

## **Recommendation 6: Course Outlines/Prerequisites/SLOs**

**Evidence 43.** SLOAC Committee agenda and minutes for August 27, 2009.

**Evidence 44.** Student Services Council agenda, minutes, and handouts for September 2, 2009.

**Evidence 45.** Curriculum Committee agenda for August 19, 2009.

**Evidence 46.** Progress report time line for faculty – fall 2009 flex.

**Evidence 47.** Selected SLOAC course completions.

**Evidence 48.** Comprehensive SLO and assessment calendar.

**Evidence 49.** Power Point presentation by Katie Desmond at September 25, 2009 campus.  
community meeting.

**Evidence 50.** SLOAC website.

**Feather River College  
SLOAC Committee Meeting**

August 27, 2009

1:00-2:00p.m.

Committee Members:

Attending: Dr. Michael N. Bagley, Shelly Miller, Katie Desmond, Terrie Rose-Boehme,  
Linda Moore, Joan Jarrett

Absent: Lori Bergum

\*\*\*Note about meeting times: Future meetings will be scheduled from 1:30-2:30p.m.

**Agenda:**

1. Review updated Institutional SLOAC timeline  
Discuss link to Accreditation Recommendation 4
  
2. Assess survey data from spring 2009 graduates on campus wide student learning outcomes.  
Discuss September 27<sup>th</sup> campus meeting
3. Future steps for the SLOAC committee?  
Is it possible to present this material in a mid-September meeting?

Shelly Miller posed the question of whether it is possible to do some mapping of SLOs to course SLOs. She suggested scheduling this as an extra agenda item at the Faculty Flex in October.

Dr. Bagley suggested changing the time of the SLOAC meetings from 1:00-2:00 to 1:30-2:30 on the second and fourth Thursdays, which offsets the times of the Board of Trustee meetings. It was agreed upon by all present to change the time of future meetings.

1. Dr. Bagley led a discussion of the timeline.

**1. General Education Courses**

Rubric for mastering SLOs – Spring 2012

Identify General Education SLOs

#2 Dennis Bailey-Fougner was supposed to do this. He has been replaced by the members of the SLOAC committee. Katie Desmond put other expectations on the survey (she got these in collaboration with Dennis).

#4 Shelly Miller: Can we identify how the course SLOs align with the GE SLOs in October? Change this to **October 2009**. It will keep up the momentum. We can do a mapping activity with the faculty. Give a handout to the faculty members, have them check the appropriate boxes or take back to their offices and fill out. Then they would hand it in at noon.

This would be done *two days before* the accreditation date. It was suggested that this same exercise could be done with Student Services regarding college-wide experience.

The college-wide General \_\_\_\_\_ guides the SLO process for each area. Dr. Bagley asked the committee, especially Terrie Rose-Boehme to review this to see if anything had been left off.

#5 Assigned date of **November 2009**. What is the IR Committee? Dr. Bagley explained it is a new committee formed by President Taylor, including Dr. Taylor, Mick Presnell, Dr. Heaney, and Rand Groh. Need to show movement in this area.

The General Education SLOAC process was rescheduled for Fall 2011 for completion of GE courses.

The question of giving Flex time to prepare SLOAC documents was discussed.

Regarding the deadline for GE courses, could we put a final deadline and not say a number or a time?

Shelly Miller reminded Dr. Bagley and the committee that she had sent a list to Dr. Bagley of courses where course outlines have been done.

Dr. Bagley asked Terrie Rose-Boehme questions about her area: What assessments are you doing? Have you done surveys? She developed her own IR and has already sent it to the state.

Shelly Miller explained when the report is published (Spring 2012) and that materials must be in in time to be included in the report.

## **2. All Courses**

It was noted that all courses must be completed by 2012.

Shelly Miller thinks we should track which SLOs were done, i.e. for English 101, were they done for all sections or just in general. We have not done that documentation and it would help to keep us on track. It could help us determine more clearly where we are.

The idea would be to track completion of SLOACs in relation to courses offered. The Instruction Office and Division Chairs would do this, but it could eventually be tracked by IR (this is the direction we would like to move).

1. The wording would change to: Complete and submit cover sheet and documentation, including one or more course if offered.

Add: 2. Track completion of SLOACs (Instruction Office)

## **3. Certificate and Degree Programs**

Every certificate has to have SLOs. May have to borrow from the larger degree (subset of courses).

1. Change wording to: Develop program level and certificate level outcomes with student and advisory committee input. Change date from December 1, 2009 to **December 15, 2009**. Add this to October 13 Faculty Flex as well.
2. Change date to January 2010.

Add **3.3**: Track completion of SLOACs for certificates and programs. Date would be **ongoing**.

#### 4. Instructional Support Services

Add: 1. Create grid for mapping. Dr. Bagley will create a grid by December 15, 2009.

Under 1. Map instructional support services to:

Move Instructional programs above college-wide outcomes and add date of Spring 2010. Add date of Spring 2011 to College-wide outcomes.

Shelly Miller asked What would happen if we cross-referenced a class with a research paper and how the library and Learning Center help achieve this expected outcome.

In this course...

---

Learning Center > Library > DSPS > ...

Or

Course	Learning Center
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—	—
—	—
—	—

Library

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DSPS

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Dr. Bagley will send Terrie Rose-Boehme a new draft of the timeline for emergency meeting next week. He will also send out the student survey to all committee members. The survey should ask **“How well are we doing to help students...?”**

The meeting adjourned at 2:00p.m.

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Or

Course      Learning Center

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Library

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Dr. Bagley will send Terrie Rose-Boehme a new draft of the timeline for emergency meeting next week. He will also send out the student survey to all committee members. The survey should ask **“How well are we doing to help students...?”**

The meeting adjourned at 2:00p.m.

**Timeline on Student Learning Outcomes  
Draft September 1, 2009**

	Task	Date/Responsible
<p><b>1. General Education Courses</b> The college has defined expected student learning outcomes for all general education courses.</p>	<ol style="list-style-type: none"> <li>1. Identify all GE courses.</li> <li>2. Create checklist marking which have been completed, which haven't.</li> <li>3. Complete SLOs for all general education classes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Completed/CIO</li> <li>2. Completed/CIO</li> <li>3. September 2009/FT faculty by discipline/Miller and DCs for associate faculty</li> </ol>
<p>The college has mapped expected general education student learning outcomes to all the general education courses and other experiences (i.e. co-curricular, service learning, etc) required to complete the FRC GE education requirements.</p>	<ol style="list-style-type: none"> <li>1. Identify General Education SLOs.</li> <li>2. Identify other experiences.</li> <li>3. Develop grid for mapping.</li> <li>4. Identify how the course SLOs align with the GE SLOs.</li> <li>5. Compile data by GE areas of study.</li> </ol>	<ol style="list-style-type: none"> <li>1. Completed/campus-wide</li> <li>2. F09/SLOAC committee</li> <li>3. Completed/Desmond</li> <li>4. October 2009/Faculty Flex/CIO</li> <li>5. November 2009/IR Committee</li> </ol>
<p>The college has completed the Student Learning Outcome Assessment Cycle (SLOAC) process for GE courses (including assessment, analyzing results of assessment, and planning and implementing changes to improve learning).</p>	<ol style="list-style-type: none"> <li>1. Develop cover sheet for SLOAC documentation.</li> <li>2. Complete SLOAC for GE courses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Completed</li> <li>2. F11/FT faculty (see Area 2, All Courses)</li> </ol>
<p>The college has completed the SLOAC process for general education (campus-wide) SLOs.</p>	<ol style="list-style-type: none"> <li>1. Develop student exit survey.</li> <li>2. Pilot student exit survey.</li> <li>3. Evaluate student exit survey pilot and revise.</li> <li>4. Link exit survey electronically to graduation/certificate petitions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Completed/Desmond</li> <li>2. Completed/Desmond</li> <li>3. F09/SLOAC Committee</li> <li>4. SP10/CIO/SS Council</li> </ol>

	Task	Date/Responsible
<p><b>2. All Courses</b> The college has defined expected student learning outcomes for all courses.</p> <p>The college has completed the SLOAC process for all courses (including assessment, analyzing results of assessment, and planning and implementing changes to improve learning).</p> <p>(Note: Basic Skills/ESL are included in this section)</p>	<p>1. Create a list of courses by discipline. 2. Track completion of course SLOs by discipline 3. Create list of course not yet revised with assignment. 4. Complete all courses in catalog (or retire).</p> <p>1. Complete and submit cover sheet and documentation, including one or more GE courses if offered.</p> <p>2. Track completion of SLOACs in relation to courses offered.</p>	<p>1. Completed/Jaquez 2. In progress/Jaquez 3. Completed/Bagley, Jaquez 4. September 2009/FT faculty</p> <p>1. FT faculty • One per semester 08-09 • Two per semester 09-10 • Three per semester 10-11 and beyond</p> <p>2. December 15, 2009/ Division Chairs/Office of Instruction/CIO/IR Group</p>
<p><b>3. Certificate and Degree Programs</b> The college has defined expected student learning outcomes for all programs and certificates.</p> <p>The college has mapped all program and certificate SLOs to courses and other learning experiences (i.e. work experience, internships, co-curricular, etc.).</p> <p>The college has conducted the SLOAC process for all programs and certificates (including assessment, analyzing results of assessment, and planning and implementing changes to improve learning).</p>	<p>1. Develop program-level and certificate-level outcomes with student and advisory committee input.</p> <p>1. Create grid for mapping.</p> <p>2. Complete mapping.</p> <p>1. Develop system and cover sheet to document SLOAC at program level. 2. Complete SLOAC for certificates and programs. 3. Track completion of SLOAC for certificates and programs.</p>	<p>1. December 1, 09/FT faculty</p> <p>1. December 15, 2009/Office of Instruction/CIO</p> <p>2. S10 Faculty Flex/FT faculty</p> <p>1. S10/FT faculty/Review at F10 Flex 2. S11/FT faculty 3. Ongoing/Division Chairs/Office of Instruction/CIO/IR Group</p>
	Task	Date/Responsible
<p><b>4. Instructional Support Services</b> The college has defined student learning outcomes for instructional support services.</p>	<p>1. Develop SLOs (Library, Learning Center/tutoring, Office of Instruction). 2. Review SLOs with SLOAC committee/provide feedback to leaders. 3. Revise SLOs as determined by program leaders.</p>	<p>1. S10/program leaders 2. S10/CIO 3. S10/program leaders</p>

<p>The college has mapped instructional support SLOs to all the courses and other experiences (i.e. co-curricular, service learning, etc.).</p> <p>The college has completed the SLOAC process for all SLOs for instructional support services (including assessment, analyzing results of assessment, and planning and implementing changes to improve learning)</p>	<p>4. Initial baseline assessment of SLOs. 5. One year assessment of SLOs.</p> <p>1. Create grid for mapping</p> <p>2. Map instructional support services to:</p> <ul style="list-style-type: none"> <li>• Instructional programs.</li> <li>• Student Services programs.</li> <li>• College-wide outcomes</li> </ul> <p>1. Analyze results of SLOAC</p> <ul style="list-style-type: none"> <li>• Initial baseline assessment.</li> <li>• Year one assessment.</li> </ul> <p>2. Implement changes and improve SLOs based on assessment.</p>	<p>4. F10/program leaders 5. F11/program leaders</p> <p>1. December 15, 2009/SSC 2. • S10/SLOAC Committee/CIO • SP10/SSC/CIO • SP11/SLOAC Committee/CIO</p> <p>1. • SP10/SLOAC Committee/CIO • SP11/SLOAC Committee/CIO</p> <p>2. F11/SLOAC Committee/Strategic Planning Committee/CEO/CIO</p>
<p><b>5. Student Support Services</b></p> <p>The college has defined student learning outcomes for student support services.</p> <p>The college has mapped student support services student learning outcomes to all courses and other experiences (i.e. co-curricular, service learning, etc.).</p> <p>The college has completed the SLOAC process for all SLOs for student support services (including assessment, analyzing results of assessment, and planning and implementing changes to improve learning).</p>	<p>1. Develop SLOs. 2. Review SLOs with Student Services Council. 3. Initial baseline assessment of SLOs. 4. Year two assessment of SLOs.</p> <p>1. Map Student Services Outcomes to:</p> <ul style="list-style-type: none"> <li>• College-wide outcomes.</li> <li>• To other Student Services programs.</li> <li>• To Instructional programs (in conjunction with faculty).</li> </ul> <p>1. Analyze results of SLOAC</p> <ul style="list-style-type: none"> <li>• Initial baseline assessment.</li> <li>• Year two assessment.</li> </ul> <p>2. Implement changes and improve SLOs based on SLOAC.</p>	<p>1. Completed/CSSO 2. Completed/CSSO 3. SP10/SSC 4. SU 11/SSC</p> <p>1. • S10/SSC • F10/SSC • F10-SP11/SSC</p> <p>1. • F10/SSC • F11/SSC</p> <p>2. F11-SP 12/SSC</p>

## **Program Review Guidelines Student Services**

- Find Professional Standards/Benchmarks from your specific area of work.  
Examples: Registrar and Admissions look to AACRAO/PACRAO/CACRAO  
Advisors and Counselors look to NACADA
- Collect data on your services. Survey students and faculty who use your services. Collect usage data on the numbers of students who you serve. Looks at the last Noel Levitz Student Satisfaction Survey done at FRC.
- Self-analysis, really look at what the data means and what does it mean to your service
- Recommendations must tie back to research data, staffing levels, national or California benchmarks and standards, strategic plan and the college's missions and vision statement.
- Things you might include (bold items are required):
  1. Description of services/office
  2. Department Mission/Visions Statements
  3. Staffing levels
  - 4. Student Learning Outcomes**
  - 5. Research/Data Tools**
  - 6. Recommendations**
  - 7. Goals for next three years**



# ANNUAL PROGRAM REVIEW, [YEAR] [NAME] PROGRAM

## ACADEMIC PROGRAM LINK TO COLLEGE MISSION

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The mission of the Feather River Community College District is to serve a diverse student population with an effective learning environment. The District will accomplish this by offering high-quality general education, transfer programs, career technical degrees and certificates, and extracurricular activities that enhance student development and success. The college will foster interpersonal opportunities and provide unique programs supported by its small size and mountain location. The District will additionally promote regional economic development, broaden international understanding, and encourage life-long learning.

## [NAME] PROGRAM REVIEW

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### Assessment of Progress

1. Describe your progress on your previous year's objectives?

Objective 1:	Summary of Progress:
Connection to other plans:	Resources/Budget Used:

### Current Year Objectives

2. What new objectives and tasks will you take on for the coming year? What resources will you need?

Objective 1:	Action Plan:
Connection to other plans:	Anticipated Resources/Budget Needed:

### Budget Request for [Year]

3. Please provide rationale for budget request

Budget Request(s):	Rationale:
1.	1.

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**[NAME] PROGRAM • FEATHER RIVER COLLEGE**

Program Coordinator: --

--@frc.edu • 530.283.0202, ext. --

<http://www.frc.edu>

570 Golden Eagle Avenue • Quincy, CA 95971



## ANNUAL PROGRAM REVIEW, [YEAR] [NAME] PROGRAM

### Update from Comprehensive Program Review

4. Please describe any significant issues and/or changes that have occurred since the last comprehensive program review.

### APPENDIX

#### Institutional Research for Discipline/Program

1. Enrollment per class for [prior year]
2. WSCH per class [prior year]
3. Retention per class [prior year]
4. Success by gender per class [prior year]
5. Success by ethnicity per class [prior year]
6. Cost per FTES [prior year]

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[NAME] PROGRAM • FEATHER RIVER COLLEGE

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**ACCREDITING  
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JUNIOR COLLEGES**

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Associate Vice President  
LILY OWYANG

**June 25, 2009**

**Memo to: Chancellors, College Presidents, Chief Instructional Officers,  
Accreditation Liaison Officers**

**From: Barbara Beno, President**

**Subject: Updated Timelines for Rubric for Evaluating Institutional  
Effectiveness**

In September 2007 I sent you a “Rubric for Evaluating Institutional Effectiveness” that was developed by the Commission for use by colleges as they do self-assessment, by teams as they examine college adherence to the Standards of Accreditation, and by the Commission as it evaluates institutions. This letter reviews the purpose of the rubric and updates the timeline for institutional achievement on the student learning outcomes portion of the rubric-Part III.

The purpose of the rubric is to provide some common language that can be used to describe a college’s status *vis-à-vis* full adherence to the standards, as well as to provide a developmental framework for understanding each institution’s actions toward achieving full compliance with standards. The Commission hopes the rubric will be a useful tool for colleges and evaluators.

For more than a decade, the Commission’s Standards of Accreditation have required institutions to engage in systematic and regular program review as well as short and long-term planning and resource allocation processes that support the improvement of institutional and educational effectiveness. The 2002 Standards of Accreditation have added student learning outcomes assessment and improvement as important components to the required institutional processes of evaluation, planning and improvement.

As teams and the Commission evaluate institutional and educational effectiveness, these three areas – program review, the use of data and analyses to inform institutional planning and improvement, and the assessment of student learning – consistently emerge as areas in which institutions’ seem to need additional guidance. The Commission, colleges, and teams have all indicated they need a device other than pure narrative for understanding and describing how well colleges have done in reaching full compliance with the standards. In the past, self study reports and team reports have reflected the authors’ unique efforts to find appropriate summative descriptive terms to best communicate each institution’s status. This rubric provides for greater consistency in those descriptive narratives.

It is important to note the sample behaviors described in each text box of the rubric are *not* new criteria or standards by which an institution will be evaluated, but are rather examples of behavior that, if characteristic of an institution, would indicate its stage of implementation of the standards. College leaders may find

the rubric helpful in assessing what additional efforts institutions should undertake to achieve full compliance with the Standards of Accreditation.

Finally, the Commission has announced the expectations with regard to performance discussed in the rubric.

- Institutions and teams should be aware that the Commission expects that institutions be at the Sustainable Continuous Quality Improvement level in Program Review of instructional and non-instructional programs and services.
- The Commission also expects that institutions be at the Sustainable Continuous Quality Improvement level in Planning.
- The Commission further expects that institutions now be at the Development level or above in Student Learning Outcomes, since these are the *newest requirements* included in the Standards of Accreditation. When it adopted the 2002 Standards, the Commission stated it anticipated institutions would need eight to ten years to come into full compliance with the new standards on student learning outcomes assessment and improvement.
- The Commission recently announced it will expect institutions to be at the Proficiency level in the identification, assessment and use for improvements of student learning outcomes by Fall 2012.

Of course, the ultimate goal is for institutions to achieve the Sustainable Continuous Quality Improvement level in all three areas.

I hope that this rubric is helpful to you in your leadership work at your campus. The Commission welcomes any ideas for improving this rubric or its use to enhance institutional effectiveness.

BAB

Attachment: Rubric

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

**Rubric for Evaluating Institutional Effectiveness – Part I: Program Review**  
(See cover letter for how to use this rubric.)

<b>Levels of Implementation</b>	<b>Characteristics of Institutional Effectiveness in Program Review</b> <i>(Sample institutional behaviors)</i>
<b>Awareness</b>	<ul style="list-style-type: none"> <li>• There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review.</li> <li>• There is recognition of existing practices and models in program review that make use of institutional research.</li> <li>• There is exploration of program review models by various departments or individuals.</li> <li>• The college is implementing pilot program review models in a few programs/operational units.</li> </ul>
<b>Development</b>	<ul style="list-style-type: none"> <li>• Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness.</li> <li>• Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness.</li> <li>• Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin. Etc.)</li> <li>• Appropriate resources are allocated to conducting program review of meaningful quality.</li> <li>• Development of a framework for linking results of program review to planning for improvement.</li> <li>• Development of a framework to align results of program review to resource allocation.</li> </ul>
<b>Proficiency</b>	<ul style="list-style-type: none"> <li>• Program review processes are in place and implemented regularly.</li> <li>• Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making.</li> <li>• The program review framework is established and implemented.</li> <li>• Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness.</li> <li>• Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples.</li> <li>• The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.</li> </ul>
<b>Sustainable Continuous Quality Improvement</b>	<ul style="list-style-type: none"> <li>• Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.</li> <li>• The institution reviews and refines its program review processes to improve institutional effectiveness.</li> <li>• The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.</li> </ul>

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

**Rubric for Evaluating Institutional Effectiveness – Part II: Planning**

(See cover letter for how to use this rubric.)

<b>Levels of Implementation</b>	<b>Characteristics of Institutional Effectiveness in Planning</b> <i>(Sample institutional behaviors)</i>
<b>Awareness</b>	<ul style="list-style-type: none"> <li>• The college has preliminary investigative dialogue about planning processes.</li> <li>• There is recognition of case need for quantitative and qualitative data and analysis in planning.</li> <li>• The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources).</li> <li>• Planning found in only some areas of college operations.</li> <li>• There is exploration of models and definitions and issues related to planning.</li> <li>• There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money"</li> <li>• The college may have a consultant-supported plan for facilities, or a strategic plan.</li> </ul>
<b>Development</b>	<ul style="list-style-type: none"> <li>• The Institution has defined a planning process and assigned responsibility for implementing it.</li> <li>• The Institution has identified quantitative and qualitative data and is using it.</li> <li>• Planning efforts are specifically linked to institutional mission and goals.</li> <li>• The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation.</li> <li>• Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement.</li> <li>• Planning processes reflect the participation of a broad constituent base.</li> </ul>
<b>Proficiency</b>	<ul style="list-style-type: none"> <li>• The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements.</li> <li>• The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness.</li> <li>• The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes.</li> <li>• The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission).</li> <li>• The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses).</li> <li>• The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.</li> </ul>
<b>Sustainable Continuous Quality Improvement</b>	<ul style="list-style-type: none"> <li>• The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.</li> <li>• There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.</li> <li>• There is ongoing review and adaptation of evaluation and planning processes.</li> <li>• There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.</li> </ul>

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

**Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes**

(See cover letter for how to use this rubric.)

<b>Levels of Implementation</b>	<b>Characteristics of Institutional Effectiveness in Student Learning Outcomes</b> <i>(Sample institutional behaviors)</i>
<b>Awareness</b>	<ul style="list-style-type: none"> <li>• There is preliminary, investigative dialogue about student learning outcomes.</li> <li>• There is recognition of existing practices such as course objectives and how they relate to student learning outcomes.</li> <li>• There is exploration of models, definitions, and issues taking place by a few people.</li> <li>• Pilot projects and efforts may be in progress.</li> <li>• The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.</li> </ul>
<b>Development</b>	<ul style="list-style-type: none"> <li>• College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline.</li> <li>• College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes.</li> <li>• Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment.</li> <li>• Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation.</li> <li>• Appropriate resources are being allocated to support student learning outcomes and assessment.</li> <li>• Faculty and staff are fully engaged in student learning outcomes development.</li> </ul>
<b>Proficiency</b>	<ul style="list-style-type: none"> <li>• Student learning outcomes and authentic assessment are in place for courses, programs and degrees.</li> <li>• Results of assessment are being used for improvement and further alignment of institution-wide practices.</li> <li>• There is widespread institutional dialogue about the results.</li> <li>• Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.</li> <li>• Appropriate resources continue to be allocated and fine-tuned.</li> <li>• Comprehensive assessment reports exist and are completed on a regular basis.</li> <li>• Course student learning outcomes are aligned with degree student learning outcomes.</li> <li>• Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.</li> </ul>
<b>Sustainable Continuous Quality Improvement</b>	<ul style="list-style-type: none"> <li>• Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.</li> <li>• Dialogue about student learning is ongoing, pervasive and robust.</li> <li>• Evaluation and fine-tuning of organizational structures to support student learning is ongoing.</li> <li>• Student learning improvement is a visible priority in all practices and structures across the college.</li> <li>• Learning outcomes are specifically linked to program reviews.</li> </ul>

tl: 6/25/2009

**2007-2008  
FRC Student Services  
Student Learning Outcomes  
and Assessment Measures**

\*All programs will use the annual Student Satisfaction Survey and Institutional data as measures

<b>Student Service Program</b>	<b>Program SLO</b>	<b>Assessment Measures</b>
CSSO's Office	The CSSO will monitor administrative unit outcomes and activities of all student services programs and services	All student services programs and services will have completed student learning outcomes, assessment plans and program reviews.
CSSO	The CSSO will assist in the improvement of services to students and persistence through positive and clear communication among student services leaders and all college leadership.	<ol style="list-style-type: none"> <li>1. Student Service leaders will have a monthly meeting with CSSO.</li> <li>2. Annual Student Services retreat to enhance student persistence progress and division communication</li> <li>3. CSSO will meet regularly with college leadership to develop ongoing communication.</li> <li>4. Student services leaders will read new texts that will enhance our learning our profession, students and communication</li> </ol>
CSSO	The CSSO will facilitate a more cohesive, positive and collaborative college environment that is conducive to student success.	Two yearly projects that student services leaders will collaborate on that will enhance student success and retention.
CSSO	The CSSO will individually mentor each student services leader to help improve efficiency.	In operational plans, student service programs will exhibit more efficient operational methods from previous year.
Admissions and Records	1. Students will demonstrate knowledge of the Online Student Information Portal by:	Staff will use tracking sheet to measure number of students referred to A&R for

	<ol style="list-style-type: none"> <li>a. Completing online Admissions Application</li> <li>b. Viewing class schedule, billing, and financial aid information</li> <li>c. Searching for course availability</li> <li>d. Changing PIN</li> </ol>	<p>help with online application and registration process.</p> <p>Student Satisfaction Survey</p>
Admissions and Records	<ol style="list-style-type: none"> <li>2. Students will comprehend academic deadlines through: <ol style="list-style-type: none"> <li>a. Student Handbooks &amp; Day Planners</li> <li>b. Academic Calendar</li> <li>c. Website recourses</li> <li>d. Campus announcements and posters</li> <li>e. E-mail communications</li> </ol> </li> </ol>	<p>Crystal report on number of student who request and are granted or denied deadline extensions.</p> <p>Survey student who miss deadlines to determine why they did not know about deadline and why they missed deadlines if they knew about them</p>
Admissions and Records	<ol style="list-style-type: none"> <li>3. Students will comprehend the cost of their education and financial responsibility by: <ol style="list-style-type: none"> <li>a. The printed schedule of classes and general college catalog</li> <li>b. Student expense budget posted on Website</li> <li>c. Student's printed class schedule Deferment &amp; payment agreement</li> </ol> </li> </ol>	<p>Tracking sheet in A&amp;R/Financial Aid on questions about bills and tuition charges.</p>
ASFRC (Student Government)	<p>Students will demonstrate the following leadership skills by:</p> <ol style="list-style-type: none"> <li>1. Getting and Giving Information/Communication</li> <li>2. Understanding Group Needs and Characteristics</li> <li>3. Knowing and Understanding Group Resources</li> <li>4. Controlling the Group/Facilitation</li> <li>5. Counseling</li> <li>6. Setting the Example/Mentoring</li> <li>7. Representing the Group</li> <li>8. Problem-Solving</li> <li>9. Decision Making</li> <li>10. Evaluation</li> <li>11. Sharing Leadership/Delegation</li> <li>12. Team Work</li> </ol>	<ul style="list-style-type: none"> <li>• The planning and implement at least three student activities and/or programs</li> <li>• Each student acting as a student representative while serving on at least one campus committee</li> <li>• The utilization of at least two different survey methods to discover and understand the views of the student body on prominent issues</li> <li>• Participating in and/or facilitating meetings using basic</li> </ul>

		<p>parliamentary procedure</p> <ul style="list-style-type: none"> <li>• Forming and serving on at least one sub-committee within ASFRC in order to accomplish specific tasks</li> <li>• Utilization of several forms of media, including written, spoken, and web based forms to communicate ideas and information</li> <li>• Exhibiting personal, professional, and academic honesty</li> <li>• Participating in activities during the Student Leadership Development class at FRC</li> </ul>
ASFRC	<p>Students will know where and how to find information related to the functions of ASFRC from:</p> <ul style="list-style-type: none"> <li>• Printed materials related to the functions of ASFRC located in the ASFRC office</li> <li>• Electronic materials related to the functions of ASFRC via the creation of an ASFRC website</li> <li>• The implementation of at least two outreach programs conducted by ASFRC Board members</li> </ul>	<p>At least 50% of the student population will participate in a variety of events, programs and functions by:</p> <ul style="list-style-type: none"> <li>• The creation of a student forum for students to speak at ASFRC open meetings</li> <li>• Having club representatives attend ASFRC general meetings</li> <li>• Having ASFRC Executive Board appointees as student representatives at all meetings that involve student affairs</li> <li>• Conducting general elections for ASFRC board members</li> <li>• Providing at least two campus wide events or programs per semester</li> </ul>

Outreach and Marketing	<p>Students will benefit from student outreach efforts by learning information about Feather River College, its student services, its unique programs, and its general and vocational educational opportunities. Students will learn the importance of higher education and how it empowers individuals to contribute to society, compete successfully in the work force, and appreciate life-long learning through matriculation into FRC.</p>	<p>Increased inquire about FRC through various mediums, increasingly the college's website.  Increased number of students will complete the application process.  More students will utilize testing and advising services.  Students will complete student services program applications.  Enrollment of new students in classes will increase.</p>
Financial Aid	<p>Student will initiate and apply for Financial Aid and Scholarships within published deadlines.</p> <ul style="list-style-type: none"> <li>○ Complete FAFSA each school year on or before the March 2<sup>nd</sup> deadline</li> <li>○ Complete Cal Grant GPA verification by March 2<sup>nd</sup>.</li> <li>○ Research and apply for applicable scholarships. Complete transfer information when enrolling at different colleges</li> </ul>	<p>Crystal report comparing year to year data on increased number of students who apply before published deadlines for financial aid.</p> <p>Increased number of students who apply before the deadline to take advantage of the Cal Grant.</p> <p>Increase number of scholarships that students are awarded</p>
Financial Aid	<p>Student will supply requested Financial Aid documents, complete and understand obligations of receiving Financial Aid.</p> <ul style="list-style-type: none"> <li>○ Return all requested documents within a timely manner to Financial Aid.</li> <li>○ Maintain Satisfactory Academic Progress</li> <li>○ Inform Financial Aid Office of changes with enrollment status or personal information.</li> </ul>	<p>Decreased number of students who do not return documents in a timely manner, which results in increases in award letters being completed in a timely manner.</p>

ETS and Upward Bound	<ul style="list-style-type: none"> <li>• Successfully complete High School program of study</li> <li>• Develop strategies for test taking and study skills</li> <li>• Demonstrate organizational skills</li> <li>• Illustrate applied verbal and written communication skills</li> <li>• Complete an autobiographical statement that demonstrates awareness of self, skills, interests, and values</li> <li>• Describe the dynamics of goal setting</li> <li>• Demonstrate internet skills and technology awareness</li> <li>• Identify awareness of career areas</li> <li>• Recognize the connection between self advocacy and personal responsibility</li> <li>• Apply diverse community exposure to knowledge of resources</li> <li>• Utilize research skills to explore colleges and majors</li> <li>• Submit proof of completion for financial aid process</li> <li>• Distinguish the differences in high school academic preparation for varying programs of post secondary study</li> <li>• Classify different post secondary education tracks</li> <li>• Navigate and complete an enrollment process for a program of post secondary study</li> <li>• (Upward Bound only)- Establish persistence in a post secondary program of study by sophomore year enrollment</li> </ul>	Increased number of students who apply and enroll in post-secondary education.
EOPS	Student will be able to identify, locate and use the resources and support services they need in order to overcome any educational disadvantage they may have so that they can achieve their academic goal.	Measurable by the number of students who successfully transfer and complete their academic goals.
Advising	The student will recognize that their academic goals can only	This is measurable by calendar and file

	<p>be achieved by understanding, following and participating in their educational plan.</p> <p>Student will formulate an educational plan that supports their academic goals and career and vocational interests by meeting with their advisor at least twice each semester.</p>	documentation, and increase completion rates.
DSP&S/Workability	<p>Students will demonstrate their ability to access accommodations and resources. They will:</p> <ul style="list-style-type: none"> <li>• Complete SECs (Student Educational Contracts) to identify appropriate accommodations for their educational needs</li> <li>• Convey their needs for appropriate accommodations, i.e. tutoring, test taking accommodations, counseling, assistive technology, mobility assistance or other accommodations needed</li> <li>• Articulate learning styles for appropriate accommodations</li> <li>• Complete necessary forms and processes in a timely and proficient manner (i.e. enrollment processes, Department of Rehabilitation forms, books and supplies lists, progress reports)</li> <li>• Follow-through on tasks</li> </ul>	<p>Increased number of SEC contracts completed.</p> <p>Increase uses of services offered by DSP&amp;S and other resources.</p> <p>Increased request for appropriate accommodations.</p> <p>Completion of tasks.</p>
DSP&S/Workability	<p>Students will demonstrate their ability to access technical resources. They will:</p> <ul style="list-style-type: none"> <li>• Determine which technology resource will accommodate their special needs, adaptive or otherwise</li> <li>• Use current technology (both adaptive and</li> </ul>	<p>Increased uses of technology resources</p> <p>Applying technology appropriately with less need of assistance from staff and faculty.</p>

	<p>standard) to acquire, analyze and communicate information</p> <ul style="list-style-type: none"> <li>• Apply technology to achieve educational, professional, and personal objectives</li> <li>• Follow-through on tasks</li> </ul>	
DSP&S/Workability III	<p>Students will demonstrate self-advocacy skills. They will:</p> <ul style="list-style-type: none"> <li>• Communicate their special needs, as identified on their Student Educational Contracts, to instructors and support staff</li> <li>• Assess their own skills and abilities</li> <li>• Interface with people in group settings and in their personal lives</li> <li>• Accept feedback that is important to success and respond appropriately to challenging situations</li> </ul>	<p>Increased appropriate communication with staff and faculty about accommodation needs.</p>
Workability III	<p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Meet deadlines and complete tasks for job development</li> <li>• Be dependable, reliable, and accountable for job placement and interviews</li> <li>• Maintain a professional attitude while job seeking and interviewing</li> <li>• Develop a professional resume</li> <li>• Follow-through on tasks</li> </ul>	<p>Completion of a professional resume. Show up for job interviews and job placements. Meet deadlines.</p>
CalWORKS/CARE	<p>Students will demonstrate knowledge of the support resources available by:</p> <ul style="list-style-type: none"> <li>• Completing the Federal Financial Aid Application</li> </ul>	<p>Increased number of students who complete the financial aid application by the deadline.</p>

	<ul style="list-style-type: none"> <li>• Providing the necessary documents to complete categorical files</li> <li>• Completing book vouchers, transportation verifications and car repair requests</li> <li>• Seeking other assistance as necessary for successful completion of their academic goal</li> </ul>	Increased used of campus and community resources.
CalWORKS/CARE	<p>Students will learn the CalWORK's regulations in order to advocate for themselves by:</p> <ul style="list-style-type: none"> <li>• Reviewing the CalWORK's Student Handbook developed by the Western Center on Law and Poverty</li> <li>• Meeting with the Coordinator at least once per semester and more if necessary</li> <li>• Attending a workshop presented by the Western Center on Law and Poverty</li> <li>• Applying knowledge and skills in real-life settings</li> </ul>	Increased appointment with the CalWORKS coordinator.
Transfer Center	<p>Students will demonstrate the ability to complete the transfer process by:</p> <ul style="list-style-type: none"> <li>• Completing a transfer application during the appropriate filing period</li> <li>• Securing their "General Education Certification" from Feather River College</li> <li>• Participating in transfer events such as field trips, work shops and on-the-spot-admissions.</li> <li>• Meeting with a counselor or advisor at least once each semester</li> <li>• Using the general education pattern worksheet for the transfer institution of their choice</li> </ul>	<p>Increase number of student applications for transfer to baccalaureate institutions within established deadlines.</p> <p>Increased participation of students in field trips, workshop and on-the-stop admissions</p>
Career Center	Students will demonstrate knowledge of the career resources	Increased uses of the career center by

	<p>available by:</p> <ul style="list-style-type: none"> <li>• Using the DISCOVER program to research career options</li> <li>• Applying for jobs posted on the job boards</li> <li>• Participating in the Student Employment Program</li> </ul>	<p>using monthly and annual tracking.</p> <p>Increased traffic and used of on- and off- campus employment</p>
<p>Counseling</p>	<p>The Student will be able to state informed academic goals by developing a Student Education Plan (SEP) to accomplish lower division general education and/or major preparation coursework leading to a Certificate, Associates Degree and/or transfer to a four-year college or university</p>	<p>Degrees and Certificates</p> <ul style="list-style-type: none"> <li>• Meet with a Counselor/Advisor at least once or more per semester to develop a Student Education Plan</li> <li>• Use “Discover” and other internet Career Exploration Programs to research career options</li> <li>• Enroll in the Cooperative Work Experience Program for on-the-job experiences and mentoring</li> <li>• Identify and explore campus clubs and resources to assist integration of learning and involvement such as; SIFE (Students In Free Enterprise), Phi Theta Kappa (Community College Academic Honors Society) etc.</li> </ul> <p>Transfers:</p> <ul style="list-style-type: none"> <li>• Meet with a Counselor/Advisor at least once or more per semester to develop a Student Education (Transfer) Plan including General Education Transfer Pattern for the specific</li> </ul>

		<p>transfer destination</p> <ul style="list-style-type: none"> <li>• Research California college's and majors on Assist Articulation Database as well as other internet search resources</li> <li>• Participate in College sponsored college visitation field trips, and onsite admissions events</li> <li>• Attend scheduled College application workshops</li> <li>• Fill out Final Official Transcript Form requesting to have General Education Certified as completed for California Universities</li> </ul>
<p>Matriculation</p>	<p>The Student will complete the Matriculation Process Rights and Responsibilities related to the following Matriculation Title V components;</p> <ul style="list-style-type: none"> <li>• Admissions Application—the Student will fill out the College Admissions Application on-line for integration into College-wide Information System Database</li> <li>• Orientation--The New College Student is provided with information on a variety of academic programs, policies and procedures as well as Student Support Services, and opportunities for involvement in Student activities</li> <li>• Assessment—The Student takes on-line placement tests in Reading, Writing and Math as well as providing high school transcripts and other criteria that are used to determine placement into courses.</li> <li>• Counseling/Advising—The Student is introduced to the Student Educational Planning process, academic</li> </ul>	<p>Increased application for admissions and financial aid.</p> <p>Increased participation in orientation, either online or through on-campus programs.</p> <p>Increased of the assessment test, and decreased matriculations waivers for course placement.</p> <p>Decrease in students showing up on the Early Alert rosters and Increased uses of campus resources, like tutoring and follow-up services.</p>

	<p>majors and assistance in selecting courses related to transfer, certificate and degree programs. Students are encouraged to meet with a Counselor/Advisor at least once each semester to monitor progress toward goals.</p> <ul style="list-style-type: none"> <li>• Follow-up—Throughout each semester the students progress is monitored through the “early alert” process wherein students performing at a substandard level are referred to various support services for assistance.</li> </ul>	
Matriculation	<p>The Student will identify and demonstrate the ability to use college resources and support services;</p> <ul style="list-style-type: none"> <li>• Tutoring, EOPS, SES, Financial Aid, On-Campus Work Study, Health Services, Associated Students, Library and computer resources, Counseling/Advising, Bookstore, etc.</li> </ul>	Increased student uses of campus resources.
SS TRIO	<p>Students in the TRIO program will have a proficiency of 70% or better in the following skills:</p> <ol style="list-style-type: none"> <li>a. TRIO students will have skill in the use of time management by using their Student Planner/Calendar <ol style="list-style-type: none"> <li>i. Students will make and keep appointments with TRIO staff, counselors and instructors using their Student Planner/Calendar</li> <li>ii. Students will demonstrate knowledge of their Student Planner/Calendar through a review of the planner with the TRIO Coordinator, Advisor or Instructional Aide</li> </ol> </li> <li>b. Completion of applications for successful college enrollment with a 75% accuracy in</li> </ol>	Measures built into SLO

	<p>the following areas:</p> <ul style="list-style-type: none"> <li>i. Financial Aid</li> <li>ii. Scholarships</li> <li>iii. Transfer Applications</li> <li>iv. Grade Requests/Changes</li> </ul>	
SS TRIO	<p>TRIO Students will learn Communication and Interdisciplinary Skill Development with a 70% proficiency rate as evidenced by the following activities and documented in their individual files:</p> <ul style="list-style-type: none"> <li>c. Students will know how to access tutors when/if needed by making appointments and keeping scheduled appointments.</li> <li>d. Students will increase their communication skills by feeling their needs have been heard and address with the following: <ul style="list-style-type: none"> <li>i. Instructors as identified by the TRIO staff</li> <li>ii. Other Students as identified by the TRIO staff</li> </ul> </li> <li>e. Students will gain confidence in utilizing the Learning Center for study <ul style="list-style-type: none"> <li>i. Students will be able to help other students</li> </ul> </li> </ul>	Measures built into SLO
SS TRIO	<p>TRIO Students will increase their knowledge of Study Skills and Self Advocacy with a proficiency of 70% as noted by TRIO staff through the following activities:</p> <ul style="list-style-type: none"> <li>ii. Learning SWBT and test taking skills</li> <li>iii. Understand how to research via the web</li> <li>iv. Navigate on-line instruction through the use of Moodle</li> </ul>	Measures built into SLO

	<ul style="list-style-type: none"> <li>v. Understand the importance of taking notes in class</li> <li>vi. Maintain 80% attendance in class</li> <li>vii. Build writing skills</li> </ul> <ul style="list-style-type: none"> <li>f. Students will increase their advocacy skills by 70% by; <ul style="list-style-type: none"> <li>i. Enrolling in Student Success courses</li> <li>ii. Participating in Student Government and Clubs</li> </ul> </li> </ul>	
SS TRIO	<p>TRIO Students will increase their Cultural Awareness by 70% as evidenced by documentation of TRIO staff in student files for the following:</p> <ul style="list-style-type: none"> <li>g. Attending Cultural events and workshops on and off campus</li> <li>h. Participating in Campus Clubs <ul style="list-style-type: none"> <li>i. Contacting other services on campus for involvement</li> </ul> </li> </ul>	Measures built into SLO
SS TRIO	<p>TRIO Students will increase their awareness of Transfer and Career options by 70% as documented by TRIO staff, by:</p> <ul style="list-style-type: none"> <li>i. Exploring 4-year colleges and universities</li> <li>j. Learning transfer requirements</li> <li>k. Understanding graduation requirements by learning to navigate the college catalog</li> <li>l. Learning to fill out 4-year college applications</li> <li>m. Taking career aptitude tests</li> </ul>	Measures built into SLO
Title III	Strengthening Use of Technology	Increased uses of technology by students and staff.

	<p>Students will be able to effectively use instructional technology.</p> <ul style="list-style-type: none"><li>• Students will be able to send and receive email using their FRC email account, including sending and receiving attachments</li><li>• Students will be able to browse the Internet and use search engines to find material relevant to courses</li><li>• Students will be able to successfully register in the online course management system supported by the college (currently Moodle) and use its basic features</li><li>• Students will be able to use their student accounts to access lab computers, and use MS Word to create documents and print them in the lab</li></ul> <p>Basic Skills</p> <p>Instruction and Student Services will implement best practices for instruction and support of basic skills students.</p> <ul style="list-style-type: none"><li>• Instructors will incorporate current best practices in basic skills instruction and curriculum design</li><li>• Math and English placement test cut scores will be reviewed and adjusted appropriately on a 3 year schedule</li><li>• The tracking of student success and retention in Math and English basic skills instruction will be used to plan and coordinate Student Services support such as tutoring, advising, and use of the Learning Center</li></ul>	<p>Completing the successful implementation of the student administrative system.</p>
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<p>Child Development Center</p>	<p><u>The Staff Will:</u></p> <ul style="list-style-type: none"> <li>• create a safe, nurturing and creative learning environment.</li> <li>• observe and record anecdotal records for each child’s developmental assessment.</li> <li>• research, plan, prepare, conduct and evaluate age appropriate activities for preschool age children.</li> <li>• practice effective guidance techniques.</li> <li>• strive to meet the learning needs of each child in the area of physical, social, emotional, and cognitive development.</li> <li>• provide nutritious meals and a pleasant social eating environment.</li> <li>• work as a collaborative team.</li> </ul> <p><u>The Children Will:</u></p> <ul style="list-style-type: none"> <li>• develop positive and respectful interpersonal relationships with adults and peers.</li> <li>• learn to work independently and with others.</li> <li>• learn to self regulate by learning impulse control, and sharing the use of space and materials</li> <li>• develop a positive self-concept which includes a sense of trust and security to freely express their feelings, thoughts and expand their creativity.</li> <li>• develop cognitive competence through critical thinking while making discoveries, thoughtful decisions and expanding reasoning skills.</li> <li>• be helped to make connections in learning and experiences while expressing their knowledge through representational work.</li> <li>• learn math and literacy skills through hands on activities and exploration.</li> <li>• develop and enhance motor skills through active play.</li> </ul>	<p>Measures built into SLO</p>
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- learn fundamental skills in the area of personal health care and safety.

The Student Teacher Will:

- assist in the supervision of preschool age children.
- assist in carrying out planned activities and curriculum with staff guidance and support.
- plan, prepare, and conduct activities on their own.
- assist and practice guidance techniques with children.
- will demonstrate initiative in the workplace.
- will display a positive work ethic which includes: arrive to work on time, wear appropriate clothing, communicate needs and concerns in an appropriate and professional manner.

The Early Childhood Education Students Will:

- develop observational techniques.
- assist in carrying out planned activities with young children.
- plan, prepare, conduct and evaluate activities with young children.
- assist in the assessment of children's development.
- assist and begin to practice guidance techniques.

The Community

- To provide an environment for academic learning for Early Childhood Education Students
- To serve as a high quality preschool program, accredited through the National Association Of The Education Of Young Children (NAEYC).

*Feather River College*  
**Student Services Program Review Schedule**

Program Reviews will be completed every three years

<b>Programs</b>	<b>Chair</b>	<b>Team</b>	<b>First Deadline</b>	<b>SLO Assessment</b>	<b>First Cycle</b>	<b>Second Cycle</b>
CSSO Administrative	CSSO	Connie Litz	<b>COMPLETED</b> March, 2007		Spring 2011	Spring 2014
Disabilities Services	Terrie Rose-Boehme	Karen Paiva Laurie Stockton Marcie Lang Danielle Westmoreland Larry Holcomb	<b>COMPLETED</b> June 2007	<b>COMPLETED</b> May 2009	<b>COMPLETED</b> May 2009	Spring 2012
Admissions/Records	Tama Bolton	Leslie Mikesell Vikki Dedeker-Freeman Erin Roth	<b>Postponed</b> (Spring 2010)		Spring 2010	Spring 2013
Financial Aid	Barbara Cormack	Shirley Kossow Kandi Whitley Cheryl Peterson	<b>COMPLETED</b> March, 2007		Spring 2010	Spring 2013
Child Development Center	Shelley Morrison	Tamara Cline Inge Stock Kelly Molina Tanya Meyer Melissa Gilbert Kinderlin Mannis Mark Mauceri	<b>COMPLETED</b> February, 2007		Spring 2010	Spring 2013
EOPS/Care/Counseling/ Advising/Career Center/ Matriculation/CalWorks/ Coop Ed.	Linda Vaughn	Jodi Beynon Marilyn Shaw Connie Litz	<b>COMPLETED</b> June 2007		Spring 2011	Spring 2014
Outreach/Marketing	Bruce Baldwin	Scott Koeller	<b>COMPLETED</b> June, 2007		Spring 2011	Spring 2014
SSS TRIO	Lori Bergum	Josh White Beth Reid	<b>COMPLETED</b> December 2006		Spring 2011	Spring 2014

		Gretchen Baumgartner				
Associated Students of FRC	Josh Taylor	ASFRC Officers	<b>COMPLETED</b> May 2007		Spring 2012	Spring 2015
Educational Talent Search	Gina Rogers	Sarah Christensen Audrey Peters	<b>COMPLETED</b> December 2006 (combined with Upward Bound)	<b>COMPLETED</b>	Spring 2012	Spring 2015
Upward Bound	Louise Biggs	Sarah Christensen Michelle Petroelje	<b>COMPLETED</b> December 2006 (combined with ETS)		Spring 2012	Spring 2015
Title III	Marie Wilson- Enriquez	Mick Presnell Sally Donovan Connie Litz	<b>COMPLETED</b> March 2007		<i>Grant Ended, September 2008.</i>	

*Feather River Community College District*  
**STUDENT SERVICES COUNCIL**  
**Special Meeting**  
**Wednesday, September 2, 2009**  
**2:00 – 3:00 p.m.**  
**Board Conference Room, Quincy Campus**

## **AGENDA**

A. Approval of Agenda/Minutes:

1. Approval of the Agenda for September 2, 2009

B. Discussion/Action Items:

1. No items

C. Discussion Items:

1. Overview of how Student Services is part of the accreditation progress report work, fall 2009
2. Review of SLOAC implementation time-line
3. Discussion of new “annual” program review concept and how it fits with overall college planning
4. Develop draft template for Student Services annual program review

cc: Student Services Council Members, R. Taylor, M. Bagley, R. Groh; C. Connell (Academic Senate President); J. Beynon (Classified Senate President); Levor Ross, ASFRC President; Student Services Staff.

*Feather River Community College District*  
**STUDENT SERVICES COUNCIL**  
**Special Meeting**  
**Wednesday, September 2, 2009; 2:00 – 3:00 p.m.**  
**Board Conference Room, Quincy Campus**

## **MINUTES**

**Present:** Dr. Michael Bagley; Bruce Baldwin; Lori Bergum; Jodi Beynon; Louise Biggs; Tama Bolton; Barbara Cormack; Connie Litz; Shelley Morrison; Terrie Rose-Boehme; Linda Vaughn

**A. Approval of Agenda/Minutes:**

**1. Approval of the Agenda for September 2, 2009**

It was moved and seconded to approve the Agenda as presented. (B. Baldwin; L. Biggs) Motion carried, unanimous.

**B. Discussion/Action Items:**

1. No items

**C. Discussion Items:**

**1. Overview of how Student Services is part of the accreditation progress report work, fall 2009**

Dr. Michael Bagley, as Accreditation Officer for the college, summarized the current recommendations from the Accreditation Commission, and explained where Student Services fits into the process for addressing these recommendations.

The brief summary was as follows:

- Integrated Planning – the Strategic Plan must be integrated with the Budget Development process. The outline of the planning process was presented at Institutional Day (August 11) and all staff members were encouraged to provide input. The Strategic Planning Committee has incorporated the input into the planning structure, which will be finalized at their meeting this Friday.
- Program Review – Student Services has completed all program reviews and is on a three year cycle to continue them. Instruction is moving forward to complete reviews that were in question.
- Institutional Research and utilizing data in the decision making process – An Institutional Research (IR) Team has been established to review data requests to determine availability and appropriateness. Team members are: Mick Presnell, Rand Groh, and Tom Heaney.
- Student Learning Outcome Assessment Cycle (SLOAC) – Several course outlines are undergoing revisions and updates and the SLOAC committee has drafted a timeline for assessment of SLOs campus wide.

Dr. Bagley asked that any feedback on the planning structure and any information about data needed for assessment of Student Service SLOs, be sent to Dr. Taylor and copied to him.

## **2. Review of SLOAC implementation time-line**

Dr. Bagley distributed a cover memo and information from the Accreditation Commission on the Timelines for Rubric for Evaluating Institutional Effectiveness. On the documentation outlining levels of implementation of evaluations, Dr. Bagley explained that Student Services has basically met the Awareness and Development levels, has not accomplished all aspects of the Proficiency level, and should expect to be at the Sustainable Continuous Quality Improvement level by 2012. Within the Proficiency level we are currently working on assessment strategies.

Jodi Beynon asked where we should be on assessment of SLOs as many programs have no baseline data available to evaluate and make comparisons. In response Dr. Bagley distributed a draft document titled "Timeline on Student Learning Outcomes." He explained that the SLOAC Committee has drafted assessment timelines as outlined in this document. He referred the Council members to #5 (Student Support Services) and reviewed the columns outlining Tasks and Date/Responsible. Within the discussion it was determined that Tasks 1 & 2 have been completed; however, Program Leaders and Student Services Council (SSC) should be listed in the Responsible column.

Regarding Task #3 (Initial baseline assessment of SLOs), George McNulty said that his largest obstacle was in conducting the research because he was unable to obtain the data he requested. Bruce Baldwin confirmed this explaining that staff members on the Research Subcommittee of Strategic Enrollment Management are no longer working at FRC and his question of "what is our capacity" has never been answered. Shelley Morrison commented that she reviews CDC program SLOs annually and rewrites them if they do not fit program needs or are not measurable. Terrie -Rose-Boehme said that she had to reduce or revise DSPS SLOs to make them measurable. Dr. Bagley responded that the spring of 2010 timeframe for completing baseline data seems reasonable if the IR Team is given the Task to collect and provide necessary data by December of 2009. He continued that we may have to collect the data that is available and move forward to the best of our ability, revising SLOs as necessary.

Barbara Cormack asked for clarification of whether Student Service SLOs are learning outcomes or business outcomes; the definition seems muddled. Dr. Bagley responded that the role of the Accreditation team is not to judge the outcome, but to see if one was developed and evaluated. He continued that possibly our evaluation expectations are too high and we are making the process too hard for this first round of assessment. Maybe we need to approach assessment on a simpler level and possibly compare to other colleges or national standards, if necessary. At this point, several ideas and systems for assessment were discussed.

The discussion came back to the "real problem," which is getting the data that has been requested. Staff members know what they want and requests have been made, but there has been no follow-up. Dr. Bagley explained that the role of the IR Team is to review data requests and evaluate if it is available and/or appropriate to provide. He asked that all program directors identify and prioritize their data needs; then he would ask the IR Team to meet with SSC to discuss whether or not the data request is appropriate and can be provided. Tama Bolton voiced her concern that SSC has been out of the loop on data discussions. Also, there was question as to which members of the IR Team have knowledge of Banner and Student Services to make a determination whether or not data requests are available or appropriate. It was then

suggested that the IR Team have a Student Services representative. After a discussion on who would be the best representative, Barbara Cormack was recommended. Barbara has a good background with Banner as well as Student Services as a whole.

Linda Vaughn continued that maybe we need to think of alternate ways to obtain data, i.e. surveys, office traffic, etc. Shelly asked that if surveys are utilized, could they be done jointly instead of several separate ones. After a brief discussion on separate vs. joint surveys, it was decided that all surveys should be shared with SSC before they are conducted to see if others might want to join in the process. Also, a discussion on the methodology of the survey should be discussed.

Dr. Bagley continued by reviewing the Task to “Map Student Services Outcomes.” He explained that the mapping process could be accomplished in Student Service Council meetings. Basically, the process would determine how Student Service program outcomes fit or integrate with Instruction and college wide outcomes. The last Task would be to “Analyze results of SLOAC,” see if trends exist, and make improvements as needed. It would be important to follow the timelines listed to reach the top level of the rubric timelines.

Dr. Bagley was asked if it was possible for all Student Service offices to close on October 13<sup>th</sup>, faculty flex day, to work on SLO assessment. Dr. Bagley thought this was an excellent idea. Such a day could be used for SSC to meet with the IR Team to discuss data needs and also to receive training on writing measurable SLOs. Connie will seek Dr. Taylor’s approval to close all Student Services offices on October 13<sup>th</sup>.

Jodi asked how practical it would be to ask for assistance without impacting other offices. There is a need to discuss ways to obtain and/or share data, and Banner training is needed to learn what is available and who has access to Banner data.

### **3. Discussion of new “annual” program review concept and how it fits with overall college planning**

Due to lack of time, this item was not fully discussed. Dr. Bagley explained that the planning structure is asking for annual program reviews that would report on accomplishments of the past year, outline current year goals and objectives noting any changes, and propose a budget for the upcoming year. These annual reviews will replace the Operational Plans that we currently have been completing. As an example, he distributed a template for Annual Program Reviews that Instruction will be utilizing. He also distributed the timeline for Student Services Comprehensive Program Reviews that will be completed every three years. This timeline outlines the rotation of Comprehensive Program Reviews for Student Services. He asked that all Council members review the timeline to see if there were any deadline concerns. No one voiced a concern.

### **4. Develop draft template for Student Services annual program review**

Due to lack of time, a template was not discussed nor developed.

**Feather River College  
Curriculum Committee  
August 19, 2009  
12:00 – 1:00 PM  
Conference Room**

In compliance with the Brown Act, this agenda has been posted in a public place at least 72-hours prior to the meeting. Prior to consideration of the consent and regular agenda, any member of the public may request to speak on any of these items.

**Call to Order:**

**Approval of Agenda:**

August 19, 2009

**Approval of Minutes:**

May 6, 2009

Public Testimony: Members of the public may request to address the Curriculum Committee on any item within Curriculum's jurisdiction on a first-come-first-served basis. These presentations will be limited to 5 minutes each if there are one or two speakers on the subject or 2 minutes each if there are three or more speakers on the subject. Due to the extremely brief time allotted for Curriculum meetings, the public is limited to a total of 10 minutes for testimony.

**ACADEMIC SENATE:**

1. Title III & V requirements for fall 2009

**CONSENT/ACTION AGENDA:**

1. AOM154-cxl-ART154-cxl CSCI154-Intro. to ~~Art~~ & Digital Imaging – Revision (Lipscomb)
2. AOM156-cxl-ART156 cxl CSCI156 – Digital Imaging for the Web – Revision (Lipscomb)
3. AOM118.1 – Medical Terminology – Retire (Andrews)

**DISCUSSION/ACTION AGENDA:**

**NEW ITEM:**

1. ADMJ201 – Introduction to Community Policing – New (Hoover)

**DISCUSSION:**

**REVISED ITEMS:**

1. ENVR240 cxl WILD240 – Intro to Wildlife & Fisheries – Revision (DeRuiter)
2. THEA105 – Introduction to Acting – Revision (Miller)
3. THEA106 – Advanced Acting – Revision (Miller)
4. ECE063 - Programs for School-Age Children – Revision (Miller)
5. ECE072 - Science Curriculum for the Young Child - Revision (Miller)
6. ECE291 - Directed Study – Revision (Miller)
7. SOC102 – Introduction to Sociology – Revision (Hoover)
8. ANTH100 – Introduction to Anthropology – Revision (Hoover)
9. ANTH104 – Comparative Religions – Revision (Hopper)
10. ANTH106 – Introduction to Prehistory & Archeology – Revision (Hoover)
11. AGEQ001 – W. Horseback Riding for Beginning Riders- Revision (Reid)
12. AGEQ006 – Elements of Horseshoeing – Revision (Reid)
13. AGEQ009 – Fundamentals of Draft Horse Driving – Revision (Reid)
14. AGEQ102 – Elements of Horse Production – Revision (Reid)

- 15.AGEQ103 – Western Equitation I – Revision (Reid)
- 16.AGEQ104 – Horse Conformation & Judging – Revision (Reid)
- 17.AGEQ105 – Elements of Horse Training – Revision (Reid)
- 18.AGEQ106 – Western Equitation – Revision (Reid)
- 19.AGEQ107 – Elements of Pack Station & Stable Ops. – Revision (Reid)
- 20.AGEQ108 – Pack Station & Stable Operations, etc. – Revision (Reid)
- 21.AGEQ140 – Intro to Equine Behavior & Training, etc. – Revision (Reid)
- 22.AGEQ141 – Equine Behavior & Training, etc. – Revision (Reid)
- 23.AGEQ175 – Ranch Skills Short Course – Revision (Reid)
- 24.AGEQ202 – Special Topics – Revision (Reid)
- 25.AGEQ205 – Training Young Horses Under Saddle – Revision (Reid)
- 26.AGEQ208 – Advanced Pack – Revision (Reid)
- 27.AGEQ210 – Intro. to Ranch Work with Horses – Revision (Reid)
- 28.AGEQ212 – Intermediate Ranch Work with Horses – Revision (Reid)
- 29.AGEQ214 – Handling & Care of the Foal, etc. – Revision (Reid)
- 30.AGEQ225 – Advanced Horse Training – Revision (Reid)
- 31.AG291 – Directed Studies – Revision (Reid)
- 32.ENGL119 – Interpersonal Communication – Revision (Connell)
- 33.ENGL128 cxl HUMN128 – Film Appreciation – Revision (Connell)
- 34.ENGL170 – Creative Writing – Revision (Connell)
- 35.ENGL180 – Nature Literature in America – Revision (Connell)
- 36.ENGL277 – Introduction to Shakespeare – Revision (Connell)
- 37.ENGL288 – Novel & Film – Revision (Connell)

**NEW ITEMS:**

1. ENTR101 – Introduction to Entrepreneurship – New (Schulz)
2. ENTR102 – Entrepreneurial Marketing – New (Schulz)
3. NURS110 – Distance Ed Addendum – Online Dosage & Calcs – New (Buckner)
4. ECE075 - Math Curriculum for the Young Child – New (Miller)
5. ECE083 - Children’s Storytelling and Puppetry – New (Miller)
6. ECE085 - Emerging Literacy – New (Miller)
7. ECE087 - Preschool English Learners – New (Miller)
8. ECE098 - Succeeding in an ECE Career – New (Miller)
9. ECE159 - Health, Safety, and Nutrition – New (Miller)
- 10.ECE160 - Teaching in a Diverse Society – New (Miller)
- 11.ECE299 - Special Topics – New (Miller)

**RETIRED ITEMS:**

1. ECE039 – Yoga for Children – Retire (Miller)
2. ECE070 - The Young Child & Cooking Curriculum – Retire (Miller)
3. ECE073 - Creative Movement Curric. for the Young Child – Retire (Miller)
4. ECE074 - Creative Art Curric. for the YC – Retire (Miller)
5. ECE078 - Math Curric. for Young Children – Retire (Miller)
6. ECE079 - Multicultural Anti-Bias Curriculum – Retire (Miller)
7. ECE085 - Children’s Literature, Storytelling, Puppetry Curric. – Retire (Miller)
8. ECE086 - Project Approach to Curriculum - Retire (Miller)
9. ECE095 - Selected topics in ECE – Retire (Miller)
- 10.ECE120 - Emerging Literacy – Series I – Retire (Miller)
- 11.ECE122 - Emerging Literacy - Series II - Retire (Miller)
- 12.ECE124 - Emerging Literacy – Series III – Retire (Miller)
- 13.AGEQ095/EQS095 – Selected Topics – Retire (Reid)

- 14.AOM050 – Windows Operating System – Retire (Andrews)
- 15.AOM052 – Word Processing with Word – Retire (Andrews)
- 16.AOM054 – Spreadsheet with Excel – Retire (Andrews)
- 17.AOM056 – Microsoft Powerpoint – Retire (Andrews)
- 18.AOM058 – Basic Internet – Retire (Andrews)
- 19.ENGL011 – Reading for Information – Retire (Connell)
- 20.ENGL108 – Writing the Research Paper – Retire (Connell)
- 21.ENGL260 – Survey of Children’s Literature – Retire (Connell)

**SUBSTANTIVE ITEMS:**

1. How does the committee handle the overload of TV’s, etc.?
2. Equine Studies Certificate – Revision – (Reid)
3. Equine Studies Associate of Science – Revision (Reid)

**Adjourn:**

**Distribution:** Dean of Instruction: M. Bagley; Division Chairs (2): T. Heaney, Derek Lerch; Academic Senate President: C. Connell; Articulation Officer: M. Presnell; Faculty-at-large (2): Judith Andrews, Jose Rico; Registrar: T. Bolton; Associated Students Rep.: Levor Ross

## **Progress Report Time Line – Faculty**

### ***Course Outlines***

- Course outlines in every discipline to be updated (SLOS too)
- Time-line for future updates developed
- Course outline updates and analysis included in future program review
- “Clean up” of old courses – retire course outlines

**Deadline (for all): Sept. 4, 2009**

### ***Student Learning Outcome Work***

- Program-level SLOs developed **Deadline: December 11, 2009**
- SLOAC work turned into the Office of Instruction  
1 per semester from 2008-2009 **Deadline: August 28, 2009**
- SLOAC work turned into the Office of Instruction  
2 per semester for 2009-2010 **Deadline: May 14, 2010**

### ***Program Review Work***

- Complete 2008-2009 program reviews **Deadline: Sept.4, 2009**
- Redefine “programs” for review **Deadline: Sept.4, 2009**
- Update timeline for instructional program reviews  
**Deadline: Sept.4, 2009**
- Design new template **Deadline: October 9, 2009**
- Complete 2009-2010 program reviews **Deadline: October 23, 2009**

<b>Program/Discipline *</b>	<b>Faculty in Charge</b>	<b>Current Deadline</b>	<b>Next Deadline</b>
ANTH / SOC	Fletcher	2007-08	2010-2011
BIOL	Thompson	<b>COMPLETED</b> (Sp 2007)	F 2009
CHEM	Kokosinski	<b>COMPLETED</b> (Su 06)	Su 2009
ENGL	Connell / Parkin	Sp 07 (in progress)	Sp 2010
FINE ART	Lipscomb	<b>COMPLETED</b> (F 05)	F 2008
FOREIGN LANGUAGE (ASL, ESL, French, German & Spanish)	Andrews; Welser	2007-08	2010-2011
GEOG / GEOL	Lerch	2007-08	2010-2011
HIST	Heaney	<b>COMPLETED</b> (F 05)	F 2008
MATH	Kramer/Kokosinski	2007-08	2010-2011
PHYSICI / PHYS / Astronomy	Kramer	2007-08	2010-2011

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PHYSICI / PHYS / Astronomy	Kramer	2007-08	2010-2011

## SLOAC REVIEW COVER SHEET

Please provide the following information for the course reviewed.

Discipline: Chemistry

Course Number: Chem 106

Course Title: Introduction to Organic Chemistry

Faculty Member : Jeanette Kokosinski Semester Reviewed: Spring 2009

The following documents are attached:

- Course Outline
- Syllabus
- Documentation

Summary data has been submitted to the Institutional Researcher  Yes  No

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Based on the tracking analysis of this course:

I will not be making any changes to this course.

I will be making changes prior to the next offering including:

- Revisions to SLOs in Title V Outline
- Revisions to assignments for SLO # \_\_\_\_\_
- Revisions to lectures, format or methodology
- Change in text
- Other: Revision to course syllabus

Please provide a brief explanation of your decision to revise this course after your review and anything you would like to add regarding the items checked above.

This spring semester provided an opportunity to change the course content slightly to reflect the students' academic and career choices. The course content emphasized application based organic chemistry, which integrated concepts with biochemistry, anatomy, and physiology.

Signature of Faculty Member: \_\_\_\_\_ Date: \_\_\_\_\_

**Feather River College**  
**Spring Semester 2009**

**SYLLABUS**  
**Organic Chemistry 106**

Instructor: Jeanette Kokosinski  
Lectures: MWF 10:00 – 10:50 am, FORS 403  
Laboratory: T 1:00 - 3:50 PM, Chemistry Lab, Room 400  
Office: Learning Center  
Office Hours: 9:00 – 10:00 am, and by appointment  
Text: “Organic Chemistry, A Short Course”, Hart & Craine

Course Objectives: The primary objectives for this course are to introduce students to the fundamental concepts of organic chemistry with the purpose of having students develop a functional knowledge of organic chemistry and to teach students the processes of organic chemistry, or how organic chemistry is done.

Student Learning Outcomes: After completing this course, students will have demonstrated:

- an understanding of the major concepts, theoretical principles and experimental findings in organic chemistry.
- an ability to solve organic chemistry problems in an efficient and accurate manner by employing critical thinking skills and hypothesis-driven methods of scientific inquiry.
- a working knowledge of basic research methodologies in gas chromatography, infrared spectroscopy and nuclear magnetic resonance.
- effective written oral and communication skills, especially the ability to transmit complex technical information in a clear and concise manner.
- the ability to use computers for chemical computation and data acquisition.
- the ability to use instrumentation for chemical analysis and separation.
- an ability to work effectively in teams in both the classroom and the laboratory.

Grading: Grades for the course will be determined on the basis of total points accumulated from examinations, a research paper, and laboratories. There will be 4 hourly exams and a final exam each worth 100 points, laboratory points worth 120 points, and a research paper worth 50 points. Your grade will be determined by the total number of points accumulated out of a maximum of 670 points. Grades will be based approximately on the following cut-offs:

<u>Total Points</u>	<u>Grade</u>
89-100%	A
77-88%	B
65-76%	C
55-64%	D
0-54%	F

In borderline cases, other factors such as performance on homework assignments and participation in class will be considered in determining your final grade.

Make-up Exams: There will be no make-up exams, except in the case of extraordinary circumstances such as serious illness, accident, or family emergency. For students participating in official class trips, sponsored college activities, or athletic events, you must make arrangements to take all exams **in advance** .

Homework: There will be assigned homework problems. These will be in correspondence to the topics discussed in class. You will be responsible for doing these problems, and any others that will help you learn the concepts. I will not collect the problems. Questions concerning the assigned problems may be asked during office hours, and before the start of the lecture. Question and answers periods will be held during some of the lab times.

Electronics: Cellular phones, pagers, or other devices that may disrupt the class should be turned off.

Academic Honesty: Cheating will not be tolerated in this class. Any exam where cheating is found or suspected will result in a zero.

Expectations: Chemistry is not learned passively. This means you should attend all classes, and take proper notes. You should be prepared to commit adequate time to study and to do homework. **DO NOT FALL BEHIND**. This class will transfer to U.C. or C.S.U. colleges.

## Lecture Schedule

<u>Lecture Topic</u>	<u>Chapter</u>
Introduction: Chemical Bonding .....	1
Isomers and Isomerism .....	1
Molecular Orbital Theory .....	1
Alkanes and Nomenclature .....	2
Conformational & Geometric Isomers .....	2
Cycloalkanes .....	2
Properties of Alkanes .....	2
Properties of Alkanes .....	2

### **EXAM 1**

Nomenclature of Alcohols .....	3
Nomenclature of Alkyl Halides .....	3
Class of Alcohols/ Alkyl Halides .....	3
Properties of Alcohols .....	3
Properties of Alkyl Halides .....	3
Mechanism of Reaction .....	3
Carbocations .....	3
Reaction of Primary Alcohols .....	3

### **EXAM 2**

## Lecture Schedule

<u>Lecture Topic</u>	<u>Chapter</u>
Nomenclature of Alkynes .....	4
Structure and Bonding of Alkynes .....	4
Preparation of Alkynes .....	4
Dehydrohalogenation of Alkynes .....	4
Hydrogenation of Alkynes .....	5
Electrophilic Addition of Alkynes .....	5
Markovnikov's Rule .....	5
Addition of Halogens .....	5

### EXAM 3

Aromatic Compounds .....	6
Bonding in Benzene .....	6
Reactions of Arenes .....	6
Aromatic Substitutions .....	6
Stereochemistry .....	7
Stereogenic Center .....	7
Properties of Chiral Molecules .....	7
R-S Notational System .....	7
Fischer Projections .....	7

### EXAM 4

## Lecture Schedule

<u>Lecture Topic</u>	<u>Chapter</u>
Nucleophilic Substitution .....	9
SN2 Mechanism .....	9
SN1 Mechanism .....	9
Sources of Alcohols .....	. 10
Reactions of Alcohols .....	. 10
Oxidation of Alcohols .....	. 10
Aldehydes and Ketones .....	. 11
Physical Properties .....	. 11
Reaction of Aldehydes/ Ketones .....	. 11

### Research Papers

**FINAL EXAM : May 21, 2009 10:00 am – 12:00 pm**

# Laboratory Schedule

## LABORATORY SCHEDULE AND MANUAL

The laboratory schedule is listed for the spring semester is listed below. The laboratory experiments will be handed out in advance and must be read prior to the lab. A short pre-lab presentation will be given before each experiment. Students will work in groups of two or three, unless specified otherwise.

The laboratory write up will include data collection, experimental results, calculations, and a problem work-up section. All calculations and problems should be done clearly, legibly and neatly. The laboratory write-ups will be collected each Friday and returned to you on the following Monday. **No late laboratory assignments will be accepted.**

Note: There will be **no make-up laboratories** except in the case of extraordinary circumstances such as serious illness, accident, or family emergency, and you must notify me by phone about your absence.

Date	Experiment	Points
Jan. 27	1. Lab Orientation	10
Feb. 3	2. Melting point Determination	10
10	3. Purification of an Organic Compound	10
17	4. Conformation of Alkanes	10
24	5. Extraction Experiment	10
Mar. 3	6. Distillation: Separation and Purification	10
10	7. Hydroxyl Group: Reactions of Alcohol	10
17	8. Alkyl Halides: Nucleophilic Substitution	10
24	9. Isolation of a Natural Product	10
Apr. 14	10. Preparation of Cyclohexene	10
21	11. An Introduction to Gas Chromatograph:	
28	Gas Chromatograph of a Natural Product	10
May 5	12. An Introduction to IR spectroscopy:	
	IR spectroscopy	10



**10. Topic Outline:**

- Structure and bonding; Bronsted-Lowry and Lewis acids and bases.
- Nature of organic molecules.
- Alkenes.
- Reactions of alkenes and alkynes.
- Aromatic compounds.
- Stereochemistry.
- Alkyl Halides.
- Alcohols, phenols, and Ethers.
- Aldehydes and ketones: Nucleophilic addition reactions.
- Carboxylic acids and amines.
- Structure determination.
- Biomolecules: Carbohydrates, proteins, and lipids.

**11. Major Course Goals:**

- To provide a broad representation of the principles of organic chemistry as outlined in the course topics.
- To provide students with the fundamental understanding of organic chemistry to address complex, interdisciplinary problems for use in applications in other courses.
- To provide students with fundamental strategies of solving problems as related to the course topics. To provide students with a working knowledge of laboratory methodologies, instrumentation techniques, data analysis and interpretation so that they will develop the appropriate skills to perform scientific measurements and calculations.

**12. Student Learning Outcomes:**

- Describe major chemical concepts, theoretical principles and experimental findings in organic chemistry as outlined in the course topics.
- Read and communicate effectively various chemical concepts, theories, laws and experimental findings.
- Apply fundamental mechanistic chemical principles to minimize memorization and maximize understanding.
- Employ critical thinking skills and methods of scientific inquiry by solving theoretical and experimental problems.
- Develop laboratory skills to correctly assemble and execute laboratory experiments by becoming familiar with laboratory equipment and procedures.
- Use computers for chemical computation and data acquisition.
- Interpret, calculate and reach logical conclusions of experimental results after reviewing experimental outcomes through direct observation and data collection.  
Develop a clear sense of personal professional self-growth by accepting responsibility for one's own actions, respecting other classmates and exhibiting academic honesty.

**13. Method of Assessing Student Learning:**

Lectures, discussions, research paper and laboratory assignments

**14. List or give examples of out-of-class assignments:**

- Textbook readings.
- Homework assignments from textbook.
- Writing laboratory reports.
- Research paper.

**15. Methods of Course Instruction:**

Lectures, discussions, demonstrations, videos, problem solving sessions, laboratory experiments and analysis.

**16. Repeatability:**

None

**17. Educational Materials:**

Lecture: *Fundamentals of Organic Chemistry*, McMurray and Simanek. Thomson, 2007, 6th ed.

Lab: *Operational Organic Chemistry*, Lehman. Prentice Hall, 2008, 2<sup>nd</sup>. ed.

Or equivalent text.

New Course Outline**Library/LRC Review**

The instructor, in consultation with the librarian, has reviewed the print and non-print resources and services of the College Library/LRC in the subject areas related to the proposed new course.

COURSE: \_\_\_\_\_

Check One (✓):

\_\_\_\_\_ The College Library/LRC has *adequate* materials, print and non-print, to support this course.

\_\_\_\_\_ The College Library/LRC, print and non-print, are *inadequate* to support this course.

\_\_\_\_\_ *No* Library support needed for this course.

\_\_\_\_\_  
Instructor (*signature*)

\_\_\_\_\_  
Librarian (*signature*)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

# FEATHER RIVER COLLEGE

## “RECOMMENDED FOR SUCCESS” ADVISORY

“RECOMMENDED FOR SUCCESS” ADVISORY: \_\_\_\_\_ FOR \_\_\_\_\_  
 Recommended Course (Dept. and #) Target Course (Dept. and #)

For help in filling out this form read the handout “Questions and Answers about Prerequisites,” especially Question 7, available from the Instruction Office.

*The signatures below attest, based on the evidence of the content review on the other side of this document, that the above-named skill, knowledge, or course will greatly improve students’ chances for success in the target course.*

**APPROVED,**  
**CURRICULUM COMMITTEE** \_\_\_\_\_ *On (date)* \_\_\_\_\_

**APPROVED,**  
**DIVISION CHAIR** \_\_\_\_\_ *On (date)* \_\_\_\_\_

**APPROVED,**  
**CHIEF INSTRUCTIONAL OFFICER** \_\_\_\_\_ *On (date)* \_\_\_\_\_











## SLOAC REVIEW COVER SHEET

**Please provide the following information for the course reviewed.**

**Discipline:** Early Childhood Education

**Course Number:** ECE 150 **Course Title:** Observational Studies

**Faculty Member :** Shelley Miller **Semester Reviewed:** SP 09

**The following documents are attached:**

- Course Outline
- Syllabus
- Documentation

**Summary data has been submitted to the Institutional Researcher**  Yes  
 No

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**Based on the tracking analysis of this course:**

I will not be making any changes to this course.

I will be making changes prior to the next offering including:

- Revisions to SLOs in Title V Outline
- Revisions to assignments for SLO # \_\_\_\_\_
- Revisions to lectures, format or methodology
- Change in text
- Other: More emphasis on SLO #3 in lectures, written examples, and more weight in grading.

**Please provide a brief explanation of your decision to revise this course after your review and anything you would like to add regarding the items checked above.**

All seventeen students who completed the assignments were successful in this class. The two students who did not pass the class, did not turn in assigned work. All students exhibited acceptable levels of competency or higher on the assignments that assessed SLO #1 and #2. On the self-assessment, all students rated themselves as competent for SLO #1 and #2. One student rated herself still at the beginning level for SLO#3.

### Results of Student Self-Assessment

SLO	Extremely Competent	Competent	Fairly Competent	Beginner
#1	25%	50%	25%	0
#2	25%	58%	17%	0
#3	33%	33%	25%	8%

In my review, it became apparent that the assessment of SLO#3 is not separated out in assignments. Therefore, it was difficult to assess individually. My perception is that it may be the weak link in this class. Here are my plans to address this the next time the class is offered:

- Design separate scoring for the portion of the assignments that specifically assess SLO#3. This will give me a clearer idea of student competency for this SLO.
- Provide more specific examples to students showing the relationship of assessment to future planning. This additional guidance should also increase student performance.

**Signature of Faculty Member: s//: Shelley Miller**

**Date: 5/25/09**

**ECE 150**  
**Observational Studies**  
**Lecture: Tuesday 3:00-5:00**  
**Lab: 3 Hours/Week TBA**

**Instructor: Shelley Miller**  
**Spring 2009**  
**Allied Health Building**

## **Syllabus**

### **Catalog Description**

Presents an understanding of child development through exploring techniques of observing and recording children's behavior. Includes analyzing observations, developing assessments and making recommendations based upon observations. Practical application is required in a three hour weekly lab.

### **Course Goals**

1. To develop skills in objective observation and analysis of children's behavior.
2. To understand the relationship between observation, the assessment of individual children's development, and the planning process.
3. To understand how assessment is used to communicate with families and other professionals to facilitate joint decision making and collaborative planning for individual children.
4. To understanding the ethical responsibilities of the process of observation and assessment and the importance of maintaining confidentiality.

### **Student Learning Outcomes**

The student will be able to:

1. Develop and use skills in observing and recording children's behavior accurately and objectively.
2. Assess children's development through observation in the physical, cognitive, social and emotional domains.
3. Make recommendations based on observation and assessment for planning, environments, curriculum, interactions and adaptations for individual differences.

### **Text**

Janice J Beaty, Observing Development of the Young Child, 6<sup>th</sup> edition, Merrill Publishing, 2006.

## Assignments and Evaluation

Observations of Children (11)	110
Lab	50
Child Case Study Part 1	30
Child Case Study Part 2	20
Child Case Study Part 3	<u>40</u>
<b>Total Points</b>	<b>250</b>

## Grading Formula

93-100%	A
90-92 %	A-
87-89 %	B+
83-86 %	B
80-82 %	B-
77-79 %	C+
70-76 %	C
67-69 %	D+
60-66 %	D
59% or below	F

## Grading Policies

1. Assignments are due on the date indicated. Ten percent will be deducted for each class day an assignment is late. **Absolutely no assignments will be accepted after two weeks from the due date or May 18, whichever comes first.**
2. You are responsible for logging your weekly lab time. Sheets will be collected on May 12 and points will be computed based on the percentage of hours completed.

## Instructor Information

Shelley Miller

283-0202 ext 311

smiller@frc.edu

Office: Child Development Center

Office Hours: Tuesdays, 1:00-2:30

Wednesdays, 3:00-5:00

Thursdays, 9:00-10:30

Or by appointment

## Calendar and Topics

January 20	Review course syllabus/Set up lab time Why do we observe?	Chapter 1
January 27	Methods of Observation Desired Results Instrument Observation/Assessment/Planning Cycle	Chapter 2
February 3	Self Esteem	Chapter 3
February 10	Emotional Development <b>First Observation Due</b>	Chapter 4
February 17	Social Play <b>Second Observation Due</b>	Chapter 5
February 24	Prosocial Behavior <b>Third Observation Due</b>	Chapter 6
March 3	Discussion of Case Study/Practice Summary and Recommendations <b>Fourth Observation Due</b>	
March 10	Large Motor Development <b>Part 1 of Case Study Due</b>	Chapter 7
March 17	Small Motor Development <b>Fifth Observation Due</b>	Chapter 8
March 24	Cognitive Development <b>Sixth Observation Due</b>	Chapters 9
March 31	Spoken Language <b>Seventh Observation Due</b> <b>Part 2 of Case Study Due</b>	Chapters 10
April 7	Spring Break – No Class	
April 14	Emergent Literacy Skills <b>Eighth Observation Due</b>	Chapter 11
April 21	Art Skills <b>Ninth Observation Due</b>	Chapter 12
April 28	Imagination <b>Tenth Observation Due</b>	Chapter 13
May 5	Screenings/Child Portfolios <b>Eleventh Observation Due</b>	
May 12	Sharing Observations/Planning <b>Case Study Due</b>	Chapter 14 Epilogue
May 18 MONDAY 2:00 -4:00	Review of Case Studies Course Evaluation	

## **Detail on Graded Observation Assignments 1-4**

### **First Observation**

**Due February 10**

Read Chapter 3  
Complete Self-Identity Checklist  
Complete one running record  
Complete 2 anecdotes  
Select child for observation for remainder of semester

### **Second Observation**

**Due February 17**

Read Chapter 4  
Complete Emotional Development Checklist  
Complete one running record  
Complete 2 anecdotes

### **Third Observation**

**Due February 24**

Read Chapter 5  
Complete Social Play Checklist  
Conduct time sampling on social play behavior.  
Calculate percentages and construct individual chart comparing to norm.

### **Fourth Observation**

**Due March 3**

Read Chapter 6  
Complete Prosocial Behavior Checklist  
Conduct event sampling  
Complete 2 anecdotal records with interpretations

Detail will be provided on the remaining observation assignments based on class progress with the above assignments.

## **CASE STUDY**

### **Purpose**

The purpose of a case study is to help you develop a better understanding of behavior and development through:

1. observing and recording an accurate and objective picture of a child's actions.
2. organizing all available information about a child to gain new insights.
3. analyzing and interpreting all available information.
4. making recommendations for individualizing the program to meet the developmental needs and interests of the child.

### **Information for the Student**

The following outline is intended to help you organize your written report of the child you have been studying. In writing your report, try to present as true a picture as you can of the child as you see him/her. When you shut your eyes, can you picture the child's actions and behavior by what you have written? You may not have the opportunity to observe or gather all the data below, but you will want to try to gain as much data as you can. You will need to support your statements with bits of recorded observation. The choice of what to include is completely up to you. You will want to choose items that provide the most insight into the uniqueness of the child.

Your case study must be typed and double-spaced. The supporting observations may be hand written, but must be legible.

### **Suggested Procedures**

1. Select a child to observe who is attending during your lab time
2. Complete your weekly observations on the selected child. If the child is not in attendance, you can do the observations on another child to complete the weekly assignment. You will need to try to pick up the missing information during another lab session.
3. Do not restrict yourself to observations for the weekly assignment. For example, if you are observing motor development, and you see some significant social interactions, be sure to record them for use in the case study.
4. After completing the weekly observation, try to begin your interpretations. These may change over the course of the semester. Be careful not to stereotype based on early observations. Keep your mind open as you learn more about the child.
5. Keep all your observations well organized. This will help you when you begin to write the case study.
6. When writing the case study, support all statements with the date (or dates) and incidents observed.

## **Format**

### **Part I Social and Emotional Development (Chapters 3, 4, 5 and 6)**

**Due: March 10**

**30 Points**

#### **1. General Information**

Include the name of the child, birthdate, age at beginning and end of study, total number of hours observed, time period generally observed.

#### **2. Physical Information**

Describe the child's physical appearance including height, weight, posture, color of eyes and hair.

#### **3. Social and Emotional Development**

If it was the child's first time in the program, describe the initial adjustment. Include items from the observation on self-identity and emotional development in this section.

Describe the play behavior in which the child most engages. Include a graph to illustrate this. Has there been a change over the semester? How does this relate to the norm for a child this age?

Discuss the items listed in the checklist for observing prosocial behavior.

#### **4. Summary and Recommendations**

Summarize the most significant features about the child in social-emotional development. What are the areas of strength and where are the areas needing support and attention?

Include recommendations or a learning prescription for how to individualize the program to meet this child's needs, abilities and interests.

#### **5. Attachments**

Include all completed checklists and supporting observations

Complete the Desired Results Developmental Profile (Measures 1-11 for preschool, Measures 1-13 for Infants/Toddlers)

## **Part II Motor Development (Chapters 7 and 8)**

**Due: March 31**

**20 Points**

### **1. Motor Development**

Describe gross motor skills. Note progress in perfecting old skills and acquiring new skills

Describe fine motor skills including hand preference, eye hand coordination, self-help skills, use of art materials and manipulatives.

What is the relationship of time spent on gross motor and fine motor activities?

### **2. Summary and Recommendations**

Summarize the most significant features about the child in motor development. What are the areas of strength and where are the areas needing support and attention?

Include recommendations or a learning prescription for how to individualize the program to meet this child's needs, abilities and interests.

### **3. Attachments**

Include all completed checklists and supporting observations

Complete the Desired Results Developmental Profile (Measures 34-38 for preschool, Measures 30-35 for Infants/Toddlers)

Include samples of artwork, writing or anything else you might want to add that is pertinent to the developmental area you are submitting

### **Part III Cognitive Development (Chapters 9, 10, 11, 12, 13)**

**Due: May 12**

**40 Points**

#### **1. Cognitive Development**

Include as much information as you can from the checklists. Also address problem solving skills, and independence in thought. Does the child show an interest in the world around her? Does he ask thoughtful questions? Is she curious and alert to change?

Describe the child's language development. How does the child use language? Is the child interested in books and other language arts activities?

Is the child's play repetitive, limited, or rich? Describe his imaginary play. Is she interested in using creative materials (art, music, woodworking)

#### **2. Attachments**

Include all completed checklists and supporting observations

Complete the Desired Results Developmental Profile (Measures 12-33 for preschool, Measures 14-29 for Infants/Toddlers)

Include samples of artwork, writing or anything else you might want to add that is pertinent to the developmental area you are submitting

#### **Grading**

Your case study must be thorough, non-judgmental, and there must be a direct link to your statements and the observations you are sighting. The recommendations must follow your summary statements. Points will be taken off for spelling and grammatical errors in the typed portion of the paper. Points will be deducted for papers submitted after the due date.

No papers will be accepted 2 weeks after the due date or May 18, whichever comes first.

<b><u>ECE 150</u></b> <b>1. Discipline Name/No.</b>	<b><u>Observational Studies</u></b> <b>2. Course Title</b>
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Formerly: CHDV 150

Date Created: \_\_\_\_\_

Date Revised: \_\_\_\_\_

**\*\*\*FOR OFFICE OF INSTRUCTION ONLY\*\*\***

Curriculum Adoption: \_\_\_\_\_

Course Static ID: ECE 150

TOPS: 1305.10

Course Classification:

(Check all that apply)

CIP: 20.0201

Basic Skills:

Vocational: X

Classification: I \_\_\_\_\_

Transfer: X

Other:

PAC: 1305

SAM: C Total Instructional Hours: 90

**3. Units: 3 Course Length: 18 weeks**

**4. Method of Instruction (MOI)—state in hrs/wk**

**Lec:** 2

**Code:** 02

**Lab:** 3

**Code:** 04

**Field:** \_\_\_\_\_

**Code:** \_\_\_\_\_

**Other:** \_\_\_\_\_

**Code:** \_\_\_\_\_

**Distance Ed:** \_\_\_\_\_

**Code:** \_\_\_\_\_

**5A.** Part of State Approved Program: Yes X No

**B.** Certificate of Achievement Applicable: Yes X No

**6.** Check all appropriate boxes for Grading Method:

Graded  CR/NC  Student Option (grades/CR) X Non-credit  By Examination

**7.** Course Prerequisite(s): and/or Advisories:

None

**8.** Catalog Description:

Presents an understanding of child development through exploring techniques of observing and recording children’s behavior. Includes analyzing observations, developing assessments and making recommendations based upon observations. Practical application is required in a three hour weekly lab.

**9.** Course Transfer:

Non-transfer/Non-AA —

Transfer CSU (Majors only)

Pre-collegiate Basic Skills

Basic Skills, not Pre-collegiate

Articulation Date UC: \_\_\_\_\_

Not Basic Skills

Non-transfer AA

Transfer Other

**10. Topic Outline:**

The Importance of Observation and Assessment  
Observation Guidelines, Ethics and Confidentiality  
Objectivity  
Methods of Observation  
Important Items for Observation in the Physical, Cognitive, Social and Emotional Domains  
Standardized Measures  
Collecting and Recording Data  
Interpreting the Data  
Completing Assessment Reporting Forms  
The Role of Observation and Assessment in Planning  
Developing Recommendations  
Communicating Information from Observations and Assessments

**11. Major Course Goals:**

1. To develop skills in objective observation and analysis of children's behavior.
2. To understand the relationship between observation, the assessment of individual children's development, and the planning process.
3. To understand how assessment is used to communicate with families and other professionals to facilitate joint decision making and collaborative planning for individual children.
4. To understanding the ethical responsibilities of the process of observation and assessment and the importance of maintaining confidentiality.

**12. Student Learning Outcomes:**

The student will be able to:

1. Develop and use skills in observing and recording children's behavior accurately and objectively.
2. Assess children's development through observation in the physical, cognitive, social and emotional domains.
3. Make recommendations based on observation and assessment for planning, environments, curriculum, interactions and adaptations for individual differences.

**13. Method of Assessing Student Learning:**

Written observations, written summaries and assessments, written recommendations, projects, papers, individual child study.

**14. List or give examples of out-of-class assignments:**

Written lab reports, projects, participation, text, papers

**15. Methods of Course Instruction:**

Lecture, discussion, audio-visual, small group activities, laboratory exercises

**16. Repeatability:**

None

**17. Educational Materials:**

Janice J. Beatty, Observing Development of the Young Child, Pearson/Merrill, 2005.



## SLOAC REVIEW COVER SHEET

**Please provide the following information for the course reviewed.**

**Discipline:** Environmental Studies

**Course Number:** ENVR 180 **Course Title:** Environmental Policy

**Faculty Member :** Darla S. DeRuiter **Semester Reviewed:** Spring, 2009

**The following documents are attached:**

- Course Outline
- Syllabus
- Documentation

**Summary data has been submitted to the Institutional Researcher**  Yes  No

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**Based on the tracking analysis of this course:**

**I will not be making any changes to this course.**

**I will be making changes prior to the next offering including:**

- Revisions to SLOs in Title V Outline
- Revisions to assignments for SLO # 3
- Revisions to lectures, format or methodology
- Change in text
- Other \_\_\_\_\_

**Please provide a brief explanation of your decision to revise this course after your review and anything you would like to add regarding the items checked above.**

I have been packing too much into this class, and students are struggling to really learn the content, as evidenced by their poor performance on the mid-term and final exam (data provided). I would like to focus the class content contextually so that they have a better understanding. I plan to develop a process that incorporates environmental assessment based on FRC campus conservation, which I think will help them comprehend environmental policy and compliance much better.

I tried a new term paper assignment this semester, and had one due-date at the end of the semester. While we discussed the assignment in class several times, it was evident from the papers students turned in that they didn't have the tools necessary to write good analyses of public policy. Next time I teach the class I will break the assignment up into intermediary steps, such as topic, outline, reference list, thesis statement, etc. This will prevent procrastination and provide an opportunity for instructor feedback along the way.

**Signature of Faculty Member:** /s/ Darla S. DeRuiter **Date:** 6/1/2009

# ENVR / POL 180: Environmental Policy

**Instructor:** Dr. Darla S. DeRuiter

**Phone:** (530)283-0202 x262

**E-mail:** dderuiter@frc.edu

**Classroom:** SCI 101

**Office:** Science 115

**Section:** 3047 (ENV) / 3163 (POL)

**Office Hours:** M 11-noon, W 10-noon; or by appointment

**Class Meeting Times:** MW 8:00-9:15am

## Class Description:

We will engage in a comprehensive analysis of the laws and policies that affect water, land, air, fire, wildlife, and vegetation in the American West. The class will examine the federal land management agencies (history, mission, policies), and issues specific to wilderness, wildlife, timber, grazing, water, and mining.

## Major Course Goals:

1. To explore the broad general theories, laws and policies related to the natural environment, specifically those that affect water, land, air quality, fire and wildlife
2. To examine the government agencies that are responsible for natural resource management, including the National Park Service, US Forest Service, US Fish & Wildlife Service, Bureau of Land Management, etc.
3. To identify, discuss and outline the effects of the following laws on the management policies of public lands in the western U.S.: NEPA, CEQA, NFMA, ESA, Wilderness Act, CAA, CWA, MUSY, Wild & Scenic Rivers Act, and others as appropriate.

## Student Learning Outcomes:

1. The student will describe the historical and contemporary context of natural resource management
2. The student will differentiate between the purposes, missions, types of lands, and responsibilities of the major government land management agencies
3. The student will analyze the effects that each of the laws and policies studied may have upon individual private citizens, and enhance their abilities to be effective as participants in natural resource management.

## Required Course Materials:

- Dennis, Steve. (2001). *Natural Resources and the Informed Citizen*. Sagamore Publishing, Champaign, IL. (available at FRC Bookstore).
- *High Country News*. You can subscribe for one term (\$10) or for a year at the special student rate (\$28).

## Learning Styles:

Every effort will be made to accommodate a variety of learning styles. Classes will include lecture, videos, hands-on activities, guest speakers, and discussions. Please communicate with me if I can assist with your learning in other ways.

## Grading & Assignments (600 points total)

- Term Paper: Assignment description below. (150 points)
- Readings Worksheets: 15 total, 10 points each (150 points)
- Mid-term and Final Exams: 100 points each (200 points)
- Participation and Attendance (100 points)

### Traditional grading applies:

90% + A

80-89% B

70-79% C

60-69% D

59% - F

Pluses & Minuses may be assigned at the instructor's discretion

## Class Policies

**Class attendance** - It is expected that you will attend each class meeting during the semester, and come to class on time. My commitment to you is to make the best use of your time during each class period, and I expect your regular and prompt attendance in return. If you must miss class, speak with me *before the day you will miss*. **Each time that you have an unexcused absence from class you will lose 20 points up to 100 points.** Excused absences are for death in the family, major illness, car wreck, attendance at required academic or athletic events etc. which can be verified by the Student Services Office. Any student with 5 or more absences from class may be dropped from the course with a "W".

**Assignments** - Assignments will be due at the beginning of class on the date printed on this syllabus. Late assignments will not be accepted. If you have a legitimate (determined by the instructor) excuse for why you must turn in an assignment late, it will be accepted (up to 5 days) late but assessed a penalty of 5% of the assignment's value per day late. **Readings Worksheets will not be accepted late.** The term paper must be typed and presented in a professional manner. Readings Worksheets can be neatly handwritten. (Take advantage of the worksheets—they are a useful study guide!) Grammar and spelling must be correct on all submitted assignments. Proof your work! If you feel you need assistance in this area, see the instructor as soon as possible so that help can be provided and your grade will not be diminished. Finally, you are expected to do your own work, give credit for the ideas and works of others, and cite your sources.

**Etiquette in class** - Class begins promptly at 8:00am on Mondays and Wednesdays. Out of courtesy to your classmates, you are expected to be in class on time. Tardiness and leaving early will count as absences. During the class period, you will be expected to participate fully, and respect your classmates, instructor, and guest speakers. Being respectful, interested, attentive, and participatory will reflect well on your grade.

**Extra credit** – Students who would like to earn extra credit may see me about writing letters to elected officials. You must obtain the assignment description from me first, and allow plenty of time for the process to occur.

Week	Date	Day	Topic	Reading	Assignments
<b>BACKGROUND: How Did We Get Here?</b>					
1	1/19	M	<i>No Class: MLK Jr. Day</i>		
	1/21	W	Public Policy Research: Guest Tom Davis		
2	1/26	M	Introduction to course & each other		
	1/28	W	History of Natural Resource Use in West	Ch. 4	Readings Worksheet 1 DUE
3	2/2	M	History, continued		
	2/4	W	Introduction to Federal Agencies	Ch. 5	Readings Worksheet 2 DUE
4	2/9	M	History of Natural Resource Laws		
	2/11	W	National Environmental Policy Act	Ch. 6	Readings Worksheet 3 DUE
<b>LAND MANAGERS: Agency Development, Mission, &amp; Issues</b>					
5	2/16	M	<i>No Class: Presidents' Day</i>		
	2/18	W	National Park Service	Ch. 7	Readings Worksheet 4 DUE
6	2/23	M	Organic Act, ANILCA		
	2/25	W	U.S. Forest Service, MUSY, NFMA, etc.	Ch. 8	Readings Worksheet 5 DUE
7	3/2	M	Bureau of Land Management	Ch. 9	Readings Worksheet 6 DUE
	3/4	W	Federal Land Policy & Mgmt. Act		
8	3/9	M	U.S. Fish & Wildlife Service	Ch. 10	Readings Worksheet 7 DUE
	3/11	W	Endangered Species Act		
9	3/16	M	<b>Mid-term Exam</b>		
	3/18	W	Bureau of Reclamation & Army Corps	Ch. 11	Readings Worksheet 8 DUE
10	3/23	M	States' Role in NR Management, CEQA	Ch. 12	Readings Worksheet 9 DUE
<b>ISSUES: Can We Solve Our Land Management Challenges?</b>					
	3/25	W	Wilderness, The Wilderness Act		
11	3/30	M	Proposed wilderness in California		
	4/1	W	Timber Management	Ch. 18	Readings Worksheet 10 DUE
4/6 – 10	<i>S p r i n g B r e a k!</i>			<i>Enjoy and be safe</i>	
12	4/13	M	Wildlife Management	Ch. 19	Readings Worksheet 11 DUE
	4/15	W	Recreation Management		
13	4/20	M	Range Management	Ch. 20	Readings Worksheet 12 DUE
	4/22	W	Water Management, Wild & Scenic Rivers	Ch. 21	Readings Worksheet 13 DUE
14	4/27	M	<b>NO CLASS</b>		
	4/29	W	<b>NO CLASS</b>		
15	5/4	M	<b>NO CLASS</b>		
	5/6	W	Mining, U.S. Mining Law	Ch. 22	Readings Worksheet 14 DUE
16	5/11	M	From Local to Global: Climate, Biodiversity & Human Welfare		<b>Term Paper DUE</b>
	5/13	W	Being an Informed, Involved Citizen	Ch. 23/24	Readings Worksheet 15 DUE
FINAL	5/18	M	8 – 10 am <b>Comprehensive Final Exam</b>		

# Term Paper Assignment Description

## **PUBLIC POLICY ANALYSIS in a POST-ELECTION YEAR**

**Length:** 800 word minimum (~ 5 pages double-spaced)

**Due:** Monday, May 11<sup>th</sup>

**Points:** 150

**Purpose:** To provide the opportunity to investigate specific environmental policy that is currently being debated in society. Learn to distinguish between sound and faulty research and consider all perspectives.

**Method:** Public policy refers to all of the laws, regulations, and other programs developed by governments to solve problems. For example, from the global to local level, governments are attempting to develop policy to address the warming of our atmosphere. Right here in Plumas County, the US Forest Service is trying to determine where to allow vehicular travel on the Plumas National Forest.

While the development and implementation of public policy is an ongoing process, there are exceptional opportunities for analysis and revision following a major election. Newly elected officials bring their own ideas about how policies should work, and may be striving to represent a different constituency than past administrations. This is certain to be the case under Barack Obama.

For this term paper, you will identify a public policy issue relating to the natural environment that is being debated in society. Possibilities abound; I've provided an extremely abbreviated list below.

- *energy development* (e.g., oil in the Arctic National Wildlife Refuge; natural gas in the Rocky Mountain states; offshore oil drilling; biofuels on prime agricultural lands; "clean" coal; nuclear; renewable energy from sun, wind, waves, etc.)
- *water supply and quality* (e.g., dam decommissioning, providing water to booming urban areas, agricultural and industrial demands, water pollution)
- *wildlife* (e.g., effectiveness of the Endangered Species Act, provision of healthy habitat and corridors, hunting, commercial fishing, whaling)
- *land management* (e.g., timber harvest management, recreation management in Wilderness, range & grazing management, roadless areas, hardrock mining reform, wildfire, restoration)
- *special interest issues* (e.g., gray wolves, snowmobiles in Yellowstone National Park, Chronic Wasting Disease, polar bears)
- *pollution* (e.g., greenhouse gas emissions, cap & trade system, the energy grid, heavy metals, fuel releases [i.e., perchlorate, MTBE], agricultural pesticides, solid waste disposal, recycling)
- *food and agriculture* (e.g., organic certification, food miles, genetically modified organisms, human health issues)
- *greening the economy* (e.g., shift subsidies from the fossil fuel industry to alternative energies, support green job training, transportation revolution)
- *industry* (e.g., vehicle fuel economy standards, international trade and manufacturing, green building standards, building retrofitting and weatherizing, consumption issues)

First, you will need to select an environmental problem that is affecting society at some level. It could be from the list above, or it could be something completely different. Check with me if you are unsure whether your topic fits the assignment. Another way to approach it is to imagine *you* are the newly elected president of the United States: what would be your top priority for policy change related to the environment?

Do some exploratory research to identify *current* information on the issue: the internet and other up-to-date media (e.g., newspapers, journals, magazines) are your best bets. Be sure that there are thorough pro and con perspectives that you can analyze. You must use at least *five sources* in your analysis. Prepare a paper that addresses the following:

1. Define the problem: In one or two sentences, state the nature of the environmental problem that you plan to study. Summarize at least three undesirable conditions that result from this problem.
2. Gather evidence: Using recent sources (five minimum), gather evidence on **both sides** of your policy issue. This can include *statistics*, *case studies*, and *articles by experts*. Summarize your results.
3. Evaluate existing policies: Evaluating the main existing policy or policies to deal with an environmental problem is an important step in the public policy analysis process. Analyzing both the advantages and disadvantages of existing policies can suggest what parts of the current policy should be kept or strengthened, and what parts should be changed. If the existing policy seems to be totally ineffective, then perhaps it needs to be replaced.
  - a. What are the advantages and disadvantages of this policy (consider effectiveness, costs, benefits, enforcement, and public acceptance)?
  - b. Based on your evaluation of the advantages and disadvantages, should the current policy be totally replaced, strengthened, or improved? What advantages, if any, from the current policy should be retained? What disadvantages, if any, should be eliminated?
4. Evaluate proposed policies: What proposals exist to revise or replace existing policy? Examine these alternatives and answer a & b from above.
5. Recommend solution(s): Based on your analysis, make a recommendation. Consider two approaches: 1) one way to solve a problem is to eliminate or lessen the causes or contributory factors; 2) another way is to revise or replace current policy. Be sure that your solutions include specific types of government actions to reach the environmental policy goal. In other words, your recommendations should not be “reduce CO2 emissions” (which is a goal), but should specifically propose how to meet that goal.

### Grading

The paper is worth 150 points. I welcome drafts before the due-date, and will give you extensive feedback, which will undoubtedly improve your grade should you choose to implement my suggestions.

You will be graded on the following:

1. Thoughtfulness of responses to the five items above.
2. Completeness of paper: thoroughly addressing all required elements.
3. Your paper should be neatly typed and free from errors. Use subheadings to organize your paper.
4. Flow, correctness, and logic of writing style.
5. Citations and Bibliography: you must cite the sources of your information within the body of your paper, and provide a bibliography at the end. APA format is required (handout attached). See me for help on this.



**10. Topic Outline:**

1. History of Natural Resource Use in the West
2. Where do Natural Resource Laws Come From?
3. National Environmental Policy Act
4. National Park Service: Organic Act, Alaska National Interest Land Conservation Act
5. US Forest Service: Multiple-use Sustained-yield Act, National Forest Management Act
6. Bureau of Land Management: Federal Land Policy & Management Act
7. US Fish & Wildlife Service: Endangered Species Act
8. Bureau of Reclamation & US Army Corps
9. States' Role in NR Management: California Environmental Quality Act
10. Wilderness: The Wilderness Act
11. Timber: Quincy Library Group, Healthy Forests Initiative
12. Wildlife Management
13. Range Management
14. Recreation Management
15. Water Management: Wild & Scenic Rivers Act
16. Mining & US Mining Law: Clear Water Act, Clean Air Act, Clear Skies Initiative
17. Being an Informed, Involved Citizen

**11. Major Course Goals:**

- To explore the broad general theories, laws and policies related to the natural environment, specifically those that affect water, land, air quality, fire and wildlife
- To examine the government agencies that are responsible for natural resource management, including the National Park Service, US Forest Service, US Fish & Wildlife Service, Bureau of Land Management, etc.
- To identify, discuss and outline the effects of the following laws on the management policies of public lands in the western U.S.: National Environmental Policy Act (NEPA); California Environmental Quality Act (CEQA); National Forest Management Act (NFMA); Endangered Species Act (ESA); Wilderness Act; Clean Air Act; Water Quality Act; U.S. Mining Law; Multiple Use Sustained Yield Act; Wild & Scenic Rivers Act, and others as appropriate.

**12. Student Learning Outcomes:**

- The student will describe the historical and contemporary context of natural resource management
- The student will differentiate between the purposes, missions, types of lands, and responsibilities of the major government land management agencies
- The student will analyze the effects that each of the laws and policies studied may have upon individual private citizens, and enhance their abilities to be effective as participants in natural resource management.

**13. Method of Assessing Student Learning:**

- Mid-term and final exams, Letter Writing Assignment, Readings Worksheets
- Mid-term and final exams, Readings Worksheets, Roll Play Assignment
- In-class discussions, Term Paper, Roll Play Assignment

**14. List or give examples of out-of-class assignments:**

Term Paper (2 Options: Public Hearings & the Participation Process *or* Public Involvement & the World Wide Web), Letter Writing Assignment, Weekly Readings Worksheets, Feral Burro Reduction Roll Play

**15. Methods of Course Instruction:**

Lecture, Power Point, Guest Speakers, Discussion, Activities, Roll Play

**16. Repeatability: NONE**

**17. Educational Materials:**

- Dennis, Steve. (2001). *Natural Resources and the Informed Citizen*. Sagamore Publishing, Champaign, IL.
- *High Country News*. HCN is an award-winning bi-weekly newspaper covering environmental issues of the Western United States.

**New Course Outline**

## ***Library/LRC Review***

The instructor, in consultation with the librarian, has reviewed the print and non-print resources and services of the College Library/LRC in the subject areas related to the proposed new course.

COURSE: ENVR/ORL 180

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Check One (✓):

The College Library/LRC has ***adequate*** materials, print and non-print, to support this course.

The College Library/LRC, print and non-print, are ***inadequate*** to support this course.

***No*** Library support needed for this course.

/s/Darla S. DeRuiter

Instructor (*signature*)

\_\_\_\_\_  
Librarian (*signature*)

October 13, 2009

Date

\_\_\_\_\_  
Date



**Timeline on Student Learning Outcomes  
Draft September 1, 2009**

	Task	Date/Responsible
<p><b>1. General Education Courses</b> The college has defined expected student learning outcomes for all general education courses.</p>	<ol style="list-style-type: none"> <li>1. Identify all GE courses.</li> <li>2. Create checklist marking which have been completed, which haven't.</li> <li>3. Complete SLOs for all general education classes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Completed/CIO</li> <li>2. Completed/CIO</li> <li>3. September 2009/FT faculty by discipline/Miller and DCs for associate faculty</li> </ol>
<p>The college has mapped expected general education student learning outcomes to all the general education courses and other experiences (i.e. co-curricular, service learning, etc) required to complete the FRC GE education requirements.</p>	<ol style="list-style-type: none"> <li>1. Identify General Education SLOs.</li> <li>2. Identify other experiences.</li> <li>3. Develop grid for mapping.</li> <li>4. Identify how the course SLOs align with the GE SLOs.</li> <li>5. Compile data by GE areas of study.</li> </ol>	<ol style="list-style-type: none"> <li>1. Completed/campus-wide</li> <li>2. F09/SLOAC committee</li> <li>3. Completed/Desmond</li> <li>4. October 2009/Faculty Flex/CIO</li> <li>5. November 2009/IR Committee</li> </ol>
<p>The college has completed the Student Learning Outcome Assessment Cycle (SLOAC) process for GE courses (including assessment, analyzing results of assessment, and planning and implementing changes to improve learning).</p>	<ol style="list-style-type: none"> <li>1. Develop cover sheet for SLOAC documentation.</li> <li>2. Complete SLOAC for GE courses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Completed</li> <li>2. F11/FT faculty (see Area 2, All Courses)</li> </ol>
<p>The college has completed the SLOAC process for general education (campus-wide) SLOs.</p>	<ol style="list-style-type: none"> <li>1. Develop student exit survey.</li> <li>2. Pilot student exit survey.</li> <li>3. Evaluate student exit survey pilot and revise.</li> <li>4. Link exit survey electronically to graduation/certificate petitions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Completed/Desmond</li> <li>2. Completed/Desmond</li> <li>3. F09/SLOAC Committee</li> <li>4. SP10/CIO/SS Council</li> </ol>

	Task	Date/Responsible
<p><b>2. All Courses</b> The college has defined expected student learning outcomes for all courses.</p> <p>The college has completed the SLOAC process for all courses (including assessment, analyzing results of assessment, and planning and implementing changes to improve learning).</p> <p>(Note: Basic Skills/ESL are included in this section)</p>	<p>1. Create a list of courses by discipline. 2. Track completion of course SLOs by discipline 3. Create list of course not yet revised with assignment. 4. Complete all courses in catalog (or retire).</p> <p>1. Complete and submit cover sheet and documentation, including one or more GE courses if offered.</p> <p>2. Track completion of SLOACs in relation to courses offered.</p>	<p>1. Completed/Jaquez 2. In progress/Jaquez 3. Completed/Bagley, Jaquez 4. September 2009/FT faculty</p> <p>1. FT faculty • One per semester 08-09 • Two per semester 09-10 • Three per semester 10-11 and beyond</p> <p>2. December 15, 2009/ Division Chairs/Office of Instruction/CIO/IR Group</p>
<p><b>3. Certificate and Degree Programs</b> The college has defined expected student learning outcomes for all programs and certificates.</p> <p>The college has mapped all program and certificate SLOs to courses and other learning experiences (i.e. work experience, internships, co-curricular, etc.).</p> <p>The college has conducted the SLOAC process for all programs and certificates (including assessment, analyzing results of assessment, and planning and implementing changes to improve learning).</p>	<p>1. Develop program-level and certificate-level outcomes with student and advisory committee input.</p> <p>1. Create grid for mapping.</p> <p>2. Complete mapping.</p> <p>1. Develop system and cover sheet to document SLOAC at program level. 2. Complete SLOAC for certificates and programs. 3. Track completion of SLOAC for certificates and programs.</p>	<p>1. December 1, 09/FT faculty</p> <p>1. December 15, 2009/Office of Instruction/CIO</p> <p>2. S10 Faculty Flex/FT faculty</p> <p>1. S10/FT faculty/Review at F10 Flex 2. S11/FT faculty 3. Ongoing/Division Chairs/Office of Instruction/CIO/IR Group</p>
	Task	Date/Responsible
<p><b>4. Instructional Support Services</b> The college has defined student learning outcomes for instructional support services.</p>	<p>1. Develop SLOs (Library, Learning Center/tutoring, Office of Instruction). 2. Review SLOs with SLOAC committee/provide feedback to leaders. 3. Revise SLOs as determined by program leaders.</p>	<p>1. S10/program leaders 2. S10/CIO 3. S10/program leaders</p>

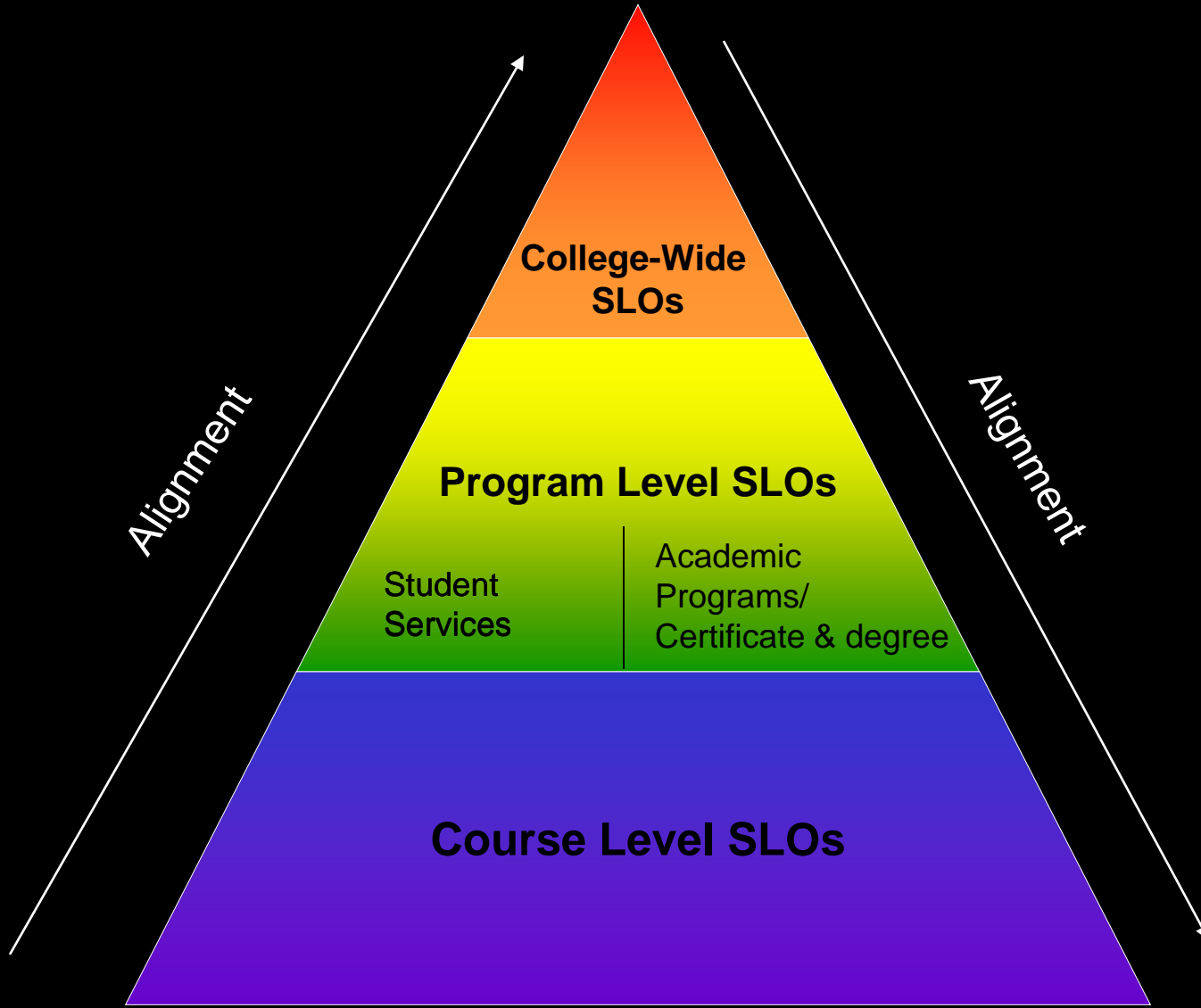
<p>The college has mapped instructional support SLOs to all the courses and other experiences (i.e. co-curricular, service learning, etc.).</p> <p>The college has completed the SLOAC process for all SLOs for instructional support services (including assessment, analyzing results of assessment, and planning and implementing changes to improve learning)</p>	<p>4. Initial baseline assessment of SLOs. 5. One year assessment of SLOs.</p> <p>1. Create grid for mapping</p> <p>2. Map instructional support services to:</p> <ul style="list-style-type: none"> <li>• Instructional programs.</li> <li>• Student Services programs.</li> <li>• College-wide outcomes</li> </ul> <p>1. Analyze results of SLOAC</p> <ul style="list-style-type: none"> <li>• Initial baseline assessment.</li> <li>• Year one assessment.</li> </ul> <p>2. Implement changes and improve SLOs based on assessment.</p>	<p>4. F10/program leaders 5. F11/program leaders</p> <p>1. December 15, 2009/SSC</p> <p>2.</p> <ul style="list-style-type: none"> <li>• S10/SLOAC Committee/CIO</li> <li>• SP10/SSC/CIO</li> <li>• SP11/SLOAC Committee/CIO</li> </ul> <p>1.</p> <ul style="list-style-type: none"> <li>• SP10/SLOAC Committee/CIO</li> <li>• SP11/SLOAC Committee/CIO</li> </ul> <p>2. F11/SLOAC Committee/Strategic Planning Committee/CEO/CIO</p>
<p><b>5. Student Support Services</b></p> <p>The college has defined student learning outcomes for student support services.</p> <p>The college has mapped student support services student learning outcomes to all courses and other experiences (i.e. co-curricular, service learning, etc.).</p> <p>The college has completed the SLOAC process for all SLOs for student support services (including assessment, analyzing results of assessment, and planning and implementing changes to improve learning).</p>	<p>1. Develop SLOs. 2. Review SLOs with Student Services Council. 3. Initial baseline assessment of SLOs. 4. Year two assessment of SLOs.</p> <p>1. Map Student Services Outcomes to:</p> <ul style="list-style-type: none"> <li>• College-wide outcomes.</li> <li>• To other Student Services programs.</li> <li>• To Instructional programs (in conjunction with faculty).</li> </ul> <p>1. Analyze results of SLOAC</p> <ul style="list-style-type: none"> <li>• Initial baseline assessment.</li> <li>• Year two assessment.</li> </ul> <p>2. Implement changes and improve SLOs based on SLOAC.</p>	<p>1. Completed/CSSO 2. Completed/CSSO 3. SP10/SSC 4. SU 11/SSC</p> <p>1.</p> <ul style="list-style-type: none"> <li>• S10/SSC</li> <li>• F10/SSC</li> <li>• F10-SP11/SSC</li> </ul> <p>1.</p> <ul style="list-style-type: none"> <li>• F10/SSC</li> <li>• F11/SSC</li> </ul> <p>2. F11-SP 12/SSC</p>

# Assessing College-Wide Student Learning Outcomes

2009 SLOAC committee

# Levels of Student Learning Outcomes

- College-Wide Outcomes (currently serving as General Education SLOs)
- Academic Program Degree and Certificate SLOs – program specific outcomes
- Student Services SLOs – program specific outcomes
- Course SLOs – measurable skills and/or knowledge that students possess at the end of a course



**The Big SLO Picture**

# Methods for Assessing College-Wide SLOs

## Direct assessments

Evaluate the student  
competency

- exam scores
- rated portfolios
- standardized tests

## Indirect assessments

Evaluate the perceived  
learning

1. Student perception
2. Faculty and staff  
perception

Questionnaires & Surveys

# Description of assessment method

- What: A survey as an indirect assessment tool.
- Who: Distributed by (?) to graduating students.
- When: Graduating students will take the survey when they file graduation papers.
- Why: Gather information about student learning alignment with the college-wide student learning outcomes.

# College-Wide SLOs

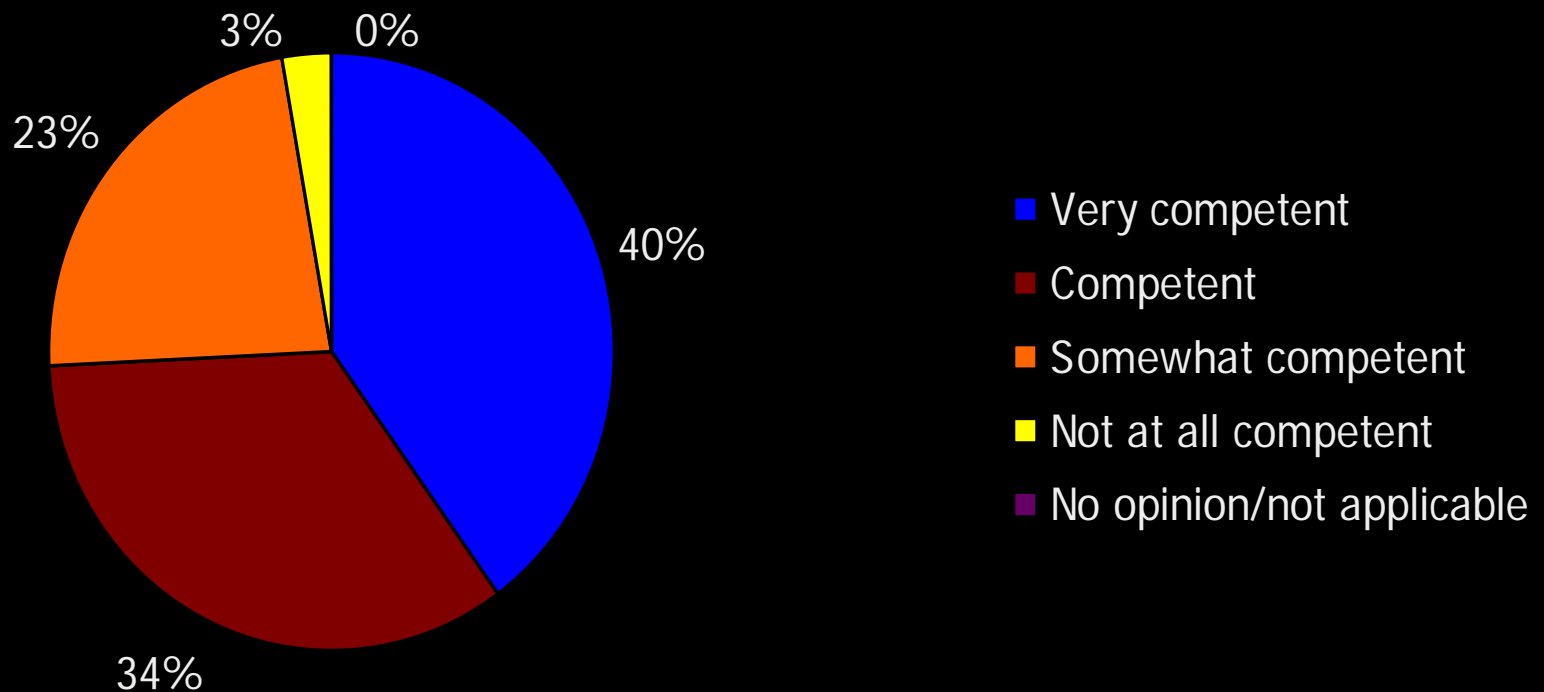
Students will communicate effectively by...	<ul style="list-style-type: none"><li>• Writing</li><li>• Oral communication</li><li>• Critical reading and comprehension</li><li>• Effective communication</li></ul>
Students will demonstrate critical thinking skills by...	<ul style="list-style-type: none"><li>• Scientific reasoning</li><li>• Quantitative reasoning</li><li>• Global Perspective</li><li>• Critical Thinking</li></ul>
Students will demonstrate competency in locating, evaluating and utilizing a wide variety of information technologies.	<ul style="list-style-type: none"><li>• Information technology</li></ul>
Students will demonstrate a sense of personal and professional ethics by...	<ul style="list-style-type: none"><li>• Ethical reasoning and responsibility</li></ul>
Students will develop a clear sense of self, purpose and ability to achieve goals by...	<ul style="list-style-type: none"><li>• Ability to work independently</li></ul>
Students will demonstrate skills in relationships through interpersonal communication, compromise, teamwork and collaboration.	<ul style="list-style-type: none"><li>• Ability to work in groups</li></ul>
Students will value their education, understand its privilege, and become responsible citizens by...	<ul style="list-style-type: none"><li>• Civic responsibility</li><li>• Creativity</li><li>• Active learning</li></ul>

# 2009 Pilot Survey:

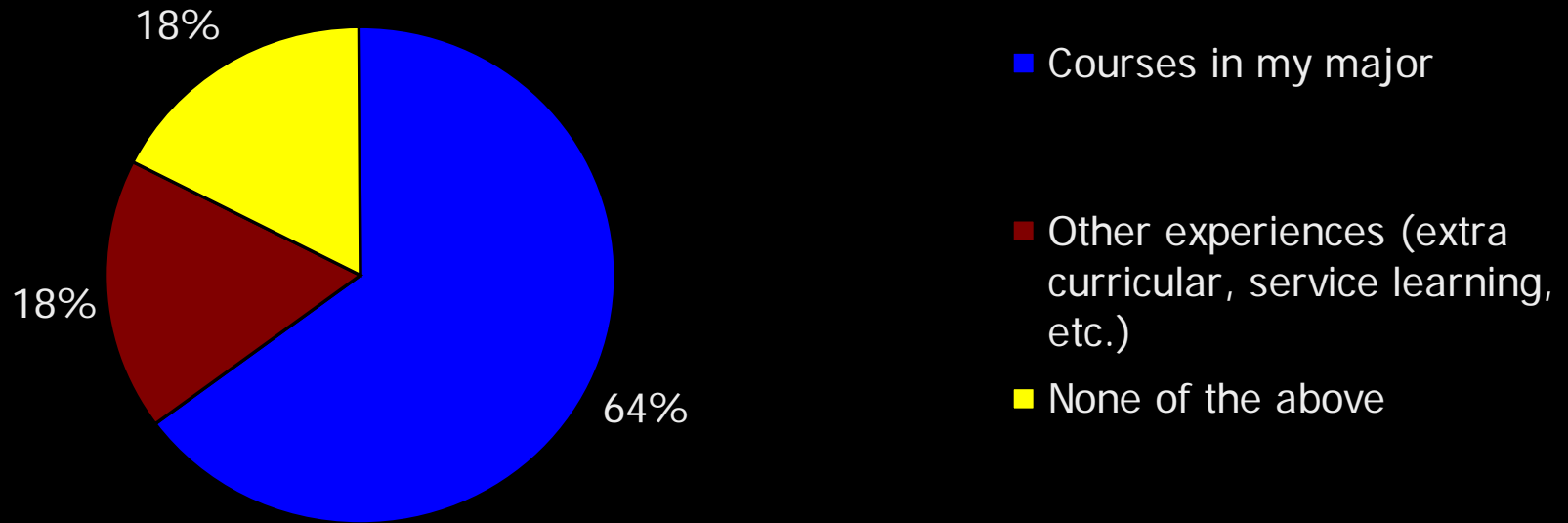
Examples of what we might get from it...

[http://www.surveymonkey.com/frc\\_graduating\\_studentsurvey](http://www.surveymonkey.com/frc_graduating_studentsurvey)

## Critical thinking



**Where at FRC do you think you best aquired this competency in critical thinking?**



# Is this the best method?

- Valid? Can't really be used alone. Direct assessment mechanisms are preferable.
- Reliable? May provide data useful for yearly comparison & some longitudinal analysis.
- Timely & cheap.
- Motivation levels?
- Information might be relatively easy to interpret.



# Challenges

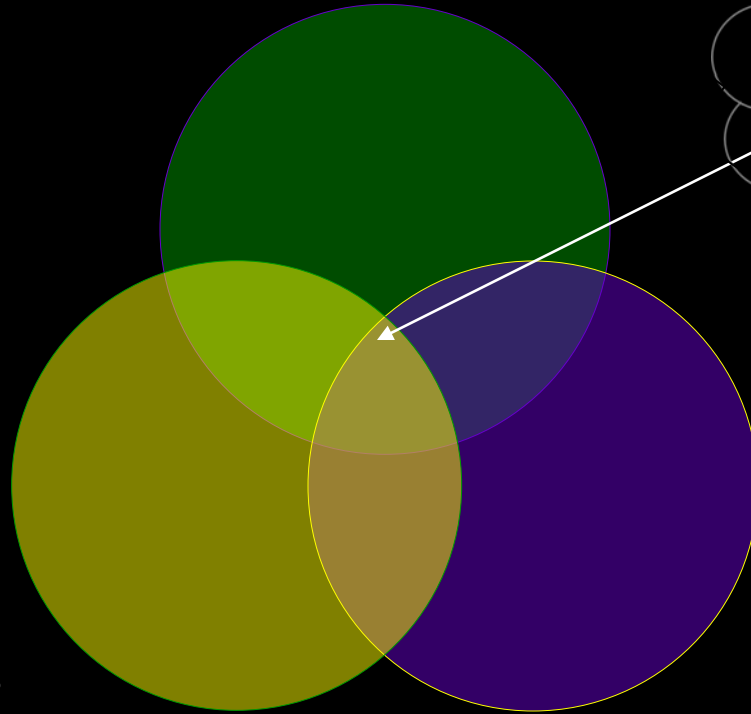
- This is only one of many potential assessment tools.
- Should be reviewed & revised annually according to feedback.
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**Student Services SLOs**

**College-Wide SLOs**

**Academic Program SLOs**

**Course SLOs**



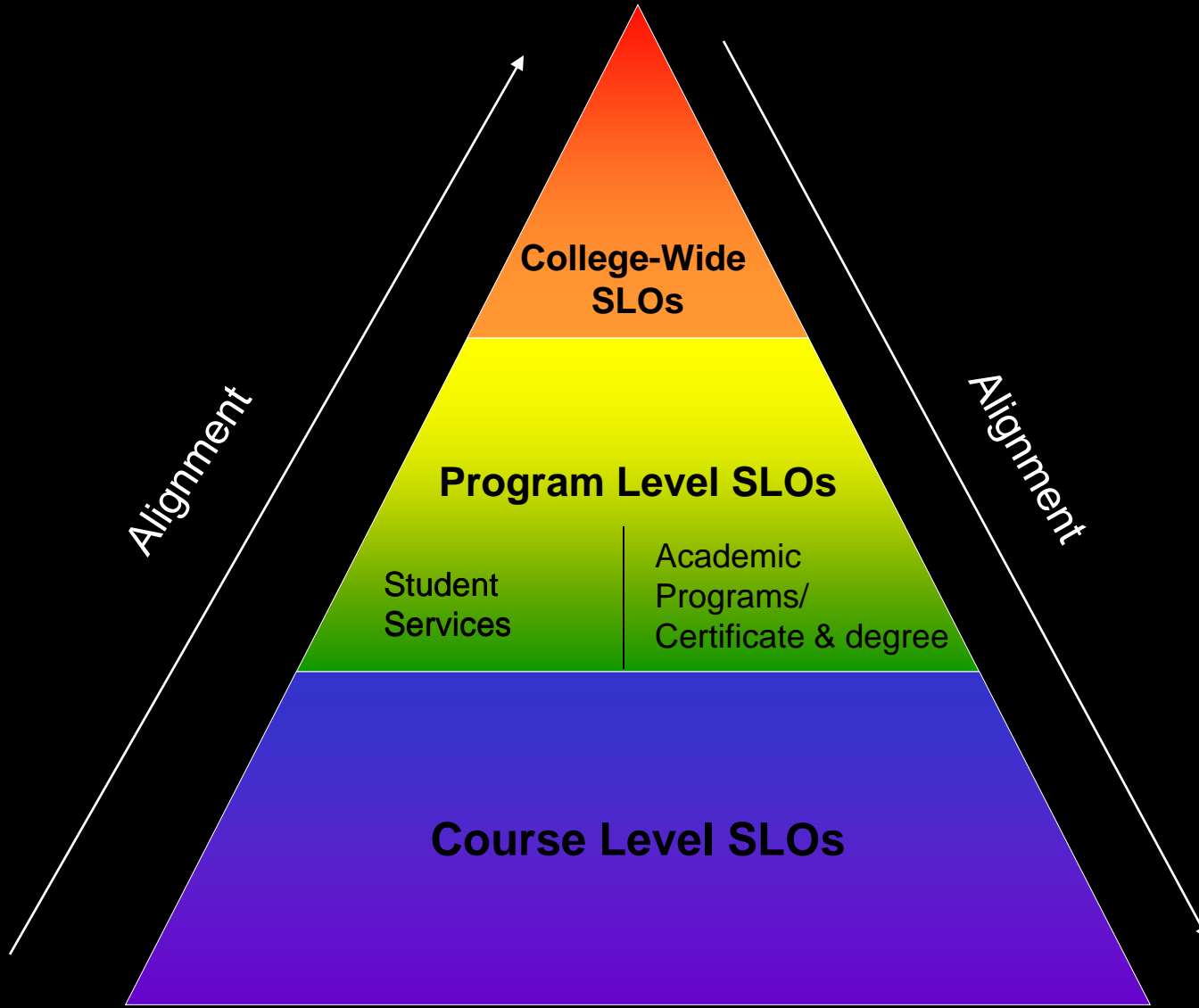
**The SLOAC Nexus**

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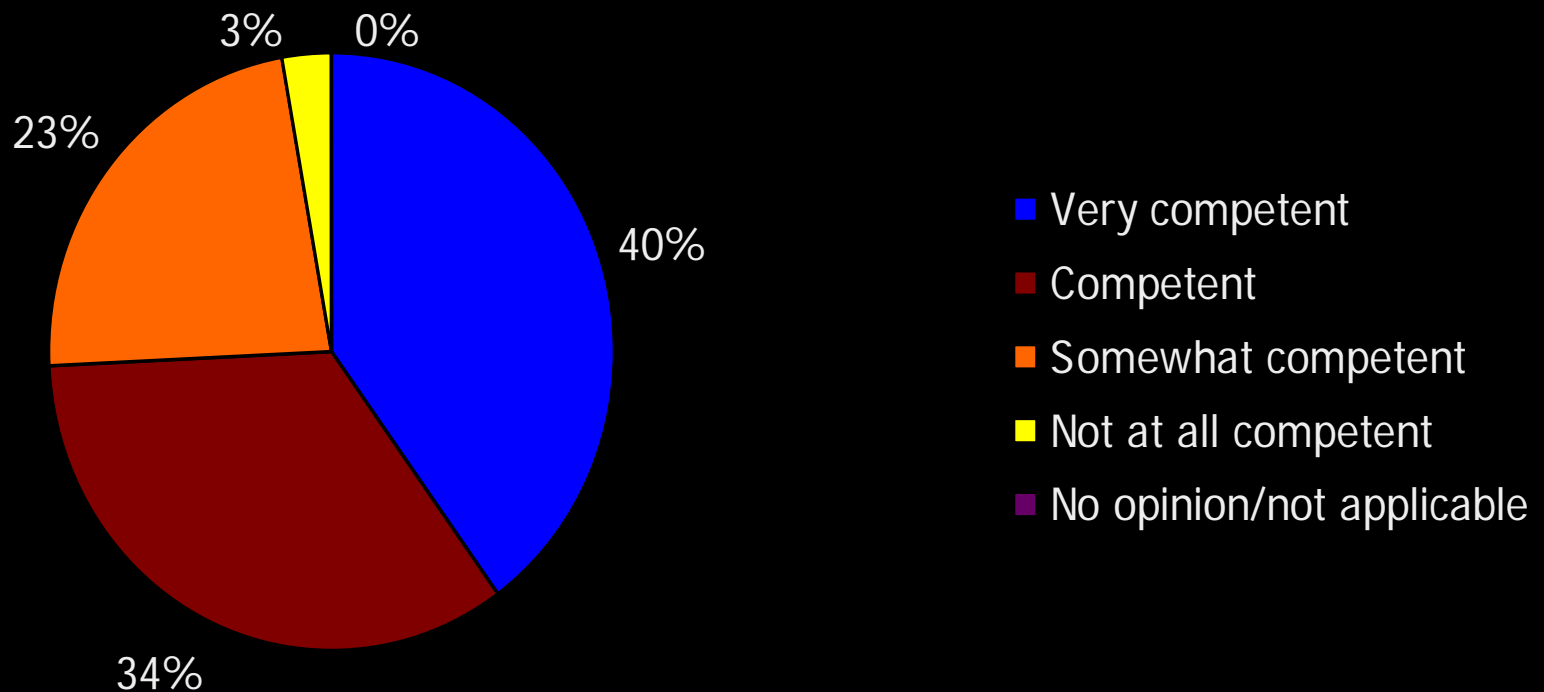
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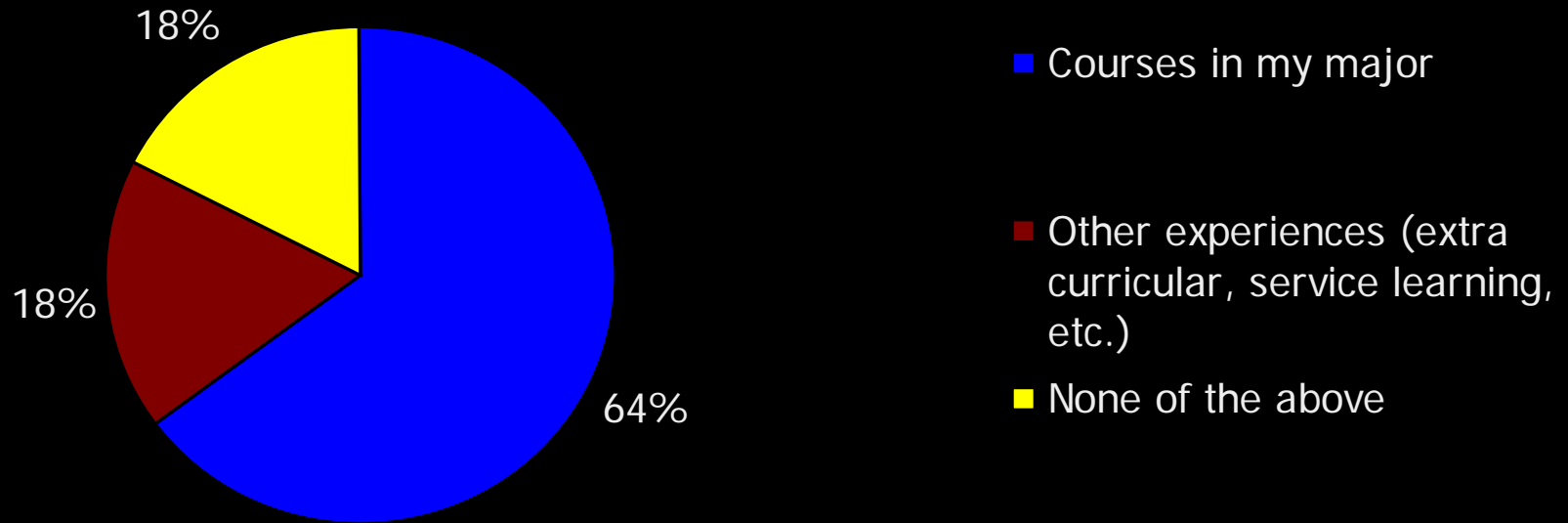
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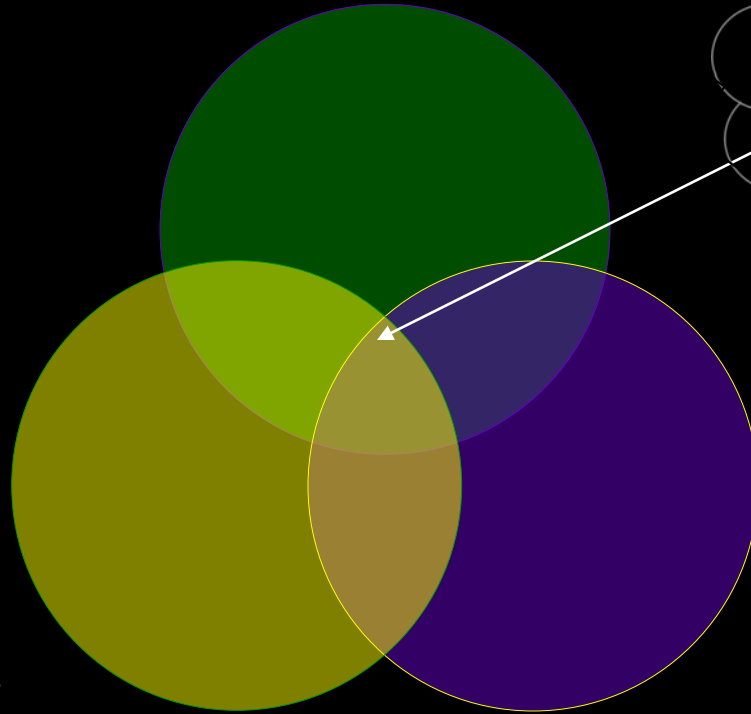
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**Student Services SLOs**

**College-Wide SLOs**

**Academic Program SLOs**

**Course SLOs**



**The SLOAC Nexus**

# Title 5 Course Outlines for Review

For FRC & Faculty & Staff Only

**Only if no corrections are required by you or anyone else should you check "Completed."  
You must click "Submit" to send any changes in the check boxes or comments for that T5.**

***If You Are Done But Someone Else Needs To Make Changes:  
Check boxes as appropriate and/or add comments to indicate what needs to be done.  
Save it to your computer and email it as an attachment to mpresnell@frc.edu.  
If The Outline Is Completely Done:  
Save it to your computer and email it as an attachment to mpresnell@frc.edu.***

Course Outline (MS Word Document)	TOP	CIP	SLO	Assessment	Current Form	Retire
<a href="#">AGAB 088 Ranch management 3-17-09.doc</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					Completed	
<a href="#">AGAB 110 Intro Agbusiness 3-17-09.doc</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					Completed	
<a href="#">AGAB 112 AG sales &amp; Comm 3-17-09.doc</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					Completed	
<a href="#">AGAB 150 Ag Computers 3-17-09.doc</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					Completed	
<a href="#">AGAB-088 RanchMgt3-17-09 BA.doc</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					Completed	
<a href="#">AGAB-110 IntroAgBusiness3-17-09 BA.doc</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					Completed	
<a href="#">AGAB-112-AgSales&amp;Comm3-17-09 BA.doc</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					Completed	
<a href="#">AGAB-150-Ag-Computers-3-17-09 BA.doc</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					Completed	



# FRC Instructional Research Home

## Data Search Control Panel

### Title 5 Course Outline Search & Review

**Select a Course Prefix**

Select a Subject

[UC & CSU GE Breadth Requirements  
Satisfied By FRC Courses](#)

[FRC SLOAC Timeline](#)