

**Cosumnes River College**

**Follow-Up Report**

**Draft**

Submitted by:

Cosumnes River College  
8401 Center Parkway  
Sacramento, CA 95823

Submitted to:

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

March 15, 2017

**Certification Page**

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

From:

Edward Bush, College President  
Cosumnes River College  
8401 Center Parkway  
Sacramento, CA 95823

I certify there was broad participation/review by the campus community and believe this Report accurately reflects the nature and substance of this Institution.

Signatures:

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Edward Bush, College President

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Ruth Scribner, Board of Trustees President

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Brian King, Los Rios Community College District Chancellor

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Julie Oliver, Academic Senate President

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April Robinson, Classified Senate President

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Tony Tran, Associated Student Government President

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Robert Montañez, Accreditation Liaison Officer, Administrative Accreditation  
Committee Tri-Chair

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Emily Bond, Faculty Accreditation Committee Tri-Chair

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Julie Olson, Classified Accreditation Committee Tri-Chair

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## Report Preparation

Following the 2015 evaluation by the Accrediting Commission for Community and Junior Colleges (ACCJC), the [College President formed an Accreditation Response Team \(ART\)](#)<sup>1</sup> to respond to the ACCJC recommendations. This response team was comprised of the Vice President of Instruction and Student Learning (Accreditation Liaison Officer), the Vice President of Administrative Services and Student Support, the Vice President of Student Services and Enrollment Management, the Dean of College Planning and Research, the Associate Vice President of Instruction and Student Learning, the faculty Student Learning Outcomes (SLO) Assessment Coordinator, the past Curriculum Committee Chair, the Academic Senate President, and eleven faculty and staff members appointed by the Academic Senate and Classified Senate Presidents and representing diverse areas of the College. In addition to the Accreditation Liaison Officer (ALO) serving as the administrative tri-chair, faculty and classified tri-chairs were appointed. The College also hired a retired college administrator to serve as SLO Assessment Liaison to increase capacity to accelerate the assessment cycle. Through spring and fall 2016, the ART coordinated and oversaw the implementation of the recommendations and preparation of the follow-up report.

The response report was first drafted by the Faculty Accreditation Committee Tri-Chair in September 2016. Input was gathered from Accreditation Response Team members and College constituents from October through December 2016. The report was reviewed and approved by all College constituencies through the Academic and Classified Senates and the Associated Student Government. The final report was completed in January 2017 and submitted to the Los Rios Community College District Board of Trustees in February 2017.

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<sup>1</sup> [President Bush's Accreditation Response Email, March 09, 2016](#)

# College Response to 2015 Accreditation Recommendations

## College Recommendation 2

**In order to meet the Standards, the team recommends that the College accelerate the completion of the assessment cycle of learning outcomes and achievement rates for all courses, programs, and degrees in all delivery modes and in all locations and that the College identify and communicate the ownership, analysis, use and responsibility to address all outcomes research. (Standards I.B.1, II.A.1.c, II.A.2.a, II.A.2.e, II.A.2.f, II.A.6)**

Cosumnes River College has accelerated the completion of the assessment cycle of learning outcomes, reducing the cycle of assessment by two years. At the end of the fall 2016 semester 94% of program, 91% of course, and 100% of activity assessments are complete. Figure 1 shows the progress and results of the outcomes assessment acceleration from fall 2015 through the end of fall 2016. The College is accelerating achievement rates for all courses, programs, and degrees in all delivery modes and all locations using comprehensive strategies identified through strategic, equity, and student success planning to improve enrollment, student experience, developmental education, and institutional practices. Faculty have the primary responsibility to address all student learning outcomes research, and faculty, staff, and administrators address College wide outcomes and service area outcomes. The College has ensured sustainable, continuous quality enhancement of learning outcomes assessment by implementing improvements to assessment reporting tools and by engaging in ongoing College wide dialog about student learning.

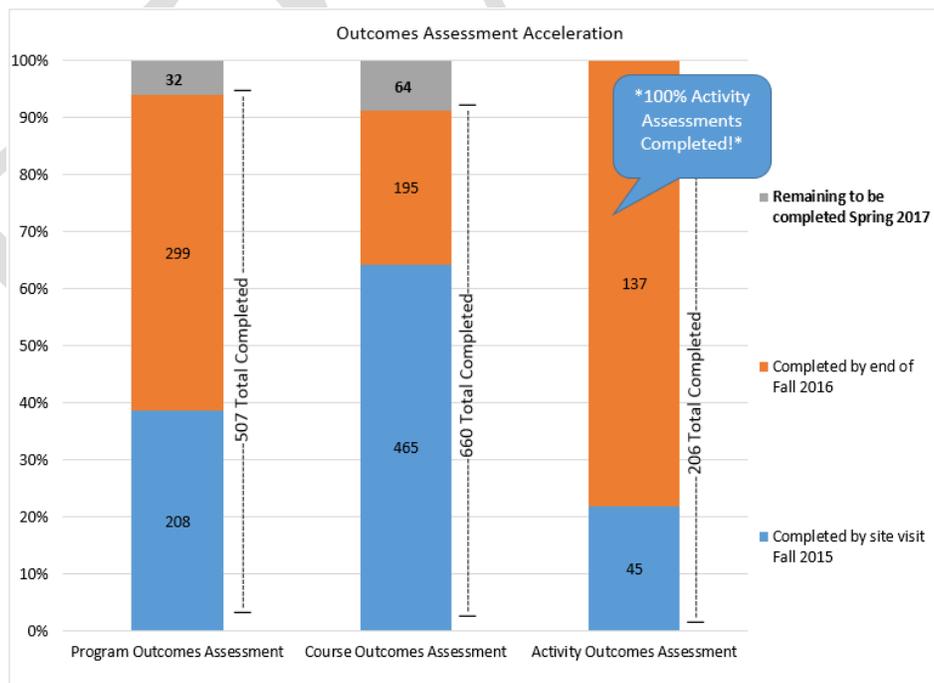


Fig. 1: Assessment Acceleration Fall 2015-Fall 2016

## Assessment Acceleration

Following the 2015 evaluation by the Accrediting Commission for Community and Junior Colleges (ACCJC), the [College President formed an Accreditation Response Team \(ART\)](#)<sup>2</sup> to address the ACCJC recommendations. To accelerate assessment, the ART immediately [moved up the end date of the assessment cycle](#)<sup>3</sup> from spring 2019 to spring 2017. This change required that faculty, staff, and administrators complete the current cycle of program, course, and activity assessments within three semesters. With the accelerated assessment cycle ending in spring 2017, faculty and staff rescheduled all assessments for the [new assessment cycle](#),<sup>4</sup> fall 2017 to spring 2023.

To provide assessment support and assistance, the Student Learning Outcomes (SLO) Assessment Coordinator and SLO Assessment Liaison engaged in conversations with faculty and assisted them through the documentation process for their courses, programs, and activities. [Assessments increased immediately](#)<sup>5</sup> with 68 course, 60 program, and 23 activity assessments submitted between the end of February and April 2016. A [series of professional development activities](#)<sup>6</sup> was provided during the fall 2016 flex and convocation days to support assessment. These activities included assessment workshops to offer effective assessment practices, support filling out assessment reporting forms, and help scheduling completed assessments for the next assessment cycle. Assessment support continued throughout fall 2016 with the SLO Assessment Coordinator and SLO Assessment Liaison meeting with individual faculty, staff, and departments to discuss and submit assessment results and to plan for future program and outcomes improvements. These concerted efforts resulted in a successful acceleration of the assessment cycle for all programs, courses, and activities as demonstrated in figure 1 above. With one semester remaining in the accelerated assessment cycle, the College is poised to complete 100% of all program, course, and activity assessments.

## Assessment Proficiency

Student learning outcomes and authentic assessment are in place for all CRC courses, programs, support services, certificates, and degrees. The ownership, analysis, and responsibility for student learning outcomes reside first and foremost with [faculty, who determine the outcomes](#)<sup>7</sup> of all courses, programs, degrees, and certificates during the curriculum and program review processes. Courses, programs, degrees, and certificates are reviewed regularly using an [integrated method](#)<sup>8</sup> of student learning outcomes assessment, program review, and curriculum review. Course, program, and activity assessment reports are submitted through the College Integrated Planning System (CIPS), which includes College wide planning tools: Program

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<sup>2</sup> [President Bush's Accreditation Response Email, March 09, 2016](#)

<sup>3</sup> [Assessment Acceleration Timeline](#)

<sup>4</sup> [SLO Assessment Coordinator Email to Department Chairs Regarding Assessment Acceleration, March 10, 2016](#)

<sup>5</sup> [Dean of College Planning and Research Email Regarding Assessment Acceleration Results, April 12, 2016](#)

<sup>6</sup> [Description for Fall 2016 Activities to Support Assessment](#)

<sup>7</sup> [Overview of CRC Outcomes Assessment, Fall 2015](#) pp. 10-14

<sup>8</sup> [CRC's 2015 Self Evaluation Report of Educational Quality and Institutional Effectiveness](#) pp. 160-161

Overview and Forecast (PrOF), Unit Planning, Assessment Reporting, and Resource Allocation forms. Once submitted, assessment data and dialog are incorporated into PrOF, which facilitates the [use of outcomes assessment data in program review and planning](#).<sup>9</sup> Course learning outcomes and objectives are [communicated to students](#)<sup>10</sup> in course syllabi. [College wide, general education, and program outcomes](#)<sup>11</sup> are provided via links in CRC's online course catalog. Figure 2 shows the relationships between program, course, certificate, and degree student learning outcomes as well as the role of PrOF and SOCRATES (System for Online Curriculum Review and Technical Education Support).

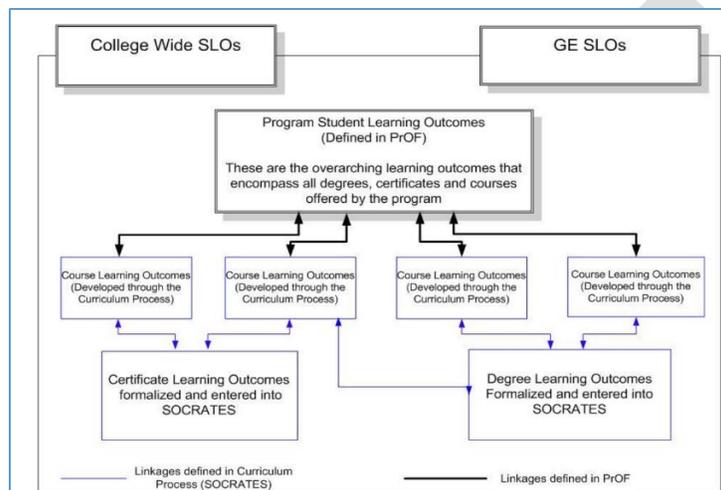


Fig. 2: [Relationships between Program, Course, Certificate, and Degree Student Learning Outcomes](#)<sup>12</sup>

[College wide outcomes](#)<sup>13</sup> were developed based on strategic planning priorities and with broad campus input; [general education \(GE\) outcomes](#)<sup>14</sup> were developed by a Curriculum GE sub-committee and mapped closely to AA/AS GE requirements. The College has developed and assessed program and activity outcomes for student and administrative services programs. Qualitative and quantitative data gathered by the Research Office is used to assess College wide and GE outcomes and to inform program and course assessment. For example, in 2014 the College Research Office mapped course assessment results to measure the College's GE outcomes. Assessment findings indicated that over 90% of students [met all course-related GE outcomes](#)<sup>15</sup> in all but two GE categories. Following the completion of this assessment cycle in spring 2017, the College will reassess College wide and GE outcomes.

The College's infrastructure of support for learning outcomes development and assessment has been fine-tuned since 2004 [when CRC formally developed and assessed student learning](#)

<sup>9</sup> [Overview of CRC's Outcomes Assessment, Fall 2015](#) p. 20

<sup>10</sup> [CRC Curriculum Handbook](#), p. 27

<sup>11</sup> [CRC Catalog 2015-16 College Wide, GE, and Program SLOs](#)

<sup>12</sup> [Overview of CRC's Outcomes Assessment, Fall 2015, Appendix A](#)

<sup>13</sup> [CRC's 2015 Self Evaluation Report of Educational Quality and Institutional Effectiveness](#) p. 157

<sup>14</sup> [CRC's 2015 Self Evaluation Report of Educational Quality and Institutional Effectiveness](#) p. 157

<sup>15</sup> [General Education Assessment Report](#)

[outcomes](#),<sup>16</sup> focusing first on College wide and program outcomes and second on course and activity outcomes. The College's approach to assessment has resulted in continuous [improvements of assessment reporting tools](#)<sup>17</sup> integrated into College planning processes and ongoing oversight of learning outcomes development and assessment by the [faculty Student Learning Outcomes \(SLO\) Assessment Coordinator](#).<sup>18</sup>

### Assessment Results and Integration

Faculty continuously measure and evaluate student learning outcomes as well as course and program outcomes. Based on assessments, faculty adjust assignments, modify teaching methods, identify curricular needs, and reassess on a regular basis. This reflective process is evidenced through assessment reports, curriculum proposals, departmental dialog, and program planning. For example, in October 2016, Fire Technology (FT) and Emergency Medical Technology (EMT) faculty [submitted course revisions](#)<sup>19</sup> to the Curriculum Committee based on needs identified through their course SLO assessment. In the Communications Studies Department, faculty meet regularly to discuss recent course assessments to inform [program outcomes assessment](#).<sup>20</sup> They share results of course assessments and successful strategies and discuss how courses may be improved to address program student learning outcomes (PSLOs). For example, in fall 2016 Communications faculty found that overall students were achieving PSLOs; however, based on assessment results, simple strategies such as adding additional in-class activities to demonstrate theoretical concepts, adjusting lecture materials to increase coverage of challenging materials, and shortening an online course's timeline to increase student engagement were employed. Similarly, the Nutrition Department [carefully reviews course assessment results](#)<sup>21</sup> to identify areas of focus for departmental planning. For example, in spring 2016, Nutrition faculty decided to adopt a new textbook and reformulate course lectures to address gaps identified in acquisition of specific PSLOs. These few examples of the many program improvements implemented by faculty are a result of recent assessment. As we enter the 2017 Program Review cycle, after completing a full cycle of assessment this year, all departments and programs will be well-situated to complete a thorough review of courses, programs, degrees, and certificates.

Assessment of learning outcomes and achievement rates is well-integrated into College wide planning where qualitative and quantitative data are used to inform improvements to existing College processes as well as new initiatives. For example, in the 2015-16 academic year, after analyzing completion and persistence data based on a fall 2011 cohort of first-time freshman students, the [College identified strategies](#)<sup>22</sup> to improve completion and long-term persistence

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<sup>16</sup> [CRC's 2015 Self Evaluation Report of Educational Quality and Institutional Effectiveness](#) pp. 157-158

<sup>17</sup> [College Planning Committee Minutes, April 12, 2016](#)

<sup>18</sup> [CRC's 2015 Self Evaluation Report of Educational Quality and Institutional Effectiveness](#) p. 67

<sup>19</sup> [Curriculum Meeting Minutes, October 5, 2016: Assessment Example](#)

<sup>20</sup> [Communication Studies Program Assessment Dialog](#)

<sup>21</sup> [Nutrition Course SLO Reporting Spring 2016](#)

<sup>22</sup> [Spring 2016 Convocation - President's Address](#)

focusing on gaps in equity among student groups, enrollment management barriers, and intervention points for prepared and under-prepared students. Among these strategies were the development of a [First Year Experience](#)<sup>23</sup> (FYE) program, appointment of a [Student Placement Taskforce](#)<sup>24</sup> to research alternatives to current assessment placement methods, and appointment of a taskforce to develop a comprehensive [Dual Enrollment Plan](#).<sup>25</sup> Additionally the College engaged in the Institutional Effectiveness Partnership Initiative (IEPI), [identifying short- and long-term goals](#)<sup>26</sup> for course completion of prepared and under-prepared students. In fall 2016, the College invited an [IEPI Partnership Resource Team \(PRT\)](#),<sup>27</sup> a technical assistance team coordinated by the California Community Colleges Chancellor's Office, to assist the College in identifying and implementing pathways to course, degree, and certificate completion.

The strategies listed above have resulted in immediate improvements to support student success and completion. In summer 2016, the First Year Experience (FYE) program was launched with an initial cohort of 192 students. These [students benefited](#)<sup>28</sup> from a summer experience, which launched them towards success with workshops in math, English, and college survival skills as well as activities to ease the transition from high school to college. FYE students also received textbook vouchers, individual counseling, and mentoring from FYE faculty and staff. The efforts of the Student Placement Taskforce, Dual Enrollment Taskforce, and Institutional Effectiveness Partnership Initiative are still underway, but through these initiatives the College has already [identified planning areas](#),<sup>29</sup> which will bring substantial improvements to College wide processes and improve student pathways, persistence, and success.

### Continuous Quality Improvement

The College ensures continuous quality improvement of institutional practices and reporting tools by engaging in ongoing assessment and dialog. Following the midterm program review cycle completed in fall 2015, the College Planning Committee assessed the effectiveness of the PrOF forms in facilitating program planning and [identified improvements needed](#)<sup>30</sup> to streamline the program review process and to effectively incorporate assessment data to inform departmental planning. These action items were prioritized, and in summer 2016 the College's Web Developer [implemented high priority changes](#)<sup>31</sup> such as creating data tables to track program, course, and activity assessments. Improvements proved immediately useful in the College's assessment acceleration process allowing coordinators, administrators, faculty, and staff to track and identify outstanding assessments.

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<sup>23</sup> [First Year Experience Handbook](#)

<sup>24</sup> [Student Placement Taskforce Report, Spring 2016](#)

<sup>25</sup> [Dual Enrollment Taskforce Website](#)

<sup>26</sup> [Institutional Effectiveness Partnership Initiative Goals](#)

<sup>27</sup> [IEPI Partnership Resource Team Visit](#)

<sup>28</sup> [First Year Experience Handbook](#)

<sup>29</sup> [IEPI- Innovation and Effectiveness Plan with Indicators and Budget](#)

<sup>30</sup> [2015 Midterm PrOF Issues](#)

<sup>31</sup> [PrOF and Assessment Reporting Improvements](#)

In spring and fall 2016, the SLO Assessment Coordinator and SLO Assessment Liaison reviewed course assessment data and identified tracking issues of the assessment reporting system. For example, when verifying the number of courses that had not been assessed, the system identified courses which could not be assessed, including newly developed courses which had not yet been offered, courses that were planned but cancelled due to fiscal constraints or low enrollment, courses cross-listed under two disciplines, and courses that had not been offered for several semesters. To stabilize the assessment reporting system, the SLO Assessment Coordinator identified and conveyed necessary improvements to the [College Planning Committee](#).<sup>32</sup> To ensure the ongoing accuracy of the College Catalog, which populates the assessment reporting system, the Curriculum Committee developed a [Course Appraisal Process](#).<sup>33</sup> This process was [discussed and approved by the Academic Senate](#)<sup>34</sup> in fall 2016. The processes implemented by the College Planning and Curriculum committees will ensure that assessment-reporting data remains accurate and current.

Communication about assessment strategies and progress is inclusive and robust with dialog occurring in several [participatory governance committees](#)<sup>35</sup> and across College [constituency groups](#).<sup>36</sup> During the fall 2016 Convocation, the [College President rallied](#)<sup>37</sup> faculty, staff, and administrators to the task of improving program and course outcomes and accelerating assessment; throughout the fall semester, the Accreditation Response Team provided [regular College wide progress reports](#)<sup>38</sup> to ensure that all members of the College were aware of and engaged in the process to meet assessment reporting goals. Throughout spring and fall 2016, the SLO Assessment Coordinator and SLO Assessment Liaison regularly met with faculty and staff discussing the integration of outcomes assessment reporting into College planning processes and assisting departments and areas with [identifying planning improvements](#).<sup>39</sup> Overall, the College's progress toward increasing its assessment completion demonstrates the commitment to continuous quality improvement of the faculty, staff, and administrators of Cosumnes River College.

## Conclusion

The efforts of faculty, staff, and administrators to accelerate learning outcomes assessment, in particular course assessment, have been successful and demonstrate the integration of assessment in College planning and the continuous dialog regarding student success, which permeates every aspect of the College's activities. While the College still has one semester remaining in its accelerated assessment cycle, current [outcomes assessment statistics](#)<sup>40</sup> clearly illustrate that the

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<sup>32</sup> [College Planning Committee Minutes, November 8, 2016](#)

<sup>33</sup> [Course Appraisal Process](#)

<sup>34</sup> [Academic Senate Minutes, October 7, 2016](#)

<sup>35</sup> [Assessment Discussions in Participatory Governance Committees](#)

<sup>36</sup> [Accreditation Report to Constituency Groups](#)

<sup>37</sup> [President's Convocation Address, Fall 2016](#)

<sup>38</sup> [Inside CRC, November 14, 2016](#)

<sup>39</sup> [Outcomes and Planning Dialog Summary from the SLO Assessment Liaison](#)

<sup>40</sup> [Assessment Acceleration Chart](#)

assessment cycle acceleration will be completed in spring 2017 as expected. The College has updated planning and reporting tools to schedule all outcomes for the next assessment cycle beginning in fall 2017 and ending in spring 2023. The College has institutionalized the assessment process to ensure that it is woven into College planning and will proceed as expected without further catch-up, acceleration, or other intervention.

In the February 2016 letter, the ACCJC confirmed that Cosumnes River College met all standards for accreditation except the following: Standards I.B.1, II.A.1.c, II.A.2.a, II.A.2.e, II.A.2.f, and II.A.6. As evidenced in the narrative and attachments above, the College meets said standards. In addition, the College is committed to sustaining the changes made to meet the standards as well as to maintaining ongoing compliance with the standards.

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### College Recommendation 3

**In order to meet the Standards, the team recommends the College consistently and systematically document the dialog about institutional effectiveness, including learning outcomes, as discussions occur throughout the shared governance process. The team further recommends that the College clearly delineate persons and programs responsible for implementing plans and that the results of the implementation be made public to all constituencies in support of continuous quality improvement. (Standard I.B.1, I.B.3, II.C.2, III.C.1.a, IV.A.5)**

Cosumnes River College faculty, staff, and administrators regularly engage in robust dialog to enhance student learning, develop programs and services, and improve institutional effectiveness. Dialog is systematically documented to support continuous quality improvement. Dialog regarding institutional effectiveness occurs through formal means such as participatory governance committees, College wide planning forums, taskforces, and area and department meetings; it also occurs through informal conversation resulting in rich and innovative programs and services. College wide dialog is framed by strategic planning priorities and [well-integrated into planning, governance, and assessment processes](#).<sup>41</sup> Following the February 2016 ACCJC recommendation, the Accreditation Response Team (ART) and College leadership addressed the consistency and quality of documentation of dialog in participatory governance committees as well as in and among departments, work groups, and other teams on Campus.

#### Documenting Dialog Regarding Institutional Effectiveness through Participatory Governance

While dialog regarding institutional effectiveness has been formally documented through participatory governance committee meeting minutes, the dissemination of minutes via the College website has been, at times, inconsistent. Following the February 2016 recommendation, the [College President immediately instructed](#)<sup>42</sup> participatory governance committees' chairs and executive secretaries to quickly post meeting minutes once approved. [Accountability for taking minutes](#)<sup>43</sup> was also clarified by the Participatory Governance Committee in fall 2016, establishing it as the role of the executive secretary (administrator). Additionally, the [Participatory Governance Handbook was disseminated](#)<sup>44</sup> providing examples of appropriate meeting minute structure. In fall 2016, the Participatory Governance Committee developed new [training materials](#)<sup>45</sup> on effective minute taking to support participatory governance committee chairs and executive secretaries. The resulting efforts by faculty and staff have ensured that as of the end of fall 2016 all approved participatory governance committee minutes and reports are posted to the College website in a timely manner.

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<sup>41</sup> [CRC's 2015 Self Evaluation Report of Educational Quality and Institutional Effectiveness](#) pp. 107-120

<sup>42</sup> [President Bush's Accreditation Response Email, March 09, 2016](#)

<sup>43</sup> [Participatory Governance Committee Minutes, September 21, 2016](#)

<sup>44</sup> [Participatory Governance Meeting Minutes and Documentation of Dialog Reminders](#)

<sup>45</sup> [Effective Meeting Minutes Training](#)

Governance and decision-making processes are regularly evaluated and improved identifying persons responsible for implementation to ensure ongoing oversight and quality. For example in 2016, the Participatory Governance Committee completed a full review of the Participatory Governance Handbook, first adopted in 2015, to ensure that current College decision-making processes and committee charges are clearly reflected. [Updates to the handbook](#)<sup>46</sup> were completed by the committee in fall 2016, and the [Participatory Governance Handbook](#)<sup>47</sup> was disseminated to the College community via the College website. The Participatory Governance Committee assigned the ongoing task of maintaining the Participatory Governance Handbook to the Instruction Office to ensure that committee charges and other data remain current at all times.

### Documenting Dialog Regarding Institutional Effectiveness through Student Learning Outcomes (SLO) Assessment

Dialog regarding institutional effectiveness through course, program, and activity assessment is officially captured through the SLO assessment reporting system, in which faculty, staff, and administrators report the results of course, program, and activity assessment. These reports then inform program planning and curricular review, which are recorded through the Program Overview and Forecast (PrOF) and through curriculum proposals. This process of assessment and resulting planning is well illustrated in Program Review reports. For example, in the [2015 Biology Program Review](#)<sup>48</sup> assessments of BIOL 310, 410, and 440 indicated a need for updated lab equipment to modify student activities and to adhere to safety guidelines. Faculty discussed these needs and developed planning agenda items, which were submitted for funding through the College's Capital Outlay Budget process. Although a single example, this illustrates the well-designed incorporation of assessment results into program review and departmental planning processes. In the 2015 mid-term PrOF, [dialog regarding student learning outcomes assessment and program planning](#)<sup>49</sup> is found in over 96% of program reviews. As we enter the 2017 Program Review cycle, after completing a full cycle of assessment this year, all departments and programs will include dialog regarding outcomes assessment in program planning.

In addition to these formal, integrated processes, the Accreditation Response Team, SLO Assessment Coordinator, and College President also reviewed methods to capture additional documentation regarding learning outcomes assessment dialog across the College. In the past, departments have used various methods of capturing departmental dialog regarding program and student learning outcomes depending on department size, structure, and schedules. Of utmost importance to the Accreditation Response Team and College leadership was facilitating additional dialog naturally without applying restrictive documentation rules beyond those formally integrated in the assessment and program review process. Instead, the Accreditation Response Team and [College President provided options](#)<sup>50</sup> to [enhance dialog and document it](#)<sup>51</sup> to

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<sup>46</sup> [Participatory Governance Committee Minutes, September 21, 2016](#)

<sup>47</sup> [CRC's Participatory Governance Handbook](#)

<sup>48</sup> [2015 Biology Program Review](#)

<sup>49</sup> [Midterm PrOF 2015 Review - Outcomes Assessment Dialog](#)

<sup>50</sup> [President Bush's Accreditation Response Email, May 13, 2016](#)

flexibly meet the needs of diverse departments. The President encouraged use of existing tools, including the College's Google Apps for Education, the current Learning Management System (Desire2Learn), and the College Integrated Planning System (CIPS) to record dialog about institutional effectiveness and outcomes assessment in a timely and efficient manner. Faculty and staff were encouraged to [strategically capture department and personal notes](#)<sup>52</sup> to track assessment and program improvements. The [Accreditation Response Team also discussed and researched](#)<sup>53</sup> long-term methods for enhancing and integrating dialog documentation within existing planning tools such as the College Integrated Planning System (CIPS).

The Library Department provides an example of how these recommendations were implemented to enhance dialog regarding outcomes assessment. For example, in spring 2016 [librarians identified](#)<sup>54</sup> the need to gather input from discipline faculty regarding the library collection. Librarians developed an assessment survey, which was administered at the beginning of the fall 2016 semester. After the survey results were gathered, [librarians discussed](#)<sup>55</sup> the ratings and comments of faculty to identify improvements needed. By facilitating the assessment process with shared workspaces and department notes, the librarians were able to address identified needs quickly.

Dialog regarding learning outcomes assessment and program planning has been pervasive across the College. As evidenced in the [sampling of departmental dialog regarding outcomes assessment and program planning](#)<sup>56</sup>, it is clear that program planning at all levels of the College incorporates student learning outcomes assessment and occurs on an ongoing basis. Identified needs are addressed through cross-disciplinary collaboration, course scheduling changes, degree development, equipment requests, and improved teaching strategies.

### Documenting Dialog Regarding Institutional Effectiveness through Long-Term and Strategic Planning

Dialog regarding institutional effectiveness through long-term and strategic planning at the College is robust and informed by the results of assessment. It is purposefully directed towards aligning Institution wide practices to support and improve student learning. A clear example of the systematic documentation of dialog performed by the College is the strategic planning process, which began in fall 2016. The College's strategic planning was informed by thorough assessment, [review of data](#),<sup>57</sup> and College wide dialog. The College Planning Committee and Dean of College Planning and Research launched the planning process by [assessing the prior](#)

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<sup>51</sup> [Documenting Dialog Suggestions](#)

<sup>52</sup> [Documenting Dialog - Accreditation Response Email, September 13, 2016](#)

<sup>53</sup> [Accreditation Response Team Meeting Minutes, May 02, 2016](#)

<sup>54</sup> [Librarian Meeting Minutes, March 1, 2016](#)

<sup>55</sup> [Librarian Meeting Minutes, October 11, 2016](#)

<sup>56</sup> [Sampling of Departmental Dialog Regarding Outcomes Assessment and Program Planning](#)

<sup>57</sup> [Internal Scan Executive Summary](#)

[Strategic Plan and goal areas](#).<sup>58</sup> They then performed [a thorough analysis](#)<sup>59</sup> of the College's strengths, weaknesses, opportunities, and threats (SWOT) using qualitative and quantitative data.

The Dean of College Planning and Research and the Strategic Planning Steering Committee ensured that dialog was transparent and well-documented from the outset of the process by creating a [strategic planning website](#)<sup>60</sup> providing College wide data, steering committee planning documents, meeting notes, and strategic planning assessment data to the entire College community. The College held two strategic planning summits creating thoughtful discussion regarding the [SWOT analysis](#)<sup>61</sup> and alignment to District wide goal areas. This discourse was captured using worksheets and immediately disseminated to encourage ongoing conversation about the strategic planning process. The Strategic Planning Steering Committee and group facilitators continued to document dialog generated throughout fall 2016 at planning summits and [focused workgroup meetings](#).<sup>62</sup> The [Strategic Plan draft](#)<sup>63</sup> generated as a result of these activities is widely transparent and based on broad discussion and thorough documentation.

Assessment and dialog are critical elements of College wide planning in all areas. For example, technology services including professional support, facilities, hardware and software are carefully [planned and evaluated](#)<sup>64</sup> to ensure that they enhance the operation and effectiveness of the College. The College has developed comprehensive technology plans, which include an [Information Technology Strategic Plan](#),<sup>65</sup> a [Distance Education Master Plan](#),<sup>66</sup> and a [PC Renewal Plan](#).<sup>67</sup> These plans are evaluated regularly and updated based on program review, IT needs and resources assessments, and participatory governance recommendations. For example, in the last [Information Technology program review](#),<sup>68</sup> IT staff and administrators identified the need to address the end-of-life cycle for servers, computer workstations, and wireless access points. These needs were then incorporated into updates of the Information Technology Strategic and PC Renewal plans to ensure that College hardware remains viable to meet the demands of CRC's students, faculty, and staff.

Additionally, when updating the Distance Education Master Plan in 2015, the [Distance Education and Information Technology \(DEIT\) Committee](#)<sup>69</sup> discussed CRC's current distance education needs and the opportunities offered by participation in the California Community Colleges Online Education Initiative (OEI). In the 2015-16 academic year, CRC faculty, staff, and administrators along with District wide colleagues [carefully evaluated the current learning](#)

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<sup>58</sup> [2009-17 Strategic Plan Assessment Plan Evaluation](#)

<sup>59</sup> [CRC Charting a Path for Our Future - Strategic Planning Summit, September 20, 2016](#)

<sup>60</sup> [Cosumnes River College Strategic Plan Development Website](#)

<sup>61</sup> [CRC SWOT Report - Fall 2016](#)

<sup>62</sup> [Strategic Planning Steering Committee - Sample Minutes, October 4, 2016](#)

<sup>63</sup> [Cosumnes River College Strategic Plan Draft](#)

<sup>64</sup> [CRC's 2015 Self Evaluation Report of Educational Quality and Institutional Effectiveness](#) pp. 325-329

<sup>65</sup> [CRC's Information Technology Strategic Plan](#)

<sup>66</sup> [CRC's Distance Education Master Plan](#)

<sup>67</sup> [CRC's PC Renewal Plan](#)

<sup>68</sup> [Information Technology Program Review 2015: Excerpt of Planning Agenda](#)

<sup>69</sup> [Distance Education and Information Technology Committee Minutes, March 5, 2015](#)

[management system](#)<sup>70</sup> to assess whether or not it adequately met the needs of faculty, staff, and students. [Based upon assessment](#)<sup>71</sup>, this workgroup recommended that the District select Canvas as a new learning management system and join the Online Education Initiative (OEI) due to the many support services benefiting students, the fiscal advantages for the District, and the positive evaluation of Canvas as a critical educational software. This recommendation was [affirmed by CRC's Academic Senate](#)<sup>72</sup> in spring 2016.

The College has reinforced a culture of transparency and documentation while developing and implementing plans to improve College processes, develop pathways for students, and increase student persistence and completion. In the 2015-16 academic year, several workgroups researched and addressed College wide issues including the [Dual Enrollment Taskforce](#),<sup>73</sup> the [Student Placement Taskforce](#),<sup>74</sup> and the [Enrollment Management Taskforce](#).<sup>75</sup> These groups consistently and systematically documented dialog through detailed meeting notes and using shared workspaces as they addressed issues of institutional effectiveness. To increase transparency of College wide initiatives and workgroups, the Accreditation Response Team [developed a webpage](#)<sup>76</sup> to provide access to workgroup documentation in an easily accessible format.

## Conclusion

The College's commitment to documenting dialog regarding institutional effectiveness is evident through the thorough documentation captured from fall 2015 through fall 2016. Individual faculty improved notes regarding course assessment, which informed assessment reports as well as course improvements. Departments used shared workspaces and improved meeting note-taking processes to document dialog regarding student learning outcomes and program planning. College participatory governance committees, such as the Academic and Classified Senates, discussed effective documentation methods, and the Participatory Governance Committee reviewed and improved College shared governance documentation processes. Assessment, dialog, and documentation were well integrated into College wide taskforces, technology planning, and strategic planning. The long-term planning efforts of the Participatory Governance Committee, College Planning Committee, and Accreditation Response Team have ensured that CRC will maintain this culture of evidence, which will inform the ongoing and systematic cycle of evaluation maintained by the College.

In the February 2016 letter regarding the College's accreditation status, the ACCJC confirmed that Cosumnes River College met all standards for accreditation except the following: Standards I.B.1, I.B.3, II.C.2, III.C.1.a, and IV.A.5. As evidenced in the narrative and attachments above,

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<sup>70</sup> [District Learning Management System Workgroup Minutes, November 2015-March 2016](#)

<sup>71</sup> [District Wide Student and Faculty Canvas Survey](#)

<sup>72</sup> [Academic Senate Minutes, April 8, 2016 - Discussion of Canvas](#)

<sup>73</sup> [Dual Enrollment Taskforce Website](#)

<sup>74</sup> [Student Placement Taskforce Website](#)

<sup>75</sup> [Enrollment Management Taskforce Website](#)

<sup>76</sup> [College Initiatives and Workgroups Webpage](#)

the College meets said standards. In addition, the College is committed to sustaining the improvements made to meet the standards as well as to maintaining ongoing compliance with the standards.

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## **District Recommendation 1**

**In order to meet the Standard, the Evaluation Team recommends that the LRCCD develop a comprehensive Technology Plan for the District. The plan should be integrated with the program review process and with the on-going and routine technology assessments done by District Information Technology. The Technology Plan should align with and directly support the District Strategic Plan and the colleges' strategic plans. (Standard III.C.2)**

In spring 2016, following receipt of the district-level recommendation to develop a Los Rios Community College District (LRCCD) technology plan, District and College executive staff determined that in addition to using regular District and College program review results and routine technology assessments done by District Office Information Technology (DOIT), the entire District would benefit from a third-party technology assessment. Therefore, LRCCD hired a team of consultants from CampusWorks, Inc. to assess Los Rios technology operations, provide input on the overall technology strategic objectives already in place, and assess students' technology experiences at the colleges and District. The CampusWorks team reviewed over 165 documents provided by the District and its four colleges prior to and during its visits to all five sites. The documents included [District and College strategic](#)<sup>77</sup> and/or technology plans, technology related [program reviews](#)<sup>78</sup> and [unit plans](#),<sup>79</sup> and other assessments and documents. At the conclusion of its review, the CampusWorks team provided the District with a [Second Opinion Technology Assessment Report](#)<sup>80</sup> on May 17, 2016.

### **The District Strategic Plan Addresses Technology**

During that same spring 2016 semester, LRCCD completed its [2016 District Strategic Plan](#),<sup>81</sup> which it had begun in fall 2015. The plan was developed with input from multiple stakeholders, including the Board of Trustees, students, faculty, classified staff, and administrators from across the District, and community stakeholders. The 2016 plan with updated vision, mission, and values statements as well as five goals was approved by the Board of Trustees at its May 11, 2016 meeting. The five goals are to:

1. establish effective pathways that optimize student access and success,
2. ensure equitable academic achievement across all racial, ethnic, socioeconomic, and gender groups,
3. provide exemplary teaching and learning opportunities,
4. lead the region in workforce development, and
5. foster an outstanding working and learning environment.

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<sup>77</sup> [2016 District Strategic Plan](#)

<sup>78</sup> [District Office Information Technology \(DOIT\) Program Review 2016-17](#)

<sup>79</sup> [District Office Information Technology \(DOIT\) Unit Plan 2016-17](#)

<sup>80</sup> [CampusWorks, Second Opinion Technology Assessment Report](#)

<sup>81</sup> [2016 District Strategic Plan](#)

Each goal has its own strategies designed to successfully implement the goal. The following eleven strategies are directly related to technology:

1. implement improved class scheduling system to better meet student needs (Goal 1, Strategy 2),
2. promote communication channels that increase awareness of course offerings, deadlines, services, programs, resources, and events (Goal 1, Strategy 3),
3. monitor student progress and proactively engage with at-risk students prior to key milestones (e.g. first semester, 30 units, 70 units, etc.) (Goal 1, Strategy 4),
4. increase professional development opportunities related to teaching methods, equity, instructional technology, discipline-specific knowledge, and student services (Goal 3, Strategy 2),
5. ensure that all classroom personnel, with a focus on new and adjunct faculty, have the necessary resources needed to engage in improvement of curriculum, teaching, and learning (Goal 3, Strategy 4),
6. provide resources to enhance student learning, outcomes, development, and assessment (Goal 3, Strategy 6),
7. improve the assessment-for-placement process through diagnostic assessment, multiple measures, and increased preparation prior to assessment (Goal 3, Strategy 7),
8. increase staff and manager participation in professional development activities (Goal 5, Strategy 1),
9. coordinate and communicate College sustainability efforts to further implement best practices across the District (Goal 5, Strategy 4),
10. complete and implement a District Technology Plan (Goal 5, Strategy 5), and
11. streamline business processes, including appropriate use of technology, to improve workforce efficiency and better serve students (Goal 5, Strategy 6).

### The District Technology Steering Committee and the College's Technology Planning

The [District Technology Plan Steering Committee](#)<sup>82</sup> was formed in late spring 2016 to hear the results of the CampusWorks assessment and begin its work to create a comprehensive District technology plan. The committee met throughout fall 2016 to continue overseeing the [plan's development](#).<sup>83</sup> Based on the CampusWorks assessment report, the 2016 District Strategic Plan, and [ACCJC Accreditation Standard III.C](#),<sup>84</sup> the committee identified the areas of District-supported technology the plan needed to address. Technology responsibilities supported primarily by the colleges, such as the selection, purchase, and maintenance of classroom technology, are not included in the District plan. Cosumnes River College has comprehensive

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<sup>82</sup> [District Technology Plan Steering Committee Membership](#)

<sup>83</sup> District Technology Plan Steering Committee Meeting Minutes

<sup>84</sup> [ACCJC Accreditation Standard III.C](#)

technology planning in place including an [Information Technology Strategic Plan](#),<sup>85</sup> a [Distance Education Master Plan](#),<sup>86</sup> and a [PC Renewal Plan](#).<sup>87</sup> These plans are aligned with College strategic planning priorities, program review, and instructional technology needs identified through participatory governance. Following the adoption of the [College's new Strategic Plan \(2017-2022\)](#)<sup>88</sup> and the District Technology Plan in spring 2017, the College will review its technology plans to identify new goal areas and to ensure that CRC's technology planning is aligned to College and District priorities.

The District Technology Plan Steering Committee agreed that the initial development of individual technology plan sections should be drafted by individuals who have expertise and responsibility for those particular types of technology. Thus, the Vice Chancellor of Finance and Administration worked with the four colleges' Vice Presidents of Administration to review and develop items regarding College IT budget and personnel responsibilities; the College learning management system (LMS) faculty coordinators and District Office information technology LMS support personnel worked on the LMS-related items; the District police worked on Campus security related technology items, etc. In late November 2016, the draft plan was sent to College and District leaders for review with their constituencies and the opportunity to submit comments and proposed edits before a [final draft plan](#)<sup>89</sup> was sent to the Board of Trustees [for action at its February 8, 2017 meeting](#).<sup>90</sup>

## Conclusion

A District Technology Plan aligns with and directly supports the District Strategic Plan and the College's Strategic Plan. The District Technology Plan is integrated with the program review process and with routine assessments throughout the District and was also supported by the technology assessment report created by a team of consultants from CampusWorks.

In the February 2016 letter regarding the College's accreditation status, the ACCJC confirmed that the Los Rios Community College District met all standards for accreditation except the following: Standard III.C.2. As evidenced in the narrative and attachments above, the District meets said standard. In addition, the District is committed to sustaining the changes made to meet the standards as well as to maintaining ongoing compliance with the standards.

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<sup>85</sup> [CRC's Information Technology Strategic Plan](#)

<sup>86</sup> [CRC's Distance Education Master Plan](#)

<sup>87</sup> [CRC's PC Renewal Plan](#)

<sup>88</sup> [Cosumnes River College Strategic Plan Draft](#)

<sup>89</sup> 2017 District Technology Plan

<sup>90</sup> LRCCD Board of Trustees Technology Plan Agenda Item

## District Recommendation 2

**In order to meet the Standard, the Evaluation Team recommends that the LRCCD develop a clearly-defined policy for selecting and evaluating the presidents of the colleges. (Standard IV.B.1.j)**

In spring 2016, the Los Rios Community College District developed clearly-defined Board policies and administrative regulations for recruiting and selecting college presidents. The policies were approved by the Board of Trustees at its [April 13, 2016 meeting](#),<sup>91</sup> and the regulations were approved by the Chancellor's Cabinet at its [January 25, 2016 meeting](#).<sup>92</sup> [Policy 9123 Selection and Recruitment: College President](#)<sup>93</sup> describes the authority to recruit for a vacant College President position, the building of the applicant pool, and the qualifications an applicant must possess to be considered for the position. Policy 9123 is supported by [Regulation 9123 Recruitment: College President](#),<sup>94</sup> which further details the College President position job description, opportunity for lateral transfer, building of an applicant pool, necessary applicant qualifications, and certification of the applicant pool by the Associate Vice Chancellor of Human Resources. At the same [meeting](#),<sup>95</sup> the Board of Trustees approved [Policy 9124 Initial Selection: College President](#),<sup>96</sup> which describes the authority for establishing the selection process, selection criteria, educational management position qualifications, appointment process, retirement system participation requirements, and fingerprinting requirements. Policy 9124 is supported by [Regulation 9124 Initial Selection: College President](#).<sup>97</sup> The regulation describes the College President application review and selection processes, status of District management employees who are selected for a college presidency, the terms of the appointment, and the fingerprinting process. These policies and regulations will be followed in selecting future College Presidents and will be regularly reviewed and updated as necessary.

[Policy 9142 Performance Evaluation Chancellor and Presidents](#),<sup>98</sup> Section 2.0, describes the annual evaluation process of College Presidents by the District Chancellor. The evaluation includes achievement of annually established goals and provides opportunity for input from any College or District constituency. The policy was approved by the Board of Trustees on [December 15, 2010](#)<sup>99</sup> and has been followed since that time.

The District has developed clearly-defined policy for recruiting and selecting as well as evaluating the presidents of the colleges. Respective policies have been approved by the Board of Trustees and respective regulations have been approved by the District Chancellor.

In the February 2016 letter regarding the College's accreditation status, the ACCJC confirmed that the Los Rios Community College District met all standards for accreditation except the

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<sup>91</sup> [LRCCD Board of Trustees Meeting Minutes, April 13, 2016](#)

<sup>92</sup> [Chancellor's Cabinet Meeting Minutes, January 25, 2016](#)

<sup>93</sup> [Board Policy 9123 Selection and Recruitment: College President](#)

<sup>94</sup> [Administrative Regulation 9123 Recruitment: College President](#)

<sup>95</sup> [LRCCD Board of Trustees Meeting Minutes, April 13, 2016](#)

<sup>96</sup> [Board Policy 9124 Initial Selection: College President](#)

<sup>97</sup> [Administrative Regulation 9124 Initial Selection: College President](#)

<sup>98</sup> [Board Policy 9142 Performance Evaluation Chancellor and Presidents](#)

<sup>99</sup> [LRCCD Board of Trustees Meeting Minutes, December 15, 2010](#)

following: Standard IV.B.1.j. As evidenced in the narrative and attachments above, the District meets said standards. In addition, the District is committed to sustaining the changes made to meet the standards as well as to maintaining ongoing compliance with the standards.

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### **District Recommendation 3**

**In order to meet the Standards as well as to improve institutional effectiveness and align policy with practice, the Evaluation Team recommends that the District modify the existing Board Policy 4111 to more clearly define that the Chancellor delegates full responsibility, authority, and accountability to the Presidents for the operations of the colleges. The Evaluation Team further recommends that Section 1.2 of Board Policy 2411, which establishes the role of the President as the chief college administrator be added to the policy section 4000 – Administration. (Standards IV.B.2, and IV.B.3.e)**

Board Policy 4111 was modified to more clearly define the responsibility, authority, and accountability of the Presidents for the operations of the colleges. The modification of [Policy 4111 Administration](#)<sup>100</sup> was informed by the Los Rios Community College District’s language of Board [Policy 2411 Student Rights and Responsibilities](#),<sup>101</sup> Section 1.2, which states “The President of a College in the District serves as the chief administrator of the College and is responsible for the overall supervision of the operation of the College in conformity with the directives and duties as defined by the District Chancellor and consistent with the policies of the Board of Trustees.” Board Policy 4111 now includes Section 1.4, which states, “The President of a College in the District serves as the chief administrator of the College and is responsible for the overall supervision of the operation of the College in conformity with the directives and duties as defined by the Chancellor and consistent with the District Policies of the Board of Trustees. The Chancellor delegates full responsibility and authority to the College Presidents to implement and administer delegated District Policies without interference and holds College Presidents accountable for the operation of the College.” The Board of Trustees approved the modification at its [April 13, 2016 meeting](#).<sup>102</sup> The approved language of the modified policy aligns the policy with ongoing administrative practice.

In the February 2016 letter regarding the College’s accreditation status, the ACCJC confirmed that the Los Rios Community College District met all standards for accreditation except the following: Standards IV.B.2, and IV.B.3.e. As evidenced in the narrative and attachments above, the District meets said standards. In addition, the District is committed to sustaining the changes made to meet the standards as well as to maintaining ongoing compliance with the standards.

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<sup>100</sup> [Board Policy 4111 Administration](#)

<sup>101</sup> [Board Policy 2411 Student Rights and Responsibilities](#)

<sup>102</sup> [LRCCD Board of Trustees Meeting Minutes, April 13, 2016](#)

## Appendix A: Evidence

### College Response

[C1-President Bush's Accreditation Response Email, March 09, 2016](#)

### College Response to Recommendation 2

[C2-President Bush's Accreditation Response Email, March 09, 2016](#)  
[C3-Assessment Acceleration Timeline](#)  
[C4-SLO Coordinator Email to Department Chairs Regarding Assessment Acceleration, March 10, 2016](#)  
[C5-Dean of College Planning and Research Email Communication Regarding Assessment Acceleration Results, April 12, 2016](#)  
[C6-Description for Fall 2016 Activities to Support Assessment](#)  
[C7-Overview of CRC Outcomes Assessment, Fall 2015 pp. 10-14](#)  
[C8-CRC's 2015 Self Evaluation Report of Educational Quality and Institutional Effectiveness pp. 160-161](#)  
[C9-Overview of CRC's Outcomes Assessment, Fall 2015 p. 20](#)  
[C10-CRC Curriculum Handbook, p. 27](#)  
[C11-CRC Catalog 2015-2016 College Wide, GE, and Program SLO's](#)  
[C12-Overview of CRC's Outcomes Assessment, Fall 2015, Appendix A](#)  
[C13-CRC's 2015 Self Evaluation Report of Educational Quality and Institutional Effectiveness p. 157](#)  
[C14-CRC's 2015 Self Evaluation Report of Educational Quality and Institutional Effectiveness p. 157](#)  
[C15-General Education Assessment Report](#)  
[C16-CRC's 2015 Self Evaluation Report of Educational Quality and Institutional Effectiveness pp. 157-158](#)  
[C17-College Planning Committee Minutes, April 12, 2016](#)  
[C18-CRC's 2015 Self Evaluation Report of Educational Quality and Institutional Effectiveness p. 167](#)  
[C19-Curriculum Meeting Minutes, October 5, 2016: Assessment Example](#)  
[C20-Communication Studies Program Assessment Dialog](#)  
[C21-Nutrition Course SLO Reporting Spring 2016](#)  
[C22-Spring 2016 Convocation - President's Address](#)  
[C23-First Year Experience Handbook p. 1-4](#)  
[C24-Student Placement Taskforce Report Spring 2016](#)  
[C25-Dual Enrollment Taskforce Website](#)  
[C26-Institutional Effectiveness Partnership Initiative Goals](#)  
[C27-IEPI Partnership Resource Team Visit](#)  
[C28-First Year Experience Handbook p. 1-4](#)  
[C29-IEPI- Innovation and Effectiveness Plan with Indicators and Budget](#)  
[C30-2015 Midterm PrOF Issues](#)  
[C31-PrOF and Assessment Reporting Improvements](#)  
[C32-College Planning Committee Minutes November 8, 2016](#)  
[C33-Course Appraisal Process](#)  
[C34-Academic Senate Minutes October 7, 2016](#)  
[C35-Assessment Discussions in Participatory Governance Committees](#)  
[C36- Accreditation Report to Constituency Groups](#)  
[C37-President's Convocation Address - Fall 2016](#)  
[C38-Inside CRC, November 14, 2016](#)  
[C39-Outcomes and Planning Dialog Summary from the SLO Assessment Liaison](#)  
[C40-Assessment Acceleration chart](#)

### College Response to Recommendation 3

[C41-CRC's 2015 Self Evaluation Report of Educational Quality and Institutional Effectiveness pp. 99-120](#)

[C42-President Bush's Accreditation Response Email, March 09, 2016](#)  
[C43-Participatory Governance Committee Minutes, September 21, 2016](#)  
[C44-Participatory Governance Meeting Minutes and Documentation of Dialog Reminders](#)  
[C45-Effective Meeting Minutes Training](#)  
[C46-Participatory Governance Committee Minutes, September 21, 2016](#)  
[C47-CRC's Participatory Governance Handbook p. 1-7](#)  
[C48-2015 Biology Program Review \(excerpt\)](#)  
[C49-Midterm PrOF 2015 Review- Outcomes Assessment Dialog](#)  
[C50-President Bush's Accreditation Response Email, May 13, 2016](#)  
[C51-Documenting Dialog Suggestions](#)  
[C52-Documenting Dialog- Accreditation Response Email, September 13, 2016](#)  
[C53-Accreditation Response Team Meeting Minutes, May 02, 2016](#)  
[C54-Librarian Meeting Minutes, March 1, 2016](#)  
[C55-Librarian Meeting Minutes, October 11, 2016](#)  
[C56-Sampling of Departmental Dialog Regarding Outcomes Assessment and Program Planning](#)  
[C57-Internal Scan Executive Summary](#)  
[C58-2009-17 Strategic Plan Assessment Plan Evaluation \(excerpt\)](#)  
[C59-CRC Charting a Path for our Future- Strategic Planning Summit, September 20, 2016 \(excerpt\)](#)  
[C60-Cosumnes River College Strategic Plan Development Website](#)  
[C61-CRC SWOT Report- Fall 2016](#)  
[C62-Strategic Planning Steering Committee- Sample minutes, October 4, 2016](#)  
[C63-Cosumnes River College Strategic Plan Draft](#)  
[C64-CRC's 2015 Self Evaluation Report of Educational Quality and Institutional Effectiveness pp. 325-329](#)  
[C65-CRC's Information Technology Strategic Plan \(excerpt\)](#)  
[C66-CRC's Distance Education Master Plan \(excerpt\)](#)  
[C67-CRC's PC Renewal Plan](#)  
[C68-Information Technology Program Review 2015: Excerpt of planning agenda](#)  
[C69-Distance Education and Information Technology Committee Minutes, March 5, 2015](#)  
[C70-District Learning Management System Workgroup Minutes Nov. 2015-March 2016](#)  
[C71-District Wide Student and Faculty Canvas Survey \(excerpt\)](#)  
[C72-Academic Senate Minutes April 8, 2016- Discussion of Canvas](#)  
[C73-Dual Enrollment Taskforce Website](#)  
[C74-Student Placement Taskforce Website](#)  
[C75-Enrollment Management Taskforce Website](#)  
[C76-College Initiatives and Workgroups Webpage](#)

## **District Response to Recommendation 1**

[D77-2016 District Strategic Plan](#)  
[D78-District Office Information Technology \(DOIT\) Program Review 2016-17](#)  
[D79-District Office Information Technology \(DOIT\) Unit Plan 2016-17](#)  
[D80-Campus Works, Second Opinion Technology Assessment Report](#)  
[D81-2016 District Strategic Plan](#)  
[D82-District Technology Plan Steering Committee Membership](#)  
[D83-District Technology Plan Steering Committee Meeting Minutes](#)  
[D84-ACCJC Accreditation Standard III.C](#)  
[D85-CRC's Information Technology Strategic Plan](#)  
[D86-CRC's Distance Education Master Plan](#)  
[D87-CRC's PC Renewal Plan](#)  
[D88- Cosumnes River College Draft Strategic Plan](#)  
[D89-2017 District Technology Plan](#)  
[D90-LRCCD Board of Trustees Technology Plan Agenda Item](#)

## **District Response to Recommendation 2**

[D91-LRCCD Board of Trustees Meeting Minutes, April 13, 2016](#)  
[D92-Chancellor's Cabinet Meeting Minutes, January 25, 2016](#)  
[D93-Board Policy 9123 Selection and Recruitment: College President](#)  
[D94-Administrative Regulation 9123 Recruitment: College President](#)  
[D95-LRCCD Board of Trustees Meeting Minutes, April 13, 2016](#)  
[D96-Board Policy 9124 Initial Selection: College President](#)  
[D97-Administrative Regulation 9124 Initial Selection: College President](#)  
[D98-Board Policy 9142 Performance Evaluation Chancellor and Presidents](#)  
[D99-LRCCD Board of Trustees Meeting Minutes, December 15, 2010](#)

## **District Response to Recommendation 3**

[D100-Board Policy 4111 Administration](#)  
[D101-Board Policy 2411 Student Rights and Responsibilities](#)  
[D102-LRCCD Board of Trustees Meeting Minutes, April 13, 2016](#)

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