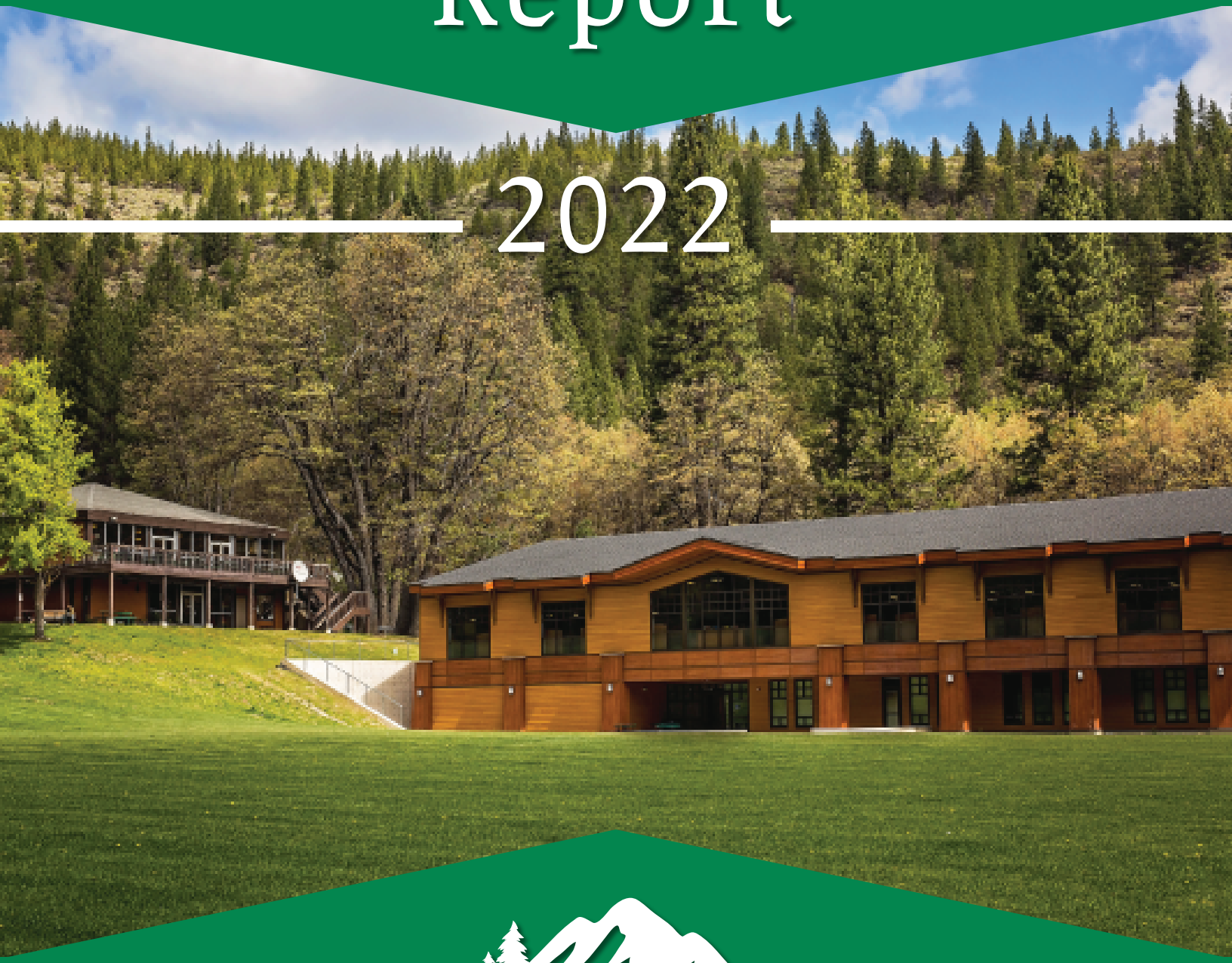
Midterm Accreditation Report

2022



Feather River College

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Midterm Accreditation Report

March 15, 2022

Submitted by:
Feather River College
570 Golden Eagle Avenue
Quincy, CA 95971

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

Certification Page

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

From: Feather River College
570 Golden Eagle Avenue
Quincy, CA 95971

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

We certify that there was broad participation by the campus community, and believe the Midterm Report accurately reflects the nature and substance of the institution.

Signed:

Kevin Trutna — President/Superintendent

Venice Lombardo — President, CSEA

Guy McNett — President, Board of Trustees

David Burris — Human Resources Director

Chris Connell — President, Academic Senate

Morgan Turner — Director of Fiscal Services

Sean Harris — President, Classified Senate

Carlie McCarthy — Chief Student Services Officer

Terry Baumgartner — President, FRC Federation of Teachers, Full-time

Derek Lerch — Chief Instructional Officer/ALO

Matthew Warren — President, FRC Federation of Teachers, Part-time

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Report Preparation

Feather River College's preparation of this Midterm Report has occurred steadily since the comprehensive site visit to the College in March 2018. Since this time, the College has made progress on the self-identified areas for improvement in its Quality Focus Essay as well as the recommendations for improvement from the Commission.

With regard to the recommendations for improvement from the 2018 comprehensive site visit, the College had already taken steps to address Recommendation Two prior to the Commission's 2018 decision regarding the College's accredited status. Recommendation One represents an area of ongoing effort and improvement both during the 2018 comprehensive site visit cycle and current 2025 comprehensive site-visit cycle. Recommendation Three had been reviewed previously with the Board of Trustees and was re-reviewed in 2021 in response to the Commission's decision. The College's response to the Commission's recommendations was systematic: in working with President's Cabinet and President's Staff, the College established a work plan that included the schedule for policy and planning revisions that followed the College's already robust shared-governance process. The President's Cabinet consists of presidents of the Academic and Classified Senates, presidents of the three bargaining units, the chief student services officer, chief business officer, human resources director, chief instructional officer, and president. This committee exists to obtain constituent opinions and advise the president regarding policy recommendations, as well as serving as a sounding board for college-wide initiatives and provides communication within the college. Because of this representative composition and far-reaching charter, the President's Cabinet acts as the College's Accreditation Steering Committee.

A plan that included a broad-based participation was developed during spring 2021 by Cabinet. In order to ensure broad involvement in the development of the follow-up report, individuals from Cabinet were selected through consensus to lead the process for individual recommendation responses:

- Recommendation 1: Kevin Trutna, superintendent/president; Derek Lerch, vice president of instruction
- Recommendation 2: Derek Lerch, vice president of instruction; Kim Beaton, assistant dean of instruction
- Recommendation 3: Kevin Trutna, superintendent/president; Chris Connell, academic senate president; Sean Harris, classified senate president; Derek Lerch, vice president of instruction.

The President's Cabinet selected a simple template to use in the report preparation [EV1]. Initial review of the template and work plan occurred in spring 2021 with continued work and draft responses to the recommendations completed and presented at the September and October meetings of Cabinet, then distributed broadly to the campus for review and input in October 2021 [EV2; EV3]. The Midterm Report was subsequently reviewed and revised by Cabinet in November, then approved by Cabinet in December [EV4]. Finally, the Follow-Up Report was reviewed and approved by the Board of Trustees at their January 2022 meeting [EV5].

Exemplified by the certification page that begins this document, the College's response to the Commission's recommendations and the subsequent preparation of this report involved broad participation as established processes were followed. The planning that produced this document met all internal deadlines and enabled the production of a report that allowed for thoughtful reflection and dialog.

Plans arising from the self-evaluation process

In 2018 the College chose to link the majority of its self-identified improvement plans to the Quality Focus Essay, for which the progress and subsequent integration with other campus initiatives are included below in "Report on the Outcomes of the Quality Focus Essay". Here, the other plans that arose during the self-evaluation process from the 2018 ISER are summarized initiatives that were in process at the time of the last comprehensive visit.

Initiatives				
Activity	**Responsible Parties**	**Intended Benefit/Outcome**	**Related Standards**	**Progress and/or Integration with Strategic Plan**
Include "enrollment growth" as criteria in integrated planning/ budgeting and faculty position prioritization.	Strategic Planning Committee, Budget Committee, Council on Instruction	Enrollment and growth inform discussions about program budgeting, and staffing. Specifically, potential for enrollment growth and stability is part of the APR process and informs the strategic allocation of resources.	IA.2, IB.7, IB.9, IIID.2, IIID.3	• Criterion added to planning/budget process as part of Annual Program Reviews and to faculty staffing discussions [EV6] • Submitted application for housing planning grant from the Department of Finance • Strategic Direction I.2
Adopt Associate Degrees for Transfer (ADTs) that present greater transfer opportunities.	Council on Instruction, Curriculum Committee, CIO	Enrollment growth of transfer-oriented students.	IA.3, IIA.1, IIA.9, Mission Statement	• Numerous ADTs have been added to the curriculum [EV7] • Number of ADTs awarded has exceeded Vision for Success goals • Implemented online transfer degree in Sociology with goal of transferring to local CSU
Leverage resources and relationships to provide employment opportunities for students (on-campus, USFS Internship).	Superintendent/President, CSSO, Strategic Planning Committee, Environmental Studies Program, Internship Program	Improve recruitment and retention through student employment.	IB.1, IIC.1, IIC.3	• Grant-funded position used to create and connect students to discipline-specific job opportunities • Developed and hosted annual college/career fair for college and local high school students that spotlights local employment • Purchased online job board

Activity	Responsible Parties	Intended Benefit/Outcome	Related Standards	Progress and/or Integration with Strategic Plan
Strengthen/expand community outreach and partnerships.	Superintendent/President, Curriculum Committee, Council on Instruction, CIO	Expanded Adult Ed, ISAs, etc.	Mission Statement	• Regular board meetings held in all district communities • Instructional Service Agreements developed to strengthen partnerships (trail stewardship, ecological farming) • Pursuing agreement with lumber mill to provide commercial driver's license instruction • Developed Plumas Pipeline to support local students
Use student feedback and input gathered from campus-wide surveys.	Institutional Researcher, Student Services Council, SLOAC Committee, CSSO	Improve services based on student input.	IB.4, IB.6	• Student surveys administered campus-wide and in specific programs to gauge effectiveness and campus climate • Input used through student leadership and shared governance [EV8]
Use assessment data to inform Equity/SSSP projects and the integrated plan.	SSC, COI, ISP	Prioritize Equity and SSSP activities that have greatest impact on student learning.	IA.2, IB.1, IB.3, IB.4, IB.6, Self-Evaluation introduction	• Disaggregated data added to assessment and survey practices • Strategic Direction I.1

Activity	Responsible Parties	Intended Benefit/Outcome	Related Standards	Progress and/or Integration with Strategic Plan
Develop and regularly review policy tracking document in Cabinet and for Board of Trustees.	Superintendent/President, Administrative Assistant to the Superintendent/President, Cabinet, Board of Trustees	Maintain clarity on and simplify communication around policy review progress through a central tracking document.	IVA.5	• Quarterly reports provided in Cabinet related to policy tracking [EV9]

Institutional Reporting on Quality Improvements

Response to Recommendations for Improvement

Recommendations to Improve Institutional Effectiveness	College Response and Achievements
Recommendation 1 *In order to increase effectiveness, the team recommends that the College systematically document and broadly communicate evaluation results of its policies and practices and the corresponding improvement actions taken (I.B.7, I.B.8).* Responsibility: *Trutna/Lerch*	Recommendation centered on two related issues: (1) regular review of policies and procedures (I.B.7) and (2) effective communication regarding shared governance work and planning (I.B.8). Regular review of policies and procedures: • Systematic review by Cabinet/BOT, with review date indicated • Vacate old Board Policy Manual • Exploring more user-friendly format for searching policies Communication regarding shared governance • Committee purpose statements frame each committee's work for the year, committee goals, tie to Strategic Plan. • Committees report at year-end on achievements related to yearly goals, this information is summarized by the Superintendent/President in an annual report to the campus and the Board of Trustees [EV10]. • Academic Senate and Classified Senate are both "senates of the whole", allowing for more inclusive communication regarding the work of shared-governance committees.
Recommendation 2 *In order to improve effectiveness, the team recommends that the College ensure that all documents provided to students in the Incarcerated Students Program are aligned with the College catalog. (I.C.2, I.C.5).* Responsibility: *Lerch/Beaton*	• FRC had erroneously titled the handbook for ISP students as a "catalog" even though it was never intended to replace the college catalog: this document provides a subset of the information present in the college catalog and has since been given the more appropriate title of ISP Student Guide. • The ISP Student Guide, provided to all students, new and returning. The Guide provides an outline of the process from enrollment to graduation. It contains information on how to contact the staff in ISP and describes how correspondence program functions. The Student Guide also explains when and how a student is placed on probation and the steps they need to take to get off of probation. The programs offered, including courses, are clearly outlined towards the end of the Guide [EV11]. • In addition to the abbreviated ISP Student Guide, FRC catalog is available to all incarcerated students via the on-site education coordinator.

Recommendation 3 *In order to increase effectiveness, the team recommends that the College adopt a procedure to document the CEO selection process (IV.C.3).* *Responsibility:* *Trutna/Connell/Harris/Lerch*	• Leveraging existing representative shared governance, superintendent/president led exploration of adding a procedure related to CEO selection with the Academic and Classified Senates. • Board of trustees discussed matter at the annual retreat in June 2022 and provided guidance on future policy direction [EV12]. • CIO/ALO drafted policy revision based on board direction, provided policy for review at Cabinet with various constituent group representatives in November 2021 [EV13].

Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

As part of the College's established process, assessment at course, program, and college-wide levels are coordinated by the Student Learning Outcome Assessment Cycle (SLOAC) Committee. The SLOAC Committee meets monthly and is chaired by the chief instructional officer (CIO) and includes the chief student services officer (CSSO), faculty, and classified staff from both instruction and student services. The role of the committee has evolved over its decade-plus existence. Initially, the committee focused on developing processes for assessing SLOs at the course, program, and college levels. In recent years, the committee has continued to refine the College's approach to these assessment areas and has broadened its scope to include discussion and assessment for non-instructional SLOs. Additionally, the SLOAC Committee has become the central forum for dialog among program leaders about assessment strategies and results. To this latter point, the committee meets annually with program leaders who have completed their comprehensive program reviews (CPRs) based upon the established four-year review cycle. In these meetings, with instructional programs or student services programs, the SLOAC Committee solicits feedback from the CPR submitters on the assessment processes: what strategies they have identified and implemented to assess student learning, what they have learned from their assessment of student learning that may inform program needs, and what program strategies they have identified to improve student learning [EV14, EV15, EV16]. These meetings are held in a collegial, round-table format to encourage program leaders to learn from each other and discuss their programs' successes and challenges, primarily as they relate to student learning. The SLOAC Committee has used the results of these discussions to recommend funding allocations to improve student learning as identified by program leaders.

Initiated in the 2014-2015 academic year, the SLOAC Committee creates an annual summary report on student learning and assessment at Feather River College. This brief report is divided into three principal sections:

I. the assessment of college-wide student learning outcomes,
II. the assessment of program-level student learning outcomes, and
III. the assessment of course-level student learning outcomes.

The Committee also continues to reduce redundancy and confusion surrounding the college's processes for program-level SLO assessment and comprehensive program review (CPR): instructional program leaders confirmed that the improvements had made the process more meaningful and simpler. This improvement was the result of the SLOAC Committee's work in integrating program-level SLO assessment into instructional comprehensive program reviews. The Committee began the review of updated Student Services SLOs and the CPR template for student services programs in the 2019-2020 year and will make further improvements to better align program review and Student Services SLO assessment in the 2021-2022 year [EV17].

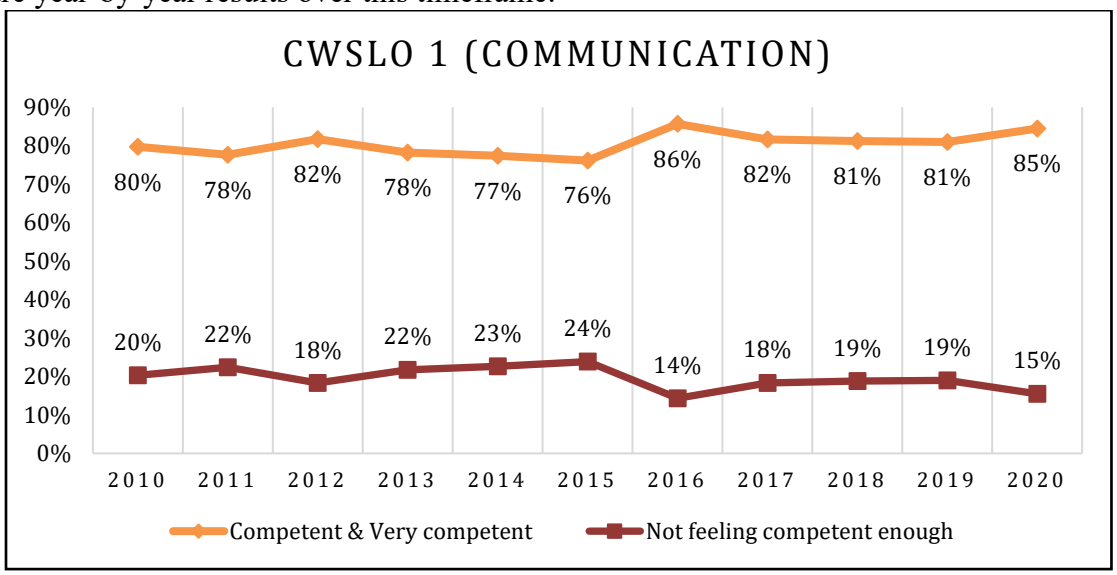
As an additional source for reflection and study related to student learning in both instructional and student services programs, the SLOAC Committee and the College have engaged in internal and external analyses of campus processes and services toward continuous improvement. Specifically, the College continues to survey internally through the Year-End Student (YES) Survey to gauge student satisfaction and learning. Additionally, the College contracted with an

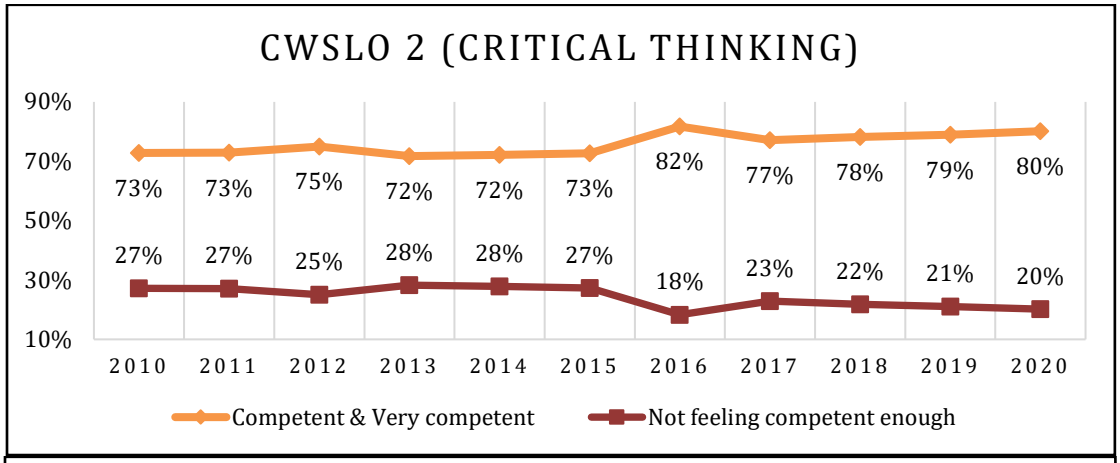
external company in 2019 to analyze the effectiveness and responsiveness of a variety of instructional and student services programs [EV18]. Feedback from the company provided valuable information that was shared across numerous departments resulting in various improvements and updates such as updates to program and service websites and communication to new students regarding the onboarding process and program pathways [EV19].

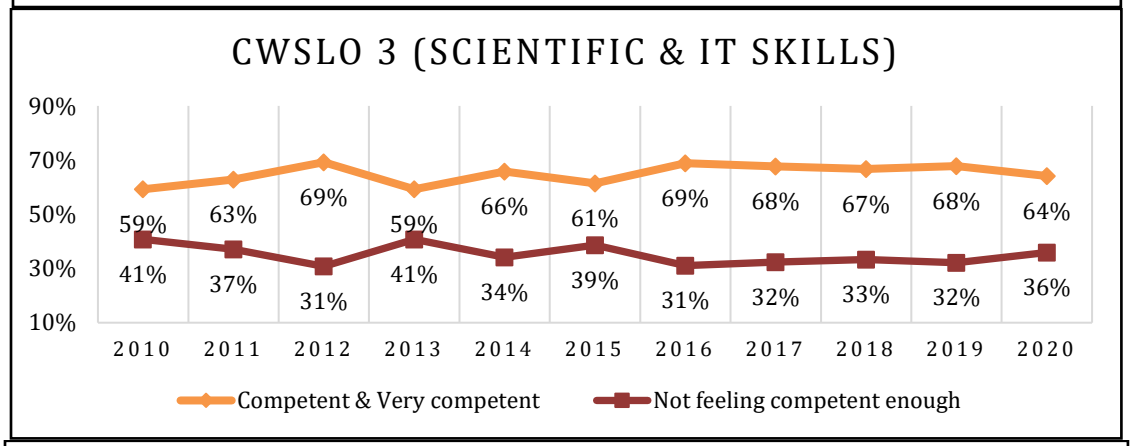
Beyond survey and process analysis, the College has been implementing new placement practices and curricular offerings in math and English. This includes the elimination of pre-collegiate course offerings in both math and English, as well as better curricular alignment and stronger support structures to aid students in their accelerated path to satisfying their math and English requirements. Specifically, to comply with AB 705 regarding student placement into math and English, the Advising and Counseling department in consultation with Council on Instruction implemented the MMAP model which has been validated by the Research and Planning Group as a multiple measures instrument to guide students in their initial course placement in English and math. The major change was using a student's cumulative unweighted high school grade point average and level of courses completed rather than scores from an assessment test. As a result, enrollment in pre-college and lower level courses declined and there was a greater need for English 101.

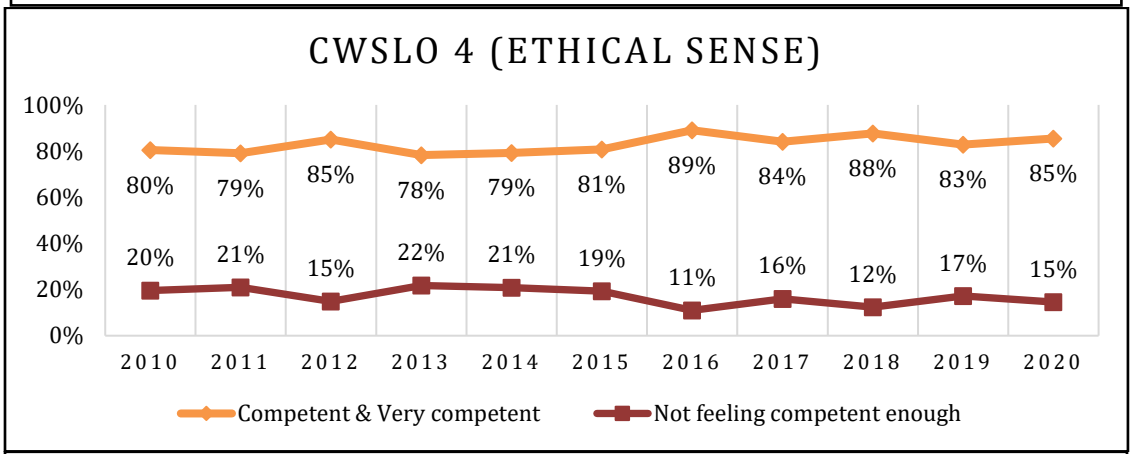
Assessment of College-Wide SLOs

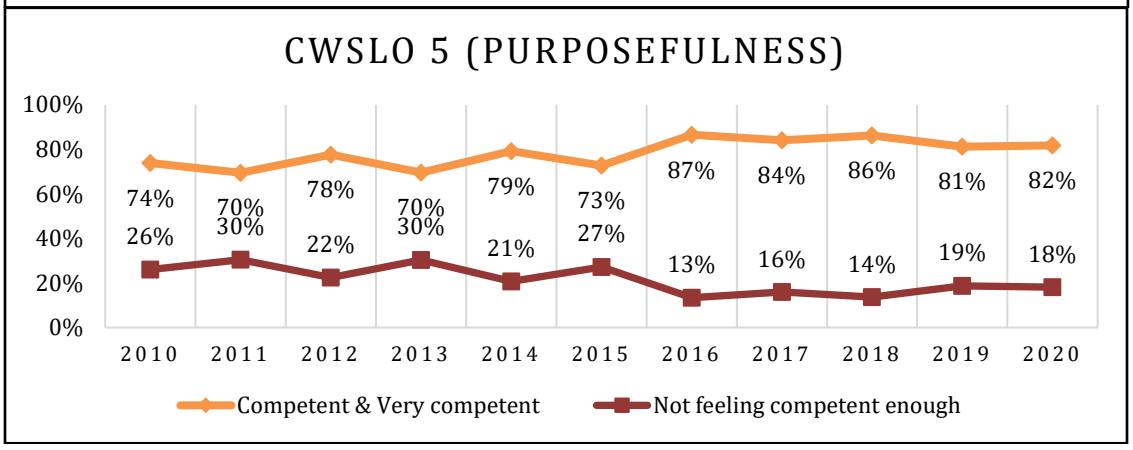
Students have completed an annual survey for over a decade that captures their self-assessment on their level of success in reaching FRC's college-wide SLOs (CWSLOs). The following graphs capture year-by-year results over this timeframe.

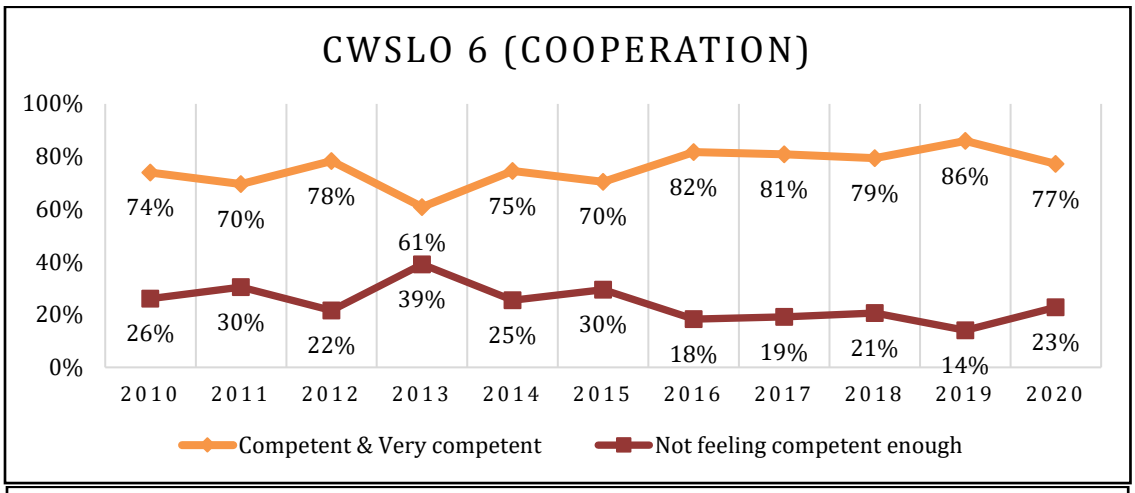


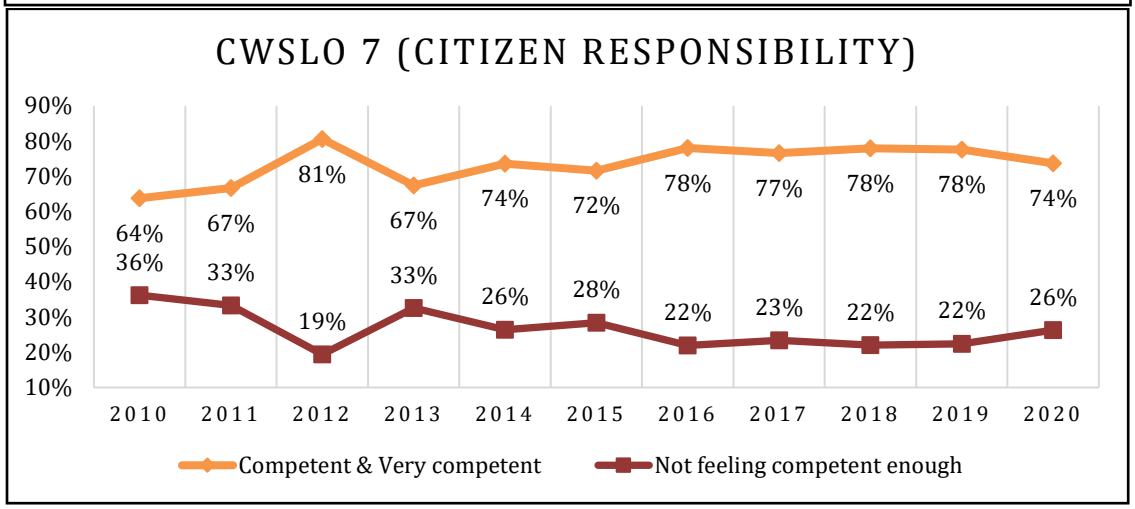

CWSLO 2 (CRITICAL THINKING)
90%
70%
50%
30%
10%
73% 73% 75% 72% 72% 73% 82% 77% 78% 79% 80%
27% 27% 25% 28% 28% 27% 18% 23% 22% 21% 20%
2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020
Competent & Very competent
Not feeling competent enough


CWSLO 3 (SCIENTIFIC & IT SKILLS)
90%
70%
50%
30%
10%
59% 63% 69% 59% 66% 61% 69% 68% 67% 68% 64%
41% 37% 31% 41% 34% 39% 31% 32% 33% 32% 36%
2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020
Competent & Very competent
Not feeling competent enough


CWSLO 4 (ETHICAL SENSE)
100%
80%
60%
40%
20%
0%
80% 79% 85% 78% 79% 81% 89% 84% 88% 83% 85%
20% 21% 15% 22% 21% 19% 11% 16% 12% 17% 15%
2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020
Competent & Very competent
Not feeling competent enough


CWSLO 5 (PURPOSEFULNESS)
100%
80%
60%
40%
20%
0%
74% 70% 78% 70% 79% 73% 87% 84% 86% 81% 82%
26% 30% 22% 30% 21% 27% 13% 16% 14% 19% 18%
2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020
Competent & Very competent
Not feeling competent enough





The graphs above demonstrate a positive understanding and sense of accomplishment in meeting the CWSLOs with an average of 78% of students citing "very competent" or "competent" as their level of attainment. This average exceeds the 11-year average going back to 2010. These data have the statistical credibility of a decade of survey data and show remarkably strong consistency from year to year for each CWSLO. All CWSLOs show similarly high attainment rates for students with the exception of Scientific and Information Literacy. In order to provide assurance that students are accurately gauging their performance relative to the Scientific and Information Literacy CWSLO, the SLOAC Committee worked with the Institutional Researcher to clarify the question on the student survey for 2016. This work appears to have had a positive impact on the relative score for this area as evidenced by the modest increase in student confidence since this time.

Assessment of program-level outcomes

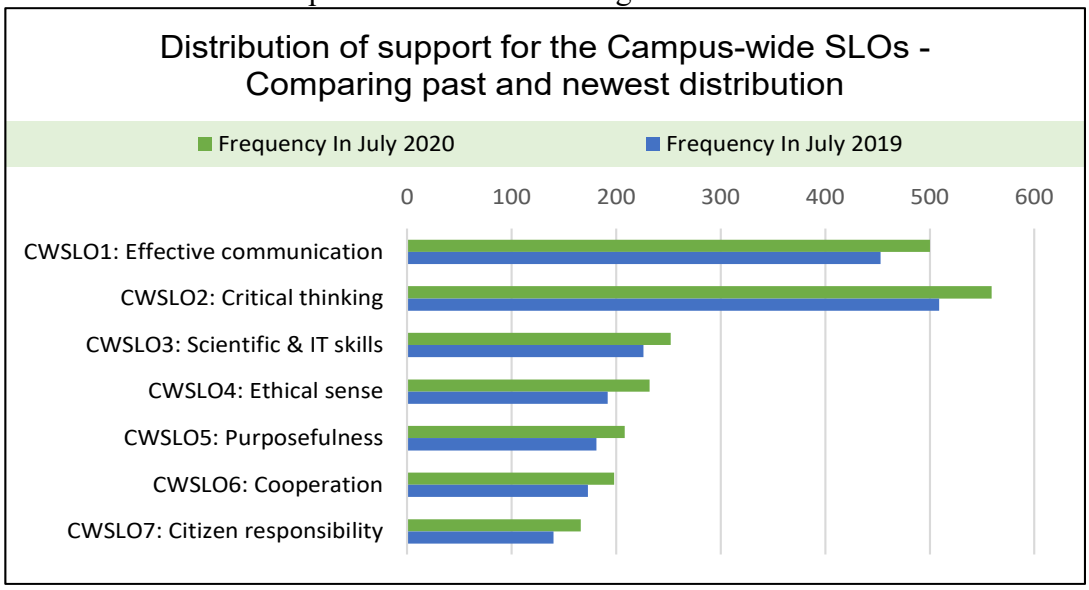
Program-level assessment occurs in conjunction with comprehensive program reviews. As has been the case since 2010, the SLOAC Committee meets with instructional and student services program leaders who have completed their program-level assessment and CPR processes. These group meetings provide an annual forum for programs to learn from each other and the SLOAC Committee on assessment strategies and student success.

Assessment of course-level outcomes

The college began to use a new course-level SLO assessment tool in the 2017-2018 year. One of the SLOAC Committee's goals with the new assessment system was to remove the disincentive for faculty to state that they would make revisions to their course as a result of their assessment. In the previous system, indicating that revisions were planned as a result of assessment necessitated a subsequent assessment report to be completed in the following semester while indicating that no revisions were necessary necessitated a report simply to be completed within the next four years. As a result, nearly all assessment reports indicated that no revisions were necessary. Many of the data that are being captured in the new assessment system will need to be reviewed over a multi-year period before significant conclusions can be drawn regarding the effectiveness of the format but preliminary data indicate that one-third of the respondents in the new system did indicate they will be making revisions due to their assessment. Importantly, respondents indicated that students met their expectations for the course-level SLOs 85% of the time.

Unfortunately, due to the COVID-19 disruption that impacted FRC starting in spring 2020, the number of new course-level assessment reports increased only moderately. This was due to a temporary suspension of SLO assessment reporting during the initial phase of the pandemic. Despite this pause in activity, the SLOAC Committee continued to improve the dashboard tools related to course-level assessment

One of the tools available through the new assessment interface is our ability to more directly quantify connections between course-level assessments and college-wide learning outcomes. Because each course-level SLO is tied to a college-wide SLO, the College can determine the frequency with which the course-level outcomes intersect the college-wide outcomes. In the preliminary data, the greatest intersection of course-level outcomes is with CWSLOs #1 and #2 (communication and critical thinking), with CWSLO #3 (scientific and information literacy) coming next, then followed by the remainder of the CWSLOs. This interconnectedness will be studied more carefully in coming years as the course-level assessments that are submitted in the new interface become more representative of the college's overall curriculum.



Beyond this simple analysis of the connectivity between course-level and college-wide SLOs, the SLOAC Committee was also able to quantify the strength with which students met CWSLOs by reviewing the level of attainment of the associated course-level outcomes. The feedback from

instructors broadly mirrors the self-reported feedback from students on their attainment of CWSLOs with the exception of CWSLO #4 (ethical sense). Here, students rated themselves the highest of all the CWSLOs while the proxy measurement through the course-level assessments recorded instructors rating the students low in this area. As stated above, it will be important and informative to return to these measures as more assessment data is entered into the reporting tool over the coming year as the college gets back on track with course-level assessments post COVID disruption.

	Expectations not met #	Expectations partially met #	Expectations met #	Total SLOs mentions of the CWSLO#
CWSLO1: Effective communication	3	67	430	500
CWSLO2: Critical thinking	5	74	480	559
CWSLO3: Scientific & IT skills	4	33	215	252
CWSLO4: Ethical sense	1	36	195	232
CWSLO5: Purposefulness	1	19	188	208
CWSLO6: Cooperation	1	25	172	198
CWSLO6: Citizen responsibility	2	20	144	166
TOTAL	17	274	1824	2115
	Expectations not met #	Expectations partially met #	Expectations met #	Total SLOs mentioning the CWSLO#
CWSLO1: Effective communication	0.6%	13.4%	86.0%	100.0%
CWSLO2: Critical thinking	0.9%	13.2%	85.9%	100.0%
CWSLO3: Scientific & IT skills	1.6%	13.1%	85.3%	100.0%
CWSLO4: Ethical sense	0.4%	15.5%	84.1%	100.0%
CWSLO5: Purposefulness	0.5%	9.1%	90.4%	100.0%
CWSLO6: Cooperation	0.5%	12.6%	86.9%	100.0%
CWSLO6: Citizen responsibility	1.2%	12.0%	86.7%	100.0%
TOTAL	0.8%	13.0%	86.2%	100.0%

Institution-Set Standards

The College continues to monitor and is meeting the goals set in the Annual Report as required by the ACCJC. This section contains the relevant data as required through this process.

Course completion rate	2017-18	2018-19	2019-20
ISS (floor)	80%	80%	80%
ISS (aspirational)	82%	82%	82%
Actual performance	85%	85%	88%

Certificate completion	2017-18	2018-19	2019-20
ISS (floor)	23	23	23
ISS (aspirational)	29	29	29
Actual performance	16	14	172

Associate degree completion	2017-18	2018-19	2019-20
ISS (floor)	164	164	164
ISS (aspirational)	204	204	204
Actual performance	228	207	258

Bachelor's degree completion	2017-18	2018-19	2019-20

ISS (floor)	7	7	7
ISS (aspirational)	12	12	12
Actual performance	8	11	20

Transfer	2017-18	2018-19	2019-20
ISS (floor)	532	532	532
ISS (aspirational)	600	600	600
Actual performance	583	657	579

Licensure Exam Pass Rate (LVN)	2017-18	2018-19	2019-20
ISS (floor)	75%	75%	75%
ISS (aspirational)	80%	80%	80%
Actual performance	73%	50%	91%

Report on the outcomes of the Quality Focus Essay

Since the 2018 comprehensive site visit and Commission action, the College has revised its Strategic Plan in a manner consistent with both the structure and process from previous plans. As has been the case for the College's three most recent Strategic Plans, this plan was organized around the College's existing shared-governance structure and the ACCJC Standards. Specifically, the Strategic Plan was developed to build upon data and work from the College's established shared-governance committees across campus through visioning and goal setting in the areas of expertise and jurisdiction of these various committees. Committees set goals related to the broad strategic directions of the College, goals that were related to each committee's charge, and indicated how the progress related to each goal would be measured. In this model, the Strategic Planning Committee develops the Strategic Plan to improve institutional effectiveness based on broad campus dialog, specifying the appropriate shared-governance committee to oversee each goal. Starting in 2016, each shared-governance committee has been asked to both create goals for the upcoming academic year as well as report on their specific contributions to the Strategic Plan. This process integrates the work of each committee with the goals of the College.

To ensure continuous improvement, the Strategic Plan was written to explicitly address planning items that arose from the self-evaluation process. Specifically, the planning items that were included in the College's Quality Focus Essay were reviewed to ensure alignment and inclusion with the Strategic Plan (listed parenthetically in the Strategic Plan for each relevant goal: e.g., QFE1; connections to other planning documents and initiatives are also captured next to goals such as the Education Plan (EP) and Guided Pathways (GP)) [EV20]. In the tables that follow, progress since the 2018 site visit and the connection to the Strategic Plan is discussed for each QFE element.

Theme 1: Strengthen campus and distance education programs and recruitment efforts to grow and stabilize enrollment patterns.

Initiatives				
Activity	**Responsible Parties**	**Intended Benefit/Outcome**	**Related Standards**	**Progress and Integration with Strategic Plan**
Develop guided pathways for students as part of enrollment management efforts.	Student Services Council, Council on Instruction, CSSO, CIO	Updated and improved integrated planning with basic skills and equity plans; improve retention, persistence, and transfer rates.	Guided Pathways	• Guided Pathways committee worked with Instruction and Student Services to develop clear education plans, meta-majors, and academic and career exploration tools • With guidance from the Digital Marketing Manager, deployed academic and career exploration tools (Pathway U) through program webpages • Strategic Plan I.2, II.4
Develop new instructional offerings with enrollment potential.	Council on Instruction, Curriculum Committee, CIO	Increased educational opportunities with partners in the College's service area to better serve the community. Institute second bachelor's degree program (if opportunity arises).	IA.2, IA.3, IIIB.2, Mission Statement, Self-Evaluation introduction	• New instructional service agreement developed with local natural resource organization • New curriculum developed around forest health and fuel management • New curriculum developed related to Social Work and Human Services • New ADTs developed in key areas • Strategic Plan I.2

Activity	Responsible Parties	Intended Benefit/Outcome	Related Standards	Progress and Integration with Strategic Plan
Expand distance education programs to reach students outside the county, as well as students within Plumas County.	Council on Instruction, Curriculum Committee, Academic Senate, CIO, CSSO	Increase enrollment through improved outreach to regional students, particularly those unable to come to campus, and to other potential students, within FRC's service area.	IB.6, Self-Evaluation introduction, Mission statement theme one	• ACCJC substantive change for DE programs submitted and approved • Fully online degree in Sociology launched • Strategic Plan I.2
Enhance dual-enrollment opportunities, benefitting FRC and Plumas Unified School District.	CIO, Council on Instruction, Academic Senate, CSSO	Attract regional students through shared instructional interests with local school district.	Self-Evaluation introduction, Mission statement theme one	• Dual enrollment processes formalized [EV21, EV22] • Additional dual enrollment programs developed with local charter schools • Additional dual enrollment courses approved in agriculture • Co-enrollment opportunities and enrollment increased • Strategic Plan I.2
Develop a "Plumas Pipeline" fund through fundraising with the FRC Foundation.	Superintendent/President, FRC Foundation	Increase enrollment of local high school graduates.	Mission Statement, theme one	• Completed by the office of the VP of Student Services in partnership with the Foundation • Created marketing videos to showcase success stories for local students • Strategic Plan II.3

Activity	Responsible Parties	Intended Benefit/Outcome	Related Standards	Progress and Integration with Strategic Plan
Develop enrollment management plan to include an improved web-based marketing effort.	SEM	Update enrollment management plan to include College's visibility improvements and updated marketing strategies.	Self-Evaluation introduction, Mission Statement theme two	• New role of Digital Marketing Manager was developed and filled • Digital Marketing Manager serves on Strategic Enrollment Management and Guided Pathways committees • Strategic Plan I.2, II.5
Integrate distance education courses into the California Virtual Campus.	Council on Instruction, Curriculum Committee, Academic Senate, CIO, CSSO, distance education coordinator	Improve access to students beyond Plumas County by capitalizing on the common application (CCC Apply), and advertising online courses.	Mission Statement	• Distance education course offerings linked to CVC • Strategic Plan I.2
Assess non-athletic recruitment strategies for effectiveness.	Strategic Enrollment Management, instructional program leaders	Strategic investment in recruitment activities for the range of non-athletic and niche programs.	Mission Statement	• Developed and filled position of Digital Marketing Manager • Reviewed recruitment strategies in Strategic Enrollment Management and prioritized activities based on review [EV23] • Strategic Plan I.2, II.5

Activity	Responsible Parties	Intended Benefit/Outcome	Related Standards	Progress and Integration with Strategic Plan
Recruit students broadly for instructional programs.	Strategic Enrollment Management, CIO, Council on Instruction, Academic Senate	Ensure stability and predictability in class offerings and to sustain, and possibly expand, the spectrum of instructional programs offered.	Mission Statement	• Developed and filled position of Digital Marketing Manager • Developed and deployed virtual campus tour system • Developed and deployed updated program webpages • Strategic Plan I.2, II.5

Theme 2: Strengthen student learning assessment processes and connect these to student achievement data to support learning, skill attainment, and success among all student populations.

Initiatives				
Activity	**Responsible Parties**	**Intended Benefit/Outcome**	**Related Standards**	**Progress and Integration with Strategic Plan**
Develop "stretch" institutional-set standards goals.	Council on Instruction, CIO	Institutional planning efforts will incorporate these goals to inform student success services and equity efforts.	IA.2, IB.3, IB.6, Self-Evaluation introduction	• Stretch goals developed with Institutional Research and the Council on Instruction, subsequently reported in ACCJC Annual Report [EV24] • Strategic Direction I.1
Review and summarize preliminary course-level assessments.	SLOAC Committee, CIO	Results of improved course-level assessment system will be effectively reported in Annual Report on Assessment of Student Learning.	IB.4, IB.5, IB.8, IIIA.6	• Course-level SLO assessment data compiled and reviewed in SLO assessment committee • Course-level SLO assessment data include in annual Assessment Report to campus • SLO assessment was suspended temporarily during COVID pandemic, this process has restarted • Strategic Plan I.1

Activity	Responsible Parties	Intended Benefit/Outcome	Related Standards	Progress and Integration with Strategic Plan
Adopt strategies, including multiple measures, to place students in, and accelerate students through college-level coursework.	CSSO, CIO, Advising Task Force, Council on Instruction, Curriculum Committee	Improve success rates by reducing barriers to completing college-level coursework.	IB.6, IIC.7, Self-Evaluation introduction	• Curriculum developed to provide tracked support for STEM and non-STEM (SLAM) math students • Corequisite support courses developed for math and English pathways • Developed Summer Bridge program to refresh foundational skills • Strategic Plan II.1, II.2
BSI/SSSP/Equity integration	CSSO, Basic Skills Director, CIO, Student Services Council, Council on Instruction	Coordination between these efforts will enhance service to students.	IB.3, IB.4, IB.6, Self-Evaluation introduction	• Efforts centralized under leadership of the SEA Director • SEA Director, Learning Center Coordinator, and VP of Student Services developed student employment orientation and outcomes [EV25] • Funded additional tutors • Strategic Plan II.1
Assess processes related to student access, success, and equity for bachelor's degree program.	Agriculture Department, Council on Instruction, Institutional Researcher	Improved areas and processes where gaps are identified.	IB.3, IB.4, IB.6, Mission Statement	• Data on student access and success in bachelor's degree program reported regularly to the state • Success and degree completion rates comparable to peer institutions and superior to CSU time-to-completion rates • Strategic Plan II.1

Activity	Responsible Parties	Intended Benefit/Outcome	Related Standards	Progress and Integration with Strategic Plan
Develop tutoring program for Incarcerated Student Program.	ISP, Equity	Improved completion and success rates in ISP.	IB.6, IIC.5	• Cooperative work experience course developed to allow incarcerated students to earn credit for peer tutoring • Strategic Plan II.2
Explore possibility of embedded tutoring in math and English courses.	Student Services Council, Council on Instruction, Curriculum Committee, Instructional Resource Center	Accelerate students through college-level coursework.	IB.6	• Embedded tutors developed and deployed in face-to-face and online sections through Guided Pathways • Developed formalized tutor training program • Strategic Plan II.2
Develop curriculum for, and advise students into first-year experience courses.	Curriculum Committee, Academic Advising	Improve student engagement, connectivity to campus, student learning and success rates.	IA.2, IB.6, Mission Statement	• Partnership between Student Services and Instruction has developed FYE to provide student support and integration with curriculum through the Book in Common • Strategic Plan II.1

Theme 3: Strengthen the processes and mechanisms to facilitate communication and improve decision-making.

Initiatives				
Activity	**Responsible Parties**	**Intended Benefit/Outcome**	**Related Standards**	**Progress and Integration with Strategic Plan**
Develop and distribute decision-making flowcharts for (1) policies and (2) integrated planning and budgeting.	Superintendent/ President, Cabinet, Strategic Planning Committee	Improved clarity on procedural sequences for policy, planning, and budgeting.	IVA.5, IVA.6, Self-Evaluation introduction	• Flowcharts developed by the Superintendent/President with input from the Strategic Planning Committee [EV26] • Flowcharts included on relevant webpages related to policy development and planning/budget processes • Strategic Plan IV.1
Develop a shared-governance handbook directing committees to report on annual goals and connection to Strategic Plan.	Superintendent/ President, Cabinet, President's Staff, Strategic Planning Committee	Improve campus understanding of committee structure and charge, and how committee work aligns with College mission and plans.	IVA.7	• Shared Annual Report developed by the Superintendent/President, including annual updates related to campus progress on Strategic Plan [EV10] • Strategic Plan IV.1
Develop employee orientation and employee handbook.	Human Resources	Improve knowledge of campus structures and processes for new employees.	IIIA	• All new employees receive an employee handbook outlining FRC's processes and procedures. • Strategic Plan III.5

Activity	Responsible Parties	Intended Benefit/Outcome	Related Standards	Progress and Integration with Strategic Plan
Include SharePoint instructions in employee handbooks.	Information Services Department, Human Resources	Improved co-operation in policy making and on projects through instructing employees on SharePoint usage, such as how to check out documents for editing; use "chatroom" for committee collaboration, and track report development.	IVA.2	• SharePoint usage basics included in employee handbook starting in Fall 2022. • Strategic Plan III.5, III.6, IV.1
Update and improve campus signage, including classroom numbering.	Communications Committee, Superintendent/ President, CSSO	Improve clarity of campus operations and reduce confusion among students, staff, and members of the public.		• Completed under the leadership of the VP for Student Services.

Fiscal Reporting

The College is meeting the ACCJC goals as established in the Annual Fiscal Report. The College submitted the most recent Annual Fiscal Report in Spring 2021 that demonstrated a strong fiscal position and clean audit record. [EV27]

Evidence Inventory

EV1 Cabinet minutes: 3/3/21
EV2 Cabinet minutes: 5/5/21
EV3 Cabinet minutes: 9/3/21
EV4 Cabinet minutes: 12/3/21
EV5 Board of Trustees minutes: 1/20/22
EV6 Annual program review guidance
EV7 2021-2022 Catalog
EV8 Student Services Council minutes: 1/13/21
EV9 Cabinet minutes: 10/4/18
EV10 Strategic Plan Annual Report
EV11 ISP Student Guide
EV12 Board of Trustees Agenda: 6/8/21
EV13 Cabinet minutes: 10/1/21
EV14 SLOAC minutes: 4/2/19
EV15 SLOAC minutes: 11/2/21
EV16 SLOAC minutes: 12/7/21
EV17 Strategic Planning Committee minutes: 11/10/21
EV18 Student media survey: 25th Hour
EV19 Communication Committee minutes: 10/24/19
EV20 Strategic Plan: 2021-2027
EV21 Dual enrollment procedure manual
EV22 Dual enrollment instructor guide
EV23 Strategic Enrollment Management minutes: 5/14/20
EV24 ACCJC Annual Report, 2021
EV25 Student employment handbook
EV26 Planning and policy flowcharts
EV27 Annual fiscal report, 2021