committees and their members

# CRC Committee and Other Membership by Division

## COMMUNICATION/VISUAL AND PERFORMING ARTS

Academic Senate	<i>Senator</i>	UNFILLED	S2012 - S2014
Academic Senate	<i>Senator</i>	Woodcock, Margaret	F2011 - S2013
Academic Senate: Academic Integrity Committee	<i>Representative</i>	Erickson, Kurt	F2010 - S2011
Academic Senate: Campus Sustainability Committee	<i>Representative</i>	Coughran, Steven	F2010 - S2011
Academic Senate: Honors Committee	<i>Representative</i>	Boeck, Rick	F2010 - S2011
Academic Senate: Learning Outcomes Dialogue Committee	<i>Representative</i>	Trent, Anna	F2010 - S2011
Academic Senate: Professional Standards Committee	<i>Representative</i>	Wagner, Christine	F2011 - S2012
Academic Senate: Social Responsibility Committee	<i>Representative</i>	Coughran, Steven	F2011 - S2012
Budget Committee	<i>Representative</i>	Kimbler, Jeffrey	F2011 - S2012
Budget Committee	<i>Representative</i>	Parker, Grant	F2010 - S2011
College Planning Committee	<i>Representative</i>	Harris-Mathews, Colette	F2010 - S2011
Cultural Competence and Equity Committee	<i>Representative</i>	UNFILLED	F2010 - S2011
Cultural Competence and Equity Committee	<i>Representative</i>	UNFILLED	F2010 - S2011
Curriculum Committee	<i>Representative</i>	Smith, Kathryn	F2010 - S2011
Curriculum Committee	<i>Representative</i>	DuBray, Daniel	F2010 - S2011
Distance Education and Information Technology Committee	<i>Representative</i>	UNFILLED	F2010 - S2011
Foundations of Academic Success Committee	<i>Representative</i>	Kimbler, Jeffrey	S2011 - S2012
Health and Facilities Committee	<i>Representative</i>	Gulati, Rubina	F2010 - S2011
Marketing Committee	<i>Representative</i>	UNFILLED	F2010 - S2011

- List of Division representation by committee.



[Return to Services](#)

## CRC Committee and Other Membership by Division

[At-Large](#)

[Business and Family Science](#)

[Careers and Technology](#)

[Communication/Visual and Performing Arts](#)

[Humanities and Social Science](#)

[Learning Resources and College Technology](#)

[Outreach Centers](#)

[Physical Education and Athletics](#)

[Science/Mathematics/Engineering](#)

[Student Services/Counseling/Enrollment Management](#)

- Interface to allow selection of Division and display membership

## Distance Education and Information Technology Members

**Committee Meeting Pattern**

1st Thursday  
3:00 pm

	<i>Chair</i>	Beyrer, Gregory	F2010 - S2011
	<i>Chair-Elect</i>	UNFILLED	F2009 - S2010
<b>At-Large</b>	<i>Representative</i>	Crosier, Scott	F2010 - S2011
<b>At-Large</b>	<i>Representative</i>	Quirarte, Susan	F2010 - S2011
<b>At-Large</b>	<i>Representative</i>	Gee, Joseph	F2010 - S2011
<b>At-Large</b>	<i>Representative</i>	UNFILLED	F2010 - S2012
<b>Business and Family Science</b>	<i>Representative</i>	Fishman, Wendell	F2010 - S2011
<b>Careers and Technology</b>	<i>Representative</i>	Thomas, Cory	F2010 - S2011
<b>Communication/Visual and Performing Arts</b>	<i>Representative</i>	UNFILLED	F2010 - S2011
<b>Humanities and Social Science</b>	<i>Representative</i>	Coelho, Sherie	F2010 - S2011
<b>Learning Resources and College Technology</b>	<i>Representative</i>	Ford, Mark	F2010 - S2011
<b>Outreach Centers</b>	<i>Representative</i>	Roeschen, Renee	F2010 - S2011
<b>Physical Education and Athletics</b>	<i>Representative</i>	LaDue, Cheri	F2010 - S2011
<b>Science/Mathematics/Engineering</b>	<i>Representative</i>	Bills, Jena	F2010 - S2011
<b>Student Services/Counseling/Enrollment Management</b>	<i>Representative</i>	Cranston, Monica	F2010 - S2011

**Charge**

**Purpose**

The Committee meets as required to provide ongoing coordination of the College's activities related to technology and distance education implementation. The Committee provides a single point of contact for communicating status of issues related to technology and distance education activities performed by various technology and distance education task groups so that CRC interests are included in the decision-making process.

**Areas of Responsibility**

4. Sample committee members by division with terms, committee charge and meeting pattern.

## Appendix R

### Academic Senate Survey of Shared Governance Committees

#### **Committee Structure Review**

##### **What is the mission or charge of this committee?**

- *Is stated charge still appropriate for the group's work?*
- *If the work has expanded or changed, why and what wording for the revised stated charge of this [shared] governance group?*
- *Does the name of the group accurately reflect its function?*
- *Is this [shared] governance group still necessary?*

##### **What is the membership & terms of office if applicable?**

- *Does the original membership structure still work?*
- *Would revision in membership or committee chair(s) improve the operational effectiveness of the group? Why? What suggested revision?*
- *Do all constituencies have appointed representatives?*
- *Are all constituencies represented and attending meetings?*
- *Is term of office still appropriate?*
- *If the term of office should be changed, why, & what change?*

##### **What is the decision making process for the [shared] governance group?**

- *How does the group makes decisions and how are these decisions communicated to the college?*
- *Are decisions made by voting & the rule of simple majority, or are decisions made by consensus?*
- *If by consensus, what occurs if the group cannot reach consensus?*
- *Is sufficient information available for making decisions, including budgets? If not, what additional information is necessary?*

##### **What is the reporting structure?**

- *What is the reporting structure of this committee?*
- *If the structure should be changed, why, & what change?*
- *Does it have a web presence that is up to date and accurate?*

##### **What is the status of the [shared] governance group?**

- *Is the group a committee, subcommittee, task force, ad hoc?*
- *Should the status be revised, e.g., from ad hoc to committee?*

##### **What is the meeting schedule?**

- *How frequently does this [shared] governance group meet?*
- *Should the meeting schedule be revised?*

- *Should this committee be meeting periodically with other committees? If yes, which committee(s)?*

### ***Are there subcommittees to consider?***

- *What subcommittees report to this group if any?*
- *Is the status of the subcommittee still appropriate?*
- *Should the status of the subcommittee be changed? Why, & what should the change be?*

**Appendix S**  
**Report to the Senate on Shared Governance Committee Review Project**

March 25, 2011

Respectfully Submitted by President Marjorie Duffy

The Academic Senate would like to thank our fabulous committee chairs and their members for the hard work they have done this academic year. During the fall semester, an additional task was appointed by the Senate. Individual committee chairs, in conjunction with their members, were asked to analyze the committee charge, membership, decision-making processes, and communication methods. As a result of this review, several committees have updated their charges, and in some instances changes in processes have been implemented. Another early response to the committee review was recognition that some committees need assistance in keeping their web presence up to date. Members of the CRC community, including Nancy Edmonson, Mark Ford, and Christina Ocran have been tremendously helpful in providing the needed expertise.

Several committees identified other committees or groups with whom greater collaboration would be beneficial. Intentionally choosing to share ideas and to network between committees will benefit our entire college community, and will reduce the silo effect, which isolates all of us as we get caught up in our individual focus during the semester. Committee membership is appropriately allocated for the majority of the committees, but in a number of cases, attendance has been sporadic. Senators and department chairs have been encouraged to impress on members their representative responsibility when they agree to committee membership, and that an important role of a committee member is to share the work of the committee with their constituency. It was noted that in cases where discrepancy occurs between member schedules and meeting times, members and chairs may arrange for some to accomplish work for the committee outside the specified meeting times.

From this committee review process came the recommendation that committees place an overarching goal on the web in a matrix or table of all committees, for quick and easy access. For example:

***Cultural Competence and Equity Committee.*** *Overarching Goal: To recommend changes and develop/support activities to enhance cultural competence and promote educational equity.*

<b>CRC Shared Governance Committees:</b>	<b>Subcommittees of the Senate:</b>
Academic Senate	<b>Academic Integrity</b>
Budget	<b>Campus Sustainability</b>
College Planning (CPC)	<b>Honors</b>
Cultural Competence & Equity (CC&E)	<b>Learning Outcomes Dialogue</b> (subcommittee of College Planning Committee)
Curriculum	<b>Professional Standards</b>
Distance Education and Information Technology	<b>Social Responsibility</b>
Foundations for Academic Success	
Health & Facilities	
Matriculation	
Professional Development (PD)	
Shared Governance	

## Appendix T

### CRC Shared Governance Committees

*Shared Governance at CRC*

*Handout for Spring Convocation, January 13, 2012*

Assembly Bill 1725 (1988) mandated shared governance in California's community colleges, where institutional decisions are shared among governing boards, administrators, and faculty, with joint recognition and respect for the participation of staff and students. Shared governance is collegial in nature, recognizing the contributions and requirements of all members of the college in a group consensus process. Ideally, this process fosters a sense of empowerment, equal partnership and a vested interest in successful outcomes of institutional policy and implementation decisions. The purpose of such a system is to direct all available physical and financial resources toward meaningful improvement and progress (Lau, 1996).

#### CRC has 11 Shared Governance Committees

1. <b>Academic Senate</b> – The Academic Senate is the voice for the faculty in the shared governance process. The Senate makes recommendations to the administration related to matters that are both academic and professional (see 10 + 1).
2. <b>Budget</b> – The Budget Committee meets to prioritize requests and recommend distribution of college resources as related to the programs of instruction, student services and college operations.
3. <b>College Planning Committee (CPC)</b> – The CPC is responsible for assessing strategic issues and developing responses, with a goal of bringing focus to productive discussions leading to positive change for the College. The CPC is the champion for ongoing implementation of the college's planning cycle.
4. <b>Cultural Competence &amp; Equity (CC&amp;E)</b> – The CC&E Committee's overarching goal is to recommend changes and develop/support activities to enhance cultural competence and promote educational equity.
5. <b>Curriculum</b> – This committee coordinates programs offered by various areas; considers proposals for additions or changes in curriculum or courses; establishes general education requirements; evaluates and implements outcomes of program reviews; and makes recommendations to the College President concerning programs and course offerings.
6. <b>Distance Education and Information Technology</b> – This committee is responsible for coordination of the College's activities related to technology and distance education policies, priorities, funding, resource allocation, planning, implementation and integration with district educational technology policies and procedures.
7. <b>Foundations for Academic Success</b> – Understanding the critical role of reading, writing, math, and English Language Skills-in the success of all students, this committee's primary purpose is to establish a coordinated, decentralized, basic skills program that promotes student success for students below college level in one or more skill area. This committee shall develop and implement the Basic Skills Action Plan, recommend funding for activities identified in the action plan, and identify and recommend best practices to support academic success.

<p><b>8. Health &amp; Facilities</b> – This committee’s purpose is to review and provide input into the development of a long-range Facilities Master Plan and facility moves that impact more than a single department or operational unit; as well as to ensure employer's/employee's recognition of the importance of a safe working environment and safe working conditions.</p>
<p><b>9. Matriculation</b> – This Committee shall develop and implement the matriculation plan, including recruitment, assessment, orientation advisement and counseling, retention, and articulation.</p>
<p><b>10. Professional Development (PD)</b> – The CRC Professional Development Committee plans, coordinates and provides financial support for a variety of activities that engage faculty, staff and administrators in an active and creative intellectual life, with the goal of the development of skills, competencies and personal qualities that enhance job performance and employee satisfaction.</p>
<p><b>11. Shared Governance</b> – Makes recommendations to the College President on matters relating to the shared governance structure and function that affect two or more constituent groups of the College</p>

**CRC currently has 6 Ad Hoc or Standing Committees of the Senate**

These committees are faculty weighted and led and do not require representation from all constituencies, although they often welcome and include members from all constituent groups.

<p><b>1. Academic Integrity</b> – This Committee seeks to clarify the roles, rights, and responsibilities of the college's faculty and students in regards to academic integrity with the aim of developing for the consideration of the Senate specific recommendations concerning the appropriate means by which to institutionalize a further commitment on the part of the college to upholding the highest standards of academic integrity.</p>
<p><b>2. Campus Sustainability</b> – This Committee works to promote sustainability at CRC. They strive to increase understanding of our ethical responsibility to future generations, to encourage respect for the environment and to assist the campus in its efforts to create an environmentally responsible academic setting.</p>
<p><b>3. Honors</b> – The Honors Program offers motivated, well-prepared and promising students the opportunity to engage in enhanced transfer-level college work in a uniquely rigorous academic environment that promotes and requires exceptional engagement and performance beyond that ordinarily expected at the lower-division college level.</p>
<p><b>4. Learning Outcomes Dialogue Subcommittee (LODS)</b> – A subcommittee of College Planning Committee, LODS works to support the implementation and integration of student learning and service area outcomes assessment at the college.</p>
<p><b>5. Professional Standards</b> – The Professional Standards Committee receives and reviews the applications of faculty members desiring Type A and B Professional (Sabbatical) Leaves. The committee interviews the applicants and then makes recommendations to the College President, who sends a list of her recommended leaves to the Board of Trustees for approval.</p>
<p><b>6. Social Responsibility Committee (SRC)</b> – This committee will organize and host events open to all members of the campus and the community, inviting active reflection upon their responsibility for local, national, and international matters. Using a variety of formats, SRC will aim to augment existing public discussions of social, political and economic problems in meaningful and interdisciplinary perspectives. These opportunities for critical thinking will be designed to foster active participation in campus and community affairs.</p>

**Appendix U**  
**Shared Governance Annual Committee Goals Linked to Strategic Plan Goals Template**

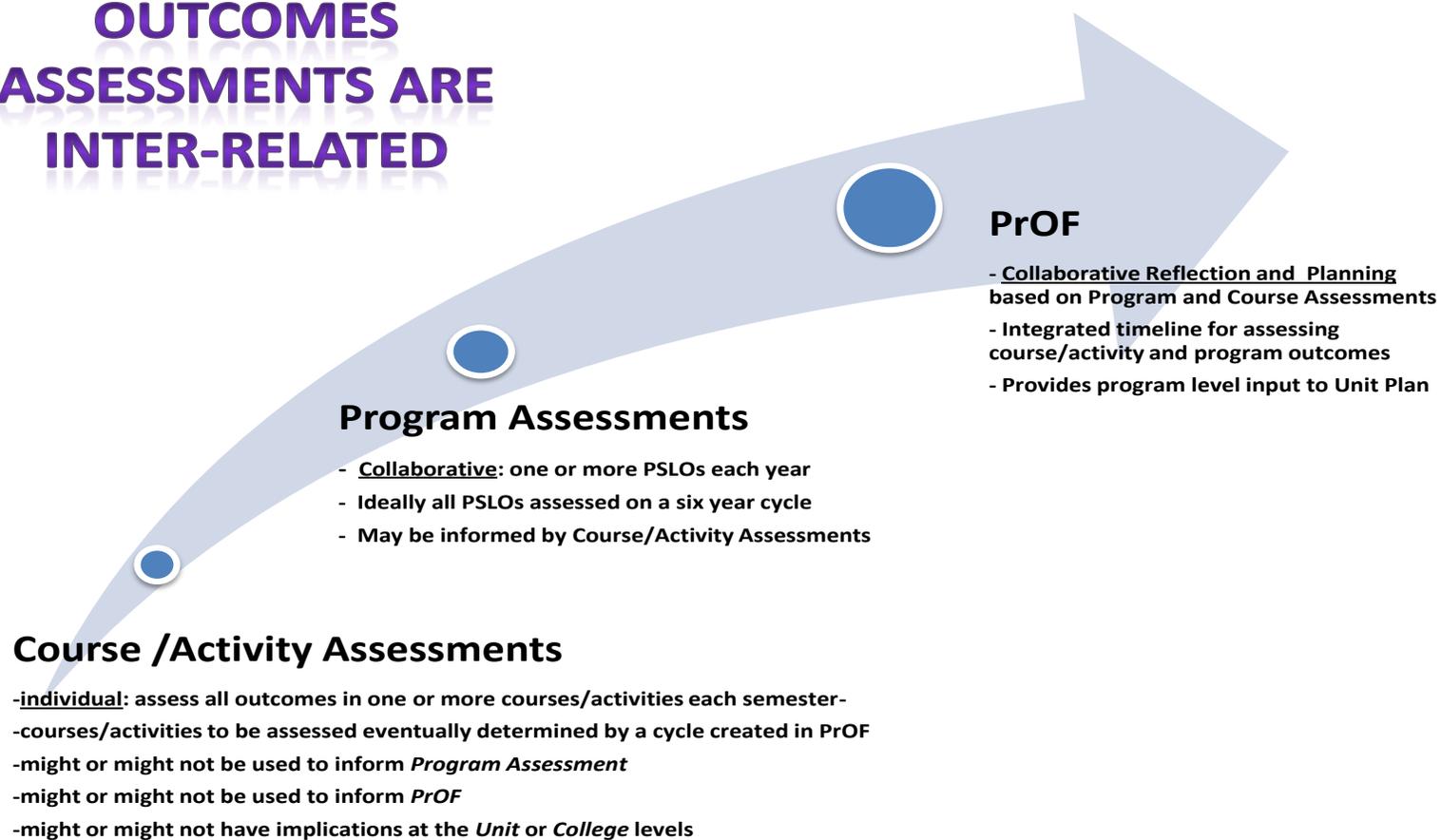
Please replace this column with your own committee name and goals and check each strategic plan which that goal supports	Student Success			Teaching and Learning Effectiveness			Access and Growth			Community and Economic Development			Organizational Effectiveness		
	S1: Excellent instructional programs and support services	S2: Improve, expand, and enhance student services	S3: Support learning outside the classroom	T1: Improve support for teaching and learning	T2: Support the assessment and improvement of teaching and learning	T3: Enhance collaboration	A1: Ensure access to quality programs	A2: Integrated and coordinated communication and outreach	A3: Expand physical and technological resources	C1: Expand understanding of community needs	C2: Enhance responsiveness to community needs	C3: Increase resource development	O1: Ensure values reflected by processes and practices	O2: Improve organizational processes and communication	O3: Enhance efficiency and employee satisfaction
<b>Academic Senate Goals</b>															
SUJIC Topics: Support union in communication pitfalls associated w/ “time clock” mentality of some managers); advocate for compressed calendar research; Support stronger ties w/ union															
Honor code: Integrate fully into campus interactions & practice															
Increase understanding of college service evaluation as part of performance review process															
Separate block scheduling from compressed calendar when evaluating															
Repeating students w/ grade of C: district policy? Impacting faculty? Instructor choice? Taking up space; communication process															

between faculty, admissions & counseling														
Mentoring : evaluate current program & materials														
Mentoring about participation in shared governance/college service, communicating contractual obligations														
College Hour														
Clerical support for faculty departments														
Encourage participation in shared governance (distance communication options)														
Campus-wide professional ethics dialogue (R Schubert's lecture)														
Increase adjunct support														
Compressed calendar: productivity; impact/accommodations for science; what models are available? statistics available														
Develop process for faculty participation on administrative hiring & impressions group														
Improve relationship between instructional & student svcs faculty (interdependence)														
Transparency of process of IT determination of computer upgrades														
Identify union/senate boundaries														
Effective student placement and support for their success														
Drop dates—comes too late for drop w/ W														
Shared governance: how does current admin relate (?)														
Equity of assigned time for shared governance chairs														
Professional Standards cmte sabbatical process transparency)														
Evaluation of all levels of mgmt/managers														
Identify council of chairs														
Organization chart for governance/management														
“Social lubrication” (increasing friendly relationships)														
Webmaster for academic senate														

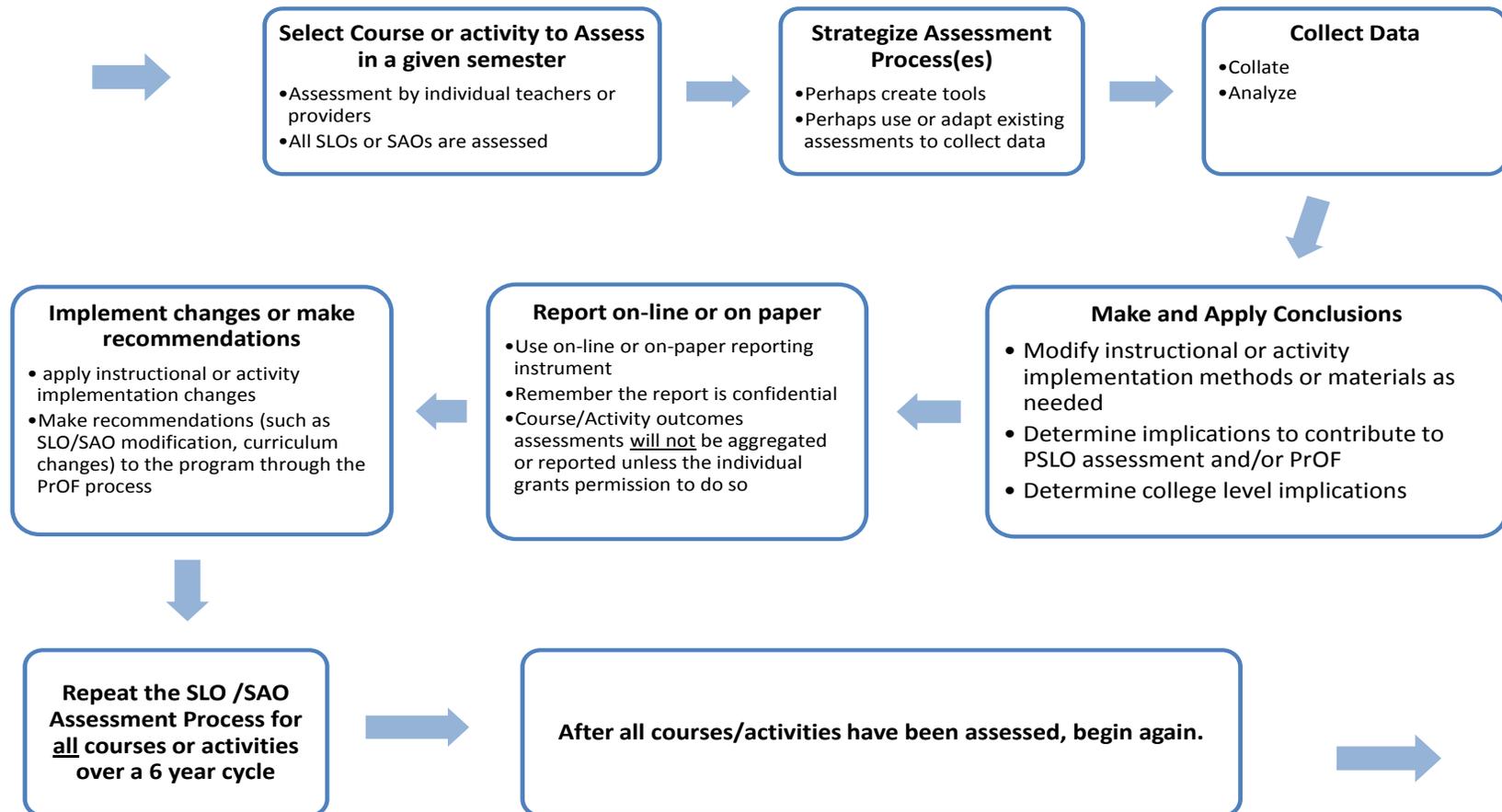
"Forms" link on faculty page														
Health/Facilities cmte: what is its purpose?														
Clarify roles of senators, cmte chairs, sub-cmte chairs														
Enforcement of non-smoking areas														
Bookstore autonomy														
Learning community support: invite LC Coordinators to Senate mtgs for updates														
How are we measuring student success														
Improve communication between the 3 (CRC) senates														
Faculty presence outside classroom/office														
Loss of funding for Library Research Databases (consensus—top priority) <b>Action Item:</b> The Senate directs the President to raise this issue in the first Exec Team meeting of the current semester														
Counselors: 900 to 1 mandated ratio not being met														

Appendix V  
LODS Diagram of Outcome Development, Assessment and Program Review (PrOF)

**OUTCOMES  
ASSESSMENTS ARE  
INTER-RELATED**



# THE COURSE SECTION/ACTIVITY REPORTING PROCESS



**Appendix W**  
**CPC Survey of the Faculty on Use of PrOF in the College Integrated Planning System (CIPS)**

Midterm PrOF Evaluation Survey

Q1. Please indicate the degree to which you agree with the following statements:

Answer Options	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable	Rating Average	Response Count
The questions in the Midterm PrOF were clear.	3	22	5	1	0	0	2.13	31
The online environment for the Midterm PrOF was easy to navigate.	5	18	5	2	1	0	2.23	31
The training I received for the Midterm PrOF was sufficient.	5	15	4	4	0	3	2.61	31
The Midterm PrOF contributed to reflection about our program.	9	14	5	1	2	0	2.13	31
The Midterm PrOF helped us plan for the future.	9	14	5	1	2	0	2.13	31
The Midterm PrOF reminded us of 2009 PrOF planning elements we had forgotten about.	7	10	5	6	3	0	2.61	31
The Midterm PrOF reminded us of what we have accomplished over the past two years.	9	14	5	2	1	0	2.1	31
The Direction Tab in the Midterm PrOF helped me navigate the online environment.	2	16	6	2	1	3	2.77	30
It was helpful to have access to other PrOFs to see what others were doing.	3	13	11	1	0	3	2.71	31

Answered=31; skipped=0

Q2. Our Department collaborated

Answer Options	Response Percent	Response Count
Electronically via email	54.8%	17
Electronically via the comments tab	0.0%	0
Face to face	54.8%	17
Not Applicable - single person department	12.9%	4
Not Applicable - developed PrOF by myself	3.2%	1
	answered question	31
	skipped question	0

Q3. Our program is

Answer Options	Response Percent	Response Count
An instructional program	93.3%	28
A non-instructional program (i.e. Student Services, Administrative, Student Support)	6.7%	2
Both	0.0%	0
	answered question	30
	skipped question	1

Q4. It took to complete the PrOF

Answer Options	Response Percent	Response Count
0 - 4 hours to complete the Midterm PrOF	33.3%	10
5- 9 hours to complete the Midterm PrOF	40.0%	12
10 - 14 hours to complete the Midterm PrOF	13.3%	4
15 - 19 hours to complete the Midterm PrOF	6.7%	2
20 hours or more to complete the Midterm PrOF	6.7%	2
	answered question	30
	skipped question	1

**Appendix X**  
**Administrative Sign Off of PrOF by Division Dean in the CIPS**  
 (see “Reviewed by Dean”)

The screenshot shows the 'Program Overview and Forecast (PrOF) Lists' page in the CIPS system. The user is logged in as Katherine McLain. The page has two tabs: 'Alphabetical' and 'By Division', with 'By Division' selected. A search box for 'PrOF program name/cluster' is present with an 'Apply' button. Below is a table of program data:

PrOF program name/cluster	Cycle period	Dept/Dean dialogue	Department approval	Reviewed by Dean	Status	Report View	View/Edit PrOF
Accounting	2011	Yes	Yes	Yes	Complete	Report View	View/Edit PrOF
Admissions and Records	2011	Yes	Yes	Yes	Complete	Report View	View/Edit PrOF
Agriculture/Agriculture Business/Animal Science	2011	Yes	Yes	Yes	Complete	Report View	View/Edit PrOF
Allied Health/Medical Assisting	2011	Yes	Yes	Yes	Complete	Report View	View/Edit PrOF
Anthropology	2011	Yes	Yes	Yes	Complete	Report View	View/Edit PrOF

**Appendix Y  
Service Area Outcomes Dialogue Documentation Form**

**Cosumnes River College  
Service Area Outcomes (SAO)  
Student, Instruction, Administrative and Other Service Providing Offices  
Record of Dialogue, Issues, and Assessments**

Department/Service Admissions and Records

Nature of Dialogue (verbal, email, etc.) and When It Occurs	SAO Reviewed	What Assessment Occurred?	What Changes Are Being Recommended?	Date Change(s) Implemented?	Summary of Results
Student Services Council meetings in Fall 2011	Improving services to students during peak times	Departments evaluated wait times for students seeking services	Move specific students to group format rather than one-on-one; Have students meet with SPA staff before meeting with counselor.	For Summer/Fall 2012 enrollment	TBD

**Appendix Z**  
**Student and Administrative Service Area Activity Outcomes Assessment Form**

**Activity Assessment Reporting Form**

Use this form to report qualitative and/or quantitative data from your assessments. Information from individual activity reports will **not** be disseminated. Aggregated data from question 5, 6 and 7 will be made available to inform PrOF and other college-wide planning efforts.

- 11. Activity Name \_\_\_\_\_ (i.e. Orientation)**
- 12. Indicate the number of sessions of this activity included in this report: \_\_\_\_\_**
- 13. Use the results of your assessment(s) and your professional judgment to select the level of mastery demonstrated by students on each activity SLO/SAO (add or delete rows as needed). Use the SLO/SAO numbers in your PrOF**

	Beginner	Novice	Proficient	Advanced	Cannot Determine
SLO 1					
SLO 2					
SLO 3					
SAO 1					
SAO 2					
SAO 3					
SAO 4					
SAO 5					

- 14. Mark the method(s) of assessment utilized for each SLO (add or delete rows as needed).**

	Direct observation of actions and performance	Assessment of student task results	Student Self Assessment	Analysis of program records	Staff assessment of program effectiveness	Guided discussions with students and/or employees	Other
SLO 1							
SLO 2							
SLO 3							
SAO 1							
SAO 2							
SAO 3							
SAO 4							
SAO 5							

**If you marked other – please describe:**

**15. Identify the type of activity changes (if any) you will make based on your assessments. Because this form is anonymous, this information cannot be used for performance evaluation. Data from respondents will be combined before being reported to the college.**

- Modify materials used during the activity
- Modify delivery methods for the information
- Revise methods of interacting with and supporting students
- Identify and implement best practices
- Conduct further assessments
- Budget implications including a need for new equipment or supplies
- Revision of staffing or allocation of workload
- Changes in Activity or Program Outcomes
- No change needed
- Other: (Please describe)

**16. Provide more details about the above changes. This data will not be used for individual performance evaluation. Data from all respondents will be combined before being reported to the college.**

**17. Identify college-wide implications of your assessment project. This should include needs such as planning, professional development, research, etc.**

**18. Select one of the following**

\_\_\_\_ I am willing to share my assessment tool or strategy with the college community.

\_\_\_\_ I am NOT willing to share my assessment tool or strategy with the college community.

## Appendix AA Back on Track Documentation System

[http://mcglous.crc.losrios.edu/BackOnTrack/:](http://mcglous.crc.losrios.edu/BackOnTrack/)

The screenshot displays the web application interface for the BackOnTrack system. At the top, a blue banner features the Cosumnes River College logo, the text "COSUMNES RIVER COLLEGE BackOnTrack", and a stylized orange bird icon with the word "GO" above it. Below the banner is a navigation bar with links: "Home", "CRC BackOnTrack Student Contact Log", "Counselor Roles and Contact Info", and "Referrals Look-up". The main content area is titled "CRC Managers' Mentorship Program :: BackOnTrack" and includes a small logo, a notice that resources are for authorized personnel, and a login prompt: "Users, please please login to access your account." A "User login" sidebar contains input fields for "Username or e-mail \*" and "Password \*", along with links for "Create new account" and "Request new password", and a "Log in" button. The footer contains an RSS icon, links for "Contact Us", "Terms of Use", "Trademarks", and "Privacy Statement", and a copyright notice for 2011. The design is attributed to Cosumnes River College :: LR&CT.

**Appendix BB**  
**Class Schedule/Catalog Notification about Change in Course Repetition**  
**(first introduced to students in the Spring 2012 Class Schedule issued Fall 2011)**

**REGULATIONS ON COURSE REPETITION**

Repetition of courses must be conducted in compliance with California Title V Regulations, Sections 55040 through 55046. A course may be repeated up to two times at any of the Los Rios colleges for which a notation of D, F, NC (No Credit), NP (No Pass), or W (Withdrawal) was earned. This regulation is effective across the district at all Los Rios colleges. If you took a course at any of the Los Rios colleges – American River, Cosumnes River, Folsom Lake, or Sacramento City, this counts as one of your three attempts.

Exceptions to this regulation are as follow:

- The college finds that the student’s most recent previous grade is, at least in part, the result of extenuating circumstances. Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the student’s control. This is a one-time exception.
- A student may repeat a course because there has been a significant lapse of time since the student previously took the course based on the established recency for that course. Grades awarded for courses repeated under this circumstance shall not be counted when calculating a student’s grade point average. This is a one-time exception.
- Courses designated as “repeatable” are those listed as such in the College Catalog and are designed to enhance students’ skills or performances through supervised repetition. These include: (a) courses where the content differs each time it is offered; (b) activity courses where the student continues or builds on skills or proficiencies by supervised repetition and practice in class; (c) courses in music, fine arts, theatre or dance which are part of a sequence of transfer courses. In all of these cases, students can take the course a maximum of four times.
- Students may repeat courses listed in the College Catalog as such to meet a legally mandated training requirement as a condition of continued paid or volunteer employment. These repetitions are not limited and are granted based on the College’s verification of established legal mandates.

**Appendix CC**  
**Online Student Success Class Survey Results**  
**(Including Abstract and Summary/Conclusions, Only)**

**Online Student Success: Making a Difference**

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**March 2010**

## **Abstract**

How do students prepare to succeed in an online learning environment? This research project examines the effectiveness of one answer to this question. Cosumnes River College offers a course to meet this need, Online Student Success (OSS). This research project examines the effect on success rates for students who enroll in OSS. Two comparisons are made. One is of online students who have enrolled in OSS compared to online students who have not; the other is a comparison between the online performance of students before and after their enrollment in OSS. Both historical data (academic performance, enrollment, and demographic) were collected and analyzed, and an online survey of students who enrolled in the class was conducted.

Results indicate a positive relationship between enrollment in OSS and success rates, both in the historical data and in comments from participants. Students who passed OSS were more successful in their online classes than students who did not enroll in OSS. In addition, students who passed OSS were more successful in the online classes they enrolled in after taking OSS. Future implications are discussed, including recommendations for future studies that could contribute to the understanding of how to increase student success in online education. These suggestions include broadening the sources of historical data to include enrollment and performance in online classes at other colleges in the same district and investigating why certain students enroll in this class. A final research suggestion is how to identify the online students who would benefit from this class and how to encourage them to take it before they risk poor performance and thereby alienate themselves from the increased access to higher education offered by online education.

## **Summary and Conclusions**

The strongest implication of this study is that students who intend to enroll in an online course should be encouraged to take an online student success course. This study suggests that, if they pass Online Student Success (OSS), it is likely they will be more successful in their online course attempts. This is best shown by the dramatic improvement in success rate for those students who took online classes before and after taking OSS. Students who did not take online classes before OSS also show a higher online success rate than students who have no enrollment relationship with OSS.

A second implication for the classroom is that students benefit from preparation for the online learning modality. Survey data from all OSS groups reveal their increased comfort with this environment after taking the class, and this testimony corroborates the increased success rates found in the historical data. If students feel that OSS prepares them for online learning, it follows that their academic performance will be better in online classes.

However, there are students who are successful online without taking OSS. They do not need the intervention in their online learning skills, so a third implication for the classroom is that OSS should be targeted at those students who need it. The risk is acute for those students who explore online learning because it is the only way they can access higher education. If they rush in unprepared to this environment and do not experience success, they may turn away from this method for meeting their educational goals. One suggestion is to create an assessment tool that will encourage prospective online students to take OSS if needed.

Finally, if the OSS class should be targeted at those students who need help learning online, it would benefit from concentrating on developing the skills that make a student successful online. This classroom implication points to the first research implication, and that is to study what makes online students successful. Given the large number of online classes at the college, this project would require the involvement of many students and instructors.

Other implications for future research will help refine the classroom suggestions mentioned. The historical data will be more complete if academic records from other online colleges are included. Several students reported they had taken online classes at other colleges, but their performance in those classes was not included in historical data. It may be difficult to incorporate data from all online colleges, but in a multi-campus district that uses one database for its enrollment and academic data it ought to be possible to expand the historical data to include records from the other colleges in the district.

More historical and academic data about students from all four groups will allow additional analysis. For example, the number of units attempted online and in non-online classes would suggest how much of the students' academic effort was engaged in online learning. (This assumes that a unit of academic credit requires the same amount of work regardless of the course.) This could be combined with their performance in non-online classes to explore broader questions about study skills and academic preparation. It also would show how many online

students take on-campus classes, which has implications for how to provide student services to online learners.

This additional enrollment data would help analyze an unexpected result from the demographic data: OSS students in all three groups are more likely to live near campus. If OSS students are also more likely to take classes on campus, this would beg asking how these students found out about OSS and would have potential implications for marketing OSS to the online students who do not live near campus.

Research implications for the survey include finding a way to get additional responses. Survey participants were more likely to be recent enrollees in OSS. Asking them to contribute responses soon after their OSS enrollment might increase participation, as their e-mail addresses are more likely to be current. In addition, they might be better able to associate their OSS experience with their exploration of the online learning modality.

A final set of research implications comes from this project's successes and should be repeated in similar efforts. What worked well was giving students a place for open-ended responses on the survey. It provided material to corroborate results of historical data analysis and humanized the presentation of results. Using Microsoft Excel to analyze the historical data also worked well. The pivot table allowed easy compilation of relevant data, and the statistical functions made quick work of counting and calculating project numbers. Finally, the process for conducting the survey should be repeated. Survey data was collected using the same tool (a Blackboard course account) that was used to teach OSS, so there was no technical learning curve for respondents.

**Appendix DD**  
**Faculty Survey Conducted Each Semester about Use of DE Technology**  
**& Student Learning**

**Desire2Learn and Teaching (Spring 2012)**

Thank you for taking a moment to share how you are using Desire2Learn this semester and the benefits you perceive for your students. This is an anonymous survey.

\* Required

For which instructional modality are you filling out this form? \*Please fill out this form for each modality you teach.

- Fully online or hybrid (any amount of class time takes place online)
- Web enhanced (class meets as scheduled but Desire2Learn is used)
- Live televised instruction

How many classes do you teach that use Desire2Learn in this modality? \*

- 1
- 2
- 3
- Other:

Do these D2L tools help students learn? For each, state whether you agree with the statement "My students learn when using this tool."

	Strongly agree	Agree	Disagree	Strongly disagree	Do not use
News items	<input type="radio"/>				
Course information (syllabus, rubrics, etc.)	<input type="radio"/>				
Course content (lecture outlines, external links, etc.)	<input type="radio"/>				
Multimedia (audio and video)	<input type="radio"/>				
Discussion	<input type="radio"/>				

	Strongly agree	Agree	Disagree	Strongly disagree	Do not use
Dropbox	<input type="radio"/>				
Quizzes	<input checked="" type="radio"/>				
Grades	<input type="radio"/>				

Please complete this statement: "I realized that my students benefit from my use of D2L when..."

Please share any additional comments here. Include how you use D2L if your method is not listed on the second question above.

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**Appendix FF**  
**Compressed Calendar Survey Results**  
**Conducted Fall 2009; Final Report Prepared October 2010**

**Responses from All Los Rios Faculty**

**1. When were you hired as a faculty member?**

<i>Responses</i>	<i>N</i>	<i>Percent</i>
<i>Prior to Fall 2007</i>	614	89.77%
<i>Fall 2007 or Later</i>	70	10.23%
<b>Total</b>	<b>684</b>	<b>100.00%</b>

**2. Location: At which site do you teach the majority of your classes or perform the majority of your duties?**

<i>Responses</i>	<i>N</i>	<i>Percent</i>
<i>ARC</i>	267	39.04%
<i>CRC</i>	121	17.69%
<i>FLC</i>	72	10.53%
<i>SCC</i>	224	32.75%
<b>Total</b>	<b>684</b>	<b>100.00%</b>

**3. Employment Level:**

<i>Responses</i>	<i>N</i>	<i>Percent</i>
<i>Full-time Faculty</i>	474	69.30%
<i>Adjunct Faculty</i>	210	30.70%
<b>Total</b>	<b>684</b>	<b>100.00%</b>

**4. Do you teach primarily: (choose one)**

<i>Responses</i>	<i>N</i>	<i>Percent</i>
<i>Lecture Classes</i>	276	40.35%
<i>Lab Classes</i>	21	3.07%
<i>Lecture/Lab Classes</i>	193	28.22%
<i>Online Classes</i>	16	2.34%
<i>A Combination of One or More of the Above</i>	136	19.88%
<i>None of the Above - My primary contact with students is outside the classroom (counseling/nursing/library)</i>	42	6.14%
<b>Total</b>	<b>684</b>	<b>100.00%</b>

**FOR QUESTIONS 5 THROUGH 16:  
UNDER THE CURRENT COMPRESSED 16.4-WEEK ACADEMIC CALENDAR INSTEAD OF  
THE 18-WEEK CALENDAR USED PRIOR TO FALL 2007,**

**5. The amount of time I have for planning lectures, class activities and student services has**

<i>Responses</i>	<i>N</i>	<i>Percent</i>
<i>Decreased Substantially</i>	46	6.73%
<i>Decreased Somewhat</i>	166	24.27%
<i>Remained the Same</i>	326	47.66%
<i>Increased Somewhat</i>	81	11.84%
<i>Increased Substantially</i>	21	3.07%
<i>No Opinion/Don't Know</i>	44	6.43%
<b>Total</b>	<b>684</b>	<b>100.00%</b>

**Weighted Average Response**

**(No Opinion/Don't Know Responses Excluded):**

*Decreased Slightly/Remained the Same - 2.79*

[1 - Decreased Substantially; 3 - Same; 5 - Increased Substantially]

**6. The amount of time I have for curriculum and program development has**

<i>Responses</i>	<i>N</i>	<i>Percent</i>
<i>Decreased Substantially</i>	78	11.40%
<i>Decreased Somewhat</i>	160	23.39%
<i>Remained the Same</i>	277	40.50%
<i>Increased Somewhat</i>	55	8.04%
<i>Increased Substantially</i>	9	1.32%
<i>No Opinion/Don't Know</i>	105	15.35%
<b>Total</b>	<b>684</b>	<b>100.00%</b>

**Weighted Average Response**

**(No Opinion/Don't Know Responses Excluded):**

*Decreased Slightly/Remained the Same - 2.58*

[1 - Decreased Substantially; 3 - Same; 5 - Increased Substantially]

**7. The amount of time I have for completing educational master plans and program reviews has**

<i>Responses</i>	<i>N</i>	<i>Percent</i>
<i>Decreased Substantially</i>	66	9.65%

<i>Decreased Somewhat</i>	122	17.84%
<i>Remained the Same</i>	257	37.57%
<i>Increased Somewhat</i>	37	5.41%
<i>Increased Substantially</i>	13	1.90%
<i>No Opinion/Don't Know</i>	189	27.63%
<b>Total</b>	<b>684</b>	<b>100.00%</b>

**Weighted Average Response  
(No Opinion/Don't Know Responses Excluded):**

*Decreased Slightly/Remained the Same* - 2.61  
[1 - Decreased Substantially; 3 - Same; 5 - Increased Substantially]

**8. The amount of time I have for professional development has**

<b>Responses</b>	<b>N</b>	<b>Percent</b>
<i>Decreased Substantially</i>	72	10.53%
<i>Decreased Somewhat</i>	150	21.93%
<i>Remained the Same</i>	300	43.86%
<i>Increased Somewhat</i>	69	10.09%
<i>Increased Substantially</i>	15	2.19%
<i>No Opinion/Don't Know</i>	78	11.40%
<b>Total</b>	<b>684</b>	<b>100.00%</b>

**Weighted Average Response  
(No Opinion/Don't Know Responses Excluded):**

*Decreased Slightly/Remained the Same* - 2.68  
[1 - Decreased Substantially; 3 - Same; 5 - Increased Substantially]

**9. The amount of time I have for personal activities has**

<b>Responses</b>	<b>N</b>	<b>Percent</b>
<i>Decreased Substantially</i>	82	11.99%
<i>Decreased Somewhat</i>	138	20.18%
<i>Remained the Same</i>	249	36.40%
<i>Increased Somewhat</i>	124	18.13%
<i>Increased Substantially</i>	16	2.34%
<i>No Opinion/Don't Know</i>	75	10.96%
<b>Total</b>	<b>684</b>	<b>100.00%</b>

**Weighted Average Response**

*(No Opinion/Don't Know Responses Excluded):*

*Decreased Slightly/Remained the Same - 2.76*

[1 - Decreased Substantially; 3 - Same; 5 - Increased Substantially]

10. **The level of class scheduling flexibility in my area or department has**

<i>Responses</i>	<i>N</i>	<i>Percent</i>
<i>Decreased Substantially</i>	<i>138</i>	<i>20.18%</i>
<i>Decreased Somewhat</i>	<i>152</i>	<i>22.22%</i>
<i>Remained the Same</i>	<i>192</i>	<i>28.07%</i>
<i>Increased Somewhat</i>	<i>40</i>	<i>5.85%</i>
<i>Increased Substantially</i>	<i>12</i>	<i>1.75%</i>
<i>No Opinion/Don't Know</i>	<i>150</i>	<i>21.93%</i>
<b><i>Total</i></b>	<b><i>684</i></b>	<b><i>100.00%</i></b>

***Weighted Average Response***

***(No Opinion/Don't Know Responses Excluded):***

*Decreased Somewhat - 2.32*

[1 - Decreased Substantially; 3 - Same; 5 - Increased Substantially]

11. **My ability to participate in college governance and/or service has**

<i>Responses</i>	<i>N</i>	<i>Percent</i>
<i>Decreased Substantially</i>	<i>70</i>	<i>10.23%</i>
<i>Decreased Somewhat</i>	<i>107</i>	<i>15.64%</i>
<i>Remained the Same</i>	<i>302</i>	<i>44.15%</i>
<i>Increased Somewhat</i>	<i>53</i>	<i>7.75%</i>
<i>Increased Substantially</i>	<i>16</i>	<i>2.34%</i>
<i>No Opinion/Don't Know</i>	<i>136</i>	<i>19.88%</i>
<b><i>Total</i></b>	<b><i>684</i></b>	<b><i>100.00%</i></b>

***Weighted Average Response***

***(No Opinion/Don't Know Responses Excluded):***

*Decreased Slightly/Remained the Same - 2.70*

[1 - Decreased Substantially; 3 - Same; 5 - Increased Substantially]

12. **My ability to interact collegially with departmental faculty has**

<i>Responses</i>	<i>N</i>	<i>Percent</i>
<i>Decreased Substantially</i>	<i>85</i>	<i>12.43%</i>

<i>Decreased Somewhat</i>	146	21.35%
<i>Remained the Same</i>	315	46.05%
<i>Increased Somewhat</i>	43	6.29%
<i>Increased Substantially</i>	13	1.90%
<i>No Opinion/Don't Know</i>	82	11.99%
<b>Total</b>	<b>684</b>	<b>100.00%</b>

**Weighted Average Response  
(No Opinion/Don't Know Responses Excluded):**

*Decreased Slightly/Remained the Same - 2.59*  
[1 - Decreased Substantially; 3 - Same; 5 - Increased Substantially]

**13. In my experience, the quality of the evaluation process during performance review has**

<b>Responses</b>	<b>N</b>	<b>Percent</b>
<i>Decreased Substantially</i>	27	3.95%
<i>Decreased Somewhat</i>	48	7.02%
<i>Remained the Same</i>	410	59.94%
<i>Increased Somewhat</i>	25	3.65%
<i>Increased Substantially</i>	9	1.32%
<i>No Opinion/Don't Know</i>	165	24.12%
<b>Total</b>	<b>684</b>	<b>100.00%</b>

**Weighted Average Response  
(No Opinion/Don't Know Responses Excluded):**

*Decreased Slightly/Remained the Same - 2.89*  
[1 - Decreased Substantially; 3 - Same; 5 - Increased Substantially]

**14. My level of anxiety and stress has**

<b>Responses</b>	<b>N</b>	<b>Percent</b>
<i>Decreased Substantially</i>	29	4.24%
<i>Decreased Somewhat</i>	83	12.13%
<i>Remained the Same</i>	263	38.45%
<i>Increased Somewhat</i>	190	27.78%
<i>Increased Substantially</i>	64	9.36%
<i>No Opinion/Don't Know</i>	55	8.04%
<b>Total</b>	<b>684</b>	<b>100.00%</b>

**Weighted Average Response**

*(No Opinion/Don't Know Responses Excluded):*

*Increased Slightly/Remained the Same - 3.28*

[1 - Decreased Substantially; 3 - Same; 5 - Increased Substantially]

15. **The number of students I have contact with exhibiting signs of stress and anxiety has**

<i>Responses</i>	<i>N</i>	<i>Percent</i>
<i>Decreased Substantially</i>	18	2.63%
<i>Decreased Somewhat</i>	34	4.97%
<i>Remained the Same</i>	306	44.74%
<i>Increased Somewhat</i>	159	23.25%
<i>Increased Substantially</i>	51	7.46%
<i>No Opinion/Don't Know</i>	116	16.96%
<b>Total</b>	<b>684</b>	<b>100.00%</b>

*Weighted Average Response*

*(No Opinion/Don't Know Responses Excluded):*

*Increased Slightly/Remained the Same - 3.34*

[1 - Decreased Substantially; 3 - Same; 5 - Increased Substantially]

16. **The number of students participating in my classes and services I offer has**

<i>Responses</i>	<i>N</i>	<i>Percent</i>
<i>Decreased Substantially</i>	7	1.02%
<i>Decreased Somewhat</i>	33	4.82%
<i>Remained the Same</i>	243	35.53%
<i>Increased Somewhat</i>	196	28.65%
<i>Increased Substantially</i>	133	19.44%
<i>No Opinion/Don't Know</i>	72	10.53%
<b>Total</b>	<b>684</b>	<b>100.00%</b>

*Weighted Average Response*

*(No Opinion/Don't Know Responses Excluded):*

*Increased Somewhat - 3.68*

[1 - Decreased Substantially; 3 - Same; 5 - Increased Substantially]

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**Responses to the open-ended questions (17-21) are presented at the bottom of this web page.** Open-ended Responses have been excluded from this Appendix, due to vast amount of information. All results are available to the faculty and administrators in the Los Rios Curriculum Management System, SOCRATES.

22. **Which do you believe our students prefer?**

<i>Responses</i>	<i>N</i>	<i>Percent</i>
<i>The 16.4-Week Semester Calendar</i>	560	82.35%
<i>The 18-Week Calendar</i>	120	17.65%
<b><i>Total</i></b>	<b>680</b>	<b>100.00%</b>

23. **Overall, which do you prefer as a faculty member?**

<i>Responses</i>	<i>N</i>	<i>Percent</i>
<i>The 16.4-Week Semester Calendar</i>	457	66.81%
<i>The 18-Week Calendar</i>	227	33.19%
<b><i>Total</i></b>	<b>684</b>	<b>100.00%</b>

## Appendix GG

### CRC Academic Senate Letter to New Faculty: Orientation & Faculty Mentor

#### Senate Purview

#### California Education Code, § 53200

#### “10+1”

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation process.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

Dear Andrea:

On behalf of the Academic Senate at Cosumnes River College, I am delighted to welcome you to our campus as a full time faculty member! Knowing the rigor of our interview process, and the competition in the current budget climate, I am confident that you are the very best candidate for the job, and am very glad to have you here.

The District New Faculty Orientation on Monday the 16<sup>th</sup> will inform you about working for Los Rios, and includes both a student and faculty panel for question and answer sessions. This year it is being held on our campus, so I look forward to welcoming you in person then. I hope you will also be able to attend the elegant Chancellor's reception on Tuesday the 17<sup>th</sup> at the Vizcaya downtown. It is a lovely way to continue networking with your other new colleagues in the District and to meet a variety of faculty leaders.

Your department here at CRC has probably already contacted you and will undoubtedly assist you informally to make your first semester at CRC a smooth one. The Senate has a formal program designed to cover topics of concern for new faculty, called FACTS. In addition, we will encourage new faculty to visit a different shared governance committee meeting once each month.

You have been assigned a mentor to help you in this first year of transition to the job, and they will be invited to some of the FACTS workshops, too. For you, it is your college service obligation this first year, and an important part of the tenure process to attend these workshops. Please put the dates on your calendar now, and watch your e-mail for any changes that may occur in specific times and locations. For additional research about the job on your own, there is an online Staff Resource Guide available at <http://www.crc.losrios.edu/ResourceGuide>.

I encourage you to contact me with any questions, concerns, or comments as your year begins and progresses. Drop by my office in Southeast Office Complex #106, call my campus phone at 691-7661, or send an e-mail to [duffym@crc.losrios.edu](mailto:duffym@crc.losrios.edu). **We hope you will enjoy teaching here, and that you will have a very successful first semester! Welcome to Cosumnes River College!**

Sincerely,

Marjorie Duffy  
Academic Senate President, 2010-2011

## Appendix HH - Mapping the District and Strategic Plans

DISTRICT GOAL	DISTRICT STRATEGIES	PRIMARY CRC STRATEGIES
<b>Student Success</b>	<b>A1:</b> Focusing on Educational Goal Achievement	Student Success <b>S1:</b> Educational Quality
	<b>A2:</b> Supporting Student Achievement	Student Success <b>S2:</b> Changing Needs
	<b>A3:</b> Closing the Achievement Gap	Student Success <b>S2:</b> Changing Needs
	<b>A4:</b> Comprehensive Student Support Services	Student Success <b>S2:</b> Changing Needs
	<b>A5:</b> Student Assessment	Access and Growth <b>A1:</b> Ensure Access
	<b>A6:</b> Capacity to Address Changing Community Demographics	Teaching and Learning Effectiveness <b>T1:</b> Support for Teaching and Learning; <b>T2:</b> Improvement of Teaching and Learning
	<b>A7:</b> Campus and Community Engagement	Student Success <b>S3:</b> Support for Learning Outside the Classroom
<b>Teaching and Learning Effectiveness</b>	<b>B1:</b> Distance Education	Teaching and Learning <b>T2:</b> Assessment and Improvement of Teaching; Student Success <b>S1:</b> Excellent Instructional Programs and Services
	<b>B2:</b> Enhance Program Coordination and Development	Teaching and Learning Effectiveness <b>T3:</b> Enhance Collaboration
	<b>B3:</b> Basic Skills Program	Teaching and Learning Effectiveness <b>T2:</b> Assessment and Improvement of Teaching
<b>Access and Growth</b>	<b>C1:</b> Enrollment Management Plans	Access and Growth: <b>A1:</b> Ensure Access
	<b>C2:</b> Educational Centers	Access and Growth <b>A3:</b> Physical and Technological Resources
	<b>C3:</b> Student-Centered Enrollment Process	Access and Growth <b>A1:</b> Ensure Access
<b>Community, Economic and Workforce Development</b>	<b>D1:</b> Responsive Economic Development and Workforce Preparation	Community and Economic Development <b>C1:</b> Expand understanding and <b>C2:</b> Improve responsiveness
	<b>D2:</b> Community Philanthropy and Resource Development	Community and Economic Development <b>C3:</b> Expand capacity
<b>Organizational Effectiveness</b>	<b>E1:</b> Institutional Capacity for Diversity	Organizational Effectiveness <b>O3:</b> Enhance capacity and satisfaction and Teaching and Learning Effectiveness <b>T1:</b> Support for Teaching and Learning and <b>T2:</b> Improvement of Teaching and Learning
	<b>E2:</b> Staffing	Organizational Effectiveness <b>O3:</b> Enhance Capacity and Satisfaction
	<b>E3:</b> Business and Human Resource Process Streamlining	Organizational Effectiveness <b>O3:</b> Enhancing Capacity and Satisfaction
	<b>E4:</b> Participatory Decision Making	Organizational Effectiveness <b>O1:</b> Values Reflected in Processes
	<b>E5:</b> Promoting Health, Wellness, and Safety	Organizational Effectiveness <b>O3:</b> Enhance Efficiency, Capacity and Satisfaction
	<b>E6:</b> Professional Development	Teaching and Learning Effectiveness <b>T1:</b> Support for Teaching and Learning; Organizational Effectiveness <b>O3:</b> Enhance Efficiency, Capacity and Satisfaction
	<b>E7:</b> Internal Communications	Organizational Effectiveness <b>O2:</b> Strengthen Organizational Processes and Communications
	<b>E8:</b> External Communications	Access and Growth <b>A2:</b> Coordinated Communication; Community and Economic Development <b>C1:</b> Expand Understanding of Community Needs
	<b>E9:</b> Organizational Culture and Values	Organizational Effectiveness <b>O1:</b> Values Reflected in Processes and Practices
	<b>E10:</b> Sustainable Development Practices and Programs	Organizational Effectiveness <b>O1:</b> Values Reflected in Processes and Practices; Student Success <b>S1:</b> Excellent Instructional Programs and Support Services
	<b>E11:</b> Prudent Financial Management	Organizational Effectiveness <b>O3:</b> Enhance Efficiency, Capacity and Satisfaction

## **Appendix II**

### **Assessment Coordinator Position Announcement (Coach)**

#### **Assessment Coordinator - 0.20 FTE**

**Overview of Responsibilities:** The Assessment Coordinator will facilitate and support the College's assessment efforts. In consultation with the Learning Outcomes Dialog Subcommittee, the Dean of College Planning and Research, and the Vice President of Instruction, this person will support faculty in the design and implementation of course or program assessments.

**Specific Duties and Responsibilities:**

1. **Support the implementation** of outcomes assessment by providing leadership, support and training to faculty and staff.
2. **Develop a network of** assessment liaisons who can serve as consultants in their areas.
3. **Provide input into the ongoing improvement** of the College's outcomes assessment process in a way that is consistent with the College's Outcomes Framework and Philosophy statements. This includes ongoing improvement of the College's assessment processes.
4. **Serve as a member of the** Learning Outcomes Assessment Dialogue Subcommittee. Consult with the Dean of College Planning and Research on goals and activities.
5. **Maintain knowledge** of the ACCJC accreditation standards and best practices related to assessment.

#### **QUALIFICATIONS**

**Familiarity with the:**

- role of outcomes assessment in education
- planning processes at the college
- the ACCJC accreditation standards as they relate to outcomes assessment

**Ability to:**

- collaborate and work well with faculty
- work effectively in a shared governance environment
- manage multiple projects effectively
- continue learning about outcomes assessment

**Experience:**

- tenured CRC faculty member with teaching experience.
- experience in facilitating projects, conferences, or institutes
- demonstrated knowledge of assessment