

*Institutional Self Study in
Support of Reaffirmation
of Accreditation*



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Feather River College



Feather River Community College

**Institutional Self Study in Support of
Reaffirmation of Accreditation**

Spring 2012

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

Submitted to:

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

Feather River College

Certification of the Self Study Report



Certification Page

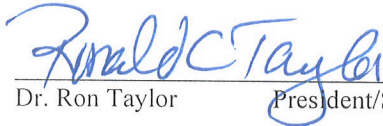
To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges


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

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

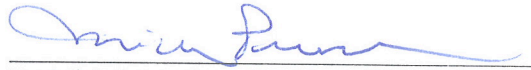
We certify that there was broad participation by the campus community, and believe the Self-Study Report accurately reflects the nature and substance of the institution.

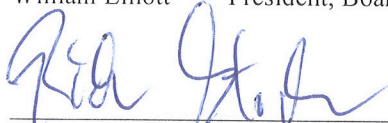
Signed:


Dr. Ron Taylor President/Superintendent

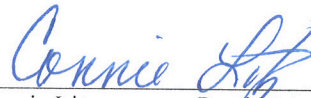

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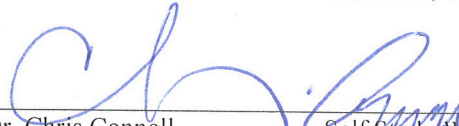

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Feather River College



Introduction and
Background

INTRODUCTION

History and Organization

Feather River College was founded in July 1968. Based on a need for accessible community college education for the people of rural Plumas County, The Plumas Unified School District was annexed to The Peralta Community College District in Oakland, California, for the purposes of establishing the community college. By this action, a unique and innovative educational experiment began as the two districts are geographically separated by more than 250 miles.

FRC offered its initial academic program in September 1968, holding classes in the high schools of Plumas County. In August 1969, FRC moved its operation to the Plumas County Fairgrounds where it remained until the College was established at its permanent site in April 1971. An extensive building program and aggressive recruitment program contributed to the College's steady growth. Feather River College shared faculty with the Peralta Community College District, though some faculty were permanently stationed at Feather River. In 1988, it was determined that the future of Feather River College and the needs of the citizens of Plumas County would be best served if the College became an independent, locally controlled community college district. Thus, in July 1988, FRC was de-annexed from the Peralta District, and the Feather River Community College District was formed. The first Board of Trustees was elected in November 1988. The District entered a new era of independence and challenges. Some faculty chose to stay with Feather River College while others returned to Peralta.

This independence brought a new administration and renewed local support for the single college district. The College began to develop its own culture and policies. One of the founding faculty, Joseph Munoz, served in the state wide Academic Senate and brought rigor to FRC's policy development and rationality to its shared governance structure. Located in a rural, mountainous area, the College began to develop a sense of independence both in the classroom and in the surrounding area. And because the College is small, mentorship has also been a defining quality of the College. Faculty and staff know their students, and mentoring for classes or projects is one of the positive aspects of life and education at FRC. In the first thirty years of the College's existence, areas of emphasis included natural resources development, equine studies and ranch operation, outdoor recreation leadership, and high quality general education.

The College also started to recruit faculty and students and began to develop additional curriculum and programs. During the ten-year period between July 1988 and June 1999, student enrollment nearly doubled, and full-time faculty, administrators, and staff had all increased. New faculty, migrating from all over the United States, added stature to the College. Early in the College's independence, legislation was created, known as the Good Neighbor Policy that allowed students from Nevada to attend the College at reduced nonresident tuition. An innovative program was created with California's Mini-Corps to educate the children of migrant workers. Continued addition of new programs and update of established programs have contributed to the growth of the College, both in size and scope.

In recent years, many of the original and founding faculty and staff have retired, and a new generation of faculty and staff has been hired that is shaping the College in new ways. Natural resources management gave way to an environmental studies program that includes policy and theory classes as well as practical experience in the forest and the watersheds. Equine studies developed into an agriculture program, and outdoor recreation leadership changed its emphasis to training students to work in the recreation industry as guides, leaders, and business people.

In 2000, FRC embarked on a series of changes that has had a long lasting-effect on FRC's infrastructure and student body. Though inter-collegiate men's and women's basketball had been played at FRC since the College's inception, after 2000 additional sports teams were added over the following ten years including baseball, football, softball, soccer, volleyball, cross country and track, rodeo, and dance and cheer. Sports were added in an attempt to stabilize student enrollment and to meet Title IX requirements. The presence of athletics has created diversity in the student body and has brought a large number of students with a wide range of abilities, preparation, and interests. While the addition of athletic programs was not without its challenges, they have become a part of campus life and culture. FRC's student-athletes have a strong reputation in the state of California for their Grade Point Averages and for their achievements on the playing fields.

As the College slowly grew, another challenge it faced was reaching 1500 full time equivalent students (FTES) for the first time in the 2008-2009 academic year. The consequences of reaching this level of FTES was the limitation of the number of students who could be admitted under the Good Neighbor Policy. Below 1500, the College could admit any student from Nevada who wanted to attend. But once the College reached 1500, the College could only enroll 100 FTES at the special nonresident fee. The College developed a plan after a great deal of discussion which allowed it to remain financially stable while adjusting its recruitment strategy and its student numbers. This process, which was the first challenge facing the current Superintendent/President, Dr. Ronald Taylor, gave structure and impetus to further strategic and integrated planning. In December 2011, the state of California will eliminate the Good Neighbor Policy all together. This will present yet another challenge to the College's recruitment, athletic programs, and financial stability; however, the College is already developing plans to meet this and other challenges. Its history of independence and creativity will see it well into the future.

In the early part of the 2000-2010 decade, FRC won federal TRIO grants, which have been continually renewed since, that has enabled FRC to serve first-generation and at-risk students in a more comprehensive fashion, and to reach out to high school-aged and at-risk youth in Plumas, Lassen, and Sierra counties. In 2006, FRC inaugurated the Incarcerated Student Program (ISP). This program began with the California Correctional Center in Susanville, California, and now serves students in five correctional facilities throughout California. Those students who complete the program receive an A.A in five semesters. ISP operates as a traditional correspondence course with the support of the prison educational coordinators. Lessons, materials, and completed assignments are mailed between correctional facilities and the College. At least once each semester faculty and the ISP coordinator visit the correctional facilities.

During the last ten years, FRC has also increased its online educational offerings, has adopted Moodle as its course delivery system, and has completed its technological infrastructure so that all classrooms are now “smart classrooms” with computer and multimedia tools. Many classes incorporate multimedia and high-tech teaching tools.

In 2008 the California Community College Chancellor’s Office released funds to begin construction of the new, high-tech Learning Resource Center. Construction began in fall 2009. The Learning Resource Center opened in fall 2011. The Learning Resource Center contains a state-of-the-art multimedia classroom, a seminar room, ample library space to serve students, the Instructional Resource Center, and the campus’s information technology servers and infrastructure. The building uses state-of-the-art technology throughout, and will support FRC’s educational programs for many years to come.

Feather River College is located in the rural northeastern region of California. Plumas County is a large county of approximately 2600 square miles of land. Most of this area is contained within the Plumas National Forest. The region is generally mountainous, located at the junction of the Cascade Range and the Sierra Nevada. Typically the landscape is composed of steep mountain terrain that borders small valleys or narrow river canyons.



Feather River College is located in scenic and wild Plumas County - near the northeastern edge of the state.

This terrain and Plumas County’s distance from major freeways and transportation hubs contributes to the low population density of only 8.2 residents per square mile in Plumas County as compared to the state figure of 217.2 residents per square mile. Most of the county population is centered in small communities. Quincy, in American Valley, is the county seat and has close ties to the other communities of East Quincy, Meadow Valley, Butterfly Valley and to the east Cromberg and Sloat. Along Highway 70 to the west, down the Feather River Canyon, the small communities of Paxton, Twain, and Belden are tucked in alongside the Feather River. From its junction with Highway 70, Highway 89 follows Indian Creek north to Indian Valley and the small communities

of Crescent Mills, Taylorsville, Genesee, and Greenville. These towns were once logging towns, but now are mainly residential towns with supporting businesses. Further north along Highway 89 is Lake Almanor, a major recreational area, and the towns around it, such as

Chester, Canyon Dam, Hamilton Branch, and Almanor. A number of the homes in this area are summer or vacation homes. Greenville and Chester are the main population areas in the northern county. To the east of Quincy, beyond Cromberg, are the affluent retirement communities of Graeagle, Blairsden, and Clio. Further east is Portola, the only incorporated city in the county. Portola is the entrance of Sierra Valley, a vast expanse of farm and ranch land. The three tiny communities here are Beckwourth, Vinton, and Chilcoot. The Last Chance area is the sparsely populated northeastern portion of the county that is located along Last Chance Creek. Though just over the county line in Sierra County, the towns of Loyalton and Sierraville, on the far side of Sierra Valley, are also served by FRC.

Bordering the Plumas National Forest, the main Feather River College campus is located on 226 acres of pine and oak forest. The placement of the campus buildings affords striking views of the surrounding mountains. The campus has 16 classrooms, which include four laboratories, an art studio, one lecture hall that seats 65 students, four classrooms that seat 40 students, and six classrooms that seat 25 to 30 students. There is also a large workshop space used for construction technology classes and an enclosed equine arena for equestrian classes during bad weather. In addition to classrooms and laboratories, the campus facilities include the student center and cafeteria, a wild trout hatchery, horse boarding facilities, a rodeo practice area, and athletic fields and facilities.

Feather River College has twenty-three full-time faculty, of which five are coaches and 18 are academic faculty. A large number of associate faculty and coaches teach many of the College's classes. There are about 40 classified staff.

After many years of operation, the FRC Chester Campus and the Chester Learning Center ceased operation, and the building was transported to the main campus in 2009. This change was made after years of declining and unsustainable enrollments. The Almanor Culinary Arts Academy was moved to the main campus and a new, professional kitchen built to support the program. FRC still maintains a presence in Chester through the Almanor Fitness Center.

Though Feather River College has faced numerous challenges in its forty-year history, it has managed to surmount them through creativity and commitment to the College and the area. Most employees of the College have chosen to live in Plumas County for a variety of reasons and bring to the College their own sense of good fortune and hard work. Feather River College will meet the challenges of the future with open arms.

Demographic Information

Plumas County

Feather River College is located in Plumas County, a rural county in northeastern California. Plumas County is by and large a mountainous area where the Sierra Nevada and the Cascade Range meet. It varies in elevation from about 2,000 feet above sea level to more than 7,000 feet above sea level at the tops of the highest peaks. Among the mountains are high elevation valleys and meadows, in which most of the population centers are located.

Plumas County and the Feather River Community College District cover 2,614 square miles and has a population of 20,122 people (July 2009). For the past 25 years, population growth

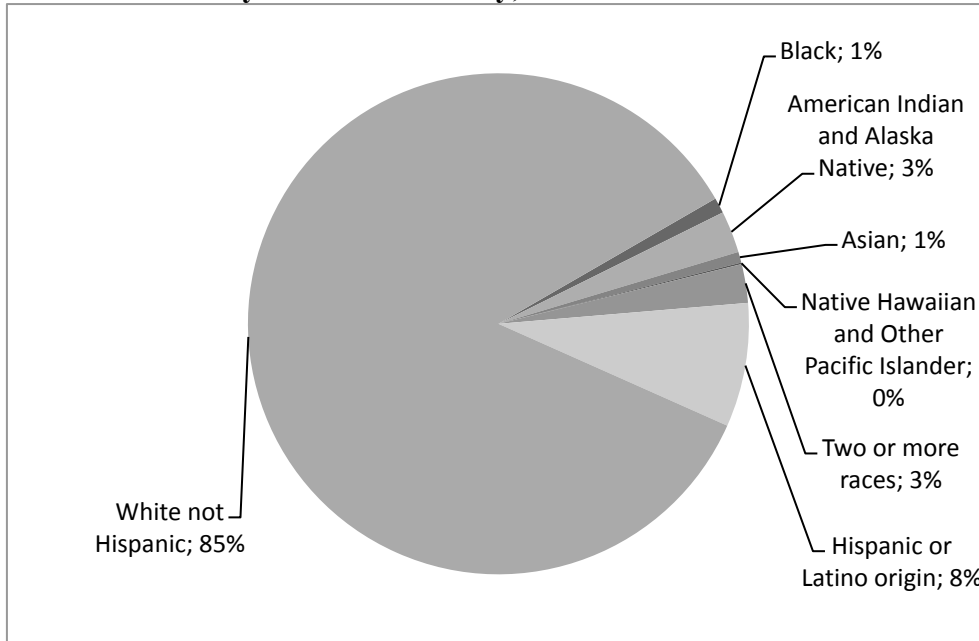
has been almost flat. Most residents live in the major population centers throughout the county. Quincy, the county seat, is near the geographical center of Plumas County. Greenville and Chester are to the north, Portola, and the Graeagle area to the east. Feather River College also serves a small corner of Lassen County and the town of Westwood, and a small portion of Sierra County, and the towns of Loyalton and Sierraville.



Plumas County is rugged with high sierra peaks and small valleys where the population is concentrated

The average age is greater than the state average at 44.2 years. Gender is equally divided. About 85 percent of Plumas County’s population is white and not of Hispanic descent. Hispanics can identify with any race, and as an ethnic group are the second largest proportion in the county at eight percent. In recent years, the Hispanic population has grown slightly in the eastern county, around Portola.

Race and ethnicity of Plumas County, 2010



The chief industry in Plumas County has traditionally been logging and timber. Logging is still one of the top employers in the county, through the Sierra Pacific Mill in Quincy and the Collins-Pine Mill in Chester. However, logging has decreased over the last twenty years, and in the last thirty years, several small mills have closed. Construction, especially of custom homes, had grown until the recession hit Plumas County in 2008. Below is a list that indicates employment by gender.

Employment by gender

Female Workers		Male Workers	
Industry	Employment Rate	Industry	Employment Rate
Health care	14%	Construction	15%
Educational services	13%	Wood products	11%
Accommodation and food services	12%	Agriculture, forestry, fishing and hunting	8%
Public administration	5%	Public administration	7%
Finance and insurance	5%	Educational services	7%
Social assistance	5%	Accommodation and food services	6%
Food and beverage stores	5%	Health care	4%

Plumas County is not a highly educated county. Public and private k-12 education is quite good compared against the state of California. Feather River College has had a tremendous impact on the county's educational attainment and according to the USDA, Plumas County has the second greatest percentage of students who have completed some college or an associate's degree. However, the lack of a nearby bachelor's granting institution has resulted in the county having a lower than average attainment rate for that degree. Another factor at work is that when residents complete a college education with a bachelor's or above, they often do not return to Plumas County because of career commitments.

Plumas County educational achievement

Plumas County Education Statistics	Year			
	1970	1980	1990	2000
Percent with bachelors or higher	9%	15%	15%	18%
Percent with some college	15%	24%	35%	43%
Percent completing high school only	37%	40%	33%	28%

Feather River College Statistics

FTES

The College is one of the smallest community colleges in California. Only in the last few years has the College exceeded 1500 FTES per year. The student population is made up of full-time and part-time students. The College offers a comprehensive range of general education courses and majors. The College's FTES is made up of students in all of its programs, including on-campus students, online students, students in the Incarcerated Student Program (ISP), students in Mini-Corps, and students who take courses when offered in Greenville, Chester, and Portola.

FRC FTES by location

Site	Fall 2009		Fall 2010	
	FTES	(%)	FTES	(%)
FRC Main Campus	562	64%	479	58%
TBD - Multi site	184	21%	197	24%
Online	63	7%	80	10%
ISP	53	6%	52	6%
Center	10	1%	9	1%
Independent Study	6	1%	2	0%
Total	878	100%	819	100%

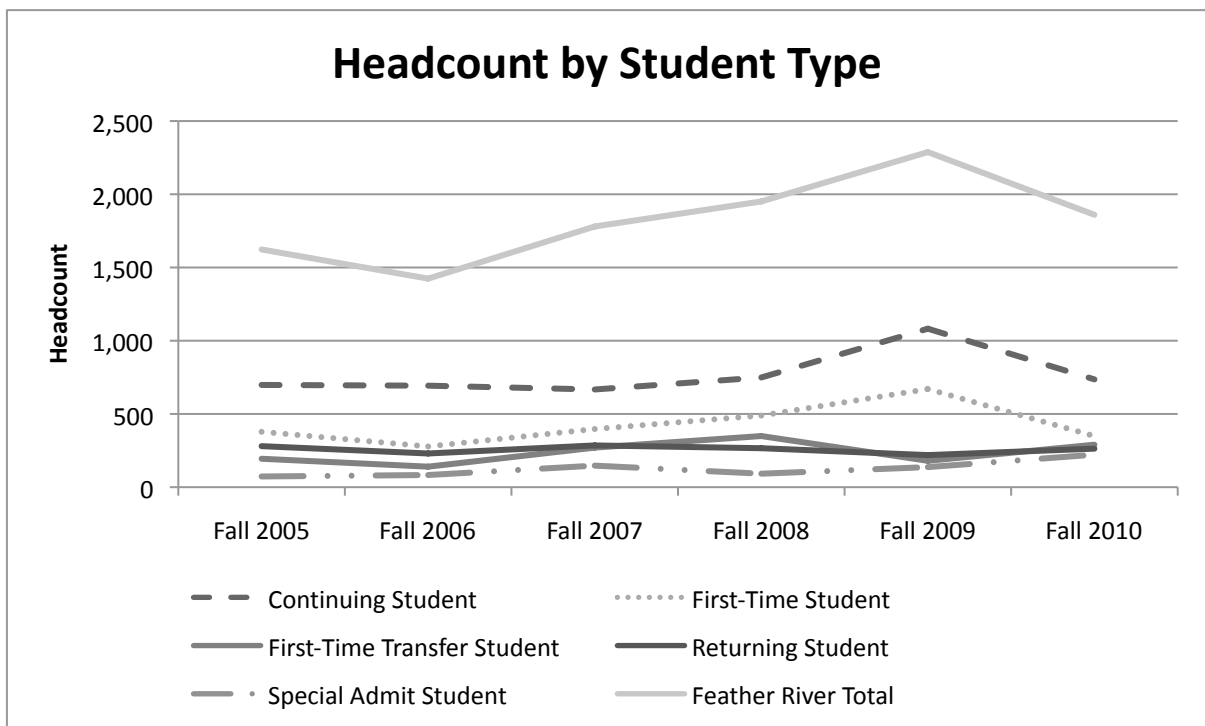
Student Characteristics and Diversity

When looking at unduplicated headcount, student numbers have risen steadily over the past five years until 2010. At that point student numbers dropped a bit. It's likely that economic factors in the current recession account for some of the drop in attendees, as well as artificial

limits and class cuts imposed by the state of California in the 2010-2011 budget. It is still too early in the 2011-2012 academic year to have a clear sense whether enrollment is trending up or down.

Headcount by student type

Student type	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
	Student Count	Student Count	Student Count	Student Count	Student Count	Student Count
Continuing Student	698	693	667	749	1,082	736
First-Time Student	378	278	397	489	670	349
First-Time Transfer Student	194	140	270	349	180	290
Returning Student	280	230	285	266	219	263
Special Admit Student	73	83	147	92	137	222
Uncollected/Unreported	0	0	14	6	0	0
Feather River Total	1,623	1,424	1,780	1,951	2,288	1,860



Feather River College's students are becoming more polarized in their workload. In 2005, 36 percent of students were classified as full time and 29 percent were taking less than a half time load. By fall 2010, the percentage of students who were full time increased to 39 percent and the percentage of students taking less than a half time load had increased to 43 percent.

Headcount by unit load

Units	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	Student Count	(%)	Student Count	(%)	Student Count	(%)	Student Count	(%)	Student Count	(%)	Student Count	(%)
0.1 - 2.9	333	21%	239	17%	428	24%	419	21%	865	38%	449	24%
3.0 - 5.9	134	8%	162	11%	247	14%	171	9%	248	11%	319	17%
6.0 - 8.9	351	22%	314	22%	252	14%	255	13%	169	7%	131	7%
9.0 - 11.9	209	13%	160	11%	221	12%	289	15%	181	8%	174	9%
12.0 -14.9	199	12%	157	11%	261	15%	285	15%	443	19%	399	21%
15 +	396	24%	392	28%	352	20%	483	25%	334	15%	343	18%
Non-Credit	1	0%	0	0%	19	1%	49	3%	48	2%	45	2%
Feather River Total	1,623	100%	1,424	100%	1,780	100%	1,951	100%	2,288	100%	1,860	100%

Unlike Plumas County, Feather River College has a very diverse campus, with students of many races and ethnicities, and from many areas of California and other states. Because FRC is a small college, the diverse and friendly student body has become one of the characteristics of the College.

Student ethnicity trend

Headcount	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	Student Count	(%)	Student Count	(%)	Student Count	(%)	Student Count	(%)	Student Count	(%)	Student Count	(%)
African-American	56	3%	83	6%	114	6%	190	10%	199	9%	139	7%
American Indian/Alaskan Native	44	3%	39	3%	56	3%	65	3%	68	3%	52	3%
Asian	18	1%	14	1%	25	1%	26	1%	26	1%	38	2%
Filipino	4	0%	1	0%	3	0%	9	0%	7	0%	19	1%
Hispanic	127	8%	83	6%	149	8%	168	9%	176	8%	227	12%
Pacific Islander	17	1%	11	1%	7	0%	12	1%	14	1%	12	1%
Unknown/Non-Respondent	130	8%	137	10%	159	9%	180	9%	219	10%	211	11%
White Non-Hispanic	1,227	76%	1,056	74%	1,267	71%	1,301	67%	1,579	69%	1,162	62%
Feather River Total	1,623	100%	1,424	100%	1,780	100%	1,951	100%	2,288	100%	1,860	100%

In a similar fashion, age is distributed over a wide range. The large number of older students is accounted for not only by older, nontraditional students in the general college campus population, but also by students enrolled in ISP and community members enrolled in classes at Feather River Fitness and Recreation Center.

Student age trend

Headcount	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	Student Count	(%)	Student Count	(%)	Student Count	(%)	Student Count	(%)	Student Count	(%)	Student Count	(%)
19 or Less	466	29%	442	31%	545	31%	525	27%	594	26%	620	33%
20 to 24	287	18%	263	18%	290	16%	352	18%	460	20%	434	23%
25 to 29	105	6%	105	7%	160	9%	202	10%	224	10%	176	9%
30 to 34	68	4%	51	4%	100	6%	133	7%	171	7%	115	6%
35 to 39	93	6%	77	5%	101	6%	102	5%	120	5%	107	6%
40 to 49	206	13%	161	11%	205	12%	246	13%	259	11%	150	8%
50 +	389	24%	324	23%	354	20%	383	20%	446	19%	251	13%
Unknown	9	1%	1	0%	25	1%	8	0%	14	1%	7	0%
Feather River Total	1,623	100%	1,424	100%	1,780	100%	1,951	100%	2,288	100%	1,860	100%

Gender varies from year to year, but in the overall student population there are more females than males. This population includes inmates in the five correctional facilities served by FRC, two of which are women's prisons.

Student gender trend

Headcount	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	Student Count	(%)	Student Count	(%)	Student Count	(%)	Student Count	(%)	Student Count	(%)	Student Count	(%)
Female	899	55%	763	54%	956	54%	984	50%	1,221	53%	1,030	55%
Male	722	44%	660	46%	823	46%	967	50%	1,042	46%	821	44%
Unknown	2	0%	1	0%	1	0%	0	0%	25	1%	9	0%
Feather River Total	1,623	100%	1,424	100%	1,780	100%	1,951	100%	2,288	100%	1,860	100%

The educational goals of Feather River College students are just as diverse as the students' backgrounds. The following table shows the educational goals of students over the past two years.

Headcount by educational goal

Award	Major	2009	2010	Award	Major	2009	2010	
		Fall	Fall			Fall	Fall	
Associate of Arts	Administration of Justice	64	70	Certificate < 9	Accounting		1	
	Administrative Office Mgt	10	12		Economics	2	4	
	Art	18	10	<i>Certificate < 9 Total</i>		2	5	
	Business	119	104	Certificate 9 < 18	Accounting Management		2	
	Child Development	3	2		Biological Science Tech Cert	1	1	
	Early Childhood Education	42	47		Business Management		1	
	English	13	14		Env Studies/Outdoor Env Ed	1		
	Environmental Studies	1			General Agriculture Cert	1	2	
	Gen Std:Arts and Humn	21	54		General Business	1	1	
	Gen Std:Soc and Behav Sci	19	67		Health: Athletic Training Cert		1	
	Gen Studies:Soc and Behav Sci	2	3		Medical Office Assistant Cert	1		
	General Business	5	3		Nutr Foods, Culnry Art Cert	1	1	
	History	8	6		Outdoor Recreation Leadership	2	4	
	Lib Arts: Anthropology	3	6		Ranch Skills Short CRS 1	10	11	
	Lib Arts: Humanities	65	103		Small Business Management	1	1	
	Lib Arts:Culture and Society	7	19		Work w/Children-Justice System	2		
	Lib Arts:Sociology and Soc Sci	18	28		<i>Certificate 9 < 18 Total</i>		21	25
	Liberal Studies	232	70	Certificate 18 < 30	Administration of Justice Cert	1		
	Nutr Foods and Culinary Arts	6	1		Health and Exercise Stud Cert	1		
	Nutr Foods, Culnry Art	15	22	<i>Certificate 18 < 30 Total</i>		2		
	Nutrition,Foods and Culnry Art		2	Certificate 30 < 60	Administrative Office Mgt Cert	1	1	
	Office Administration	1			Early Childhood Education	1		
	Office Career and Technology	2	1		Equine Study: Horse Train Cert	2	1	
	Outdoor Recreation Leadership	88	106		Equine Study: Ranch Skill Cert	1	1	
	Recreation Leadership	2	1		Nursing Cert	14	7	
	Social Science	13	11	<i>Certificate 30 < 60 Total</i>		19	10	
University Studies	12	3	Undecided or No Goal	_Not Pursuing Degree_	973	588		
<i>Associate of Arts Total</i>		789		765	Undecided Major	223	107	
Associate of Science	Administrative Office Mgt	4	3	<i>Undecided or No Goal Total</i>		1,196	695	
	Biology	39	49	Grand Total			2,347	1,901
	Construction Technology	4	3					
	Env Studies/Forestry	4	3					
	Env Studies/Watershed	1						
	Env Studies/Wildlife Mgt	1						
	Environmental Studies	46	114					
	Equine Study: Horse Training	40	49					

Award	Major	2009	2010	Award	Major	2009	2010
		Fall	Fall			Fall	Fall
	Equine Study: Pack Skills	7	3				
	Equine Study: Ranch Skills	19	16				
	Equine Study: Rodeo Skills	15	15				
	Health and Exercise Studies	51	64				
	Mathematics	6	13				
	Nursing	46	36				
	Pack Station/Stable Oper		1				
	Physical Science	16	11				
	PSSO/Horse Training Skills	1					
	PSSO/Pack Skills	2	2				
	PSSO/Ranch Skills	1					
	Univ Studies/Ag General	15	19				
<i>Associate of Science Total</i>		<i>318</i>	<i>401</i>				

Incoming Student College Preparedness

Feather River College measures preparedness of incoming students by looking at English and math scores from the assessment testing. These scores are broken down into four groupings: transfer or above, which is college level; one level below transfer, two levels below, and three levels below. Generally, the greatest number of students arrive at FRC at three levels below college level in math. However, in English, the greatest part of students are at college level.

Math preparedness of incoming students

Math Level	Fall 2009		Fall 2010	
	Student Count	(%)	Student Count	(%)
Transfer or Above	36	19%	36	27%
One Level Below	23	12%	21	16%
Two Levels Below	40	21%	23	17%
Three Levels Below or Greater	89	47%	55	41%
Total	188	100%	135	100%

English preparedness of incoming students

English Level	Fall 2009		Fall 2010	
	Student Count	(%)	Student Count	(%)
Transfer or Above	109	48%	129	65%
One Level Below	90	40%	49	25%
Two Levels Below	27	12%	22	11%
Total	226	100%	200	100%

Longitudinal Student Achievement Data

Feather River College is proud of its student success rate, which year after year is consistently above the state average. FRC takes the education of its students seriously, and one area that a small college excels in is mentoring students and providing support for learning. The staff and faculty at FRC know their students, and it is a benefit to students. It should be noted that the shorter time-lines in some of the information below is due to the implementation of SunGard Banner in 2008. Information from the previous MIS system is at this point difficult to recover.

Student success rate

Term	FRC		Statewide
	Students Succeeded	Success Rate	
Fall 2010	4,785	74%	68%
Fall 2009	5,035	72%	68%
Fall 2008	4,728	70%	67%
Fall 2007	4,305	72%	66%
Fall 2006	3,596	73%	67%
Fall 2005	3,923	74%	67%
Average		73%	67%

It is no surprise, then, that FRC's students also transfer at a higher rate than the state average. FRC students successfully transfer into the California State University system (CSU), the University of California (UC), University of Nevada Reno (UNR), and other state universities and private colleges throughout the United States. The most popular transfer institutions are CSU Chico, CSU Sacramento, Humboldt State, UC Davis, and UNR.

Transfer rate of FRC students and state average

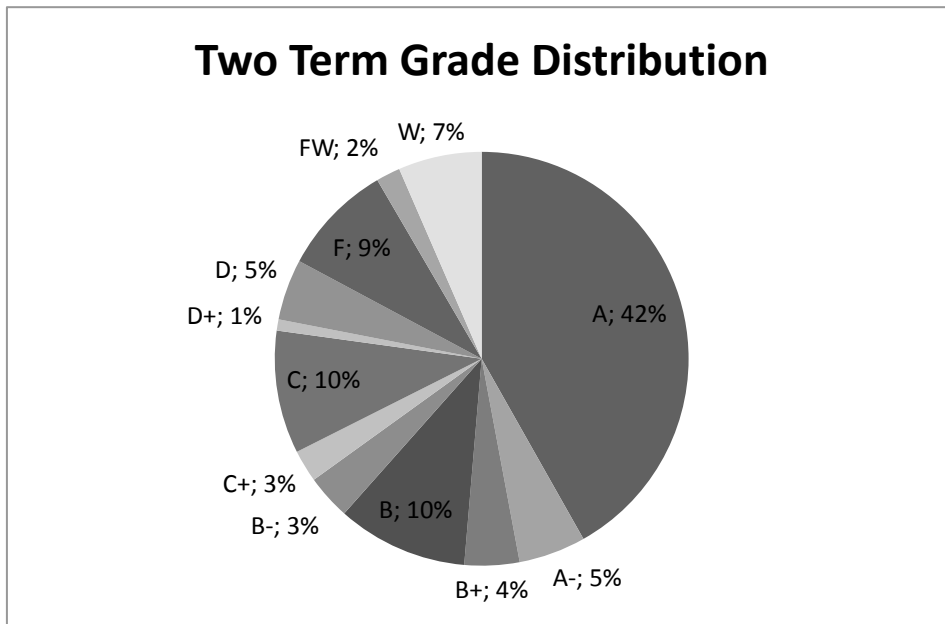
Term	Transfer Rate	
	FRC	Statewide
2004-2005	53%	41%
2003-2004	49%	41%
2002-2003	49%	40%
2001-2002	41%	40%
2000-2001	34%	41%
Average	45%	41%

Uses ARCC methodology, first time freshmen 6 year velocity

Grade distribution reflects the national average. The two charts below reflect letter grades received in all courses offered by the College, including Liberal Arts and Sciences, Professional and Technical Studies, Health Exercise and Science, field training, and athletic practice.

Grade distribution over two terms

Grade	Fall 2009		Fall 2010		Two Term Total	
	n	%	n	%	n	%
A	2,443	40%	2,486	43%	4,929	42%
A-	320	5%	298	5%	618	5%
B+	256	4%	250	4%	506	4%
B	636	11%	568	10%	1,204	10%
B-	220	4%	192	3%	412	3%
C+	157	3%	140	2%	297	3%
C	570	9%	562	10%	1,132	10%
D+	47	1%	56	1%	103	1%
D	316	5%	246	4%	562	5%
F	591	10%	442	8%	1,033	9%
FW	126	2%	97	2%	223	2%
W	362	6%	407	7%	769	7%
Total	6,044	100%	5,744	100%	11,788	100%



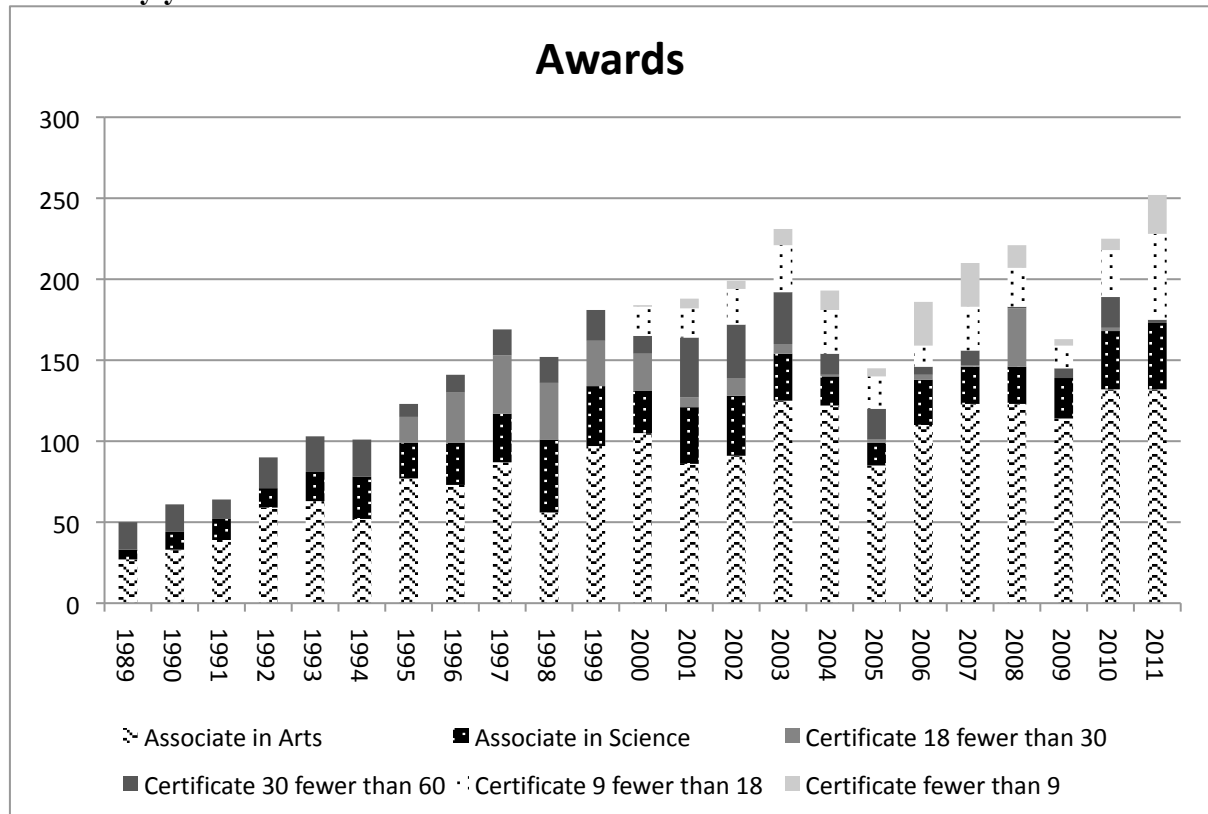
One challenge that FRC faces is student persistence (students enrolling in fall returning for the next fall). FRC is below the state average in this area. Part of this situation may be due to FRC’s remote location and the cold winters. Students who come here from other locations in California or other states may not return if there are family or economic problems at home, if the area is too far from their home area, or if the snow and cold temperatures are a challenge. The chart below indicates first-time students who completed six units or more, and who returned for the following fall semester in any part of the FRC system.

Fall to fall persistence of at least halftime students

Term	FRC	Statewide
Fall 2009 - Fall 2010	57%	71%
Fall 2008 - Fall 2009	64%	68%
Fall 2007 - Fall 2008	60%	69%
Fall 2006 - Fall 2007	76%	69%
Fall 2005 - Fall 2006	62%	68%
Average	64%	69%

The chart below measures students who have graduated from Feather River College between 1989 and 2011 with a certificate or an Associate of Arts or an Associate of Science degree. The charts below take into account all students, full-time, part-time, and students in the ISP program.

Awards by year



The following tables list awards and certifications by the type of award earned—A.A., A.S., or certificate—and the discipline within which it was given over the previous five years.

Award by degree and type

Award	Major	Year					Five Year Total
		2007	2008	2009	2010	2011	
Associate of Arts	Administration of Justice	8	10	3	10	8	39
	Administrative Office Mgt.		1		3	1	5
	Art	2	1		1		4
	Business	8	6	7	4	4	29
	Early Childhood Education	2	2	4	6	3	17
	English	2		1	1		4
	Env Studies/Forestry		1				1
	Environmental Studies		1	1			2
	Gen Std: Soc & Behavioral			1	18	80	99
	Gen Studies: Arts &				2	4	6
	History		3		2	1	6
	Lib Arts: Culture and Society			1	1		2
	Lib Arts: Sociology & Soc Sci			3	1	7	11
	Liberal Arts: Anthropology			1	1		2
	Liberal Arts: Humanities			1	3		4
	Liberal Studies	94	94	78	71	19	356
	Licensed Vocational Nursing		1				1
	Outdoor Recreation	5	2	11	8	4	30
Social Science	2	1	1			4	
University Studies			1		1	2	
<i>Associate of Arts Total</i>		<i>123</i>	<i>123</i>	<i>114</i>	<i>132</i>	<i>132</i>	<i>624</i>
Associate of Science	Administrative Office Mgt.		1				1
	Biology	4		2	2	2	10
	Env Studies/Forestry	2	1				3
	Env Studies/Watershed	1	1				2
	Env Studies/Wildlife Mgt	4	1				5
	Environmental Studies			3	5	4	12
	Equine Studies/Horse	9	4	7	2	9	31
	Equine Studies/Pack Skills	2	3	2	3	3	13
	Equine Studies/Ranch Skills		2	1	5	7	15
	Equine Studies/Rodeo Skills	1	1				2
	Hlth, PE Studies		1	3	7	12	23
	Licensed Vocational Nursing		7	1	6		14
	Mathematics			1	1	2	4
	Outdoor Recreation		1				1
Physical Science				1		1	
Univ Studies-Agriculture			5	4	2	11	
<i>Associate of Sciences Total</i>		<i>23</i>	<i>23</i>	<i>25</i>	<i>36</i>	<i>41</i>	<i>148</i>
<i>Associate Degrees Total</i>		<i>146</i>	<i>146</i>	<i>139</i>	<i>168</i>	<i>173</i>	<i>772</i>

Award by certificate and type

Award	Major	Year					Five Year Total
		2007	2008	2009	2010	2011	
Certificate < 9	Accounting	7	5	1	1	6	20
	Assistant Teacher	1			2		3
	Creative Curric Spec	1					1
	Early Lit Specialist					1	1
	Economics	7	3	1	1	6	18
	Finance	1	1			3	5
	General Business		1				1
	Management	6	2	1	1	5	15
	Marketing	1		1			2
	Per Computer Office Suite App		2		1		3
Small Business	3			1	3	7	
<i>Certificate < 9 Total</i>		<i>27</i>	<i>14</i>	<i>4</i>	<i>7</i>	<i>24</i>	<i>76</i>
Certificate 9 < 18	Accounting		1				1
	Accounting Management	3			2		5
	Agriculture			3	1	8	12
	Associate Teacher	3		1		2	6
	Biological Science Technician					1	1
	Business Management	3		1	1	4	9
	General Business	7	2	1		5	15
	Management		3				3
	Marketing Management			1			1
	Medical Office Assistant				1		1
	Nutrition, Food & Culinary Art				1	1	2
	Outdoor Recreation Leadership	1		1	1	5	8
	Ranch Skills Short Course 1	6	16		16	11	49
	Ranch Skills Short Course 2					2	2
	Ranch Technology Cert	1		3		11	15
Small Business Management	2	2	1	1	3	9	
Work w/Child in Justice System	1		2	5		8	
<i>Certificate 9 < 18 Total</i>		<i>27</i>	<i>24</i>	<i>14</i>	<i>29</i>	<i>53</i>	<i>147</i>
Certificate 18 < 30	Administration of Justice	1			2		3
	Early Childhood Education		1				1
	Equine Studies/Horse Training		7				7
	Equine Studies/Pack Skills		2				2
	Equine Studies/Ranch Skills		4				4
Licensed Vocational Nursing		22				22	
<i>Certificate 18 < 30 Total</i>		<i>1</i>	<i>36</i>		<i>2</i>		<i>39</i>
Certificate 30 < 60	Administrative Office Mgt.				2		2
	Child Development	1					1
	Early Childhood Education	1			1	1	3
	Equine Studies/Horse Training	3		2			5
	Equine Studies/Pack Skills	2		1			3
	Equine Studies/Ranch Skills	2		2	1	1	6
Licensed Vocational Nursing		1	1	15		17	
<i>Certificate 30 < 60 Total</i>		<i>9</i>	<i>1</i>	<i>6</i>	<i>19</i>	<i>2</i>	<i>37</i>
<i>Certificate Total</i>		<i>64</i>	<i>75</i>	<i>24</i>	<i>57</i>	<i>79</i>	<i>299</i>

Update on Self-Identified Action Plans

In the 2006 Self Study were listed many planning items in the “Recommendations for Improvement” section of the report. The listed items break down into eight distinct areas. These areas are:

- Communication and Transparency
- Planning and Program Review
- Student Learning Outcomes
- Basic Skills/ Student Assessment, and Student Support
- Personnel, Professional Development, and Ethics
- Improvement in Technology and Management Information System (MIS)
- Student Files and Tracking Graduates
- Facilities and Facilities Planning.

The College has made a great deal of progress in each of these areas. Many of the items noted individually for improvement in the standards were addressed in the development of integrated planning for the College. Following is a summary of developments in each of these areas.

Communication and Transparency

Though FRC is a small campus, it has the challenges associated with communication and isolation that may be found on larger campuses. FRC has tackled this issue head-on and has developed solutions to enhance communication and to increase transparency. Minutes of standing committees are kept online in the College’s “public folder” organizing system and are available to campus constituents. In addition, planning information, program reviews, and accreditation information are made available to the public on the College’s website. Committee structures have been altered so that all college wide and administrative committees now have equal numbers of faculty and classified staff and an appropriate number of administrators. The superintendent/president publishes updates via e-mail at least once a month that are sent to all college employees and the president of Associated Students of Feather River College. In addition, the superintendent/president calls campus meetings at least once a semester, usually more often, to discuss issues of importance to the entire College, such as budget developments, planning initiatives, and program development. These meetings are interactive and discussion among campus members and the superintendent/president is encouraged in both verbal and written forms. Certain units on campus have also issued newsletters to inform employees of events or pertinent issues. All committee meetings that are sub-committees of the Academic Senate, the Classified Senate, or that are college wide follow the Brown Act; they are, therefore, open to the public and there is time set aside for members of the public to address the committee.

Planning and Program Review

Perhaps the most notable area of change at FRC that has affected the entire campus infrastructure has been in its planning systems. When the new superintendent/president arrived in fall 2008, he immediately tackled planning issues that had not been developed adequately. Two planning cycles have been established. The first is an annual cycle which

is keyed to annual budget development and the status and health of all programs. Annual Program Reviews are submitted by all units, divisions, and academic departments that summarize department status, accomplishments, and planning for the coming year. Attached to the program reviews are budget requests, department and student data and demographics, and any other supporting documents. The Annual Program Reviews are assessed by the Strategic Planning Committee, prioritized, and recommendations sent to the Budget Committee. The Strategic Planning Committee and the Budget Committee meet jointly at least twice a year in order to share information and priorities. The other cycle is a three-year planning cycle, which is conceived as being more strategic in nature. In this cycle, the College assesses progress on the current Strategic Plan and updates or creates a new plan. Mission and Vision Statements are also reviewed and updated if necessary. Major planning initiatives put forward by departments and units are also taken into account. The three-year cycle is synchronized with the mid-term and comprehensive accreditation reports, so as to incorporate recommendations from the ACCJC in the planning cycle. Each department and unit submits a Comprehensive Program Review on its own three-year cycle. These reviews assess long-term development and functionality of the department and may propose new initiatives, directions, or visions. Various master plans have also been written or are in the process of revision: the Facilities Master Plan is being finalized before being sent to the Chancellor's Office for approval, the Education Plan is at the beginning of a revision process, the Distance Education Plan is under development, and the Strategic Technology Plan has been fulfilled. The Strategic Technology Committee will review and make recommendations concerning a new plan. An institutional researcher was hired in 2010 and the Office of Institutional Research established along with the Office of Institutional Research Leadership Group. The planning cycles mentioned above now consider data of all kinds as an important part of their decision process. A new committee, the Strategic Enrollment Management Committee, was established in order to assess student data and to make recommendations concerning target FTES and student recruitment areas. Planning has infused nearly every facet of College operations.

Student Learning Outcomes

Development and implementation of Student Learning Outcomes (SLO) was a major challenge for the College. Faculty and staff had to be trained to understand the concepts behind SLOs, and then to create them and implement them in their areas. However, this has been successfully completed. All courses that are in the catalog and new courses have SLOs incorporated in the official outlines, and SLOs are listed in the course syllabi. Student Services has also created SLOs pertaining to their areas. Although it was not part of the self-identified action plans from the 2006 report, FRC has now moved on to the assessment cycle for SLOs at the various levels of implementation.

Basic Skills/Assessment/Student Support

Research into student assessment has been completed in two studies that examined scores, placement, and student success in math and English. Assessment test scores were adjusted to reflect data. Pre-requisites for math and English have also been implemented. Areas of student support, such as ESL and learning communities have been addressed. A part-time ESL/Basic Skills instructor was hired, and ESL is now offered on an as-needed basis for the small population of non-English speakers or international students who may need assistance.

Learning communities were designed and piloted with some success. However, with the small amount of students and the small amount of class sections, it was decided that the benefit was not great. Discussion is continuing about implementing curriculum as a common reading for entering freshmen. The two full-time faculty counselors have also retired since the 2006 Self Study. Counseling and advising is now carried out by classified advisors and some faculty program leaders. However, a new model was developed which streamlines aspects of matriculation and counseling. This plan requires the hire of a faculty counselor. The plan is on hold at this time due to budget shortfall and possible reorganization of advising duties.

Personnel/Professional Development/Ethics

Self-identified planning recommendations concerning job interviews have been adopted. Specifically, a numerical ranking sheet was developed to ensure fairness in the interview process. Policy was developed concerning the interview and hire of part-time staff and faculty, which now standardizes these processes. Professional development has been made more accessible to all employees, no matter whether they are faculty or classified staff. In addition to institutional day and faculty flex day, a personal professional development day has been instituted at the approximate mid-semester point for all employees to engage in professional development. A “smorgasbord” of training sessions is available for all employees; faculty can take advantage of these trainings, or develop their own professional development activity based on Chancellor’s Office criteria. These individual activities must be submitted to the Office of Instruction and approved by the Council on Instruction. One other item affecting personnel was to place the Institutional Code of Ethics in the College Catalog. This was accomplished with the 2006-2008 College Catalog and has appeared in each catalog since then.

Improvement in Technology and Management Information System

Improvements have been accomplished. At the time of the 2006 Self Study, the College was still using the COCO system for its MIS and student records, and planning agendas referred to improving this system. However, the College migrated to a new system, SunGard Banner, in 2008 as the COCO system would no longer be supported by its manufacturer. The change to Banner solved almost all of the problems the College had with MIS: students can now register online, access their student records and order transcripts; Admissions and Records staff can access students’ records with ease, and electronic files are now archived rather than paper files. Business and budget functions have also been switched over to Banner, and the new system has improved the efficiency of College systems. In the instructional area, all classrooms have been upgraded with access to the internet, with projectors and screens, and the equipment to use a wide variety of multimedia resources.

Student Files and Tracking of Graduates

Student files, both for registration, grades, and financial aid, are kept electronically thanks to the migration to SunGard Banner. The College has tried to track graduates, but has not had a great deal of success. Students leave Feather River College and usually move out of the area, whether their goal is transfer to a four-year school or to find employment. Tracking addresses and information has proven to be a difficult task.

Facilities and Facilities Planning

There have been some major developments in the area of facilities. The new Learning Resource Center, which houses the Library, the Instructional Resource Center, and a state-of-the-art multimedia classroom, was funded by the Chancellor's Office and construction completed. The construction of a new Learning Resource Center was part of the facilities planning recommended in the action plan of the 2006 Self Study. In addition, a nursing building was funded by a generous donation. A modular building was purchased, placed on campus, and the interior fit out for the dedicated use of the nursing program. The student center was remodeled. The upstairs, where the cafeteria is located, received new flooring, a new ceiling design, and a professional kitchen was installed to accommodate the Culinary Arts program. The student meeting area downstairs was also remodeled, computer stations installed, and wireless connections provided. This area is now more student-friendly and can be used for studying, socializing, playing computer games or surfing the internet. One area that was included for development, but has not seen development, is art facilities. The art studio is still in its inadequate area that limits the type of media and the activities of students. However, with the empty areas that have resulted from the move of the Library and the Learning Center (now the Instructional Resource Center) into the Learning Resource Center, it is expected that the art program will be able to expand and have more space for ceramics and other media.

Status of Program Review

Feather River College has reached the level of "continuous quality improvement" in its use of program reviews. The College started developing a new program review process in 2005 that included assessments of program strengths and weaknesses and some demographic data. However, in 2008, the program review reached a new level of integration in both the assessment of departmental progress and in the planning process. The review instrument was revised to reflect planning priorities, discussion of the previous cycle's planning and achievements, progress toward goals in the current cycle, and an area for planning and budgeting for future cycles. Discussion in the Strategic Planning committee resulted in the program review process being separated into two pieces. One piece is the Comprehensive Program Review, which followed the timelines of the established review cycle. The Comprehensive Program Review, submitted every three or four years, is a thorough examination of the department that includes information about staffing, curriculum and assessment issues (including Student Learning Outcomes), student success, and extensive student achievement and demographic data that is produced by the Office of Institutional Research. The other piece is the Annual Program Review, which provides a snapshot of the previous year's achievements, the current year's progress, and the upcoming year's planning. The past, present, and future plans are described and linked to the Strategic Plan or other master plans, and an estimated cost, if applicable, is included. Longitudinal data about course sections and student performance is attached. A budget request form is attached with the proposed budget, including planning, for the next fiscal year. Each division of the College—Instruction, Student Services, Administration—has their own version of the Comprehensive Program Review instrument that asks specific questions and requires data pertinent to the operation of that area. The Annual Program Review instrument, however, was standardized as the same form for all areas. Standardization of the review instrument

ensured that assessment of the program reviews and budget requests would be fair and comparative. Thus, prioritization and planning based on program reviews is clearer as the elements of planning can be compared with relative ease.

Program reviews have also become an essential part of the planning and budget cycle. The submission of the Annual Program in October is the beginning of the planning and budget cycle for the following fiscal year. Reviews are compiled by the institutional researcher and then assessed and prioritized by the Strategic Planning Committee. The Committee uses a rubric it developed that highlights areas of institutional emphasis. The rubric assesses the need for resources, the effect on the College if the plans are approved and if they are not approved, and emphasizes plans and goals that sustain and improve student learning. Through this method, the Strategic Planning Committee can prioritize the plans and goals embodied in the program reviews and then forward the prioritization to the Budget Committee.

The Budget Committee's task is to develop the budget using the program reviews and the prioritizations of the Strategic Planning Committee as guidance for allocating funds. Independent of the Strategic Planning Committee, the Budget Committee estimates all possible revenues for the College, using state and local data. Figures for fixed costs, such as salaries and benefits, operating costs, and insurance, are gathered. The Budget Committee then begins to assess budget requests and program reviews and compares them to available monies in the general fund. The Strategic Planning Committee and the Budget Committee meet jointly twice a year to discuss priorities, revenues, and concerns.

If clarification is needed concerning the content of a program review, then either committee can contact the unit that produced the review to gather more information.

The 2011-2012 year marks the third year that the new planning process has been in full operation. The committees have become comfortable with the process. Student Learning Outcomes (SLO) are assessed formally in the Comprehensive Program Reviews. However, if a major planning element or a purchase of equipment were needed to satisfy a Student Learning Outcome, then this would appear in the Annual Program Review and, if needed, a budget request. For example, the development of pre-requisites or the development of policy regarding student support may have been necessary to support SLOs and student learning. In that case, they would be included in the planning area of the program review. If, on the other hand, an expenditure, such as the purchase of new equipment, a field trip, or extra staffing were needed to support student learning, then this element of planning would be reflected in the planning proposal and the budget request. For example, the Early Childhood Education advisory committee felt that certain outcomes needed to be strengthened. The specific need was for a facilities upgrade to include an observation room. This was documented through the SLOAC process and written into the Annual Program Review. The facility upgrade was subsequently funded in the 2010-2011 year.

Program reviews also reflect the themes, goals, and objectives of the Strategic Plan. The Strategic Plan is used as a guide for all planning initiatives, and it is assessed in conjunction with program reviews for progress. Every third year of the planning cycle the Strategic Plan

is updated using input from the program review process as well as other master plans and input from other committees in the shared governance process. The planning process itself is reviewed every year and changes are initiated if deemed necessary. For example, the Annual Program Review instrument was changed slightly for 2011-2012 in order to clarify future planning in relation to the current year's goals.

Student Learning Outcomes

The Creation and Implementation of Student Learning Outcomes (SLOs) has been an evolving process. All courses that are in the College catalog now have SLOs incorporated in their official Course Outlines of Record. SLOs have also been developed for all degrees, certificate, or subject area programs that appear in the catalog. Noninstructional units and offices, such as Student Services, have also created SLOs. A Student Learning Outcomes Assessment Cycle (SLOACs) has also been put in place to evaluate the success in meeting SLOs. So far, only instructional SLOs have been subject to SLOAC. At the end of each semester, full-time faculty must assess the SLOs in the courses they taught during the semester and document whether SLOs were met. The evaluation instrument requires that the course's SLOs be matched with the assignment or classroom activity which measured the student performance for that outcome. The faculty member evaluates effectiveness, and then develops a plan. The plan may include changing course design, delivery method, or educational materials as a way to meet the SLOs. If the instructor decides that SLOs were met, then this is also documented and the course is not re-evaluated until the Comprehensive Program Review cycle, when all courses must be evaluated in terms of meeting SLOs. SLOAC was phased in over several semesters, and now all full-time faculty must assess the courses taught for each semester. However, part-time faculty are not required to perform SLOAC, although there has been discussion and some training toward this end. The associate faculty SLOAC is a contractual issue; however, 2011-2012 is a negotiation year for the associate faculty collective bargaining unit and there will be consideration given to inserting language directed at completion of the SLOAC cycle by the associate faculty. Associate faculty must be brought into the process so that all courses taught are subject to the SLOAC process.

Program-level SLOs and college wide SLOs have also been developed. The College wide SLOs are also used for assessment of general education courses. In fall 2010, a mapping exercise correlated general education courses with the college wide SLOs. The results of the mapping were informative, showing which disciplines meet certain SLOs and also areas where either SLOs need to be refined, or curriculum altered. In spring 2011, program-level SLOAC was implemented. The submission rate for program-level SLOACs is only 30 percent. Some programs had difficulty submitting a SLOAC because of a lack of graduates or students in the major. But in most cases, the process and expectation of program-level SLOAC was unclear to many instructors. However, the process will continue. Program-level SLOAC will be revisited in spring 2012, and greater success is anticipated.

Other units, such as Student Services, will perform their first SLOAC in spring 2012. Student Services reformulated their SLOs to make them more measurable. Student surveys will likely be used as at least one method of assessing outcomes.

The information gathered from SLOAC provides longitudinal data about student performance, measurable outcomes, and changes that need to occur. SLOAC forms are submitted to the Instruction office. Faculty also retain the information for the next year's assessment, when comparison and progress can be measured. During the Comprehensive Program Review this information will be assessed and placed within the context of departmental planning and budget.

Off-Campus Education Sites and Distance Education

Feather River College operates one off-campus site: the Feather River Fitness and Recreation Center (FRFR), in Quincy only about a mile from campus. FRFR is a gym and fitness center that provides a wide range of recreational and wellness activities and provides supervised and personal training. The clientele of FRFR is composed of students, staff, and members of the surrounding communities. FRFR will also be used as a community education center and will be the location for a number of community education courses that the College is developing. Until 2009, FRC operated the Almanor Learning Center in Chester, at the north end of the county. The purpose of the learning center was to provide general education courses as well as selected electives to residents of the north county. However, after years of declining and unsustainable enrollments, the center was closed. In Portola, to the east of Quincy, the College offers occasional classes using the high school's facilities. Though there has been interest from residents of Portola in the College's establishing a center there, the courses provided have been poorly attended and therefore a permanent center has not been established.

Distance education currently takes two forms: online courses and traditional correspondence courses within the Incarcerated Student Program (ISP).

The number of students enrolled in online distance education increased rapidly between 2006 and 2009. Each semester, enrollment in online distance education increased by approximately 50 percent. By fall 2010, there were 774 enrollments in online distance education. Many of the enrolled students take on-campus classes, but for scheduling or transportation reasons also enroll in online distance education courses. Maximum enrollment seems to have stabilized around this number, though there is variation from semester to semester. FRC has adopted Moodle as its learning management system (LMS). Moodle is similar to Blackboard, and provides a wide variety of content and interactive options for instructors and students. Moodle facilitates written materials in digital format, PowerPoint lectures, images, websites, video, quizzes and tests, discussion forums and other services. Moodle has proven to be a user-friendly, stable, and flexible interface. Moodle is an open source software project and is free for the College to use.

The other mode of distance education is the traditional correspondence course, which is used exclusively in the Incarcerated Student Program (ISP). The ISP was started in 2007 at the California Correctional Center in Susanville, California, but now serves incarcerated students in five correctional facilities throughout California. The facilities are: High Desert State Prison, Susanville; Central California Women's Facility, Chowchilla; Valley State Prison for Women, Chowchilla; California Men's Colony, San Luis Obispo; Pelican Bay State Prison, Crescent City. Service to California Correctional Center was dropped in the last year because

of the difficulty of working with inmates who are transferred to various fire fighting camps or other work situations off the prison grounds. The ISP program offers a set curriculum that over five semesters will grant an associate's degree to those students who complete the program. Courses were developed by Feather River College faculty, and are administered by the ISP and taught by FRC faculty, mostly associate faculty. FRC calls these courses "classes in a box" because the same course materials are copied, packed, and delivered each semester. Updates to course materials are made when necessary, and become part of the "class in a box." Course materials produced by FRC include written syllabi, an introduction to the way the course functions, an introductory letter from the instructor, a reading schedule, lecture material, assignments, worksheets, quizzes, and tests. Educational materials also include textbooks that were purchased by FRC and are kept at the prison for use by the inmates over the course of ten semesters. Course materials, student work, comments from instructors, and questions from students are exchanged between the ISP office and each prison through the U.S. Postal Service. Each course in its entirety is delivered to the students at the beginning of the semester. Through the semester the incarcerated students return their work to the College, where it is distributed to the instructors. Instructors grade the students' work, answer students' questions, and provide other written guidance. The packets are returned to the ISP office and mailed back to the students. Occasionally, students write letters directly to the instructors with additional questions or comments. At least once a semester, the director of ISP and any faculty teaching in the program who have an interest travel to the various facilities for tutoring sessions, to give proctored exams, for lab or art demonstrations, and for class discussions. The College works with the educational staff within each prison to distribute and collect learning materials, monitor learning, and provide on site tutoring. In spring 2011, the first graduating class in the FRC ISP program held a commencement ceremony at the Central California Women's Facility in Chowchilla.

Online courses and ISP courses are evaluated by students, by peer evaluators, and by the Office of Instruction and are held to the same standards as on campus courses. Courses are required to reflect the content of the Course Outline of Record, as are on-campus courses. A distance education addendum has been added to the Course Outline of Record that documents in what way a distance education course is delivered, how quality is maintained, and how student performance is assessed.

A Distance Education Plan is in development by the Council on Instruction, and will be a companion plan to the Education Master Plan.

External Independent Audit

Feather River College is audited on a yearly basis by Perry-Smith LLP, a certified public accountancy firm. The external audit is conducted in accordance with generally accepted standards applicable to financial audits contained in government auditing standards. All aspects of the College's financial operation, including federal and state grants, are covered by the audit. Though each grant has its own guidelines for expenditures, they must abide by college policy for dispersion of public funds. Federal grants have not been subject to a separate federal audit. Perry-Smith LLP conducts an initial and a final audit to verify adherence to policies and procedures that are necessary to all financial aspects of an institution of higher learning. The final audit report is completed after the final audit visit at

the conclusion of closing the books for the fiscal year. The final audit report includes district-prepared financial statements, which are held to the Governmental Accounting Standards Board (GASB) standards and include the financial data of the Feather River College Foundation, Inc. Part of the completed audit is a list of any findings for the new audit year, and the prior year's list, if any, and the measures taken to address those findings. The College has received seventeen audit findings from 2008, 2009, and 2010 that impact multiple departments and programs. Those findings were communicated to each department or individual who was involved. Reports are generated addressing the actions or activities that are necessary to rectify the deficiency and submitted to the auditors. When findings are reported, the Office of Business Services evaluates and refines policies and procedures for the future based on the recommendations from the auditors.

The results of the audit are presented to the Board of Trustees and the certified audit is also sent to the appropriate governmental officials for reporting requirements. At no time has the institution shown an annual or cumulative operating deficit.

Feather River College

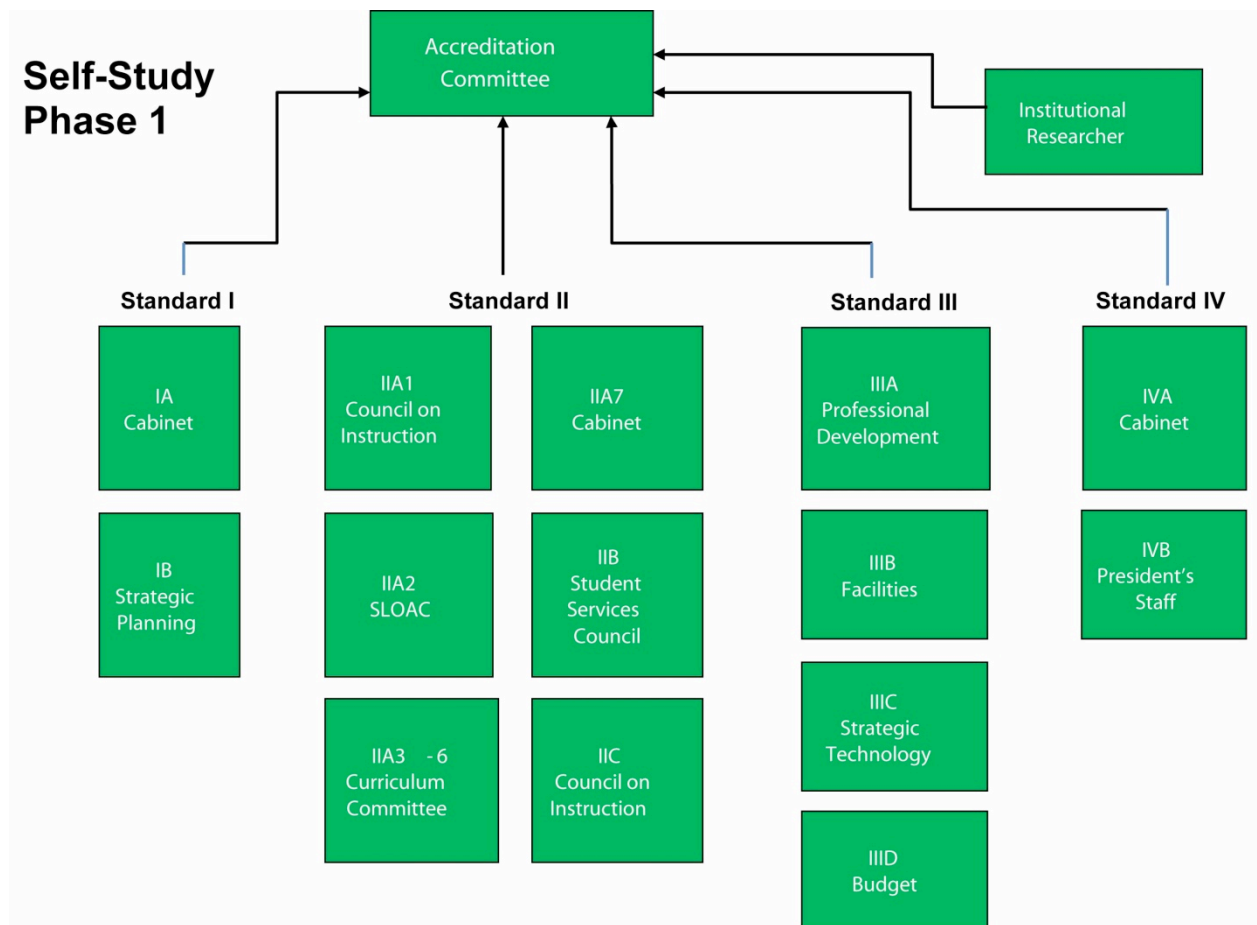


Organization of the Self
Study and of the Institution

Organization of the Self Study

The 2012 Self Study for Feather River College is the product of campus-wide collaboration and reflects both the important strides made by the College and the remaining opportunities for improvement. The Self Study process began in the spring of 2010 when the Accreditation Liaison Officer (ALO) solicited campus feedback on various models for writing the Self Study. The College adopted a model in which sections of the Self Study were written by various standing committees in the College's shared governance structure as shown below. In this initial writing phase, administrators, faculty, and staff were responsible for researching the standards and drafting their responses.

Self Study phase 1 diagram



Following this initial writing phase in fall 2010, the various Self Study standards were then reviewed and edited by ad hoc committees in spring 2011. The membership of these ad hoc committees was as follows:

Ad hoc committee membership

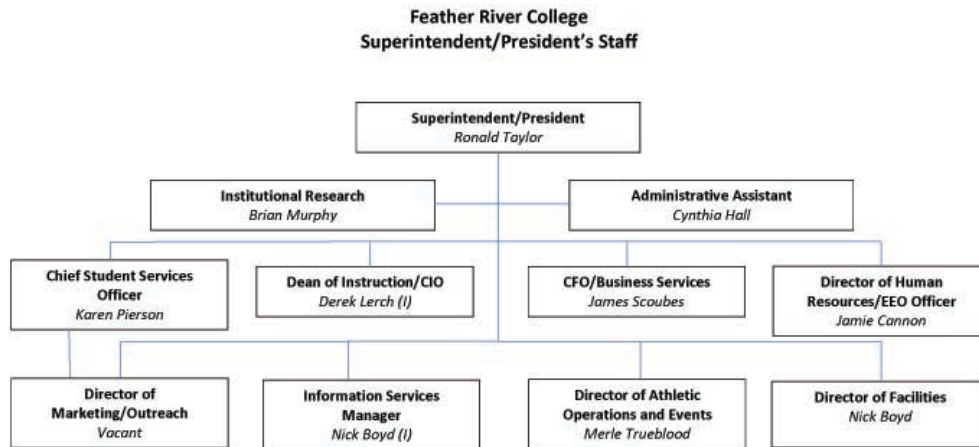
Standard	Membership
Standard I	Staff: Lori Bergum, Valerie Grammer, Julie Orloff; Faculty: Katie Desmond, Jerry Hoover, Darrah Hopper, Don Williams; Administrator: Jamie Cannon
Standard II	Staff: Gretchen Baumgartner, Scott Koeller, Meredith Marasco, Leslie Mikesell, Brian Murphy; Lori Stockton; Faculty: Jim Cross, Jeanette Kokosinski, Russell Reid
Standard III	Staff: Crystal Anderson, Mick Presnell, Inge Stock, Tony Warndorf; Faculty: Judith Andrews, Judy Mahan, Haley White; Administrator: Lisa Kelly
Standard IV	Staff: Bruce Baldwin, Connie Litz, Karen Paiva, Michelle Ryback; Faculty: Tom Davis, Derek Lerch, Rick Stock, Mike Welser; Administrator: Nick Boyd

This “ad hoc” review phase was completed in May 2011. Over the summer of 2011, Chris Connell (FRC’s accreditation writer) compiled all of the revisions into a complete draft that was then presented to the campus community at the fall 2011 “Institutional Day” prior to the start of the semester. The draft Self Study was made available for campus review with hard copy versions available in various campus locations and the electronic document was posted to the FRC website. In addition to this open review opportunity, the standards were sent back to the campus committees that were originally charged with their writing (see organization chart above). In these committees, each substandard was reviewed by two separate people. Feedback from this phase was incorporated into the next iteration in October 2011. At this point, the ALO and a full-time faculty member read, reviewed, and revised the entire document. In late November 2011, the trustees were given the final draft of the Self Study for their review. The Board of Trustees offered feedback at their Dec. 8 2011 meeting; this feedback was used to prepare the final Self Study that was submitted to the Commission. Throughout the process, the ALO provided regular updates on the status of the Self Study at campus community meetings, at shared governance meetings, and at Board of Trustees meetings.

Organization of the Institution

FRC organizational chart - Administration

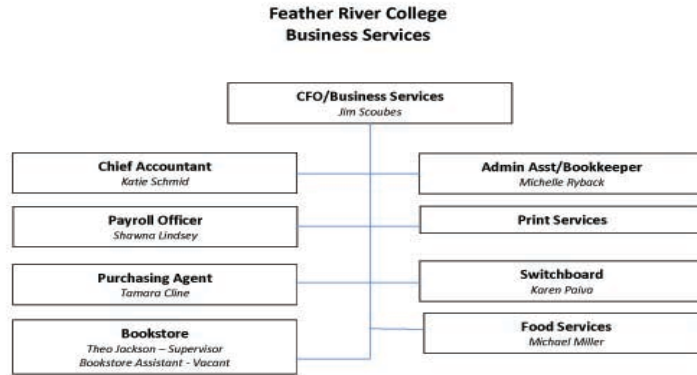
August 2011



(I) signifies an interim or temporary appointment

FRC organizational chart – Business Services

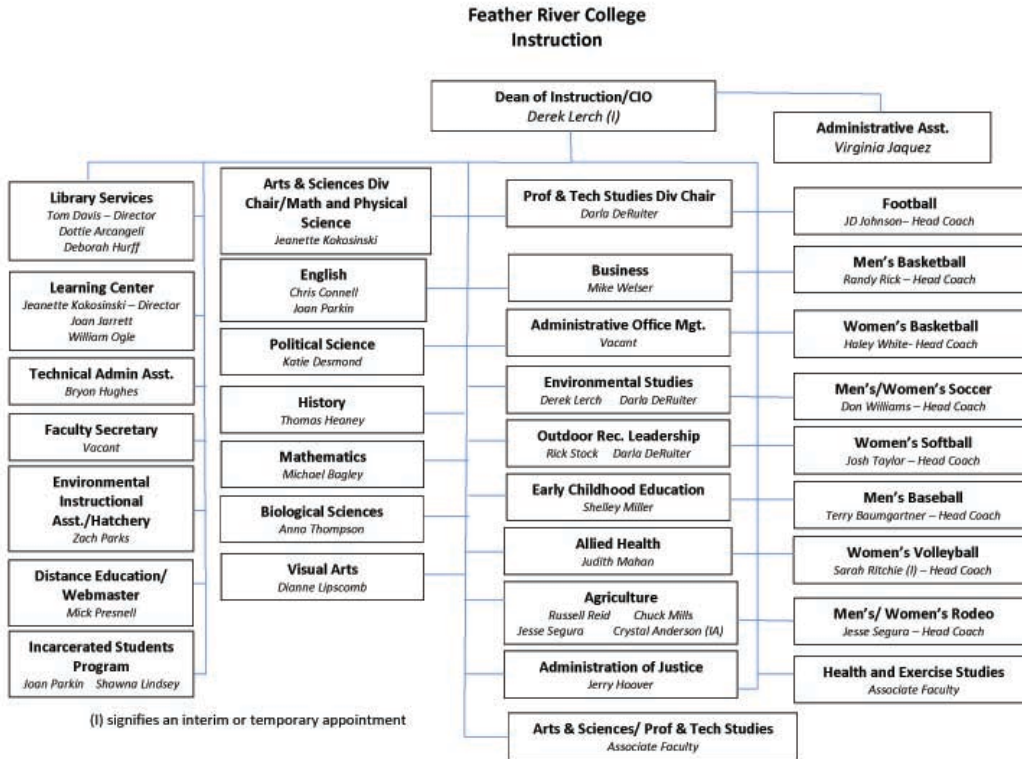
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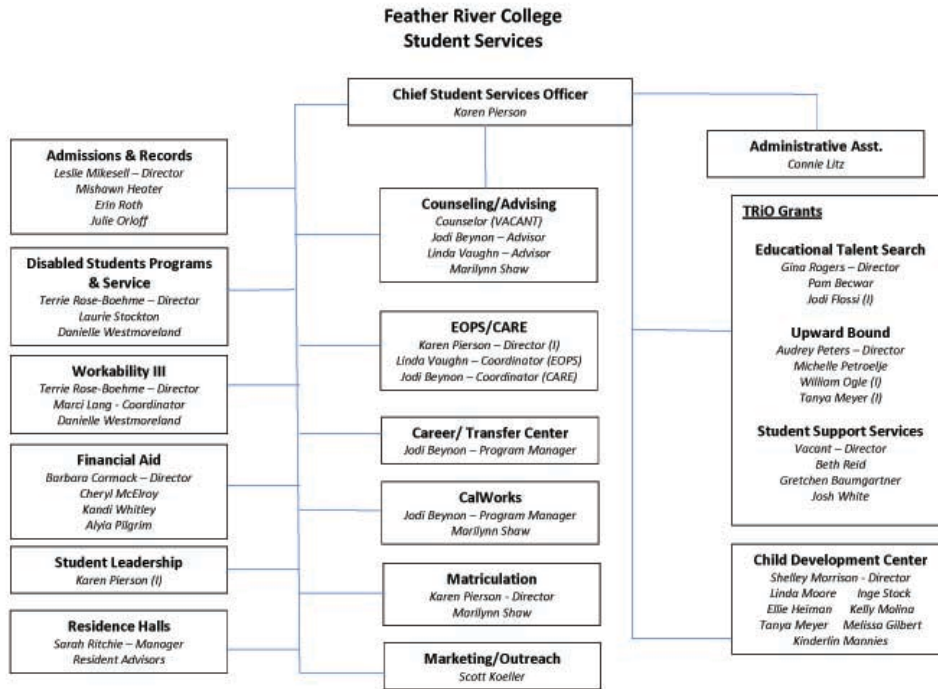
FRC organizational chart – Instruction

August 2011



FRC organizational chart – Student Services

August 2011



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FRC organizational chart – Information Services

August 2011



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FRC organizational chart – Human Resources

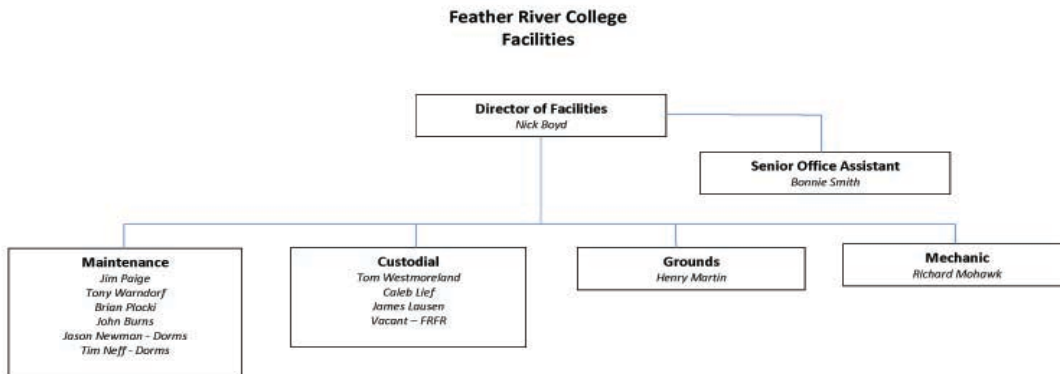
August 2011



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FRC organizational chart – Facilities

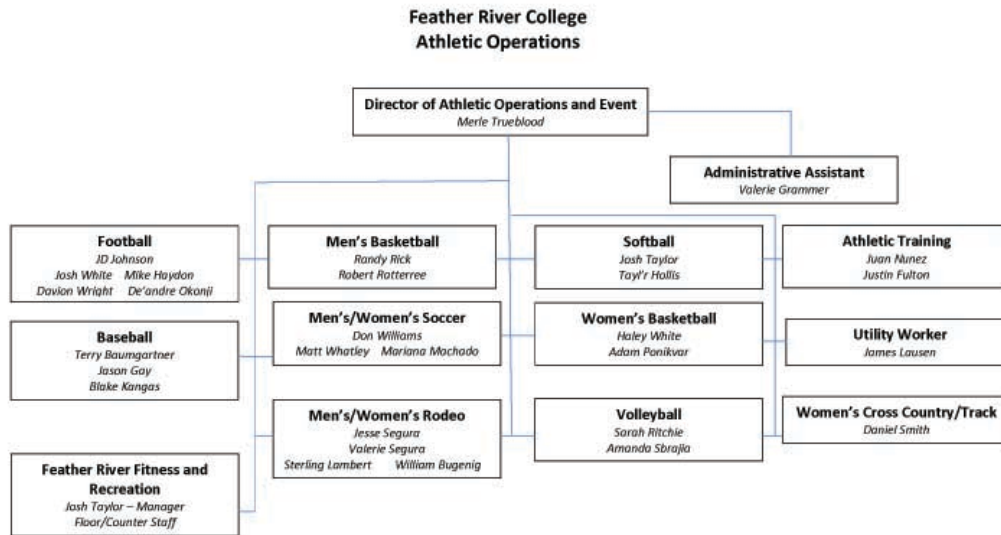
August 2011



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FRC organizational chart – Athletic Operations

August 2011



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Eligibility
Requirements



Feather River College

Eligibility

Certification of Continued Compliance with Eligibility Requirements

Authority

Feather River College is a public two-year community college that operates within the California Community Colleges system and is authorized by the State of California. The College has been recognized as a degree-granting institution by the Western Association of Schools and Colleges (WASC) since 1973.

Mission

The College's mission statement is revisited every third year for currency per Board Policy 1200, and was last approved by the Board of Trustees in 2010. The mission statement reflects the College's role as a degree-granting institution that provides general education, Associate Degrees, transfer programs, and life-long learning. The College's mission statement is woven throughout the school's planning processes, as defined in FRC guidelines on Institutional Planning (BP/AP 3250).

Governing Board

The six-member Board of Trustees is elected by residents of the Feather River College service district and includes one student trustee with an advisory vote. The Board serves as an independent policy-making body and acts in a manner that is consistent with the College's mission. Additionally, the Board is responsible for upholding the institution's financial integrity and stability. The Board holds monthly meetings that are open to the public. All Board members adhere to college policy on conflict of interest.

Chief Executive Officer

The superintendent/president of Feather River College is appointed by the Board of Trustees and has primary responsibility for the College, including instructional/distance education programs, and has executive responsibilities for administering Board policies. The superintendent/president may delegate any powers and duties entrusted to him or her by the Board but will be specifically responsible to the Board for the execution of such delegated powers and duties.

Administrative Capacity

The superintendent/president of Feather River College is supported by a senior staff consisting of a chief instructional officer, chief student services officer, chief finance officer, human resources director, director of facilities, director of information services, and athletic director. All administrators meet or exceed the minimum qualifications for their positions. In turn, the senior staff members are supported by various classified staff and managers. Collectively, the administrative team works effectively to uphold the College's mission.

Operational Status

The 2300 students who are enrolled at Feather River College pursue a variety of educational goals including transfer education, degree and certificate achievement, and life-long learning.

Degrees

As listed in the Feather River College catalog, the College offers a range of degree and certificate programs that serve its student population. A significant proportion of FRC students are pursuing degrees or certificates.

Educational Programs

Successful completion of approved courses at Feather River College may lead to an associate's degree, a certificate, or proficiency in a specific career or technical field. These educational programs reflect the College's mission and are consistent with recognized areas of study. Degree programs at the College are generally two years in length.

Academic Credit

Feather River College's policies on the awarding of credit and transfer are clearly outlined in the College's catalog. Credit is assigned to courses based on the "Carnegie unit." The awarding of academic credit is consistent with relevant California Education Code and California Code of Regulations (Title 5) rules.

Student Learning and Achievement

Feather River College has established and published Student Learning Outcomes for all students who attend the College. Degree and certificate learning outcomes are published in the College's catalog. The expected learning outcomes for a course or program are the same irrespective of location or delivery mode.

General Education

General education curriculum is integrated into all associate's degrees and ensures competency in the following areas: communication and critical thinking; natural science and quantitative reasoning; humanities; social and behavioral sciences; American institutions; and health and exercise studies. The college wide Student Learning Outcomes are used to gauge the level of student success in their pursuit of general education. The rigor of the College's general education courses is appropriate for an institution of higher education.

Academic Freedom

As stated in Feather River College Board Policy 4030, and in the college catalog, academic freedom is a right enjoyed and valued by all members of the Feather River College community: faculty, students, classified and administrative staff, and trustees. The Board of Trustees recognizes that academic freedom is necessary to the pursuit of knowledge and supports the principles of Academic Freedom enunciated in contracts negotiated between the District and bargaining units.

Faculty

Feather River College employs 24 full-time faculty members and approximately eighty five part-time faculty members. As of fall 2011, full-time faculty teach 53% of the total teaching load. FRC faculty meet or exceed the minimum qualifications according to the Academic Senate for California Community Colleges and the California Community Colleges Chancellor's Office. The roles and responsibilities of faculty members are described in the full-time and part-time collective bargaining agreements and in the Faculty Handbook.

Student Services

Student Services at Feather River College offers a wide range of academic support services to assist students in meeting their educational goals. The services are designed to help students build self-confidence, meet the many challenges of college life, and prepare for the future. In keeping with the College's mission to assist a diverse student population in achieving their academic and career goals, Student Services staff oversee regular and special student programs including, but not limited to, TRIO, Disabled Student Programs and Services, EOPS (Extended Opportunity Programs and Services), and the Associated Students of Feather River College. The full offerings of Student Services are on the College's website and catalog.

Admissions

As a California Community College, Feather River College has an open-admission policy and admits any high school graduate or person eighteen years of age or older. All students who enroll in more than six units take an assessment test to help with their placement at the appropriate course level based on their reading, writing, and mathematical skills.

Information and Learning Resources

The College's Learning Resource Center houses the Library and the learning center (now named the Instructional Resource Center). This facility serves an important role as the main source of information and learning services which support instruction across the campus. The Library houses books, periodical subscriptions, instructional media, and access to online full-text databases.

Financial Resources

Feather River Community College's Business Services Department facilitates communication and coordination of the annual budget development cycle, as well as monitoring and analysis of ongoing budgeted revenues and expenditures. The Business Services Department provides accurate and timely information/data that is supported by documented policies and procedures. Practices are supportive to the District and consistently applied in the decisions and interpretations of operational business practices. The College maintains a five percent reserve fund and presents a balanced tentative budget and a finalized budget to the Board of Trustees each fiscal year.

Financial Accountability

Feather River Community College District (FRC) is audited on a yearly basis by Perry-Smith LLP, a certified public accountancy firm. Their audit includes an initial and a final audit to verify adherence to policies and procedures set forth for the function of the institution in all

aspects of business for an institution of higher learning. The final audit report is completed after the final audit visit at the conclusion of closing the books for the Fiscal Year. The final audit report includes district prepared financial statements, which are held to the Governmental Accounting Standards Board (GASB) standards and include the financial data of the Feather River College Foundation, Inc. Part of the completed audit is a list of any findings for the new audit year, and the prior year's list, if any, and the measures taken to address those findings. The certified audit is sent to the appropriate governmental officials for reporting requirements. At no time has the institution shown an annual or cumulative operating deficit.

Institutional Planning and Evaluation

Feather River College has made significant improvements in planning and evaluation since its 2006 site visit. The College is currently in its third year of its integrated planning process in which Annual Program Reviews are submitted that describe program goals in relation to the College's master planning documents as well as to the results from the assessment of student learning. The process allows for self evaluation, integrated planning, budgetary allocation, and finally, implementation.

Public Information

Feather River College provides a print and online catalog with current information regarding the College's mission, admission requirements and procedures, campus rules, academic programs and courses, services available to students, and other important information. The College's catalog undergoes a complete revision every two years, with substantial changes between complete revisions added as addenda. Additional information is made public through the class schedule, the College's website, the Student Handbook, and other materials.

Relations with the Accrediting Commission

Feather River College adheres to the eligibility requirements and accreditation standards set forth by the Department of Education and the ACCJC. The College is honest, accurate, and consistent in reporting to all accrediting agencies. The Substantive Change Proposal for the Incarcerated Student Program was submitted later than it should have been, due the misunderstanding of the requirement for such a proposal.

Feather River College

Response

Response to
Recommendations



Response to Recommendations from the 2006 Self Study

Recommendation 1: Integrated Budget and Planning – The team recommends that the college should integrate the planning and budget processes at various levels of the District so that the budget allocations are directly linked to the planning process, and clearly communicate and delineate the process as well as who is responsible. (Standards I.B.1, I.B.2, III.D, IV.A.2, IV.A.3)

Feather River College has worked diligently and continuously to create integrated planning systems. The College's process, established fully in 2009, links program review, budget planning, strategic planning, and a transparent process that includes all constituencies of the campus. The steps necessary to create an integrated planning system involved writing new Mission and Vision statements, developing a new Strategic Plan that addressed integrated planning in its content and in its structure, and developing a linkage between budgeting and planning. Now, in the third year of the new planning cycle, the result has been an improvement in all processes that rely on planning and a continuing integration of the College's systems.

In their report after the Nov. 2, 2010 site visit, the ACCJC visiting team concluded the following: "The team finds that the college has successfully met this recommendation and is at the sustainable continuous quality improvement level of the ACCJC Rubric for Evaluating Institutional Effectiveness—Part II: Planning, and has met the standards."

Below is a detailed description of the steps taken to respond to this recommendation.

In spring 2007, initial actions to address Recommendation 1 were led by the former president, Dr. Susan Carroll, and a task force of two faculty (Jeanette Kokosinski, Mike Welser), two classified staff (Lori Bergum, Terrie Rose-Boehme), and one administrator (James Scoubes, CFO). This task force suggested that the primary responsibility for the integration of planning and budget allocation rests with the Strategic Planning and Budget governance committees. The superintendent/president accepted this suggestion and then directed her administrative team to develop budget estimations for all their strategic plan objectives. The process for budget allocation then became directly linked to planning and the responsible party clearly identified.

The task force also felt strongly that a process should be set in place that requires regular meetings of the Strategic Planning Committee, the Budget Committee, the Program Review Committees, the Education Plan Committee, and the Mission Statement Committee. The idea was that the chairs of these committees would be responsible for a schedule that sets up a coordinated cycle which would: 1) create or revise the Mission Statement, 2) utilize program review information within the Strategic Plan, and 3) take an approved Strategic Plan to the Budget Committee each year for allocations. The culminating creation by the task force was a draft four-year cycle for the Feather River College Strategic Plan process.

The work done by the committee was solid and seemed to meet the recommendation, but implementation of the plan and piloting it was to take some time to accomplish. However, getting the initial process into place was aided by substantial implementation and improvement of academic, student service, and administrative program reviews that are data driven.

The arrival of Superintendent/President Dr. Ron Taylor, in July 2008 brought renewed energy and attention to integrated planning. Dr. Taylor has placed strategic planning and coordinated budget allocations in relation to the College's Mission Statement and program review as one of his top priorities and results have been meaningful and steady. Dr. Taylor worked with key governance leaders to redesign the budget development process in the spring of 2009.

One tangible example of improvement in planning and resource allocation was Dr. Taylor's resurrection of the Strategic Enrollment Management Committee. This committee is composed of campus members across all employee groups and their mission is to plan for effective enrollment. This initial phase of strategic planning required that the committee had to research, plan, and implement actions for managing Feather River College's Good Neighbor Policy. Planning for growth past 1500 FTES and the consequences for Good Neighbor enrollment (limited to 100 FTES) was an essential step to ensure future and ongoing strategic planning for the College as it would have an impact on budget planning and allocation. The intense use of data and research for this work was an instructive example for a new and successful direction that the College would take in integrating its planning processes.

From these early steps in constructing a new planning process, a set of assumptions and guidelines emerged about the directions and purposes of strategic planning. The assumptions and guidelines were:

1. Ongoing and cyclical; flexes with circumstances.
2. Based on sober, careful consideration of relevant information from various sources.
3. Drives budget, and incorporates accountability.
4. Provides a means for reviewing and updating the vision, mission, values statements of the College, as well as the various long-term master plans.
5. Coordinates and communicates relationships between the various plans of the College.
6. Links budgetary decision-making to college wide goals—as well as program-specific goals—via clearly organized forms and reporting/documentation systems, readily available to all members of the campus community.
7. Thoroughly transparent; inclusive and responsive in communication with the campus community and with the surrounding community that the College serves.
8. Strategic Plan articulates the short-term direction for the College as a whole, and is an expression of the Educational Master Plan, as well as other long-term master plans (Facilities, Technology, etc.).
9. An annual cycle, but ongoing and medium-scope (most goals and objectives are to be completed in 1-3 years).

10. Strategic Plan is posted publicly and known to the campus community.
11. Strategic planning for each specific program, service area, or department is represented by an Operational Plan, which is a set of annual goals and objectives.
12. Goals and objectives are accomplished through action plans formulated both at the level of the individual program, service area, or department, and at the level of issue-specific task forces and cross-function work groups or committees.
13. Outcomes are achieved by individual programs and by the College as a whole, and are documented in program reviews or special reports. For college wide objectives, issue-specific groups are formed to guide efforts, or a standing committee is assigned the objective.
14. A “goal” is a larger, longer-term commitment that is broad in scope; an “objective” is more concrete and shorter-term, and is always associated with a measurable outcome.
15. Supported by the Office of the President and other administrative offices, and by Institutional Research.

In their response to their May 2009 visit, the ACCJC visiting team indicated that though FRC had made substantial progress toward satisfying the recommendation, that planning had to move forward within the new process in order to be in full compliance. In order to move forward, Superintendent/President Taylor convened two special summertime meetings of the College’s Strategic Planning Committee (SPC) and explained that the recommendation on integrated planning would be renewed. Furthermore, the Committee must complete and formalize its work on a revised planning process. At its meeting on June 16, the central issues that needed to be addressed concerning the draft process were resolved in principle, and all that remained was to put the process into a clear, understandable format with explanations and to prepare any changes to policy required by the new process.

At the July 13, 2009, Board of Trustees retreat, Dr. Taylor presented to the Board the draft revised planning process flowcharts and related notes resulting from the work done by SPC. Subsequent SPC meetings in July and August reviewed documents that outlined the revised process in detail; many suggestions for ease of understanding and effectiveness of implementation were made and incorporated into the documents. The new process was presented to the campus community by Dr. Taylor on Institutional Day, August 11. The Institutional Day activity was a hands-on review of the planning flowcharts, in small groups, with input submitted via feedback forms.

At the SPC meeting on August 18, Dr. Taylor presented a collation of all the input received on the planning process and the College’s Mission Statement during the Institutional Day activity and led the group in a final revision process. Among the concerns raised in the feedback were questions as to how the integration of budget development with planning would be implemented, who would see to ensuring implementation and continuity of the new process, and how constituency input played a role in the process. To address these questions, SPC made revisions to the flowcharts and accompanying explanatory notes, which were formalized in new versions during the following days, and reviewed by SPC members via email prior to the September 3 meeting of Cabinet. At the Cabinet meeting, members discussed the intent of the revised process thoroughly, along with revisions of the Board Policy (BP) and Administrative Procedures (AP) on Institutional Planning (BP/AP 3250),

designed to implement the new process. With minor modifications, the Cabinet passed the revised BP and AP, contingent on approval of the same documents by both Academic Senate and Classified Senate. SPC conducted a final paper review of the documentation at its September 4 meeting. The Board Policy and Administrative Procedure drafts were approved by both Senates, and the BP 3250 revision was approved by the Board of Trustees on September 17.

Meanwhile, budget development for 2009-10 continued during the summer months due to the ongoing state budget crisis and uncertainty as to the depth of the cuts for Feather River College. Even after the Board of Trustees approved a Tentative Budget in June, Superintendent/President Taylor convened an extraordinary Budget Work Group that held a series of meetings during the summer months. This group, and various subgroups and individuals, conducted a thorough review of the College's proposed expenditures and suggested ways to achieve savings. During this process, Dr. Taylor proposed the formulation of explicit criteria for considering and prioritizing budget reductions, including mission-relatedness. In addition, during the regular preparation of the Tentative Budget throughout the spring 2009 semester, the Budget Committee reviewed budget proposals that identified specific Strategic Plan goals and objectives as pertinent to each proposed line item.

The College has continued revising its Vision and Mission Statements and its Strategic Plan and other master plans. The work on a new Vision statement, though referred to by Superintendent/President Taylor in campus meetings in fall 2008, began in earnest at an Institutional Day meeting on Jan. 11, 2009. This was a hands-on, group activity in which all regular staff participated, providing responses to questions aimed at re-framing an appropriate long-term future for the College. Later in the spring 2009 semester, a group was assigned to collate the input from this exercise, and the results of their work were presented at a campus meeting on March 20, 2009. Questions based on these results were prepared for student focus groups conducted by the same staff work group during May 2009. In addition, 310 students responded to a survey on the same questions. Results of these student focus groups and the survey were presented at a Campus Community meeting on September 25, 2009. During summer and early fall 2009, Dr. Taylor asked the director of outreach and the coordinator of community relations to organize community forums to solicit the input of community members on the same (or very similar) questions. These groups were conducted throughout summer and fall in Quincy, Chester, and Portola, Greenville and again in Quincy. The results of these discussions were reviewed by the SPC as part of the input considered for revising the Mission and Vision statements and the Strategic Plan and other master plans.

While information gathering and visioning activities took place, the Strategic Planning Committee was developing the planning process and projecting what its desirable outcomes should be. An understanding developed among committee members that the budget development process needed to start earlier to allow more time for assessment and development. As a result, the submission of the newly designed Annual Program Review, which includes a program-level budget proposal for the following year, was scheduled for late October. As an essential piece of newly revised and formalized planning-and-budgeting process, the Program Review process had to be updated and revised as well in order to integrate with the planning process. The program review process was also broken into two

tracks: the Annual Program Review provides an update of program-level plans and budget proposals; on the other hand, Comprehensive Program Review provides a more thorough review process that takes place for every College program once every three years or four years, depending on the program's timeline. Thus, in addition to linking budget development with planning, the new planning process was able to incorporate program review information. As it turned out, program review became one of the driving forces of integrated planning.

At this time a two-track institutional planning process was also developed and refined by the Strategic Planning Committee. One track is a three-year process of developing or updating major Strategic Plan goals and is based on Comprehensive Program Reviews and data gathering. The other track is the annual process that includes budget requests and allocation. The two tracks are linked through reference to Strategic Plan goals and program-level objectives. In this way, every year's budget will be developed in concert with updates to planning goals and review of progress on existing goals—while the longer-term needs of the institution as a whole will be reviewed on a three-year cycle, when the Strategic Plan is revised or updated. While budget development has always taken strategic goals into account, the Strategic Planning Committee and Budget Committee, are now required to work together on reviewing major strategic priorities prior to developing the following year's budget. The first joint meeting of the Strategic Planning Committee and Budget Committee took place on October 2, 2009.

The planning elements outlined above were formalized as a process with the passage of BP/AP 325—Institutional Planning. These activities included Strategic Planning Committee discussions towards the revision of the Strategic Plan to align it with the ACCJC standards, as well as discussions towards updating the College's master plans, and Mission and Vision statements. By October 2009, the Committee had confirmed its timeline and process for revising the Strategic Plan. In line with the revised planning system, the Committee had determined that 2009-10 would be designated as Year One in the newly adopted multi-year Planning Cycle, which meant reviewing and revising the Strategic Plan, as well as making necessary updates to master plans and mission and vision statements.

The Strategic Planning Committee spent the latter portion of the fall 2009 semester focused on reviewing the Annual Program Reviews that had been submitted by all programs and departments at the end of October. These Annual Program Reviews contained both updates on goals and objectives, and program-level budget proposals. The Strategic Planning Committee review of the Annual Program Reviews had twin purposes: to provide guidance for the development of the 2010-11 budget to the Budget Committee, and to collect input on institutional needs and aims as a basis for new institutional goals and objectives for a new Strategic Plan. In order to ensure effective review of the Annual Program Reviews, the Strategic Planning Committee created a rubric and template to help committee members make notes about emerging institutional needs and trends, and questions about budget or available data. After reviewing all Annual Program reviews, the Committee then used these notes by individual members as part of the basis for the Committee's strategic guidance to the Budget Committee, and for the development of a new Strategic Plan. Additionally, the Strategic Planning Committee (through the superintendent/president) charged administrators

to review all Annual Program Reviews submitted by programs in their area of responsibility, and to provide a synthesis and overview including: 1) striking trends, 2) analysis of the administration's ability to meet institutional objectives, 3) priorities proposed for special attention during budget development for 2010-11, 4) remarks concerning issues or needs looming for 2010-2013, and 5) areas where cost savings could be achieved. These overviews became significant input to the Committee as well, enabling synthesis, analysis and a comprehensive view of emerging needs and directions of development.

While the Strategic Planning Committee was engaged in its review process, the Annual Program Reviews were also distributed to members of the Budget Committee. Review of these documents, along with the line-item budget proposals contained in them, provided the Budget Committee with a detailed, broad acquaintance with program needs and goals, so that members would have a detailed basis for understanding the proposed budgets, and along with this, a broad basis for understanding the strategic priorities submitted to the Budget Committee by the Strategic Planning Committee.

The Budget development process for 2010-11 provides a good view of the initial implementation of the new integrated planning process. Guided by the recently revised AP 3250, the Budget Committee and Strategic Planning Committee held a joint meeting on November 20, 2009 where the members of the two committees reviewed the integrated process that had been adopted, discussed how to implement the integration in practical terms, reviewed the fiscal context for development of the 2010-11 budget (state revenue forecasts, etc.), and set a plan to create a budget development calendar for the spring 2010 semester.

The Budget Committee's work on developing the 2010-11 budget was based on its review of the then-current Strategic Plan 2008-2011, the Mission Statement, the Annual Program Reviews, and the priorities provided by the Strategic Planning Committee (SPC). In the first few weeks of the spring 2010 semester, the SPC had finalized its strategic guidance to the Budget Committee, and presented this in written and oral form at the March 5 meeting of the Budget Committee. The SPC assisted the Budget Committee by developing a Decision Making Rubric for the Budget Committee to use in evaluating and scoring the cost savings proposals contributed by the campus community. As the spring semester progressed, and the College grappled with the ongoing budget crisis in California, the superintendent/president asked the campus community for cost saving suggestions, and he asked both the campus community and the SPC to review staffing priorities. In relation to staffing priorities in particular, the superintendent/president first sent out to the campus community a "triage" listing of open positions and temporary positions, asking for input concerning the priority of each position so that positions could either be included in the following year's budget, or not, or included at a reduced level. After receiving input from individuals, the Superintendent summarized the input and released his determinations to the campus at large. Then, as further staffing options arose in the latter part of the spring 2010 semester, he asked the SPC to review them so that timely input and possible savings could be provided to the Budget Committee. For this purpose, a template and scoring system was developed to enable a subcommittee to prioritize staffing, with the results reviewed by the superintendent/president before presentation to the Budget Committee. The SPC's review of these staffing priorities

served as additional guidance to the Budget Committee in its work to reduce costs using the prioritizing rubric.

These multiple interactions between the SPC and the Budget Committee, while arduous and difficult for the individuals involved, assisted the Budget Committee in presenting to the superintendent/president a balanced Tentative Budget that made minimal use of the district's cash reserves. The superintendent/president presented this budget to the Board of Trustees in June 2010 after making minor adjustments based primarily on late-breaking legal advice on Title IX (gender equity). Prior to finalizing the proposed Tentative Budget, the Budget Committee had asked the superintendent/president if legal advice could be sought to confirm or correct contentions by the Athletics Department concerning cost increases associated with Title IX; and the superintendent/president agreed that a legal review would be advisable—however, the legal advice was not finalized until after the May 5 deadline for the Committee's development of the Tentative Budget. The Title IX legal advice was reviewed by members of both the SPC and the Budget Committee, and the Budget Committee determined that the College's Title IX Committee should provide a recommendation to the superintendent/president on how to respond to the legal advice. According to the requirements of the College's procedures for budget development (AP 6200), at the June 24, 2010, meeting of the Board of Trustees, the superintendent/president presented a written justification of the modifications in the Tentative Budget to the Board of Trustees, the Academic Senate president and the Classified Senate president.

As can be seen by the thoroughness of the vetting of strategic priorities and budget conditions, and by the ongoing collaboration between the SPC and the Budget Committee (not to mention other campus groups such as the Title IX Committee), the development of the College's Tentative Budget for 2010-11 was a very integrated process. Moreover, in preparing the Final Budget for 2010-11, the chief financial officer (CFO) called together the Budget Committee on August 27, 2010, to review minor adjustments based on needs that had surfaced during the summer. This final consultation was done in accordance with AP 6200, and the CFO notified the SPC about the meeting so members could attend. The Board of Trustees approved the Final Budget for 2010-11 on September 16, 2010.

There was one aspect of budget development for 2010-11 that was not integrated with strategic planning in the way envisioned by AP 3250: in late February 2010, the superintendent/president proposed to the Board of Trustees a layoff of fulltime faculty positions through the elimination of several programs. The formulation of the proposal did not involve the SPC or the Budget Committee. The administration felt that significant cost reductions were necessary based on multi-year projections of dramatically lower state revenues, and concessions of this type had been discussed on campus since early in 2009. In Board meetings on March 4 and March 9, some campus constituents reported that the proposals had not come out of the strategic planning process. The issue became moot when, by the time of the second of these Board meetings, the collective bargaining units agreed to work collaboratively with the administration in support of a budget development process that would identify sufficient cost reductions, and, failing sufficient cost reductions through the regular budget development process, they committed to finding additional solutions to ameliorate the budget shortfall. With the Board's approval of the Tentative Budget, this issue

was laid to rest, and the 2010-11 Budget was the result of the collaborative, integrated process described in AP 3250 and AP 6200.

While the Budget Committee was developing the 2010-11 budget, the SPC was preparing a new Strategic Plan. The 2010-13 Strategic Plan was developed in a thoroughly collaborative, reflective, and data-informed manner, using a variety of inputs and perspectives. The SPC took the lead, but many faculty, staff, and students contributed suggestions that worked their way into the finished product. Community members also contributed ideas through several community forums. The resulting plan is the product of approximately a year and a half of collective work. In a formal sense, the development of this new plan was initiated after the College adopted the revised planning process (AP 3250) in the early fall of 2009. Many of the ideas represented in the plan had their origin much earlier, however, in the previous Strategic Plan, or in input collected during the 2008-09 year. The current plan is considered formally adopted as of August 19, 2010, with the approval of the Board of Trustees.

The 2010-13 Strategic Plan is based on committee review of the following sources of information:

- Environmental Scan conducted in 2007-08 by Madrid Consulting under a grant from the California Community Colleges Chancellor's Office
- Plumas County Economic & Demographic Profile 2008, 2009 by Center for Economic Develop of CSU, Chico Research Foundation
- Annual Student Satisfaction Surveys spring 2008, spring 2009
- Title IX Gender Equity Review conducted by Good Sports Inc. in 2008-09
- Athletic Program Review conducted by California Community Colleges Athletic Association, spring 2009
- Confidential Employee Survey conducted by ModernThink LLC in Spring 2009 (n = 98 respondents out of 207 distributed)
- Campus Climate Survey by Political Science 140 class, fall 2009 (n = 277 respondents out of total population of 1,743)
- Historical enrollment data since 2005
- Student success data per MIS Data Mart, Student Right to Know reports, and IPEDS reports (U.S. Federal —Integrated Postsecondary Education Data System).
- Surveys of Institutional Student Learning Outcomes conducted in May 2009
- Staff vision exercise in January 2009
- Student focus groups and survey using vision exercise categories, April-May 2009
- Annual Program Reviews submitted by all College departments by Oct. 31, 2009
- Comprehensive Program Reviews
- Additional visioning exercise with all staff in January 2010, using fresh categories applicable to SEM planning, program planning, and quality improvements to FRC
- Input from community forums conducted in Quincy, Chester, Greenville, and Portola during 2009-10

Additionally, prior to writing the first draft of the new Strategic Plan, several of the above data inputs were reviewed in summary form by staff at campus meetings. The process of developing the 2010-13 Strategic Plan began formally with the implementation of a revised

planning process (AP 3250) in early fall 2009. Under the new planning cycle described in AP 3250, the Strategic Plan is to be reviewed and revised every three years, and the SPC determined that the 2009-10 academic year would be Year One of this cycle.

In practical terms, however, the impetus for changes to the College's Strategic Plan came somewhat earlier. In fall 2008, the SPC and the new superintendent/president conducted a careful review of the existing 2007-2010 Strategic Plan, and after collaboration with the College's constituency groups, a revised Strategic Plan for 2008-2011 was approved by the Board of Trustees in December 2008. Immediately following this review and revision process, the superintendent/president conducted a vision exercise with all staff on Institutional Day in January 2009, intended as the initial basis for a long-term vision of the College's future development. An ad hoc subcommittee of the SPC digested the input received from this vision exercise, organizing it into categories which were then used as the basis for surveying students and student focus groups in April and May of 2009, and as the basis for community forums held in Quincy, Chester, Greenville, and Portola in subsequent months. The ideas and responses collected from these forums and the vision exercise formed a key part of the basis for a fresh revision of the Strategic Plan during the 2009-10 year.

After revising the planning process itself in spring 2009 and early fall 2009, the SPC in fall 2009 set about a fresh review as called for under the new process. The SPC delegated revision of the Mission and Vision statements to an ad hoc committee organized by the Academic Senate. The SPC itself reviewed sample strategic plans from other institutions during the fall 2009 semester and the first part of the spring 2010 semester, and became well acquainted with the College's needs not only by a thorough, tiered review of the Annual Program Reviews submitted in October, but also from the prioritization of staffing positions and other costs required by the budget conditions facing the College. During the late fall 2009 and throughout the spring 2010 semester, the Committee also reviewed several Comprehensive Program Reviews that were submitted during the 2009-10 year. As a result of reviewing these documents, not only did the Committee acquire deeper insight that would benefit the development of the new Strategic Plan, but by the time of their meeting on May 19, 2010, they realized they needed to clarify the review process so that the Committee's work on Comprehensive Program Reviews would be streamlined, and so that campus program leaders would better understand the function of the Comprehensive Program Reviews. The SPC organized a subcommittee for initial drafting and later redrafting of a new Strategic Plan. The SPC as a whole reviewed and made changes to drafts before the Plan was shared with the campus community or the Board of Trustees.

After the drafting committee for the Mission and Vision statements finished its work on a first draft of a new Mission Statement in April 2010, and after the SPC completed its work on a first draft of a new Strategic Plan in March 2010, all staff were allowed the opportunity to submit individual responses and suggestions for adjustments to both documents from April 1 – 15. This was accomplished by means of a general email to staff on March 31 with the draft Strategic Plan attached, asking for comments by April 16. The superintendent/president also conducted a face-to-face oral review of the draft plan on April 12 at a campus community meeting. Many suggestions and questions were received from individual staff. The same drafts were presented to the Board of Trustees for preliminary review prior to their April 15

meeting, and some Board input was received at that time. In the latter part of April, the SPC made adjustments to the Strategic Plan draft based on the input received, which included a first review by the Associated Students of FRC, the Classified Senate, and the Academic Senate. In May, the constituent bodies reviewed the Mission Statement again and approved it.

On May 6, 2010, after the SPC made significant revisions based on the input received from individuals and from the constituent groups, the Superintendent/president issued a general email to the campus community with a newer revision of the draft plan, a summary of the comments received to date, and responses to common questions based on the initial draft. This new draft of the Strategic Plan, and a revised draft of the Mission Statement, were then reviewed by Cabinet on May 6, approved by the Classified Senate on May 13, and approved by the Academic Senate on May 20. Cabinet confirmed its approval of the final drafts by an online vote during the first week of June 2010. The Board of Trustees reviewed the resulting final draft of the new Strategic Plan and reviewed a report on accomplishments of the goals and objectives of the then-current Strategic Plan for 2008-2011 at their annual planning retreat in June, in preparation for adoption at the August 19, 2010 meeting. Also reviewed at the retreat was the new Mission Statement, which was approved by the Board on September 16, 2010.

The new planning process was successful for developing the 2010-2011 budget. The Budget Committee and the SPC worked together to understand the new procedures for prioritizing and developing the budget. In the subsequent year, the same process was used for developing the 2011-2012 budget. Continued discussion of procedures continued within each committee separately and between the two committees as well. The role of each committee, the process of sharing information and priorities, and the communication became an understood and known process. The same procedures continue in the present for developing the 2012-2013 budget. One change in this process was an alteration to the Annual Program Review form to make reporting much clearer about the accomplishments of the previous year, the goals of the current year, and the plan and budget proposed for the coming year. As the campus community has become more accustomed to the Annual and Comprehensive Program Review process and developing a budget request related directly to the activities and goals in the reviews, and linking goals and activities, in turn, to the Strategic Plan or other planning processes, the entire planning process has become more transparent. Communication, awareness, and understanding of planning and how it links various units, departments, and systems on campus has improved.

One addition to the planning process has been the inclusion of Student Learning Outcomes and the Student Learning Outcomes Assessment Cycle in the integrated planning and budgeting process. SLOs are assessed, in the case of instruction, by using the SLOAC reporting forms, linking specific SLOs to various tasks and assignments that measure outcomes. Changes to class content, teaching or delivery methods, or materials are developed, if needed, in response to the assessment. However, some results of SLOAC may enter the planning process if solutions outside of the classroom are indicated. For example, pre-requisites are one area that have been mentioned in Annual Program Reviews and have been solved through the processes of the Curriculum Committee.

There has also been linkage between SLOAC and budgeting. For example, in assessing student learning, the Early Childhood Education (ECE) program recognized a gap in student success in the lab classes. This was discussed at an ECE advisory committee meeting where one employer, in particular, felt there were outcomes that needed strengthening. This refocused the efforts for a facility upgrade to include an observation room in order to increase student learning in experiential courses. This had been an ongoing request for many years and was successfully funded in 2010-11 through the allocation of funds and human resources. Through the SLOAC process, ECE faculty also identified the need to improve and expand methods of authentic assessment in several courses. This need was addressed in the Annual Program Review as an objective and funding for a camcorder was allocated to the program as another avenue to improving student learning. These are both examples of how focused reflection and dialog on assessment and student learning have led to budget requests and the subsequent allocation of funds.

In the 2010-2011 academic year, the College amended the planning process in order to manage the potentially deep budget cuts proposed by the state of California. If the worst case scenario cut of 15 percent of general funds had materialized, the College would have been facing a major disruption to programs, courses, and staffing levels. The College's approach to the problem was to work within its integrated planning structure to create several contingency plans in response to a variety of funding reduction scenarios. A plan was created that outlined the necessary steps to be taken if, or when, the budget situation worsened. Part of the plan involved appointing an ad hoc sub-committee of the Budget Committee that would make recommendations to both the Budget Committee and the SPC. Another part of the approach was addenda to the Annual Program Review and budget proposals that were to be used for creating an alternative budget and plan in the event of a shortage of funds. The six step plan follows:

GOAL: Balance next fiscal year budget

Step 1:

CFO to present estimated Revenue.

CFO to present discrepancy between expected expenses and estimated revenues.

If major discrepancy exists:

SPC to advise APR creators of the following:

- Review submitted APR(s) for your area. Make strategic decisions to maintain a budget that is level to or less than the expected revenues. Complete the *Addendum to APR* form to reflect the possible expenditures and strategic direction.
- Submit *Addendum to APR(s)* for recalculation by CFO.

CFO to recalculate difference between expected expenses and expected revenues.

Announce discrepancy, if any.

- Discrepancies may possibly exist due to: personnel changes, utility increases, gas prices, etc.

If significant discrepancy exists (per administrative decision), SPC to recommend that we move to Step 2.

Step 2:

Ad Hoc Committee is appointed by SPC.

- Ad Hoc Committee identifies reduced revenue (from CFO) and projected cut level.
- Ad Hoc Committee determines a decision model that takes into account the District's mission statement, vision statement, and strategic plan. The decision model is meant as a tool to assist administrators in establishing "scenarios".
- Ad Hoc Committee advises administrators to establish "scenarios" which will result in required cut level. Scenarios are to take into account the decision model and mission of the District. There may be multiple scenarios that achieve cut level; some scenarios may include personnel changes (reductions of force, salary cuts, etc.; however, these items will need to be negotiated before implementation can occur).
- Scenarios are then reviewed by the Ad Hoc Committee to assemble short-term and long-term impacts of projected cuts.

Step 3:

Plausible scenarios are then brought back to the SPC for final review and adjustment of the Strategic Plan and associated action plans.

Step 4:

Budget Committee reviews scenarios and the projected cut levels. Budget committee then submits a tentative budget to the Superintendent for approval.

Step 5:

Superintendent works with all employee groups to negotiate impacts of cuts as they relate to personnel reductions, salary cuts, etc.

Step 6:

Superintendent makes final decision on balanced budget for next fiscal year; submits budget to the Board of Trustees.

During spring 2011 and into the summer months, the plan was followed through the first five steps. Memoranda of Understanding were signed with the Collective Bargaining Units for salary reductions, and operational budgets had been adjusted for several different scenarios. In the event, budgets reductions were not as severe as anticipated. Even though the state budget crisis generated a fair amount of anxiety on campus, the College managed to use its integrated planning process to confront the crisis and find a solution. One part of the budget process that was not included in this plan was issuing layoff notices to classified staff and March 15 letters notifying faculty and administrators of possible layoff. These decisions were handled by the superintendent/president and his staff, using data on programs and college systems produced by the Office of Institutional Research.

At the present moment, then, integrated planning systems are working effectively and with clear lines of communication and with transparency. With its philosophy of planning developed and its procedures in place, the College appears ready to move forward to meet other challenges.

Recommendation 2: Program Review – The team recommends that the college instructional program review process be expanded and the non-instructional program review process implemented, to include student services, library and learning support services; where each incorporates good practices, ongoing and timely reviews, data analysis and assessment to support student learning achievement; and is fully integrated into institutional planning and budget processes. (Standards I.B, I.B.1, II.A.1.b., II.A.1.c., II.A.2.e., II.A.2.f., II.B.1., II.B.3.c., II.C.1, II.C.1.a., III.A.1., III.A.2., III.A.4., III.B.3., IV.A.1., IV.A.3., IV.A.5., IV.B.2., IV.B.2.b.)

Program Review has become an integral and essential part of the planning process at Feather River College. Program review drives much of the overall planning and visioning processes of the College, and is at the center of annual budget planning. The following discussion of Program Review should be understood within the context of the response to Recommendation 1: Integrated Budget and Planning.

As a result of the November 2, 2010 site visit, the ACCJC visiting team said that it was “impressed with the progress Feather River College has made,” and that “the college is to be commended for hiring a full-time institutional researcher.” The visiting team concluded that FRC had met this recommendation.

The current status of the program review process has its origin in 2004 when the Council on Instruction, the lead instructional committee, began to develop a new program review format and procedure. The main goal was to integrate program review with planning, though at the time the procedure by which planning and program review could be linked was undetermined. Previous to that point, program reviews were performed on instructional programs every four years and had only a general role in a holistic planning process. After examining program review methods at other California community colleges, the Council on Instruction developed a new program review procedure. The form was long, but asked department heads to summarize past activity in the program, describe the current state of the program and propose a future vision, relating these elements to the College’s Mission Statement and to the department’s mission. Statistical support included Weekly Student Contact Hours for the program and Full-Time Equivalent Faculty.

One of the difficulties the Council on Instruction faced was to define a program. While a degree program such as biology would certainly qualify as a program, it was unclear if a general studies major composed of courses from the general education list, or a transfer program such as Intersegmental General Education Transfer Core, would qualify as a program. Ultimately, it was decided that a program would be defined by two elements: first a correlation to a formal discipline as recognized in the College catalog; and secondly, that there was a full-time faculty member who was responsible for teaching in the area, even if it wasn’t the instructor’s main assignment. Some of the areas in the Division of Liberal Arts and Sciences were combined. English and foreign language were designated Language Arts; anthropology, sociology, and political science were designated as Social Science; although this has changed due to new faculty hires in some of these areas. Programs in the Division of Professional and Technical Studies maintained their program names and boundaries, organized as they were in relation to well demarcated career and vocational fields.

In 2005-2006, the new program review procedure was put into place. Planning, however, still relied on compiling information by the Office of Instruction from the reviews and creating initiatives based on them. Though an improvement over previous practice, program review did not lead to a system of integrated planning. This would have been the state of the College during the 2006 Self-Study.

In response to the ACCJC visiting team's recommendation to strengthen program review, the College began to investigate ways to develop and implement expanded procedures. The Student Services division examined its units and programs and decided that its current organization among functions, such as counseling, admissions, residence halls, and categorical programs, such as EOPS, was the most logical for program review. Likewise, the administration maintained their divisions of administrative service areas.

In 2008-2009, the new Superintendent/president began to develop a way to implement integrated planning. The SPC was reconvened and charged with developing a new Strategic Plan, a planning procedure, and enhancing communication among different units of the College. After a great deal of discussion in the Committee, it became apparent that the way to link individual units and departments, both academic and nonacademic, to the planning and budgeting process was through some kind of departmental report: budget requests had to be justified, past achievements assessed, and future plans for departments had to be catalogued.

During spring and early fall 2009, the Strategic Planning Committee (SPC) and President's Staff developed the Annual Program Review cycle and in addition to these, the Comprehensive Program Review on a three to four-year cycle. In conjunction with these, two planning cycles were also developed to guide the College in its growth and development. As outlined in detail in the response to Recommendation 1, an annual planning cycle was developed for budget development based on the current needs and plans of departments and units. The other cycle is a three-year cycle, the purpose of which is to assess and revise strategic planning. The annual cycle begins with the submission of the Annual Program Review and a budget request. The SPC assesses the reviews using a rubric emphasizing student learning and taking into account how program growth or reduction may affect other programs, departments, and units of the College.

The integrated planning process and the Annual and Comprehensive Program Review process developed hand-in-hand, putting in place both a planning structure and a methodology. Changes as substantial as this required a Cabinet review of the administrative procedures AP3250 – Institutional Planning and AP6200 – Budget Preparation.

The key addition to the existing AP3250 was the following paragraph demonstrating the change to Annual Program Review cycle and the new Annual Program Review template that denotes the connection to budget development:

Annual priorities and needs shall be made known to the Strategic Planning Committee and the Budget Committee by means of a single document containing (1) a program review update, (2) a progress report on goals and objectives from the previous year, (3) goals and

objectives for the next year (these may be from one to three years in scope), and (4) a proposed budget. This annual Program Review document will be due by a date in October, to be announced by the end of August. The superintendent/president shall determine the annual planning calendar after consultation with the Strategic Planning Committee, the Cabinet, the Associated Students, and the two Senates.

The administrative procedure on budget development, AP6200, notes that the Budget Committee will take into account instructional program alterations or expansions as it prioritizes budget requests.

The decision to modify the program review process in the College's updated structure of integrated planning prompted the development of new Annual Program Review templates. The chief instructional officer at the time, Michael Bagley, spearheaded the development of this shorter version of a Comprehensive Program Review. Dr. Bagley presented a draft Annual Program Review template at the August 27, 2009, Council on Instruction meeting where much feedback and improvement resulted. Specific ideas that came from this meeting included that it needed to be useful, quick, and relevant. Further, the template that had three areas to begin with (accomplishments from the past year, current year objectives, and a budget request for the upcoming year), had an additional section requested by the Council on Instruction (summary update from Comprehensive Program Review) to allow for the inclusion of any unexpected needs from the past Comprehensive Program Review. The improved draft of the Annual Program Review template then went for review at meetings of the SPC, Student Services Council, and President's Staff. At these meetings, edits were suggested and content of the data appendage were discussed and approved.

It was decided in President's Staff that the Annual Program Review template should be consistent in form across instruction, student services, and administrative service areas. The updated and final approved Annual Program Review template was given its blessing at the September 18, 2009, SPC meeting.

To complete the redesign of the program review process, the divisions of the College and governance group examined the necessities of the Comprehensive Program Review and created timelines for completion. The Comprehensive Program Reviews are larger and less frequent than the Annual Program Reviews, and in theory, utilize information and trends from these smaller, Annual Program Reviews.

The revision of AP3250 also required review of AP6200 and AP2510—Local Decision Making to determine appropriate modifications to accommodate the impact of implementing the Annual Program Review cycle. The updated AP6200 was completed in 2009-2010 and a finalized version of AP2510, which incorporated additional changes to shared governance committee structure, was completed in fall 2010. Annual program review templates were distributed the first week of October 2009, with a submission deadline of October 30, 2009, for all defined program areas, including instruction, student services, and administrative services. Subsequent cycles have moved the submission date up to mid-October.

The efforts and progress for program review development; improvement and expansion were guided by the ACCJC's rubrics for evaluating institutional effectiveness. Feather River College successfully implemented a fully integrated planning process during the 2009-2010 academic year that resulted in a Board-approved 2010-2013 Strategic Plan. The two things that were most notable were: 1) the full campus participation in the development of the plan, and 2) the heavy utilization of program review information in all aspects of planning. The solidification of this planning process helped strengthen and refine the program review process itself.

Improvement and review of program review expansion continued in fall 2009 with activities implementing the planning system that had been formally adopted. Units and departments on campus worked to complete their Annual Program Reviews on time. The information contained in these Annual Program Reviews was used as input for budget development and revision of the Strategic Plan. Lead administrators were given the task to summarize Annual Program Reviews in their area, with a directive to highlight any trends or findings that could have implications for the Strategic Plan. The SPC spent the latter portion of the fall 2009 semester focused on reviewing the Annual Program Reviews that had been submitted by all programs and departments at the end of October 2009. These Annual Program Reviews contained updates on goals and objectives; summaries of work completed the prior year, and program-level budget proposals for the next academic year. Administrator summary notes based on Annual Program Reviews were also made available so that SPC members could see additional input and prioritization suggestions from area leads. The process was to view program plans and notes in conjunction with proposed program budgets. When questions and/or concerns regarding institutional priorities arose in the budget process, the SPC was asked to respond. The discursive effort between the two committees was key to the resource allocation process.

The expansion and improvement of the program review process helped clarify priorities and made planning a more substantive activity for Feather River College. This clarification resulted in a clearer delineation of the review process and its resulting uses. The Annual Program Review is a summary document that is about short-term goals and actions. It re-emphasizes the importance of process especially with regard to annual budget development and Strategic Plan priorities. On the other hand, the Comprehensive Program Review is the culmination of multiple Annual Program Reviews where trends are analyzed and longer-term goals and budget needs are established.

According to the Comprehensive Program Review schedule (available on the website), a total of nine to 12 Comprehensive Program Reviews are submitted each year from the Office of Instruction, Student Services, and Administrative Services. The Comprehensive Program Review is a more thorough document than the Annual Program Review, where a reader can gain true insight about a program, its challenges and its successes. Comprehensive Program Reviews utilize and expand upon the Annual Program Review's summaries and data trends, but require much more analysis and evidence to support recommendations for program improvements and expansions, including reflection on Student Learning Outcomes. Indeed, SPC members were assigned to read and summarize findings from the completed

comprehensive reviews to provide guidance and evidence for modification to the 2010-2013 Strategic Plan.

President Taylor developed a template/rubric for reviewing Comprehensive Program Reviews and gave it to members of the SPC for this important task in the spring 2010 semester. Specifically, the template facilitated the identification of new needs or ideas that could be useful or important at an institutional level for a revised strategic plan and/or to identify possible priorities to refer to the Budget Committee.

The process for developing and assessing program reviews was taken seriously by all of the governance committees, especially the SPC and Budget Committee. All departments and units on campus that are required to submit program reviews do so. The budgets for the 2010-2011 and 2011-2012 fiscal years have been developed successfully using the program review process as the core component of annual planning. In addition, the program review process resulted in the 2010-2013 Strategic Plan. As a result of this experience, a new Board Policy and Administrative Procedure is under development that will guide the review process. BP/AP 3260—Integrated Program Review applies to academic, student services, and administrative program reviews. As of this writing, the Board Policy has been approved while the Administrative Procedure is still under discussion by shared governance committees.

Recommendation 3: Mission Statement – The team recommends that the college immediately review and update its mission statement to ensure it effectively identifies the purpose of the institution and addresses the emerging educational needs of the changing and diverse population of the college district. (Standards I.A, I.A.2., I.A.3., I.A.4.)

The Mission Statement has been rewritten twice since the 2006 Self Study. As part of integrated planning, the Mission Statement is reviewed and revised, if needed, every three years, along with the Strategic Plan. After the 2007 site visit, the ACCJC visiting team concluded that this recommendation has been satisfied, and after the May 2009, site visit, concluded that the College remained in compliance.

Below is a summary of actions taken to satisfy Recommendation 3.

In order to satisfy this recommendation, a task force of two faculty (Pat Buckner, Reed Peters), two classified staff (Sally Donovan, Lori Bergum), one administrator (Merle Trueblood), and one Board of Trustee member (John Sheehan) was created to develop a mission statement. The task force researched several example mission statements from other colleges as a starting point in updating Feather River College's mission statement. The committee repeatedly saw three ideas that they felt must be part of the new Feather River College mission statement: a) life-long learning, b) respect to diversity, and c) Student Learning Outcomes. The Board of Trustees added that the Mission Statement must also have language that describes how the College should support economic development in the local community.

A campus community meeting was called to seek input from all campus constituencies.

Feedback as a result of this meeting was used in the development of a draft mission statement. Both the Academic and Classified Senates approved the new draft mission statement that incorporates the recommendations of the Commission. Finally, the draft mission statement was presented at the September 21, 2006 Board of Trustees meeting and later approved in February of 2007.

Improvements in the consistent presentation of the mission statement has been improved in the 2008-2010 and 2010-2012 college catalogs. The completion of an updated and improved mission statement provided an essential first step for the College's goal of developing an integrated planning and budget process, and is prominent in the Strategic Plan. The Mission Statement approved in 2001 read:

BP 1200 MISSION

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 and 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 lifelong learning.

A new Mission Statement was drafted in the 2009-2010 year. The new draft Mission Statement resulted from a semester-long process that commenced with the January 2010, Institutional Day meeting. After a review of various institutional data relevant to College planning by Dr. Taylor, political science Instructor Dr. Katie Desmond, and Marketing and Outreach Director Bruce Baldwin, Academic Senate President Dr. Chris Connell led staff in a fresh visioning exercise aimed at clarifying priorities for change. A couple of weeks later, Dr. Connell presented a detailed synthesis and analysis of the input from this exercise to the Strategic Planning Committee. In addition to using this input to the new draft Strategic Plan, the Committee delegated to Dr. Connell the organization of an ad hoc drafting committee to work on new Mission and Vision statements during the spring 2010 term.

While the Strategic Planning Committee was preparing the new draft Strategic Plan, the ad hoc drafting committee that had been organized to work on new mission and vision statements was meeting to review the relevant input (accreditation standards, summaries of vision exercise input from January 2009 and January 2010, community forums, and input from student focus groups and student surveys), and to prepare new drafts. The ad hoc committee gave added attention to the College's academic and instructional purpose as well as its role in the community and its stewardship of the surrounding natural environment. A new draft Mission Statement was reviewed by the Strategic Planning Committee at their meeting on April 21, 2010, and was distributed to the entire campus along with the new draft Strategic Plan in early April 2010. The draft Mission Statement was reviewed by the Academic Senate in April and May 2010, where additional revisions were suggested, and the Senate passed the revised draft on May 17, 2010. It was reviewed by the Classified Senate in April 2010 and passed as revised on May 18, 2010. The Associated Students of Feather River

College reviewed and approved the draft in late spring 2010. Cabinet approved the draft mission statement as revised at their meeting on May 6 and via online consultation in early June. The Board of Trustees reviewed the initial re-draft in April 2010, and reviewed the revised draft at their planning retreat on June 28, 2010, and approved the final draft as part of a revised Board Policy 1110, Mission Statement on Sept. 16, 2010.

The current Mission Statement reads:

BP 1200 Mission Statement

Feather River College provides high-quality, comprehensive student learning and education and workforce preparation in a small college environment. The College provides general education, Associate Degrees, transfer programs, and life-long learning for a diverse student population. The College serves as a community, cultural, and economic leader encompassing all communities that lie within the District and embraces the opportunities afforded by its natural settings.

The Mission Statement will be reviewed in 2013 as part of the Strategic Plan Update.

Recommendation 4: Research Planning (Systems) – The team recommends that the college refine its process for the incorporation of data from its various service areas that assist in planning activities, ensuring that all necessary information is entered into the system so the widest range of Office of Institutional Research information can be extracted. (Standards I.B.5., I.B.6., I.B.7.)

Data-driven planning has improved immensely since the 2006 Self Study. The improvement of Institutional Research has three components: 1) The implementation of SunGard Banner Unified Digital Campus as the College’s MIS system, replacing the outdated and difficult-to-use COCO system; 2) the formation of the Institutional Research Oversight Group, which helped define and analyze research projects for the College; and 3) the employment of a full-time Institutional researcher, who was hired in May 2010.

After the November 2, 2010 site visit, the ACCJC visiting team states, “More and More the consensus appears to be that decisions are more data-based, communication has improved, transparency is evident, a concrete system for decision-making is in place, and there is a ‘clear correlation with budgeting and decision making.’” The visiting team concluded that FRC had satisfied this recommendation. Following is a summary of the steps taken to satisfy Recommendation 4.

Before 2009, FRC used the COCO system for its MIS for student records. Other departments on campus kept paper records or used free-standing software to track budgets, expenditures, payrolls, and other data. The COCO system was difficult to configure and only certain types of data could be recovered in a usable form. The College employed a part-time, temporary staff member as its institutional researcher during this time who, with the assistance of the MIS Specialist, was able to grant some requests for extracting information from the COCO system. However, analysis of data was very limited. When it learned that COCO would no longer be supported by its manufacturer, the College decided, after

research and discussion, to migrate to the SunGard Banner Unified Digital Campus as its new MIS system. With Banner, the College would be able to extract increased information with more accuracy in less time.

Implementation began in 2008. In order to reduce expenses, the College opted to purchase Banner with only minimal installation assistance from SunGard; to compensate for this, the College created intensive training workshops and a campus user group known as FRC User Needs (FUN), that developed protocols, reviewed implementation issues, and developed options. As part of a remodel of classrooms on campus, a small, dedicated training room was created for Banner training. The implementation of Banner 7 was successful, and the campus began to learn how to use it over the course of a year. In spring 2011, the College successfully upgraded to Banner 8.

During the Implementation of Banner, the Institutional Research Oversight Group (IROG) was formed as the best way to approve research requests, manage data extraction, suggest pertinent questions about data, and help analyze the results. The purpose of IROG was to help manage the workload of the MIS Specialist, the scheduler, and the webmaster, and to coordinate the allocation of campus resources to those committees or departments that needed research data. The IROG was established in July 2009.

In order to convey the importance of this Recommendation and to begin putting the IR function on a fresh footing, the superintendent/president also held meetings in 2009 focused on the College's data needs with selected staff and administrators who had related expertise, experience, and interest. One of the purposes of these meetings was to organize the preparation of sample data sets for review by campus constituents on Institutional Day, August 11, 2009, as well as to determine how to navigate the differences in data accessibility between the College's historical enrollment software (COCO) and the newly adopted Banner system. At the general campus meeting for Institutional Day, Dr. Taylor conducted a preliminary discussion of a sample data-set (data pertinent to FRC's enrollment management), and also indicated that he had reassigned IR duties and established a new group for oversight of this function.

The IR Oversight Group then established guidelines for research projects. The framework that has been implemented to accomplish the research function includes the ad hoc teams that conduct the actual data analysis, report writing, presentations, and so forth. These IR project teams have members that are responsible for the following aspects of a research project:

- 1) Provide overall direction and monitor the progress for each research project.
- 2) Contribute information and expertise to the planning and accountability process.
- 3) Design, prepare, and conduct the statistical analysis for each research project.
- 4) Perform the data downloads from the Banner system and/or obtain information from other data sources.
- 5) Prepare the project summaries and other progress reports for oral and written presentation.
- 6) Write the final report and present the findings for each research project.

Having established the new framework for oversight of Institutional Research, staff was assigned various initial tasks to assist with institutional planning and program review. Data sets for the remaining instructional program reviews were generated, enabling completion of those program review documents. A new data set for enrollment management was created and reviewed by staff on Institutional Day. Various kinds of data were gathered to put together a rough prototype for a data book that was distributed to staff at a campus meeting on September 25, 2009, to assist the Strategic Planning Committee with determining what sorts of data should be regularly generated and used in institutional planning. At the same meeting, the Student Satisfaction Survey results were distributed to the staff that attended, and Student Learning Outcomes Assessment Cycle Committee members presented the pilot project on college wide Student Learning Outcomes that was conducted in spring 2009. As a result of these discussions, and the efforts that led to them, the staff collectively have a better understanding of SLOs, and the College is poised to make more consistent use of data in its institutional planning.

Even though IROG's function was helpful and data was becoming accessible, the various staff helping to produce data reports, members of the Strategic Planning Committee, the senior administrators, and IROG itself, arrived at a consensus that while the oversight process held great promise, the staffing of the IR function itself needed strengthening. Thus, a recommendation was made to the superintendent/president that the recruitment of a dedicated researcher should be resumed.

An institutional researcher was hired and reported to work in May 2010. Shortly after, the Office of Institutional Research Leadership Group (RPLG) was formed, composed of the superintendent/president, the chief student services officer, the chief instructional officer, and the institutional researcher. Collectively, these two groups, the IROG and RPLG, have worked together to develop data for use in planning, decision making, and assessment.

While Brian Murphy, the new institutional researcher, was skilled at analysis and data presentation, he came from a consulting background and was new to education and institutional research. An employee development plan was therefore put in place. Prior to his arrival, the Institutional Research Oversight Group (IROG), associate dean of student services, and the chief instructional officer met to establish a start-up plan for Murphy. A comprehensive development plan was established with input from RPLG. As part of the plan, Murphy would seek to connect with senior colleagues at other institutions. Through the California Community College's Chancellor's Office RP group list serve, Murphy sought mentorship. Jim Barr (Senior Research Analyst, American River College), Stephen Maack (Principal, Reap Change Consultants), and Erik Cooper (Director of Planning, Research, and Student Success, Yuba College) each spent at least one full day working with Murphy discussing best practices for institutional research at Feather River College. Murphy has remained in contact with these mentors on an as-needed basis.

In order to build a broader base of contacts and gain a greater depth of knowledge of the practice of institutional research, Murphy attended the Association for Institutional Research (AIR) Foundations I institute. The Institute was a five-day intensive training held in Cleveland, OH. Murphy participated in the Strategies of IR, Data Management and

Administration, Statistics for Institutional Research, and Using National Data Sets modules. Murphy has also recently attended the Plumas County workshop presented by the Center for Economic Development of California State University, Chico—providing him with a grounding in regional economic and demographic factors. Murphy also attended the RP Group Sacramento Regional Meeting, receiving additional opportunities for development of useful contacts and research context for Feather River College. Murphy continues to attend meetings and conferences that will improve his institutional research skills.

The RPLG defined the mission of the Institutional Office of Institutional Research Office in this way:

The Institutional Office of Institutional Research Office will support the College in its mission of facilitating high quality learning. It will accomplish this by striving to provide accurate and timely information to College stakeholders and the community at large. Through its actions, the office will provide a foundation for informed decision making and support an institutional culture of inquiry.

In addition, the office will:

Support institutional planning.

Serve as a clearinghouse of descriptive statistics as required by internal and external users.

Provide support in the interpretation of data.

Offer feedback on data collection processes to data gatherers.

The IROG provides Murphy with a sounding board to discuss research methodology.

This group meets as needed to discuss the College's research needs. In addition to

IROG, the institutional researcher uses a consultation network to identify data needs.

Murphy joined several committees to identify the data needs of the College, including: Strategic Enrollment Management Committee, Strategic Planning Committee, Student Learning Outcomes Assessment Committee, Functional Users Network (FUN) Committee. These committees span much of the campus community. Additionally, outside these committees, Murphy has many contact channels for the members of the College community to contact him. The options for communicating research needs include regular office hours for in-person contact, e-mail contact, and telephone.

The institutional researcher has initiated work on a comprehensive data warehouse, as planned, downloading data from the Banner system. This will be the beginning of solid longitudinal data. As Murphy finds new data that is beneficial to the College he presents it in committee meetings, to the RPLG, to the SPC, or to the campus community as a whole.

The Coordinator of Office of Institutional Research is a member of the FUN committee. This committee provides a forum for improving data entry into the Banner System. The committee meets bi-weekly. Periodically, there is the opportunity for training with the Strata Information Group (SIG) Consultants on best practices for data entry into the Banner System.

In addition to developing its capacity in data support and institutional research, Feather River College has continued to use relevant data in its decision-making processes over the last two

years. The Strategic Planning Committee made use of a wide variety of data in preparing a new Strategic Plan; President's Staff has a regular agenda item on the status of enrollment; the MIS Specialist continues to distribute reports to administrators on student success and demographics; and the ongoing program review process ensures review of relevant information at the program level, as well as at the institutional level in the Strategic Planning Committee. Ongoing work on Student Learning Outcomes in the SLOAC Committee, at the program level for individual programs, and in Student Services Council, has further ensured a continuing emphasis on data-based decision-making. Data is used to support the Annual and Comprehensive Program Reviews, which drive budget and planning. Moreover, ongoing work towards a comprehensive Strategic Enrollment Management (SEM) Plan has involved thorough review of program-level enrollments, costs, student success, placement and articulation information. This work will continue, fulfilling Strategic Plan Objective 2.4.2.

All staff meetings have continued to highlight data relevant to institutional planning. Student and staff surveys, the Campus Climate Survey, data concerning student performance and persistence, are used in all aspects of planning. One of the recent projects of the institutional researcher was a study of assessment test scores in math and English, class placement, and success. His research is being used in 2011-2012 to adjust proper student placement. He is also building an interactive database for use by College personnel that will allow subtle searches based on a selection of variables.

Recommendation 5: Participation and Collaboration Skills – The team recommends that the college take immediate steps to establish mechanisms and processes that will enhance participation and the collaborative skills of members from all constituent groups who participate in institutional governance. (Standards I.B., III.A.4., III.A.4.a., III.A.4.b., III.A.4.c., IV.A.3., IV.A.5.)

Collegial governance has been an important part of the functioning of Feather River College. Faculty participation has been especially strong since the passage of AB1725, but the classified unit was not addressed in AB1725 and hence, the level of participation from classified did not grow as rapidly. To address this gap, members of the classified unit negotiated with the District to approve a memorandum of understanding (CSEA MOU 2001/2002-4) that states that "S.B. 235 requires that a college's or district's exclusive representative for classified bargaining unit members be solely responsible for appointing Classified Staff representatives to serve on any college or district task force."

The ACCJC visiting team concluded that this Recommendation has been met. Below is a summary of action taken to satisfy Recommendation 5.

To further improve participation and collaboration with governance, a motion was put forth before the Cabinet governance committee in spring 2006 to increase the number of classified representatives on several standing and academic committees. This motion was the catalyst for the development of board policy and administrative procedures for participation in local decision making. In addition to classified representation, associate faculty and student participation were also addressed.

After extensive discussion, review and research, board policy and administrative procedures addressing campus participation and collaboration were completed and approved by the Board of Trustees in the form of BP and AP 2510. All administrative and college wide committees now have equal representation of faculty and classified staff, and an appropriate number of administrators. In particular, evidence of achievement may be seen in the restructure of the College's governance committees known as the Budget, Cabinet, Strategic Planning, three of the most important committees for allocation of resources, policy ratification, and planning. These committees are very important parts of the governance process on campus and they did not have an equal representation among groups until actions were taken to address this deficiency.

AP 2510 was revised again, adding new committees and ensuring that parity exists between faculty and classified staff on college wide and administrative committees. AP 2510 was approved in fall 2010.

Feather River College now, more than ever before, demonstrates that the opinions and recommendations of all of its constituency groups will be given every reasonable consideration.

Recommendation 6: Course Outlines/Prerequisites/SLOs – The team recommends that the college review and update all course outlines, desired prerequisites and advisories, while integrated into on-going assessment that supports student learning achievement and student learning outcomes. (Standards II.A.1.c., II.A.2., II.A.2.a., II.A.2.e., II.A.2.f.)

Implementing Student Learning Outcomes (SLO) and a Student Learning Outcomes Assessment Cycles (SLOAC) were lengthy processes at FRC. Early in the process there were many trainings with the faculty about the theory and purpose of SLOs. Recently, the faculty has been trained on performing the SLOAC process and this has been successfully undertaken. In the meantime, SLOs were also developed for degree programs and for the College as a whole. The college wide SLOs are also used as the SLOs for general education.

The ACCJC has determined that FRC satisfies Recommendation 6. Following is a summary of the process used by the College to meet this requirement.

The student learning outcome and assessment cycle (SLOAC) process required by the accrediting commission has been the catalyst for updating course outlines. The Council on Instruction determined several years ago that for Feather River College to achieve a culture of student learning outcome assessment, it needed to start at the course level. Further, the Student Services Council knew that for college wide SLO culture to take place, development and assessment of SLOs needed to exist beyond the classroom. To avoid operating on this critical mission in isolated groups, the Strategic Planning Committee added as one of its strategic plan goals the development of a student-learning outcome assessment cycle (SLOAC) committee that would include members from different constituencies on campus.

The SLOAC committee was spearheaded by the former chief instructional officer Michael Bagley and had its first meetings in the fall of 2008. Its first mission was to develop a statement on assessment that would guide the College on what assessment is and how it should be used. However, its other most critical objective was to develop an action plan and time line to achieve ACCJC requirements on student learning outcome work by the spring of 2012 (the next full accreditation cycle visit). The SLOAC committee took several months to achieve a draft time line to present to governance groups on campus (from Student Services Council to President's Staff). The last group to give input and confirmation was the Student Services Council at its September 2, 2009 meeting.

Of all the activities necessary for recommendation resolution, bringing every course outline up to date was by far the most challenging. Though many disciplines had most of their outlines up to date, collectively there were hundreds of outlines that needed to be modified. The division chairs and Academic Senate president took strong leadership positions and worked with the faculty, part- and full-time to complete all 813 live course outlines, while also retiring numerous courses that are no longer part of programs. In short, the faculty performed solidly in this time of needed action and completed every course from every program in a serious and accurate manner. A number of faculty took on additional courses in related fields in order to complete all of the course outline revisions. It should also be noted that one faculty, Shelley Miller, took on a great deal of research and work to complete dozens of general education course outlines that did not have full-time faculty members as instructor of record. Ms. Miller has been involved in SLO development at FRC since its first inception, and had become the person to consult on an SLO issues. Ms. Miller was awarded a 2009 SLO Mentor of the Year award by the California Community College Network for her work in Student Learning Outcomes Assessment.

Through updating the Course Outlines of Record (COR), a great deal was learned about tracking and organizing this work. Office of Instruction personnel are laying the foundation for a document management system which will automate much of the COR tracking. It will also make Curriculum Committee agendas, minutes, and CORs outlines web accessible. The new system will support report generation of course updating and SLOAC progress, provide more convenient access to CORs for Articulation Officers and counselors at other schools, and provide a centralized and convenient resource for FRC counselors and advisors regarding curriculum changes.

The complexity of the improvement process is worth describing in more detail. The original process of tracking and organizing course outlines had been cumbersome. Email attachments to Curriculum Committee members contained the meeting agenda, minutes from the previous meeting, and electronic versions of the CORs to be introduced, discussed, or approved as consent agenda items. Paper copies of all outlines were also distributed to Curriculum Committee members prior to the meeting and filed. A spreadsheet of course outlines was maintained by the Office of Instruction that tracked the status of courses through the approval process. Thus, the original past process for tracking outlines was: (1) tracking electronic and paper archives of the course outlines as they were presented to the Curriculum Committee through the various stages of review, and (2) maintaining an index of courses and the status

of their changes in a spreadsheet. Then, the electronic archives of the outlines were made available to the campus community on a shared network drive.

This tracking system had not scaled well as the College continued to develop and update its curriculum. It resulted in a large number of files, and the spreadsheet was awkward to use for tracking the location of the electronic files. The Office of Instruction developed a new system for revising and tracking the electronic COR outlines. The new system includes: 1) the development of a standard file naming convention to make electronic searching easier, 2) a standardized file structure for storing the documents, 3) the use of a web accessible database for tracking the approval process of outlines that provides links to the documents themselves, and 4) use of online forms for submitting and updating CORs. Longer-range plans (2 years) for the management of Title 5 outlines include storing all form fields of the outlines in a database enabling the ability to search outlines by any field, and the ability to produce reports on the outlines such as (1) outlines according to their SLOAC review status, (2) outlines by their satisfaction of program and College SLOs, (3) outlines according to transfer or program requirement satisfaction, and (4) outlines in customized layouts. This approach will also allow for efficient future updates of the fields of course outline forms.

Simultaneous with all courses being either updated with current information and SLOs, or retired, attention turned to SLOAC. At first, faculty were encouraged to develop their own methods of assessing SLOs and to document the results. This proved cumbersome as it was unclear how to link SLOs to assessment methods, the role of traditional assessments such as tests, quizzes, and essays, and whether authentic assessment should be attempted. However, as faculty gained experience with SLOs and SLOAC and the SLOAC Committee gathered feedback and analyzed the success of assessment, changes were made in the process. A number of response forms were tried out until a standardized form was developed that allowed faculty to correlate assessment methods with SLOs and assess the extent to which SLOs were achieved in a particular course. The respondent then uses a check box system and a written summary to document how improvements will be made in the following iteration of the course. After the course is taught again, a new assessment will be performed and compared to the previous assessment, and conclusions drawn. The process is documented on one form, and can be repeated as often as necessary until achievement of SLOs is satisfactory. If the faculty member determines that SLOs were met, then this information is documented and the course is not assessed again until the department must perform a Comprehensive Program Review. At that point, all courses are assessed once again and the information incorporated into the Comprehensive Program Review.

SLOAC was phased in over several semesters to give faculty a chance to understand the process. However, as of fall 2011, all courses taught by full-time faculty in spring 2011 must have undergone SLOAC. This has been achieved.

All programs now have SLOs and there are also college wide SLOs. General education courses have been mapped to the college wide SLOs and analysis is now underway. The likely result will be that college wide SLOs will be modified to reflect education at FRC, and curricula may be modified to meet certain college wide SLOs. The assessment of program-level SLOs began in spring 2011 and will continue throughout the 2011-2012 academic year.

As different programs have different kinds of outcomes and assessment methods, faculty are still learning how to complete these SLOACs. The next step in assessment will be to engage part-time faculty members. However, this situation requires collaboration with the collective bargaining unit for part-time faculty, a process which is starting in fall 2011.

Recommendation 7: Professional Development / Diversity Training – The team recommends that the college implement professional development and diversity training for classified staff, faculty and administration to help them effectively address the educational needs of diverse student populations as well as staff diversity issues. (Standards II.A.1., III.A.4., III.A.4.c.)

The College has taken clear and decisive action to address this recommendation. Changes include trainings and speakers that address diversity issues specifically, and a restructuring of professional development activities that all faculty and staff can engage in if they so choose. Diversity training has raised awareness on campus and professional development has become much more equitable and accessible, despite funding for professional development having been cut in recent years by the state of California. The ACCJC visiting team commended the college on the increased activity in the area of professional development and the greater range of activities. They concluded that this recommendation was satisfied in their Focused Mid-Term Report, May 7, 2009.

Following is a summary of steps taken to meet Recommendation 7:

In response to this recommendation, a Diversity/ Professional Development Task Force consisting of faculty, students, classified and administrative staff members was established to identify and address opportunities for diversity awareness and staff development. The group met almost weekly throughout the 2006-2007 academic year identifying and implementing a number of awareness trainings and activities on campus. One of the first key activities completed by this committee was conducting an assessment survey of professional development activities that occur on campus. The survey was conducted in the fall 2006 term and it identified professional development activities for FY 2005-2006 totaling over \$40,000 and further, that in 2006-2007, the number of conferences and trainings had even increased. More staff than ever are attending state, regional, and national workshops, seminars, and conferences. These results-driven findings were a pleasant surprise to the committee and gave impetus to the need to organize and plan the numerous opportunities that do take place.

It was found in the informal verbal surveys that were done that availability and funding were still issues to face in expanding needed professional development. To address this, the committee worked to add a series of internal training sessions to help employees learn how to use computer systems more efficiently. A different topic is featured in each of the sessions and individual “over the shoulder” trainings. Supervisor tip workshops have also been offered to campus administrators and supervisors during the past academic year.

The Diversity/Professional Development Committee after much success realized that staff development and diversity training merited specific efforts, and later in 2007 the committee split into two separate task forces, one for Diversity and another for Professional

Development. The change in focus allowed them to better address the different activities. To insure continuity, a few members were identified to sit on both committees.

One of the first activities for the Diversity task force was the surveying of the campus community to assess perceptions and identify opportunities for diversity training. With the comments from faculty, staff, and students, an action plan was created to address issues. Next, a speaker with expertise in diversity issues from the University of Nevada Reno was contracted to encourage students to address any concerns they might have. The task force learned a great deal from this session and revised the original action plan accordingly.

A second facilitator, Dr. Thomas Brown, addressed civil rights issues to over 300 people from the campus and community. A very spirited discussion on racism took place resulting in a new level of awareness for the participants. In addition to previously scheduled activities for Black History Month, a film series was implemented. At least twice a month, films were being shown to heighten awareness of many diversity issues. Following each film, a discussion session was scheduled. The task force also sponsored "Safe Spaces" training for faculty and staff to help empower employees to become "safe spaces" for students who are dealing with issues related to sexual orientation. The State provided \$10,000 for professional development in the fiscal year 2007-2008 which helped with many of the above-noted activities. A Professional Development ad hoc committee was established to allocate these funds based upon staff written requests for staff development. This committee created an application process available to the entire campus community for seeking professional development funding. Groups or individuals could apply for the funding, where extra consideration was given to training that would have benefits for other parts of the campus. About half of the funding was utilized in 2007-2008 and the remaining funding is still being utilized this academic year.

Since that time there has been a reduction from the state in the amount of money available to fund professional development. But professional development and diversity training have continued at the College unabated. Diversity events have included events such as Cinco de Mayo Taco Feeds, a multicultural and disability awareness film series in which one film is shown per month on a topic of diversity or cultural awareness, Black History Bowl event, Women's History Bowl event, a Day of the Dead recognition, multicultural luncheon for students and staff, a new club called the Gay Straight Alliance (now defunct), a re-introduction of a course on multicultural literature, and guest speakers such as Bobby McMullen, Dr. Thomas Brown, and Dr. John Francis. In addition there have been additional trainings on safe spaces for the lesbian, gay, bi-sexual, and transsexual community.

Professional development has been modified in the last few years to include more common activities for staff and faculty. During Institutional Day there are often trainings for both faculty and classified employees. Recently instituted is a personnel professional development day for faculty, in which faculty may design Chancellor's Office approved professional development activities. However, since 2010-2011, this day evolved into a college wide professional development day once each semester. On this day no classes are held and routine activities are suspended so that staff and faculty can engage in a variety of set training activities or in personal professional development.

Recommendation 8: Actuarial Study – The team recommends that the college complete an actuarial study by January 2007 to determine the college’s unfunded retirement liability. Based on the findings, the college must implement an action plan to fund future liability obligations. (Standards III.D.2.c., III.D.2.g.)

Feather River was part of the Peralta Community College District from its founding in 1968 until 1988, when it formed its own district with its own governing board of trustees. Part of the transition to becoming its own District included negotiating health benefits with employees that started under the Peralta District and continued on with the new Feather River College District. The resulting agreement does have a financial liability associated with it, but it is much better than most districts have in regards to continued health benefits for retired staff.

Prior to receiving Recommendation 8 from the accrediting evaluation team, the Feather River College Human Resources director ordered (January 2006) and received (May 2006) an actuary report that addressed all retirement groups for the College. A task force was formed to review the 2006 actuarial report and identify a retirement committee to study the District funding recommendations.

The Retirement committee, composed of ten employees and two retirees met on September 14, 2006. The committee reviewed both the 2002 and 2006 actuarial reports and approved the District’s funding plan.

The plan is a continuation of the existing funding yet changing the accounting for a group of six retirees to align their contributions into a common retirement fund. The previous “pay as you go” funding practice was replaced with an accrual practice allowing for the ending fund account balance to be rolled into the next fiscal year. At the time of this writing, the account balance was approximately \$972,000.

The District continues to monitor and prepare for its unfunded retirement liability. In January 2009, the district’s director of Human Resources ordered a retirement actuarial report per the program guidelines or every three years. The retirement committee met again in August 2009 to review the report and actuarial recommendations, identify a review committee, and outline objectives (per contract and policy) for the group to address. It is anticipated that the Office of Human Resources will order a retirement actuarial report in 2012.

Feather River College



Standard I – Institutional
Mission and Effectiveness

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

The sub-standards supporting Standard I will show that the College has a clear Mission Statement and Values Statement that places student learning and service to the community at the center of its governance and decision-making processes. The institution has started shifting to a data-driven culture and has adopted integrated planning on several levels and in several modalities.

Feather River College

Standard I.A – Institutional Mission and Effectiveness



Standard I.A Institutional Mission and Effectiveness

I.A The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population and its commitment to achieving student learning.

Descriptive Summary

The Mission and Vision Statements are the foundation for institutional planning and serve as guiding documents for the Strategic Plan and other master plans. The Mission Statement was recently reviewed and updated to match the current and projected environment in which Feather River College functions. The update was carried out by an ad hoc committee, with representation from all constituencies, that analyzed internal and external information collected during the strategic planning cycle. The committee was composed of three faculty, three classified staff members, two administrators, and a student. The update was approved by all constituencies and then by the Board of Trustees, September 16, 2010. The Mission Statement reads as follows:

Feather River College provides high-quality, comprehensive student learning and education and workforce preparation in a small college environment. The College provides general education, Associate Degrees, transfer programs, and life-long learning for a diverse student population. The College serves as a community, cultural, and economic leader encompassing all communities that lie within the District and embraces the opportunities afforded by its natural setting.

The College serves all eligible students. In addition, the College plays a role within community leadership and community economics; in a small, rural community it is important that the local community college play such a role. The College also understands that its setting in Plumas County and the Plumas National Forest, in a rural county historically dedicated to ranching and resource recovery, influences the programs it offers, such as the Equine Program, Agriculture Program, Environmental Studies, and Outdoor Recreation Leadership program. While budget resources and the size of the College create natural limitations, the College offers a comprehensive education to all students. The College also offers a statement of vision that includes the values the College embraces in fulfilling its mission. The Vision Statement is as follows:

Feather River College believes that the world of tomorrow will be shaped by what happens to the individual and the community today. Our mission is to enhance, through learning, the unique potential of every person entering our doors and to nourish the quality of life in our communities and service areas. The fulfillment of our mission involves the following values:

- **Develop the Mind**

We believe that diversity of opinion in all issues helps develop the minds of students so that they may make sound judgments of value in the continuing pursuit of lifelong learning.

- **Celebrate the Individual**
We celebrate the uniqueness of the individual by affirming that personal identity and cultural heritage are the base from which each person may aspire to any height.
- **Open Doors**
We pledge that the doors of opportunity and encouragement will be open to everyone who can benefit and that our guiding principle in approaching students is to provide accessibility to all that the College has to offer.
- **Nourish the Communities**
As a member of our communities, we take pride in affirming an active partnership in improving the quality of life and economic development in our area.
- **Strive for Excellence**
We are committed to the creation of a quality learning environment, striving for excellence at all levels, fully supported by adequate resources, so that our students will have the best chance to learn.

Based on both the Mission Statement and the Vision Statement, the College has developed policies and processes ensuring diversity, equity, fairness, academic freedom, student responsibility, and participation by all sectors of the College in student learning. Student learning continues to be the focus of the College aided by the development of Student Learning Outcomes (SLOs) at various levels and areas of the College. [EV114] [EV298_1] [EV298_2] [EV298_3]

Self Evaluation

The College meets this standard. The Mission Statement is reviewed every three years (BP 1200). This review process is part of the multi-year planning cycle for development/modification of the Strategic Plan and Master Plans and is one of the guiding documents for modification of the Strategic Plan. The Mission Statement was reviewed and updated in 2009-2010, which was also the first year of a multi-year cycle. The Mission Statement received final approval by the Board of Trustees, September 16, 2010. The process of review of the Vision Statement began in the first year of the same multi-year cycle (2009-2010), but was not completed. During 2009-2010, various surveys and exercises were conducted to collect vision information and data from staff, students, and the local communities. A sub-committee revised the Vision Statement by fall 2011. As such an important guiding document, the Mission and Vision Statements should be easily accessible on the website, and updated regularly in the catalog. [EV114] [EV298] [EV354] [EV354_5] [EV354_6]

To ensure that the College fulfills its mission to provide a comprehensive education and workforce preparation, each term a scheduling work group develops a schedule of classes, including general education courses, Associate Degree courses, transfer eligible courses, and lifelong learning courses. The schedule reflects program requirements, major and transfer requirements, and community interest. The scheduling work group has a diverse membership

that includes the division chairs for Liberal Arts and Sciences and Professional and Technical Studies, academic advisors, and chief instructional officer.

The Mission and Vision Statements demonstrate the College's commitment to student learning by designating that programs provide high-quality, post-secondary education that supports students in achieving their educational and personal goals. This commitment is evaluated through the Annual and Comprehensive Review processes. These processes are integrated with the budget development processes to assess and secure appropriate resources. Within these review processes, institutional research is utilized to develop future goals and objectives, validate curriculum offerings, assess Student Learning Outcomes, and make improvements as needed. Curriculum quality is continually assessed and monitored by teaching faculty, by the Curriculum Committee, and by the Office of Instruction.

The commitment of faculty to student learning is demonstrated daily in and out of the classroom through instructional techniques and continued professional development. There is an evaluation process of instructors and administrators that ensures professional and quality instruction.

The College further enhances student learning with an array of services including financial aid, TRIO/SSS, EOPS, DSP&S, academic advising, assessment, career and transfer assistance, and student employment, as well as indirectly through student government, student clubs, and extra and co-curricular activities that encourage growth and awareness. Students learn of these services through a variety of venues such as new student orientation workshops, online orientation, college success classes, student handbook, college catalog, counselors and advisors, and on the FRC website.

A comprehensive recruitment effort is being made to attract a diverse student population from throughout the state of California and the surrounding region that is the best fit for the unique programs and the small, rural, and personal environment. The Strategic Enrollment Management committee reviews, analyzes, and evaluates internal and external data and trends to determine optimal enrollment that will help guide the recruitment efforts and maintain a high-quality learning environment.

Planning Agenda

- Review and revise the Mission and Vision Statements according to policy.
- Improve communication of the mission and vision of the College to the campus, community, and public through the FRC Website.
- Publish updates of the Mission and Vision Statements consistently in the catalog, on the website, and in planning documents.

I.A.1 The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

The Mission Statement provides general guidance for the many functions of the College.

Central to the mission of the College is student learning, providing “high-quality, comprehensive student learning and education and workforce preparation in a small college environment.” The College offers a variety of programs with different goals and outcomes. Among these programs are terminal degree programs, vocational degree and certificate programs, and transfer programs within the divisions of Liberal Arts & Sciences and Professional Technical Studies, as well as basic skills instruction, and community education. [EV295] [EV196]

The College’s programs are consistent with the mission of the College in that they provide an array of opportunities afforded by FRC’s unique environment as a rural college in the Sierra Nevada mountains. In addition to instructional programs, FRC has a wide variety of student support and student service units and programs, such as advising and counseling, Disabled Students Programs & Services, and Veterans Services, which support the educational mission. In the most recent review of the Mission Statement (2009-2010), careful consideration was given to the language used to express the College’s instructional philosophy and programs and other ways in which the College serves its community and reflects its environment. [EV180]

The College Vision Statement further develops the Mission Statement (see I.A). In regard to student learning, it states, (1) “Our mission is to enhance through learning, the unique potential of every person entering our doors...” and (2) “We are committed to the creation of a quality learning environment, striving for excellence at all levels, fully supported by adequate resources, so that our students will have the best chance to learn.” The Vision Statement also includes a statement of values that emphasizes general institutional goals, such as “to provide accessible, affordable, high-quality post-secondary education that prepares students to enter the job market or allows them to transfer to four-year institutions.” [EV385]

The Strategic Plan supports and develops the direction given by the Mission and Vision Statements. FRC’s shared governance committees are charged with enacting the vision and goals embodied in the Mission and Values statements and the Strategic Plan into a functional form. Of specific importance to instruction are the Council on Instruction, Curriculum Committee, Academic Policies, and Standards & Practices, all sub-committees of the Academic Senate, that develop policy, approve courses and programs, and evaluate the instructional side of the College. The Student Services Council plays a similarly important role overseeing the support services the College provides.

Learning programs and student services are evaluated through the Annual and Comprehensive Program Review process. Program Review requires the program leader to answer a number of questions concerning alignment with the Mission Statement, program

goals, program performance, and strengths and weaknesses of the program. Data is developed by the Office of Institutional Research and used in the program reviews to inform the commentary. Planning agendas and budget requests are attached to the program reviews. Through the Student Learning Outcome Assessment Cycle (SLOAC), staff and faculty are also able to evaluate the effectiveness of Student Learning Outcomes on the course, department, and college level. On the instructional side, SLOAC provides a continuous response to student achievement and to student and instructional needs on campus. The first SLOAC for the Student Services Division is slated to be completed by fall 2012. SLOACS for all fall 2011 courses taught by full-time faculty are scheduled to be completed in the spring 2012 semester. When a faculty retirement or resignation occurs, the Council on Instruction evaluates the affected program and makes a recommendation to the Academic Senate about continuing or altering the program. [EV24_0] [EV35] [EV129] [EV198_1] [EV198_2] [EV198_3] [EV198_5] [EV198_7] [EV207] [EV208] [EV211] [EV216] [EV217] [EV335] [EV336] [EV337] [EV340] [EV349] [EV367]

The College meets student needs in a variety of ways. For example, the College has added intercollegiate athletic programs to comply with Title IX requirements and has started the Incarcerated Student Program to provide learning and academic skills to prisoners in the State of California. Beginning in fall 2011, FRC will resume community education offerings aimed at adults and youth. As a college serving a rural area, the College hopes to enhance educational opportunities for residents. Specific student needs can be ascertained through surveys, which help campus leaders and planners respond to students' academic and support needs. The Campus Climate Survey, student exit surveys, and student satisfaction surveys help pinpoint areas that need attention.

The Strategic Enrollment Management (SEM) Committee, a relatively new standing committee, has been charged with developing, overseeing, and communicating the College's enrollment management plan, which includes enrollment goals, recruiting and marketing goals, persistence and retention data, and evaluation, assessment, and research information. The SEM Committee developed a matrix supplement to assist administration in the process of prioritizing programs and services. The matrix supplement should be completed in 2011-2012 and then submitted to the Strategic Planning Committee. [EV176] [EV238] [EV239] [EV346] [EV347] [EV348] [EV359] [EV361] [EV362] [EV366]

Self Evaluation

The College meets this standard. The Strategic Plan underwent extensive revision in the 2009-2010 year, realigning goals and revising plans in relation to changes in the Mission Statement and new College initiatives, such as sustainability. The Mission Statement was out-of-date and the previous Strategic Plan did not address issues facing the College as it moves forward. There could be more attention paid to aligning program SLOs with the Strategic Plan, but it is unclear how this could be developed or monitored. However, alignment of Program Reviews with the Mission Statement, Vision Statement, and Strategic Plan should and can be accomplished as campus members become more familiar with the new planning processes, with SLOACs, and with the Program Reviews. The newly instituted three-year planning cycle has enabled the institution to evaluate and re-author its Strategic Plan and Mission; as planning moves forward the Vision Statement and the role of Program

Reviews and SLOACS in overall instructional and support systems will become clearer. [EV298_1] [EV298_2] [EV298_3] [EV333]

Since the 2008-2009 year the College has started developing a “culture of data.” Discussion about instruction and student support uses data for planning and decision-making, and discussions are beginning to focus on how the College will manage its programs and plan for the future. These new processes and structures are only a couple of years old and need refinement, but they indicate a more self-reflective attitude toward planning at FRC.

Planning Agenda

- Evaluate the Mission and Vision Statements in accordance with Board Policy and revise as necessary.
- Continue to expand institutional research and apply data to program growth and development.
- Create tools to evaluate the alignment of learning programs and support services with SLOs.
- Identify and integrate survey results into planning.
- Work with the Sustainability Action Team to identify service learning and sustainability components in courses (alignment with Strategic Plan).

I.A.2 The mission statement is approved by the governing board and published.

Descriptive Summary

Extensive discussion and review in the development of a Mission Statement included participation of all campus constituencies. Revision of the Mission Statement was closely linked to modification of the Strategic Plan as well as the Vision Statement and Values Statement. The Mission Statement reflects the institutional character, its diverse student population and its commitment to the community and local environment. The current Mission Statement was approved by the governing board on September 16, 2010 and will be reviewed every three years or as necessary. Publication of the Mission Statement includes, but is not limited to: the College Catalog, the College website, planning documents, high traffic public areas, and the schedule of classes. [EV5] [EV100] [EV173_4] [EV177] [EV190_1] [EV296_1] [EV296_2] [EV296_3] [EV296_4] [EV349] [EV354_8]

Self Evaluation

The College meets this standard.

Planning Agenda

- Review the Mission Statement periodically in accordance with Board Policy.

I.A.3 Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

The 2006 Self Study indicated a need to revise Board Policy 1200 (Mission Statement) to include a timeline for regular review of the mission statement, and to develop an administrative procedure that outlines the processes to implement the revised policy. Since then, BP 1200 has been updated to indicate that the Mission Statement should be reviewed and revised every three years or as needed. The Mission Statement itself has been thoroughly reviewed and revised as part of the newly adjusted institutional planning process outlined in Board Policy and Administrative Procedure (BP/AP) 3250. A specific administrative procedure for BP 1200 has not been established, but the revised AP 3250 effectively meets these needs by incorporating review of the mission statement in the regular planning cycle, every three years. This cycle was implemented in fall 2009, culminating in a revised mission statement adopted by the Board of Trustees in September 2010. [EV34] [EV114] [EV128] [EV298_1] [EV298_2] [EV298_3]

Self Evaluation

The College meets this standard. Consistent, thorough review of the Mission Statement has been established through the adoption and implementation of the revised institutional planning process (BP/AP 3250) and the timeline indicated in BP 1200. This review makes use of the College’s governance processes, as indicated in the planning system documents and minutes of the Strategic Planning Committee. According to an employee survey completed March 11, 2011, 90% of respondents were aware of the Mission Statement. [EV114] [EV236] [EV354_9]

Planning Agenda

None

I.A.4 The institution’s mission is central to institutional planning and decision-making.

Descriptive Summary

The College’s 2006 Self Study identified several planning agendas related to this standard:

- Adhere to the guidelines for planning recommended by the Western Association of Schools and Colleges, i.e., analysis of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation.
- Planning and decision-making bodies should meet regularly and keep posted minutes as up to date as possible.
- Integrate the Mission Statement as a major component of the Student Services Educational Plan.
- Develop a more effective communication model regarding integrated institutional planning and decision-making.

Since 2006, the College has taken various steps to address these needs. Concerning WASC guidelines for integrated planning based on analysis of data, the College was placed on warning in summer 2009 after its Focused Midterm Report did not adequately convince the visiting team that its efforts had resulted in an integrated, fully functioning planning system (integrated planning was the focus of one of four recommendations following the Midterm Report). Subsequent to the sanction, the College redesigned its institutional planning cycle in early fall 2009 and implemented the revised system immediately, producing a new Strategic Plan for 2010-13 as part of the new cycle. The new Strategic Plan was based on a review of campus and community input as well as available data. The College is now in the process of implementing the 2010-13 Strategic Plan. The revised planning system, together with the Strategic Plan itself, begin with reference to the College's Mission Statement. The Strategic Plan's Strategic Directions, Goals, and Objectives were fashioned so that they correlate with the intent and spirit of the Mission Statement. The budget development process has also been updated, and each of the last three budgets has been developed with reference to the College's Mission Statement and Strategic Plan. In addition, as part of its new planning cycle, the College reviewed and revised its Mission Statement in spring 2010. The new Mission Statement was adopted by the Board of Trustees in September 2010. [EV34] [EV102] [EV128] [EV173_4] [EV349]

Planning and decision-making bodies such as the Strategic Planning Committee, Cabinet, and Budget Committee have met regularly and kept minutes up to date. Minutes and agendas have been posted to the appropriate "public folder" on Outlook. Microsoft Outlook is the College's e-mail software; however, the system is also used to store minutes, documents, and forms that are needed often. Minutes are also made available to members and other interested parties via email and hard copy. The Strategic Enrollment Management Committee was revived in 2008, and has since been meeting regularly, with agendas and minutes available to campus constituents. Each of these planning and governance committees keeps the College mission in mind while conducting business. The Strategic Technology Committee, which is charged with technology planning for the College, was not meeting until very recently (its first meeting in several years was held during fall 2010), but it has reconvened in order to provide appropriate guidance in the completion of a new Education Master Plan and in finalizing the College's Facilities Master Plan. [EV173] [EV354_7]

The Mission Statement was an integral part of the Student Services Plan that was developed in 2008-09, thus addressing another of the planning agendas from 2006. The Student Services Plan has been an important element for the Educational Master Plan that is in development. [EV295]

Campus-wide communication concerning integrated institutional planning and decision making has taken the form of campus meetings that focus on changes to the strategic planning process, as well as on the Strategic Plan that has resulted from that process. In addition, Cabinet members, who represent all campus constituencies, have been kept abreast of imminent proposals related to institutional planning. The Cabinet reviewed and approved the 2010-13 Strategic Plan before the final draft went to the Board of Trustees for consideration. Budget development issues have similarly been discussed with the campus community and constituency leaders. The Strategic Planning Committee and the Budget

Committee, starting in fall 2010, now meet jointly at least twice per year to exchange information and understand planning and budgeting priorities. [EV5_2] [EV102] [EV190]

Self Evaluation

The College meets this standard. Collectively, the College considers its Mission Statement to be the starting point of all institutional planning and decision-making. The College's revised planning system ensures that the Mission Statement is regularly reviewed in concert with review of the College's goals and objectives, while updating and revising its Strategic Plan. Now that the Strategic Technology Committee has resumed meeting, there is reason to expect that technology planning will be driven by the College mission along with other aspects of institutional planning. The College is currently updating and re-formulating the Education Master Plan (until now, there have been separate plans for education, student services, and facilities; the formulation of a College Master Plan will bring these together into one master document). Since this process follows closely on the revision of the Mission Statement, it is expected that the Mission Statement will guide the long-term planning process. The College reviewed the Vision Statement in 2010-2011 in order to update it and bring it in line with the Mission Statement. [EV295] [EV355] [EV356]

Planning Agenda

None



Standard I.B – Improving
Institutional Effectiveness

Feather River College

Standard I.B

Standard I.B Improving Institutional Effectiveness

I.B.1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

Institutional dialogue in general is structured by two aspects of the College's shared governance infrastructure: standing shared governance committees that carry out much of the day-to-day functioning of the College, and the institution's strategic planning processes. Depending on the specific issues and goals under consideration, the standing committees and planning committees cooperate to achieve and implement an outcome. Together with campus meetings and increased use of the College website and master calendar, an atmosphere of shared decision-making and continuous improvement is reinforced. Student Learning Outcomes are a focal point of strategic planning as they are addressed in the Annual and Comprehensive Program Review processes that feed into strategic planning. Combined, these processes lead to a collegial approach to institutional improvement. [EV317]

Within the three-year strategic planning process, there are three main committees that bring together and assess data and information produced by other committees or members of the campus community. Strategic Enrollment Management examines recruitment practices, sets target FTES, assesses student numbers in various programs, calculates program cost per FTES, considers possible new programs, monitors numbers of athletes, and attempts to create balance within the student population. The Budget Committee allocates funds to units, cost centers, and programs based on Annual or Comprehensive Program Reviews, the accompanying budget requests, and prioritization from the Strategic Planning Committee. The Strategic Planning Committee carefully assesses Annual and Comprehensive Program Reviews and uses a rubric it developed to provide a prioritization of current need, future developments, necessity to students, structural impact on other programs, and financial impact. These three committees operate in an integrated fashion, checking each other's information, sharing some committee members, and developing a coherent plan for the College that is embodied in the Strategic Plan for 2010-2013. [EV298_1] [EV298_2] [EV298_3]

On the other hand, governance committees, which are described in AP 2510, contribute to planning while having different tasks and functions. When committees such as the Curriculum Committee or the Council on Instruction discuss and approve new courses, new programs, or the characteristics of instruction at FRC, they are working with faculty-driven development of curriculum and learning. Student Services Council oversees policy and decisions affecting Student Services. However, some of the decisions or initiatives developed by these committees are referred to the planning committees to be included in overall planning objectives. As required by the Brown Act, these committees publish agendas and hold public meetings. Guests from various constituencies in the College or the community are sometimes invited to share or contribute information. The committees also publish minutes in the "public folders." [EV29]

On college wide and administrative committees collegiality is ensured by having equal numbers of faculty and classified members, as well as a student member and an appropriate number of

administrators, depending on the committee's charge. Other committees, such as those that are sub-committees of the Academic Senate or have specific student services functions, may not have equal numbers, though there are usually some members who represent constituencies that influence decisions. [EV29]

All shared governance committees have regularly scheduled meetings that are published on the shared calendar located on the website. Agendas and minutes are posted on the public folders. The work of Academic Senate sub-committees, whether it be curriculum, academic policies, or procedures is sent on to the Academic Senate for discussion and eventual action. Information and documents considered in either Classified or Academic Senate are often shared with the other senate as part of the process of developing policy. The development and discussion process has usually included discussion with the superintendent/president or the appropriate administrator. Once passed by a constituent senate, the proposed policies are to be forwarded for consideration to Cabinet and then to the Board of Trustees by the College Superintendent. If approved by the Board, they become district policy. [EV3] [EV190_1]

Both constituent senates also bring to their membership updates on various committees, on issues concerning the campus, and planning issues. Depending on the nature of the planning issues, there may simply be information provided followed by discussion, which will be referred back to a planning committee; or a formal vote to approve a document or initiative. For example, both senates were informed about development of the Strategic Plan, offered input during the drafting stage, and finally approved it. The Associated Students of Feather River College also meets weekly, and places on the agenda monthly a discussion about policy and campus issues of direct concern to students. [EV3] [EV87] [EV190]

Administrative committees are college wide committees with representation from administration, faculty, classified staff, and students. These committees are charged with formulating policies for Cabinet review and approval. Cabinet is an administrative committee that oversees new policy and revision of existing policy when necessary. Cabinet members represent all constituencies on campus. Once approved the proposed policies are forwarded to the Board of Trustees for consideration and then become district policy.

Dialogue also takes place in a less formal committee structure and in open dialog venues. The less formal committee structures have as elements the two academic divisions (Liberal Arts and Sciences and Professional and Technical Studies); The Student Services Council, which includes all student services managers and program leads as well as faculty representatives; and the Student Intervention Committee, which includes faculty, student services, student support services, advisors, and athletic department staff. The academic divisions, which meet monthly, discuss matters and make recommendations that impact Student Learning Outcomes, budget issues, instructional priorities, as well as institutional processes. Information from other committees is shared with the divisions. The Student Services Council meets monthly and new and revised policy is shared as well as issues that impact student success and student services are discussed and evaluated for further action. The Student Intervention Committee meets regularly to review individual student progress and develop support plans for identified students. The chief student services officer also meets with the staff members in each student services area on a

monthly basis to enhance communication and provide information to the strategic planning process. [EV177]

Informal or open venues that promote sharing of ideas among College community members are also a forum for dialog. These venues include several Campus Community meetings to discuss budget, planning issues, or possible structural changes to the College; Institutional Day meetings, at the beginning of each semester are used for updates on campus activity, budget, planning, accreditation updates, Student Learning Outcomes and the Student Learning Outcome Assessment Cycle, and so on. Faculty flex days at the beginning of each semester are used for training on SLOs, discussion of instructional issues, learning about new policies, and professional development aimed at promoting student success. Other events, such as Human Resources trainings, retreats, and meetings with visiting experts also promote dialog and self-reflection at the institution. [EV253] [EV274]

The College also engages in dialogue about a broad range of subjects through e-mail, a variety of newsletters (for example, the Campus Bulletin, the Sustainability Newsletter, the President's Update, the Accreditation Newsletter, etc.) and student publications. Subject matter in college wide dialog includes student housing, student life, FTES enrollment trends, core enrollment, athletics, sustainability, community engagement, student retention, and facilities planning. [EV7] [EV175] [EV299] [EV310] [EV375]

Self Evaluation

The College meets this standard. Feather River College has a well developed and ongoing committee and shared governance structure. All necessary committees are officially recognized, meet regularly, and are transparent. Information is passed between committees, and there is a great deal of reflective dialog centered on College functions. New committees were added to AP 2510 including Student Intervention Committee, Diversity Committee, Sustainability Committee, and the Communications Committee. These committees had been functioning for about a year when their roles were considered essential enough that they were included in AP 2510. Furthermore, the constituent senates as well as informal, college wide meetings promote awareness, dialog, and exchange of ideas and concerns. There has been both increasing and concentrated focus on Student Learning Outcomes. While this dialog initially started with instruction, it now includes all campus groups. However, improvement is needed for aligning goals and communication between Student Services and Instruction with regard to Student Learning Outcomes. In 2010-2011 there was increased communication between these groups because of the planning processes in Strategic Planning and Strategic Enrollment Management. Student Services has recently submitted SLOs to the SLOAC committee that are in final stages of completion. [EV29]

Although communication between constituent groups that have different professional concerns or areas of responsibility can be difficult, open dialogue and increased communication has brought new opportunities for discourse and sharing of different perspectives. Awareness of common issues and developing college wide SLOs help bridge some of the difficult passages. Because of the small size of the institution, there are numerous opportunities for informal dialogue, but issues or information are not always clear or accurate. To facilitate the collection and dissemination of timely and accurate information, an "intranet" via a staff/faculty portal or a

common posting area is being developed. Through such a portal, documents, information, and opinion could be exchanged and stored in a secure environment.

Planning Agenda

- Continue developing the faculty/staff portal. (delayed due to budgetary constraints)
- Continue developing procedures and training concerned with Student Learning Outcomes and SLOAC.

I.B.2 The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

The chief set of goals and objectives for the future planning and vision of the College are embodied in the Feather River College Strategic Plan for 2010-2013. The plan presents a new Mission Statement that captures the overall vision of the College. An ad hoc committee created a new Vision Statement that will be an addendum to the current plan. The plan is comprised of four “strategic directions”: Institutional Effectiveness; Student Learning; Resources; Leadership and Governance. Each strategic direction is supported by one to five goals that address specific issues; and for each goal there are a series of objectives that need to be accomplished. A separate document lists specific tasks for achieving the objectives and goals, and the campus members who are responsible for seeing them completed. [EV349]

Underlying the strategic directions, goals, and objectives of the Strategic Plan is an annual cycle for institutional planning in which several governance committees work in collaboration to identify and implement institutional goals and objectives and to establish appropriate budgets. The governance committees most involved with matters pertaining to improving effectiveness are President’s Cabinet, Strategic Enrollment Management, Student Learning Outcome Assessment Cycle (SLOAC), Strategic Planning, Academic Policies, Council on Instruction, and Curriculum. The Cabinet, Strategic Enrollment Management, Strategic Planning, and Council on Instruction are Administrative Committees. Academic Policies, Curriculum, and SLOAC are sub-committees of the Academic Senate. [EV29] [EV122] [EV348]

Individual programs across the campus, from student service areas to instructional programs, develop effectiveness goals and objectives in the form of the Annual Program Review due each October. Each program leader ensures that her or his individual program plans align with the current Strategic Plan objectives. The Strategic Planning and Budget Committees review all of the Annual Program Reviews to establish institutional priorities and resulting budget allocations. These two committees have joint meetings two or more times a year to discuss priorities, to provide mutual guidance, and to collaborate on finding ways to support the College’s Strategic Plan objectives. When specific questions arise on institutional objectives that require more analysis, the appropriate committee will often be given research tasks that provide guiding information to the Strategic Planning Committee. [EV298_1] [EV298_2] [EV298_3] [EV353]

As recommended in the last Self Study, the SLOAC Committee has been actively involved in supporting assessment efforts across campus. These efforts have resulted in campus-wide dialogue and inter-committee communication. [EV326]

Self Evaluation

The College meets this standard. The aforementioned committee processes have resulted in the desired level of broad-based participation in implementing the Strategic Plan initiatives. Further, though individual committees are setting their own priorities and agendas, they are careful to tie them together through integrated planning. The Student Learning Outcome Assessment Cycle (SLOAC) process has helped to clarify expectations, as well as provide a common language for discussion of measurable outcomes. The College is piloting new ways of implementing its goals. The re-alignment of the Strategic Planning Committee and the Budget Committee is one of these methods. Specifically, the Strategic Planning Committee assesses budget requests in relation to program reviews so as to pass on to the Budget Committee certain guidelines. These guidelines have helped the Budget Committee focus on the important areas of decision-making as they face thousands of requests and budget allocations. The College is still learning about and evaluating its new system. However, as a result, the College is beginning to understand the dynamics of its processes in more depth and with different perspectives. By developing an ongoing process within the Strategic Planning Committee of reviewing program reviews and tracking developments longitudinally, the College will develop a complex view of its goals over time and an accurate way to assess their implementation.

Planning Agenda

None

I.B.3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

The College has a well-established cycle of planning, budgeting, and program review that ensures it makes timely decisions regarding institutional effectiveness, and bases resource allocations on collectively identified strategic goals. Progress on goals and objectives is assessed annually at both the program level through the Annual Program Review process and at the institutional level. Budgeting is tied integrally to the College's mission and institutional priorities, recognizing that there are not always sufficient resources available to both maintain current programs and address forward-looking goals and objectives. [EV24_0] [EV198] [EV11]

Institutional Planning is outlined in Board Policy (BP) 3250 and Administrative Procedure (AP) 3250, and the accompanying flowchart and tables formalize the College's multi-year planning calendar. Comprehensive Program Review (CPR) expands upon Annual Program Review (APR) to inform institutional governance committees about developments and needs in specific program areas and College services. Budget development is outlined in AP 6200, indicating integration with the planning system formalized in AP 3250. [EV34] [EV128] [EV54] [EV198]

Discussion concerning a new planning process began in 2008-2009. Initially, the Superintendent/president discussed planning issues with his staff and with campus leaders, and then brought planning ideas to the Strategic Planning Committee (SPC) for development. Very early on, planning participants realized that an annual process was needed for budget planning and consistent review of all programs. In addition, the need for longer-range planning that speaks to developing, reviewing, and updating the strategic plan, that allows programs to create long term goals, and that prepares for comprehensive and mid-term accreditation reports was also identified. Consequently, two planning cycles were established: an annual cycle, which relies on the APR and budget development for planning and assessment; a three-year cycle that relies on CPR, data gathering, and broader assessments of the community and the College. The three-year cycle results in review of the Strategic Plan, the Mission and Vision Statements, and Accreditation report preparation. [EV349] [EV34] [EV128] [EV195]

The SPC drafted the initial 2010-13 Strategic Plan, as part of the “Year One” process in the College’s three-year planning calendar. Accordingly, the previous Strategic Plan was assessed. Evaluation of progress on past goals from the 2008-11 Strategic Plan has been documented in a report provided to the Board of Trustees during their planning retreat in June 2010. The SPC gathered a variety of data, including program review information as well as a broad range of data gathered from a variety of sources. The College also conducted public meetings throughout Plumas County so that the final Strategic Plan would reflect community as well as College interests. The following list is a summary of data collected:

- Environmental Scan conducted in 2007-08 by Madrid Consulting under a grant from the California Community Colleges Chancellor’s Office
- Plumas County Economic & Demographic Profile 2008, 2009 by The Center for Economic Develop of CSU, Chico Research Foundation
- Annual Student Satisfaction Surveys spring 2008, spring 2009
- Title IX Gender Equity Review conducted by Good Sports Inc. in 2008-09
- Athletic Program Review conducted by California Community Colleges Athletic Association, spring 2009
- Confidential Employee Survey conducted by ModernThink LLC in spring 2009 (n = 98 respondents out of 207 distributed)
- Campus Climate Survey by Political Science 140 class, fall 2009
- Historical enrollment data since 2005
- Student success data per MIS Data Mart, Student Right to Know reports, and IPEDS reports (U.S. Federal “Integrated Postsecondary Education Data System).
- Surveys of Institutional Student Learning Outcomes, May 2009
- Staff vision exercise in January 2009
- Annual Program Reviews submitted by all College departments by October 31, 2009
- Comprehensive Program Reviews, by October 31
- Additional visioning exercise with all staff in January 2010, using fresh categories applicable to SEM planning, program planning and quality improvements to FRC
- Input from community forums conducted in Quincy, Chester, Greenville, and Portola during 2009-10

Thus, the College’s new Strategic Plan stands on a solid base of broad scope. Implementation of the 2010-13 Strategic Plan has begun with the formulation of detailed action plans for each

objective in the plan. Progress on these plans is to be monitored by designated individuals and committees. [EV195] [EV303] [EV240] [EV377] [EV366] [EV236] [EV176] [EV371] [EV342] [EV24] [EV198] [EV349]

Part of the revised planning system is the submission of the Annual Program Review each October to update program-level data, goals, new developments and budgetary needs for consideration in the annual development of the College budget. This process was inaugurated in October 2009, and renewed in October 2010 with the result that for each of these years, the College budget is based broadly on Strategic Planning Committee and Budget Committee review of program-level information from all parts of the institution. In addition, the budget development process takes into account the institutional goals contained in the Strategic Plan. [EV34] [EV128] [EV354] [EV170]

In addition to reviewing Annual Program Reviews each year in advance of budget development, the Strategic Planning Committee has charged administrators to review all Annual Program Reviews submitted by programs in their area of responsibility, and to provide a synthesis and overview. These overviews were prepared and reviewed in both 2009-10 and 2010-11, enabling synthesis, analysis and a comprehensive view of emerging needs and directions of development. [EV354] [EV170]

The budget development process for the 2010-11 and 2011-12 Tentative Budgets provides a good picture of the current level of integration between planning and resource allocation at FRC. Guided by AP 3250, the Budget Committee and Strategic Planning Committee have held joint meetings early in the budget development cycle, where the members of the two committees have reviewed the integrated process, discussed how to implement the integration in practical terms, and reviewed the fiscal context (state revenue forecasts, etc.). Part of the fiscal context in recent months has been the dire condition of finances for the State of California. Thus, in addition to Strategic Planning Committee recommendations, the Budget Committee has been guided by cost-reduction targets provided by the superintendent/president. In spring 2010, for example, the superintendent/president asked the campus community for cost saving suggestions and reviewed staffing priorities. Input concerning the priority of each position was gathered, and the superintendent/president summarized the input and released his determinations to the campus at large. The Strategic Planning Committee reviews the priorities using a scoring system, all of which provided additional guidance to the Budget Committee. [EV354] [EV170] [EV349] [EV344]

The result of these multiple interactions between the SPC and the Budget Committee was that the superintendent/president received a balanced Tentative Budget making minimal use the district's cash reserves. The superintendent/president presents the Tentative Budget to the Board of Trustees in May or June after making whatever minor adjustments may be needed based on late-breaking information. According to the requirements of the College's procedures for budget development (AP 6200), the superintendent/president must present to the Board of Trustees and to the Academic Senate president and the Classified Senate president a written justification for any modifications in the Tentative Budget. Development of the College's budget has been a very integrated process involving strategic planning priorities and a flow of information from other

committees, such as Strategic Enrollment Management or President's staff, into the SPC for consideration. [EV54] [EV173_3]

The timeline in the new planning process calls not only for review and revision of the Strategic Plan in Year three (2012-2013), but also for a regular review of the College Mission Statement, Vision Statement, and various master plans. In 2009-10, The Strategic Planning Committee delegated revision of the Mission and Vision Statements to an ad hoc committee organized by the Academic Senate. At the January 2010, Institutional Day meeting, discussion of the Mission Statement and a visioning exercise provided additional information and clarification to the Strategic Planning Committee. After the SPC finished reviewing and refining the draft Mission Statement, it was presented to the campus community in April 2010. All staff were allowed the opportunity to submit individual responses and suggestions. The superintendent/president also conducted a face-to-face oral review of the draft plan and draft Mission Statement on April 12 at a campus community meeting. Many suggestions and questions were received from individual staff. The same drafts were presented to the Board of Trustees for preliminary review prior to their April 15 meeting, and some Board input was received at that time.

Subsequently, the Strategic Planning Committee reviewed a revised draft Mission Statement and distributed it to the entire campus along with the new draft Strategic Plan in early April 2010. The draft Mission Statement was reviewed by the constituent senates, suggestions were made and later incorporated, and then approved. The Associated Students of Feather River College reviewed and approved the draft in late spring 2010. Cabinet approved the draft mission statement as revised at their meeting on May 6 and via online consultation in early June. The Board of Trustees reviewed the reviewed the revised draft at their planning retreat on June 28, 2010, and approved the final draft as part of a revised Board Policy 1200—Mission Statement on September 16, 2010. A process for review and revision of the College's Vision Statement was undertaken in 2010-11, using the input collected in 2009 and 2010. The Vision Statement, at the time of this writing, is in the final stages of approval. [EV195] [EV349] [EV100] [EV5_2] [EV190_4] [EV173_1]

College master plans have also been under review. After numerous discussions in 2009-10 and 2010-11, the Strategic Planning Committee agreed on a timeline for formulation of a new Educational Master Plan (to be called the "College Master Plan") with a ten-year scope, based on the existing 2007-11 Education Plan and Student Services Plan, as well as fresh input from staff and review of current data. This process continues during the 2011-12 year. [EV354] [EV350]

Self Evaluation

The College meets this standard. The College has firmly established an integrated process for planning, resource allocation and evaluation that promises to serve the institution well into the future. Implementation of the process has been steady, and improvements have been made along the way. A policy on Program Review has been drafted, for example, to provide clear guidance and expectations for program review. The draft policy was under consideration by the Cabinet and campus constituencies during 2010-11. This draft policy met with questions during shared-governance review, however, and as of this writing has not been adopted. In its place, the Strategic Planning Committee and Budget Committee continue to review APRs during budget development, and administrators continue to review both APRs and CPRs. In addition, the

superintendent/president has proposed a one-time “prioritization” review of all College programs as preparation for possible additional budget reductions. This process has been proposed to include review of APRs, CPRs, and strategic enrollment management data. [EV34] [EV128]

Implementation of the 2010-13 Strategic Plan goals and objectives remains subject to the availability of resources to some degree, and an evaluation of feasibility in this regard is under way. Master plans are still under review and revision, with completion of a comprehensive College Master Plan expected during the 2011-12 year. Given the demonstrated difficulty of revising master plans in addition to the Strategic Plan, Mission Statement and Vision Statement during Year One of the multi-year planning cycle, the Strategic Planning Committee has discussed a revision to the multi-year timeline. Members of the campus community seem to understand the planning and resource allocation processes, assuring appropriate review and input at crucial points. Implementation of goals and objectives has been assigned to specific individuals and committees, with individual administrators and managers responsible for reporting to the superintendent/president and the Strategic Planning Committee. [EV130] [EV350] [EV349]

Planning Agenda

- Consider revising the multi-year planning cycle so that review and revision of College master plans do not occur in the same year as development of a new Strategic Plan.

I.B.4 The institution provides evidence that the planning process is broad-based, offers opportunities or input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

There are a number of committees or groups that carry out the planning process on the Feather River College campus. The principal standing committees that focus on planning are the Strategic Planning Committee, the Strategic Enrollment Management Committee, the Budget Committee, the Council on Instruction, and the Student Services Council. Other standing committees, such as the Facilities Committee, also plan, but on a more peripheral level. The three constituent bodies—the Academic Senate, the Classified Senate, and the President’s Staff—also engage in planning by providing constituent input into the overall planning processes. These groups all participate in the shared governance process and in greater institutional planning. The Strategic Planning Committee is the most important driving force behind the planning process, involving members of all campus constituencies. The Budget Committee and the Strategic Planning Committee usually conduct two joint sessions annually for communication and planning purposes. Annual Program Reviews (APR) and Comprehensive Program Reviews (CPR) must now be completed by each department and unit on campus, and the reviews and the data results are distributed to planning committees. All planning groups rely on campus-wide input and the work of other committees shared through committee minutes and overlapping membership. Minutes and other planning documents are accessible to the campus at large through the public folders and the FRC website. [EV3] [EV5] [EV169] [EV170] [EV177] [E 226] [EV190_1] [EV308] [EV309] [EV326] [EV351] [EV354] [EV367] [EV368]

Self Evaluation

The College meets this standard. In the last Self Study it was recommended that the College develop a process for coordinating planning among various groups and committees, and that the three constituent bodies have more equal roles. In response to the recommendation, the College has implemented some significant changes that reflect the mission of a collaborative planning process. The Strategic Planning Committee developed a new Strategic Plan based on thorough consideration of input from the staff, students, and community members in campus service areas and embodies the cooperation among the planning groups. The Strategic Planning Committee and Budget Committee now meet jointly at least two times annually to communicate and develop budget strategies for a more collaborative and transparent system. [EV169] [EV170] [EV351] [EV354]

The SLOAC Committee has representatives from all three groups: President's Staff, Academic Senate, and Classified Senate. The committee has developed a planning process that includes SLOAC timelines for Faculty and Student Services staff. The group meets monthly, with bi-monthly meetings for special assignments. [EV326]

The College has strengthened communication and coordination throughout the planning process, ensuring the participation of all groups. The membership of college wide committees now has equal numbers of Classified Staff and Faculty. The Strategic Plan for 2010 – 2013 demonstrates the institution's commitment to this ideal in the section entitled "Development of the Plan":

The 2010 -13 Strategic Plan has been developed in a thoroughly collaborative, reflective, and data-based manner, using a variety of inputs and perspectives. The College's Strategic Planning Committee took the lead responsibility, but many faculty, staff, and students contributed comments and suggestions that worked their way into the finished product in community forums. (p.2)

Campus Community meetings are held several times a semester so as to inform the entire campus community of pressing issues and to gather input from all College members. Even at a small college, committees can function in relative isolation; the campus community meetings help open up and diversify communication. In conclusion, this standard has been met through the shared governance process and the integration of planning systems. [EV177]

The College is in the third year of this new planning process. Constituencies are still working out lines of communication and participation. For example, the content and evaluation provided in Program Reviews must be tracked and assessed by various committees and groups. While the Strategic Planning Committee and the Budget Committee work together, there is both discussion and creation of policy about determining the flow of information back to units, departments and programs, and through the senates or other shared governance committees. Such a structure will allow FRC to close the loop on its planning process. [EV169] [EV170] [EV351] [EV354]

Planning Agenda

- Finish developing policy and procedure 2511—Internal Communication if Participation in Local Decision-Making.

I.B.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

The College performs a variety of assessments and collects various types of data. The Office of Institutional Research interprets and analyzes data and then it is sent to relevant committees that have an interest in particular kinds of data. It is used to help create policy, to support planning, and to make decisions on various aspects of the College (for example, student recruitment). Data and assessment information is also communicated back to the campus through a variety of means, such as campus community meetings and constituent senate meetings. The Annual and Comprehensive Program Reviews are another way that assessment data is used for budget and planning and as a means of communicating program status, planning objectives, and ensuring quality. [EV24] [EV198]

Data about students is collected regarding student performance, rates of completion and persistence, retention, demographic information, and financial data. Information concerning student satisfaction is collected through annual surveys.

Assessment of Student Learning Outcomes has been occurring since fall 2009. The results, collected by the Office of Instruction, help individual faculty make changes to assure the quality of learning in their courses. This practice, which at FRC is called Student Learning Outcome Assessment Cycle (SLOAC), generates information that provides longitudinal data on course development and how students perform. SLOs for college wide performance will also be assessed in their own SLOAC process. These measurements will provide data on student learning trends and changes. [EV327] [EV329]

Information concerning workplace and campus climate, staff and faculty satisfaction, and participation of staff and faculty in campus decision-making and processes, is also gathered through surveys. A campus climate survey was conducted in 2010 and 2011 and has yielded useful information regarding attitudes about campus and diversity. Campus employees have been surveyed concerning work conditions, which provided guidance for the Office of the President to examine administrative and communication practices. An extensive student survey and an employee survey were conducted in spring 2011. [EV176] [EV176]

The Annual and Comprehensive Program Reviews allow all programs on campus to use data concerning demographics, budget, client flow, student achievement, and other information to assess program quality and development. [EV24] [EV198]

Evaluation of administrators, faculty, and staff is another form of assessment carried out on a regular basis. The results of these evaluations are used by supervisors and by planning committees with the College as a whole in mind to improve the level of management, teaching, and service.

The College recently implemented an integrated information system, SunGard's Banner. This system maintains a campus wide database for instruction, student services, human resources, payroll, finance, and financial aid. Banner provides real-time information that can quickly be

pulled from the system for assessment and data-driven decision making. While not an assessment tool, per se, Banner helps College personnel gather and assess data. [EV268]

Self Evaluation

The College substantially meets this standard. Assessment information is used by the administrators, managers, and various planning committees to help make informed decisions. For example, the president used the Employee Satisfaction Survey to guide changes in methods of communication and in administrative approaches to campus issues. Student Exit Survey information guided discussion about student services, scheduling, and curriculum and led to developing meal plans and support services. The Office of Institutional Research uses assessment information to complete projects or answer questions proposed by members of the campus community. [EV236] [EV362]

Information from survey-type assessments are usually made available to the entire College at Institutional Days or at Campus Community meetings. Assessment information may be available to specific committees or work groups so that information can be analyzed and summarized. Assessments deriving from the Annual and Comprehensive Program Reviews are available to the Strategic Planning Committee, the Budget Committee and the Academic Divisions. APRs for programs can be acquired by request to the Office of the President, The Office of Institutional Research, or can be viewed online. [EV391_6]

The Campus Climate Report is available on the FRC website under Institutional Research. [EV391_6]

Planning Agenda

- Implement remaining modules in Banner: Recruitment, Faculty Load, etc. These modules will eliminate a majority of the shadow systems.
- Continue to provide training on Banner to ensure quality data is entered and extracted.

I.B.6 The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

The Strategic Planning Committee (SPC) provides oversight of the College Strategic Plan implementation and general planning process. It reviews the effectiveness of the College's ongoing planning and resource allocation process and provides input to the chair of the committee, the superintendent/president, who ensures that suggestions are carried out to other governance committees for process improvement or modification. It was the SPC that in 2008-2009 recommended that the College adopt an Annual Program Review process and earlier budget development process. Furthermore, a new rubric was developed for reviewing Comprehensive Program Reviews (CPR) and Annual Program Reviews (APR) that provides an assessment weighted to take into account certain institutional priorities. [EV354_11]

The entire planning process, which includes a systematic method of evaluating the previous years' planning, is outlined in BP/AP3250 Institutional Planning. There are two cycles of review. One cycle is annual, whose function is to update the committees, request budget allocations based on program reviews, and set priorities for the coming year. The other planning cycle is on a three-year timeline, and is coordinated with revision of the Strategic Plan, the accreditation mid-term report, and with developing long-range visions for the College. As the College engages this process more thoroughly, the SPC will likely assess the effectiveness of the cycles and make necessary adjustments. [EV34] [EV128]

To facilitate participation by all members of the College community, the initiatives developed by the Strategic Planning Committee are provided to the other primary planning committees, the Academic and Classified Senates, and the Associated Students for review and input. In fact, specific aspects of the planning process are additionally given priority review by other committees. For example, the Council on Instruction is responsible for developing, reviewing and revising the Education Plan while the Student Services Council is responsible to do the same with the Student Services Plan. The Cabinet Committee is responsible for reviewing and updating the Board Policy manual with the aid of other groups on campus. The exchange of information provides continuous review and discussion about the effectiveness and assumptions of planning processes in which various constituencies and committees of the College cooperate.

The institutional researcher provides an array of background reports, demographic information, Chancellor's Office information, and institutional and enrollment reports so that the SPC can make informed decisions and guide the budget process. The Institutional Research Committee was formed in order to help the institutional researcher formulate the best questions about research information, review the research process, and help evaluate results.

Self Evaluation

The College meets this standard. The planning and resource allocation processes have improved significantly since the last Self Study. These processes are outlined in BP/AP 3250, Institutional Planning. These procedures and policies clearly identify existing practices as well as a timeline for review, evaluation, and modification as necessary. The Strategic Plan's objectives and outcomes provide a systematic procedure for meeting stated goals. The Strategic Plan gives both timelines and quantitative goals for the specific items. Information gathered as part of this process includes the APRs as well as operational planning produced by shared governance committees. [EV34] [EV128]

The implementation of the new annual cycle for institutional planning has led to the submission of program requests early in the academic year to allow for timely budget development. The Budget Committee meets regularly in the fall semester to review budget requests, information provided by the Strategic Planning Committee, and learn of state budget conditions. Due to the improvement of this budget allocation process, combined with strengthened institutional data collection and analysis, a fully developed budget is now completed by mid spring that has more campus support than in previous years. However, the integration of SPC and the Budget Committee is an ongoing effort and is continually being refined. [EV352] [EV353]

The Strategic Planning Committee takes information from Annual Program Reviews and analysis from the Strategic Enrollment Management Committee to set priorities in addressing Strategic Plan objectives. This process is much richer than in past years due to increased data analysis and validity that has come from the work of the recently implemented Office of Office of Institutional Research. Lastly, the SPC will continue to meet jointly with the Budget committee in order to collaborate on resource allocations.

Though the effectiveness of planning has been proven by the development of a solid Strategic Plan and associated planning documents (for example, the Education Plan), the systematic review of all plans and all processes has not been entirely formalized with a timeline for future improvements. [EV208_2] [EV352] [EV353]

Planning Agenda

- Develop a timeline for the review of all planning documents.

I.B.7 The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

Assessment of evaluation methods is an ongoing process. There are many different kinds of evaluation for different purposes and goals. Over the previous three years, there has been extensive review and revision of numerous evaluation tools. During the 2008-2009 and 2009-2010 academic years there was an extensive and detailed revision of the process for the evaluation of administrators and managers by staff and faculty. The new policies and procedures are explained in Board Policy (BP) 7150 Evaluation of Administrators and its relevant Administrative Procedures (AP) 7150, 7151, 7152, 7153, and 7154.

A new full-time faculty evaluation policy, procedure, and evaluation instrument has been under development by the Standards and Practices Committee since fall 2010. As of this writing in fall 2011, the new evaluation policy has been forwarded to the full-time faculty bargaining unit for evaluation and consultation, as the bargaining unit contract outlines the parameters of faculty evaluation. In 2008-2009 a new evaluation policy and instrument was developed for part-time faculty. [EV71] [EV72] [EV73] [EV74] [EV162]

The Annual Program Review (APR) and Comprehensive Program Review (CPR) process has improved as a result of an analysis of the evaluation mechanisms. This has been accomplished by the work of the Strategic Planning Committee. One function of the committee is to evaluate APRs and CPRs, thus allowing for an assessment of the process. Each year since its inception feedback from the participants in the process has been assessed and changes made to the CPR and APR process as needed. All sectors of the College must complete APRs and CPRs as part of a process of self-assessment, budgeting, and planning. [EV21][EV22] [EV23] [EV201] [EV202]

The Student Learning Outcomes Assessment Cycle (SLOAC) is another evaluation mechanism. Content and teaching methodology are evaluated by faculty and staff in relation to Student Learning Outcomes, the result of which is either a plan for improvement, or a designation that

the course is meeting SLOs. If the latter, it is then evaluated at the next Comprehensive Program Review. The process of SLOAC has itself been reviewed and evaluated and changes have been instituted as a result of faculty reflection. [EV326]

The Office of Institutional Research produces and analyzes information about the College that is used in many of these evaluation processes. This information is also used by the Strategic Planning Committee as it undertakes a meta-evaluation of all of the College's plans and processes. [EV282]

Self Evaluation

The College meets this standard. Feather River College has always undertaken fair and serious evaluation of faculty, administration, and classified staff. There has also always been some form of program review. However, since the last Self Study and with the implementation of a new planning process as outlined in BP/AP 3250 Institutional Planning, evaluation itself and assessment of evaluation processes has become more integrated into the culture of the College. The new evaluation of administrators was used in spring 2010 and found effective, though a few issues emerged that will need to be refined in the future. The new faculty evaluation instrument directly addresses Student Learning Outcomes and faculty development. The SLOAC process has been refined over the past two years so as to create a useful tool for faculty and the College that is integrated into the course planning process. The SLOAC process allows the College to continue improving its evaluation of the efficacy of academic and student services programs. This process includes analysis of all courses, degree and certificate programs, instructional support services, and student services. The three-year SLOAC process includes SLO development, implementation, mapping to other campus programs' SLOs, evaluation, and revision as needed. SLOs are reported on during the APR and CPR processes, ensuring relevance and effectiveness for integrated planning and effective assessment of the College's evaluation mechanisms. [EV71] [EV72] [EV73] [EV74] [EV162] [EV251] [EV326]

The implementation of a three-year planning cycle should provide useful longitudinal data for evaluation and assessment of evaluation processes. The Strategic Planning Committee and the Strategic Enrollment Management Committee (SEM) have taken on the roles of evaluating the College's processes, as well as assessing the overall evaluation of processes. The SEM Committee is finalizing matrices to effectively analyze academic and student services programs in order to provide information to the Strategic Planning Committee. While the implementation of the new Student Information System, SunGard's Banner, and the addition of a full-time institutional researcher has increased the effectiveness of assessment of evaluation processes, the development of longitudinal information, and the refinement of all planning and evaluation still needs fine-tuning. [EV346] [EV348] [EV351] [EV354]

Since the last Self Study, an institutional researcher has joined the staff and added a great deal of functionality to the evaluation ability of FRC. However, the College has little longitudinal data at present to assess their evaluation mechanisms and create a systematic review of effectiveness. [EV282]

Planning Agenda

- Complete the three-year planning cycle

- Implement the SEM matrices
- Continue the implementation of the SLOAC process
- Continue compiling longitudinal data using the Banner system.

Evidence List for Standard I

- [EV3] Academic Senate Agendas (sample)
- [EV5] Academic Senate Minutes
- [EV5_2] Academic Senate minutes May 2010 indicating approval of Mission Statement
- [EV7] Accreditation Newsletter (sample)
- [EV11] Administrative Overviews of APRs from January 2010 and December 2010
- [EV21] Program review evaluation templates
- [EV22] Annual Program Review timelines
- [EV24_0] Annual Program Reviews
- [EV29] AP 2510
- [EV34] AP 3250
- [EV35] AP 3260
- [EV54] AP 6200
- [EV71] AP 7150
- [EV72] AP 7151
- [EV73] AP 7152
- [EV74] AP 7153
- [EV87] Associated Student Body agendas (sample)
- [EV91] Athletic Program Review conducted by California Community Colleges Athletic Association, spring 2009
- [EV100] BOT minutes August 2010 (approval of Strategic Plan)
- [EV102] BOT minutes August 2009 indicating approval of BP/AP 3250 (institutional planning revision)
- [EV114] BP 1200
- [EV122] BP 2510
- [EV128] BP 3250
- [EV129] BP 3260
- [EV162] BP 7150
- [EV169] Agendas and minutes from Budget Committee
- [EV170] Budget Committee minutes from April 2010 showing development of budget prioritization criteria
- [EV173] Cabinet Minutes
- [EV173_1] Cabinet minutes May 2010 (review and discussion leading to approval of Strategic Plan)
- [EV173_3] Cabinet minutes May 2010 (review and discussion of AP 6200)
- [EV173_4] Cabinet minutes September 2010 (review, discussion leading to approval of Mission Statement)

[EV175] Campus Bulletin (sample)

[EV176] Analysis of Student Campus Climate Survey Report 2009

[EV177] Agendas and minutes of Campus Community Meetings. (sample)

[EV188] Classified Senate Committee agendas

[EV190_1] Classified Senate Minutes (sample)

[EV190_4] Classified Senate minutes May 2010 (review and approval of Strategic Plan and Mission Statement)

[EV195] Documents summarizing input for Mission and Vision Statements—Summary of Community Forums Input, Summary of Staff and Student Input, January 2010 Institutional Day Vision Exercise Summary (presented by C. Connell to SPC in February 2010), etc.

[EV196] Community Service Classes schedule

[EV198_1] Comprehensive Program Review from Office of Instruction

[EV198_2] Comprehensive Program Review from CalWorks

[EV198_3] Comprehensive Program Review from Admissions and Records

[EV198_5] Comprehensive Program Review from Marketing and Outreach

[EV198_7] Comprehensive Program Review from Business Services

[EV201] Comprehensive Program Review timelines

[EV207] Council on Instruction, agendas

[EV208] Council on Instruction minutes (sample)

[EV208_2] Council on Instruction minutes, update Education Plan (COI, 2011)

[EV211] Course SLOAC completion data

[EV216] Minutes from Curriculum Committee (sample)

[EV236] Employee Surveys

[EV238] Enrollment Management Plan 2011

[EV239] Enrollment Reports Summary 2004 - 2010

[EV240] Environmental Scan conducted in 2007-08 by Madrid Consulting under a grant from the California Community Colleges Chancellor's Office

[EV253] Agendas and materials for Faculty Flex Meetings (sample)

[EV268] FUN Minutes

[EV274] Agendas of Institutional Day Meetings (sample)

[EV282] Institutional Researcher Job Description

[EV295] Mission Statement

[EV296_1] Minutes of the Mission Statement ad-hoc committee, January 2010

[EV296_2] Minutes of the Mission Statement ad-hoc committee, February 3, 2010 [EV296_3] Minutes of the Mission Statement ad-hoc committee, February 17,2010

[EV296_4] Minutes of the Mission Statement ad-hoc committee, April 2010

[EV298_1] Multi-Year Planning Cycle documents

[EV298_2] Multi-Year Planning Process
[EV298_3] Multi-Year Planning Schedule
[EV299] MY FRC screen shot
[EV303] Plumas County Economic & Demographic Profile 2008, 2009 by Center for Economic Develop of CSU, Chico Research Foundation
[EV308] President's Staff agendas
[EV309] President's Staff minutes
[EV310] President's Updates (sample)
[EV317] Public Calendar from website screenshots
[EV326] Minutes for SLOAC Committee (sample)
[EV327] SLOAC course-level reporting form
[EV329] SLOAC certificate/degree-level reporting form
[EV331] Institutional Day agenda and SLOAC PowerPoint, spring 2011
[EV333] SLOAC Timeline
[EV335] Academic program and SLOACs
[EV336] Student Support Services SLOACS
[EV337] Academic program SLOs
[EV340] Student Support Services SLOs
[EV342] Staff vision exercise in January 2009
[EV344] Staffing triage list from spring 2010, showing summary of campus input (Supt/Pres email April 2010)
[EV346] Strategic Enrollment Management Committee Agendas
[EV348] Minutes for Strategic Enrollment Management Committee minutes (sample)
[EV349] 2010-13 Strategic Plan
[EV350] Report on Accomplishment of Goals & Objectives from 2008-11 Strategic Plan, June 2010
[EV351] Strategic Planning Committee Agendas
[EV352] Strategic Planning Committee and Budget Committee Joint meeting agendas
[EV353] Strategic Planning and Budget Committee meetings Joint Meeting minutes (sample)
[EV354] Strategic Planning Committee Minutes
[EV354_5] Strategic Planning Committee minutes Jan 20, 2010
[EV354_6] Strategic Planning Committee minutes Feb 3, 2010
[EV354_7] Strategic Planning Committee minutes May 19, 2010
[EV354_8] Strategic Planning Committee minutes April 21, 2010
[EV354_9] Strategic Planning Committee minutes Nov 17, 2010
[EV354_11] Strategic Planning Committee minutes September 18, 2009
[EV355] Strategic Technology Committee agendas

- [EV356] Strategic Technology Committee minutes, fall 2010
- [EV359] Student demographic data
- [EV361] Student Entrance Survey
- [EV362] Student exit Survey
- [EV366] Annual Student Satisfaction Surveys spring 2008-2010
- [EV367] Student Services Council agendas (sample)
- [EV368] Student Services Council minutes
- [EV371] Student success data per MIS Data Mart, Student Right to Know reports, and IPEDS reports (U.S. Federal “Integrated Postsecondary Education Data System).
- [EV375] Sustainability Newsletter (sample)
- [EV377] Title IX Gender Equity Review conducted by Good Sports Inc. in 2008-09
- [EV385] Vision Statement
- [EV391] FRC Website
- [EV391_6] Website planning pages

Feather River College

Standard II – Student Learning Programs and Services



Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

As the sub-standards below will demonstrate, Feather River College provides quality education, student support services, and library and learning resources for all students. These operations of the College are buttressed by rules and regulations in the Board Policy Manual as well as adherence to Title 5 of the California Education Code; using Student Learning Outcomes and the Student Learning Outcomes Assessment Cycle; and ensuring quality learning by hiring qualified faculty and staff. The College's commitment to the "whole student" in the strategic plan and the development college wide Student Learning Outcomes demonstrate the College's dedication to student-centered learning.



Standard II.A –
Instructional Programs

Feather River College

Standard II.A Instructional Programs

II.A. The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

As the sub-standards of this section will demonstrate, Feather River College offers a comprehensive lower-division education, including general education, transfer curriculum, and occupational and vocational programs. Both degrees and certificates are awarded. The quality of instruction is supported by a qualified faculty that meets or exceeds minimum qualifications and by published Student Learning Outcomes and the Student Learning Outcome Assessment Cycle. The Curriculum Committee and the Council on Instruction oversee the quality of curriculum and programs and the Academic Senate has priority in determining instructional issues.

II.A.1 The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

FRC offers a spectrum of options in transfer education, vocational education, basic skills education, and life-long learning, in accordance with the College's Mission Statement. The breadth, depth, and quality of academic programs are ensured by the Curriculum Committee and through the program review process.

The Curriculum Committee meets twice a month to review all curricular additions, modifications, and deletions. This committee's composition is defined by AP 2510 to include the chief instructional officer (CIO), division chairs, two at-large faculty members, and representation from student services and advising; the Academic Senate president may serve as an ex-officio member. The membership provides multiple perspectives from across the campus who vet all proposed curriculum actions. The committee has worked efficiently to keep pace with both routine curricular changes and new requirements such as incorporating Student Learning Outcomes in official course outlines and program descriptions. Curricular changes are initiated by the lead full-time and/or part-time faculty in an instructional program, submitted to the Curriculum Committee, then discussed by the committee and the lead faculty member to appraise the impact on the affected program. During this process, the connection between the proposed change and FRC's mission is considered. All curricular decisions must make sense in terms of the College's mission; such a requirement is even more necessary at a small college with scarce resources. Areas of general education, transfer, degree programs, and continuing education are always a main focus of the Curriculum Committee; however, the Curriculum Committee also carefully

examines opportunities and changes so that the College, as the Mission Statement says, “embraces opportunities afforded by our natural environment.” Some of these opportunities have a natural relation to workforce development and occupational programs in the area. After thorough review and approval by the Curriculum Committee, the actions are then forwarded to the Academic Senate for review and approval, and then finally submitted to the Board. [EV5] [EV216_4] [EV295]

Another level of scrutiny of instructional programs is provided by the program review process. All instructional programs are reviewed on an annual basis. In both the Liberal Arts and Sciences and Professional and Technical Divisions, programs are comprehensively reviewed every four years. In all program reviews, faculty members catalog and assess all components of their respective instructional program, including appropriateness of course offerings and currency of offerings; offerings are examined to make sure they correlate with developments within the field of study, and if certain areas of a program are in need of development, it is so designated. As part of the overall review process, Student Learning Outcomes are reviewed and revisions are made to official course outlines as necessary to reflect program changes, changes in the field, or changes in educational materials such as text books. These changes are in turn reviewed and approved by the Curriculum Committee. The Annual and Comprehensive Program Reviews are submitted to the Office of Instruction and division chairs, and are used to guide strategic planning and budgetary decisions. Additionally, each instructional program as part of its program review relates program needs and goals to specific guiding documents (e.g., Mission Statement, Strategic Plan, Education Plan), ensuring that planning and budgeting for instructional programs are in line with college wide goals. [EV24_0] [EV180] [EV198]

In a similar manner, the College chooses the fields of study it offers so as to meet its mission. Programs, and their pertinent courses, are developed through a shared governance process. A program has its origin with a faculty member, though sometimes the Office of Instruction contacts the appropriate lead faculty to discuss the development of new programs. In any case, the program goals and its course content are developed in accordance with College procedures and in accordance with California Education Code, as reflected in course development policy BP/AP 4020. A proposed program is usually given permission for further development and investigation by the Dean’s Council on Instruction (COI), which looks at all of the issues affecting the program and requests more information or suggests a particular direction to the proposed program. The COI is composed of the division chairs, the library director, the Instructional Resource Center director, the Academic Senate president, and the chief instructional officer, as established in AP 2510. The input of the COI may reflect in part local economic factors, community need, College or student need (e.g. a new opportunity for academic study or student interest in a particular field) or in the case of FRC, environmental opportunities or concerns. The Education Plan suggests various ways to assess the need for new programs, and for maintaining or eliminating a program upon resignation or retirement. After the initial examination by the COI is completed, proposed programs are discussed in the appropriate Division, the Curriculum Committee, the Academic Senate, and perhaps Strategic Planning (especially if any request for funding is involved). Appropriate curriculum will be developed as part of this process before there is any program approval. Courses that are part of a program must meet lower division requirements as set out by Title

5 of the California Code of Regulations and, depending on their nature (occupational or academic), must also be subject to an advisory committee review. Proposed transfer level curriculum is articulated to the two California university systems as well as the University of Nevada, Reno. [EV44] [EV137] [EV208] [EV230]

Although the College offers a number of programs aimed at nontraditional students or delivered off campus or through various distance education formats, these programs adhere to the same criteria and level of quality as on-campus offerings. These nontraditional programs include the Incarcerated Student Program (ISP), Mini-Corps, and Sojourn. Mini-Corps and Sojourn have their own unique curricula and provide instruction to under-served populations in California; the courses, however, have been through the regular Curriculum Committee process. On the other hand, ISP courses use the same curriculum and course outlines as those taught on campus. These offerings uphold FRC's standards for educational quality through faculty leadership in each of these areas, instructor evaluation, and program review. FRC students progress through programs achieving completion, certificates, degrees, or transfer at rates higher than the state average.

Self Evaluation

The College meets this standard. The Curriculum Committee has been effective in evaluating and approving curricular changes. This is primarily a result of the committee's broad representation (faculty, advisors/counselors, CIO) and a relatively consistent committee composition. Faculty representatives on the Curriculum Committee generally serve for more than one year, providing continuity and expertise in the face of ever-changing instructional offerings. Also, the Curriculum Handbook provides basic guidelines in all curricular areas, lending additional technical support to both committee members and campus members at-large. [EV217]

The program review process has improved over the last two years. The Council on Instruction has created a timeline in which Comprehensive Program Reviews for instructional programs are staggered (approximately four program reviews are completed each year), reducing the number of Comprehensive Program Reviews that are submitted simultaneously, and thus allowing for more careful review of their contents. Program quality is a focus of all instructional areas, and program development is undertaken very carefully only after thorough review. The addition of an institutional researcher has greatly improved data quality and data availability for program reviews. Program reviews are available for review by campus members or the public on the College website. The Education Plan is scheduled for an update and the Distance Education plan should be completed. [EV208] [EV391]

Planning Agenda

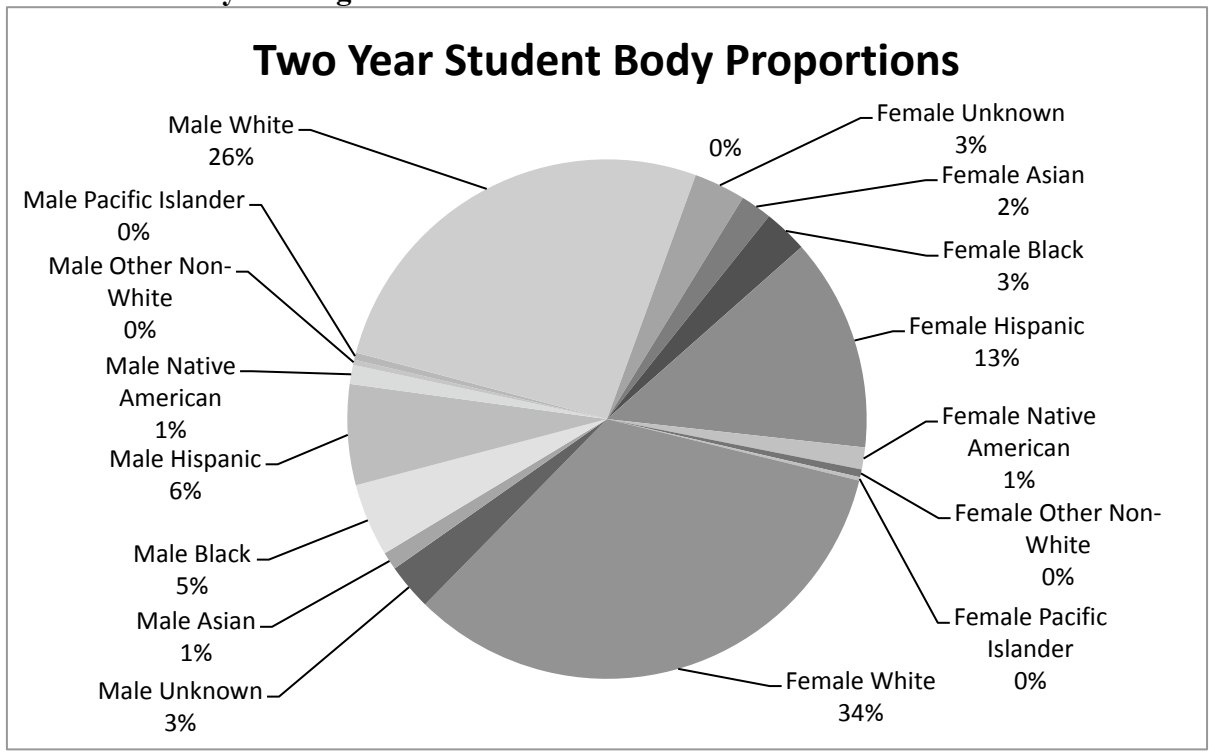
- Update Education Plan.
- Finish developing Distance Education Plan

II.A.1.a The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

Feather River College serves students from a wide variety of backgrounds. Students attend FRC from Plumas County, from other parts of California, Nevada, and from other states. Students arrive on campus with a diversity of skills, backgrounds, and academic interests and abilities. Students also come to FRC with many different goals: some to participate in unique programs, such as the Equine programs or Outdoor Recreation Leadership; others arrive to participate in a collegiate sport, such as rodeo (which also qualifies as a unique program), football, baseball, or cross country and track and field. It is, therefore, difficult to make generalizations about the student population at FRC. However, FRC takes steps to find common levels of preparation among students and to create curricula and support systems that meet students’ needs. Please refer to the table below for a breakdown of the student population, including underrepresented populations.

Student diversity – background characteristics



The Office of Planning and Research provides demographic and student data and assists faculty and staff in interpreting and analyzing it. This data was utilized in the 2010 and 2011

Annual and Comprehensive Program Reviews to rationalize decision-making and budget preparation. [EV359]

Feather River College approaches meeting student needs through a variety of methods. For example, assessment tests in English and math are given to all students taking six units or more at time of registration as one method used to determine the level of educational preparedness. The College has undertaken extensive analysis of placement methods and success rates, with mixed results. Please refer to Standard II.A.2 for a more in depth discussion of this issue. Another measure of student ability is often found via first-week classroom assignments given by faculty members to assess if a student will have the necessary background to succeed. Informed by this type of assessment, the College has engaged in an ongoing effort to schedule different skill-level sections of math, English, and Spanish at the same time to enable students to switch sections and thus to enhance and improve student placement. For example, as much as is practicable an English 101 section (college-level composition) is scheduled at the same time as a section of English 010 (pre-college-level composition) to enable students to move easily between sections based on competency. The math faculty also met to collaborate on developing a common assessment measure to check if proper course placement occurred. In the fall of 2010 and spring of 2011 math faculty members worked with the Office of Institutional Research, to study correlation of placement scores and eventual course grades. [EV9] [EV184]

Feather River College has given student satisfaction surveys in past years as a gauge of student needs. Examples of findings include: 1) students were concerned about the lack of extra-curricular activities, and 2) concern over the lack of course offerings. Efforts to address both of these findings have been taking place. A temporary advisor for Associated Students of Feather River College (ASFRC) was hired in fall 2010 to increase student life opportunities and an ad hoc scheduling work group committee was established to improve course offerings in the schedule. However, the California budget shortfall has made it difficult to add more courses to the schedule. [EV366]

Much of the success of the institution, in its desire to better support student learning, has been the result in part of student learning outcome assessment (SLOAC). Faculty have developed course-level outcomes for all of their courses that allow students to match their learning needs with the learning outcomes of a course. In addition, every student service program has identified Student Learning Outcomes. This, again, allows students to match their needs with the services offered at the College.

The College has pre-requisites in place for math and English that help provide proper student placement. However, lead faculty members are currently working on developing more pre-requisites to ensure that students will be better prepared for classes they take. The Curriculum Committee has been carefully monitoring the pre-requisite discussion taking place at the State level for guidance on how to proceed with this endeavor. [EV216_4] [EV306]

Self Evaluation

The College substantially meets this standard. Meetings have taken place between faculty leaders, administration and advising staff on the process of placing students in math and English. There has been improvement in this area, but more work needs to be done to support students and advisors in ensuring proper placement. Data needs to be better used in understanding student educational goals and tracking student academic progress. Though the College studies persistence rates of students in classes for Program Reviews, there is not sufficient data to determine the extent to which students of varying demographics succeed in their educational goals. [EV359]

Planning Agenda

- The Office of Institutional Research needs to continue to provide more data demonstrating demographic variables as they relate to student success.

II.A.1.b The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

Courses at Feather River College are generally offered in five major modes: face-to-face, online, hybrid (combination of face-to-face and online), correspondence, and, to a very minor extent, video-conferencing. Each of these can, in turn, be subdivided into lecture, lab, field, and discussion. The College recognizes that distance education (DE), particularly online courses, has certain advantages over face-to-face courses in that they permit students who live a distance from the College or whose schedules do not permit them to attend face-to-face courses to enroll and accomplish their educational goals. Thus, a range of online courses is offered each semester, yielding about 700 online enrollments each term. The College faces the challenge of offering courses to students across a large, rural and mountainous county in which a significant portion of its service population lives further away than a 45-minute one-way drive away in good weather conditions, or much longer during winter when road conditions are poor and heavy storms create treacherous travel conditions. Online courses provide a means of reaching these students. For a more in depth discussion of instructional technology on campus, please see standards III.C.1, III.C.1.a, III.C.1.b, and III.C.1.c. [EV218]

The College also offers, on occasion, hybrid courses that meet on campus one or two days per week and then have one or one and one half class-time hours occurring online. Hybrid courses have been developed for a number of reasons. In some cases, faculty make use of information technology to allow students to take quizzes, submit assignments, have forum discussions, or perform online activities, all of which bring diverse pedagogical approaches to the classroom. Hybrid classes have also allowed for difficulties with faculty schedules: Associate faculty instructors in certain fields are not always available to come to campus multiple times per week, therefore, a hybrid course allows the College to offer such classes. Hybrid classes also allow some flexibility to students who aren't able to come to campus due to athletics, family obligations, distance, etc. Overall, hybrid classes provide flexibility to

both students and instructors and allow the College to offer the classes which it otherwise might not.

The delivery of hybrid and online distance education courses improved due to upgrades in the FRC technology infrastructure; previously there were limitations on the use of technology in the classroom and on alternative modes of instruction that utilize new technology and media. The College has completed all priorities identified in the three-year Instructional Technology Plan, as revised in April 2005. Every classroom, for example, is now equipped with a full smart podium, data projector, large screen, and stereo sound system which allows faculty to easily integrate media of all sorts directly into their courses. It also means that those courses that rely heavily on technology are not limited to a handful of dedicated classrooms. The College also expanded its network support and eliminated all bandwidth restrictions that had been in place to maintain network stability. Faculty are now free to go “anywhere” on the internet and use any useful resource without limitation, which most instructors do on a daily basis. The result is that instructors and students no longer face obstacles to using internet-based learning elements in their classes. The College has also adopted Moodle, a software suite for delivery of online course content, similar to Blackboard. The use of Moodle has greatly enhanced all modes of online instruction. [EV357]

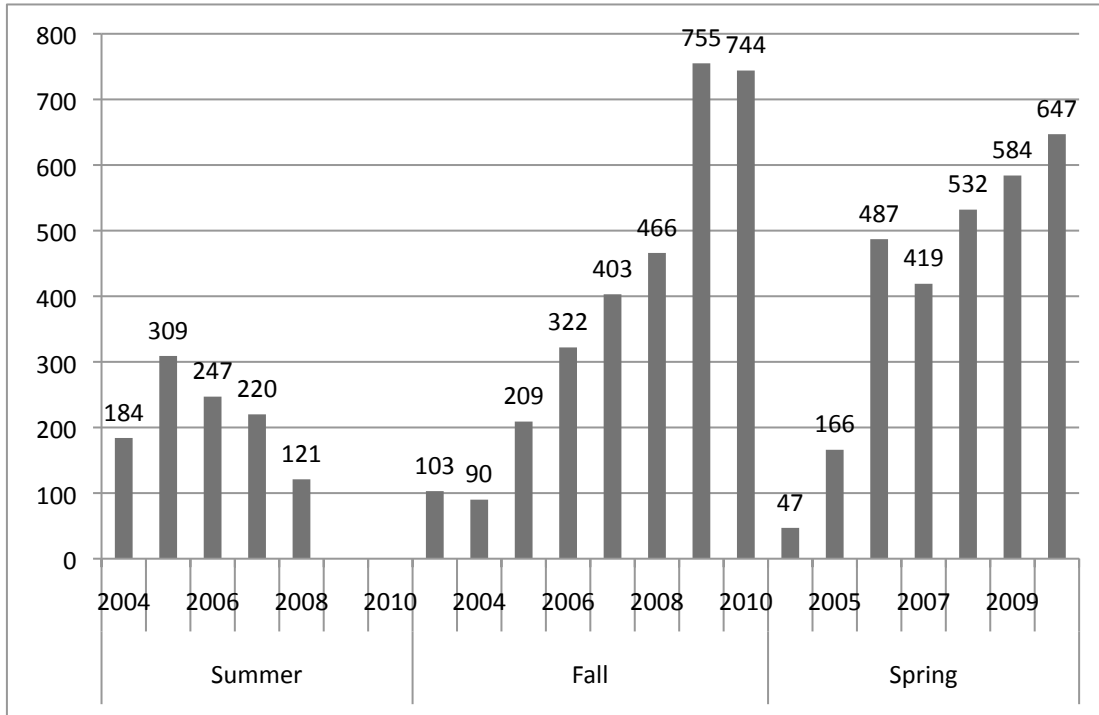
Since spring 2007, the College has offered correspondence courses to California state prisoners via its Incarcerated Student Program (ISP). These courses are Distance Education classes, but because the students are not permitted access to the Internet, the courses are entirely print-based. Course materials are mailed to students during the semester, students complete the work, which is then returned to instructors for grading and evaluation. For a number of the courses, this mode is supplemented by visits to the facility so that instructors can lead the students in labs or other instructional modes that are otherwise impossible to accomplish by printed material and the postal service. Overall, this use of the correspondence mode of instruction fits the students’ needs, despite occasional delays.

Video-conferencing course offerings have been intermittent and have received very low enrollments (never more than a single student at another location). In the early 2000s, The College had hope that video-conferencing courses to the Chester campus would offer students in that area new opportunities to enroll in classes. However, in 2009, the College concluded that because of the system’s low signal quality, poor communication between the two locations, constant technical glitches, and overall lack of student interest, it would be best no longer to offer video-conference classes.

During 2006-2009, the College expanded its course offerings using online, hybrid, and correspondence modes; however, since then the College has slowed its expansion of such classes (See Figure 1). For example, from 2004 to 2009, enrollment in DE courses (excluding ISP) increased each fall semester by an average of 52 percent. However, the increase in fall 2010 was only two and a half percent over fall 2009. Furthermore, as of the first week of spring 2011, DE enrollment decreased by one percent from spring 2010. Since fall 2009, the College has declined to offer some online or hybrid courses that had been previously offered. [EV218]

The emphasis in the past two years has turned to offering a more limited set of online and hybrid classes in which the College has a high confidence in the quality of instruction occurring in those modes.

FRC distance education enrollment – excludes ISP sections



The College determined through course and instructor evaluation that the rapid expansion of DE courses during the previous decade led in some cases to the offering of classes that contained little in the way of course content and/or student-instructor contact. Indeed, the College has turned from the question “How can we offer more online courses?” to “How can we ensure quality instruction in the DE courses we now offer?”

One area of expansion of online learning is the growing number of instructors who offer supplemental materials or student assessments online for their face-to-face classes. Faculty have become familiar with Moodle, the online course delivery system, through learning sessions during faculty flex and an increased understanding of its usefulness. Instructors are able to put course materials, discussions, tests, and assignments into a course’s Moodle website to augment the work done in class. For example, faculty may post their in-class PowerPoint slide shows on the course’s Moodle site so that students can study them outside of class, or they may have students do quizzes or engage in discussions online, thus freeing up class time for other activities or topics. For example, in fall 2010 out of the 12 face-to-face classes in the Social Sciences (history, political science, and psychology) on-campus, all but one had some Moodle component. Instructors are thus trying various modes of instruction within the context of face-to-face classes in order to reach students in new ways and reinforce classroom learning. The distance education coordinator has also created additional instructional supports for instructors, as well as a virtual faculty lounge, in order to improve the faculty’s ability to deliver online courses.

The next step in the College's approach to differing modes of instruction is the new Learning Resource Center and its new multimedia classroom. The classroom was designed with input from faculty, the instructional technology specialist, the director of facilities, and outside consultants with the aim of permitting instructors and students to experiment with new modes of instruction. The room, which seats 40 students, is planned to feature several projection screens and a smart white board which will provide a very flexible platform for presenting course content in new combinations. The classroom will also be equipped with both video-recording and video-conferencing hardware. The former will allow instructors to record and edit lectures for distribution either to supplement the class or as a foundation for building a new DE course. The video-conferencing hardware will permit the College to offer a high-quality learning experience to students located elsewhere in the College's service area. It is hoped that the new hardware, which will connect with similar hardware at the county's public school sites, and the design of the classroom will allow students in more remote areas to take advantage of modes of learning other than online.

Self Evaluation

The College meets this standard. Overall, FRC ensures that the various modes of instruction and course delivery maximizes student learning. The ISP model works well, though there are occasional delays receiving student work from the prisons and delivery course materials to them. However, a part of this situation is beyond the College's control since the prisons use their own educational support staff at the site. The College has completed the implementation of its 2005 Strategic Technology Plan, providing students and instructors with new opportunities for learning. There has been discussion about requiring students to take an online training module so that they can be successful with online learning, and on the faculty side to require faculty to be trained in using DE effectively. At this time, though, neither idea has been formally implemented nor instead the College relies on individual instructors to provide the students with appropriate knowledge at the beginning of their courses; instructors are encouraged to seek support from the Distance Education specialist. The Student Handbook (pages 8-11) contains information on technological resources available to students. During the previous accreditation cycle one could describe the rapidly changing state of delivery modes at the College as a period of transition or even revolution, but now a more accurate description is that the College is in a period of *reassessment* as it seeks to understand the results of the changes previously implemented. One example of this is the development of the Distance Education Plan, which carefully considers the issues of quality and purpose of DE at the College. [EV363]

Planning Agenda

- Complete the Distance Education Plan including assessment of the effectiveness of online and correspondence courses.
- Evaluate the effectiveness of Moodle-based supplementary websites for courses.
- Seek to eliminate delays in the delivery of course material in the ISP in order to maximize student-instructor contact in courses that use the correspondence mode of instruction.

II.A.1.c The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

The institution identifies Student Learning Outcomes (SLOs) for courses, programs, certificates, and degrees. Student Learning Outcomes have been identified for all courses in the college catalog. A section for documenting Student Learning Outcomes has been added to the official Course Outline of Record (COR) ensuring that all newly approved or revised courses contain SLOs. One hundred percent of degree and certificate SLOs have been completed, though only 84 percent of them were listed in the 2010-2012 catalog. The process for developing the new catalog, due in fall 2012, will have ensured that SLOs are included for all programs. The College has also developed general education SLOs that are published in the catalog. [EV180] [EV378] [EV379]

SLOs at the course, program, certificate, and degree levels are created by faculty in their fields. In the creation of program-level SLOs, faculty take into account the content and purpose of the courses that form the program or support the degree. All SLOs are approved through the curriculum approval process incorporating approval at the faculty, shared governance, and Board levels. Thus, appropriateness of SLOs at the course, degree, program, or certificate levels is assured as is the level of achievement; that is, whether the SLO refers to college-level achievement, or in the case of basic skills courses, to a level of pre-collegiate learning which leads to college-level preparation.

The institution assesses student achievement of courses, programs, certificates, and degrees. Faculty are responsible for completing the Student Learning Outcome Assessment Cycle (SLOAC) for their courses and indicating what improvement is necessary. Faculty use a form developed by the SLOAC Committee for the assessment cycle of course SLOs. The form requires faculty to correlate learning outcomes with assessment methods, and then to consider the results in terms of the course purpose and success. The form includes a response area to suggest changes to be implemented in future iterations of the courses. The SLOAC reporting form also serves as a benchmark for historical review, indicating the results of the implementation of these improvements. The results of assessment and improvement are reported as part of the Comprehensive Program Review cycle. The SLOAC Committee developed a timeline to achieve comprehensive assessment and monitors completion of assessments through a tracking process. Five degrees and six certificates were reviewed during spring 2011 and others are in process. Several programs have developed capstone courses incorporating assessment of program and certificate SLOs in the program curriculum. Other programs are using portfolios as authentic assessment tools. The SLOAC Committee also provides assistance to individuals seeking resources on assessment. [EV327] [EV330] [EV333] [EV334]

There has been extensive discussion, training, support, and implementation related to SLOAC development. Venues have included: Institutional Days, a variety of shared governance committees, faculty in-service workshops, and departmental and unit meetings.

These sessions have also included discussion about implementing different kinds of improvements.

Through this dialog there have been improvements in the overall process by which SLOs are created, implemented and documented. There has also been increased understanding in the way SLOs can be assessed and how improvements can be developed. Faculty report productive results with identifying weaknesses and creating improvements; faculty also report an understanding of how SLOAC can be part of the overall teaching and learning experience.

SLOAC is also used in the planning process through the Annual Program Review. For example, in the Early Childhood Education program it was determined that in order to meet SLOs effectively, an observation room needed to be used and behaviors needed to be recorded for authentic outcome assessment. These points were documented in the department's Annual Program Review and ultimately an observation room and a camcorder were funded. [EV22] [EV202]

Self Evaluation

The College is meeting this standard in regard to course-level SLOs. An increasing number of courses are being assessed every semester on a regular schedule and at a steady rate of increase. SLOs are included with official course outlines and in syllabi, and full-time faculty create ways to assess SLOs for their classes. Faculty are developing authentic assessment methods in addition to performance based assessment such as tests and papers. Several programs, certificates, and degrees have gone through the first cycle of SLOAC during spring 2011 and will continue in spring 2011. General education courses were also mapped to the college wide SLOs as a first attempt at assessment. [EV334] [EV338]

Associate faculty are currently not required to assess SLOs for their courses. However, during the associate faculty flex activities they have been introduced to the process and the importance of it. Since the College is entering a negotiation year, completing SLOACs will be included in discussions with the associate faculty bargaining unit. Approximately 53% of courses are taught by associate faculty (average for 2009-10 and 2010-11), pointing to the need to move the SLOAC process forward in those courses.

Planning Agenda

- Ensure SLOAC completion for every course and place all courses on a regular SLOAC cycle.
- Increase participation of associate faculty in the assessment process.
- Continue assessment of program-level SLOs in Spring 2011

II.A.2 The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

Through a shared governance process, FRC follows local policies, as well as state and federal regulations, to lay the foundation for the development, evaluation and improvement of all curriculum. The diversity of student needs has resulted in a comprehensive array of courses and programs, ranging from developmental studies to advanced short-term classes for unique programs. The College relies heavily on its shared governance process for college wide decision making in all aspects of its instructional quality and delivery modes. Further, the College refers to its Mission and Vision Statements in improving and expanding any educational offering.

The Academic Senate has priority over instructional issues; as such, it has established several sub-committees that make major recommendations regarding establishing and evaluating the College's educational programs, including the Curriculum Committee, Academic Policies Committee, Standards and Practice Committee, and the Student Learning Outcome Assessment Cycle (SLOAC) Committee. In addition, there are several administrative committees that also work to ensure quality and continual improvement of all courses and programs. For example, the chief instructional officer (CIO) chairs a collegial governance committee called the Council on Instruction (COI) whose purpose is to guide the Office of Instruction and the CIO in achieving instructional goals; the chief student services officer chairs the Student Services Council, a governance committee that guides student service programs; the superintendent/president chairs the Cabinet, a shared governance committee that includes leaders from all constituencies of the College and whose purpose is to oversee and approve policy development on all levels, including the instructional level. [EV328]

In addition to the collegial governance committees that oversee the quality and improvement of student learning, there are major processes and documents that guide all educational opportunities at the College. For example, the College has both an Annual and Comprehensive Program Review processes in place that utilize information from many sources, including institutional research, advisory committees, and other best practices. Faculty and student service program leaders are at the heart of the program review process, and faculty/staff from different areas review other colleagues' programs to provide feedback and learn more about successful practices. The findings from program reviews feed into the development and improvement of the key planning documents that guide the planning and action of the College as it strives to fulfill its Mission. The plans include: 1) Strategic Plan, 2) Education Plan, 3) Student Services Plan, and 4) Facilities Plan. All of these plans integrate to become the foundation for the development and improvement of all College activities. Ultimately, they are incorporated as appropriate into the Strategic Plan for the institution. [EV22] [EV23] [EV201] [EV202] [EV230] [EV245] [EV349] [EV369]

The College also has two division chairs, faculty members who oversee the course offerings and scheduling and help maintain quality of offerings within the divisions of Liberal Arts and Sciences and Professional and Technical Studies. The division chairs are also liaisons between the faculty and the administration in areas of instructional quality and staffing. While the division chairs have no supervisory authority (which rests with the CIO as the head of the Office of Instruction), they do help organize evaluations, assess the evaluation of faculty, and make sure that a coherent schedule of courses is offered to students each semester. Division chairs also hold monthly meetings with the members of their divisions, in which various instructional and policy issues are discussed.

Collegiate, Developmental, and Pre-Collegiate Courses and Programs

The Curriculum Committee reviews and verifies quality and rigor in all collegiate, pre-collegiate, and developmental courses. A new subcommittee of the Academic Senate, the Basic Skills Committee, leads the development process to improve developmental course offerings and activities. Under the Basic Skills Committee, there has been evaluation of assessment testing and placement and subsequent student performance. The results have caused the College to review its placement guidelines and put in place prerequisites to ensure that students follow the necessary steps in pre-college level education. In addition, student and faculty evaluations are also done to support quality teaching and learning.

Continuing and Community Education, Study Abroad Offerings

Feather River College, per its Mission Statement, offers community education offerings so that life-long learning opportunities are provided to the county it serves. Both on-line (via a company called Ed 2 Go with which the College partners) and in-person offerings are given. The CIO and CSSO are leading the community-based offerings such as “cooking for kids” so that quality is ensured and that competition with on-campus courses is avoided. Study abroad offerings are rare, but in 2008 an art appreciation course was completed in China by the art program head faculty. Discussion about offerings in language development in Mexico and Spain has been ongoing, but not yet finalized.

Short-Term Training Courses and Programs

Short-term training courses have been offered in the Allied Health Program, including EMT certification and home-health aid training. Feather River College has also partnered with an agency called Sierra Rescue to help meet the demand for short-term training in swift-water rescue certification. The lead faculty member in Outdoor Recreation Leadership (ORL) has worked closely with Sierra Rescue to ensure the quality of the offerings that receive college units for the trainings that follow ORL course outline requirements. Student evaluation forms are also completed at the end of every Sierra Rescue class.

Programs for International Students, and Contract or other Special Programs

Currently there are no specific programs for international students. However, important services such as English language learner courses and tutoring are provided for them as requested. Feather River College has three special programs that offer course work off-site: 1) Mini-Corps, 2) Sojourn, and 3) Incarcerated Student Program (ISP). All of the course work provided to students from these off-site programs follows the same process and quality assurance that on-campus courses do. In addition, part-time directors have been hired and

assigned program oversight duties and act as a liaison with the College and other college programs.

Self Evaluation

The College meets this standard. To meet the Mission of the College, a broad spectrum of courses and programs are offered in the name of the institution, including: collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, short-term training courses and programs, programs for non-English speakers and international students, and contracted or other special programs. Per California Education Code requirements and those of the ACCJC, Feather River College provides high-quality instruction and programs regardless of type of credit awarded, delivery mode, or location. It is the responsibility of faculty and of the faculty-driven Curriculum Committee to ensure quality of courses, and to generate new courses or programs if needed. In the case of basic skills, for example, either the Instructional Resource Center director or the Basic Skills Committee has suggested to the Curriculum Committee changes in curricula that would better meet the needs of students. This is an ongoing process at the College. The appropriate method of delivery, course format (lecture or lab, etc.), target student population and so on is determined by the Curriculum Committee in consultation with the lead faculty member in the area, the appropriate division chair and the CIO.

The College's director of distance education has guided the Curriculum Committee in properly evaluating distance education courses. Since the last Self Study (and part of a recommendation from it), the College has developed a template and process for evaluating distance education courses. Further, the College has established a steering committee to oversee the Incarcerated Student Program's correspondence offerings to ensure quality of product and process.

Program review and SLOAC also ensure continued quality in the courses offered. As a result of SLOAC, an instructor may make changes to the Course Outline of Record—which is then approved by the Curriculum Committee—or to the method of course presentation. Likewise, program reviews are a place to evaluate effectiveness of courses and programs and to suggest, plan, or initiate change. [EV221] [EV328]

Planning Agenda

- Unique and special programs such as Mini-Corps, Education 2 Go, and Sierra Rescue should have a collective comprehensive review every four years to provide optimal planning and improvement implementation.

II.A.2.a The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

The institution uses established procedures to design and approve courses, identify learning outcomes, and administer, deliver, and evaluate courses. The committees and campus entities

responsible for administering and approving these procedures are the Student Learning Outcomes Assessment Cycle (SLOAC) Committee, Curriculum Committee, Standards and Practices Committee, Academic Policies Committee, Academic Senate, and Board of Trustees. Central to this process are faculty who are responsible for the design and development of outcomes, and the delivery and evaluation of courses and programs. Faculty use the information garnered from the established procedures to improve courses and programs as they find necessary. [EV208] [EV216] [EV326]

The procedures for designing and identifying learning outcomes for courses and programs are described in the College's Curriculum Handbook. All courses and programs have identified learning outcomes. Designing and identifying learning outcomes at the program level involves a process whereby faculty research outcomes and consult and collaborate with other faculty in their discipline and, if appropriate, work with advisory committee members to identify appropriate program outcomes. Faculty and program coordinators may consult with the SLOAC Committee for assistance with designing and identifying learning outcomes. [EV217]

The SLOAC Committee is a shared governance committee comprised of faculty members, classified staff, the CSSO, CIO, and the institutional researcher. The SLOAC Committee provides resources, such as forms and background information, to the campus for designing and identifying learning outcomes and also monitors campus-wide progress. Members of the committee also attend assessment conferences and report back to campus with presentations and material. [EV252] [EV257] [EV326]

The Curriculum Committee uses established procedures for approving courses and programs. The membership of the Curriculum Committee includes the chief instructional officer, division chairs, Academic Senate president [Ex Officio], Articulation Officer, registrar [Ex Officio], two Academic Senate faculty, one advisor/counselor, and the Associated Students president or designee. The Committee reviews new courses, programs, revisions of current courses, and course compliance with Title 5. These responsibilities are also specified in Board Policy 2510. Creation of new academic programs are also discussed by the Dean's Council on Instruction (COI) and if necessary the Strategic Planning Committee in addition to Curriculum Committee. The COI includes the CIO and five faculty members as designated by AP 2510: The Academic Senate president, division chair for Arts and Sciences, division chair for Professional and Technical Studies, Library director and Instructional Resource Center director. [EV122] [EV216_6]

Course delivery method (for example, classroom, on campus, classroom remote location, distance education), is decided by the faculty members involved in the course delivery, the appropriate division chair, and the Office of Instruction and CIO, taking into consideration such issues as student need, faculty availability, preparation, service area, and need for specific delivery methods.

Although primacy resides with the faculty, other constituencies have input into the delivery of courses and programs. Some of the other procedures that affect delivery of courses include: the shared governance approval of the Academic Calendar; the collaborative effort

between the CIO, division chairs, teaching faculty and the course scheduler to create and deliver the semester's offerings; and the assignment of teaching load governed by the contracts with the faculty bargaining unit, service area qualifications, and the availability of appropriate faculty. [EV181_2] [EV181_3] [EV184]

Courses and instructors are also evaluated in order to assure, and improve, quality. To obtain a broad-based and valid evaluation, a variety of procedures and methods are used. Evaluation includes a faculty member's self-evaluation, peer evaluation including observation in the classroom, student evaluations and a review by the CIO. The areas evaluated are classroom teaching, professional service, and currency in the faculty member's field. The Standards and Practices Committee is in the process of updating the faculty evaluation instrument. Completion of SLOs and SLOACs will likely be included in the new instrument. Tenure-track faculty are reviewed by a committee that meets with the instructor to discuss performance issues and teaching methods. Tenured faculty receive a complete evaluation every third year. [EV249] [EV256]

Programs and courses are evaluated with the Annual and Comprehensive Program Reviews. Procedures for evaluating courses and programs come from the Office of Instruction with consultation with the SLOAC Committee, the Council on Instruction, and Academic Senate. The Office of Instruction communicates course and program review schedules to faculty and program coordinators. The SLOAC campus wide plan provides an overview of course and program review schedules for the next several years. Faculty and program coordinators use the SLOAC Committee designed course and program review forms (recently updated) to evaluate courses and programs. From semester to semester faculty may use these forms to track the effectiveness of changes made, or ideas for future changes to courses including rationale for maintaining, changing, or identifying new course learning outcomes. [EV22] [EV202] [EV326]

Self Evaluation

The institution is effectively meeting this standard and is improving the process for the approval, administration, delivery, and evaluation of courses and programs. These improvements have focused on making the process sustainable and ongoing. Evaluation is being addressed in the Education Plan, Distance Education Plan, program review and SLOAC schedules and processes. The Curriculum Committee has continued to update the official course outline form and other materials as the College continues to understand with more precision the subtleties of SLOs and SLOACs. The Standards and Practices Committee continues to work on the new faculty evaluation instrument, and, at the time of this writing, is consulting with the full-time faculty collective bargaining unit in order to clarify contract and policy language. [EV222] [EV230] [EV333]

Planning Agenda

- Improve procedures for tracking the assessment of SLOs of courses and programs.
- Develop a process for administrative or shared governance review of completed SLOAC reports.
- Complete development of faculty evaluation instrument.

II.A.2.b The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

The College relies primarily on faculty expertise and the assistance of advisory committees for the identification of competency levels and measurable Student Learning Outcomes for courses, certificates, programs and degrees. New courses, certificates, and program revisions are designed and proposed by faculty per the needs of their program area, transfer needs, student requests, employment needs, and the community. Data collected in the Annual and Comprehensive Program Review cycles, the SLOAC process, institutional data, the Student Exit Survey, and advisory committee input assist in identifying competency levels and developing measurable Student Learning Outcomes at all levels. Faculty members are responsible for the development of course outlines in their disciplines and Student Learning Outcomes at the course, certificate, and program levels. [EV25] [EV199] [EV217]

Seven of the vocational programs have active advisory committees that meet regularly: Administration of Justice, Administrative Office Management, Business, Early Childhood Education, Environmental Studies, Equine Studies, Outdoor Recreation Leadership, and University Studies—Agriculture. The role of the advisory committees differs by program; some are advisory through discussion while others are actively involved in the determination of SLOs and/or competencies required to meet external accreditation, industry, or licensure standards. [EV16]

SLOs have been formally identified by faculty and approved for all courses by the Curriculum Committee. Full-time faculty members have been required to assess all their courses to establish a baseline from which course SLO assessment will proceed on a scheduled cycle. A template for reporting is used to record the course level assessment, recommendations for improvements and implementation of such improvements. Courses are reassessed prior to each Comprehensive Program Review. [EV216] [EV328] [EV330] [EV333]

Program and certificate SLOs have been identified and approved in all programs, though not all program-level SLOs were listed in the 2010-2012 catalog. Program and certificate SLOS were assessed in spring 2011 and will be assessed with each Comprehensive Program Review thereafter. [EV180]

Starting in spring 2010 the College started aligning departmental courses—including general education courses—with the college wide SLOs. Faculty completed a mapping-grid in which each course they taught was assessed in regards to the college wide SLOs it meets. These grids were then used to create an overall picture showing how the College addresses its college wide SLOs. [EV334]

Self Evaluation

The College is meeting the standard. The College has made strides in the development and assessment of SLOs at all instructional levels. New reporting forms have been created and are being used to maintain ongoing documentation of student learning, course, and program improvements. The results of the mapping exercises have been analyzed to determine strengths and gaps in campus-wide, program, degree and certificate SLOs. [EV25] [EV199] [EV328] [EV330]

As of fall 2011, not all programs have submitted their program-level SLOACs. Course-level SLOACs have been completed by full-time faculty; however, associate faculty have not completed their SLOACs as this is also a collective bargaining agreement issue. The addition of SLO creation and assessment responsibilities in the associate faculty collective bargaining unit agreement would be a good step towards integrating associate faculty involvement in this process. Assessment strategies continue to be developed including rubrics for assessing college wide SLOs, authentic assessment tools, and capstone courses. [EV181] [EV326]

Planning Agenda

- Increase participation of associate faculty in the assessment process.
- Finalize rubrics for college wide SLOs.

II.A.2.c High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

Feather River College's ability to provide high-quality education is most visible in the quality of its faculty. Selection of quality faculty and regular evaluation is guided by the full-time faculty collective bargaining agreement between Feather River Federation of Teachers AFT/CFT, AFL-CIO and the District, and by many Board Policies and Administrative Procedures in Chapter 7 of the Board Policy Manual. Searches for full-time, tenure-track faculty are always conducted on a national basis in order to attract the best candidate pool possible in a particular field. [EV64] [EV65] [EV76] [EV77] [EV81] [EV110] [EV161] [EV166] [EV181]

Dialogue concerning quality, depth, breadth, and level of courses within programs occurs mainly in the Curriculum Committee when the course outlines are created or revised, and degree and certificate programs are created or revised. In addition, programs in the Professional and Technical Division have advisory committees that provide necessary input from employers and the community. Another quality control is the articulation process between FRC and colleges within the California State University and University of California systems and with University of Nevada, Reno, and other regional universities. Articulation with universities requires that transfer-level courses reflect and meet the same level of content, currency, and learning as do university curricula. The Curriculum Committee determined that all general education and degree courses (whether as part of a terminal degree or transfer) should be transfer-level courses so as to ensure quality and rigor. In turn, basic skills courses and pre-college-level courses must be of a quality that prepares students for transfer level work. For all courses, instructors use the Carnegie hour to

calculate that there will be two hours of homework for each hour of lecture time. [EV44] [EV45] [EV47] [EV49] [EV137] [EV138] [EV141] [EV144] [EV158] [EV214] [EV215] [EV216] [EV217] [EV273]

Articulation is documented through the ASSIST system for general education and degree programs in the CSU and UC systems. The Articulation Officer is a permanent member of the Curriculum Committee and is responsible for implementing the agreements between colleges. However, the Articulation Officer position has been staffed as an interim position at 20 per cent of full-time load since 2004. A new full-time, tenure-track faculty counselor position has been approved by the Academic Senate, the Student Services Council and the President's Staff; this position will include articulation duties. However, the position is on hold for the near future as a result of the California budget crisis. [EV46] [EV140] [EV180] [EV258]

Courses are numbered according to criteria established in Title 5 of the California Code of Regulations. Numbering indicates whether the course is at collegiate or pre-collegiate level and also whether it is transferrable to the California State University and the University of California systems. Courses are scheduled in a cooperative arrangement among the CIO, the appropriate division chair, the scheduler, and the lead faculty in the discipline. Scheduling usually reflects student need within general education, degree, or certificate programs. Courses are offered on a semester, yearly, or bi-annual basis depending on need and staffing availability. [EV184]

Regular course evaluation by students provides information for faculty to improve their courses. In addition, students are surveyed about their overall satisfaction with their educational and student life experience at FRC. The spring 2009 Student Satisfaction Survey revealed that while students rated the quality of instruction in the "good" range, the class schedule remains in the "satisfactory" range. Students noted that it's often difficult to complete a degree program when certain required courses are offered every other semester. A spring 2010 survey revealed similar results with students noting the need for more evening, summer, and online courses to accommodate dynamic schedules. [EV210] [EV366] [EV378]

Student Learning Outcomes (SLO) have been developed in courses for each program to better assess the quality of instruction. In addition to SLOAC and Annual and Comprehensive Program Reviews, course and faculty evaluation, transfer rates, graduation rates, student satisfaction surveys, placement rates, licensure pass rates and other measures are used to document the quality of instruction. [EV239] [EV359] [EV378]

Self Evaluation

The College meets this standard by participating in local curriculum development based on student needs, shared governance, college policy and procedures, Title 5 regulations, and by utilizing the ASSIST system. Articulation agreements for specific programs such as the Agriculture program with Cal Poly's program are developed based on the rigor and breadth of the coursework students complete at FRC.

The College has worked to address the recommendations for improvement of this standard from the previous Self Study. SLOs for all courses have been completed. The Instruction Division has been diligent in completing program Student Learning Outcomes. All degree and certificate programs have completed SLOs at the program level, though not all appeared in the 2010-2012 catalog. They will be completed as part of the process of developing the new college catalog for 2012. Faculty have been completing the SLOACs for an increasing number of courses each semester with the aim of reaching 100 percent fulfillment.

The Educational Master Plan is currently in development. The development process has been discussed in shared governance committees such as the Council on Instruction. Several meetings have been held with the Strategic Planning Committee to discuss the process for updating and implementing the Educational Master Plan as an integrated plan along with the Student Services Plan and Facilities Plan based on pertinent data and research. [EV208]

The College has made progress on all fronts that improve course quality. Articulated courses are documented in the state wide ASSIST system. All Course Outlines of Record are now in public folders and the College website also supports a database of all FRC courses with up-to-date transfer information. Breadth and availability of course offerings was addressed as part of the 2010-2013 Strategic Plan in Strategic Direction II, Strategic Goal 2.2: [EV349]

The College will support coursework, programs and services that promote the “whole student” to bring success and civic engagement to its diverse student population while promoting self-sufficiency.

Strategic Objective 2.2.2 also gives specific direction:

The Office of Instruction will work with the Council on Instruction to review and improve class scheduling and academic calendar procedures.

While there is adequate breadth in the College Catalog, scheduling conflicts and course availability are the major challenges for students. The College continues to work with its scheduling procedures. When the state budget financial resources allow, the College will be able to offer more course sections in evenings and summer and online, which will ease some of the scheduling conflicts. [EV346] [EV348]

Planning Agenda

- Post articulation agreements in the public folders area of the campus email system.
- Develop an updated Educational Master Plan that addresses breadth of offerings within programs, especially the Liberal Arts.
- Offer additional evening, summer, and online course sections when state funds permit.

II.A.2.d The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

Feather River College is a small rural community college with a diverse student population including disabled students, basic skills students, student athletes, first-generation college students, returning students, ESL and Generation 1.5 students. Students' goals include transfer to a four-year school or university, terminal A.A. or A.S. degree, occupational training, or continuing education. Delivery modes and teaching methodologies take into account the differing needs and learning styles of these students.

Discussions and sharing of information about teaching methodologies and strategies continue at every faculty flex activity at the beginning of each semester. Information regarding teaching methodologies, strategies, and resources has been communicated through email, web pages and hardcopy to assist instructors with methodologies and delivery modes. In addition, faculty may use their professional development opportunities to explore new methods of presentation of materials.

Congruent with California State Education Code, Feather River College may offer credit courses in various modes: lecture hours, lab hours, field hours, or a combination of these. Within these limitations, however, College faculty employ a variety of modes of instruction, including traditional lecture, lectures with PowerPoint or other visual materials, game scenarios, whole group and small group discussion, collaborative work in groups, problem-based learning, field learning, experiential learning, online modules in face-to-face classes, online distance education, and computer-based learning. They continue to emphasize learner-centered opportunities, and to increase and refine their use of technology. Technology used, for example, includes "smart" classrooms, online learning systems, Moodle, PowerPoint, video projection, video conferencing and assistive technology, Google Earth, Skype, social networking sites, computer simulations, and YouTube). General instructional methods are identified on official Course Outlines of Record (COR) along with their corresponding SLOs and assessment methods. Faculty members are encouraged to develop new ways of delivering classes and to take into account student learning styles. A number of faculty combine several methods in order to try to reach students who have different learning styles, or, conversely, to use different teaching styles to deliver certain types of information or certain kinds of learning experiences. [EV357]

Courses make use of the teaching resources that the proximity to the surrounding national forest allows. The Equestrian Studies program, the fish hatchery and the Environmental Studies program, the Biology Department and the Outdoor Recreation Leadership department all make effective use of the College's extensive "natural labs." Ecological restoration work, working in school gardens around the community and helping to coordinate community events are part of FRC's Sustainability initiative. Experiential and sustainability issues are addressed in courses through field trips, service learning and action projects. They are also collaborating on sustainability themes in the curriculum in order to provide students

with relevant, current examples of these topics so that the themes are applicable to daily life. [EV394]

Faculty and students receive a significant amount of support from the Instructional Resource Center (IRC): tutors, computer-aided tutorials, workshops etc. The IRC staff is aware that students' educational experiences are different, that their skill levels vary considerably, as does their familiarity with college campuses and classes. For instance, older students who have not had any college experience and returning students who have been out of college for long periods of time often need help navigating the college environment. These students not only need help with course content, but they need help learning how to be successful in school. The IRC staff is aware of this and patiently helps students with basic computer skills, directs students to other resources on campus, and listens to students' concerns. The IRC offers supplemental instruction in math, writing workshops, and tip sheets. A full- and part-time Instructional Assistant in ESL/English and math, respectively were hired under the Basic Skills Initiative to work in the Instructional Resource Center. [EV94]

The TRIO/SSS Program provides learning support for academic success for students as well as student support towards completion of an Associate Degree and transfer to a four-year institution. Academic advising, assistance with admissions applications, scholarship applications, tutoring, financial literacy through program-sponsored workshops, and attendance at cultural events are all supported by TRIO/SSS.

Disabled Student Programs & Services (DSP&S) provides academic support services, specialized counseling, assistive technology, tutoring, and educational accommodations for students with verified disabilities. WorkAbility III, in collaboration with the Department of Rehabilitation and the DSP&S Program, offers academic and pre- and post-employment support for students who qualify. The diverse learning styles of students are supported by DSP&S. [EV225]

The College also offers courses under the department designation of "College" that teach students learning skills, help them understand their own learning styles, and provide them with good study skills. Study halls have also been implemented for student athletes who face unique challenges on a geographically isolated campus like FRC. Student athletes frequently travel long distances to compete, causing them to miss classes. Study halls have been implemented to help these students stay on track, make up work, and consult tutors for additional guidance.

In the last Self Study a self-identified recommendation was made that the College increase efforts to organize the Learning Communities initiative more effectively. As per the recommendation, Feather River College has explored the use of learning communities to provide a more conducive learning environment. A one-semester pilot project was organized to see if learning communities were feasible for the campus. However, the FRC campus and student population is small and many students already share classes, creating a sense of a common educational experience.

The self-identified recommendation to commit more resources to the campus IT network, so faculty can truly use the many resources of the internet in order to improve teaching is continually being addressed. A new position was added to the IT Department, MIS Specialist – Database Administrator to assist with issues regarding SunGard Banner. The College also hired a part-time Distance Education Coordinator and Webmaster (50 percent of full-time) to assist in committing more resources to the campus IT network and its utilization by faculty. Hardware deficiencies have also been addressed so that now bandwidth issues are no longer an impediment and FRC faculty have full access to the internet resources in the classroom and in their offices. Moodle, a software suite for delivering online course material, was also adopted, providing a consistent interface for the College's online courses. Please refer to standard II.A.1.b for a more in depth discussion of the instructional technology infrastructure. [EV357]

FRC addressed the recommendation to develop informative and consistent institutional research, in order to know how well we are serving students with respect to modes of delivery and learning styles, by hiring the institutional researcher. Since this hire in May of 2010 strides have taken place in the development of informative and consistent institutional research. For example, a Development Plan for the Coordinator of Institutional Office of Institutional Research is included in the Research Planning (Systems) Report Summary on the Feather River College website, along with other data, reports, matrices, Campus Climate Survey reports, Annual Program Review sets and Institutional SLOAC timetables. The institutional researcher continues to find solutions to the challenges of extracting data from the College's information infrastructure. [EV6] [EV391]

The final recommendation, to expand ESL offerings and advertisement of what is available for ESL students on and off campus and to strengthen partnerships with the local agencies serving non-English speaking residents is still in the process of development. The Instructional Resource Center hired an instructional assistant who helps with ESL in addition to other areas and is directed to increase opportunities for students. Although tutorial help is available for students for whom English is a second language, an ESL program is still being implemented. At this time, only noncredit ESL courses are in the catalog. Title 5 course outlines are being developed for academic, credit ESL courses to address the needs of ESL students. The campus ESL population is unique in that there are a small number of students with varying levels of competency and needs. [EV94]

Self Evaluation

The College meets this standard. Faculty and staff work continuously to accommodate the diverse learning styles of students and try to offer a large variety of instructional modes in order to accomplish this goal. The College has a well-developed infrastructure for delivering additional support to students with the Instructional Resource Center, DSP&S, the TRIO/SSS Program and other support services. [EV225]

The College also has a variety of technological resources available in many classrooms to enhance teaching delivery. The High Tech Center located in DSP&S offers a variety of assistive and adaptive technology for accessibility. The completion of the new Learning

Resource Center and Library should considerably enhance the use of technological learning resources on campus.

Courses and workshops are offered for faculty and staff in the use of technology to reach students and to improve learning for student success. Flex calendar activities and staff development funding supports faculty in exploring new opportunities for delivery and assessment of student learning. Until recently, faculty participated in flex activities as a group, whether the activity centered on technology or learning styles; now faculty flex also includes activities from a Chancellor's Office approved list that faculty may undertake themselves as an individual planned day to improve their classroom teaching or find a solution to address a specific challenge regarding delivery or method.

The Basic Skills Initiative has been addressed on campus. A new Basic Skills Committee has been formed as a sub-committee of the Academic Senate. [EV94]

Planning Agenda

- Expand ESL offerings to include academic, credit courses for ESL students.

II.A.2.e The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

Feather River College has developed a number of practices which provide guidance to the campus community to ensure that all programs and courses progress through an ongoing systematic review process for relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. Educational Code, Board Policy 4020 and Administrative Procedure 4020 (Program and Curriculum Development) outline a framework for program and course evaluation and implementation. Board Policy 3250 and Administrative Procedure 3250 (Institutional Planning) give structure to the program-level planning and budgeting process. With these guidelines in place, the College uses input from a broad base of its constituencies, including faculty, classified staff, and administration to implement review processes. In addition to the principal policies and Title 5 of the California Code of Regulations, the College also refers to its Mission and Values Statements, requirements for major programs, and formal review to evaluate courses. [EV34] [EV44] [EV128] [EV137]

Following are the four principal purposes to which the College adheres in its instruction:

- The offering of courses designed to satisfy the lower division requirement of four-year institutions.
- The offering of courses designed to provide direct employment in business, industry and public service agencies.
- The offering of classes, programs, and special services through which all persons in the community may broaden their educational, occupational and career potential and enhance their personal and cultural development.

- The providing of counseling, guidance and special assistance to individuals, that they may recognize their special abilities, needs and interests.

It is through the lens of these principles (also expressed in the College's Mission Statement) that programs and courses are designed and reviewed. The College offers the following types of programs and curriculum:

- General Education
- Lower Division
- College Education
- Career and Technical Education
- Continuing Education
- Community Service
- Learning Skills
- Other educational services provided by contract

Full-time faculty, who teach within their service area based on having advanced degrees, or holding an equivalency, have the responsibility of reviewing courses for their department with regards to relevancy, currency, and appropriateness to the field of study. Full-time faculty are also charged with indicating future needs and plans through a formal process (see below). Faculty regularly revise course content or mark courses for retirement when no longer relevant or appropriate. These courses are brought to the appropriate division chair for discussion and then to the Curriculum Committee for further discussion and action. Curriculum Committee discussion addresses the rationale for the change or retirement, how the proposed changes would affect students and the program in question; consideration is also given to how the changes would affect other programs that may receive a benefit from curriculum in other departments. The Curriculum Committee often asks for clarifying information. After various levels of discussion, the committee takes action on the course or program. [EV216] [EV217]

Faculty also have primary responsibility for developing the SLOs for the courses in their departments and for completing the SLOAC process for a specified number of courses each semester. The newly developed SLOAC reporting form helps faculty determine what kind of changes, if any, are needed in a course, and a procedure for subsequent evaluation of changes and their outcomes. SLOAC information is sent to the Office of Instruction and overseen by the SLOAC Committee. [EV327] [EV329]

Another important piece of evaluation of courses and programs occurs in the Annual and Comprehensive Program Reviews. Here, faculty discuss the previous year's developments in their departments, the current year's planning cycle and implementation of any new measures, and planning for the future year or years. SLOs are also taken into consideration as part of program development. Budget requests are included in these reviews so that plans and needs can be further and more accurately assessed. Attached to the program reviews are various data sets about student achievement, program completion, and demographics. Both annual and comprehensive reviews include this information; in the comprehensive review, however, there is careful analysis of the information. The comprehensive reviews also

examine on a broad scale the previous four years' progress and set major goals for future development. [EV24_0] [EV198]

The program reviews are used by the faculty to understand and plan change in their own programs and to make their budget requests for the next budget cycle. The Office of Instruction uses program reviews to understand areas of need and future development. The Strategic Planning Committee uses program reviews to help form planning initiatives and goals for the College and to make recommendations to the Budget Committee. The Budget Committee uses Program Reviews to help determine allotments.

Issues of relevancy of courses and programs are addressed in Annual and Comprehensive Program Reviews. Faculty regularly update, retire, or create new courses to meet changes in the field, satisfy student need, or support specific aspects of a program. When courses and programs are revised and updated, reference is also made to the Mission Statement and the Vision Statement of the College, and are also correlated with program-level and college-level SLOs. In all of these considerations, the needs, interests, and welfare of the students are the principal criteria against which revisions are measured. As such, Feather River College exists to meet the educational needs of people who could benefit from the programs and courses offered by the College, both within and outside the District. [EV24] [EV198]

Self Evaluation

The College is in substantial compliance with this standard. The College has always had a strong faculty culture of course and program assessment for relevancy, and continues to assess for this. One result of a small faculty is that individual members claim responsibility for their programs and take action. Faculty in the Professional and Technical Studies Division meet with their advisory committees to assess and evaluate the programs and courses for effectiveness and relevancy. All faculty are to regularly review their programs and update, if necessary, their courses every three or four years, depending on the Comprehensive Program Review schedule. General education course selection is reviewed and updated annually, with vigilance to sequencing and breadth for degree completion. Program review also provides an annual opportunity to review courses and curriculum in a program. The College provides faculty with information about courses, including historical trends in enrollment, student completion of courses, number of students in programs, program completion rate, degrees awarded, and total number of students in courses. Thus, it is possible to track trends with a program, which may result in areas that require attention or modification. [EV201]

Since the 2006 Self Study the College has made great strides in the development of the program review. Although reviews have existed for years on campus, they were not always in a form to be used effectively for development and evaluation. The SLOAC process has also improved to a point of regular and extensive implementation. In the 2010-2011 year faculty are required to complete the SLOAC process for three courses each semester, and to follow up on courses previously assessed. The goal for 2011-2012 is that all full-time faculty will have completed SLOAC on all courses they teach. [EV327]

However, there are still areas of weakness in the system. The Office of Instruction and the Strategic Planning Committee are still learning to implement these new materials in their deliberations. Faculty are also still learning about SLOAC; however, they are also finding new and interesting ways to use assessment to evaluate and alter their courses and programs if necessary. At the end of the spring 2011 semester, the College was well underway towards completing its first SLOAC at the degree and program level. Although the result will be helpful for future planning, only continued SLOAC at the program level will allow the College to gather enough historical data for thoughtful and considered change or development.

Although associate faculty members have received training on SLOs, the SLOAC is just beginning to include associate faculty. As some courses are taught only by part-time faculty, this is still an area that needs further development. Most programs are overseen by full-time faculty and are accounted for in area SLOs and area program reviews.

Planning Agenda

- Engage associate faculty in the SLOAC process.

II.A.2.f The institution engages in on-going, systematic evaluation and integrated planning to assure currency and measure achievement in its stated student learning outcomes for courses, certificates, programs including general and vocational education and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

FRC has adopted several methods to ensure the evaluation of Student Learning Outcomes to improve student learning achievement, and to improve the process of measuring and revising SLOs. First, the Curriculum Committee is the lead governance committee in ensuring ongoing evaluation and updates to curriculum, from courses to degrees. FRC has adopted a process to update all active course outlines every four years to correspond with the timeline for Comprehensive Program Reviews. Part of the update process includes reviewing SLOs and their effectiveness in measuring the skills identified in the general education curriculum and central to the College's mission. The Curriculum Committee chair and the Office of Instruction recommended that all lead program faculty review 25 percent of course outlines each year as part of the Annual Program Review process so that the workload is spread evenly over time, preventing work overload for the Curriculum Committee. [EV216_6]

The Student Learning Outcome Assessment Cycle (SLOAC) Committee is the primary governance committee developing processes and timelines for assessing SLOs. An assessment tracking instrument has been developed by the SLOAC Committee and Office of Instruction for course, certificate, degree and program outcomes (both for instruction and student services). The template requires faculty to explain student achievement in relation to stated SLOs. The faculty member makes one of several determinations in this process: 1) no change to the course or SLOs if there is a high correlation between achievement and the SLOs; 2) revision of the course content, method of presentation, teaching style, or books and materials so as to improve achievement; or, 3) revision of the SLOs if practice indicates that

the particular SLOs cannot be measured adequately or is deemed irrelevant to overall course design. This template has been designed to allow continued tracking within a single file over multiple years so that faculty and staff can easily see and refer to past changes and improvements from one assessment to the next. In other words, if results show that the SLO is out of date or not designating the proper outcome for the course, it can be changed. Through the template, faculty are required to address the currency of SLOs, evaluate their effectiveness, and make appropriate changes where necessary. [EV327] [EV328] [EV329] [EV330]

As part of the integrated planning process, the Comprehensive Program Review (CPR) template is used to assess past and current program performance, budgetary needs, and plan future growth or change. The CPR also has an SLO section, thus combining outcomes and program planning. This section generally refers to course-level outcomes, but program-level outcomes may also be discussed. Currently, faculty address outcomes in the program review's annual goal section. The use of these documents illustrates how SLOs may be used in the planning process at the course and program levels. [EV202]

SLOACs can also be used in Annual Program Review to determine and support goals and a related budget request. For example, the Early Childhood Education (ECE) program determined through the SLOAC process that an observation room would help meet program course SLOs. The ECE advisory committee also felt an observation room was needed. Both these pieces of information were documented on the Annual Program Review, and the project was ultimately funded.

All of the active courses include course-level SLOs. Full-time faculty members must assess each course every semester that it is offered. At this pace it is expected that all active courses, from vocational to general education, will have been assessed by fall 2012. Degree and program-level SLOs have been developed for all instructional and student services areas. The program-level and degree SLOs are very similar, and in some cases the same within instructional programs. [EV326]

Self Evaluation

The College partially meets this standard. Feather River College is moving from the "Development" to the "Proficiency" level in its progress and effectiveness in implementing SLOs as defined by the Accrediting Commission for Community and Junior Colleges (ACCJC) rubric for evaluating institutions. The important next steps for the College in expanding SLOs will be facilitating faculty and staff collaboration in evaluating programs as an integrated function. For example, this would entail assessing college wide SLOs for general education along with persistence and retention as a student services and support SLO. This will lead to the development of comprehensive assessment reports in conjunction with the Office of Institutional Office of Institutional Research. [EV324]

The Council on Instruction, the advisory committee to the Office of Instruction, and the SLOAC Committee have set this plan in motion by agreeing to create a general education assessment plan as part of the current Education Plan update. It is expected that the next Student Services Plan update will follow suit. [EV208_2]

The College is in a good position to achieve “Proficiency” and beyond in the next year or two with its core infrastructure and resources in place, most notably the SLOAC Committee. More professional development workshops on campus for assessment and teaching/learning improvement will be given by campus staff who have extensive training and experience in assessment and teaching pedagogy.

An important next step for FRC is to make the SLOAC results more available to constituents. This will be facilitated by the creation of a SLOAC webpage so that program and institutional reports can be archived along with assessment templates, resources, and training materials. In fall 2011, the SLOAC committee began to move into reviewing the course and program-level SLOACs in order to offer constructive feedback to faculty and student services areas. Feedback will become available to faculty in spring 2012.

Planning Agenda

- Develop SLOAC web page
- Complete general education assessment as part of Education Plan update.

II.A.2.g If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

Feather River College does not use departmental course or program examinations. Due to the small number of faculty teaching in any particular discipline (generally only one full-time person in each discipline), common exams across a department or program have generally not been necessary. However, discussion about a common English composition rubric and a common math transfer exam have been occurring in the last year due to more understanding of the assessment process for learning outcomes. Further, although many programs and courses in the Professional and Technical Studies Division prepare students to take an industry certification examination (e.g., Culinary Arts “Safe Serve” certification and the Allied Health EMT basic certification), no local department creates the certification exam. [EV10] [EV220] [EV237]

Self Evaluation

The College meets this standard. The continued development of diagnostic writing and math tests for key sections in English and math needs to happen. This will provide a way to monitor the effectiveness of the current Accuplacer placement system. The development of common tests across sections of the same course has yet to be addressed, but it may be useful to ensure consistent measurement of performance.

Planning Agenda

- Encourage departmental meetings to review exams and assignments to ensure consistent and reliable grading standards.

II.A.2.h The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with the institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

Student achievement is measured in outcomes and units of credit awarded. Achievement of Student Learning Outcomes are measured by faculty. Units of credit are awarded based on completion of the objectives of the course as stated in the syllabus, and as stated by the official Course Outline of Record (COR), the quality of the completed assignments and active participation of the student in the learning process. [EV212] [EV378]

The CORs contain several sections that specify the content and learning outcomes of the course. These include the Topic Outline, which lists the content of the course, the major goals of the course, SLOs, and methods of assessment. While a course presents a certain set of knowledge and skills to be learned, the assessment of SLOs by faculty shows that the knowledge and skills are achieved and demonstrated. [EV328] [EV378]

In addition to assessment of SLOs, faculty assess student performance by using generally accepted norms and equivalencies in the academic world, such as essays, exams with standard 10% grade demarcations, and rubrics. In part, these are guaranteed by faculty members whose training is certified by the awarding of Master's degrees, Ph.D.s or the equivalent. Another measure of the College's following norms and equivalencies is the articulation process. Successful articulation of courses with the University of California and the California State University System indicate that the College's curriculum meets university-level study, which in turn indicates that the courses reflect norms and equivalencies in higher education, and therefore the credit awarded for the courses reflects university-level work by students.

All Student Learning Outcomes go through the College's approval process, which includes approval of SLOs (documented in the CORs) by the Curriculum Committee, the Academic Senate, and finally the Board of Trustees, who approve the Curriculum Committee actions. All course outlines are updated every four years in conjunction with the Comprehensive Program Review Cycle. Faculty are evaluated regularly to insure the quality of instruction. The SLOs for all courses taught by full-time faculty have been mapped to the college wide SLOs. [EV5] [EV106] [EV210] [EV216]

Self Evaluation

Feather River College meets this standard. Qualified faculty are the primary members of the College who ensure course quality, assess, and grade student skills and work. In turn, course outlines and syllabi include Student Learning Outcomes that reflect the knowledge and skills learned in the course. SLOs and course outlines go through a rigorous approval process. In addition, faculty work with the articulation officer, or sometimes directly with a university, to ensure that courses meet accepted norms of higher education and can be regarded as transferrable, college-level courses. At this time, budget cuts have forced the articulation

officer to be a staffed at 20 percent of a full-time position. This situation will be resolved in the future, either through reorganization or reinstated budgets. [EV216] [EV217]

Planning Agenda

- The full-time faculty and participating associate faculty also should continue the mapping exercises until all courses have been mapped to program/certificate SLOs and program/certificate SLOs have been mapped to college wide SLOs.
- All associate faculty should be encouraged to participate in the course SLO process.
- Increased resources should be allocated to the articulation function and dedicated personnel assigned.

II.A.2.i The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

All degrees and certificates offered by Feather River College have designated Student Learning Outcomes. Mapping of course SLOs to college wide SLOs has been completed and the mapping of courses and activities to program and certificate SLOs is currently being addressed. In addition, the Curriculum Handbook has been updated and includes a more detailed description of the approval process including the creation and measurement of Student Learning Outcomes. [EV180_2] [EV216] [EV338]

Proposals for degrees and certificates enter the system through the Office of Instruction where an initial review is performed. They are then placed on the Curriculum Committee agenda and proceed through a three-tiered review process. The Curriculum Committee is a subcommittee of the Academic Senate and has an encompassing membership which includes the CIO, both division chairs, the articulation officer, the registrar [Ex Officio], the Academic Senate president [Ex Officio], two academic faculty, a counselor/ advisor, and the president or designee of the Associated Students of Feather River College. Dialogue in the Curriculum Committee has led to many clarifications of degree-granting intent, including the number of activity class units applicable to associate's degrees, the calculating of units for an associate's degree, and the counting of units in regard to multiple degrees. The Curriculum Committee reviews all degrees and certificates. Approved Degrees and Certificates are forwarded to the Academic Senate, and, upon Senate approval, are forwarded to the Board of Trustees for approval. Finally, the Office of Instruction works with the faculty member(s) to complete the required research and paperwork for a Chancellor's Office degree or certificate (18 units or more) proposal to seek final approval. [EV216] [EV379]

Communication of approved degree and certificate requirements along with program-level Student Learning Outcomes is achieved through their inclusion in the College Catalog. In addition, they are reviewed with each student during the development of their Student Education Plan. Student Education Plans have been collaboratively improved and stored on a shared drive to which all advisors have access. The revised process includes a mechanism for acceptance of units from another college or university. [EV180] [EV360]

Students file a preliminary petition to graduate at the end of the semester prior to their desired graduation date. At that time, graduation requirements are again reviewed by the counselor/advisor in the process of renewing the Student Education Plan. Preliminary petitions are audited by an alternative counselor/advisor to ensure the attainment of the degree or certificate. [EV219]

Self Evaluation

The College substantially meets this standard. Assessing SLOs is an ongoing process. According to the action plan of the Student Learning Outcomes Assessment Cycle Committee, the faculty are scheduled to have completed mapping of courses and activities to program SLOs. In addition, the faculty are required to include SLOs on all course syllabi. Student Services has completed an exercise mapping Student Services SLOs to college wide SLOs and to academic program SLOs. Initial steps have been taken to identify base-line data in Student Services as well as Instructional Support Services. The Curriculum Committee has a well-established process for degree and certificate approval; with the addition of an academic advisor to the Curriculum Committee, communication concerning changes and/or retiring of courses or certificates has been more efficient. [EV338] [EV379]

The initiation of common Student Education Plans (SEPs) and their storage on a shared server drive has improved student and counselor/advisor interactions. Student Education Plans (SEPs) are required for Veterans, Athletes and students on Financial Aid. The counseling/advising staff are encouraging every student to have an SEP before the end of their second semester. This increased usage of SEPs may be partially responsible for the 39% increase in degree and certificate completers from 08/09 to 09/10. [EV360]

The SLOAC Committee has a comprehensive agenda and is continuing to move the College into full implementation of the SLO assessment process. In addition, a concerted effort by the Office of Instruction is being mounted to encompass associate faculty into the SLOAC process. Time will be provided for SLO assessment training at the next associate faculty meeting.

Planning Agenda

- Train adjunct faculty in the assessment of SLOs.
- Investigate creating a Curriculum Committee web page to enhance communication and information retrieval concerning course revision/approval and other curricular changes.
- Standardize the format of program and certificate presentation in the catalog.

II.A.3 The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Narrative

Feather River College puts general education at the center of the education it offers students. All degree programs and transfer patterns include twenty-four units of general education. The

College catalog for 2010-2012 includes the following philosophy statement, developed by the Curriculum Committee, entitled “Philosophy and Rationale for General Education”:

The philosophy that underlies the provision of an undergraduate breadth requirement for students at Feather River College is that education should be based upon an essential or prescribed body of knowledge dealing with the heritage of humankind. FRC’s rationale for a general education component is based on the objectives set forth in the President’s Commission on Higher Education (1947). (p. 73)

The philosophy statement combined with the eleven objectives from the President’s Commission on Higher Education (also printed in the catalog) explicitly articulate the College’s commitment to education for citizenship, personal responsibility, family life, emotional and physical health, and critical thinking as well as general knowledge of the arts, humanities, and sciences. Courses in entrepreneurship have recently been added that require presentational and writing skills, mathematical skills, creative and critical thinking skills as well as knowledge of business practices and procedures. The College’s philosophy is reflected in the FRC general education requirements in which students must complete courses in communication and critical thinking skills, the natural sciences, the arts and humanities, social and behavioral sciences, American Institutions, and health and well-being. [EV180]

Accordingly, FRC’s General Education requirements are broken down into six broad areas of knowledge—labeled A-F, which include Communications, Natural Science, Humanities, Social and Behavioral Sciences, American Institutions, and Health and Exercise Science. Additionally, students are required to complete a lab science as opposed to any natural science class. Transfer students must follow a pattern of general education courses that is accepted by the transfer institution and which also satisfies their general education requirements. The Feather River College general education requirements for a degree and the general education requirements for a transfer pattern coincide with each other so that all students seeking to graduate with a terminal Associate Degree, to transfer with an Associate Degree, or to transfer without an Associate Degree receive a full and broad general education in accordance with Feather River College’s philosophy of general education. [EV180]

These general education courses, as do all courses, have Student Learning Outcomes (SLO) incorporated into the course outline of record (COR). The SLOs for these courses correlate to the content of the courses and the methodology presented. The catalog description, number and type of units, a detailed outline of topics and content, assessment methods, types of work assigned, and reading or educational materials for the course is also listed. Each course must undergo a Student Learning Outcome Assessment Cycle (SLOAC) in which the effectiveness of the course’s SLOs is evaluated. The courses are also aligned with the college wide SLOs. College wide SLOs are addressed in standard II.A.3.a.

Through the Curriculum Committee, a standing committee that is a sub-committee of the Academic Senate, FRC faculty determine what courses are to be included in the various general education patterns. The Curriculum Committee is composed of eight members. Four of the members are faculty: two of the faculty are the division chairs and officially represent

the interests of the Liberal Arts and Sciences division and the Professional and Technical Studies division; the other two faculty members are appointed as at-large members by the Academic Senate. Other members of the Curriculum Committee are the chief instruction officer, the articulation officer, the advisor / counselor, the registrar (ex Officio), the Academic Senate president (ex Officio), and the Associated Student president or designee. While all committee members cooperate on developing curriculum policy (including general education), the faculty members have a special role selecting courses that are appropriate for general education, that are balanced in terms of disciplines and content, and will provide adequate preparation and foundational knowledge for students, in accordance with the policy as it is published in the catalog. The SLOs are evaluated by the committee for their intended area of assessment and their appropriateness. [EV216]

All policy and curriculum decisions are overseen by the Academic Senate. At every monthly meeting the membership of the Academic Senate, which is a Senate-of-the-whole, discusses the actions of the Curriculum Committee and either votes to approve, asks for clarification, or returns specific items to the Curriculum Committee for further work or reconsideration. The recommendations of the faculty through the Senate are then forwarded to the Board of Trustees for approval.

The list of approved general education courses is published in the FRC catalog (p. 76). The general education courses were revised in spring semester of 2010, as noted in the catalog. In addition, the list of general education courses carry the following notations: “Submitted to Curriculum 2/17/2010” and “approved by Curriculum 4/21/2010.” The notation indicates that general education at FRC is a policy and regimen overseen by faculty. In addition, the general education patterns that support transfer education for CSU, UC, and UNR are also approved by the Curriculum Committee. The Feather River College “General Education Breadth Requirements: California State University System” carry the following notations indicating faculty involvement: “Submitted to Curriculum January 21, 2010” and “Approved by Curriculum April 21, 2010” (p. 77). The UNR transfer core and the UC / Intersegmental General Education Transfer Curriculum are scheduled to be reviewed in the preparation for the 2012–14 catalog. [EV180]

Self Evaluation

Feather River College meets and exceeds this standard. General Education Courses are updated regularly in a conscientious manner through a faculty-driven system. All students enrolled in degree or transfer programs complete an appropriate general education curriculum. Recently there has been discussion concerning double-counting general education and courses designed for a major with a degree. The issue of concern was the double counting of units between similar majors, thus allowing students to take only minimal units above those required for the first degree while earning two or more degrees. This situation is a result of FRC’s small size and limited number of courses. Within this discussion, the question of double-counting between general education and a major also arose. After lengthy discussion, the Curriculum Committee decided to allow eight units to be double counted. [EV15] [EV269] [EV360]

SLOs at the course level have been incorporated into all courses at the College, including general education courses. After a semester has finished, full-time faculty are required to perform an assessment of SLOs, the SLOAC, and either make changes for improvement, or designate the course as satisfactory. If the latter, the course will be reviewed at the next Comprehensive Program Review.

SB 1440, which creates what are called “transfer majors,” may have an effect on how general education courses and courses for a major are counted. However, at this time it is too early to know the effect or FRC’s response. The situation will bear monitoring by the Curriculum Committee.

The College is currently preparing for the publication of a new two-year course catalog (2012-2014), which provides a natural opportunity for General Education review. The Curriculum Committee, academic divisions, and other bodies on campus are currently pursuing discussions on this subject.

Planning Agenda

- Analyze the consequences of SB 1440 on general education, degree programs, and transfer curricula.
- Align the review process for UC and UNR general education transfer courses with the process for CSU.

II.A.3.a General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences and the social sciences.

Descriptive Summary

Please refer to standard II.A.3 for an overview of the structure of general education. Feather River College’s general education requirements thoroughly incorporate the three major areas of study: the humanities and fine arts, the social sciences, and the natural sciences. While covering these areas, the general education regimen is broken down into six broad areas of knowledge, labeled A-F, which include Communications, Natural Science, Humanities, Social and Behavioral Sciences, American Institutions, and Health and Exercise Science. Additionally, students are required to complete a lab science as opposed to any natural science class. These general education courses, as do all courses, have Student Learning Outcomes (SLOs) incorporated into the course outline of record (COR). [EV180_4] [EV378] [EV379]

Courses are also aligned with the college wide SLOs. The college wide SLOs were constructed from the College’s mission statement, the Philosophy and Rationale for General Education, and include the core competencies desirable in a collegiate-level general education curriculum. The college wide Outcomes specify that upon completing a degree or certificate at FRC, students should be able to demonstrate seven core competencies. The College has made strides towards aligning these course-level SLOs to SLOs at the program and college wide levels. [EV339]

The seven college wide learning outcomes are used for general education as well as for all of the learning that is accomplished at the College. The SLOs are: 1) communicate effectively, 2) critical thinking abilities, 3) competency in using information technology, 4) personal ethics, 5) sense of self, 6) relationship skills, and 7) citizenship. A college curriculum that includes a broad and substantial component of general education coursework intends that students learn not only the specific content and methodologies of specific fields or disciplines, but also that the concepts learned in the classroom can be applied to situations that exist in the world beyond the classroom.

During the fall 2010 faculty flex activities, the Student Learning Outcomes Assessment Cycle (SLOAC) committee led full-time faculty through a general education mapping exercise. The committee mapped the college wide SLOs with comprehensive general education skill areas (effective communication, critical thinking, information technology, ethical responsibility, personal responsibility, teamwork and collaboration, and citizenship). This process will be used to ensure that the College's general education courses align to the stated college wide SLOs. This mapping exercise showed the general education courses that address the college wide SLOs. The COR for these courses include SLOs that have been reviewed by the College's Curriculum Committee. [EV331] [EV332]

Self Evaluation

The College meets this standard. Through careful development of the COR, which includes course content, methodologies, and SLOs, the College ensures that students receive a solid general education as well as the foundational principles, application of methods, and development of skills within a particular academic area. The college wide SLOs ensure that the general education curriculum, as a whole, provides students with the necessary skills and methods for furthering their education and undertaking their roles as responsible members of society.

Input was solicited from all divisions of the College in the development of the college wide SLOs. In the spring of 2010, one of the main activities at the College's Institutional Day was a presentation of the college wide Student Learning Outcomes, resulting in rich discussions and leading to the development and "ownership" of the seven campus-wide Student Learning Outcomes. Findings from the 2011 Student Exit Survey and from the general education SLO mapping exercise indicated that the third learning outcome, Competency in Using Information Technology, should be re-examined and perhaps rewritten for more clarity. [EV339]

The SLOAC Committee has spent a significant amount of time discussing the curriculum, the theory of general education, and the spirit of general education in relation to Student Learning Outcomes. The committee decided that general education refers to those foundational and life-long principles and skills reflected the college wide SLOs. The College has therefore decided to use the college wide SLOs for general education as well. [EV338]

Planning Agenda

- An ad hoc group should be appointed to complete a new campus review of the seven college wide Student Learning Outcomes, especially with regard to the information technology outcome.
- Continue moving on the SLOAC timeline and close the assessment loop related to general education SLOs.
- Explore more direct assessment measure of students' learning of the general education SLOs.
- Program-level SLOAC data should be reviewed to assess student learning in these areas and how these skills are built in programs, and then revisit comprehensive general education SLOs.

II.A.3.b General education has comprehensive learning outcomes for the students who complete it, including the following: A capacity to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

Please Refer to standard II.A.3.a for a discussion of the development of comprehensive Student Learning Outcomes for general education courses.

As was discussed in standard II.A.3, the General Education Student Learning Outcomes have been adopted as FRC's college wide Student Learning Outcomes and integration of the outcomes into the course contents of general education classes has been implemented over the past three years. The outcomes are: 1) communicate effectively, 2) critical thinking abilities, 3) competency in using information technology, 4) personal ethics, 5) sense of self, 6) relationship skills, and 7) citizenship. [EV180] [EV339]

Student Learning Outcomes are developed in a number of ways in order to meet the college wide SLOs. For example, input comes from local unified school district professionals who meet periodically with the College to discuss expected student learning results (ESLRS), the equivalent of high school SLOs. This information is used to improve the College's ability to align post-secondary offerings with the needs of high school graduates within the district.

The assessment of student learning in general education curriculum occurs primarily at the course level. Some courses include research papers that require students to demonstrate information competency and the ability to acquire knowledge through a variety of means. Students are required to demonstrate learning outcomes through oral and written examination and presentations, demonstration, essays, research papers and other means of documenting achievement. Courses are evaluated through review of course outlines and syllabi by the Office of Instruction, by peer critiques, and student questionnaires. Students reflect on their learning of these skills in the Student Exit Survey. [EV212]

In addition to the college wide student learning outcomes, the College's general education scheme aligns with the areas specified in this standard, including oral and written

communication skills, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking. The general education scheme also includes social and behavioral sciences and the humanities.

Self Evaluation

Feather River College meets this standard by identifying comprehensive Student Learning Outcomes in general education curriculum. The college wide SLOs are conducive to the size of the institution and range of course offerings, and usefully serve as general education SLOs. However, the College should institutionalize the college wide SLOs as general education SLOs and more clearly align the general education course requirements to these SLOs.

The hire of a full-time institutional researcher in the summer of 2010 has helped with the collection of important student learning assessment data related to the general education SLOs, specifically in the Student Exit Survey, and in the faculty mapping exercises. Development of SLOs for all courses, the institutionalization of the SLOAC process, and development and publication of college wide SLOs has clarified and strengthened the expectation of the general education curriculum. The SLOAC Committee has a solid timeline for completion of assessments related to general education and other outcome work. [EV333]

Planning Agenda

- Continue moving on the SLOAC timeline and close the assessment loop related to general education SLOs.
- Institute more direct assessment measure of student learning of the general education SLOs

II.A.3.c General education has comprehensive learning outcomes for the students who complete it, including the following: A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

Please refer to standard II.A.3.a for detailed discussion about development of the comprehensive Student Learning Outcomes for general education.

As was discussed in standard II.A.3, the general education Student Learning Outcomes have been adopted as FRC's college wide Student Learning Outcomes and integration of the outcomes into the course contents of general education classes has been implemented over the past three years. The outcomes are: 1) communicate effectively, 2) critical thinking abilities, 3) competency in using information technology, 4) personal ethics, 5) sense of self, 6) relationship skills, and 7) citizenship. [EV180]

The general education curriculum at FRC incorporates and implements these outcomes both as a comprehensive body of knowledge and in each individual course. Further, the College has identified via a General Education SLO mapping exercise those courses which, in their content and SLOs, are aligned with the college wide outcomes including ethics, citizenship, and cultural awareness. For example, the College has developed general education courses that examine issues of ethics and diversity, such as Political Science 140: Multiethnic America, Philosophy 102: Ethics and Social Values, and English 246 Women's Literature. Other courses such as Administration of Justice 206: Current Issues in the Administration of Justice and History 120: Women in American History address such topics as cultural diversity and social responsibility. [EV338] [EV379]

Similarly, courses in the social sciences such as Political Science 101: Government and Politics in the US and the U.S. History survey courses (108 and 110) highlight the importance of historical understanding and of democratic citizenship. Still other courses encompass lessons in topics such as willingness to assume civic, political, and social responsibilities, such as English 103: Critical Thinking and Writing while courses such as Anthropology 100: Cultural Anthropology, Anthropology 104: Comparative Religions, Psychology 102: Introduction to Psychology, Sociology 100: Sex, Gender and Society, and Sociology 102 Introduction to Sociology give students the basic tools to understand the society, people, and culture around them. [EV379]

In the mapping of general education (GE) courses to the college wide SLOs, it was observed that most courses in the general education curriculum address issues of ethics and citizenship directly. For example, ethical and community identity issues are discussed in English 101: Composition and Reading while the literature classes often touch on the issues of ethics, responsible actions and consequences of irresponsible action, and so English courses have as major class themes ethical and moral behavior. The same process appears in the GE science courses such as Geography 102: Physical Geography in which students study the interaction between natural processes and human societies gaining insight into ethical issues such as of the impact of humans on the natural world.

Self Evaluation

Feather River College meets this standard. Over the past decade, FRC has built upon an excellent foundation of existing curriculum and diligently incorporated new classes that emphasize diversity. Further the General Education requirements developed through the College's curriculum process ensure that students complete courses that instill in them the importance of being "an ethical human being and effective citizen."

Planning Agenda

None

II.A.4 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

In the 2006 Self Study, the College responded incorrectly to this accreditation standard. That report described the interdisciplinary nature of FRC's general education requirements, but failed to demonstrate that degree programs do indeed focus on particular areas of inquiry or in an interdisciplinary core. The oversight is corrected in this report.

FRC offers 24 separate A.A. and A.S. degrees. Each of these degrees has been approved through an established curriculum review process, as well as the California Community College Chancellor's Office. All degrees consist of a minimum of at least 18 units of major-specific or area of emphasis-specific courses, and require students to complete at least 60 units that include general education requirements. Even in majors that have multiple paths (e.g. Equine Studies or Environmental Studies), there is a focused core of at least 18 units. As established by the CCC Chancellor's Office, all courses taken within a major or area of emphasis must be completed with a "C" or better. [EV180]

Recently, the Liberal Studies degree curriculum was revised to conform to new state standards. This degree, as required by the CCC Chancellor's Office, was broken into three separate areas, each with its own focused curriculum and renamed to reflect the distinct categories: Liberal Arts: Anthropology; Liberal Arts: Humanities; Liberal Arts: Sociology and Social Sciences; Liberal Arts: Culture and Society. [EV180]

SB 1440, a law that creates "transfer degrees," will allow FRC to offer majors that are streamlined for transfer. FRC is just beginning on this process and will start offering some of the transfer majors in the 2011-2012 year. At this time, Early Childhood Education is the only major at FRC that qualifies as a transfer major under the regimen created by SB1440.

Self Evaluation

FRC meets the standard. All degree programs at FRC require completion of at least 18 units in an area of emphasis, as well as the campus wide general education pattern. [EV180]

Planning Agenda

None

II.A.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

Relevant competencies in all vocational and occupational programs are addressed by interaction with advisory committees composed of industry representatives. These committees meet twice a year to review programs with particular focus on employment

competencies. At the advisory committee meetings, Career Technical Education faculty work regularly with local employers to receive input on the competencies of graduates and to comment on strengths and weaknesses of instructional programs. Shown below are programs with certifications awarded by external organizations. [EV16]

Outdoor Recreation Leadership: graduates must complete three of the following external certifications:

- 1) Wilderness First Responder, established by Wilderness Medical Institute
- 2) Level I Avalanche Rescue, established by American Avalanche Institute
- 3) Whitewater Rescue Level I, criteria established by American Canoe Association
- 4) Challenge course facilitator, certificate of completion from Copper creek Camp

Early Childhood Education (ECE):

- 1) Child development permit matrix established by State Commission on Teacher Credentialing establishes six levels of qualifications. Students in ECE can obtain permits in five of the six levels depending on their goals.
- 2) Community Care Licensing is administered by the Department of Social Services and establishes criteria to work in various aspects of child care and development programs. ECE students complete requirements to meet the regulations at FRC.

Nursing:

California State Board of Vocational Nursing

Construction Technology:

Welding

Emergency Medical Technician:

Certification through Northern California Emergency Medical Services.

Environmental Studies 130:

Basic Wildland Firefighter Training criteria, established by National Wildfire Coordinating Group (NWCG)

Administration of Justice: PC-832 Reserve Police Officer Certification through California Department of Justice

Information and advice gathered from advisory groups and requirements for certification and licensure are brought into the student learning process through various shared governance conduits. Licensure and certification requirements are discussed chiefly in the Curriculum Committee as part of review and approval of course and program modifications and additions. Information also is channeled when necessary through the Dean's Council on Instruction to help designate areas of program expansion, to create job descriptions for hire and replacement hire that reflect current needs and best practices relating to employment, licensure, and certificates. In turn, these discussions often result in larger discussions in the Academic Senate when programs and job descriptions are approved. Such was the case in the December 2010 Academic Senate meeting when the issues of employability and competency

were discussed in terms of a replacement hire in the instructional program Administrative Office Management. Finally, concerns about employer needs, licensure and certification, when they need to be addressed at the College planning level, are brought to the Strategic Planning Committee and then to Budget Committee if funding is needed. This step is accomplished through the development of Annual and Comprehensive Program Reviews, which the Strategic Planning Committee uses to develop short- and long-range plans and to make recommendations to the Budget Committee. [EV16]

Self Evaluation

The College meets this standard. The ten degree programs in the Professional and Technical Studies Division vary in the regularity of meetings and effectiveness of their Advisory Committees. While there are several programs with very active and involved advisory committees (e.g., Early Childhood Education, Administrative Office Management, Environmental Studies, Agriculture, Outdoor Recreation Leadership), there are others that are less vigorous. It is difficult with limited budgets to provide an incentive such as dinner to show appreciation for advisory committee members' time and advice. Faculty duties can result in advisory committee assembly falling through the cracks. Financial and temporal support is needed.

The agencies and organizations noted above document student success in achieving licensure or certification. Programs also document changes to curriculum and to certificate or degree requirements as they are changed at the agency level, or through discussion with advisory groups. Considerations of competencies, licensure and certification are also integrated into the planning process through FRC's planning regimen and within a shared governance context. Specifically, AP 4020 Program and Curriculum Development notes that new occupational and vocational programs must present evidence of an advisory committee review and a program must also be approved by the North-Far-North Regional Consortium before submission to the Chancellor's Office. The Office of Instruction, the program leader, Professional and Technical Studies division chair, and the Curriculum Committee oversee compliance for new and existing vocational and occupational programs. A new Administrative Procedure, AP 4102, is scheduled for development and will deal specifically with vocational and occupational programs and learning. [EV44]

One area of weakness is the ability to gather information on actual placement and job performance of graduates. Data in this area are unclear and often anecdotal if students move out of the area. Furthermore, an increasing number of students who receive occupational degrees choose to move on to four-year schools, thus making job tracking ambiguous at best. The College hired a full time institutional researcher in spring 2010. There is an expectation that procedures will be developed to track and monitor job success of students more effectively. The Professional and Technical and Professional Studies Division is currently attempting to identify a tracking procedure.

Planning Agenda

- Continue to work on efforts to track graduates and get specific feedback from employers on the performance of graduates in their jobs.
- Develop AP 4102 Occupational, Vocational, Technical Programs

II.A.6 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

Descriptive Summary

Descriptions of programs and courses created by the faculty-driven curriculum process are printed in the Feather River College catalog. Information provided includes program purposes, requirements, course descriptions, and Student Learning Outcomes, as well as certificate and Associate Degree options. Student Services and the Office of Instruction collaborate to ensure that the catalog contains relevant and accurate information regarding academic policies, general education and major requirements, transferability of courses, and other important details. As such requirements change, as approved by the Curriculum Committee, addendums are made available online and in the advising office. [EV180]

An examination of class syllabi and course content, including SLOs, by the College occurs during faculty evaluations. As a part of the evaluation process, faculty must submit their course syllabi along with course materials and a detailed self-evaluation analysis to faculty peer evaluators and to the chief instructional officer for examination and assessment (and the Tenure Review Committee for untenured faculty). Peer reviewers also visit classes to assess both the instructor and the class content to ensure that the CORs and syllabi are being followed. Associate faculty are reviewed every three years and their syllabi are similarly reviewed by faculty peers. This process ensures that faculty are including relevant information in their syllabi including the Student Learning Outcomes as defined in the Course Outline of Record. [EV181] [EV212] [EV250] [EV378]

Instructors provide copies of the class syllabus to their students during the first week of classes. Also, all faculty are required to provide electronic copies of their class syllabi to the Office of Instruction during the first week of each semester. These are made available on the College’s “public folders” to which all employees have access. Faculty are also encouraged to include electronic copies of the syllabi in the class area of Banner as well as on the public servers and Moodle so that students have access to them outside of class.

Self Evaluation

The College meets this standard. As a binding legal document, the catalog is the main means through which students are informed about program requirements, transfer policies and course descriptions. The catalog is updated and printed every two years and the various program coordinators are responsible for the content of their department.

The College has experienced two areas of weakness with the information in its catalog. The first is a lack of standardization and a broad distribution for responsibility of the content that generates errors in the catalog. The second has been the problem of ensuring that all faculty, staff, and students are made aware of the content of addenda that change parts of the catalog information such as courses, majors, or graduation requirements. This has led to some

confusion over student catalog rights and questions as to the timing of the enforcement of new requirements.

The College is making every effort to address these two issues. First, a new Catalog Committee will be standardizing the content of the catalog and closely overseeing its development. This Committee will have full responsibility for ensuring the accuracy of the information. Catalog Committee consists of representatives from Instruction, Student Services, Academic Advising, Students, and Public Information. Second, the Curriculum Committee has integrated the College advisors by requiring an advisor attend every meeting. This ensures that the main advisors for students are fully aware of the developments in the Curriculum Committee, contribute to those developments, and fully understand the meaning of any addendums generated for the catalog. (See Standard II.A.6.c. for a further discussion of the catalog and public information.)

While faculty are required to submit copies of their syllabi to the Office of Instruction, the College has no formal process for verifying that students receive syllabi nor is every syllabus examined by the College to insure inclusion of the course Student Learning Outcomes. A random survey of 50 syllabi submitted to the Office of Instruction for fall 2011, showed that all classes taught by full-time faculty contained Student Learning Outcomes that were based upon the Course Outline of Record. However, about one out of three courses taught by part-time instructors lacked such SLOs. Efforts with associate faculty to incorporate the SLOs are progressing, but not all have yet fully complied with the College's requirements. [EV85] [EV86]

Until recently there was even still some confusion over whether SLOs needed to be included in a syllabus. The College lacks an explicit policy requiring SLOs to be a part of the syllabus distributed to students, although the College catalog states "Course specific Student Learning Outcomes will generally be listed in each instructor's course syllabus." This seems to be functioning well.

Planning Agenda

- The Catalog Committee should meet during the early production phase of the next catalog during the 2011-2012 year.
- Continue efforts with the associate faculty to assimilate their courses into the Student Learning Outcomes Assessment Cycle by including SLOs in their class syllabi.
- Amend existing policy and contracts to clearly require syllabi to include SLOs and require that the Office of Instruction confirm that each syllabus conforms to these requirements.

II.A.6.a The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

When students transfer to Feather River College from other community colleges, colleges, or universities, the counseling/advising staff verifies courses taken at the other institution and attempts to correlate them with similar courses offered at FRC. This process includes looking at the College catalog description of the courses at the other institution and looking at the official course outline to match course content and course descriptors or to find course descriptors held in common. FRC accepts courses with similar descriptors and content and with a passing grade for full credit. FRC accepts for General Education credit similar general education courses from a different institution. Courses in a major discipline from another institution that are passed with a “D” are not accepted by FRC because they would not be suitable for transfer to the CSU or UC systems. [EV83]

Students often take courses at other institutions that FRC does not offer; however, if the equivalent course is also offered by a CSU or UC campus, then FRC will accept the course for transfer credit in a particular area, for example, Humanities. [EV83]

FRC has numerous articulation agreements with other colleges, mainly for FRC students transferring to that particular college. These agreements are documented by the ASSIST database. However, there is not regular nor consistent transfer from specific other institutions to FRC to warrant articulation agreements. However, all community colleges within the California system have similar general education requirements, and this may help with assigning course credit. [EV84]

Self Evaluation

The College partially meets this standard. FRC does not have a formal, written policy outlining how transfer credit is accepted and awarded to students. The process historically at FRC has been informal. That said, the process has proven itself to be serviceable and consistent; it is also a personal process that helps students meet their needs. However, the process is not formal, there are no published policies for reference, and there is no paper trail, other than the counselor’s/advisor’s advising notes and notation of credit accepted on students’ transcripts. The development of policy regarding accepting transfer credits from other institutions has been assigned to the Academic Policies Committee for the 2011-2012 academic year. [EV83]

Planning Agenda

Develop transfer of credit policy for Board Policy Manual

II.A.6.b When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

Feather River College has not had a great deal of experience with program elimination, but there have been a number of instances of program alteration or modification. When programs are ended or modified significantly, faculty, counselors, and advisers work closely with students to identify and develop strategies to address the change with minimum disruption to student progress. This can include taking alternative courses, doing an independent study, or acquiring permission from faculty to allow substitute courses for specific requirements. Also, the Council on Instruction and the Curriculum Committee would coordinate such curriculum or program changes in order to minimize the impact on students currently enrolled in a degree or certificate program.

As the College has moved towards more electronic resources, it has been able to create catalog addendums in PDF and make them more available to students and staff, with the understanding that students retain catalog rights to previous requirements. One significant and useful change has been the inclusion of an adviser as a voting member of the Curriculum Committee. This allows the advisers to contribute to the discussion of program curriculum changes or elimination and potential impacts to students already in the program. It also integrates the advisers into the process that permits them to have more time to notify students and help them reorganize their individual educational plan. Furthermore, the overlap of personnel on the Curriculum Committee, Council on Instruction, and the ad hoc Scheduling Committee permits the College to plan the phasing out of courses and programs in an effective manner. Division chairs, who are deeply involved in scheduling and staffing, sit on all three of the aforementioned committees and can identify early in the process changes to be implemented or impacts that could be expected. During the scheduling process measures can be taken to ensure that student progress in a program is disrupted as little as possible.

[EV208] [EV216_5]

Self Evaluation

The College substantially meets this standard. Faculty and staff work together to minimize difficulty for students. When graduation requirements were under discussion for alteration, many weeks of discussion ensued about how these changes would affect major programs, degrees, general education, and students. Another example is discussion of replacing the full-time Administration of Office Management instructor and the effects on students if the position is not filled. Some courses in the field are being offered to help students with computer skills and to staff the lab area for the program. [EV208_4] [EV208_5]

However, a process for the dissemination of clear information and communication when such program changes occur is not formalized. FRC has had little experience with program elimination, and when it has occurred it has always been handled in an ad hoc fashion. In response to budget cuts from the State of California, there has been discussion of program elimination resulting in the issuance of March 15 letters in spring 2010 and 2011. Such situations have been in response to a budget crisis and have not included planning for

students in the program. On the other hand, planned elimination has involved discussion by Council on Instruction, Curriculum Committee, and the Academic Senate and discussion involves consequences to the College. The process, though, is informal and not always conclusive. However, with continuing budget difficulties on the state level, there will likely be more discussion of program alteration or elimination. Policy to address this situation is planned for development. [EV208] [EV216]

Planning Agenda

- Formalize the existing practice by creating a policy on program discontinuance.

II.A.6.c The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representation about its mission, programs, and services.

Descriptive Summary

The College catalog is a legally binding document. It is reviewed and a new edition produced every two years. Therefore, every effort is made to examine and ensure the accuracy of all program and academic content and compliance with all education codes. Prior to catalog publication, all programs, degrees and courses are reviewed by the appropriate departments. The administrative assistants from Instruction and Student Services distribute pertinent catalog pages to the appropriate program managers and the information is updated and/or corrections are made. [EV180]

Any changes to educational programs or Course Outlines of Record are reviewed by the Curriculum Committee. After Curriculum Committee approval, changes are then approved by the Academic Senate and then the Board of Trustees. These changes are added to the catalog at time of publication or create an addendum to the catalog that is published to the College website separately in PDF format or added to the existing online (PDF) version of the catalog as well as issued in hardcopy to advisor. In this manner, changes to courses, programs, or graduation requirements may be implemented in-between catalog editions as required by changing conditions. [EV5] [EV106] [EV180] [EV216] [EV391]

Various departments and programs also generate brochures, papers, and other materials that are publicly-distributed via hardcopy or online in support of their areas. In the past, the creation of such publications was coordinated with the College's public information officer (PIO) and the copy center director, however, both of those positions have been eliminated due to budget constraints. Some coordination in the publication of materials is maintained with the Office of the President, but departmental faculty and staff are entirely responsible for their construction and production of such materials.

Similarly, there is no full-time Webmaster who oversees the publication of material on the College's website. A part-time Webmaster offers support to selected staff and faculty who have access to specific portions of the website where materials can be posted. However, those employees are entirely responsible for the accuracy and content of such materials.

Every effort is made to keep all information on the website accurate and up to date; nonetheless many faculty and staff needing web publication access do not have it and the College has no method to evaluate and approve web-published materials.

Policies and procedures that appear in the Board Policies and Procedures Manual are publicly available on the College's website and are reviewed and maintained by the College president's administrative assistant. These are updated as new versions or new policies are approved by the Board of Trustees. Also, some older policies defined by the previously existing Board Policy Manual are not available on the website, but they are accessible as hardcopies in several locations on campus including the College Library.

Self Evaluation

The College substantially meets this standard. Although a concerted effort has been made with the printing of the last catalog, accuracy and presentation continue to be problematic. One issue with the catalog is the presentation of degrees and certificates as they are generated by individual departments. Some degrees are very clearly presented and others are extremely difficult to follow.

In addition, changes to degrees and programs are not always communicated clearly nor distributed widely on the campus. Although Curriculum Committee minutes are available campus wide and an effort is made to communicate any changes, differences between existing degrees and certificates and revised degrees and certificates are not always clear and older versions continue to exist, causing further confusion among advisors, faculty, staff, and students.

To solve these catalog-related problems the College has recently formed a Catalog Committee to standardize catalog entries, oversee catalog development and production, and develop a systematic policy for generating and distributing catalog addendums. This committee has begun the process.

Similarly, the College website is in need of both a house-cleaning and a policy regarding production and posting of new content as the site has become difficult to navigate and a repository of unnecessary or outdated material. The College previously had in place a Communications Committee, chaired by the PIO that provided guidance regarding the website, content review, and oversight on public announcements as well as developing new policy on external College communications. With the elimination of the PIO, this committee was temporarily suspended, but had an organizational meeting in October 2011. Software and budget problems have been preventing most faculty and staff from accessing and developing their portions of the website; the College has, for example, deployed various versions of Adobe Contribute that conflict with the College's website. [EV392]

The College has already made steps towards improving the site and its contents. A part-time webmaster has redesigned the site's front page as well as its directory structure and its style-sheets (CSS) to improve user navigation and the overall look of the site. This staff member is also coordinating with the Office of the President to assess the situation with Adobe Contribute and update existing licenses and purchase new ones within budget limitations and

departmental needs. The full-time faculty collective bargaining unit has committed itself to purchase the software for any full-time faculty member who needs it and makes the request.

The College has appointed the chief student services officer (CSSO) as the new chair of the Communications Committee which is expected to return to full operation to guide web development and ensure the quality of all College publications. This committee will also be completing the creation of a new policy for reviewing existing public documentation including the catalog, policies, and ensuring that procedures are up-to-date and accurate.

Planning Agenda

- Degree and certificate formats should be standardized. Regular Counseling/Advising Meetings will be revived.
- Provide Adobe Contribute to key staff and faculty in order to update and improve website content

II.A.7 In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary

As sub-standards II.A.7.a, b, c, d will demonstrate, the College publishes, as part of its Board Policy Manual, policies regarding academic integrity, students' rights and responsibilities, academic freedom, and the role of faculty. In addition there are policies concerning academic success, quality of scholarship, and academic probation and dismissal. All of these policies are encompassed in the Board Policy 3050—Institutional Code of Ethics and Board Policy 4030—Academic Freedom.

II.A.7.a Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

Academic freedom and its limits is covered in the Board Policy Manual under BP 4030, in the Feather River College Catalog 2010-2012 (p.6), and in the full-time and part-time bargaining unit contracts, as well as the Faculty Handbook. The policy on academic freedom clearly makes the distinction between personal opinion and factual information:

Academic Freedom is defined as the freedom to teach and learn in an atmosphere of free inquiry and expression, including freedom in presenting and discussing subjects, as well as any other relevant matters, including controversial matters, as long as the difference between personal opinion and factual information is clearly delineated.
[EV139] [EV180] [EV255]

The bargaining unit contracts also contain language regarding academic freedom and the responsibility to make the distinction between fact and personal opinion:

In the exercise of this freedom, the faculty member may, as provided in the United States and California constitutions and other applicable laws, discuss his/her own subject or area of competence in the classroom, as well as any other relevant matters, including controversial matters, so long as he/she distinguishes between personal opinions and factual information. [EV181]

Instructors/professors share their knowledge, insights and views with students as part of a learning situation. Most, if not all, instructors encourage their students to form their own world view and opinions based on the teaching and learning that is going on in the classroom rather than trying to inculcate students in the instructor's world view. Students may report instructors' behavior or comments either to the appropriate division chair or the dean of instruction.

If a student communicates concern about whether an instructor is delivering personal opinion in a class, both the appropriate division chair and the CIO may speak with the instructor to understand the situation and, if necessary, to recommend adjustments in the way the instructor discusses material. Such issues are also discussed during faculty evaluations when relevant. During faculty flex there have been discussions about classroom teaching methods and decorum issues. At times the issue of personal opinion and objective information will arise; if so, it is addressed.

Self Evaluation

The College meets this standard. The policy regarding academic freedom is easily available to faculty through the Board Policy Manual online or through an individual's copy of the Faculty Handbook or the faculty contracts, which are also online. Faculty often discuss informally among themselves classroom issues, handling classroom situations, and presenting fact or opinion. This issue often arises when a student has presented personal opinion and the instructor addresses how opinion and objective information can be presented. Discussion of personal opinion and objective observation has also been discussed in meetings like Safe Spaces training, and harassment training. [EV139] [EV180] [EV255] [EV391]

Planning Agenda

None

II.A.7.b The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary

Policies and expectations concerning student academic honesty can be found in print in the Board Policy and Procedure Manual (BPPM), on the website, in the College Catalog, and in the Draft Student Rights & Responsibilities Handbook. Links to both the BPPM and the Handbook are located on the website on the Student Services homepage. Specific information about consequences and sanctions for dishonesty and procedures to address issues of academic dishonesty appear only in the Handbook and the BPPM. Most faculty

include language about academic integrity in course syllabi and the policy is usually explained verbally in the classroom by instructors. [EV180_3] [EV363] [EV365]

The consequences and sanctions for academic dishonesty are made very clear in BP/AP 4245 Academic Integrity and BP 4250 Probation and in BP/AP 5500 Standards of conduct. [EV48] [EV142] [EV143]

In addition to these locations, expectations of academic honesty are verbally delivered during instruction by faculty during the first two weeks of the semester in class presentations. During student orientation, there are presentations by staff and ASFRC members, referencing the Student Code of Conduct, that include academic honesty and plagiarism.

Faculty and associate faculty are also provided information regarding academic honesty at associate faculty orientation as well as in faculty handbooks. [EV255]

The table below lists the location of the various documents that contain policies on student honesty.

Student academic honesty

Document	Page (if applicable)	Physical location	Website
Catalog:	Refers to academic honesty in the student handbook on page 53	Administration, A&R, Advising, Transfer Center, Bookstore, Athletic Office	New Students
BP 4245: Academic Integrity	N/A	N/A	Administration; Student Services Home Page
AP 4245: Academic Honesty	N/A	N/A	Administration; Student Services Home Page
AP 5500: Standard of Conduct	N/A	N/A	Administration; Student Services Home Page
AP 5530: Student's Rights and Grievances	N/A	N/A	Administration; Student Services Home Page
BP 5500: Standard of Conduct	139	President's Office	Administration; Student Services Home Page
Student Handbook	N/A	CSSO Office	Student Services
Draft Student Rights & Responsibilities Handbook:	9	N/A	On website only-- Student Services Home Page
Associate Faculty Handbook	N/A	CIO Office	N/A
Faculty Handbook	20	CIO Office	N/A

[EV52] [EV53]

Self Evaluation

The College meets this standard. The Academic Honesty Policy is well communicated throughout the campus.

Planning Agenda

- Finalize the Draft Student Rights and Responsibilities Handbook.

II.A.7.c Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs of worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

Feather River College, as a state-sanctioned community college, does not promote a specific set of beliefs, a belief system, or a worldview.

However, guidelines for decorum are outlined in BP 2355 that clearly describe the Code of Conduct for Board of Trustee meetings and the consequences of not adhering to the policy. The Board of Trustee Code of Ethics statement is outlined in BP 2715, which established guidelines for trustee performance. In the 2010-2011 Faculty Handbook (pp. 27-28) for unacceptable student conduct is described and outlined. However, this policy does not appear in the College Catalog. The 2010-2012 College Catalog (pp. 40-44), the Student Handbook (pp. 63-65) and the 2010-2012 Student Athlete Handbook (pp. 19-26) all cover student conduct. These publications include, but are not limited to, grounds for disciplinary action, academic honesty, sanctions, due process, and student grievance. Faculty and staff are expected to maintain a level of decorum outlined in the bargaining unit contracts. Proper decorum for behaviors is outlined in Board Policy 7.5.22.2. from the old Board Policy Manual. [EV118] [EV125] [EV180] [EV181] [EV255] [EV363] [EV358]

Self Evaluation

The standards for Code of Conduct are well established in the campus community. These standards are evaluated throughout shared governance committees and are finalized by the Cabinet, a group which contains a cross section of each constituent group, and finally, approved by the Board of Trustees.

Feather River College, as a state-sanctioned community college, does not promote a specific set of beliefs, a belief system, or a worldview.

Planning agenda

- Update Board Policy 7.5.22.2 to the new Community College League of California format for Polices and Procedures.

Feather River College



Standard II.B – Student Support Services

Standard II.B Student Support Services

II.B The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student Support Services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses Student Support Services using Student Learning Outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Descriptive Summary

Feather River College has an open admissions policy that embraces students with diverse goals including academic goals, professional skills, or personal development. Admission to Feather River College admits students who meet the following criteria:

- Anyone 18 years of age or older;
- Anyone under 18 years of age who:
 - Has graduated from high school, or has passed the California High School proficiency test.
 - Is a high school junior or senior and has the approval of their school principal, parent, and the FRC registrar.

Through multiple measures, including the Accuplacer Placement Exam, transcript review, and academic advising, each entering student is provided guidance for appropriate class placement in math and English courses or other courses with math and English prerequisites. Assessments are provided for reading, mathematics and English. Students are then advised as to which courses best match their academic readiness. All course assessments are divided into three levels including: transfer and associate level, associate degree level, and basic skills level where a student prepares for college-level classes. [EV9] [EV360] [EV15]

The Division of Student Support Services addresses the identified needs of students and supports the learning environment. Another vehicle for need identification is through intake services in the Disabled Student Programs & Services (DSP&S) program as well as with the TRIO/SSS program. Two events are held every year where students are able to register for classes with the assistance of advisors and financial aid staff. The events currently include Day in the Mountains and organized athletic registration. [EV226] [EV382]

DSP&S offers support to students with temporary or permanent disabilities. DSP&S staff provide students with specialized services and equipment to help meet their individual needs and to ensure equal access to academic, vocational, and extracurricular activities. The steps of the DSP&S intake process are:

- Student will complete a DSP&S intake form with office staff;
- Student will provide documentation to verify disability;

- Student will meet with the DSP&S director to complete a Student Educational Contract (SEC) for special accommodations appropriate to the verified disability;
- Student must meet once a semester with the DSP&S director to update their SEC and accommodations request;
- If assistive technology is requested as a reasonable accommodation, the student will meet with the Assistive Technology Specialist for assessment and adaptive technology needs;
- Once the student's paperwork is complete, they are eligible for services.

Department of Rehabilitation clients may also qualify for additional services through the Workability III program pending assessment outcomes.

Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), and California Work Opportunities and Responsibilities for Kids (CalWORKSs) are programs designed to provide assistance to students who are first generation, low income and in the case of CARE, parents. The Child Development Center also subsidizes child care to students by enrolling children of students on a sliding fee scale.

The Office of Financial Aid also implements criteria for services. All students are encouraged to fill out a Free Application for Federal Student Aid (FAFSA), and, based on eligibility, can qualify for financial aid, grants and loans. Although some students may not qualify, all students are given the opportunity to apply for services. Forms for financial aid are located on the website, and can be filled out independently and submitted during a one-on-one meeting with a Financial Aid Technician. Veterans who qualify for services are assigned to specific staff who specialize in veterans' services for counseling and financial aid.

The TRIO/SSS program evaluates students for eligibility for services based on income and their status as first-generation college attendees. Once they qualify for services, students receive advising, tutoring and are encouraged to attend extra-curricular and academic activities to support learning outcomes.

International students often require ESL classes. Unlike many other colleges in California, FRC does not serve a substantial population of non-English speaking students. However, new athletic programs have brought in more international students, some of whom need support learning English. Historically, there is little call for ESL classes from other students. Therefore, ESL classes are offered as noncredit courses, usually as independent studies or tutoring sessions. Tutoring is offered on an as-needed basis. Classes cover English essentials for communication and living skills. The College serves 7-10 students per year who need training in English. The College also uses ESL classes to serve "Generation 1.5" students—those students who grew up in a bilingual household and may need help with written English.

Feather River College hired Noel-Levitz in 2004 to study the College's strengths, weaknesses, and perceptions affecting retention in order to assist the College in developing strategies to improve the quality of student life and learning, foster student success, and increase retention and graduation rates. At that time, over 200 students participated in the

Noel-Levitz Student Satisfaction Inventory (SSI) in fall 2004. The survey has been repeated annually and results have provided the college with longitudinal data. Trends reveal students are generally satisfied with student services, but specific needs were identified such as the need for a student meal plan. In 2010-2011, a meal plan was offered with very few students taking advantage of it. In the fall of 2011 the meal plan was discontinued, and replaced with the availability of meal vouchers for increments of \$20-\$50. [EV366]

The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The student experience is given careful consideration. For example, at the principal recruiting day for new students, called Day in the Mountains and typically held in April or May, students who indicate their intention to come to FRC receive preliminary counseling, assessment testing, and early enrollment in classes. In addition, new students go through an extensive Student Orientation shortly before semester classes begin that explains the importance and procedures of academic counseling, nonacademic counseling, study plans, time management, study skills, financial aid, and student conduct. At the Fall Orientation there are also sessions for parents emphasizing financial aid, support for students who are away at college, and an overview of College programs and expectations. Students must see counselors or advisors each semester in order to update their Student Education Plan (SEP) and verify that classes students want to take are appropriate to their overall plan and goals. During the semester the Early Alert Committee meets to assess and monitor information from faculty concerning poor student performance, poor attendance, or other problems where the College may be able to help. The Early Alert Committee is composed of student services members and faculty. There is a genuine concern for students from when they arrive at Feather River College to when they graduate or transfer to another institution. As a result of integrated student services in a small college atmosphere, FRC has a transfer rate and a degree completion rate above the state average.

Another example of the College's supporting students' education was demonstrated in 2010 when the College made a bid to manage the nearby Residence Halls in an attempt to address student needs during all facets of their education. The Residence Halls are now overseen by Student Services staff who have an interest in both the students, their education, and College programs. When living in the Residence Halls, students are supervised by College staff, receive one-on-one attention, and their financial situations are considered when contractual arrangements are made. Students are encouraged to be responsible for themselves, but there are staff in place to assure that they are successful socially and financially. Coaches are involved in students' lives when they live in the Residence Halls. Coaches conduct room checks and ensure that students are healthy and attending classes. [EV321] [EV322]

The institution systematically assesses Student Support Services using Student Learning Outcomes (SLOs), faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services. The shared governance process allows for input from staff and faculty for program improvement. Furthermore, Student Services staff sit on key academic committees, such as the Curriculum Committee, in order to represent student interests in areas like counseling and matriculation, and to understand academic and instruction issues. Student Learning Outcomes are assessed in the following ways by Student Support Services:

- Mapping exercises show how student services activities, goals and objectives are aligned to institutional Student Learning Outcomes and academic program-level Student Learning Outcomes
- Assessments are generated to evaluate student services SLOs and the results of those assessments are used for decision making within each program or unit.
- Annual Program Reviews and Comprehensive Program Reviews include an evaluation of SLOs, and data gleaned from these two reports are sent to the Strategic Planning Committee for possible inclusion in the Strategic Plan, or program policy and procedure.

Student Services wrote and published SLOs for all of its units. But after further discussion, the SLOs are now (fall 2011) being revised to make them more measurable. Student Services is scheduled to perform a Student Learning Outcomes Assessment Cycle (SLOAC) to measure outcomes in Spring 2012. [EV180] [EV336] [EV340]

Other structural efforts to address student needs include the creation of a one-stop enrollment center where students can undergo assessment, advising, visit admissions and records, and consult with student accounts and financial aid staff. This was discussed in 2008 and 2009, and is still on the facilities master plan for proposed changes in 2012. Since the new Learning Resource Center was completed in the summer of 2011, there is now additional space to co-locate the TRIO/SSS program, DSP&S, assessment and admissions so that student services can all be more centrally located.

Self Evaluation

The College meets this standard. The campus community is making many efforts to address the broad range of student needs and is evaluating new and innovative ways to meet student needs with shrinking resources. A new counseling/advising model was proposed and approved in the 2009-2010 academic year. The new model has not been implemented as of this writing due to the current budget crisis and a new CSSO being hired in July of 2011. The plan will be re-evaluated in the 2011-2012 year. In a similar effort, a new advising task force was formed in the fall of 2011 whose purpose is to reduce duplicated effort and create a better distribution of skills and expertise.

In 2009-2010, the Strategic Enrollment Management Committee (SEM) was established. Its purpose is to develop, oversee, and communicate the College's enrollment management plan which includes enrollment goals, recruitment/marketing goals, persistence/retention data, and evaluation/assessment/research information. This committee and its mission are relatively new to FRC, so setting out the committee's scope and methodology has taken discussion and time; however, the SEM will contribute to overall planning in the 2011-2012 academic year. [EV346] [EV348]

From the last Self Study, it was stated that as a result of the findings by Noel-Levitz, the Title III Steering Committee was addressing instructional effectiveness concerns by recommending implementation of an Academic Scheduling and Management software program as a tool to build future class schedules. This program was not adopted. SunGard Banner can help with some of these functions.

Services to ESL students need to be strengthened. Currently, ESL courses do not support specific curriculum nor academic reading and writing. If the non-English speaking population in the county increases, the College will need to offer more ESL classes. However, the ability to offer these classes, if needed, may be hampered by the state budget crisis. In the past, the county literacy program has cooperated with the college, but this assistance is not academic in nature. [EV242]

While the institution does well to accommodate the many and diverse student needs, it is becoming apparent that with shrinking resources, innovation will be necessary. Increases in enrollment, compounded with an increase in the diversity of student needs, will stretch staff availability to unprecedented levels, which could potentially lead to dissatisfaction among students. The College will need to monitor student needs closely.

Planning Agenda

- Measure student access, progress, learning and success regularly by using a tool that provides trend data.
- Strengthen services to ESL students.

II.B.1 The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

While the Mission Statement does not explicitly mention student services, Feather River College recognizes that student success and achievement will be enhanced by assisting students with the challenges encountered in pursuit of their academic goals. Students come to the College with varying socioeconomic backgrounds, cultural experiences, educational levels, and academic preparation, as well as academic goals and personal aspirations. Therefore, Student Services has developed and maintains a broad range of programs and support services designed to address the needs of this diverse student population and support them on their pathway to success. Services range from academic advising and one-on-one tutoring to career exploration, transfer, financial aid, DSP&S, EOPS, CalWORKs, WorkAbility III, and veteran's assistance.

To guarantee that student services enhance student learning and to assure that they maintain their quality, there are two steps that must be accomplished. The first step is communication that the services exist, clarification of their scope, activity, and the kind of support offered, and education about how to access them. The second step is comprehensive evaluation and review of the services.

The array of student services is communicated to a broad constituency including on and off campus students, the community, and general public through multiple channels such as the College catalog, the Student Handbook, the College website, during recruitment and orientation events, and at campus meetings. Communication of available services begins with recruitment when College staff visit with schools and attend college recruiting fairs. Further communication takes place at FRC's College and Career Fair and through visits to

FRC from other programs, including AVID and family campus visits. During Day in the Mountains, the on-campus recruitment event, students come to campus and receive a general orientation about College programs and services, the assessment and placement process, and registration procedures. After the orientation they are assessed, advised and enrolled in classes. New Student Orientations are offered the beginning of the spring and fall semesters. New Student Orientation presentations are designed to welcome new students, disseminate important information about the College including degree requirements, transfer information, tips for success, and support services. Materials such as the college catalog, class schedule, Student Handbook and day planner, and various other resources are distributed during this orientation. Students who take courses on-line or at off-site locations can complete an Online Orientation to receive program and support service information and guidance on how to access them. In October, DSP&S sponsors Disability Awareness Month to educate and involve students in activities regarding disabilities and diversity. [EV319] [EV301] [EV363]

For students in the Incarcerated Student Program, Sojourn, and Min-Corps, the website holds the documents that provide information about these programs, while off-site personnel market, administer and deliver the programs. Registration for these programs is managed and housed on site in the Admissions and Records Office. Student services information is made available to students through the directors and staff of each respective program.

The College's website serves as an important communication tool for student services. Counseling and advising information as well as all other support services are described there. A class schedule that allows users to search for empty seats in a course and a college catalog are part of online services. The Office of Admissions area of the website has all the forms that students, faculty, or staff may need are available for easy download. The Student Services webpage provides direct access to information on policies, procedures and schedules important to fostering student success. The website continues to improve and to receive more visits. Tracking hits indicates that website usage has increased quite a bit. Usage statistics indicate that students are most frequently accessing the student calendar, which includes important deadlines, committee meetings, club meetings, TRIO workshops, Associated Students of Feather River College (ASFRC) activities, school events, and other activities for students including transfer center field trips. [EV391]

In spring of 2009, "MyFRC" was launched giving students the ability to complete registration applications and enroll in courses online through their student portal. The student portal also provides students access to their academic records, account balances, and financial aid information. [EV299]

ASFRC is gaining popularity through campus events and the new Student Orientation for Academic Retention (SOAR) program. SOAR promotes student services as resources for academic success and retention through activities and events. Fall 2010 was the first year for the SOAR program. The attendance averaged about 150 for the week of events. Activities continued through the spring during Sexual Assault Prevention month and in fall of 2011 the SOAR week activities were very successful. [EV341]

Evaluation and review is used to monitor and ensure the quality of student services. Classified managers receive performance evaluations regularly. Student Learning Outcomes have been developed by Student Services, are in the process of being implemented, and will be evaluated cyclically by way of an established Student Learning Outcome Assessment Cycle. [EV198] [EV201] [EV333]

Comprehensive Program Reviews are required of every Student Services program on a three-year cycle of review. The review includes a summary of the mission, vision, responsibilities and services of the program, and an evaluation of expected Student Learning Outcomes. Future goals and objectives are established, and recommendations are made for improving program effectiveness by analyzing information gathered from two annual student satisfaction surveys, individual department surveys, and other program data. Tied to the Comprehensive Program Reviews are Annual Program Reviews. Annual Program Reviews report on the previous year's objectives, outline current year objectives, and propose a budget to meet program needs. [EV201] [EV333]

Other types of formal program reviews are also in place for categorical and other specially funded programs. These reviews often involve site visits and are designed to ensure compliance with state or federal regulations. Both strengths and opportunities for improvement are identified using a combination of relevant data from multiple sources. Opportunities for improvement continue to be addressed in an effort to enhance the achievement of Student Services program goals and Student Learning Outcomes. All categorical program leaders as well as federal grant directors attend annual conferences and webinars to receive information on new regulations, attend workshops on best practices, and maintain contact with colleagues throughout the state.

Informally, qualitative assessments are delivered intermittently as well, with embedded satisfaction questions provided by individuals as well as by the chief student services officer during student conferences and informally in discussions with groups of students.

Self Evaluation

The College meets this standard. Student Learning Outcomes for Student Services have been implemented and they are moving through the assessment cycle.

There is wide and thorough communication of student support services to students who are taking on campus courses. However, on-campus signage and information displays would benefit with an evaluation and upgrade. A large, centrally located campus map would be a good way to communicate where offices and programs are located and a communication kiosk would assist with promoting activities.

For students taking courses online or at offsite locations, channels of communication are not as widespread, thereby inhibiting the College's ability to measure the quality of services provided to them. The website is the main tool for communication of support services to this population. One barrier is the students' lack of access to technology for obtaining information through the internet and website. Many students, for socio-economic reasons, do not have computer access off campus. Furthermore, student support services are often

accomplished with face-to-face interaction; however, phone and e-mail continue to be a mechanism for communication with off campus students. Due to staff reductions, the telephone contact is not always accessible, especially during peak activity times such as registration and end-of-term processing.

The presence of the institutional researcher has increased confidence in the data that has been generated and is used for decision making. As data supported decision making becomes more routine, and as student services staff begin to make requests for data based analyses, evaluation processes will become more refined and systematized. For example, there are currently two student satisfaction surveys because the new instrument developed by the SLOAC Committee and delivered by surveymonkey.com is broader in scope than the instrument that was used for student satisfaction for the four years prior. The decision was made to use both instruments to keep longitudinal data, but eventually the two surveys will be combined and aligned to yield data that will support decision making to improve student services programs. [EV366] [EV362]

Planning Agenda

- Provide a kiosk with campus map at a central location on campus and conduct a review of campus signage to ensure students and visitors can readily access services.

II.B.2 The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

- a. General Information**
- b. Requirements**
- c. Major Policies Affecting Students**
- d. Locations or Publication where other policies may be found.**

NOTE: Because of the intertwined nature of these four sub-standards, II.B.a-d are addressed together. The Self-Evaluation section follows sub-standard II.B.2.d.

Descriptive Summary

The College uses the catalog as a major form of communication to present its constituencies with important information about FRC. It contains a wealth of information about services, support programs, academic disciplines, and course work. The catalog is the main reference for students and staff and is a legally binding document that guarantees the rights and responsibilities of both the College and its students. The catalog is available in print form at the College bookstore (without charge), library, and in all student services offices so it can be easily accessible to students, prospective students and the public. The catalog is also available online at the FRC website in PDF format. The catalog is clear, easy to use and well-structured. A new catalog is published every two years. The most recent catalog is 2010 – 2012. [EV180]

The catalog is divided informally into 12 areas that organize information about the College in an accessible manner.

The first area introduces the College and presents the superintendent/presidents' welcome, the Mission and Vision Statements, college wide Student Learning Outcomes, the Institutional Code of Ethics and short statements on academic freedom, academics, student life, diversity, the history of the College, and the degrees offered. [EV180]

The second area details admission requirements and procedures and covers areas such as assessment testing and matriculation services, standards of scholarship, the grading system, course numbering and pre-requisites. Intercollegiate athletic eligibility is also discussed, as is admission of international students. This section also discusses the Matriculation Agreement, which outlines the student's responsibilities and the College's responsibilities. Another section explains "Student Responsibility for Programs and Courses," which explains that students are ultimately responsible for their own progress through their college program, for course load, dropping courses, and so on. There is also a registration checklist to aid students in gathering necessary information.

The third area covers financial aid and scholarships. This section explains the application process, the appeals process, federal aid and programs, state programs, scholarships and veterans benefits. Also in this section are financial aid policies and procedures that students should be aware of. [EV180]

The fourth area orients students about Student Life at FRC, including the Associated Students of Feather River College, extra-curricular activities, fitness and recreation, intercollegiate sports, and campus housing. [EV180]

In the fifth area College facilities are described and the larger community within which FRC operates. [EV180]

Student Services is covered in the sixth area. All student support services and how students can benefit from them are described. In addition to categorical programs and services, such as Cooperative Work Experience, Disabled Student Programs & Services (DSP&S) and Extended Opportunity Programs and Services (EOPS), this section also addresses academic advising and counseling, academic advising for athletes, job placement, and the federal TRIO programs for first-generation college students. Student Learning Outcomes for all units within Student Services are also published here. [EV180]

The seventh area is concerned with student rights and responsibilities. Here, student conduct and behavior, student organizations and outside speakers, and the federal Student Right To Know regulations. In this section the nondiscrimination policy is detailed as well as procedures for filing complaints. This information appears in both English and Spanish. [EV180]

In area eight, academic policies, procedures, and support services are outlined. Satisfactory academic progress is defined, as is dismissal, reinstatement, and satisfactory progress for financial aid. In addition, information about instructional support services, including the Instructional Resource Center (formerly the Learning Center), remedial services, ESL, and

the Library. Student Learning Outcomes for the Instructional Resource Center are also listed here. [EV180]

In the ninth area, regulations and policies concerning graduation and transfer are discussed. The philosophy of general education appears here as well as the course schemes for Feather River College general education and the general education scheme for students transferring to the California State University, University of California, and University of Nevada, Reno. [EV180]

The tenth area describes academic majors, required classes for the major, and, in certain programs, multiple paths through the major. Included with the descriptions of academic majors are program-level Student Learning Outcomes, and a short description outlining the advantages or purposes of a field of study. [EV180]

The eleventh area is a listing of courses by discipline. Course descriptions include course number, title, useful and relevant information about the course, the number of units, transferability, and prerequisites. [EV180]

The twelfth area is a listing of administrators and faculty, including degree information and educational history. Also included in this section are an index and maps of the campus. [EV180]

When a new catalog is prepared it is reviewed for accuracy and currency. Each department is responsible for reviewing sections of the catalog that pertain to it and providing updates and verifying the accuracy of information. All the information and updates are collected, the Public Information Office or a designated person reviews them and edits for language, consistency and style. After this initial review all departments are asked to review their content again and make any necessary changes. After this second review the catalog is sent out for graphic design and layout. It is then reviewed a third time by the director of marketing and outreach, or a designated person, and the administrative assistants for each department before being submitted to the printer.

A copy of the catalog is mailed to all high schools in northern California (Bay Area north), to all CSU/UC campuses and an email link to the online publication is sent to all other California high schools.

Policies and information are also published in other documents and can be found in a number of locations. All addenda to the Catalog are posted on the website. The Student Handbook, Student Services Plan, the draft Student Rights and Responsibilities Handbook, and many other pertinent publications are listed in the Student Services webpage. The draft Student Rights and Responsibilities Handbook includes the full text of the student academic honesty policy. The Faculty Handbook is distributed to faculty when a new edition is produced. A Master Calendar that lists meetings and events is available on the College website. The Board Policy and Procedure Manual is also online in the administrative section of the website. Planning materials and Annual and Comprehensive Program Reviews are also

available on the website in the administration area. [EV391_1] [EV391_2] [EV391_5] [EV391_7]

Self Evaluation

The college catalog is in substantial compliance with the standard. The College continually works toward improving the catalog development process to ensure accuracy and usability. For development of the 2012-2014 catalog, a Catalog Committee is being formed that will oversee the entire process. The Catalog Committee includes the chief instructional officer, the chief student services officer, advisors, administrative assistants, and the articulation officer. Though this step is necessary because budget-driven layoffs eliminated the print center manager and the public information officer, it is thought that the committee will also become a new best practice.

The Catalog is complete and informs students and staff about many policies and guidelines. Addenda, the Student Handbook, and other supporting policies are now available online. The one weakness in this standard is that though the policy on student academic honesty is referenced, it is not included in its entirety in the catalog. The policy is, however, easily accessible online. [EV391]

Two self-identified recommendations for improvement were made in the 2006 Self Study. The first was to develop “a more detailed index to include sub-categories [which] would enhance the catalog’s ease of use.” The indexes of the 2008-2010 and 2010-2012 printed catalogs are identical and do not appear to be very detailed. This suggestion needs to be passed on to the committee that will work on the 2012-2014 catalog.

The second recommendation suggested that updates and addenda to the current catalog should be posted online so they are easily accessible to prospective students and the public. Significant updates were posted on the College’s website for the 2008-2010 catalog and for the 2010-2012 catalog. FRC should continue consistently to post updates.

Two objectives from the Strategic Plan speak to the issue of the catalog as an instrument of communication and planning. Objective 4.2.3 state, “The College will ensure that all communication and planning processes (e.g., program review, marketing and outreach) include opportunities for regular assessment, discussion of effectiveness, and revision.” Objective 3.3.1 states, “Internal and external communication practices will be reviewed and improved so that students and community members will be more aware of campus opportunities.” The catalog is central to all communications about the College and its academic and support programs. Further issues concerning the catalog and communication are noted in the Planning Agenda below. [EV349]

Planning Agenda

- Include student academic honesty policy in future editions of the College Catalog.
- Create a more effective table of contents.

II.B.3 The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

Feather River College identifies a comprehensive series of activities that supports new students from the point they first express interest in attending the College and submit an application through assessment, orientation, meeting with an advisor, and selecting and registering for classes. This matriculation process is efficiently communicated within Student Services and the entire campus community.

The Office of Counseling and Matriculation administers assessment and placement tests. The cut-off scores for placement are continually monitored through the Accuplacer instrument. Based on a set of multiple measures, including transcripts of previous schooling and assessment test scores, counselors advise proper placement of students in English, math, and other courses that require skills in both areas. [EV366]

Feather River College offers programs that provide learning support, appropriate services and access to special populations: Disabled Student Program and Services (DSP&S), Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE) and California Work Opportunities and Responsibilities for Kids (CalWORKs). These services facilitate student access and success by providing support services to special populations. Student Support Services (SSS), a TRIO Program, works closely with other categorical programs to support students on a transfer path. The Instructional Resource Center is also available to students to provide individual or group-based instruction, assistance in writing, and tutoring in a variety of subjects. The Learning Resource Center, the Instructional Resource Center, and DSP&S have student computer labs; DSP&S and the Instructional Resource Center also have assistance available when needed. One feature of the DSP&S computer lab is assistive technology to create access for all students. [EV180]

The Early Alert Committee tracks students whose names are submitted by faculty and who may need additional support. Faculty submit names of students who have poor attendance, who show a pattern of not completing assignments, or who are at-risk of failure for other reasons. The committee develops an action plan and contacts the students.

From the last Self Study it was recommended that the College review remedial math courses to determine if consolidation of one or more of them would benefit students. The developmental math courses (300 level), which are currently one semester each, do not transfer and have generally lower enrollments. These remedial courses are currently being reviewed to determine if consolidation would benefit students, and if the 18 weeks for math 303 and 304 could be abbreviated to nine week classes. In addition, math faculty are meeting and generating data on student success for prerequisites and appropriate placement test scores. The Office of Institutional Research completed an analysis of cut scores in relation to student performance in 2011. The result of the analysis was used to adjust cut scores. [EV9] [EV10] [EV376]

Past student satisfaction survey results were addressed and continue to inform the improvement and quality of Student Services. To stay abreast of student concerns and ensure that their needs are met, additional student surveys have been conducted and the results were incorporated into the Strategic Plan 2010 – 2013 (Objective 2.2.4). An action committee will be formed to address student needs in housing, food service, student activities, student employment, scholarships, teacher-assistant program, access to technology, bookstore, and other aspects of student life. The committee will review student satisfaction surveys to identify areas for improvement, and will form action plans to address needs in a comprehensive, integrated way. [EV366] [EV349]

To address the self-identified recommendation that FRC should develop an additional survey in order to gain more information on the deficiencies found in the original survey, additional student satisfaction surveys were implemented in 2008 and 2009 and 2011. [EV366]

To address the self-identified recommendation that Feather River College should continue to explore the use of learning communities to provide a more supportive learning environment for those who need additional assistance, there were planning meetings to form a pilot project. Learning communities have been considered in various ways. One difficulty that remains is that there are inherently a small number of class sections at FRC, and so students are often already grouped together in a sequence of classes. There was also the problem that because class selection and the number of sections is very limited, putting students into a planned sequence of classes could penalize them by preventing them from registering in courses needed for graduation or their major. One area, though, that would improve the experience of students who are already taking classes together would be proper placement of students, not only in English and math, but also other courses that require competent writing or calculation skills: for example, history, anthropology, chemistry or physics.

The self-identified recommendation to study the possibility of adding prerequisites for all reading and writing courses has been successfully addressed. The English faculty reviewed course sequences and using content analysis has identified prerequisites for the English course progression. Prerequisites were submitted to the Curriculum Committee and approved. They will be implemented in spring 2012. [EV378] [EV379_6]

Self Evaluation

The College meets this standard. A system is in place to administer student placement tests and determine in which course level a student should be placed. Based on the Accuplacer scores and other measures, specific classes are suggested for the students' skill levels to address their educational needs. In math and English, some students have ignored their assessment scores and, instead, used their matriculation rights to enter a course at a higher level than recommended. The Department Heads are continuing to monitor cut-off scores for placement in English and math, and prerequisites have been put in place. They have already been implemented in math and will be implemented in English in spring 2012. [EV9] [EV10] [EV376]

With the addition of the institutional researcher in summer 2010, validation studies can be completed for the prerequisites for all reading and writing courses in conjunction with the

department heads and the faculty. Student success analysis is underway to evaluate placement cut-off scores.

The Learning Resource Center and DSP&S are available to students to provide individual or group-based instruction, assistance in writing, and tutoring in a variety of subjects, as well as computer labs for student research. The development of the 2010 -2013 Strategic Plan included information gained from the annual Student Satisfaction Surveys. Additional surveys have been conducted to gain more information for student and instructional support services.

Feather River College continues to explore the use of learning communities to provide a better environment for student success. The importance of course placement needs to be adhered to in this concept. Examining cut-off scores and implementing pre-requisites may bring further consideration. Since FRC has a small student population and many students already share classes, one question that arises is how learning communities would further benefit FRC students.

Advisors monitor student progress on an ongoing basis. Students are encouraged to meet with their advisor at least once a semester to review progress and identify services that might assist them in completing their educational goals. Services include CARE, Cal WORKs, career and transfer advising and job placement, Child Care, DSP&S, WorkAbility III, Early Alert, EOPS, and tutorial services.

The Student Support Services (SSS/TRIO) program provides learning support services for first-generation, low-income and/or students with disabilities. Services provided by the SSS program provide learning support for academic success, as well as student support towards completion of an Associate Degree and transfer to a four-year institution. All required and suggested services based on federal regulations are offered to eligible participants, including: tutoring with SSS program tutor/mentors; academic advising with the SSS advisors; assistance with admissions applications, scholarship applications and the FAFSA. Financial literacy training is also available through program-sponsored workshops.

The DSP&S Program provides special accommodations for students with disabilities to promote the maximum independence and integration of the student, and support for the student's participation in educational activities consistent with the mission of the community colleges. The High Tech lab offers learning support through assistive technology for students.

Planning Agenda

- Re-examine opportunities for learning communities.

II.B.3.a The institution insures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

The College offers a broad range of services that support students as they pursue their educational objectives. The Student Services Division participated in the development of the Strategic Plan 2010-2013 and brought forth concerns that helped to shape the plan. Specifically, Strategic Direction II and Goal 2.2 reflect the interests of Student Services. [EV349]

Strategic Direction II

Student Learning: Educational programs and comprehensive instructional and other student services are responsive to the assessment of learning outcomes.

Goal 2.2

The College will support coursework, programs and services that promote the “whole student” to bring success and civic engagement to its diverse student population while promoting self-sufficiency.

Student Services, the Office of Instruction, and the college wide Student Learning Outcomes support and promote the “whole student.” To ensure that the goal of the “whole student” is fulfilled, FRC provides equitable access to all students, and offers an array of programs and services with a variety of delivery modes, as shown in the following list. [EV339]

- **Admissions and Records** ensures equitable admissions and course access to all students with online admissions and registration processes. Students are assisted via phone, email and in person. [EV180]
- The **Financial Aid Office** works to provide access to higher education for all students, regardless of their ability to pay. Students can apply for financial assistance online and with the assistance of the Financial Aid Office. Students and parents are assisted in the office or via phone and email communications, which allows them to secure federal and state funding from any location. [EV180]
- **Counseling Services** are located in the Counseling Center and provide academic advising and career, transfer, and personal counseling. The Transfer Center, Career Center and the Assessment Center are conveniently located in the Counseling Office. [EV180]
- **Disabled Student Programs and Services (DSP&S) and the WorkAbility III Program** offer a variety of services to students with disabilities. Accommodations are provided for academic success for all students with disabilities. Some accommodations include but are not limited to note takers, assistive technology, counseling, readers, transcribers, a high tech lab, test accommodations, equipment loan (tape recorders, spell checkers) and mobility assistance. WorkAbility III further assists students who have disabilities with making the transition from college to employment in collaboration with the Department of Rehabilitation. For people with special needs, the program provides comprehensive pre-employment assessment, career counseling, training, assistance with job search and placement activities, typing, copying, on-the-job training reimbursements, job applications, job interview assistance and other supportive services. [EV180]

- **Student Support Services (SSS)/TRIO program** provides certain learning support services for first-generation, low-income and/or students with disabilities. Services provided by the SSS program provide learning support for academic success, as well as student support towards completion of an Associate Degree and transfer to a four-year institution. [EV180]
- The **California Work Opportunities and Responsibilities for Kids (CalWORKs) Program** assists students in attending college by offering services such as child care reimbursement, school supplies, and support. [EV180]
- The **Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources and Education (CARE) Programs** offer services to economically and educationally disadvantaged students who qualify for the state-funded program. The program helps students to attend college by assisting them with child care reimbursement, transportation assistance and counseling. The EOPS program also assists students with its textbook loan program. [EV180]

FRC has provided support services for specialized groups of students in numerous ways. FRC's service area is extremely rural, which means that students living in remote areas may have difficulty accessing information in a timely fashion. Online admissions, registration and online classes promote accessibility for students in these remote rural areas. The College also serves local area high school students by offering courses, such as calculus, that the high school cannot support. State and college policies require that high school students wishing to take classes at FRC must obtain signatures from high school personnel and parents. This has always been a paper process in the Office of Admissions and Records, but it has been adjusted to accommodate high school students who apply for admission online. [EV270]

On the other hand, the Incarcerated Student Program (ISP) provides services to students in five correctional facilities throughout California through a combination of efforts of various offices on campus. College services communicate indirectly with incarcerated students through the ISP office staff, who in turn communicate with the correctional facilities' educational staff members. Inmates are not allowed access to online materials, and therefore other methods of registration and assessment have to be used. Paper and pencil placement tests are administered by the ISP staff, Board of Governor's Fee Waiver Applications are processed by the Financial Aid Office, admission and course registration forms are sent to FRC by correctional facility officials and processed by Admissions & Records, and academic advising and degree plans are handled by the advising staff on campus. Through conversation with prison officials, it was determined that the prison's educational service rather than DSP&S would provide any accommodation needed by students. College personnel provide on-site tutoring at least once each semester, but the College also helped organize an inmate tutoring program in which students tutor each other.

DSP&S provides services to online students, such as test accommodations, advocacy and career counseling. In the case of students in the Licensed Vocational Nursing Program, who must perform summer clinicals in Chico and Redding, California, DSP&S has provided, in conjunction with WorkAbility III and Department of Rehabilitation, services to the nursing students in their summer coursework. The Department of Rehabilitation supplied the budget

for various services, including housing, transportation, money for meals and uniforms. [EV225]

Programs and services are publicized through the College website, the Schedule of Classes, the College catalog, and flyers. The College website is often the first point of contact for many students. The web pages for the Offices of Admissions and Records, Outreach, SSS/TRIO, Financial Aid and DSP&S are typically visited first, and then follow-up often results in contact with College personnel by email or telephone. Efforts have been made to ensure that the FRC website keeps information available to students, no matter their location or type of class delivery they use. [EV180] [EV391]

The Instructional Resource Center, SSS/TRIO, and DSP&S continue to have open flexible hours to provide access for all students. The Instructional Resource Center is now open 8:00 a.m. – 5:00 p.m. daily and DSP&S is open 9:00 a.m. – 5:00 p.m. Monday through Friday. During the first week of the semester, Financial Aid and Admissions and Records continue to maintain flexible hours in order to be available to all students, including evening hours. The Banner system, which provides students with access at all times seven days a week to online registration, information about their financial aid, their academic records and the ability to request transcripts, was used to address the self-identified recommendation from the 2006 accreditation Self Study that FRC should increase office hours whenever possible to match student schedules. Admissions and Records and Financial Aid have worked to educate students about how to access their information on the MyFRC student portal as an alternative to coming to or calling the offices. Information on how to access the information is provided verbally, via email, via handouts provided in the offices and online.

The self-identified recommendation from the 2006 Self Study that the cafeteria should open to make dinner hours available to students, was satisfied in conjunction with the formation of a Student Meal Plan in the fall of 2010 which partially addressed the dinner hour availability. The Student Meal Plan provided three options which offered students flexibility in their choice of breakfast, lunch and dinner. The modest response in 2010-11 to the Meal Plans (nine students purchased the meal plan in the fall and six in the spring) and the limited resources of the College precluded the Eagle's Perch cafeteria remaining open for the dinner hour. The students who did purchase Meal Plans that included dinner were accommodated by the provision of a dinner meal as a carry-out. Meal Plans will not be offered in 2011-12. [EV259] [EV366]

Student satisfaction surveys are conducted on a regular basis, thus addressing the self-identified recommendation from the 2006 Self Study that the College should continue to conduct student satisfaction surveys on a regular basis to assess student needs. Student satisfaction surveys were conducted in spring 2008, 2009, and 2010, and utilized along with student focus groups in the development of the 2010 – 2013 Strategic Plan and Revised Mission Statement.

In the spring of 2011 a different survey was conducted, this one with two goals, that of measuring students' achievement of college wide Student Learning Outcomes and measuring student satisfaction with services and instruction at the College. The Student Learning

Outcomes were not available as of this writing. The student satisfaction results are available and indicate that 99 percent of students are satisfied or very satisfied with their overall FRC experience. [EV366] [EV362]

The last self-identified recommendation from the 2006 Self Study to strengthen services for English language learners, especially Spanish speakers, was addressed in the Annual Program Review (APR) submitted fall 2010 by the Instructional Resource Center/Basic Skills program. Objective 4 from the APR states that in 2010-11, the department will “continue to move towards institutionalizing an ESL program by hiring a part-time ESL instructional assistant.” This need was satisfied by the hiring of the Instructional Assistant for ESL and Basic Skills in the Instructional Resource Center. Funding was requested for the 2011-12 year for an ESL Instructional assistant for 18 hours per week. In addition, DSP&S offers assistive technology to increase accessibility for students. The majority of English Language students at FRC are international students. [EV24] [EV242]

Self Evaluation

The College meets this standard. FRC ensures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. FRC offers a comprehensive range of services to support students. That the May 2011, Commencement was the largest graduating class in the history of FRC, and that the first graduation ceremony for the Incarcerated Student Program was held in January 2011, are evidence that students are supported and are succeeding.

Other evidence of success from individual programs includes the increasing number of students receiving financial aid and the improving retention rates of the CalWORKs students. In the 2010-2011 Comprehensive Program Review, the EOPS program reported that they served 202 students, 16 students over the maximum number of students set in accordance with its funding level of 186. Of these students, 34 graduated, 38 transferred, 15 were on the honor roll, and 151 returned the following year.

One area of change and improvement that has recently occurred as a result of comments in focus groups and feedback from other departments has been more efficiency in responding to telephone calls in a timely fashion. Each department has worked hard to manage the expectations of students, prospective students, and parents. The Financial Aid Office, with its heavy foot traffic and processing workload, has instituted a departmental commitment to respond to each call within 2 business days. In addition, both the departments of Admission and Records and Financial Aid have worked hard to train students to use the student portal, MyFRC, to locate answers to many of their questions.

The results of the student survey conducted in the spring of 2011 show that the majority of students are satisfied or very satisfied with all campus services. However, several areas of concern also have emerged regarding residence halls and housing, parking, food services, counseling, academic advising, preparation for work/career and course offerings. The results for academic advising, counseling and preparation for work/career indicate that more work is needed to provide these services. A new model for counseling and matriculation has been proposed and approved; however, state budget cuts have delayed its implementation. The

Student Residences Halls were taken over by the Student Services Division of the College in order to improve quality, service, and the connection to student life and learning. The food service manager continues to seek solutions for accommodating students. In another question from the survey, 89 percent of respondents agreed that FRC faculty, staff, administrators and students work together for the good of the students. This result has validated the overall goal for faculty and staff. Faculty and staff were also surveyed in spring 2011; 81 percent of respondents felt that student support services address the identified needs of students and enhance a supportive learning environment. [EV366]

In fall 2009, the Political Science 140 class (Multiethnic America) designed and administered a Campus Climate Survey to the campus community (students, faculty and staff). One of the recommendations noted in the Executive Summary is that FRC “improve publicity of campus academic and student services programs.” The survey was conducted again in fall 2011 and preliminary results show continuing gaps in student awareness of services. The survey results also show that nonwhite students report less awareness of programs and services than white students. [EV176]

Planning Agenda

- Improve student awareness of student services offered at FRC.
- Strengthen programs and support for the needs of English language learners.

II.B.3.b The Institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

Feather River College addresses this standard in several ways. Board Policy 3050 outlines ethical behaviors and expectations for the entire campus. The college wide Student Learning Outcomes identify personal and civic responsibility, and intellectual, aesthetic, and personal development and serve as a framework by which the student services departments, instructional faculty, and students themselves uphold this standard. Of the seven Student Learning Outcomes, outcomes four through seven specifically address personal development and citizenship: [EV127] [EV339]

4. Students will demonstrate a sense of personal and professional ethics by:
 - Accepting responsibility for their own actions
 - Respecting and honoring diversity of individuals and ideas
 - Exhibiting personal, professional, and academic honesty
5. Students will develop a clear sense of self, purpose, and ability to achieve goals by:
 - Developing autonomy
 - Prioritizing skills
 - Advocating for self
 - Delaying self-gratification
 - Setting goals
 - Using time management skills

- Accessing resources
6. Students will demonstrate skills in relationships through interpersonal communication, compromise, teamwork and collaboration.
 7. Students will value their education, understand its privilege, and become responsible citizens by:
 - Participating in community service
 - Respecting and questioning authority
 - Expressing themselves creatively
 - Being proactive in learning

These Student Learning Outcomes are supported in a variety of ways, in both Student Services and Instruction. The Office of Student Services supports personal and civic responsibility, intellectual, aesthetic, and personal development through programs, such as Disabled Students Programs and Services (DSP&S), Student Support Services (SSS), and Associated Students of Feather River College (ASFRC). DSP&S and SSS provide direct personal development training to students in topics, such as stress reduction, test-taking strategies, and healthy cooking and eating. The Cooperative Agencies Resources and Education (CARE), California Work Opportunities and Responsibilities for Kids (CalWORKS) programs include work study/work experience where students learn job search and job retention skills, produce a resume, job application, and go through an interview.

The Strategic Plan 2010-2012 also addresses these values by promoting the whole student in Strategic Goal 2.2:

The College will support coursework, programs and services that promote the “whole student” to bring success and civic engagement to its diverse student population while promoting self-sufficiency.

The Office of Student Services oversees Associated Students of Feather River College (ASFRC). ASFRC officers and senators directly participate in the college wide shared governance process, learning first-hand about civic responsibility and representing the student population as a whole. In addition, ASFRC offers student-driven activities to support student life, such as Homecoming Week, elections activities, and student forums. ASFRC occasionally publishes a student newsletter called “The Early Bird,” which informs students about campus issues and gives students a voice to express concerns. ASFRC also recruits and supports student clubs, such as Student Environmental Association, Students In Free Enterprise, Drama Club, Diversity Club, and Golden Pride. [EV82] [EV262]

The Office of Instruction supports the aforementioned college wide Student Learning Outcomes by offering a variety of courses that include class-structured projects and personal development topics. There are numerous instances of class-structured projects addressing civic and cultural responsibility evidenced as follows. Two political science courses directly encourage personal and civic responsibility. Political Science 101: Government and Politics in the U.S. has as a Student Learning Outcome that students will appraise the role of citizen participation in democracy. To fulfill this, activities include organizing Constitution Day and having guest speakers in class to promote intellectual development and civic responsibility.

In Political Science 140: Multiethnic America, course goals are to introduce students to the relationship of power, politics, and ethnicity and improve student understanding of laws and policies around issues of equality (both historical and contemporary). To accomplish this, students in 2009 and 2011 conducted a Campus Climate Study to assess campus members' perceptions of diversity, comfort, and equity (or fairness) at Feather River College. This project involved the entire class who designed and administered a survey to the campus community, analyzed the results, prepared a written report, and presented their findings to the FRC Board of Trustees in December 2009. This survey has since become a valuable tool to understand student attitudes and awareness. [EV176]

Other courses which support civic responsibility and intellectual, aesthetic, and personal development are the Students in Free Enterprise (SIFE) project-based learning course (Business 171), which offers students the opportunity to work on community outreach projects, including mentoring foster youth and working with small businesses developing the student through experiential learning. English 120: Speech features a public debate by the students and is hosted in the Town Hall Theatre. English 101: Composition and Reading and English 103: Critical Thinking both address issues of ethical and intellectual behavior. In spring 2010, Sociology 160 students sponsored the public showing of a film about development in Haiti. Students collected donations to send to a sustainable development project in Haiti after the earthquake. Students also researched and presented various historical and contemporary aspects about Haiti to present at the public film showing. The Adventure Based Leadership, Current Environmental Issues, Environmental Studies, and Introduction to Wildlife courses include service projects in their curricula, thereby encouraging civic and personal responsibility. Service projects completed in the past year as a result of these courses include a campus waste audit, wildlife monitoring and surveys, and development of the Alder Street Community Garden among many other projects. Students in the Outdoor Recreation Leadership program have numerous opportunities for personal development and civic engagement. The Recreation Program Planning course immerses students in planning, implementing, and evaluating community events such as Earth Day, Bike to Work Week, Plumas Paddle Fest, and Longboards World Championship Ski Race, thus instilling a sense of civic responsibility among students. In addition, the personal-development curriculum (College 10, 50, 110, 300) provides personal responsibility development strategies to support student success in college and beyond. [EV212] [EV262]

Self Evaluation

The College meets this standard. There are many ways, both through student support services, student activities, student government, and instruction that students are engaged in personal development and civic responsibility. Through its Strategic Plan 2010-2013 the College has also embraced the values embodied in this standard as a major goal. However, the presence of a student activities director or service learning coordinator would make it possible to foster more activities and support a more developed student life. [EV282]

Planning Agenda

- Investigate hiring a student activities director or service learning coordinator.

II.B.3.c The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

Feather River College provides academic advising for its students to ensure that students meet their education objectives, complete their general education, and complete their major programs. Currently the structure for counseling and advising includes a half-time EOP&S counselor and half-time general classified academic advisor. There are also two part-time classified advisors in the SSS /TRIO program and some faculty serve as advisors for their programs. Although advising/counseling services are being provided to students there is a limit to the availability of the general advisor due to the additional duties and responsibilities assigned. [EV209] [EV369]

The 2008-2012 Student Services Plan provides a very comprehensive description of the Advising and Counseling department. This description indicates that this department not only advises students but also guides students through the matriculation process funded and required by the California Community College Chancellor's Office. In addition, the program review recommendations for Counseling and Advising (Matriculation) listed in Appendix C of the Student Services Plan stipulate that "There is a need for additional Student Services Staff and Faculty Advising services." Since that Plan was produced, the last full-time, general counselor retired, prompting changes to cover the additional need for student advising. In addition, Objective 2.2.3 of the Strategic Plan 2010-2012 also addresses these issues:

A review of current practices in counseling, advising, transfer and articulation will be completed and compared to best practices, resulting in an action plan that addresses a "self-sufficient student" model.

Several staff in the TRIO SSS Program now perform academic advising for the students who meet the requirements of that program. Several of the full-time faculty who oversee academic or vocational programs advise those students in their programs but do not advise regarding transfer or general education coursework. Some faculty do informal advising for students. The faculty advising that is currently performed is mostly about major programs and courses and is undefined in scope. In the past, the faculty advising program was formalized and functioned reasonably well but faltered due to budgetary and contractual issues. [EV369]

The general classified advisor, the Extended Opportunity Programs and Services (EOPS) counselor along with the TRIO advisors and several faculty members have attended transfer workshops/trainings in order to remain current on the many changes that occur with both transfer issues and student needs. The classified general advisors alternate participation on the Curriculum Committee so that catalog and instructional issues can be brought to the committee for resolution and the advisors can stay current on curricular issues. This training has satisfied one of the self-identified recommendations from the previous Self Study, which was to provide more training for the classified staff and faculty to promote awareness of the many changes that occur with transferability and other student needs. [EV209]

Other self-identified recommendations were:

- Define the faculty role in student advising more clearly.
- Review faculty counselor evaluation process.
- Develop measures for the assessment of the effectiveness of advising.

These recommendations are being addressed by an ad hoc committee of faculty, the chief student services officer, and student services personnel, who have proposed a new counseling model.

The Curriculum, Advising and Program Planning (CAPP) module of Banner was implemented summer 2011 and is being tested by advising/counseling personnel. The CAPP module provides “what-if” analysis as well as degree audits. Once testing is completed and issues are identified and resolved, the CAPP will be deployed to students through their Student Portals. CAPP automates the student educational plan, creating more time for advisors/counselor to interact with students and help them reach their academic goals.

Self Evaluation

The College meets this standard with some qualifications. While it appears that students are generally satisfied with the advising/counseling services they receive, the current situation is not sustainable since it is mostly categorical in nature and therefore the general student has limited access. Some students would benefit from more in depth advising/counseling in their programs. Due to the lack of general student advising the athletic coaches have had to assume part of academic advising. [EV362] [EV366]

The results of a student survey targeting academic advising/counseling and work career preparation conducted in the spring of 2011 indicated a general satisfaction for academic advising/counseling. It also showed improvement needed in the area of career/workforce preparation. In spring 2009, an ad hoc committee of faculty, the CSSO, and Student Services Personnel proposed a new counseling model. The model provides one full-time faculty member as counselor and matriculation coordinator and two classified advisors. The model proposes to be more efficient and spread work more equitably. The job description for this position was approved by the Academic Senate; however the current state budget situation as well as a proposed administrative reorganization have delayed movement on this issue. [EV258]

Planning Agenda

- Define the role of faculty in the advising/counseling process.
- Address issues revealed by the CAPP testing process.

II.B.3.d The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

Diversity is addressed a number of ways at the College. The Diversity Committee formed a joint committee with the Associated Students Diversity Club. The ad hoc committee provides programming for employees and students, including the Kaleidoscope: Celebrating Diversity through Music, speakers and movies series, Safe Space Training for GLBT awareness and education. This committee also recognizes awareness campaigns, such as Black History Month, Women's History Month, Mexican Independence Day and Cinco de Mayo. [EV229] [EV223] [EV288]

Other entities address diversity issues at Feather River College. A student-led campus climate survey was completed in Political Science 140: Multi-Ethnic America to address diversity at FRC. English 254: American Literature II had a class project to research literature of minority populations of Plumas County, from the Gold Rush to the present. Disabled Students Programs and Services (DSP&S) and Students in Free Enterprise (SIFE) sponsor the Focus Film Festival to acknowledge Disability Awareness Month in October. DSP&S also holds several workshops to educate people about disabilities and provide solutions for students and employees living with disabilities. [EV262] [EV176] [EV379_5]

Students and staff have opportunities to develop awareness of diversity. While there is not a separate orientation for international students, services for international students have been increased with the Instructional Resource Center providing an instructional assistant who specializes in this area. The Diversity Committee along with the Diversity Club analyzes needs and solutions when addressing diversity issues. [EV223]

Self Evaluation

Feather River College meets this standard. Special populations are acknowledged and served at Feather River College.

Planning Agenda

None

II.B.3.e The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

The Office of Admissions and Records and the Assessment Center concentrate on improving their services to students, faculty and staff. Both offices work together to facilitate student matriculation. Starting with the application process through assessment to counseling/advising and registration, students are provided assistance based on their needs.

Admissions

The Office of Admissions and Records is responsible for all information regarding admission, residency, registration, enrollment and student records. The California Community College mandate specifies that all students who have the capacity and motivation to benefit from higher education should have the opportunity to enroll. Feather River College complies with that mandate as an open-enrollment institution that admits any student who has earned a high school diploma or its equivalent, or who is at least 18 years of age. FRC also complies with the California Community College stipulations and California law AB540, which mandates who is eligible for residency for enrollment fee purposes. The College's policies and procedures are consistent and in compliance with state and federal regulations. The Board of Trustees approves local policies as determined by California's Education Code and Code of Regulations, Title 5.

There is a great deal of student information available on the College's website. The Office Admissions and Records webpage provides students with links that include step-by-step instructions for online applications; catalog information; course searches; registration information for new, continuing, returning, international, and high school students. Admissions resources and forms are also available for viewing or printing hard copies. The hours of operation and contact information for each department are available for students who are not comfortable using the website or need more information. The Alta Vista Babel Fish translation link provides eight different translations, including Spanish that are available for students to access College and admissions information in their native language. [EV233] [EV391_3]

The College received a grant with which to purchase CCCApply, the California Community College admissions application. This admissions application is more robust than the baseline admissions application in Banner. It offers a standardized admissions application and admissions website for all California Community Colleges with the option for each college to customize aspects of their own application. It also has a more robust set of residency and AB540 questions that use smart algorithms which would enhance the FRC adherence to the state regulations on California residency and AB540 determinations. [EV174] [EV233]

The challenge facing the College at this point regarding admissions instruments and practices is to locate adequate financial resources to implement CCCApply and interface it with the Banner admissions module. Once that has been accomplished, regular validation procedures can be set up to monitor the effectiveness of the application process as well as the residency and AB540 determinations, to ensure they follow state regulations.

Assessment

The College uses the Accuplacer system to evaluate students' reading, writing and mathematics skills. For students in the Incarcerated Students Program, the companion paper/pencil tests are used. Since the College is using one of the Chancellor's Office approved instruments, evaluations for cultural bias are conducted at the state level, according to section 55524 of the guide "Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges" guide (section 55524).

The Chancellor's Office is responsible for validation of the placement instruments, the College is responsible for validating their effectiveness in practice. Students are currently advised based on a matrix that was last reviewed by faculty in the Mathematics and English Departments in 2011. Along with the matrix, multiple measures such as high school transcripts, academic history, current academic goal and life factors (for example, working or not-working) are considered. Students are advised concerning initial placement in math or English classes and are notified about the skill levels required for all classes. Placement at Feather River College is advisory, not mandatory. Students who wish to assert their "right to fail" may sign a "Matriculation Waiver" and take courses based on self-evaluation. [EV9] [EV209]

In the Annual Program Review from October 2010 for the Learning Center (Instructional Resource Center)/Basic Skills program, objective 3 for the current year (2010-11) states: "To examine and analyze assessment practices of all incoming students requiring basic skills remediation and to track these basic skills cohorts." The proposed action plan includes analysis of the assessment scores of incoming basic skills students to address their educational requirements such as prerequisites and to ensure accurate course placement. The action plan also states that the Instructional Resource Center should review and assess each cohort's matriculation progress should and provide any instructional or student services support that are necessary. [EV24_6]

There were two self-identified recommendations in the 2006 accreditation Self Study for this section:

- Create materials in Spanish that are readily accessible.
- Continue to upgrade the student information systems to implement online registration.

The second recommendation was fulfilled in spring 2009, when online admissions and online registration went live in the new Banner system. The only way in which the first recommendation has been partially addressed is by providing the Alta Vista Babel Fish translation link on the website so that the website information can be translated into Spanish and other languages. [EV391]

Self Evaluation

The College substantially meets this standard. Online admissions and registration were implemented in the Banner system for the spring 2009 semester. Admissions staff members are available to assist students with questions or provide hard copy versions of Admissions forms.

A review was conducted in April 2010 about the College's procedures related to residency determination. This review stemmed from a Chancellor's Office letter of March 2, 2010 that was sent to all California Community Colleges that reminded the community colleges of the residency regulations and passed on information about effective procedures used by some colleges in making residency determinations. Two recommendations were made to improve procedures: 1) create an Ad Hoc Committee to look further at the college's practices and 2) implement CCCApply. [EV174] [EV233]

There continue to be complaints from faculty about underprepared students in their classes. As community colleges are “open door” institutions, some degree of learning deficiency is likely to exist, but perhaps a more all-encompassing process and the completed implementation of pre-requisites will create more campus confidence in the assessment/advising process.

In spring 2011, the Office of Institutional Research produced a placement score analysis to validate cut scores and placements for the math department. This analysis is resulting in further evaluation of cut scores and placements with the objective of expediting student progress through the math curriculum while maintaining student success. A similar study was undertaken for English in fall 2011. The data and subsequent analysis has been distributed to the division chair of Letters and Sciences, the CIO, the math and English departments, and to the counseling/advising department. Involvement of faculty from multiple disciplines and the Instructional Resource Center director will encourage confidence in the process and promote improved student access. [EV9] [EV10]

Planning Agenda

- Implement CCCApply
- Create and distribute a California Residency Brochure
- Create and distribute International Student informational packet

II.B.3.f The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

Student records include student academic records, both the student-specific course records and the academic records housed by the Admissions and Records Department, financial aid records and housing records. Both paper records and electronic records in the integrated Banner system are under the College’s care and protection.

The required retention for student records housed in Admissions and Records varies by the type of record. Paper student records are retained per the Admissions and Records Record Retention Schedule, based on California’s Title 5 regulations, which provides for the permanent or three-year retention of various record components. [EV14]

Student course records in possession of faculty and associate faculty are retained by faculty for up to ten years.

Per the federal financial aid regulations, schools are required to keep records related to a student’s financial aid eligibility, which includes portions of the student’s academic record and additional financial aid records for the student. Like Admissions and Records, Financial Aid has both electronic records in the Banner system and paper records. The required retention period for financial aid records is three years from the end of the award year or, in

the case of students who take out student loans, three years from the end of the award year in which the student last attended. [EV260]

The office and file area shared by Admissions and Records and Financial Aid is locked when no authorized staff are present and the alarm is set overnight and on weekends when the campus is locked down. Archival records are stored in locked storage areas on campus. One of the recommendations in the 2005-06 Self-Study was to implement a campus wide imaging system to lessen the need for physical space for the storage of current and archival student records. That same recommendation suggested the construction of a temperature controlled space for the archival records. Neither suggestion has been implemented, largely due to the lack of funding available. [EV50] [EV145]

Both Admissions and Records and Financial Aid offices also have student records in the Banner system. The electronic records are accessible in two ways. Students, faculty and staff have access to particular functions through the MyFRC Portal, through use of a User ID assigned at the time of admissions or employment. In addition to the User ID, access requires a PIN and is further protected by use of a security question in the event the user forgets his/her PIN. The Portal also is equipped with the feature of locking the user out if they try to access their records three times with the wrong PIN. [EV43] [EV135]

Particular staff members have also been given access to what is called Internet Native Banner (INB). INB is the regular 'system' used by Admissions and Records, Financial Aid and other administrative areas to do their day-to-day work. Security for the INB system is regulated by assignment of a username and password which, in turn, is assigned to a particular Banner security class (or classes) giving "modify" or "query" access to specific screens. INB Banner access is provided on an as-needed basis. Some modules of the INB system, such as the financial aid modules, include log-keeping features so that the Data Custodians can determine who is responsible for various data modifications in the system, should the need arise. [EV277]

Overall, internet, servers, systems and data security at FRC are the purview of the chief technology officer. The IT department continues to back-up the systems at an off-campus location weekly; the department is also implementing an automatic remote onsite backup strategy (housed in the Allied Nursing Classroom) and will be moving to an additional off site (in Livermore, California) backup in 2011-2012.

Confidentiality of student records follows state and federal regulations, including the Family Educational Rights and Privacy Act (FERPA) and various Federal Trade Commission regulations. College policies center around BP and AP 5040. [EV50] [EV145]

Three primary release forms exist on-campus for students to use to give the College permission to release at least a portion of their student records to third parties, including parents, spouses or significant others, agencies or athletic recruiters: the Admission and Records form for admission and registration information; the Financial Aid form covers financial aid records, and the Athlete Release is used by both Admissions and Records and Athletic Department staff. [EV13] [EV93] [EV89]

Admissions and Records logs the receipt of both the Admissions and Records Release form and the Athlete Release form in the SPACMNT comment screen of the Banner system. The Financial Aid Office records the receipt of the Financial Aid Release form on the tracking screen with particulars in the RHACOMM comment screen. Using Banner to note signed releases resolves the recommendation for improvement from the 2006 Self Study that suggested the release information be entered on the student electronic system in order to eliminate the nonintegrated mode of recording releases in spreadsheets.

The other arena, covered by the Internet Native Banner Users Confidentiality Statement, has to do with faculty and staff. Since so many staff members have access to various screens in the INB system, FRC determined that we needed a statement for staff to sign, agreeing not to release confidential information that they have access to in the system. [EV277]

FRC follows the federal regulations by publishing information regarding the privacy and release of student records. This information is found on the College website, in the catalog, in the Student Handbook and in the course schedule published each semester. [EV180] [EV184] [EV363] [EV391]

The final self-identified recommendation for improvement from the 2006 Self Study was to develop a student ID numbering system to replace the use of Social Security numbers, to protect student privacy. In fact, this was mandated by federal law. Now that the College uses the Banner system, student, staff and vendor IDs are 9-digit numbers beginning with '900'. In addition to migrating to the 900 numbers, Admissions and Records and Financial Aid front-line staff have, at their desks, keypads for students to use for entering their student ID or their Social Security Number— rather than to verbalize either number to the staff member to look up their records.

Self Evaluation

The College meets this standard. FRC has made improvements since the prior Self Study on the topics of maintaining student records permanently, securely and confidentially. The College is at another juncture where it needs to re-assess its status to ensure it is doing all that is required to maintain compliance with confidentiality of student records.

Planning Agenda

- The registrar and the director of financial aid will establish a FERPA task force to re-assess the campus' practices related to the privacy of student records and the release of those records under FERPA
- Investigate adopting a campus wide imaging system to lessen the need for space for storage of paper records and to reduce the staff time in working with and filing paper, as budget constraints allow.

II.B.4 The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The College, believing that student services support the achievement of student learning at all levels, evaluates student support services in an effort to assure their adequacy in meeting identified student needs and to show that those same services contribute to the achievement of Student Learning Outcomes (SLOs). Evaluation results are used as the basis for improvement. Assessment and SLOs in Student Support Services were evident concerns during the College's dialogue that resulted in the Strategic Plan 2010-2013. Student support issues are given full consideration in several areas of the Strategic Plan, including developing the "whole student," assessing SLOs for Student Services, and promoting civic and ethical behavior. [EV24] [EV198] [EV340]

The following is a description of tools utilized by members of the Student Services Division to determine the effectiveness of programs meeting the needs of students.

The primary resource tool for program evaluation in the Student Services Division is the Annual and Comprehensive Program Review due in the fall and spring to the chief student services officer and to the Strategic Planning Committee. In accordance with the previous recommendation and FRC's integrated strategic planning processes, each Student Services program completes an Annual Program Review (APR) in which the projected goals and measurable objectives are evaluated for effectiveness, and revised as necessary. The APRs include: assessment of the previous year's progress of identified objectives; resources and budget needed; budget change requests and justification; connections to integrated plans; and current and future program status and changes. Comprehensive Program Reviews are completed by each Student Services program every three years; the scheduled due dates are staggered. [EV198] [EV24]

Categorical and grant programs are also required to submit program or performance reviews to state and federal agencies to further ensure these programs are meeting identified goals and objectives relating to student services provided.

Student Services programs are also required to identify measurable Student Learning Outcomes. In addition, Student Services programs mapped themselves to the institution wide SLOs. All SLOs are regularly evaluated as a measure of the effectiveness of services and programs. The programs are revised or updated as necessary to ensure that services are contributing to student engagement and success. [EV340] [EV333]

A Student Satisfaction Survey is conducted annually in the spring term. Once compiled, the results are shared campus wide to be utilized for improvement of services. The 09-10 survey was reviewed by the Strategic Planning Committee for consideration in developing the 2010-

2013 Strategic Plan. Specifically, the lack of satisfactory housing was identified as an area needing improvement. [EV366]

Guided by their instructor, the students in Political Science 140 conducted and analyzed a Campus Climate Survey in fall 2009. Regarding Student Services programs, the survey found that there was an overall lack of knowledge among students about some of these programs, and the students recommended improving campus wide publicity about student services. The students presented their findings to the Board of Trustees on December 10, 2009. The survey was identified as a source in the development of the 2010-2013 Strategic Plan. Another Campus Climate Survey was conducted in fall 2011. Initial reaction seems little changed from the previous campus climate survey. [EV176]

Some Student Services programs conduct program specific surveys. The Child Development Center surveys their participating parents twice per year and incorporates the findings into their objective and goal setting processes. The Disabled Student Programs & Services also conduct a survey of their participants, the results of which are reviewed by the staff and any improvements are implemented. [EV224]

The Student Services Council, representing all Student Services programs, meets once per month to discuss issues pertaining to student services on campus. Many Student Services staff members participate on shared governance committees where issues and policies affecting student support services are collaboratively considered and decided upon. [EV367] [EV368]

The self-identified recommendations from the 2006 Self Study were that the College implement a comprehensive assessment cycle. The recommendation has been met in two ways:

- Annual Program Reviews are due each fall and Comprehensive Program Reviews are due every three years. Assessment is woven throughout the program review process and the connection between Annual and Comprehensive Reviews is strong.
- College wide Student Learning Outcomes are measured each spring, a practice that was instituted in spring 2010.

Self Evaluation

The College meets this standard. The FRC Student Services Division employs several evaluation tools that are regularly utilized to ensure effective service to students. As mentioned above, the previous recommendation of implementing a comprehensive assessment cycle was addressed in that each Student Services Division program conducts Annual and Comprehensive Program Reviews, and the College annually assesses and evaluates the college wide SLOs. The Student Services Council recognizes the importance of continuing to enhance the use of these tools as well as continuing to identify new student service benchmarks such as, the Council for the Advancement of Standards in Higher Education (CAS) standards for continuity within the division. [EV24] [EV24_4] [EV198_3] [EV198_4] [EV198_5] [EV340]

The Strategic Plan 2010-2013 incorporates many goals to improve student services by using various assessment tools, including SLOs and SLOAC. Specific focus is also given by Objective 2.2.4:

An action committee will be formed to address student needs in housing, food service, student activities, student employment, scholarships, teacher-assistant program, access to technology, bookstore, and other aspects of student life. The committee will review student satisfaction surveys to identify areas for improvement, and will form action plans to address needs in a comprehensive, integrated way.

Student Services is engaging in a complete assessment cycle that includes planning, steps for improvement, and gathering feedback in order to assess the effectiveness of the improvements.

Planning Agenda

- Utilize CAS to support the systematic evaluation and planning processes by providing all Student Services programs with nationally recognized benchmarks in higher education
- Create benchmarks in student services

Feather River College

Standard II.C – Library and Learning Support Services



Standard II.C Library and Learning Support Services

II.C The library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Descriptive Summary

Feather River College supports and staffs the library and the Instructional Resource Center (IRC). The library and IRC are essential components of instructional support for the institution's programs and provide accessible learning opportunities to assist students to achieve their educational goals. [EV_94] [EV199_4] [EV297]

During the summer of 2011, the Library and Instructional Resource Center were re-located to the newly constructed Learning Resource Center. To minimize confusion between the Learning Center (a department) and the Learning Resource Center (an entire building), the Learning Center's name was changed to the Instructional Resource Center (IRC). With this move, the two main instructional support departments are in the same building. Moreover, the old Learning Center was jointly occupied by TRIO, which has a specific clientele and is under the administrative purview of Student Services. The new IRC is devoted purely to instructional support and its services are available to all students, not just TRIO students.

The library provides support for the institution's instructional programs and the intellectual activities of its students in a variety of formats. From the library's webpage, users are able to locate material in the library's collection of books and nonprint media, and also access the library's research databases. The Library director has also assembled a list of "Quick Links," which is an alphabetically arranged group of topics, each with one or more links to websites that are deemed to be of interest or importance to students, faculty and staff. The content of the nearly 11,000 e-books and the databases is available from any location to students with a current FRC network account and a device that can access the internet. Any individual can browse the book and media collection from off campus via the internet, but only those people with network accounts can access the full-text of e-books and the databases. [EV391]

One of the compelling justifications for constructing a new library was the absence of space in the old building to acknowledge cultural events through displays of one sort or another. Before the old library became filled with computer workstations and an increased number of tables and chairs, events such as Black History Month and Women's History Month were celebrated annually through displays in the library. Recognition of other cultural and historical events also occurred. A very moving Holocaust display brought members of the campus as well as the local community to the library for viewing. Shortage of space brought

about the discontinuation of these displays, but the new library has already hosted a display for campus celebration of Constitution Day and it is keenly anticipated that other events will be similarly acknowledged.

Among the many positive changes that have occurred with the opening of the new library, an enhanced and larger computer lab stands out as one of the most significant improvements. The former library had twelve workstations, each with its own CPU. The new library has thirty workstations. Twenty-four of the stations are installed in carrels, with two of the carrels designed specifically to meet ADA standards for individuals in wheelchairs. The remaining six workstations have been set up along a counter. All the computers are networked with virtual servers so changes with software applications are performed remotely without requiring the desktop support employee to install changes at each station.

Individual study carrels and comfortable reading chairs offer another improvement over the previous facility. The old library had four study carrels and fourteen study desks. Neither carrels nor desks were equipped with a power supply and so students with laptops or other electronic equipment had to depend on the battery to last for the duration of their time in the library or else they would run a power cord several feet along the floor to reach a wall outlet. The new facility has 23 individual study carrels, each with its own power supply and an outlet built into the carrel to allow users to plug in their own devices without wearing down the battery. Two of the carrels are adapted for wheelchair access.

The new library also has 15 “lounge” chairs, each equipped with a tablet arm that swivels, allowing patrons to sit comfortably while reading or using a laptop, or to move the tablet entirely off to one side. Twelve of the chairs have power modules accessible from an adjacent table or from a floor outlet next to the chair.

Access to the library’s physical resources during the fall and spring semesters remains as it has for many years: Monday through Thursday, 8 a.m. to 9 p.m.; Friday, 8 a.m. to 4:30 p.m. The library was closed during summer 2011 due to the move from the old building to the new one, but also because the hours of the Senior Program Assistant, who is the only 12 month library employee, were cut by 25%. If this situation were to continue, access to the library and the resources contained within would be exclusively from the first day of classes in the fall to the last day of classes in the spring. Access to the library’s digital resources is 24/7 as long as the patron has a network account. Students enrolled in summer courses would have to acquire their network accounts without the assistance of library staff.

The IRC provides instructional support and tutoring services for students in the disciplines of math, physical sciences, English, English as a Second Language, foreign languages, and other subjects as requested. Many students use the IRC for help with course assignments; however, most of the instructional assistance occurs in mathematics and English, two areas that also lend support to other disciplines such as physics or history. The center continues to serve students, individually or in groups, to strengthen their skills.

For detailed information about the library collection and IRC services, please see standard II.C.1.

Both the library and the IRC provide training to students so that support services offered by the two departments may be used effectively and efficiently.

Training provided by the library occurs in the following ways:

1. All newly registered students fill out a Student Network Account form, obtained either during orientation or in the library during the first few days of each semester. The network account is necessary to login to any of the campus computers or to access any of the library's databases or e-books from an off-campus computer, so sooner or later all students obtain one. Students coming to the library for the form are strongly encouraged to return to the library the next day (by which time the Information Services Department will have created their account) and let the staff walk them through the log in process. During this one-on-one interaction, staff explain the campus email system, printing accounts, setting up a Moodle account, and briefly explain the services of the library available from both on and off campus. Any questions students may have are also answered at this time. Whether students return or not, library staff provide every student with a two-sided information sheet created by the Senior Library Assistant. One side is Student Network Login Information and the other side is Library Homepage Information. The latter provides brief directions for accessing the Book & Media Catalog, the Electronic Databases and the Quick Links. [EV364]

2. Class presentations on library research are provided by the Library director. All faculty are informed through the Faculty Handbook that the Library director will come to their classes and give a presentation on library research. The presentations are almost always associated with a research assignment for the class. Each presentation is tailored to the assignment, but also contains basic information about the library and its resources: hours of operation, getting to the library homepage from off-campus, searching the Book & Media catalog (including access to the content of e-books), accessing the databases from off-campus, a review of databases pertinent to the assignment and how to use them, citation methods and styles and other topics available through the Quick Links, search engines and various ways to employ them (including methods for assessing the quality and reliability of a particular website). Number of presentations for all 2010: 7; spring, 2011: 7.

3. Reference assistance. All reference questions received during the day are referred to the Library director and a Reference Log is maintained noting the reference question and its resolution. Students are shown which resource or resources are best for the particular question as well as the methods to employ for utilizing that resource. The Library director works with the student until satisfactory resolution is achieved. The resolution and degree of satisfaction with the resolution are noted on the Reference Log. During the evening, reference questions are handled by the Evening Library Assistant, who also maintains a Reference Log. Every morning the Library director reviews that Reference Log and then discusses each reference interview with the Evening Library Assistant to ensure that methods and strategies for responding to reference questions properly employ the appropriate library resources and are consistent with the manner in which reference transactions are conducted during the day. [EV293]

Instructional Resource Center

In the IRC, training takes place in three areas.

1. Peer tutors complete a short basic module that highlights the essential responsibilities of tutoring so that the tutors can carry out their duties to effectively serve the students. [EV383]
2. The IRC has fifteen computer workstations accessible to all students. The staff provides training to students requiring assistance in the use of on- and off-campus resources or software applications. Additionally, the Instructional Resource Center has one small multimedia room for providing more interactive instructional activities.
3. The IRC staff provides individualized attention and training to students as needed to ensure effective and efficient use of instructional and supplemental services, especially providing foundational skills in writing, mathematics, and English as a Second Language.

Both the library and IRC undertake self-assessment. The library provides the following means of assessing the adequacy of its resources, materials, and support:

1. To assess resources and services in general, a form, Suggestions for Improving Library Services and Resources is maintained at the Circulation Counter. The form asks students to comment on any services or resources that they may feel need improvement, as well as comment on areas of library services or resources they feel are satisfactory or better. [EV373]
2. A further assessment of the quality and breadth of book holdings occurs at the end of each semester when the Library director reviews interlibrary loan requests from students and faculty to see if there are subject areas in the FRC collection that appear to be deficient. If it appears that there are areas where the library's collection needs improvement, those areas receive priority in collection development.
3. To assess the effectiveness of class presentations with regard to Student Learning Outcomes, all faculty for whom a research presentation has been performed by the Library director receive a form entitled "Instructor Evaluation of Library Research Presentation, including Student Learning Outcomes." [EV276]
4. To assess the effectiveness of reference service, all reference questions are logged into a Reference Log (as described under "training", above). [EV293]
5. The adequacy of library resources is also evaluated through the Annual and Comprehensive Program Review process. The Annual Program Review is the first step in the College's annual budget process, and all budget requests must be justified in terms of Student Learning Outcomes and the Strategic Plan. The Comprehensive Program Review occurs every four years, and as the name implies, is a complete analysis of the library's physical plant, physical and electronic resources, services provided to patrons,

staffing, budget and any other issues that are pertinent . The last Comprehensive Program Review occurred in 2009. [EV199]

Since fall 2010, an effort has been made to record Student Learning Outcomes for the library that are measurable and can be assessed through an activity cycle of three or more years. Library staff now record each instance of patron assistance in the following areas for which some form of student learning occurs:

1. Creating an FRC student network account.
2. Creating an FRC Online (Moodle) account
3. Creating a library account (a “library card” without issuing an actual card to the student.)
4. Internet instructions (for example, how to navigate from site to site, enter URLs, explain PDF files from html)
5. Software applications instruction (for example, formatting in MS Word, working with Excel documents)
6. Use of the copy machine. [EV337]

The IRC assesses its functions through Student Learning Outcomes and the Student Learning Outcomes Assessment Cycle (SLOAC). As support for SLOAC, a Satisfaction Survey was designed and administered in fall 2010 and there is also indirect assessment. Indirect assessment consists of the following:

- Students improve their knowledge in specific subject area(s).
- Students improve their academic proficiency in specific subject area(s).
- Students develop critical thinking, technical and communication skills.
- Students develop self-efficacy. [EV337]

Self Evaluation

The College meets this standard. The services provided by the library and The IRC are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities, in whatever format and wherever they are offered, with some qualification. [EV292]

With the relocation of the library to the new facility, space limitations that formerly existed have been ameliorated. The increase in the number of computer workstations from 12 to 30 means that the library is much better able to accommodate the needs of students enrolled in online classes. The pleasing environment, along with its furniture and self-contained power outlets also has drawn increased usage by students. At this time, however, a method for measuring the increased usage of the facility does not exist. The old library had a “people counter” installed just inside the front door and the number of patrons using the library could be determined from the reading on the counter. It was believed that the security system in the new library would count the number of individuals entering the library, but the system has been turned off due to the offensive noise it emitted. Beyond that, however, the security system only records patrons entering or leaving through one of the two corridors. Patrons are just as likely to use one or the other depending on which of the two front doors of the library they walk through. Another method of tabulating patron usage will have to be found. The library services related to Student Learning Outcomes can only be performed if the library is

open and staffed. With the 25% reduction in the Senior Library Assistant's hours, the library will continue to be closed during the summer.

The elimination of the Telecommunication and Technology Infrastructure Program (TTIP) and Instructional Equipment, Library, and Maintenance (IELM) funding has meant that the cost of the Library's research database subscriptions must be borne by the general fund. This in turn has resulted in the elimination of certain database subscriptions based on the Library director's assessment of their value to students and faculty. Over the past two years subscriptions to Britannica Online, AccessScience, Oxford English Dictionary, Lexis Nexis Academic Universe, American National Biography and NewsBank Retrospective were not renewed. On the other hand, two databases were added to the collection because they filled a gap in subject coverage: History Resource Center – U.S. in 2009 and History Resource Center – World in 2010.

While usage of the IRC has increased, as noted by sign-in/out sheets, there is no valid mechanism in place to determine the facility's overall usage. The IRC director formulated, distributed, and tabulated a student survey to assess the IRC's Student Learning Outcomes; the survey results indicated that the students were very satisfied with the quality of assistance given in the IRC.

Planning Agenda

- Implement a tracking mechanism such as Accutrack to quantify the services provided to students entering the Instructional Resource Center.
- Develop a more comprehensive, widely distributed student survey to accurately assess the Instructional Resource Center's Student Learning Outcomes as they relate to the College's courses or programs.
- Track database usage.
- Update the Tutor Training Manual

II.C.1 The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

Library

The library's resources and services are available to all enrolled students and FRC staff who need research materials and/or support for learning or teaching. The library's holdings as of 6/30/2011 are as follows:

- Print book titles in collection: 22,311.
- E-books in collection (shared collections offered through Netlibrary): 10,633.
- Research Databases: 14.
- Periodical Subscriptions: 98
- Nonprint Media (in DVD and VHS formats): 2,466

Instructional Resource Center

The IRC serves nearly all students on campus, no matter their skill level, with tutoring and foundational understanding in English and mathematics as well as many other subjects including biology, history, foreign language, and physical sciences. The IRC houses adequate reference materials, educational materials, information resources, -textbooks, and computer software applications to support student learning. Additionally, the IRC provides instructional assistance in Basic Skills and ESL services for FRC's small population of speakers of English as a second language. The College's ESL population is comprised of international students from Mexico, Central America, Brazil, Serbia and Sweden. Overall, the IRC staffing personnel provides learning support for nearly all academic programs on campus. [EV199]

Self Evaluation

Library

The College partially meets this standard. The print book collection remains undersized for a college with the enrollment of FRC. In the 2006 Comprehensive Evaluation Report by the 2006 accreditation team, concern was voiced whether "sufficient institutional resources are being provided to adequately support the library and help achieve successful Student Learning Outcomes" and further noted that "the book and reference collections show the effect of limited budgets" (p.31). These concerns remain valid. For FY 2007-2008 and 2008-2009 the \$10,000 budget request for books was approved. In 2009-2010 the amount was reduced to \$7,500 and the same amount was allocated for 2010-11. There was a budget "frost" declared for 2010-2011, however, and by the end of the school year, less than \$3,000 was released for the purchase of books. This was supplemented by \$455 collected for overdue fines and lost book fees.

The e-book collection is an essential component of the library's resources for on-campus students, but is even more important for the College's ever growing distance education population. The e-book collection has remained at 10,633 for two years due to budget constraints. Three collections offered through the Community College Library Consortium were acquired from 2006 to 2009. Funding for the 2006-07 acquisition came from the Instructional Equipment/Library Material grant. The other two collections were acquired using the general fund book budget allocated to the library in 2007-08 and 2008-09. The greatly reduced book budget precluded the acquisition of the collections offered since 2009.

Periodical subscriptions have been reduced from 125 to 98 since the 2007-08 fiscal year. Many of the reductions were for expensive journals that were never read in the library and whose content was available through subscription databases. A greater emphasis is now placed on subscriptions to magazines that library patrons are likely to read for intellectual, aesthetic and cultural enlightenment.

The library's nonprint media collection is adequate to support the College's instructional programs. The annual budget has been reduced from \$3,000 to \$2,500 since 2008, and during the "spending frost" of 2010-11 no purchases were made in this area. This was a temporary setback, however, and the current budget will be satisfactory to address faculty

requests for subject specific instructional support material as well as the Library director's selections to enhance the intellectual, aesthetic and cultural enlightenment of library patrons.

The electronic databases currently subscribed to are satisfactory to support the College's instructional programs. Access to the databases is twenty-four hours a day. The evaluation of database usage, however, has been based on the Library director's experiences working with students and faculty, and not on usage data available from each of the database providers. Beginning with the spring semester of 2012, database usage statistics will be maintained and used in the decision-making process for renewing or eliminating subscriptions.

Instructional Resource Center

The Instructional Resource Center provides sufficient support for students. [EV199]

Planning Agenda

- Collect database usage statistics in the library.
- Develop and implement a method for evaluating the level of instructional assistance as it relates to the Instructional Resource Center's Student Learning Outcomes.

II.C.1.a Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning outcomes and enhances the achievement of the mission of the institution.

Descriptive Summary

Library

Educational materials are selected and maintained in the library by the following means:

Books, periodicals and nonprint media: The Library director examines publisher catalogs and reads reviews from Library Journal to assess the quality of material under consideration for purchase. As previously mentioned, new Course Outline of Record (COR) brought to the Curriculum Committee for consideration are accompanied by a form, Library and Learning Resources Review which requires the author of the outline to consult with the Library director as to whether the resources of the library adequately support the course. If the resources are inadequate, books, periodicals and nonprint media are acquired, according to the input from the faculty member who authored the outline. Informal requests from faculty, whether by email or through conversation are also taken into consideration. [EV378]

The Library director uses the Reference Log to determine which areas of the collection might need improvement. Similarly, interlibrary loan requests are reviewed at the end of each semester to see if there are gaps in the collection that should be addressed.

Electronic databases: The Library director reads the reviews provided by the Community College Library Consortium and uses the trial period provided by the vendor to assess the quality and relevance of new databases under consideration.

Educational equipment in the library is almost exclusively computer-related. All computer equipment and peripherals are purchased by the Information Services Department.

Instructional Resource Center

The IRC director works twenty-nine hours per week as part of a full-time workload and employs two qualified instructional assistants, one full-time at forty hours per week and one part-time, twenty hours per week. The Instructional Resource Center supports student learning in all disciplines, providing the most support for math and English, which in turn supports a majority of courses in other disciplines. The IRC personnel use appropriate educational equipment and materials in the IRC and employs various pedagogical strategies geared towards reaching course objectives and its Student Learning Outcomes. There are fifteen computers available in the Instructional Resource Center allowing students to access the library's electronic databases, Moodle, and other online learning programs or websites. The IRC personnel work collaboratively with all faculty members to promote instructional effectiveness in an effort to support the students' general educational goals. Faculty input is welcomed. [EV199]

Self Evaluation

The College meets this standard.

Library

The expertise provided by faculty and other learning support professionals in the selection and maintenance of educational equipment and materials is sufficient to support Student Learning Outcomes and enhance the achievement of the mission of the institution. [EV199]

Instructional Resource Center

The IRC adequately maintains educational equipment and materials to support Student Learning Outcomes and enhances the achievement of the institution's educational mission. However, with the reduction of supply funds the IRC must be concerned about replacing necessary equipment. The current staffing situation of the instructional resource center is sufficient to support the quality of its instructional programs. The duties of the instructional assistants could be correlated with Student Learning Outcomes. [EV199]

Planning Agenda

- Develop a method for evaluating the performance level of the instructional assistants as it relates to Student Learning Outcomes.
- Develop a long term plan to ensure that the Instructional Resource Center's educational equipment and materials are continually updated.

II.C.1.b The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

Library

Instruction for users of the library occurs through the following means:

1. Classroom presentations on library research/information competency. These occur upon request by any instructor for any class, day or evening. Although each presentation is based on an assignment given to the class by the instructor, certain information is provided at every presentation. This includes how to navigate to the library's home page from another web location, a review of the resources available in the library, how to access information on the various electronic databases, how to find books in the collection and access the contents of e-books, the use of search engines and directories for finding information, how to identify the source of the material retrieved from a search engine, how to assess the quality of material retrieved from a search engine by domain and other factors.
2. One-on-one interactions between the Library director and students seeking reference assistance.

Instructional Resource Center

The IRC employs qualified personnel who provide ongoing instruction to all students who enter the center needing assistance in developing or improving their competency skills in appropriate information technology.

Self Evaluation

The College substantially meets this standard.

Library

To the knowledge of the Library director, there are no stated information competencies that the institution purports to teach all students. The third item in the college wide Student Learning Outcomes states: "Students will demonstrate competency in locating, evaluating, and utilizing a wide variety of information technologies." The students who are in classes receiving presentations from the Library director are provided with instruction on the library's services and resources. Presentations are averaging about seven per semester and the demonstration of the students' competency in using the library effectively is determined by the instructor of each class, based on the quality of the assignments the students submit.

Instructional Resource Center

By using the computers located in the IRC, students attain competencies in information technology by receiving instruction on the usage of the library's databases, Moodle and other online learning resources.

Planning Agenda

- Incorporate in Program Review information competencies that the institution intends to teach all students.
- Develop guideline to information competencies in the Library, the IRC.

II.C.1.c The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

Library

The library's hours during the fall and spring semester are: Monday – Thursday, 8:00 a.m. to 9:00 p.m., Fridays, 8:00 a.m. – 4:30 p.m. Access to the digital resources (e-books and research databases) is 24/7, except for a 30-minute period each night around 12 when the server holding the contents of the Book & Media Catalog is backed up. Reference Service provided by the Library director is available from 8:30 a.m. to 4:30 p.m., Monday – Friday. [EV391_4]

Under the current staffing situation, the library is closed June and July, and re-opens on the first day of classes in August (usually around the 20th).

Instructional Resource Center

The Instructional Resource Center hours are 8:00 a.m. – 5:00 p.m., Monday – Friday. A full-time faculty member manages the Center, supervises two instructional assistants, and oversees the tutoring program. The IRC website, available twenty-four hours a day, provides information on study skills, reading, test preparation, and self assessment. [EV391_11]

Self Evaluation

The College partially meets this standard.

Library

Full access to the library and its support services is inadequate due to current staffing regimen, which is driven by state budget cuts. There is no longer a single full-time, twelve month employee in the library and the new library is far busier than the old library. The Library director is an 11 month (193 days) employee, the Senior Library Assistant is a 40 hour/week 9 month employee, and the Evening Library Assistant is an 18 hour/week 9 month employee. In order to have two employees available during the rush of activity in August when classes begin, the Senior Library Assistant must “bank” hours which are then taken off during the spring semester. The library struggles to operate under these staffing conditions. [EV24_9] [EV337]

Instructional Resource Center

The Instructional Resource Center provides adequate services and access to students and personnel. The Instructional Resource Center offers a variety of services, including individualized or group tutoring, writing critiques, instructional assistance in mathematics, the sciences, English as a Second Language, and GED preparation. Additionally, the students

can access electronic resources, online resources, and search engines through the Instructional Resource Center's webpage during or outside the normal working hours.

Planning Agenda

- Restore the Senior Library Assistant's work assignment to 12 months.
- Create an assessment tool for evaluating the Instructional Resource Center's accessibility and quality.

II.C.1.d The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

Library security is ensured by a 3M security system to prevent improper removal of books and periodicals from library, and motion detectors in the library guard against unlawful entry. Video cameras will be installed in the library to guard against theft and other prohibited behavior. For network access to library materials, security is ensured by user accounts requiring usernames and passwords to use library computers and to gain off-campus access to copyrighted e-books and material contained on library subscription databases. Vipre software security is used to prevent download or installing prohibited software, and a firewall protects servers containing library related data. The Learning Resource Center building itself is secured with an alarm system that also notifies the Sheriff's Department. [EV245]

The Instructional Resource Center is protected by the building's security and alarm system with notification to Sheriff's Department if there is a breach in security. All computers and network accounts undergo the same security measures, software protection, and scrutiny as all other networked computers on campus. [EV245]

Self Evaluation

The College meets this standard. The institution provides effective maintenance and security for the Learning Resource Center, the Library and Instructional Resource Center.

Planning Agenda

None

II.C.1.e When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

The main source of support service for the library is the consulting firm, LanLogic. LanLogic's role extends beyond the library, but with regard to library services, the company maintains the virtual servers for each workstation in the library. The Information Services Department maintains all documentation and agreements with LanLogic.

The Library used an inter-library loan system in the past to obtain books for students; however, due to State of California budget cuts, the NorthState Cooperative Library System, which formerly coordinated interlibrary loan service, has ceased operation.

As for the Instructional Resource Center, any learning support services for the College's instructional program utilized in the center must be viewed and approved by the chief instructional officer and the information technology manager before programs are utilized. Any programs that are operational in the Instructional Resource Center are evaluated on a regular basis to determine their effectiveness and utilization before further renewal of the agreements.

Self Evaluation

The College meets this standard.

Planning Agenda

None

II.C.2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of Student Learning Outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The Program Review process is the primary method of evaluating the adequacy in meeting the needs of students. Annual Program Review, which occurs every October, is the basis for the library's budget requests for the upcoming year. There is also a Comprehensive Program Review, which occurs every three years and provides much more extensive commentary about the needs of the library. A Comprehensive Program Review for the Library was last

submitted in 2009. The Program Reviews incorporate information gathered from the reference log and the instructor evaluation of the library research presentations. Based on the Program Review and other assessment methods, the Library improves collections, purchases books and other resources, and provides services. [EV199]

The last Comprehensive Program Review for the IRC was submitted in spring 2011. The director of the Instructional Resource Center recognizes the need to correlate the Center's Student Learning Outcomes to courses, programs or the college wide Student Learning Outcomes.

Self Evaluation

The College meets this standard. The Instructional Resource Center's learning support services for students are presently sufficient to sustain and supplement the institution's instructional programs. Student responses from an in-house survey conducted in the spring of 2010 indicated that students spent an average of five hours per week in the center and highly rated the instructional assistance they received. It would probably be useful to evaluate and improve tutoring and assistance given to students, especially as it related to Student Learning Outcomes.

Evaluation of the library's services with regard to Student Learning Outcomes derives principally from the instruments that have been in place for more than two years: the Reference Log and the Instructor Evaluation of Library Research Presentation, including Student Learning Outcomes. The Library director reviews the Reference Log to help assess the library's book and periodical resources and the Instructor Evaluation of Library Research Presentations is used to evaluate the quality of instruction provided to students by the Library director. [EV276] [EV293]

Planning agenda

- Develop and implement a method for evaluating instructional assistance as it relates to Student Learning Outcomes.
- Develop and implement a more in depth assessment tool for evaluating the tutoring effectiveness taking into account Student Learning Outcomes.

Evidence List for Standard II

- [EV5] Academic Senate minutes
- [EV6] Accreditation Follow-Up Report Evidence (on FRC website)
- [EV9] Accuplacer placement scores
- [EV10] Report on math Accuplacer scores.
- [EV13] Admissions and Records Office Authorization to Release Information
- [EV14] Admissions and Records Record Retention Schedule
- [EV15] Advising and counseling forms
- [EV16] Minutes of Advisory Committee meetings
- [EV22] Annual Program Review templates
- [EV23] Annual Program Review timeline
- [EV24_0] Annual program reviews (sample)
- [EV24_4] Annual Program Review, DSP&S
- [EV24_6] Annual Program Review, Instructional Resource Center/Basic Skills
- [EV24_9] Annual Program Review, library
- [EV25] Annual Program Review (Office of Instruction)
- [EV34] AP 3250
- [EV43] AP 3720
- [EV44] AP 4020
- [EV46] AP 4050
- [EV47] AP 4100
- [EV48] AP 4245
- [EV49] AP 4260
- [EV50] AP 5040
- [EV52] AP 5500
- [EV53] AP 5530
- [EV64] AP 7121
- [EV65] AP 7122
- [EV75] AP 7211
- [EV76] AP 7212
- [EV81] AP 7360
- [EV82] ASFRC “The Early Bird” publication
- [EV83] Examples of assessment of transfer credit.
- [EV84] ASSIST database
- [EV85] Associate Faculty meeting agendas
- [EV86] Associate Faculty meeting materials

[EV89] Athlete Release
[EV94] Comprehensive Program Review, IRC/Basic Skills
[EV106] Board of Trustee Minutes (sample)
[EV118] BP 2355
[EV122] BP 2510
[EV125] BP 2715
[EV127] BP 3050
[EV128] BP 3250
[EV135] BP 7320
[EV137] BP 4020
[EV139] BP 4030
[EV140] BP 4050
[EV141] BP 4100
[EV142] BP 4245
[EV143] BP 4250
[EV144] BP 4260
[EV145] BP 5040
[EV158] BP 7100
[EV161] BP 7140
[EV166] BP 7360
[EV174] FRC California Residency Application
[EV176] Campus Climate Report 2009
[EV180] 2010-2012 Catalog
[EV180_2] Catalog, Student learning outcomes
[EV180_3] Catalog (pg. 40-44)
[EV180_4] Catalog, GE requirements
[EV181_2] Collective Bargaining Agreement for Full-time faculty
[EV181_3] Collective Bargaining Agreement for Associate faculty
[EV184] Class schedules
[EV191] Commencement programs or other evidence identifying students' majors
[EV198] Comprehensive program reviews (sample)
[EV198_3] Comprehensive Program Review, Admissions and Records
[EV198_4] Comprehensive Program Review, Marketing and Outreach
[EV198_5] Comprehensive Program Review, EOPS
[EV199] Comprehensive Program Review (Office of Instruction)
[EV199_4] CPR, Library

[EV201] Comprehensive Program Review schedule
[EV202] Comprehensive Program Review templates
[EV208] Council on Instruction minutes (sample)
[EV208_2] Council on Instruction minutes Oct. 21, 2011
[EV208_4] Council on Instruction minutes Oct. 28, 2010
[EV208_5] Council on Instruction minutes Nov. 11, 2010
[EV209] Student Education Plan
[EV210] Course evaluations by students
[EV212] Course Syllabi
[EV214] CSU Breadth matrices
[EV215] Curriculum Committee agendas (sample)
[EV216] Curriculum Committee minutes (sample)
[EV216_4] Curriculum Committee minutes Oct. 6, 2010
[EV216_5] Curriculum Committee minutes May 5, 2010
[EV216_6] Curriculum Committee minutes Nov. 3, 2010
[EV217] Curriculum Committee Handbook
[EV218] Data on number of sections which use a particular mode of delivery.
[EV219] A sample Degree/Certificate Proposal
[EV220] Diagnostic test for math
[EV221] Distance education course evaluation template
[EV222] Distance Education Plan
[EV223] Diversity Committee minutes (sample)
[EV224] DSP&S 2009-10 Departmental Student Survey Results
[EV225] DSP&S/WorkAbility III flyer
[EV226] Intake forms for DSP&S and Workability III
[EV227] DSP&S Program Review May 2007
[EV229] DSPS workshop handouts
[EV230] Education Plan
[EV233] Effective Procedures to Ensure Compliance with Residency Determination Requirements and Nonresident tuition Fee Requirements
[EV237] English Department meeting agendas
[EV242] ESL and Basic Skills Brochures and Information
[EV245] Facilities Plan
[EV249] Faculty evaluation form
[EV250] Faculty Evaluation Instrument
[EV252] Flex Day activities

- [EV255] Faculty Handbook
- [EV256] Faculty self-evaluation guidelines
- [EV257] August 2010, faculty training on new SLOAC form
- [EV258] Approved job description for faculty-counselor position
- [EV259] Fall 2010 Meal Plan Poster
- [EV260] Financial Aid Record Retention Schedule
- [EV262] Flyers for activities
- [EV269] Graduation/ matriculation forms
- [EV270] High School Co-Enrollment Student Permit
- [EV273] Intersegmental General Education Transfer Curriculum matrices
- [EV276] Instructor Evaluation of Library Research Presentation, including Student Learning Outcomes form
- [EV277] Internet Native Banner Users Confidentiality Statement
- [EV282] Job description Coordinator of Researcher & Planning
- [EV288] Kaleidoscope marketing, newspaper articles, program
- [EV292] Samples of library assessment tools
- [EV293] Library Reference Log
- [EV295] FRC mission statement
- [EV297] Mission Statement, library
- [EV299] My FRC screenshot
- [EV301] New Student Orientation schedule
- [EV306] Pre-requisites for math and English
- [EV319] Recruiting Materials
- [EV321] Residence Hall schedule of activities
- [EV322] Residence Hall student handbook
- [EV324] Rubric for evaluating institutions -- Accrediting Commission for Community and Junior Colleges (2009).
- [EV326] SLOAC Committee minutes (sample)
- [EV327] SLOAC course level reporting form
- [EV328] SLOAC course level reporting forms (Office of Instruction)
- [EV329] SLOAC evaluation form for program level
- [EV330] SLOAC program/certificate level reporting forms (Office of Instruction)
- [EV331] Institutional Day slides showing mapping results for college wide SLOs
- [EV332] Institutional Day survey results with reference to information competency outcome
- [EV333] SLOAC timeline
- [EV334] SLOAC tracking data
- [EV336] SLOAC for Student Services

[EV337] Feather River College Library and Instructional Resource Center Student Learning Outcomes, 2009-10

[EV338] SLOs, college-level mapping

[EV339] College-wide SLOs

[EV340] Student Services Student Learning Outcomes

[EV341] SOAR Program schedule

[EV346] Strategic Enrollment Management Committee agendas

[EV348] Strategic Enrollment Management Committee minutes (sample)

[EV349] Strategic Plan for 2010 -2013

[EV357] FRC Strategic Technology 3-year Plan, April 2005

[EV358] 2010-11 Student Athlete Handbook (pg. 19-26)

[EV359] Data sets for program reviews on student persistence

[EV360] Student Education Plan forms

[EV362] Student Exit Survey 2011

[EV363] Student Handbook

[EV364] Student Network Login Information/Library Homepage Information sheets

[EV365] 2010-11 Student Rights and Responsibilities DRAFT

[EV366] Student Satisfaction survey results

[EV367] Student Services Council agendas

[EV368] Student Services Council minutes

[EV369] Student Services Plan

[EV373] Suggestions for Improving Library Services and Resources form

[EV376] Title III math and English placement score analysis

[EV378] Course Outline of Record, new template

[EV379] Course Outlines of Record (sample)

[EV379_5] COR, POL 140

[EV379_6] COR Pre-requisite forms

[EV380] Agendas for Associate Faculty Trainings

[EV382] Intake forms for TRIO/SSS

[EV383] Tutoring schedules

[EV385] Vision Statement

[EV391] FRC website sample pages

[EV391_1] Website master calendar link

[EV391_2] Website board policies and administrative procedures link

[EV391_3] Website admissions homepage

[EV391_4] Website, library

- [EV391_5] Website catalog addendum
- [EV391_7] Website important student publications
- [EV391_11] Website, Instructional Resource Center

Feather River College



Standard III – Resources

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated Student Learning Outcomes, and to improve institutional effectiveness.

As the sub-standards in this section will demonstrate, Feather River College has sound policies and procedures that act as guidelines for managing the physical, fiscal, human, and technological resources of the College. These policies and procedures are published in the Board Policy Manual and are available on the College website. In addition, the College's shared governance structures ensure that dialog and data are fundamental components of decision making and leadership. Through the use of Annual and Comprehensive Program Reviews, the College is striving to improve the effectiveness of its systems and to meet its stated Student Learning Outcomes.

Feather River College

Standard III.A

Standard III.A – Human Resources



Standard III.A Human Resources

III.A The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Descriptive Summary

The institution recruits for, hires, and retains qualified personnel in all areas of the College, including instruction, student services, administrative services and facilities. Employees receive equitable treatment, pursuant to board policies and procedures. The Human Resources department offers required and optional trainings every academic year regarding work environment, harassment, and discrimination. Specific College policies, as well as state and federal regulations, govern appropriate workplace behavior and the processes of seeking redress. Employees in the faculty and classified units additionally serve under the articles of their respective collective bargaining agreements. Evaluation of employees is covered by both College policy and collective bargaining agreements. In 2009-2010 a new policy and evaluation tool was created for administrators and managers. In 2010-2011 the Standards and Practices Committee began the process of reviewing the current system of faculty evaluation and developing a new policy and evaluation tool. [EV32] [EV37] [EV39] [EV181_1] [EV181_2] [EV181_3]

In addition, personnel are given the opportunity for professional development activities that promote quality services and diversity. The Professional Development Committee is a shared governance group which focuses on opportunities that enhance the College's workforce. [EV314]

Human resources planning is integrated with institutional planning as a significant aspect of the District's Strategic Plan. One of the goals within the Strategic Plan is the development of a Staffing Plan which focuses on the short-term and long-term staffing needs of the College and the economic realities of the state's finances. The College recruits vacant positions on a regional and national level. Every effort is made to recruit a diverse candidate pool and to hire qualified individuals of diverse backgrounds. For example, in 1996, there were three female full-time faculty members at the College; in 2011, there are eleven female full-time faculty members. [EV349]

Self Evaluation

The College meets this standard. FRC has had a great deal of success recruiting and retaining qualified personnel. The institution makes hiring decisions for qualified personnel in accordance with the board policies and procedures that outline its hiring practices. Qualifications for personnel are determined via the Statewide Academic Senate, for certificated positions, and via the individual job specifications, for classified positions.

Hiring policies and procedures work with the District's draft EEO Plan to ensure diversity in the selection process. Confidentiality is maintained and conflict of interest in hiring is also regarded very carefully. In addition, two shared governance committees, the Diversity Committee and the EEO Committee, are in place that focus on diversity, in both the campus community and the hiring process. These committees are the Diversity Committee and the EEO Advisory Committee. [EV232]

The District ensures equal employment opportunity, which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas, and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups that are protected from discrimination. In so doing, the District places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. [EV32] [EV37] [EV39]

However, ethnic and racial diversity remains one of FRC's challenges. In both regional and national advertising, FRC encourages diversity in the application pool; however, few nonwhite applicants apply. There may be several reasons for this situation: regional advertisements for classified positions in northern California and northwestern Nevada reach a largely white audience; Quincy's geographic rural isolation creates difficulty for many job candidates, but may pose special challenges for those who wish to be part of an ethnic community; similarly, Plumas County is mostly a white population and may not appeal to those seeking an area with a moderate to great amount of ethnic diversity. The College has in the past encouraged applications by publishing informational advertising in minority publications such as, *Minority Times*. If FRC had a larger advertising budget, it may be possible to advertise in publications aimed at specific underrepresented groups. According to the California Community College Chancellor's Office, the staff at FRC is about 94 percent white. One area of success has been recruiting more female faculty among both full-time, tenure-track faculty and part-time faculty. The classified staff is 72 percent female.

Personnel are treated equitably across the campus. In regard to professional development, recent strides have been made to expand opportunities to classified staff and the Professional Development committee has been restructured to include wider constituency participation and extensive on-campus training opportunities. [EV314]

Staff and faculty are evaluated in accordance with applicable collective bargaining agreements as well as board policy and procedure. Evaluations occur in a systematic fashion with a clear and regular evaluation cycle. [EV71]

Through the Strategic Planning Committee, human resources planning and strategic planning are becoming integrated in the overall planning process.

Planning Agenda

- Finalize EEO Plan

III.A.1 The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Descriptive Summary

Feather River College has Board policies and administrative procedures (AP) that guide all aspects of hiring (AP 7121 Fulltime Faculty, currently being updated; AP 7122 Associate Faculty, updated in 2007; AP 7123 Classified Staff, Administrators and Managers, updated in 2008; AP 5135 Student Employees, created 2010). In addition, minimum qualifications for faculty positions are guided by the statewide Disciplines List and the granting of Equivalencies is guided by BP/AP 7211. Minimum qualifications for classified employees are guided by the approved job descriptions. [EV64] [EV65] [EV66] [EV75] [EV280] [EV281] [EV283] [EV284] [EV285] [EV286]

Employees are regularly evaluated for job performance. Evaluation cycles and instruments are guided by collective bargaining agreements for employees working under a collective bargaining agreement (full-time faculty, associate faculty, classified personnel). Administrators and managers are evaluated per AP 7150, AP 7151 (Evaluation by Faculty) and AP 7152 (Evaluation by Classified Senate). Any issues with performance are addressed during the evaluation, and remediation plans are put in place if necessary. [EV71] [EV72] [EV73] [EV181] [EV287]

As a response to the 2006 Self Study, the ACCJC made several recommendations concerning 1) integrating strategic and educational planning, 2) finishing program review and creating a long-term vision of the disciplines, 3) increase data analysis regarding hiring positions, and 4) develop a mechanism to broaden the priority setting for noncertificated positions. Since the last Self Study many changes have taken place and refinements put into service. Under its new roles, the Strategic Planning Committee (SPC) now reviews educational planning along with all other planning for the College, with input from the Strategic Enrollment Management Committee and Council on Instruction with the help of Annual and Comprehensive Program Reviews. The SPC makes recommendations to the Budget Committee. Through the program review process, academic and nonacademic departments have been able to develop short-term and long-term plans, assess progress on the plans, and link the plans to a budget figure. The College has begun to use increased data analysis in decision making about creating and eliminating positions. For example, in the 2009-2010 year the Academic Senate was faced with several vacancies and limited resources for hiring. At least one of the vacancies had been open for quite some time and the College was ready to hire in that position if the Senate recommended it. However, using data analysis, enrollment numbers, jobs forecast, and student interest, the Academic Senate voted to fund a different position—Allied Health. [EV354]

The College has also developed a mechanism for prioritizing noncertificated positions, partly as a result of tightening budgets and partly as a result of having to either make certain positions permanent or cut them. The Strategic Planning and Budget Committees worked together to develop a weighted list of hiring priorities based on necessity, and then examined

funding possibilities. As needed, other committees, such as Classified Senate and President's Staff, joined the dialog. Though there was a great deal of discussion, the positions were successfully prioritized and hired.

Self Evaluation

The College meets this standard. Budget pressure, particularly in the 2011-2012 year will put enormous pressure on FRC's hiring practices. However, through the integrated planning that has been developed over the last three years, the College should be able to develop timelines, procedures and guidelines to keep qualified individuals for necessary positions in both instruction and staffing. The Chancellor's Office regularly issues updates of academic and administrative minimum qualifications, which are used in job descriptions. In spring 2011 the Academic Senate revised and approved a new version of BP/AP 7211 regarding the minimum qualifications and the granting of equivalencies to faculty and administrators. The 1996 Compensation Analysis/Position Benchmarking Analysis for classified employees has been amended since 1996 as positions and qualifications change. However, close to 50 percent of those positions have been reclassified. While still a valuable reference, the analysis should be updated to reflect current classified minimum requirements. [EV75]

Planning Agenda

- Update benchmarking analysis for classified employees.

III.A.1.a Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarship, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

Chapter Seven of the Board Policy and Procedures Manual (BPPM) describes all facets of human resources management, including all aspects of the hiring process. Specifically, BP 7120 Recruitment and Hiring (Old Board Policy Manual 7.5.01 is still in effect for this policy) and Administrative Procedures 7121, 7122, 7123, 7124, 7125, and 7126 provide guidance for classified, faculty and administrative positions. The Board Policy is publicly available from the Board of Trustees tab on the Administration webpage. Position openings are advertised in job flyers, on the Feather River College website, Craig's List, the California Community College Registry, local newspapers, and, depending on the job, other websites or newspapers. Full-time, tenure-track faculty positions are also advertised in the Chronicle of Higher Education. Candidates for faculty positions must meet minimum qualifications as set forth by the Chancellor's Office of the state of California. [EV63] [EV64] [EV65] [EV66] [EV67] [EV68] [EV69] [EV160] [EV266] [EV267]

Job descriptions relate to the College mission through their alignment with strategic planning and program review. When vacancies arise, job descriptions are developed through the shared governance process. The Academic Senate has priority in designating full-time faculty positions. Feedback from the development process is provided to the appropriate committee (if pertinent) and the supervising administrator. Approval is given by either of the constituent senates, if necessary, and a finalized job description is then developed by administration for recruitment. [EV295] [EV349]

Candidates are evaluated on their degrees, experience related to the specific job description, references, and what they bring to the interview and demonstrate to the committee. Candidates for faculty positions who do not have the degree required by state minimum qualifications can ask to be considered for an equivalency. AP 7211, revised and updated in spring 2011, outlines the qualifications needed and the process used for determining equivalency. [EV75]

Faculty hiring committees consist of the division chair or the Academic Senate president, one student, one classified representative, and four faculty representatives, at least one of whom should be in a related field. An Equal Employment Opportunity (EEO) representative and the CIO serve on these committees in nonvoting capacities. For faculty-coaching positions, the athletic director is a nonvoting committee member. The same hiring committee process is followed for each full-time faculty position and candidate. All hiring committees follow this process in order to avoid bias: 1) Develop questions based on the job description before reviewing the applications to avoid writing the questions to the individual applications; 2) Applications are reviewed to determine whether candidates meet the minimum qualifications; and, 3) candidates go through the same interview process with the same questions, role play, and/or required demonstrations. Applicants for all full-time faculty positions must conduct a teaching demonstration that is assessed according to organization, clarity, enthusiasm, creativity, participatory or interactive aspects, and academic content and mastery of subject matter. All full-time faculty hires include a written exercise. [EV231] [EV318] [EV266] [EV267]

The response to the previous Self Study suggested that faculty hiring committees consider expanding the teaching demonstration and conducting it before a larger audience with more students present. At this time, candidates for faculty positions are asked to demonstrate their teaching ability in front of a hypothetical classroom, where the hiring committee members represent “students.” Teaching demonstrations in front of actual students is logistically difficult given scheduling problems: the limited availability of classes offered during the interview times, and the limited availability of students during hiring timeframes. However, students are asked and have served on hiring committees.

In the last Self Study it was also recommended that the College explore the possibility of a standardized rating form laying out the criteria explicitly with a numerical ranking/weighting system as an official part of the selection process. As a result, Feather River College has implemented a ranking/weighting form for hiring committee members to indicate how they rank the first candidate, then the second candidate compared to the first, and so on. There is

also a form to indicate how each individual candidate meets each specific qualification as detailed in the job description. [EV318]

Successful candidates must be fingerprinted and pass a probationary period. The probationary period for tenure-track faculty positions is four years. Classified employees are required to participate in a six-month probationary period, with administrators serving at the pleasure of the Board of Trustees. [EV69]

The recommendation from the previous Self Study was for the College to evaluate the effectiveness of the new policies and procedures for the hiring of part-time faculty. This has been addressed by the College by creating process for hiring associate faculty in AP 7122. The Office of Human Resources advertises and hires associate faculty members in accordance with education code and the above specified policy. [EV65] [EV266]

Official transcripts are required for any job that requires a degree. Candidates who hold a degree from a non-U.S. institution must have their transcripts evaluated by an outside source, such as Educational Credential Evaluators to determine equivalency.

Self Evaluation

The College meets this standard. The hiring process at FRC is well-regulated, fair, equitable, and well managed. The hiring committee structure fosters an environment for fairness and equity through the use of clear criteria and procedures.

FRC is committed to the EEO process, and has trained additional employees as EEOs. There are currently ten trained EEOs on campus. The EEO Advisory Committee and EEO Officer are working on a training series that will ensure additional trained EEO representatives.

The process for hiring associate faculty was reviewed and revised in AP 7122 seems to be functioning smoothly. The director of human resources updated full-time faculty on the associate faculty hiring process and procedures during the August 16, 2011 fall faculty flex meeting. [EV65] [EV253]

Hiring policies and procedures are subject to review, usually as an issue arises or regulations concerning hiring are modified or altered. A more systematic review of hiring policies would allow the College to evaluate what is working and to make adjustments accordingly. Ensuring more expansive EEO training will contribute to greater integrity in the hiring process.

Dialog and discussion continues concerning hiring issues. If a consensus develops among various constituencies that current hiring policy should be revised, the appropriate shared governance committees, in accordance with the EEO Advisory Committee, will begin to re-examine policy with an eye to improving processes and procedures.

Planning Agenda

- Train more employees as EEOs.
- Discuss a formal evaluation procedure for the hiring processes.

III.A.1.b The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

Rules and procedures for performance evaluations for faculty, associate faculty, and classified staff can be found in the Feather River College Federation of Teachers AFT/CFT #4615, Feather River College Federation of Teachers Associate Faculty AFT/CFT #4615 and the California School Employee Association Plumas/Feather River Collective Bargaining Agreements. BP/AP 7150 describes the evaluation process and the timeline for all nonrepresented employees, including Administrators. [EV181] [EV185] [EV250]

Peer participation in evaluation of faculty is defined in the union contract. Faculty members are also evaluated by students and the chief instructional officer. In 2010-2011 the Standards and Practices Committee, a sub-committee of the Academic Senate which is charged with evaluation procedures, developed a new faculty evaluation instrument. The new instrument should be approved early in the 2011-2012 academic year and used for the 2012-2013 faculty evaluations. [EV181] [EV250]

Evaluation of administrators is defined by several Board Policies. BP/AP 7150 defines the philosophy and general methodology of evaluation of managers and administrators. AP 7151 defines evaluation of administrators by faculty, AP 7152 defines evaluation of administrators by classified staff, and AP 7153 defines evaluation of managers by the classified staff. Faculty input is summarized by the Executive Committee of Academic Senate. Administrators are also evaluated by Classified Senate, and the summary is produced in a similar fashion. [EV71] [EV72] [EV73] [EV74]

The purpose of the evaluation system is to ensure the continuous quality improvement of the College and the personal and professional development of administrative personnel. Assessment of the administration is designed to help the administrator function effectively, to strengthen his/her functional area within the District, to measure the performance of the administrator on the basis of their job description and annual objectives, and to improve the educational environment of the College.

The evaluation process is intended to be constructive. Completed performance appraisals are housed in the Office of Human Resources in the employee files. The Office of Human Resources has developed and distributed a schedule of appraisals for each group noted above. It is described in AP 7150.

All positions on campus, including administrative, faculty, and classified, have job descriptions outlining duties and expectations. Evaluation of employees is measured against the job description and specific duties assigned based on the job description.

Administrators also develop and make public their goals every year, and administrative evaluations also measure achievement of these goals.

All evaluations are documented and kept confidential. In the case of a negative evaluation a remediation plan is developed and the employee is evaluated again in the following year.

Self Evaluation

The College meets this standard. In 2008-2009 and 2009-2010 academic years the Standards and Practices Committee, the Academic Senate and the Classified Senate undertook a major overhaul of the policy on evaluation of staff, faculty, and administration. Unlike past evaluation cycles, the classified unit and the faculty now use the same instrument, and the evaluation of administrators by the classified unit includes all members of the unit whereas previously only staff working under an administrator could evaluate that administrator. This is seen as an improvement in input for the reviewed administrator, and it also creates less fear of reprisal against staff members.

Increasingly, the College has struggled to meet evaluation deadlines and many employees, especially classified, have not been evaluated in accordance with evaluation schedules. This continues to be a problem chiefly for Administrators due to workload. The College has improved on creating and documenting remediation plans for all employees and on following up on assessment.

Planning Agenda

- Re-examine the linkage between individual goals, program goals, Student Learning Outcomes and strategic planning goals in evaluation instruments.
- Evaluate deadlines and processes for evaluating classified staff.
- Complete development of new full-time faculty evaluation policy and instrument.

III.A.1.c Faculty and others directly responsible for student progress toward achieving stated learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

Faculty, in their respective disciplines and staff leaders in Student Services are directly responsible for producing Student Learning Outcomes (SLOs) for their courses and programs. Instructors include SLOs in the Course Outline of Record and must include these SLOs in the course syllabus. At the end of the semester, instructors assess student learning in relation to the course SLOs. The process of assessing student learning has two intents: to inform the College of student learning progress and achievement, and to offer instructors opportunities for reflection as to how, if they choose, they may alter course content, presentation, or materials to improve student learning. This process is known as the Student Learning Outcomes Assessment Cycle (SLOAC). The SLOAC Committee supports faculty and other staff in assessing learning outcomes. [EV328] [EV330] [EV333] [EV378]

In addition to the course level SLOs and SLOACs mentioned above, academic and student services programs have developed Student Learning Outcomes for their areas. These

program-level SLOs are listed in the College catalog and program review documents. Student services and academic units also collaborated in the development of college wide SLOs. Campus trainings and presentations have contributed to important dialogue for determining areas of improvement and the effective uses of assessment data in the evaluation process such as, January 2011 Institution Day activity. [EV274]

The creation of SLOs and participation in SLOAC are part of faculty evaluation (see AP 7120). Under consideration is a proposal that the faculty evaluation policy, process and instrument (currently under review in the Standards and Practices Committee) include a section relating specifically to the evaluation of SLOs. During the faculty evaluation process, evaluation committees review an instructor's course SLOs, and that these SLOs are clearly communicated to students. Full-time faculty members are required to submit a SLOAC for each course every semester as of 2011. These are submitted to the Office of Instruction. Faculty members who do not fulfill their SLOAC responsibility are contacted by the Office of Instruction and reminded to complete their SLOACs. [EV63] [EV250] [EV251]

According to full-time faculty contract language, full-time faculty members are evaluated on accomplishments and their instructional material, which may include evidence of their effectiveness in achieving Student Learning Outcomes. The inclusion of SLOs in this evaluation process is not specifically part of the full-time faculty collective bargaining agreement, and the Standards and Practices Committee will have to consult with the collective bargaining unit when developing this section of the policy and instrument. The associate faculty contract specifically states that associate faculty will be evaluated by the CIO on their assessment of Student Learning Outcomes (Article 6, p. 9). The District and the part-time faculty collective bargaining unit will further consider this language during negotiations in 2011. [EV63] [EV181]

The SLOAC Committee's philosophy of assessment, which was approved by different campus constituents, states that evaluation of SLOs and SLOACs would not be punitive or a part of tenure decisions but only help serve faculty in making improvements.

Self Evaluation

Feather River College meets this standard. Collective bargaining agreements do not specifically address Student Learning Outcomes in evaluations. In the revision of policy for faculty evaluation, language regarding SLOs and SLOAC is explicit. Programs use their SLOAC assessment results in their Annual and Comprehensive Program Reviews and a lack of results may impact program budget allocations. Therefore, the College is developing language and concepts that span these areas.

The Standards and Practices Committee is working to finalize the faculty evaluation policy and instrument (AP 7120). Consultation between the Standards and Practices Committee and the collective bargaining unit is already underway. The revised policy, and an MOU between the bargaining unit and the District (if necessary) will be implemented in fall 2012. During 2011-2012 the College will continue to assess course, program, and college wide SLOs. This comprehensive process should contribute to greater understanding about methods of assessment, and the assessment process itself will be assessed. Conversations should also

include how, if at all, the SLOAC process and requirements should be present in faculty and associate faculty contract language.

Planning Agenda

- Complete AP 7120

III.A.1.d The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

The College has prioritized ethical behavior in both its written documents and its actions. The FRC Institutional Code of Ethics was adopted November 14, 2005 as Board Policy and Administrative Procedure 3050 in the Board Policy and Procedures Manual, and the Code of Ethics is printed in the front pages of the FRC catalog as well as the Faculty Handbook.

The ten main points in the Code of Ethics are the following: [EV32] [EV180]

- A respect for persons;
- Esteem for Education;
- Collegiality and individual responsibility;
- Concern for the personal development of each member of FRC and the community it serves;
- Do no harm;
- Fairness;
- Honesty and openness;
- Freedom;
- Sense of place;
- Environmental stewardship.

The Board revised its own Code of Ethics, BP/AP 2715 Code of Ethics/Standards of Practice Board of Trustees, in 2006. Other board policies that concern themselves with the ethical treatment of employees and students (such as nondiscrimination) are in accordance with the Code of Institutional Ethics. The college wide Student Learning Outcomes also support the Institutional of Code Ethics. [EV31]

In addition to approving the Institutional Code of Ethics, the Academic Senate has also adopted the Statement on Professional Ethics from the American Association of University Professors (AAUP). The faculty collective bargaining agreement also refers to this code of ethics as a framework by which the faculty are evaluated during the tenure review process. This Statement of Professional Ethics outlines five ethical standards for faculty: stating the truth, encouraging the free pursuit of learning, respecting and defending free inquiry, seeking above all else to be effective teachers and scholars, and upholding the rights and obligations as members of the greater community. [EV181] [EV255]

Self Evaluation

The College meets this standard. The College has a high standard of ethics for all of its constituents and is effectively meeting this standard.

Planning Agenda

- Include the Institutional Code of Ethics on the College's webpage.

III.A.2 The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

The institution determines appropriate staffing levels through its integrated planning process. In particular, both Annual and Comprehensive Program Reviews are the place where staffing needs are proposed, based upon planning goals and assessment data. The Strategic Planning Committee reviews the staffing requests and Strategic Plan objectives to make recommendations for budget allocations. Simultaneously, key governance committees meet to prioritize staffing recommendations that go to the superintendent/president for review and then possibly to the Board of Trustees for consideration of approval. In particular, the Academic Senate will determine which faculty positions get forwarded to the superintendent/president. The President's Staff committee is also an important committee for looking at administrative and classified staffing issues and making recommendations for hiring. [EV5_4] [EV24] [EV198]

The planning process has been effective in determining new or replacement hires during the tough budget years. When an employee retires or leaves a position, the position is not generally replaced immediately, but instead, a planning process occurs to see whether it is necessary to replace or whether another position is more important at the time. In the case of faculty, a determination is made by the Council on Instruction and then discussed and approved (if necessary) in the Academic Senate regarding hiring full-time faculty or using part-time faculty to cover courses or programs. In the case of administrators, continual review of existing human resources is required to determine if additional responsibilities can be incorporated into existing positions or if they can be effectively achieved through technology improvements. For example, the former information systems manager recently retired and there is an interim re-assignment of duties to an existing employee during this time so that careful study can take place for any possible re-hire. For classified staff, review is conducted by the President's Staff with recommendations from managers and discussion with the CSEA bargaining unit.

In accordance with the most recent Self Study planning agenda, Feather River College has incorporated data much more heavily in the process to assess needs based on student enrollment, program or department needs, county trends and budget availability. This has been strengthened by the hire of a full-time institutional researcher and the significant planning and research work being done by the recently developed Strategic Enrollment Management (SEM) Committee. The SEM Committee has developed data matrices that include an abundance of information, including enrollments, cost to earn 1 fulltime equivalent student (FTES), staffing levels and needs. Furthermore, in order to help guide planning for staffing, the SEM Committee has defined an "optimal enrollment" as: [EV347] [EV348]

A target enrollment goal to be determined annually through a process including the following variables based on the SEM Systems Archetype:

- Student characteristics
- Environmental factors
- Institutional goals
- Institutional objectives
- Institutional strategies
- Desired outcomes

General education courses, courses required for the major, elective courses, and campus programs should be considered with regard to campus capacity and annual growth factor. Variable enrollment programs (for example, Incarcerated Student Program, contract education, Mini-Corps, etc.) provide an elasticity to allow for enrollment adjustments as necessary. This information, combined with Annual and Comprehensive Program Reviews, can be used by various planning committees as well as the Academic Senate and Council on Instruction to determine necessary and adequate faculty staffing and support staffing. [EV24] [EV198]

In addition, California Education Code requires that community colleges make progress toward the “75-25” law. The goal put forth by this law is that 75 percent of instruction would be conducted by full-time faculty; alternatively, a college must meet its fulltime faculty obligation (FON), a measure stating the minimum number of full-time faculty a college must employ, which is set by the California Community College Chancellor’s Office . The College meets the requirement for Total Full-Time Equivalent Faculty (FTEF) obligation. [EV182]

The College has adequate staff and administration to support the mission. It should be noted, however, that small colleges suffer from their dis-economy of scale. Many of the same duties and reports must be accomplished as at a larger college; however, there is less staff and faculty to carry out the functions.

Self Evaluation

The College meets this standard. One factor that demonstrates this statement is the full-time faculty obligation number (FON) that the state Chancellor’s Office requires community colleges to have based upon student enrollments. The greater the student enrollments, the greater the FON. Feather River College has more full-time faculty than the state requires. The Chancellor’s Office requirement for FRC is a FON of 22.1. The College received a score of 30.57. The College meets the obligation under option A of the California Community Colleges Full-Time Faculty Obligation Compliance for fall 2010 report. However, it should be noted that when measuring the percentage of classes taught by full-time faculty, the College does not meet the 75 percent goal, but arrives at only 50.64 percent. [EV182]

FRC’s administrative structure serves the instructional and student services divisions of the College adequately; areas covered by administrative staff are: [EV343]
superintendent/president

chief instructional officer
chief student services officer
chief business officer
director of facilities.
human resources director
information service manager
athletic director

The superintendent/president has proposed a re-structuring of administrative positions and responsibilities in order to improve management efficiency. Various plans are still under discussion with College constituencies. In addition, several classified positions were converted from their temporary status to permanent positions. In part, the conversion of positions was needed to satisfy legal hiring requirements; but the process of deciding which positions to convert involved lengthy discussion about staffing needs of the College, essential services, and necessary support services.

Planning Agenda

- Continue to develop data on staffing priorities in relation to student needs, environmental factors, and instructional goals

III.A.3 The institution systematically develops personnel policies and procedures that are available for review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary

The development of personnel policies are governed by state and federal regulations and procedures, such as the California Education Code, the California Code of Regulations, and procedures of the U.S. Department of Education. Personnel policies are developed, reviewed, or modified through shared governance committees and applicable bargaining groups. Policies are subject to thorough committee processes in as many shared governance committees as necessary, and are then approved by the Classified and Academic Senates. All policies and procedures are approved by the Cabinet. Board Policies pertaining to personnel are approved by the Board of Trustees. Administrative Procedures pertaining to personnel do not need to be approved by the Board of Trustees, but are approved by the Cabinet and are often provided to the Board on an information-only basis. [EV110] [EV181]

The shared governance, review, and oversight structure ensure accountability of this process. Personnel policies require strict adherence to applicable laws and regulations, which is ensured under the watchful eye of the Office of Human Resources.

Self Evaluation:

The institution is meeting this standard.

Planning Agenda

None

III.A.3.a The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

FRC has a wide array of policies and contracts that govern treatment of employees and ensure fairness. Fair and equitable treatment (of employees), rights, and salary of Faculty and Classified staff are codified in the Collective Bargaining Agreements for the three units: full-time faculty, part-time faculty, classified staff. Confidential employees, managers, and administrators are covered by Board Policy and accompanying administrative procedures. Policies regarding all employees are either created through a committee process (for example, the Standards and Practices Committee generates policies regarding faculty evaluation) or generated by a specific office (for example, Human Resources). All policies are then routed through pertinent committees, through the appropriate constituent representative bodies (Classified Senate, Academic Senate, President's Staff) for approval. If approved, policies are then sent to President's Cabinet for review and approval, or requests for clarification. All Board Policies, though not administrative procedures, are finally approved by the Board of Trustees. [EV181]

The Board Policies and Procedures Manual contains numerous policies designed to ensure fairness in employment procedures; the following policies are a handful of numerous policies that are in place to ensure fairness: Student Employment Policy (AP 5135), Delegation of Authority—Employment (BP 7110 & AP 7110), Terms and Conditions of Employment (BP & AP 7255), Nepotism (BP 7310) Non-Discrimination (BP & AP 3410) and Equal Employment Opportunity (BP & AP 3420). [EV36] [EV62] [EV37] [EV51] [EV79] [EV159] [EV164] [EV165]

Employee complaints about work environment, harassment, or discrimination are reported to the human resources director/EEO for action. Complaints about unfair labor practices are reported to the EEO or to the appropriate collective bargaining unit leadership for resolution. The EEO and EEO representatives attend job search meetings and interviews to ensure fairness and consistency. The District and the collective bargaining units meet at least every three years to renegotiate the existing contract. Other meetings between the district and bargaining units occur when necessary in order to rectify labor practices or to develop Memoranda Of Understanding regarding new or changing situations. [EV271]

Self Evaluation

The institution meets this standard. However, there are still some policies that need completion: the new policy outlining evaluation of full-time faculty (currently under development by the Standards and Practices Committee) and finalizing the Draft EEO Plan.

Planning Agenda

- Finish policy on full-time faculty evaluation
- Finish and approve Draft EEO Plan

III.A.3.b The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

Personnel records are confidential and are stored in locked cabinets in the Office of Human Resources, as specified by board policy and the applicable collective bargaining agreements. Only employees and their supervisors are allowed access to their respective personnel files. Employees may request access at any time by going to the Office of Human Resources, although appointments are recommended to ensure staff availability for checking out and checking in records. Human Resources staff are the only employees who have keys to access the records. Employees cannot remove the files from the Office of Human Resources, but they are allowed to make copies of information contained in their file. Inactive personnel records are kept in locked storage that only Human Resources staff can access. During the hiring process, the EEO ensures that all records, applications, and notes are kept confidential and that employees honor their signed confidentiality agreements. [EV32] [EV70] [EV204]

Self Evaluation

The institution effectively meets this standard; the institution maintains records effectively and confidentially.

Planning Agenda

None

III.A.4 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

The institution fosters an appreciation for diversity in many ways, including core documents such as the Mission Statement: “The College provides... educational opportunities for a diverse population”. The “Student Rights and Responsibilities” handbook contains multiple references to the institution’s commitment to the understanding and concern for issues of equity and diversity. The College has created the Diversity Committee as one of the shared governance committees, guided by BP 7100. The committee engages in professional development and student activities designed to raise awareness of diversity issues for students, staff, and faculty. Most recently, the Diversity Committee has worked collaboratively with the Diversity Club to create activities throughout the academic year and generate interest in diversity issues. [EV158] [EV295] [EV365] [EV90]

In addition to the above committee, the District has an EEO Advisory committee that serves as an advisory board to the District’s EEO Officer and the District to promote understanding and support of equal employment opportunity policies and procedures. This committee also assists with the monitoring of equal employment opportunity progress and provides suggestions for EEO Plan revisions as appropriate.

Student Services also maintains a commitment to diversity and student success. One example is Disabled Students Programs & Services that offers support services for disabled students. Such services include, but are not limited to readers, note takers, interpreters, mobility aides, disability management counseling, Braille texts, taped texts, and peer counseling.

The College's Nondiscrimination Policy (BP/AP 3410) addresses issues of nondiscrimination relating to admission, access, and treatment of students while attending FRC, including programs and activities as well as employment. The College has a policy that specifically addresses the issue of sexual harassment that requires the College to provide an environment that is free of unlawful discrimination in its programs, activities, and work environment. [EV36] [EV130]

College policies and resources have been created which provide for a procedure by which a student may report incidents of discriminatory treatment to College authorities. College programs, activities and employment opportunities are available to all persons without regard to ancestry, race, color, national origin, religion, gender, age, sexual orientation, disability, pregnancy, genetic information, or veteran or marital status. In addition, a complainant who is not satisfied with the proposed resolution of a complaint has an appeal process available on the campus, which may alternatively be brought to the Chancellor's Office.

Employees are informed of policies related to equity and discrimination in campus-wide training sessions including New Employee Orientation, as well as professional development opportunities such as flex, Institutional Days and Campus Community Meetings. Some faculty inform students of policies in syllabi. The Catalog includes policies and very specific procedures to follow in regard to filing a complaint. This information is also available on the website and in the HR Office. Sexual Harassment Awareness training is required of all regular employees every two years, per AB1825. The College has also offered two "Safe Spaces" awareness trainings concerning the Lesbian Gay Bisexual and Transsexual (LGBT) community and students. [EV180]

Self Evaluation

The College meets this standard. Policies and procedures are in place for informing students and employees of nondiscrimination and equity issues. An office has been created to assist students who may require additional assistance in being successful at the College. Activities are specifically designed to meet diversity awareness needs. The college catalog advises students of their rights, but the Student Rights and Responsibilities Handbook, which is more detailed and contains full policies, is still in draft form.

Planning Agenda

- Complete the DRAFT Student Rights and Responsibilities Handbook

III.A.4.a The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive summary

The College has a variety of services for support and training of personnel, from a decent health benefit package, to a wellness program, to educational release time and other professional development opportunities. The Professional Development Committee has recently been updated to include a wider breadth of campus constituents and a more inclusive development calendar (see Standard III.A.5 and III.A.5.a). The Professional Development Committee administered a survey to campus constituents in fall 2011 to determine professional development needs. In addition, with the expiration of state staff development funds, the District has made Professional Development a standing line item in the annual budget. [EV186_1] [EV186_2] [EV234] [EV314] [EV315]

Self Evaluation

The College meets this standard. Employees in the district have options in a benefit plan that includes health and dental coverage, mental health insurance, and retirement. An Employee Assistance Program (EAP) is also a part of the benefit package. There are also numerous opportunities for professional development during campus flex days, which have recently been expanded to include classified staff. A few obstacles exist regarding development opportunities for staff and faculty. For example, a hindrance to staff development is the fact that many offices and programs are single employee operations, so that the whole office must close in order for personnel to participate. Although Professional Development is a permanent line in the College's budget, it is not always possible for the account to be adequately funded.

Planning Agenda

None

III.A.4.b The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

Although FRC has consistently followed very stringent guidelines for recruitment, and has an excellent record of conducting fair and unbiased searches for new employees, the College has not achieved a balance in the ethnic diversity of instructors or employees. Following policy, local, regional, state and national advertising are consistently utilized. Balanced unbiased committees are developed through a shared governance process (both in classified and certificated Senates).

Diversity information is collected through a voluntary diversity disclosure statement attached to all application packets. This information is collected and stored separately from the applications and is not used in the selection process. Unfortunately, the combination of the state's abandonment of Affirmative Action and the delay in the final draft of the EEO plan

from the Chancellor's Office has impacted the College's diversity analysis efforts. A new EEO Plan, pending final data from the Chancellor's Office, has been drafted and reviewed through the shared governance process. In addition, the Administrative Procedure to support the plan, AP 3420, has been reviewed and approved through the shared governance process. The EEO Advisory Committee, a shared governance group in accordance with AP 2510, has met and is working on revising existing hiring policies to ensure compliance. However, the College has adopted a draft plan to use in the interim. [EV37] [EV203] [EV232] [EV271]

Self Evaluation

The College meets this standard. The use of data analysis has been minimal in assessing employment equity and diversity. The College attempts to create balanced, unbiased committees through the shared governance process. Progress has been made to create balanced, unbiased hiring committee composition, including the removal of individuals from the committee who appear to be potentially biased. In addition, the Office of Human Resources has created an environment around the hiring process that encourages individuals to remove themselves from a committee where potential bias exists. One area of improvement has been the increase in female faculty members from 4 in 2000 to 11 in 2011. [EV271]

Planning Agenda

- Finalize EEO Plan and hiring policies, as soon as feasible.
- Examine data and determine what diversity statistics can be collected.

III.A.4.c The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

Feather River College has many policies and practices regarding the treatment of all employees and students. The College clearly and openly communicates these policies in several venues throughout the campus community. Chapter Seven of the Board Policy and Procedures Manual provides guidance to all Human Resources practices. Human Resources practices, policies, and regulations also conform to California Education Code, California law and federal law, and the AFT and CSEA bargaining unit contracts. Administrative Procedure 3050 Institutional Code of Ethics is the overarching policy that describes fair and equitable practices. Other Board Policies address specific issues: BP/AP 3410 Non Discrimination, BP/AP 3420 Equal Opportunity Employment; BP/AP 3430 Prohibition of Unlawful Harassment and Discrimination; AP 7320 Consensual Amorous Relationships. There are also other policies which do not address work issues but environmental and safety issues: BP/AP 3500 Campus Safety and BP/AP 3510 Campus Violence Prevention and Response Plan. There are also policies and procedures in place to ensure that students and employees have the ability to seek redress to poor treatment through grievance or other methods. These policies and others like them indicate the College's commitment to a fair and safe environment for its employees and students. [EV213] [EV36] [EV37] [EV40] [EV42] [EV80] [EV130] [EV131] [EV133] [EV134] [EV181]

The Board Policy and Procedures Manual is available on the FRC website in the “Administration” and the Student Services homepages. Specific policies are also published in various handbooks for the benefit of specific campus groups: the Faculty Handbook, the Student Handbook, the Draft Handbook of Students’ Rights and Responsibilities, and the Student Athlete Handbook. The collective bargaining agreements are aligned with policy in order to guarantee bargaining unit members their rights. The policy on institutional ethics and many other rights and responsibilities of students are published in the College catalog. [EV180] [EV255] [EV358] [EV363] [EV365]

The Human Resources Department is charged with overseeing questions and complaints relating to employees and volunteers. Contracted employees (faculty and classified staff) have the right to file a grievance concerning a violation or misinterpretation of their contract. The collective bargaining agreements outline the grievance procedure. Faculty grievance is also covered by AP 7216. Students also have the right to grieve grades, financial aid decisions, freedom of speech issues, sexual harassment, illegal discrimination, and sex discrimination prohibited by Title IX of the Higher Education Amendments of 1972, according to the new draft Administrative Procedure AP 5530. Student Services oversees questions and complaints involving students. Human Resources gives federally required training on harassment, discrimination, and hostile work environment. These workshops define and explain unacceptable behaviors or activities, and the procedures to report and investigate allegations of improper conduct. [EV53] [EV78]

The HR director/EEO officer receives any reports of misconduct in the workplace and investigates the situation. For students, the chief student services officer is the responsible administrator for receiving reports or complaints and investigating them. The Human Resources Department also provides other informational workshops for employees concerning health benefits, retirement plans, and investment opportunities. The Student Services Division has recently started sexual assault awareness training for resident advisors, athletes, and new students. Recently the College held its second “Safe Spaces” training for raising awareness and creating safe spaces on campus for the Lesbian Gay Bisexual Transsexual community.

Self Evaluation

The College meets this standard. The College has developed many policies and procedures affecting students and employees that provide guidance for areas of responsibility, rights, benefits, safety, fairness, and behavior. Federal and state laws, bargaining unit contracts, and College policies provide protections and safety for students and employees. Policies are well communicated to the campus community through a variety of means, depending on the target audience. Procedures such as student probation hearings, grievances and dismissals have been successful when used. Students have the right to grieve unfair treatment under AP 5530, but this administrative procedure is still in draft form.

Planning Agenda

- Complete and approve AP 5530

III.A.5 The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a The institution plans professional development activities to meet the needs of its personnel.

NOTE: Because of their similarity, III.A.5 and III.A.5.a are treated together in the same summary and evaluation.

Descriptive Summary

Prior to 2010-2011, two annual faculty flex meetings provided structured professional development opportunities for faculty. There were no equivalent days identified for classified staff professional development.

The Staff Development Committee held extensive discussions with LeBaron Woodyard from the Chancellor's Office in 2009-2010 which prompted the beginning of extensive changes to professional development policies and opportunities. One change resulted in the re-organization of the Staff Development Committee into the Professional Development Committee, including the membership of the Faculty Flex Coordinator. The Professional Development Committee is tasked with planning regular professional development opportunities for the entire campus. This reorganization, which began in fall 2010, also addressed one of the recommendations from the last Self Study: to increase communication between the Faculty Flex and Staff Development Committees. [EV314]

Stemming from the previous Self Study recommendations, and conversations with faculty, a mid-semester campus-wide professional development day was added for each semester in 2010-2011. The first occurred in fall 2010 and included a variety of workshops and trainings offered at different times, and open to any employee. Workshops and trainings included First Aid/CPR, various technology-oriented trainings, and an interactive demonstration workshop on Equine Growth and Assisted Learning Association (EAGALA). A similar professional development day was held in spring 2011. This change resulted from discussions among faculty who strongly voiced the need for professional development in their disciplines. Since most departments are one-faculty departments, this time was considered vitally important by many faculty members. The initial step towards this structure occurred in the 2010-2011 year, and according to faculty conversations with the Flex coordinator, this structure was well received. The success of this new scheme was evaluated at the end of this academic year and submitted with official Flex Calendar documentation to the CCCC in June 2011 by the director of human resources. [EV186_1] [EV186_2] [EV252] [EV253_4] [EV254] [EV315]

The recommendation for additional professional development days and the blueprint from the 2010-2011 year were incorporated into Article 18 of the full-time faculty contract in July 2011. [EV181]

Currently, full-time faculty have three annually structured flex days and two individually planned professional development days. One day in the spring is set aside for faculty members to participate in the Day in the Mountains event in order to meet with future students and promote their programs. The 2011-2012 Professional Development Committee has compiled a Professional Development schedule, with workshop topics, presenters, and locations for the fall 2011 flex/professional development date and the spring 2012 activity. [EV252] [EV253]

In accordance with the CCCCCO flex calendar requirements and faculty contract language, faculty members submit their individual professional development plans electronically through the Moodle site to the Flex Committee (comprised of three faculty members, including the Flex Coordinator). The committee reviews each individual's plan to ensure compliance with the CCCCCO established professional development categories, and make a recommendation for approval to the CIO. The CIO notifies faculty that their plan has been received or rejected. This process is per contract language. Faculty must indicate how 12 hours annually will be spent in professional development activities based on their teaching and learning needs. In contrast, the structured flex day activities include activities for faculty to discuss and share issues related to teaching and learning, and are intended to facilitate cross campus collaboration and foster open communication. [EV272] [EV313]

In 2010-2011, the Professional Development Committee submitted a \$10,000 budget request and received funding for professional development activities. Previously, the College had some state funds for professional development and the Staff Development Committee considered individual applications to award funds for professional development. Currently there is little to no budget for professional development activities or funding. [EV312]

Self Evaluation

The College meets this standard. The newly structured professional development opportunities appear to provide all staff and faculty with professional development opportunities. The combination of structured flex days with group activities and individual flex days appears to satisfy both the needs of the College and the professional development needs of employees. Budget limitations prohibit the funding of individual professional development activities such as out-of-town workshop and conference attendance.

Planning Agenda

None

III.A.5.b With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Faculty and staff have professional development activities every semester. As of fall 2010, the College has combined the Faculty Flex Coordinator and the Staff Development Committee into one committee now called the Professional Development Committee. The committee plans professional development activities for both faculty and classified staff. An evaluation is given at the end of each in-house training or professional development event. These evaluations are used to help develop future programs. Surveys seeking input on desirable activities are periodically administered. In addition, the Professional Development Committee has developed a survey instrument to assess past success and future needs. [EV252] [EV309_4] [EV315]

Self Evaluation

The College meets this standard. Methods of gathering information, assessing faculty and staff needs, and organizing training and staff development programs have improved. Currently all employees have a semi-formal system for providing input and suggestions for improvement of professional development activities. The Professional Development committee conducts a needs assessment survey annually to determine future staff development needs.

Planning Agenda

None

III.A.6 Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of the human resources and uses the results of the evaluation as the basis of improvement.

Descriptive Summary

When positions become available through retirements or resignations, the appropriate unit managers and administrator systematically review the position description(s) for any changes that might be required. Discussions are held with the Strategic Planning Committee, Academic Senate, Student Services Council, President's Staff, and Cabinet (depending on the position) regarding the priority of new hires based on improving the College's ability to meet its current and future needs. [EV309]

Funding for several federal grants in recent years has allowed the District to leverage its available resources and maximize the use of state appropriations. For some employees, having the opportunity to combine two part-time positions on campus has made it possible to earn a sustainable wage and has thus been an important factor in employee retention.

Feather River College has had an aging faculty and since 2006 there have been five retirements of tenured faculty members. Within the next six years there are likely to be as many as six more retirements of tenured faculty. There have also been six tenured or tenure track faculty who have resigned since 2006 in order to take other teaching positions. Although a number of these positions were refilled by other, well-qualified instructors, some faculty positions have not been replaced. The Academic Senate and the full-time faculty bargaining unit have expressed their concern about this issue. Though budget concerns have been the major hindrance to replacing faculty, there has also been a lack of instructional planning as well as disagreement about what faculty should be hired to complete a vision of the College. The update of the Education Plan will facilitate more informed decisions on faculty replacements. Since the last accreditation visit, new full-time faculty positions have been added in nursing, equine studies, women's basketball, art, mathematics, and environmental studies, English, and anthropology/sociology as a result of prioritization based on evaluation of need and institutional plans. Part-time instructional aide positions have also been added in environmental science, equine studies, athletics, and the Instructional Resource Center based on identified student need and the College's instructional mission. [EV5] [EV230]

The 50 percent rule, a California law that requires that at least 50 percent of college expenditures go toward instruction, is another important consideration for institutional planning and staffing. In fall 2011 the College was only slightly above this 50 percent minimum. Consequently, there have been conversations about possible full-time faculty hires in the near future. The Academic Senate is developing a process which will incorporate the Educational Plan, Strategic Plan, Comprehensive Program Review data, and other documents in order to forward a recommendation that best meets the needs of the College's instructional mission. [EV5] [EV349]

Although classified staff position responsibilities have been modified according to changing needs and shifts in the College's direction, turnover has been less than 20 percent for the past several years. Several new classified positions have been added, funded primarily through federal and state grant allocations, and financial aid funding enhancements.

The institution has recently created an Employee Requisition document, which is used as a tool to request new positions. This document is also used to demonstrate staffing needs during the Annual and Comprehensive Review processes. [EV235]

Self Evaluation

The College meets this standard. The College is sufficiently staffed for its size and enrollment. The Academic Senate and the full-time faculty union have expressed their concern about not having replaced all faculty positions for which the Senate has determined a need. Positions are reviewed regularly and modified if student needs, facility maintenance, or other staff requirements justify changes. Funded positions are aligned with strategic planning goals and objectives, and are in compliance with federal and state grant requirements. A new step in the prioritization of positions is consideration by the Strategic Planning Committee. This is in large part due to better integrated planning, and necessary given budget limitations for hiring.

Staffing size at FRC is representative of a small institution. The delegation of multiple responsibilities and duties to individual faculty and staff present challenges to the effective fulfillment of all duties and responsibilities. There is a substantial need for a “desk audit,” which would evaluate the existing classified staff job descriptions and compensation structure. The last desk audit was performed and implemented in 1996.

Planning Agenda

- Update Desk Audit of classified positions.



Feather River College

Standard III.B – Physical Resources

Standard III.B Physical Resources

III.B Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1 The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1.a The institution plans, builds, maintains and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

III.B.1.b The Institution assures that physical resources at all locations where it offers courses, program and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

III.B.2.a Long-range capital plans support institutional improvement goals and reflect projection of the total cost of ownership of new facilities and equipment.

NOTE: Standard III.B, III.B.1, III.B.1.a, III.b.1.b, III.B.2.a are handled as a group since the sub-standards and FRC's meeting of those standards are so closely interwoven.

Descriptive Summary

Feather River College is a rural campus located in the Sierra Nevada Mountains and is comprised of both indoor and outdoor instructional areas. The District is committed to providing a safe, supportive, sustainable environment to ensure the integrity of the educational program and services.

FRC has established criteria to evaluate the sufficiency and safety of its facilities through the College's planning process, shared governance committees and consultations with all constituents. The Facilities Committee is the chief group that assesses the use and safety of facilities on campus and makes recommendations to the President's Staff. The chair of the Facilities Committee who is also the director of facilities consults with other committees, such as Strategic Planning, Budget, Council on Instruction, Safety, Sustainability Action Team, and the constituent senates as needed to either inform or to seek advice and guidance. There are also a number of Board Policies that refer to the operation of facilities: BP/AP 3500 Campus Safety, BP/AP 3505 Fire Alarms, Fire Drills and Facility Evacuation, BP/AP 6600 Capital Construction, BP/AP 6700 Facilities Usage. Physical resources planning is an integral part of the shared governance process as is evidenced through the collaborative development of the Education Plan, Program Reviews and the annual budget requests

integrated with the Strategic Plan. These plans and processes often require input or planning from the director of facilities or the Facilities Committee in order to be effective. Discussion regarding the most effective use of facilities and the ever-changing needs of the campus are ongoing and all constituents are represented. [EV40] [EV41] [EV60] [EV61] [EV133] [EV156] [EV157] [EV170] [EV172] [EV230] [EV247] [EV309] [EV325] [EV349]

The Facilities Master Plan (FMP) is near the end of its development with an outside consultant applying data and details gathered from an all-inclusive shared governance process (AP/BP 2510). The FMP will consider current and future needs of the campus, propose a new campus plan, as well as potential areas of growth. Identified projects in the plan include justification narrative and estimated costs. Additionally, the original campus buildings, now 40 years old, were originally designed as temporary structures with a life of 20 years. [EV245]

Since the prior Self Study was conducted, many improvements, upgrades and additional building projects have been completed and are sufficient to provide the integrity and quality of College programs and services pending the Master Plan document availability. General maintenance, capital and scheduled maintenance projects are continuous. [EV170] [EV294]

All safety issues are addressed by internal facility personnel and external entities through a variety of inspections and assessments, including but not limited to:

- State Elevator inspection
- State Pressure Vessel Inspection
- Water System Chlorine Testing
- Water System Infrastructure Inspection
- Hazardous Tree Inspection
- Fire System Service and Inspection
- Fire Drill
- Keenan Safety and Risk Management Inspection
- Motor Pool BIT Inspection
- CHP Bus Inspection
- Plumas County Ag Department Inspection
- ADA Compliance Assessment

The College is committed to providing a safe environment and current facilities meet state regulations and compliance codes. [EV294]

Self Evaluation

The College meets all components of Standard III.B; III.B.1; III.B.1.a; III.B.1.b;III.B.2.a The College is current with valid certifications from the agencies mentioned above. Any safety issues that arise unexpectedly are addressed immediately while all other unforeseen facility requests are completed in a timely manner. The Safety Committee continues to evaluate the campus and make recommendations for improvement accordingly. [EV325]

Space availability and utilization needs have been discussed extensively in a variety of campus committees. Finalization of the Facility Master Plan will address the significant need of additional space, structural integrity in existing buildings and projected facility needs, and provide a new campus layout for the future. With the completion of the new Learning Resource Center, the Facilities Committee has undertaken long consultation with personnel, offices, and committees to allocate fairly and effectively the space that will be opened up by the relocation of the Library. [EV247]

Campus facilities are ADA compliant with the exception of the Student Residence Halls. The Student Residence Halls also lack an effective fire alarm system. The natural setting of the College does not provide easy accessibility for mobility impaired staff and students. The District is aware of the challenges of a hillside location and works with the Disabled Student Services & Programs in meeting accommodation requests. DSP&S provides a shuttle service for students who, due to disability, cannot navigate the hills or terrain. However, access to the academic hub of the campus is still difficult for impaired students and staff. Unfortunately, there is little that can be done to change this until the new campus structures are built as proposed in the Facilities Master Plan.

While evaluation and communication regarding facility and equipment needs has process and procedure in place, the question of funding requests/recommendations has become the determining factor in what the College is able to accomplish. [EV172]

Planning Agenda

Upon completion of the Facility Master Plan, review the Strategic Plan, Education Plan and Program Plans to ensure they are congruent.

III.B.2 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary

Assessment of facility use and physical resources in general is driven primarily by the Facilities Department (for safety inspections and compliance with instructional and student services needs), and through analysis by the Office of Instruction (for functions related to the support of Instructional programs and services) and the Student Services Office (for functions related to student support programs).

The Facilities Committee is the governance structure used to study, evaluate and recommend implementation for physical resources. The assessments completed by the various governance committees and found in planning documents are placed on Facilities Committee agendas. The Facilities Committee meets once a month, where agendas are full and discussions involve constituents from across campus. [EV247] [EV61] [EV157]

Currently, the Facilities Committee has taken on the challenge of developing a Facilities Plan to look at both short- and long-range plans. The director of facilities and other lead

administrators have connected with a consulting company in helping to develop a comprehensive Facilities Plan. [EV246]

Several plans have been developed in consultation with an architectural firm that involve a “new campus” in the lower part of the FC campus. The new plan integrates instructional, student services and other functions so as to create natural clusters of services joined by quads and walkways. The present campus buildings were planned to have a life of 20 years, though the campus has just passed its 40th anniversary. [EV246]

Self Evaluation

The College meets this standard. Since the last evaluation significant improvement has taken place with regard to facilities and general physical resource planning, assessment and communication. This has been due to two primary reasons, a new stronger annual integrated planning cycle for the College and an increase in consistency from the new chair of the Facilities Committee. Planning is actively underway, and several scenarios have been developed, though the College has not yet approved a plan for new development.

Planning Agenda

- Complete the new Facilities Plan and submit it Chancellor’s Office.

III.B.2.b Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis of improvement.

Descriptive Summary

The institution incorporates physical resource planning through its integrated planning process. In particular, both Annual and Comprehensive Program Reviews are the place where physical resources are proposed and based upon planning goals and assessment data. The Strategic Planning Committee will review the physical resource requests and Strategic Plan objectives to make recommendations for budget allocations. Simultaneously, key governance committees meet to prioritize physical resource recommendations that go to the superintendent/president for review and then possibly to the Board of Trustees for consideration of approval. In particular, the Facilities Committee will review and research physical resource needs to determine what requests are forwarded to the superintendent/president. At some point in the process, the Council on Instruction, the Student Services Council and the President’s Staff will view physical resource requests that have come out of their areas with an eye for what the Facilities Committee recommends. [EV20] [EV24] [EV25] [EV198] [EV208] [EV199] [EV247] [EV349]

The planning process has been effective in determining physical resource allocations during the tough budget years. When a program requests new physical resources and/or replacement to existing resources, it is not generally immediately replaced, but instead, a planning process occurs to see if it is necessary to replace or if another physical resource request is more important at the time. This requires continual review of existing physical resources to determine if leveraging with existing resources can meet the needs or if something must be purchased. For example, as one computer lab needed replacement, it was

determined that using thin clients (a network arrangement) would be more cost effective than buying new computers. Another example concerns the new Instructional Resource Center and Library; The spaces vacated as a result of the library's move and planning has been undertaken to reorganize the use vacated of campus facilities in a logical and efficient manner. [EV247_1]

Self Evaluation

The integrated planning process was revamped in 2008 and has been very effective at linking planning with budget allocation. In particular, the Annual Program Review process for instruction and student services has allowed for consistent and ongoing review of physical resource planning and associated budget allocations. The ongoing planning surrounding the new library and vacated spaces is an example of effective planning, contributions by various divisions, and a shared governance process. It will be necessary to monitor the new process as regards filling space left vacant by the library relocation is considered carefully and fairly. [EV20] [EV24] [EV25] [EV247]

Planning Agenda

- Complete new campus plan.
- Complete stage 2 planning for the current library/student services building.

Feather River College

Standard III.C – Technology Resources



Standard III.C Technology Resources

III.C Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Summary

As the sub-standards in the section will demonstrate, the College has a wide array of technology available in the classrooms for instruction, and supplies students with access to computers and online learning in the computer labs. The College has also implemented SunGard's Banner system as its Management Information System (MIS), has trained staff in its use, and is ready to upgrade. The use of Banner has improved institutional efficiency in all areas of the College.

III.C.1 The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college wide communications, research, and operational systems.

Descriptive Summary

Decisions about technology services, facilities, hardware and software are formally made through committee processes. Assessment of the institution's technology needs is conducted by the Strategic Technology Committee. Once these needs are identified, requests made and reviewed, the committee prioritizes the requests. The requests are submitted to the Council on Instruction, the Strategic Planning Committee and the Budget Committee in order to be considered for funding. Annual and Comprehensive Program Reviews also include technology needs and appropriate budget requests. The membership of the Strategic Technology Committee includes: chief technology officer, (Chair); chief instructional officer, Academic Senate Faculty (2), Classified Senate Representative (1), Associated Students Representative (1), MIS Specialist (1), Webmaster(1). [EV356] [EV357]

Feather River College provides extensive technological access for students, staff, and faculty. Every classroom has a computer networked to the College server network, to the internet, and to a digital projector. Each classroom has a complete sound and video system. Students can access computers for their use in three computer lab locations, in the student center, and can also use the campus Wi-Fi system. All staff members who need them have desktop computers and access to the network and internet. The MIS system migrated to SunGard Banner from COCO in 2008. Banner has transformed the way all processes and tasks are done on campus, from student registration, to grading, to budget management and payroll. Student records are more accessible to staff, students are able to register online, financial and budget tracking is taken care of online, and institutional research is also possible. However, setting up Banner has taken a large amount of effort, time, and human and financial resources. In the spring of 2011 the College completed an upgrade to the new Banner 8.

The College provides staff support for desktop computer maintenance and software problems. However, the director of information systems retired and has been replaced on an interim basis by the director of facilities. The full-time desktop support staff member retired in 2009 and was replaced by a part-time desktop support staff member. In July 2011, this position was made full-time. Although the College has been able to maintain MIS functions, there have been delays in trouble-shooting, repair, and technical support as staffing is limited but adequate. Another full-time worker manages the server-side and software issues associated with Banner.

A federal Title III grant that encouraged faculty to use technology to improve the effectiveness and efficiency of instruction also included funding for an education technology specialist. The educational technology specialist worked with the Instructional Technology Committee to make recommendations about a learning management system for the support of distance education. After the grant was completed, the Educational Technology Specialist was redefined and combined with the position of director of distance education. This certificated administrative position now assists in the assessment of technology needs for distance education, including recommendations about campus classroom technology. Grant activities have led to the improvement of the assessment of instructional technology on campus. Such activities include several pilot projects such as the testing of learning management systems and a classroom electronic “clicker” which was used as student feedback technology. The director of distance education is also responsible for providing recommendations about the section 508 Compliance of the federal Workforce Investment Act of 1998 of potential instructional technology, and has received training on 508 Compliance through the High Tech Center Training Unit sponsored by the California Community College Chancellor’s Office.

The College’s website has become an increasingly important element of the campus infrastructure as well as a tool for outreach. Campus website traffic has increased from a little over 3 million hits in 2003 to about 17.5 million hits in 2010. The director of distance education position includes part-time duties as the campus webmaster. Previously, the College had no central management structure for the web site. Each department was responsible for managing its own area with some assistance from the Public Information Officer or outside consultants. The website was reorganized under the direction of the webmaster using a campus-wide template system and deployment of 40 licenses of website management software. The webmaster trains a “content manager” for each department, provides technical support, and maintains the overall structure and templates. Beginning in 2009 the management of the home page and primary template came under the authority of an ad hoc committee consisting of the chief student services officer, the Public Information Officer, and the webmaster. This committee has now evolved into a more comprehensive Communications Committee and has been approved as a standing shared governance committee with broad campus representation. The chair of the committee, the Public Information Officer, was laid-off due to budget cuts and the committee became inactive. As of this writing, though, the committee has been reformed under the CSSO and Student Services. [EV392]

In the summer of 2008 the website hosting was moved from a campus system to a commercial vendor of web hosting. This reduced the risk of attacks to the main MIS of FRC, reduced campus internet traffic, freed computer resources for the new MIS system (SunGard Banner), improved traffic and performance monitoring, including regular backup of the site. The College is beginning to migrate toward a “thinclient” system that will save time and money by allowing central management of desktop computing.

Self-Evaluation

The College meets this standard. Feather River College has done very well with its technology infrastructure and provides useful and efficient access to students, instructors, and staff. Most faculty use the “smart podiums” and draw on the many digital resources as a regular tool in their classes. Desktop support is adequate. The information services manager recently retired, and as a result the director of facilities serves as the interim information services manager. At the moment the situation is manageable because of the close ties between facilities and technology infrastructure. Replacement of the MIS manager is pending an administration reorganization and resolution of the California budget crisis. Currently, a member of the Council On Instruction serves on the Strategic Technology Committee but there is no representative from the Curriculum Committee, nor is Distance Education specifically represented on the Strategic Technology Committee. However, the DDE is a regular attendee of the Curriculum Committee and of the Council on Instruction when they work on the Distance Education Plan. Technology issues are merging on campus between distance education, technology assisted learning in the classroom, and the new library and Instructional Resource Center that has a high presence of technology. It may be helpful to have clearer processes in place for communication about technological issues. The Strategic Technology Committee did not meet regularly for several years, but in spring 2011 it was reconstituted and is playing a larger role in technology planning issues. [EV222] [EV357]

Planning Agenda

None

III.C.1.a Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

Technology and information services and support are provided through various departments, depending on task or need. The Information Services Department provides desktop help, software support, and hardware repair; it also oversees the replacement of hardware and overall functioning of the IT infrastructure on campus. The Facilities Department oversees the telephone system and the physical and structural issues pertaining to IT, including the wireless bridges and access points on the Campus, at the residence halls, and at Feather River Fitness. The director of facilities is also the interim director of the Information Services Department; the Office of Instruction provides support for distance education, Moodle, and instructional computer usage; and the Office of Planning and Research provides support for statistical data and research. However, the four departments only represent five full-time staff members who provide technology support; and only one staff member, in Information

Services, is dedicated to technology issues while others provide support as needed or as a percentage of their full-time load. In addition there are student assistants to help in the computer labs. The institution's hardware, software, and network systems meet current standards and facilitate the operation and effectiveness of the institution. Despite the multitude of viruses plaguing the computing world, security is well maintained at the College and there have been few successful attacks on the system and very little downtime. All equipment is maintained and replaced as required and/or as resources allow.

The primary committee that leads the planning and recommendations for technology and information services is the Strategic Technology Committee. This committee has representatives from all the campus constituent groups. The Strategic Technology Committee had not met regularly for the past few years. However, the new leadership configuration with the director of facilities acting as the chair of the committee has resulted in a consistent meeting schedule starting from November 2010 onward. The ultimate charge of this committee is the development of a plan for upgrading hardware and software for institutional purposes. [EV356]

The College's decision-making process regarding technology has not been centralized in the last few years. In many cases, the individual program/division heads made decisions without much input or consultation with other parts of the College. However, with new leadership in the Strategic Planning Committee this process has changed and input is now required from Annual and Comprehensive Program Reviews in order to set priorities.

The current technology is reasonably meeting the curricular demands for distance learning opportunities. Though there were barriers to the use of technology in the past, there is a growing ability and desire to maximize the use and benefits of technology opportunities at the College. The director of distance education has implemented the use of a new on-line platform, Moodle, for the College after a two-year pilot project funded by a Title III grant. As a result, rapid growth in technology in teaching and on-line offerings has resulted. The software has continued to be well supported with many added features that keep pace with trends in Distance Education delivery. It has scaled well from an initial annual enrollment of about 150 students in 2003-2004 to over 1400 students in 2009-2010. [EV222]

Campus "smart podiums" and lab computers have kept pace with the use of the online platform both at the workstation and network level. Faculty who teach on-campus courses or hybrid courses effectively use a number of software programs including PowerPoint, Moodle, and others to make course materials available in the classrooms through the smart podiums.

Campus website hosting is currently outsourced and software distributed to various content managers across campus. The content managers are provided training and technical support by a part-time webmaster. Major design and technology expansions of the website are recommended by the Communications Committee. The webmaster also serves on this committee. Content decisions for each section of the website are made by the assigned content manager for that area, either the supervisor of that department or their delegate.

Banner by SunGard was installed on campus in 2008 as the Information Management System. Banner has increased functionality at the College, allowing scheduling, enrollment in classes, financial aid tracking, grade submission, budget tracking, and payroll to be integrated by the same system. However, Banner has also required many hours of learning and training on the part of staff. A full-time database administrator was hired in 2009 to manage the programming and interface requirements of Banner. This arrangement has worked out well for the College. All staff members who need computers have them, as well as all full-time faculty.

Self Evaluation

The College meets this standard. Budget restraints and a lack of staffing have made it difficult for Feather River College to develop optimal plans for technology growth and improvement. For example, FRC purchased a stripped-down version of Banner and has struggled to provide complete training and support. However, in addition to the hire of a full-time database administrator for maintaining Banner software, the College has supplied adequate training to staff by hiring third party consultants (Strategic Information Group) and by relying on some employees who have developed expertise. The website is not maintained at an optimum standard. FRC employs an experienced web designer/web master to take care of web issues; however, he is allotted only 50 percent of a full-time load for web duties and for instructional technology and distance education support.

Despite the irregular meetings prior to November 2010, the Strategic Technology Committee, technology leaders on campus have done a solid job securing and expanding professional development and technology (both hardware and software) in the past years. Examples of this include a successful implementation of the integrated software system Banner, the improvement in wireless access to the internet, increasing information transfer capacity over the internet, replacing routers and hubs, and designing a state-of-the-art instructional technology center for the new Learning Resource Center.

Planning Agenda

- Complete and communicate broadly a new technology plan for the campus.

III.C.1.b The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

In order to define effective application of information technology (IT), it is necessary to specify the groups that are served by the various forms of information technology on the FRC campus. The user groups are:

- Students
- Faculty
- Classified Staff
- Administrators
- Community Members

As the technological needs of campus continue to expand, there will always be a progressive need for training. Currently, all students and employees have access to training, via pre-scheduled training events provided by the District, or by individual and group requests.

The employment positions at FRC that relate to technology are the manager of information services, currently an interim position filled by the director of facilities; management information specialist – database administration, which is a full-time position; management information specialist – programmer analyst, also a full-time position; desktop support specialist, a fulltime position since July 1, 2011; the director of distance education /web master, a 50 percent of full-time position; and Assistive Technology Specialist, which is 50 percent of full-time. [EV356]

Students who enroll in on-line courses are directed by their instructors as to how the course will be managed. Moodle is FRC's official Learning Management System (LMS). It is roughly equivalent in function, features, and friendliness to Blackboard. Faculty training for Moodle is conducted by the director of distance education (DDE) /web master. He also responds in person to requests in the Instructional Resource Center and other labs when students have problems with Moodle if the problem cannot be solved through email or a phone call.

The DDE provides individual training for all faculty teaching in distance education modality for the first time, as well as technical support throughout the semester. His email address is posted on the Moodle website as technical support. He contacted 24/7 with usually less than a 24-hour response time for ongoing classes and within two or three working days for the creation of new course areas. Early faculty adopters of Moodle have served as mentors to newer adopters. The DDE provides periodic refresher training for associate and full-time faculty, including how to prepare instructional materials for uploading to the system. The DDE attends the meetings of associate faculty at the beginning of each semester to answer questions and set up individual training sessions since this group of faculty represent the instructors with the most turn-over. Comprehensive online help files within Moodle are provided as well as custom online tutorials for the FRC campus. Technical support is also provided after business hours and weekends for students and faculty via email requests to the DDE based on a portion of the DDE's duties being assigned as telecommuting.

Help files exist throughout Moodle and full documentation is available through a link on the bottom of nearly every page of Moodle. A FAQ section and tutorial were created and those are posted on the site. There is an "instructor's lounge" section of Moodle that instructors can use to exchange ideas and complaints, but instructors can email the DDE directly with any problems they are having.

A quick link has been placed on the desktop of all smart podium and lab computers to the Moodle site. Instructors regularly use Moodle as a convenient way to distribute information to their students, even for face-to-face courses. Consequently support for Moodle is broader in scope than just for online courses.

Currently the College has an online enrollment of around 700 students per semester. This only includes fully online courses, not hybrid courses that are ‘on-campus’ but also use Moodle to enhance instruction. The hosting and software updates of Moodle are outsourced. The DDE acts as administrator for the program itself. The division chair of the Liberal Arts and Sciences has also been given administrative permission in case of emergencies when the DDE is not available and can serve as a mentor for Moodle.

The library has a large collection of digital resources: online book and media catalog; digital periodical index; digital databases and information warehouses for research by students and faculty. The library director can answer questions and provides individual training for students, staff, and faculty.

SunGard Higher Education provided the integrated administrative system that was recently purchased by the District. This system replaces the discontinued CoCo system that was used by Admissions and Records. This system, known as Banner, allows Student Services, Classified Staff, Faculty, and Administrators to enhance overall institutional performance through networking data in ‘live time’. There have been several opportunities to receive training for both Internet Native Banner and Self-Serve Banner since FRC went live with Banner in 2008, announced via campus emails.

Recently, the campus upgraded its desktop and email software to Microsoft 2010/Outlook 2010 for FRC employee and student emails. FRC uses Macromedia Contribute to maintain content areas of the website and regularly offers training for content managers. The website is an avenue that the College uses to promote events that benefit and encourage community participation. The websites are user friendly and are regularly updated and reviewed for content material and information.

The self-identified recommendations in the 2006 accreditation report were that the College should 1) improve its communication of technology training opportunities for students and 2) increase participation in technology training for staff and faculty members. These recommendations have helped steer the direction of information technology training. Technology training has increased substantially for staff and faculty. In addition to training on an as-needed basis, each mid-semester College flex day includes at least one, if not more, technology training workshops for those wishing to increase their technological skills. There are also notifications sent via email to employees for trainings that are offered on-line and off-campus by non-FRC entities. Students receive assistance from their course instructor, but there are few training sessions available for them outside of regular curriculum in information sciences. [EV313]

Participation in the IT trainings has increased in the last two years due to the new Banner system and the new desktop upgrade. Training on Banner has been necessary in order to carry out day-to-day work duties and to operate the regular functions of campus life, for both students and employees alike. A professional development calendar, which will offer technology training opportunities, is now being provided every semester. The calendar is developed by the Professional Development Committee that creates the calendar based on campus needs and feedback. [EV313]

The campus e-mail system, Outlook 2010, works well and is used by staff and faculty extensively not only for communication, but for meeting calendars, and for access to documents and forms from every department on campus through the “public folders,” a function which has made many tasks much more efficient. However, one area of difficulty with e-mail usage concerns students. Many students use their own e-mail addresses rather than the College address. More often than not, these emails are sifted out of the system due to security concerns. For the last few years the College has been urging students to use and check their College e-mail. Students are gradually understanding the need to use the FRC e-mail, but progress is slow.

Self Evaluation

The College substantially meets this standard. While training opportunities are offered, restrictive budgets and human resources have limited the amount of training opportunities; however, training has increased since the last Self Study report in 2006. Efforts to provide various training events, expand access to training information (research journals, video tutorials, websites), and make available ways to provide feedback on the quality, or lack thereof, of the training that is provided have been increased and the current trend campus-wide appears that IT training participation is on the rise. A small classroom was built whose main function is for training sessions in the use of Banner and other management software.

Determining the needs of IT training come from a variety of sources: supervisor evaluations of employees, individual requests, information surveys, and post-evaluation instruments given at the time of trainings.

The ad hoc and online training in the use of instructional technology has been sufficient for most current faculty. However, as the use of technology has expanded, there are more faculty who use the technology periodically rather than on a continuing basis. Consequently their skill levels and familiarity with evolving technology is not necessarily up-to-date. In addition, the associate faculty pool of instructors changes frequently and is in need of regularly offered training sessions. Attendance is not required at training workshops and therefore when workshops have been offered the participation has been low. Total hours of technical support has been adequate; however, the number of online instructors and students have increased while the instructional technology support has been reduced by 50 percent. Online self-paced tutorials have helped but the demand for technical support has increased both because of the number of people who need to be served and the increased range of technology being used.

Desktop technical support is minimal to adequate given the number of workstations in offices, classrooms, and labs. There is no dedicated “help desk” for classroom, office, or lab computer technology. Consequently the desktop technician may not be immediately available when there are technical difficulties in a classroom, office, or lab, though he is notified immediately when technical problems arise in the classroom.

Planning Agenda

- Continue to improve notification and delivery methods of IT training for students.
- Increase IT training opportunities and participation for FRC employees related to current technology trends.
- Consider having faculty undergo training and certification before offering online courses

III.C.1.c The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

Nearly all purchases of information technology on campus have been managed by the Information Services department, including instructional technology and enterprise wide systems. The information services manager (ISM) has been a senior administrative position and thus intimately involved in the planning process at the institutional level. The Strategic Technology Committee, which includes faculty and classified staff members, advise the ISM on developments, purchases, or modifications. Other shared governance committees, such as the Council on Instruction and the Student Services Council, also supply input to the technology decision-making process. Recently all classrooms have been upgraded to become fully useable for internet and media technology. Technology planning for the new Learning Resource Center involved collaboration among a number of committees. [EV355] [EV356] [EV357]

Self Evaluation

The College meets this standard. The College systematically replaces or upgrades technology as needed and within sound budget practices. The most recent major upgrade was the move from the outdated and unsupported CoCo information management system to SunGard Banner. During spring 2011 the College instituted another upgrade of Banner, bringing the College's IMS system up to date. In 2010-2011, staff and faculty computers were also updated with the latest Windows systems. Hardware is updated or replaced on an as-needed basis for faculty and staff; server and infrastructure hardware is updated as capacity increases or need dictates.

The use of instructional technology has also increased, and consequently there have been upgrades and replacements for software and hardware. For example, all computers in classrooms have been upgraded to handle more sophisticated and larger programs and downloads. Bandwidth restrictions on campus have been lifted due to new hardware upgrades, and therefore students and faculty have access to the full range of media on the College's network. The Strategic Technology Committee was not meeting on a regular schedule over the past two or three years; but starting November 2010 it was reconstituted and now meets on a regular basis. This committee is the chief shared governance and planning committee for technological issues. Staff and faculty have a voice on the committee and also can communicate their technology needs through the program review process. Faculty also have a voice in technology development through their division chairs and senate president, who sit on the Council on Instruction. As the College moves forward, decision-making processes about technology should include more input from faculty and instruction regarding instructional technology. The recent conversion to Banner has placed an emphasis

on noninstructional technology and essential infrastructure. It will be useful to more clearly distinguish between noninstructional and instructional technology decisions to clarify and balance institutional priorities. The increased activity and focus of the Strategic Technology Committee could be important steps in this direction. The ISM has recently retired and the director of facilities has taken on the position on an interim basis. Planning has begun on how to redesign the position, if necessary. [EV355] [EV356] [EV357]

Planning Agenda

- Create new job description for the director of information services

III.C.1.d The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

Feather River College works to provide technology resources to support its programs and services. The College's planning for technology is the responsibility of the Strategic Technology Committee and the chief technology officer. The IT budget for the College is determined in conjunction with a collaborative budget development process in which technology needs are considered along with other institutional priorities. [EV356]

Beginning in 2006, the College attempted to move to an integrated student and college information system to improve the student record and administrative technology. The College faced an unforeseeable sequence of system implementation and operational issues exacerbated by a contracted system upgrade which did not fulfill the College's needs. Over this extended period of time, the institution's information technology professionals were focused on maintaining operational continuity and minimizing user disruption. The resolution of the situation was the procurement and implementation of the SunGard Banner system which was begun in 2008 and completed in 2009.

The College's technology resources support all aspects of the institution, including instruction, student services and administration. The College's resources include:

- Campus wired and wireless networks
- PCs for staff usage throughout campus offices
- All classrooms have smart podiums
- Videoconferencing equipment in one classroom
- One Classroom Student Computer Laboratory
- Disabled Student Services student computer laboratory
- Library Computer Center
- Instructional Resource Center Computer Lab
- Moodle Software for distance education
- Banner System for administration
- MyFRC Student Portal that gives students access to online registration, transcripts, financial aid and student account information in addition to the online course schedule

The College contracts with external IT organizations to review, recommend, and support hardware/software and technology services to maximize its ability to provide a secure and robust infrastructure for students and staff. Funds allocated for technology resources in conjunction with the construction of the new Learning Resource Center are being used to upgrade systems across the campus.

Examples of the external IT organizations are the outsourcing of the hosting of Moodle that includes the upgrades of the software. The campus website is also hosted off-site which has worked to FRC's advantage in several ways, including increased security for the on-campus network and increased resources to run the Banner system.

The College has implemented a disaster recovery plan that includes both on-campus and remote backups. In 2012 FRC's internet bandwidth will increase substantially when the College becomes an "anchor institution" for Plumas Sierra Rural Electric Cooperative's Fiber Project that is bringing additional bandwidth to the northern Sierra region.

The College has a plan in place to upgrade staff computers and the need is becoming more pressing since the extended support for the Windows XP Operating System will end in April 2014. The College is beginning to migrate to a "thinclient" system, first in the student computer labs and secondly for staff. Being able to manage desktop computing centrally is a savings for the College and helps it do more with fewer people.

Self Evaluation

FRC meets this standard. The College has a relatively healthy technology infrastructure given the constraints imposed by limited budgets and the relative unavailability of high-bandwidth Internet services in this rural area. This infrastructure reflects the substantial growth in instructional and office workstations as well as network equipment from 1992 to the present. Budget constraints make the planning process even more crucial. The Strategic Technology Plan has been developed to ensure that technology resources continue to meet institutional needs. [EV357]

In spring 2011, faculty and staff were asked to provide feedback on various topics related to the Self Study. Respondents were asked to agree or disagree with the following statement:

"FRC has the technology resources to meet the needs of students, instructors, student services, administrators, and college wide communications".

Fifty percent of respondents "somewhat or strongly agree" that technology resources are sufficient. Many comments were made that computer equipment is in need of being updated and expanded both in classroom and office settings. [EV236]

The College has a plan in place to upgrade staff computers and the need is becoming more pressing since the extended support for the Windows XP Operating System will end in April 2014. The College is beginning to migrate to a "thinclient" system, first in the student computer labs and secondly for staff. Being able to manage desktop computing centrally is a savings for the College and helps it do more with fewer people.

Planning Agenda

- Continue preparations to migrate from a Windows XP Operating System to an alternate Operating System.
- Finalize Strategic Technology Plan and communicate it to the Strategic Planning Committee and to the campus.

III.C.2 Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis of improvement.

Descriptive Summary

Feather River College is in its third year of a new integrated planning process. A general consensus is that the new annual cycle for institutional planning is effective. At the heart of the integrated institutional planning is the Annual and Comprehensive Program Reviews. Every program, from academic disciplines to student services, completes Annual Program Reviews that contain planning and budget requests. It is very common for these APRs to include technology planning goals and equipment/supply budget requests. The APR requests and plans are reviewed by the Strategic Planning Committee and the Budget Committee for budget allocation consideration. In addition, Comprehensive Program Reviews include assessment of use of technology resources in individual programs, and this assessment includes recommendations for improvement. College wide plans such as the Education Plan and Facilities Plan include technology planning segments. The 2010-2013 Strategic Plan addresses various technology issues directly in Goal 3.3:

“The College will enhance and maintain currency in technology usage and applications in support of student, faculty, and staff efficiency and operational effectiveness.”

Supporting objectives include enhancing technology communication and providing training for all campus constituents. [EV24_11] [EV170] [EV198] [EV230] [EV291] [EV349] [EV354]

Self Evaluation

The College meets this standard. The College undertook detailed technology planning, creating a state-of-the-art learning environment for both on-campus and distance learning. The planning process worked with several committees, including Facilities, Council on Instruction (which also oversees distance education), and President’s Staff. [EV222]

Despite an inconsistent meeting schedule for the past two years, the Strategic Technology Committee now meets regularly to take stock of issues such as, the upgrade of campus hardware systems and the upgrade to Banner, the quick developments in technology outstripping the strategic technology plan, and new technology requirements as employees adapt to new opportunities more quickly. [EV357]

The implementation of SunGard Banner was a major revision of technological resources for the College. The decision to implement Banner was overseen by the information services

manager and was discussed on various committees. Training in Banner and evaluation of its systems have been ongoing since implementation. In the summer of 2011, FRC upgraded to the next version of Banner. The upgrade was necessary in order to effectively manage College systems.

Planning Agenda

- The Strategic Technology Committee shall develop a technology plan.
- Finalize Strategic Technology Plan and communicate it to the Strategic Planning Committee and to the campus.

Feather River College

Standard III.D – Financial Resources



Standard III.D Financial Resources

III.D Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

Descriptive Summary

Feather River College continues to meet the challenges of providing adequate funding in support of student learning programs and services as well as improving institutional effectiveness. The College has been challenged due to lack of growth funding, lack of any cost of living adjustments, and overall funding shortfalls from the state of California due to the troubled economy. The College has been able to set funding priorities only by cutting other areas. The College continues to use funds from District reserves to manage and provide the required programs and services to the students. The College has adopted a conservative fiscal approach that assures that the District maintain a minimum of five percent reserve.

The overall restricted and unrestricted General Fund budget is \$13,900,000. Other revenues are received through Federal grants such as the TRIO SSS (SSS, Upward Bound, and Educational Talent Search) programs. The College no longer receives funding from a federal Title III grant. Federal monies available from the state come through the Vocational and Technical Education Act (VTEA). The SB70 grant has also supplied some funding, as have categorical monies received through the state for building improvements, safety, and security. The District also receives lottery funds, and block grant revenues. [EV17]

The Budget Committee reviews and discusses budget development based on the College's mission, priorities established in the College's Strategic Plan, revenue and expenditure information, and institutional needs and priorities as supported by program reviews and annual budgetary requests. The Budget Committee makes recommendations to the superintendent/president regarding the District's annual budget.

Annual Program Reviews are required by all programs each year, which provide the Strategic Planning and Budget Committees with the detail to make recommendations. This process not only provides the detail of programs but the budgeted funds required. All areas and divisions of the College are represented equally on both the Strategic Planning and Budget Committees. [EV20]

As instructional and overhead costs continue to increase with no additional funds being provided by the state in the past several years, the challenge for the College continues to be providing funds and resources that support student learning and success.

The College's Strategic Planning and Budget Committees attempt to prioritize the needs of various departments and programs in a series of meetings beginning the end of October. Out of necessity, as instructional and overhead costs have increased, few programs have received increased funding for educational improvements, and some have experienced decreases. Priority has been given to existing programs experiencing growth or newer programs for start-up costs. For example, last year, VTEA funds were generally used for the benefit for all vocational programs; however, there was specific focus on the Early Childhood Education programs, Nursing/Athletic Training programs, and the Outdoor Recreation Leadership program. The Agriculture area of study will receive a large amount of assistance from VTEA for the 2011-2012 academic year.

Self Evaluation

The College meets this standard. The Budget Committee receives recommendations from the Strategic Planning Committee in the process of evaluating the limited funding sources. Currently, the requests for funding exceed the available funds received from the state, which creates hardship for the College and its programs. The College has been able to maintain services, programs, and meet contracts. However, the College has insufficient financial resources to provide all programs with growth funding. Since the 2006 Self Study the budget development situation has changed quite a bit, combining the work of the Strategic Planning Committee and the Budget Committee with new planning processes and cycles. The new planning and budgeting process is detailed in BP/AP 6200. These innovations have made the process of developing a budget clearer, with an emphasis student learning and student support as part of the budget process. The items listed in the planning agenda in the previous Self Study have been accomplished. [EV54] [EV146] [EV354]

Planning Agenda

None

III.D.1 The institution relies upon its mission and goals as the foundation for financial planning.

Descriptive Summary

The Budget Committee is a standing campus-wide committee that reviews and discusses budget development based on the College's mission, the strategic directions, and the goals enunciated in the Strategic Plan 2010-2013. The composition of the Budget and the Strategic Planning Committees, is determined by Board Policy and Administrative Procedure 2510. All constituencies are represented on both committees. Revenue and expenditure information is gathered for the Budget Committee by the Office of Business Services. The Strategic Planning Committee assesses and prioritizes the requests put forth in the Annual and Comprehensive Programs Reviews and their accompanying budget materials. Each Annual and Comprehensive program review must state how its program supports the mission of the College and should align budget requests with strategic goals. Working from the Strategic Planning Committee's assessment, the Budget Committee makes recommendations to the superintendent/president on the funding of the District's annual budget. The Budget Committee reports back to the Strategic Planning Committee on the funding of programs in relation to the strategic directions provided by the Strategic Planning Committee, prior to

making final recommendations to the superintendent/president. The Budget Committee and the Strategic Planning Committee meet jointly at least twice a year to discuss priorities and budgets. [EV17] [EV21] [EV22] [EV29] [EV122] [EV170] [EV197] [EV200] [EV349] [EV352] [EV353]

Self Evaluation

The College meets this standard. The budgeting process is aligned with the institutional mission and is integrated in program planning. However, it is still a new process. In fall 2011, the College will begin its third iteration of the new, integrated planning and budgeting process. Some staff and faculty members are still becoming familiar with it, but overall they are feeling more comfortable. Budget meetings are scheduled on the campus calendar and are subject to the Brown Act; therefore; at each meeting there is an opportunity for public comment; meeting minutes are available online in the public folders. The members of both Strategic Planning and the Budget Committees have been learning to work together; the first meetings in the new process were given over to understanding the steps in the process, how the process functions in practical terms, and the effect on the College. It may be helpful to more clearly and openly disseminate records of discussion and decisions taken by these two committees so as to show how a final budget is determined. In an environment where there is tremendous pressure to cut funding, and in which programs or staff positions are eliminated, understanding the budget process and the decisions taken becomes even more important. [EV54] [EV146] [EV298_1] [EV298_2] [EV298_3]

Planning Agenda

- Convey information about the budgeting process to the campus community more prolifically.

III.D.1.a Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

Financial planning is formally integrated with general institutional planning. The needs of each academic division, instructional support unit, student services department, and administrative office are determined through the Annual Program Review process. These program reviews contain a program update, a progress report on the previous year's objectives, an outline of current year objectives, and a proposed budget for the following year and are submitted to and reviewed by the Strategic Planning and the Budget Committees. The proposed budgets are compiled into a draft budget, and any additional fiscal resources identified in the Annual Program Review are evaluated and noted in the draft budget. The Budget Committee makes recommendations to the superintendent/president on all noncategorical expenditures with the Strategic Planning Committee providing guidance and recommendations on campus-wide issues in accordance with the Strategic Plan. The Strategic Enrollment Management Committee, another committee that is part of the integrated planning process, provides input on key points including FTES projections, out-of-state tuition, enrollment trends, program development and recruitment recommendations, and student demographics for the Budget Committee. With this information, a budget is built

each spring for the next academic year and revised mid-year when actual enrollment figures are identified. [EV21] [EV22] [EV349]

The composition of the Strategic Planning, Budget, and Strategic Enrollment Management Committees represent all the constituencies of the College in accordance with BP/AP 2510. These committees meet individually on a monthly basis and Strategic Planning has a joint meeting with Budget at least twice a year. The president/ superintendent is the chair of the Strategic Planning Committee and an ex-officio member of the Budget Committee. All meetings are open to the public. Regular reports are made to the Board of Trustees about the state of the current budget and the budget development process for the coming year. [EV352] [EV353]

Self Evaluation

The College meets this standard. The hiring of an institutional researcher lends confidence in the decision making process. Since the Strategic Planning and Enrollment Management committees evaluate Annual Program Reviews and enrollment issues having integrated institutional data, decisions are made with greater confidence.

Since the 2006 Self Study, budget and institutional planning have become fully integrated. Planning takes place on both a yearly cycle for monitoring annual objectives, the current year's budget and for development of the next year's budget, and on a three-year cycle which coordinates with update of the strategic plan and reassessment of the planning cycle. While the College plans for the future, the current budget dynamic in the state makes it difficult to make firm planning and budgeting decisions until well into the process. In the 2010-2011 year a great deal of effort went into designing possible budget scenarios as well as alternative strategies to be used as contingencies. [EV298_1] [EV298_2] [EV298_3]

Planning Agenda

None

III.D.1.b Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

Revenues are based on current and projected FTES, property taxes, as well as grant and categorical funding levels. COLA and growth, if applicable, are calculated into revenue projections. Feather River College also receives monies from the Secure Rural Schools funds and other county funds. The information on FTES, COLA and growth projections along with the state budget is shared with the Budget Committee as it makes its deliberations. The chief financial officer and the Budget Committee membership arrive at an estimate of future FTES and funding before any attempt to assess budget requests.

Budget preparation is integrated into the institutional planning process (AP 6200) to assure that revenues are allocated appropriately to meet the goals and objectives of the Strategic Plan. This planning process allows for input from all constituencies at both the strategic and

operational levels. Annually, each division, department, and support unit completes an Annual Program Review (APR) evaluating the progress of previous year's objectives, establishing objectives for the current year, and proposing a budget for the following year. The APRs and budget proposals are compiled, reviewed, and evaluated by the administrators, and Strategic Planning and Budget Committee members. The Strategic Planning committee developed a rubric to help assess and weight information in the APRs. At least two joint meetings are held with these two Committees to review strategic priorities and establish working protocols for the Budget Committee to utilize in budget development. [EV21] [EV54] [EV146] [EV349] [EV353] [EV354]

The program reviews and budget requests are also sent to the Budget Committee, where the total for all requests is tallied and is broken down on spreadsheets in various configurations: by program, by object code, and by cost center. The Budget Committee assesses the information in light of the recommendations and priorities set by the Strategic Planning Committee. Once fixed costs (e.g., wages, insurance, electricity) are calculated, the committee begins to examine both prioritizations, past budget allocations, and available funding for the next year's allocation. During the recent periods of state budget cuts and reduced funding, the Strategic Planning Committee and the Budget Committee have prioritized student learning as the primary budget consideration.

The Budget Committee is a standing, participatory governance committee with representation from all campus constituencies, as determined in AP 2510—Participation in Local Decision Making. The committee follows a budget development calendar and timeline that adheres to California Codes and Regulations, as outlined in AP 6200—Budget Preparation. The committee meets on a monthly basis, at a minimum, from August through May to complete the integrated budget preparation and planning process per established timelines. Agendas, supporting information, and minutes of the Budget Committee are available in the public folders and can be accessed by all College employees. [EV29] [EV54] [EV122] [EV146] [EV170]

Self Evaluation

The College meets this standard. The Budget Committee is provided with accurate information of available revenues, and is continually kept informed of the state's budget situation. All funding requests, transfers, and revenue-expenditure information is also provided to the Committee, which keeps them apprised of ongoing fiscal transactions.

The integrated planning process, outlined in AP 3250—Institutional Planning, ties institutional planning with budget preparation. AP 6200 was revised to reflect the College is in its third year utilizing the integrated planning and budget preparation process. The process is being followed and communication between Strategic Planning and Budget Committee is open and transparent. Every effort is made to allocate resources per planning objectives and priorities recommended by the Strategic Planning Committee while staying within available revenue. [EV34] [EV54] [EV128] [EV146]

Planning Agenda

None

III.D.1.c When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary

The College has engaged in significant activity in relation to balancing short-term and long-term financial considerations. Following the 2006 Self Study and comprehensive visit, the visiting team recommended that the College complete an actuarial study to ensure that it was prepared for, and provided, adequate resources for the Peralta Retiree Health Fund. The College completed such a study, and has renewed the study in alternate years since 2006. The fund has been appropriately maintained in the interim, as reported in the Focused Midterm Report.

In the previous Self Study, the College found that it needed to carefully consider all potential impacts of a financial plan prior to implementation, since it had realized that needs of students or staff had not been adequately anticipated. Since the 2006 Self Study, the College has developed additional forward-looking enrollment management ability, and has exercised this capability to plan for similar needs more strategically. In 2008-2009, the College was experiencing enrollment growth as a result of its recruiting efforts, and therefore expected to cross the 1500 FTES threshold, which would impact the number of Good Neighbor students from Nevada who would be able to enroll. The College developed a plan for responding to the resultant limit on Good Neighbor apportionment revenue, and has since been implementing that plan, ensuring both that adequate growth in other enrollment would balance the limited, and soon to be discontinued, Good Neighbor revenue.

In recent years, the College has had to respond to increasing short-term financial issues due to the state of California's imposing apportionment payment deferrals (in order to balance the state's annual budget). Similarly, in both fall 2008 and fall 2010, approval of the state budget was delayed, resulting in significant delays in apportionment payments to the College. In addition to monitoring its cash flow on a monthly basis, the College has responded to these cash flow challenges by several measures: maintaining its regular 5 percent reserve, maintaining a Tax Revenue Anticipation Note (TRAN) through the Community College League of California, imposing short-term limits on spending (a "spending frost" during the 2010-2011 fiscal year, and careful review of hiring from 2009 through 2011), borrowing from a regional bank to meet cash flow needs caused by the construction of the Learning Resource Center, and discussing a possible advance on property tax revenue with the County of Plumas.

In the volatile fiscal climate California public funding has experienced in recent years, it has been necessary for the College to be cautious and conservative in relation to long-term commitments. In 2010, after informing the Feather River College Foundation that it could no longer guarantee adequate FTES-based revenue to fund the Feather River Fitness and Recreation Center at its normal, budgeted level, the College agreed to lease and operate the facility as a community education center. In arriving at this decision, the College's Board of Trustees insisted that bimonthly reports be made to the Board concerning progress towards meeting membership goals. Similarly, in August 2010, the College took over management of

the Feather River College Residence Halls after roofs at these facilities had failed during the previous winter, causing financial hardship for the College, and difficult living conditions for students. The short-term need for capital improvements was addressed through a loan from the College to the Foundation. In taking over operations, however, the College carefully considered its long-range need for student housing and related enrollment revenue. [EV103] [EV170] [EV264]

The College was also forced to create several contingency plans with the cooperation of the CSEA and the AFT bargaining units in case of revenue reductions from the state of California. Though difficult to negotiate, these agreements assured short-term solvency for the College. [EV300]

Development of new instructional programs has been dependent on grants in recent years, with the exception of women's Cross-County and Track and Field, which was initiated in 2010 after careful review by the President's Staff, the ad hoc Title IX Committee, and the Academic Senate of the College's long-term Title IX priorities.

Self Evaluation

The College meets this standard. The College continues to consider financial stability in all of its short-term and long-range planning. Since the 2006 Self Study, the need to develop FTES revenue has not diminished. However, the College's Strategic Enrollment Management Committee has established a firm pattern of looking at long-term implications as it considers ways to generate additional revenue. In addition, the College has tried to predict long-term and future needs and expenditures in order to both create a financial plan to face the situation and to control short-term financial expenditures. [EV347] [EV348]

Planning Agenda

- Complete a Strategic Enrollment Management plan

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

Since the 2006 Self-Study, there have been many changes in the operation of the Budget Committee and with budget planning. Among these has been a revision of Budget Committee processes, membership on the committee, greater participation in the budget process, and adherence to the Budget Committee's own guidelines and procedures. [EV146]

One important change has been the incorporation of the Strategic Planning Committee into the budget process. The SPC has wide representation from all constituencies on campus and provides large-scale budgeting and planning priorities that may also require funding from the general fund. The SPC develops these priorities by assessing the Annual and Comprehensive Program Reviews from all sectors of the College. Information from other sources, such as Facilities Committee, Strategic Enrollment Management Committee, the Education Plan, and the Strategic Plan are also brought to bear on the budget prioritization. Recommendations

from the Strategic Planning Committee are then made to the Budget Committee. (Please see Standard III.D.1.a and b for more detailed procedures regarding integration of budget and planning.)

The Budget Committee meets separately from the SPC. There are also at least two joint meetings of the Budget Committee and Strategic Planning Committee each year. The Budget Committee examines recommendations of the SPC and specific budget requests as it builds the budget. The Budget Committee and SPC have different memberships (except on the administrative level), and consequently participation in the process has increased. Both committees regularly invite campus members to attend meetings so as to consider in detail specific planning or budgetary concerns with those staff members who know most about specific areas and expenditures. Both committee meetings are public meetings and follow the regulations of the Brown Act, including time set aside for members of the public (or campus members who do not serve on the committee) to address the committee. Minutes from both committees are available in hard copy and online. Regular reports of Budget Committee activity are also given as part of the regular monthly meetings of the Academic Senate and the Classified Senate. [EV168] [EV170]

The composition of the Budget Committee has been changed to address concerns about equity, parity, and fair process. Previously, as per Board Policy 4.03 (9/5/96), faculty were represented by the Academic Senate president and all division chairs (of which there had been 3) and the classified staff by the Classified Senate president (or designee). In fall 2010, after lengthy development, the College completed AP 2510 which reorganized a number of committees including the Budget Committee. As presently comprised, the faculty are represented by the Academic Senate president and the 2 division chairs while Classified staff are represented by the Classified Senate president (or designee) and 2 Classified Senate Representatives. Other changes include making the chief financial officer the chair and making the Superintendent/president an ex officio member with the aim of granting the committee more autonomy and effectiveness. [EV29] [EV136]

As a means to improve and strengthen financial planning at FRC, the College recognized the need for an enrollment management committee that will inform planning and budget. AP 2510 created the Strategic Enrollment Management (SEM) Committee that develops, oversees, and communicates the College's enrollment management plan, which is to include enrollment goals, recruitment/marketing goals, persistence/retention data and evaluation/assessment/research information. This committee helps inform the Strategic Planning and Budget Committees' recommendations and determinations about the specific resources needed for various areas of the College. Both committees adhere to the College's current policy regarding committee membership—BP 2510—and equal numbers of classified staff and faculty are seated as regular members of each committee. [EV29]

Self Evaluation

The College meets this standard. In the 2009-2010 school year, the Budget Committee met 11 times to develop the FY2010-2011 budget during which time the committee studied each Annual Program Review and each budget request. In the 2010-2011 year, the committee met ten times with a quorum, but there were additional meetings without a quorum. In 2011-2012

the committee intends to continue meeting at least once a month. The Committee as a body examined each line of the budget, making adjustments based on the Annual Program Reviews, current revenues, and information from program managers. Overall, the process has gone smoothly and has resulted in a balanced budget that was forwarded to the superintendent/president and the Board of Trustees and approved. In the fall 2010, the College began the budget process for the FY2011-12 budget with serious concerns given the state's precarious financial situation. However, the College and the Committee have proceeded apace; Annual Program Reviews and budget requests were submitted by all area managers as per the policy deadlines, and the Office of Business Services and institutional researcher began preparing the data, including predicted revenues and total expenditures. By December 17, the Committee had met four times in preparation for beginning the budget analysis. The November 19, 2010 meeting was a combined meeting of the Strategic Planning and the Budget Committees to discuss the College's Strategic Plan. [EV168] [EV170]

In fall 2011, FRC is entering its third cycle in its new planning process. Difficulties recognized in the first cycle have been addressed and resolved for the most part, though the new process is still being assessed for areas of improvement. However, some areas of weakness remain. An ongoing challenge for the Budget Committee is to use information received from the Strategic Planning Committee and the Strategic Enrollment Planning Committee for guidance in budgetary planning – in a time of financial constraints, the Strategic Plan's emphasis on increasing enrollments does not provide enough direction for budgetary allocations to be made. The difficult decisions about program expansion or contraction cannot be left to the Budget Committee. For example, the SEM Committee could estimate how increasing or decreasing enrollment in particular programs might affect college wide enrollment. This could help the Budget Committee, in consultation with the Strategic Planning Committee and Council on Instruction, allocate funds not only to support programs but to effectively develop expansions or compensate for areas that are receiving fewer students.

Planning Agenda

- Develop SEM plan outlining how program expansions or contractions affect enrollment and thus fiscal resources.
- Use SEM plan to guide Strategic Planning and budget prioritization
- Make the APR and Budget Request process entirely electronic in nature and submitted via Banner, if practicable.

III.D.2 To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Descriptive Summary

Feather River College follows the budget requirements of the Education Code and the California Code of Regulations, Title 5. The Office of Business Services has developed written policies and procedures that describe steps for budgeting, requesting funds, requisitions and transfers among the other functions that the Office of Business Services

oversees. Feather River Community College District (FRC) is audited on a yearly basis by Perry-Smith LLP, a certified public accountancy firm. They conduct an initial and a final audit to verify adherence to policies and procedure that are necessary to all financial aspects of an institution of higher learning. The final audit report is completed after the final audit visit at the conclusion of closing the books for the fiscal year. The final audit report includes district prepared financial statements, which are held to the Governmental Accounting Standards Board (GASB) and include the financial data of the Feather River College Foundation, Inc. Part of the completed audit is a list of any findings for the new audit year, and the prior year's list, if any, and the measures taken to address those findings. The certified audit is sent to the appropriate governmental officials for reporting requirements. At no time has the institution shown an annual or cumulative operating deficit. Furthermore, with the implementation of Banner, many processes are now automated and the process for completing business functions in Banner are also contained in training collateral provided by SunGard. Banner has helped make budgets and expenditures more readily tracked and researched. The chief financial officer (CFO) is the chair of the Budget Committee and sits as an ex-officio member on both Cabinet and the President's Staff. By participating in these committees, the CFO can inform the planning and policy development of budget considerations. [EV352] [EV353]

Self Evaluation

The College meets this standard. The budget process is transparent as the committee meets regularly and the public is invited. The Budget Committee has many meetings with the Strategic Planning Committee where the institutional strategic direction is articulated in the budgeting process and is a prominent consideration in budgeting decisions. The Office of Business Services gathers, checks, and disseminates information for Budget Committee meetings, for President's Staff, and for other committee meetings or units on campus as requested. A handbook outlining Office of Business Services procedures would be useful, and would bring more transparency to financial operations. There is a careful and clear approval process for approving and tracking expenditures and transfers of funds. When mistakes are discovered, they are investigated and corrected. FRC has received clean audits.

Planning Agenda

- Create an Office of Business Services handbook

III.D.2.a Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely and communicated appropriately.

Descriptive Summary

The College contracts with an independent certified public auditor each year. The audit is conducted in accordance with generally accepted standards applicable to financial audits contained in government auditing standards. The College has received seventeen audit findings from 2008, 2009, and 2010 that impact multiple departments and programs. Those findings were communicated to each department or individual who was involved. Reports are generated addressing the actions or activities that are necessary to rectify the deficiency

and submitted to the auditors. When findings are reported, the Office of Business Services evaluates and refines policies and procedures for the future based on the recommendations from the auditors.

Self Evaluation

The College meets this standard. The Office of Business Services should create a policy and procedure handbook and make it available to campus staff. Audit results are reported to the Board of Trustees and made public. Any discrepancies found through the audit are corrected with all due diligence in a timely manner.

Planning Agenda

- Create an Office of Business Services handbook and make it available to campus staff.

III.D.2.b Appropriate financial information is provided throughout the institution.

Descriptive Summary

As addressed in AP 6200, Budget Committee meetings are held monthly and attended by equal numbers of elected/selected representatives of the campus constituencies; all campus constituencies are welcome to attend and address the Committee during a meeting. All budget information and materials, tentative budget proposals, agendas, and minutes are posted on Outlook in the public folders. [EV54] [EV170]

A Budget Committee calendar adheres to timelines established by California Code of Regulations, Title 5 and is posted online. Each committee member is given an annual budget book to share with the member's campus constituency. Additional copies of the binder can be found in the Office of Business Services. The Budget Committee reviews the budget line-by-line, and any suggested recommendations are based on data previously reviewed by the Strategic Planning committee, campus units, and departments. Banner access to individual cost center budgets are easily available online. [EV22] [EV168]

Detailed budget information is communicated throughout the institution by the Committee's representatives who share information and data with their constituency during senate meetings, division meetings, or unit meetings. In addition, budget reports are presented to the entire campus during Institutional Days in August and January as well as at campus community meetings, if needed. The information disseminated to all constituencies includes reports of the current budget situation, the state budget and its projections, a summary of any audit findings, and the College's budget challenges. When pertinent, emails containing state, federal, and College budget general information are forwarded to the entire campus. [EV274] [EV177]

Self Evaluation

The College meets this standard. While the budget is ideally built in a 12-month period, due to the 10-month faculty contracts along with some of the classified staff representatives, budget development occurs in a compressed amount of time. Deadlines for budget submission are published well in advance and budgets are now linked to the objectives listed in each Annual Program Review. It is inevitable that changing situations or unexpected

events cause a budget request to be revised or a new one to be submitted after the deadline; however, late budget revisions or requests should be subjected to the same assessment process by the Strategic Planning and Budget Committees. In the spirit of fostering institutional improvement, a budget request should not be granted after final budget approval when the Budget Committee is in recess. While the superintendent/president has the final recommending authority on all fiscal matters, it would be beneficial for the Budget Committee to review any additional budget requests after final budget approval in order to assure that the process remains transparent and equitable.

[EV54]

Planning Agenda

None

III.D.2.c The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The ending balances of unrestricted general funds for the past two years are as follows: 2008-09 = \$2,041,053, and 2009-10 = \$2,671,587. For each of these years, the District has held aside a 5 percent contingency, thus fulfilling the 2006 planning agenda for this standard (“Continue to keep costs in line with revenue to maintain 5 percent contingency”), and meeting the expectations of the state system. [EV167]

In addition to its contingency, the District manages its beginning fund balance very carefully. This balance is comprised of funds that were not spent during the prior year. Some of these funds have generally been budgeted for use in the ensuing fiscal year. In the state fiscal crisis of the last two years, even after reducing support budgets in many areas of the College, the District has found it necessary to budget fairly significant amounts of beginning fund balance so as to bring the projected expenses and revenues into balance. For 2008-2009, this budgeted amount was \$150,000; for 2009-2010, it was \$613,839. Thanks to savings achieved during the course of each year, these budgeted amounts were not tapped—expenses were brought in under revenues. This fiscal prudence was fortunate, since the District also found itself needing to provide a portion of its Secure Rural Schools reserve (also called “forestry reserve”) in a loan and a grant to the Feather River College Foundation in order to maintain the Residence Halls facility. In addition, during 2010-2011, the College found its Learning Resource Center construction project heading over budget, requiring a significant allocation of reserves in order to meet contractual obligations. [EV1]

The College's budget is based on three major sources of revenue: state apportionment, property taxes, and student fees. These sources are not necessarily funded in an evenly distributed process. Due to the nature and process of the funding of revenues and the expenditures required, there is a need to utilize a tax revenue anticipation note, (that is, TRAN or loan), until the revenues are received. Historically, this has proven to be a very successful mechanism to ensure cash flow. During the 2010-11 year, cash flow was severely constricted due to the record lateness of the state budget. The District did not receive its

regular state apportionment from July through October 2010. As the end of October approached with no state apportionment or property tax revenue, and reserves dwindling, the district took two actions to ensure it would meet payroll: 1) it sought an advance of property tax revenue (normally paid in December) from the Plumas County treasury; and 2) it prepared to take out a loan from a regional bank that expressed willingness. Fortunately, the state budget was passed in late October, making neither of these actions immediately necessary. With its continuing fiscal difficulties, in recent years the state of California has established a practice of deferring apportionment payments for community colleges into subsequent quarters—a practice which has amounted to a cash flow “cut” of approximately 10 percent. This situation has motivated the District to increase the size of its unrestricted reserves to the degree possible, so as to avoid the additional costs of borrowing, and to ensure it can make payroll in future months. [EV97] [EV98] [EV307] [EV381]

As for other unforeseen costs, the District is insured and is liable for insurance expenditures up to designated limits. For instance, for property and casualty coverage, the District is obligated to pay the first \$5,000. If the claim is above the \$5,000, then the insurance carrier is liable for the amount above the \$5,000.

Self Evaluation

The District meets this standard. The District manages its reserves carefully, and makes plans to meet financial emergencies and unforeseen costs. However, given the current uncertain situation of state finances, it is in the District’s interest to keep attention focused on cash flow needs as well as effective budgeting.

Planning Agenda

None

III.D.2.d The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

The College continues to practice careful oversight of its finances, including management of financial aid, grants, externally funded programs, contractual relationships, foundation, and assets. An independent, external audit has been conducted each year since the previous Self Study, examining processes and procedures to validate effective internal controls. [EV289]

While the College has continued to receive positive reviews from its external auditors, audits for 2007-2008 and 2008-2009 were finalized late. This circumstance was largely due to difficulties caused by the implementation of the Banner database system, which went live in 2008. The 2009-2010 audit, however, came in on schedule. The Chancellor’s Office recently asked the College for a plan to remediate repeat findings from 2008 and 2009 concerning concurrent enrollment discrepancies; the plan has been submitted and College staff are confident that those deficiencies will not be repeated. [EV92]

The College has also continued to receive positive reports on specialized evaluations, including those related to financial aid and federal grants. Categorical allocations such as Extended Opportunity Programs and Services (EOPS), Disabled Students Programs & Services (DSP&S), and Vocational and Technical Education Act (VTEA) are carefully monitored for compliance and equitable allocation. The Office of Business Services continues to review contracts for goods, services, and partnerships to protect the College's interests before agreements are signed. The Office of Business Services has recently established thorough processes to ensure that payments on instructional services contracts are based on verified FTES reports. [EV241] [EV228] [EV390]

The Feather River College Foundation, an independent registered tax-exempt corporation created for the benefit of Feather River College and its students, has as its primary activity raising funds for scholarships to students and meeting unfunded needs of the College. Prior to the 2006 Self Study, the Foundation had undertaken two major projects: the acquisition of a fitness facility (to provide for physical education and wellness classes), and the purchase of a nearby apartment complex (for student housing). In 2010, the College renegotiated its agreements with the Foundation related to both facilities, with the result that the College is leasing the fitness facility from the Foundation as a community education site, and is operating the apartment complex through a management services contract. The Foundation is subject to a comprehensive annual audit, which is conducted at the same time as the College's annual review.

The 2006 Self Study included a planning agenda to “increase communication to the entire campus and the community about the success of business practices and their impact on the College.” Since then, communication with the campus and community about fiscal matters has increased considerably. The superintendent/president has held several campus discussions concerning the budget challenges that have emerged since the recession of 2008, with the most recent campus meeting on this topic occurring in November 2011. In addition, the budget development process has been improved in terms of its communications with the campus, with the process for developing the 2010-2011 and 2011-2012 budgets having been generally well received on campus. Heading into the process for developing the 2012-2013 budget, the chief financial officer has sent email updates on state finances to Budget Committee members, and distributed agendas and minutes assiduously. The superintendent/president's newspaper articles and letters have helped make community members aware of the challenges facing the College, in addition to discussions with the Board of Supervisors and the Plumas County Economic Recovery Committee. [EV177] [EV305] [EV97] [EV98] [EV279]

Self Evaluation

The College meets this standard. The College continues to exercise fiscal responsibility. The District is financially stable and has had no audit exceptions; audit findings on internal controls have been addressed and have strengthened the College's processes. The District fully meets this requirement, and continues to improve communication concerning fiscal issues.

Planning Agenda

None

III.D.2.e All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

Feather River College and the Feather River College Foundation are audited annually by an accredited independent auditing firm which is a member of Securities and Exchange Commission (SEC) Practice Section of the American Institute of Certified Public Accountants. This independent audit firm requests that members from across campus provide documents and evidence of all financial practices to ensure that Feather River College is acting according to Education Code and College internal policies. [EV92]

The College's major grant-funded programs, for example, Title III (Strengthening Institutions), and TRIO (Upward Bound, Talent Search and Student Support Services) are audited by the Department of Education and an independent consultant on a scheduled timeline. Audits are conducted at least on an annual basis.

Feather River College was awarded the SB70 Community Collaborative grant in 2008. This grant is a state-funded grant that provides support for Career Technical Education efforts between local area Junior and Senior High Schools and Community Colleges in four northern California counties (Modoc, Lassen, Plumas and Sierra Counties). The goal of the grant is to bring industry partners and educators to the same table to evaluate curriculum and align it with the needs of industry. SB70 supports this process through the following activities:

- Provides funding for new course support and instructional supplies on a one-time-only basis
- Provides funding for professional development opportunities for CTE educators
- Provides funding for CTE educators to job-shadow industry partners and develop curriculum based on that experience
- Provides funding to bring Pathway Teams together to work on curriculum alignment.

This grant is audited by the state of California.

Funds generated from fundraising for athletic teams or through other fundraising activities are kept in special accounts with their own budget revenue code and are subject to policies and procedures regarding budget expenditures.

In addition to the independent auditors, Feather River College has many internal processes that ensure that all funds are spent with integrity and in a manner consistent with the mission and goals of the institution. All College budget requests are reviewed by the Strategic Planning Committee to ensure that monies are allocated according to the Strategic Plan of the College which is based upon the mission and goals of the College. Requisitions have more than one signing requirement so that any purchase request is reviewed by a manager or

supervisor. For example, to use even small allocations of funds for a student club, several signatures have to be provided, from the student club president to the club advisor to the chief student services officer. [EV320]

In short, all financial resources are carefully used and tracked. Another example is that all grants must be reviewed twice: first in President's Staff for approval of the application and the proposed use of the grant, and a second time in President's Cabinet if any monies are awarded for approval of receiving the award and that the purpose of the grant is still valid. [EV173]

Self Evaluation

The College meets this standard. Feather River College's funds are sufficiently audited and internal planning processes ensure the integrity of financial management practices. The SB70 project director is responsible for filing quarterly fiscal reports with the Chancellors Office and annual reports to a consultant who compiles them and forwards them to the governor's office. These obligations have been met by the SB70 office of Feather River College.

Planning Agenda

None

III.D.2.f Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

Feather River College has contracts and agreements with employee unions, federal agencies, state agencies, county agencies, Non-Government Organizations (NGOs), private landowners, grantors, independent contractors, and volunteers, all of which are consistent with the mission and goals of the institution. [EV205] [EV206] [EV290]

Contractual agreements govern the relationship with other institutions, individuals, and organizations. Contractual agreements protect the institution from excessive liability and provide the services to maintain the institution's mission and goals. Board policy ensures that the College has control over these agreements. Chapter Six of the Board Policy Manual concerns fiscal and business practices of the College. Within this chapter, BP 6340 Contracts, AP 6340 Bids and Contracts, AP 6350 Contracts – Construction, and AP 6370 Personal Contracts are specific College regulations and contracts. [EV57] [EV151] [EV58] [EV59]

Self Evaluation

The College meets this standard. Feather River College takes this standard very seriously and does not enter into any contractual agreement without first reviewing that it meets the spirit of the mission and goals of the institution. This practice takes place regardless of how large or small the contract may be. Two examples illustrate this practice: 1) When approached by an outside agency (Ed2Go) to allow them to provide on-line community service fee-based courses, the Council on Instruction reviewed the request and brought it to the Academic

Senate for review for its alignment to the mission and goals of the College; and 2) when approached by an outside agency asking Feather River College to provide continuing education units, the President's Staff Committee met to review the proposal with regard to the mission and goals of the College. This committee ultimately gave an approval to move forward with considering the contract given that the request aligned with one of the key elements of the current mission statement: to provide life-long learning opportunities. [EV309_5]

Planning Agenda

None.

III.D.2.g The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

The District evaluates its financial processes on a continuous basis. In 2008, the District purchased new software, Banner by SunGard, to assist and improve the overall effectiveness of financial management, admissions and records, human resources, and financial aid. This has resulted in a completely integrated software system with reliable data that helps to facilitate financial and other data-driven decisions. Various units of the College, including the Office of Business Services, continue to learn and evaluate this system. In the spring of 2011 Banner was upgraded after the College determined that the new version would be beneficial to College processes.

As a result of state budget reductions, during the difficult budgeting period of 2009-2011 new procedures were put into place for approving expenditures in order to enforce a "spending frost" at the College. These procedures required additional steps of approval. Each month the Office of Business Services reviews the revenues and expenses to ensure continuity with the annual budgets. The District has an annual financial audit performed by independent external auditors. The audit is intended to provide an opinion and audit findings. Feather River College has had a "clean" audit without major findings for many years.

Self Evaluation

The College meets this standard. The College evaluates its procedures and, when considered advantageous, implements new procedures. The transition to Banner and the "spending frost" are two examples of such appraisals.

Pursuant to BP/AP 6200, Budget Preparation, the College has a very thorough and inclusive process for budget development that takes into consideration past years' budgets and is carefully linked to objectives in the institution's Strategic Plan. Through this comprehensive process, the District has the opportunity to review and reach decisions on the fiscal planning of the College. [EV54] [EV146]

The District has a continuous review process for revenues and expenditures. At each Board of Trustees meeting, the chief financial officer reports the current revenue and expenditures

and provides an analysis of the corresponding budget. In addition, BP/AP 6250, Budget Management, and BP/AP 6300, Fiscal Management, identify a series of financial controls, fiscal objectives, and necessary procedures that adhere to Title 5 as well as the California Community College Budget and Account Manual. Board Policies also specify annual development, presentation and management of a budget in compliance with California Education Code. [EV54] [EV55] [EV56] [EV99_1] [EV99_2] [EV99_3] [EV106] [EV146] [EV147] [EV149] [EV150] [EV151] [EV152] [EV153] [EV154] [EV155]

Planning Agenda

None

III.D.3 The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

There are several measures in place to assess the effective use of financial resources. On the level of planning the new integrated planning process requires that Annual Program Reviews include an assessment of the previous and current years' achievements and the budgeted cost associated with them. For the upcoming fiscal year, planning must include any costs and a budget request is attached to the review. In this way the Strategic Planning Committee and the Budget Committee can assess previous budget requests and compare to present costs and future requests. [EV21] [EV22] [EV23] [EV24] [EV25] [EV354]

When the Budget Committee first begins to create a budget for the next fiscal year, members receive spreadsheets that clearly list the budget requests and the actual budgets for the previous three years. This way, when assessing recommendations from the Strategic Planning Committee and evaluating budget requests, the Committee can make comparison and understand to what extent requested funds were spent. When necessary the committee will request a breakdown of certain budgets to be able to understand spending patterns. The Budget Committee also considers the extent to which the College's reserves and beginning fund balance should be used for the next fiscal budget. [EV168] [EV170]

The implementation of Banner in 2008 has improved tracking budget expenditures. Banner integrates all aspects of college management, financial management, and human resources and has provided reliable data that helps to facilitate financial and other data driven decisions.

At each Board of Trustees meeting the chief business officer provides an update to the Board on the overall budget, rate of expenditures, and projected costs and revenues. Four times a year the chief business officer also provides quarterly updates on revenues and expenditures. The Board also approves at each monthly meeting expenditures the College makes and budget transfers. [EV99] [EV106]

As a result of state budget reductions, during the difficult budgeting period of 2009-2011 new procedures were put into place for approving expenditures in order to enforce a "spending frost" at the College. These procedures required additional steps of approval.

However, it has ensured careful and justified spending. Each month the Office of Business Services reviews the revenues and expenses to ensure continuity with the annual budgets.

Self Evaluation

The College meets this standard. Through its budgeting process, the College carefully assesses its financial resources and that they are used effectively. The Implementation of the Annual Program Reviews has improved the planning and expenditure process immensely. Pursuant to BP/AP 6200, Budget Preparation, the College has a very thorough and inclusive process for budget development that takes into consideration past years' budgets and is carefully linked to objectives in the institution's Strategic Plan. Through this comprehensive process, the District has the opportunity to review and reach decisions on the fiscal planning of the College. [EV54] [EV146]

As part of the overall planning and budgeting process outlined in BP/AP 3250, the effectiveness of planning and Annual Program Reviews is assessed, and improvements in the process are made. For example, for the development of the 2012-2013 budget, the Annual Program Review template was changed to make the linkage between budget and planning goal more effective. Planning goals must also be linked to an overall planning document. [EV34] [EV128] [EV22]

The District has a continuous review process for revenues and expenditures. At each Board of Trustees meeting, the chief financial officer reports the current revenue and expenditures and provides an analysis of the corresponding budget. In addition, BP/AP 6250, Budget Management, and BP/AP 6300, Fiscal Management, identify a series of financial controls, fiscal objectives, and necessary procedures that adhere to Title 5 as well as the California Community College Budget and Account Manual. Board Policies of FRC also specifies annual development, presentation and management of a budget in compliance with California Ed Code. [EV54] [EV55] [EV56] [EV99] [EV106] [EV146] [EV147] [EV150]

Planning Agenda

None

Evidence List for Standard III

- [EV1] 311 annual reports for 2007-08, 2008-09, and 2009-10
- [EV5_4] Academic Senate minutes April 16, 2007
- [EV17] Annual Budget for previous years.
- [EV20] Review of Annual Program Reviews from each program.
- [EV21] Annual Program Review templates
- [EV24_11] Annual Program Reviews, information services
- [EV29] AP 2510
- [EV30] AP 2511
- [EV31] AP 2715
- [EV32] AP 3050
- [EV33] AP 3100
- [EV34] AP 3250
- [EV36] AP 3410
- [EV37] AP 3420
- [EV38] AP 3430
- [EV39] AP 3435
- [EV40] AP 3500
- [EV41] AP 3505
- [EV42] AP 3510
- [EV47] AP 4100
- [EV51] AP 5135
- [EV53] AP 5530
- [EV54] AP 6200
- [EV55] AP 6250
- [EV56] AP 6330
- [EV57] AP 6340
- [EV58] AP 6350
- [EV59] AP 6370
- [EV60] AP 6600
- [EV61] AP 6700
- [EV62] AP 7110
- [EV63] BPM 7.5.01 Recruitment and Hiring
- [EV64] AP 7121
- [EV65] AP 7122

[EV66] AP 7123
[EV67] AP 7124
[EV68] AP 7125
[EV69] AP 7126
[EV70] AP 7145
[EV71] AP 7150
[EV72] AP7151
[EV72] AP7151
[EV73] AP7152
[EV74] AP7153
[EV75] AP 7211
[EV78] AP 7216
[EV79] AP 7255
[EV80] AP 7320
[EV90] Athletic Code of Conduct
[EV92] External Audits for FRCCD and Foundation
[EV92] External Audits for FRCCD and Foundation
[EV97] Board of Supervisors, agendas
[EV98] Board of Supervisors, minutes
[EV99_1] Board of Trustees, agenda, May 2009
[EV99_2] Board of Trustees, agenda, May 2010
[EV99_3] Board of Trustees, agenda, July 2011
[EV103] Board of Trustees, minutes, February 2009
[EV106] Board of Trustees Meeting Minutes
[EV110] Chapter 7 of Board Policy Manual
[EV122] BP 2510
[EV127] BP 3050
[EV128] BP 3250
[EV130] BP 3410
[EV131] BP 3420
[EV132] BP 3430
[EV133] BP 3500
[EV134] BP 3510
[EV136] Board Policy 4.03 (to compare to AP 2510)
[EV141] BP 4100
[EV146] BP 6200

- [EV147] BP 6250
- [EV148] BP 6300
- [EV149] BP 6320
- [EV150] BP 6330
- [EV151] BP 6340
- [EV152] BP 6400
- [EV153] BP 6500
- [EV154] BP 6520
- [EV155] BP 6540
- [EV156] BP 6600
- [EV157] BP 6700
- [EV158] BP 7100
- [EV159] BP 7110
- [EV160] BP 7120
- [EV162] BP 7150
- [EV163] BP 7211
- [EV164] BP 7255
- [EV165] BP 7310
- [EV167] District budget
- [EV168] Budget Committee book containing APRs for FY2009-10 and FY2010-11 and FY 2011-1012 as supplied to all members of the Budget Committee.
- [EV170] Budget Committee minutes (sample)
- [EV172] Budget Requests from Facilities
- [EV173] Cabinet minutes regarding approval of grants.
- [EV177] Campus Community Meeting agendas
- [EV180] Feather River College 2010-2012 Catalog
- [EV181_1] Collective Bargaining Agreement for CSEA
- [EV181_2] Collective Bargaining Agreement for Full-time faculty
- [EV181_3] Collective Bargaining Agreement for Associate faculty
- [EV182] California Community Colleges Full-Time Faculty Obligation Compliance for fall 2010 report (FON obligation)
- [EV185] Classified Evaluation Instrument
- [EV186_1] Classified flex, agenda, fall 2011
- [EV186_2] Classified flex, agenda, spring 2011
- [EV187] Classified flex activities, Oct. 2010
- [EV197] Comprehensive Program Review-rubric
- [EV198] Comprehensive Program Reviews

- [EV200] Comprehensive Program Review Process
- [EV203] Confidential Voluntary Applicant Survey Form
- [EV204] Confidentiality form (for hiring process)
- [EV205] Sample contractual (instructional) agreements: mini-corps, Ed2GO, Blueprint
- [EV206] Sample contractual (instructional) agreements: mini-corps, Ed2GO, Blueprint
- [EV222] Draft Distance Education Plan
- [EV228] DSPS Review Report
- [EV230] Educational Plan
- [EV231] EEO packet materials for the hiring process
- [EV232] EEO Plan (draft)
- [EV234] Employee benefits documentation
- [EV235] Employee Requisition Document
- [EV236] Question 7 of the Employee Accreditation Survey – Standard 3
- [EV241] EOPS Review Report
- [EV245] Facilities Master Plan
- [EV246] Draft Facilities Plan documents
- [EV247] Facilities Committee minutes (sample)
- [EV247_1] Facility Committee minutes, January 2011
- [EV250] Faculty evaluation instrument
- [EV251] Faculty evaluation instrument, draft
- [EV252] 2010-2011 faculty flex materials
- [EV253] 2011-2012 faculty flex agendas
- [EV253_4] Faculty flex agenda, Oct. 2011
- [EV254] FRC Faculty and Staff Professional Development Survey
- [EV255] Feather River College Faculty handbook
- [EV264] Feather River College Foundation minutes
- [EV266] Representative selection of faculty and associate faculty announcements.
- [EV267] Representative sample of faculty job descriptions.
- [EV271] Human Resources hiring handbook
- [EV274] Institutional Day agendas
- [EV280] Position descriptions for Allied Health faculty position
- [EV281] Position descriptions for Chief Student Services Officer
- [EV283] Position descriptions for Dean of Instruction
- [EV284] Position descriptions for HR Director
- [EV285] Position descriptions for Math/Basic Skills Math position
- [EV286] Position descriptions for Director of Athletic Operations and Events

- [EV287] Job performance evaluations instruments for all classifications
- [EV289] Contractual agreement with Lake Almanor Fitness Center invoices
- [EV290] Land Use Permits through the USFS
- [EV291] Ad-hoc committee work for Learning Resource Center
- [EV294] Maintenance reports/logs
- [EV295] Mission Statement
- [EV298_1] Multi-Year Planning Cycle documents
- [EV298_2] Multi-Year Planning Process
- [EV298_3] Multi-Year Planning Schedule
- [EV300] Negotiated salary MOUs (spring 2011) from the CSEA bargaining unit and the Faculty bargaining units
- [EV305] Plumas County Economic Recovery Committee minutes from December 2010 showing Superintendent/President's discussion of fiscal challenges facing the College
- [EV307] Superintendent/President's letter to Board of Supervisors requesting advance on property tax revenues, October 2010
- [EV309] President Staff minutes
- [EV309_4] President's Staff minutes, Oct. 2010
- [EV309_5] President's Staff minutes, Sept. 2010
- [EV312] Professional Development Division funded activities
- [EV313] Professional Development Calendar
- [EV314] Minutes of Professional Development Committee.
- [EV315] 2011 Professional Development Needs Assessment Survey
- [EV318] Ranking/Weighting form from application interview packet
- [EV320] Sample requisitions (especially a student club example with multiple signatures)
- [EV325] Safety Committee minutes
- [EV328] Select course SLOAC
- [EV330] Select program level SLOAC
- [EV333] SLOAC Timeline
- [EV343] Staffing diagram that shows director of facilities in current CTO position
- [EV347] Strategic Enrollment Management Committee matrix or draft plan
- [EV348] Strategic Enrollment Management Committee minutes
- [EV349] Feather River College 2010-2013 Strategic Plan
- [EV352] Budget and Strategic Planning Committees Joint Meeting agendas
- [EV353] Budget and Strategic Planning Committees Joint meeting Minutes
- [EV354] Strategic Planning Committee minutes
- [EV355] Strategic Technology Committee agendas
- [EV356] Strategic Technology Committee minutes (sample)

- [EV357] Strategic Technology Plan
- [EV358] Student Athlete Handbook
- [EV363] Student Handbook
- [EV365] Students Rights and Responsibilities Handbook – DRAFT
- [EV378] Course Outline of Record Form
- [EV381] Most recent TRAN papers
- [EV384] Loan papers from Umpqua Bank
- [EV390] VTEA Report 2010-2011
- [EV392] Communication Committee minutes (sample)

Standard IV – Leadership and Governance



Feather River College

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

As the sub-standards in this section will demonstrate, the College's administrative structure is adequate to the functioning of the College and supports student learning as its mission. The College has a shared governance structure composed of standing committees, ad hoc committees, constituent senates, and two oversight committees: the President's Cabinet, a policy oversight committee with membership from all campus constituents; and the President's Staff, with a membership of area administrators and managers. The College's shared governance structure is guided by the Board Policy and Procedures Manual, containing both policies and procedures. All systems of the College are ultimately overseen by the Board of Trustees.

Feather River College

Standard IV.A – Decision-making Roles and Processes



Standard IV.A Decision-making Roles and Process

IV.A The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Summary

As the sub-standards in this section will demonstrate, the College has many sound policies regarding ethical, fair, and just treatment of its employees. The overriding policy in this regard is the Institutional Code of Ethics, which is published in the catalog and is part of the Board Policy and Procedures Manual. Shared governance is an important element of college decision-making, and committee composition is outlined in Board Policy. One improvement the College has made is to have equal representation among constituent groups on college wide committees. The College reviews and assesses its governance structure as a part of its regular activities.

IV.A.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning and implementation.

Descriptive Summary

Institutional leaders create an environment of empowerment, innovation and institutional excellence by employing several shared processes for planning, evaluation and decision-making. The institution's standing committees, comprised of representatives from all campus constituencies, are the main vehicle for providing knowledge, insight, discussion, and recommendations for making the College a better place.

Through an established board policy and administrative procedure (BP/AP 2510), administrators, faculty, staff and students have clearly defined roles for participation in decision making processes enabling them to exercise a substantial voice in College operations and the formulation and implementation of policies and procedures. This policy defines the responsibilities and membership of the College's standing committees and specifies the manner in which representatives may bring forward ideas and viewpoints from their constituencies to work together in developing, revising and implementing policy. To maintain open communication, representatives are expected to report back to their constituencies (Academic and Classified Senates and Student Government) on a regular basis regarding committee actions and to obtain feedback and additional input. Committee meeting agendas and minutes are posted in Outlook "public folders" that can be accessed by all campus employees. The committee structure reflects the needs and processes of the campus in areas such as instruction (sub-committees of the Academic Senate), student services, facilities, and budget. When substantive issues are either brought to a committee for resolution or are developed by a committee as part of its duties, the issue and any supporting

documentation is moved through appropriate committees, including the senates, as the College works for resolution. In issues of great import, the Superintendent/president often calls a campus community meeting for discussion and input by members of the entire campus. Most committee meetings are open to the public and interested members of the campus or community may attend and present information. The superintendent/president also often asks for input directly from the staff and faculty. [EV3] [EV5] [EV29] [EV122] [EV177] [EV188] [EV190]

In 2009-2010, the College instituted an annual cycle for institutional planning and budget development that feeds into a multi-year cycle for modification of Strategic Plan goals (BP/AP 3250 and BP/AP 6200). These planning cycles allow for input from all constituencies at both the strategic and operational levels. Annually, each division, department, and support unit completes an Annual Program Review (APR) in order to evaluate the progress of the previous year's objectives, establish objectives for the current year, and propose a budget for the following year. The APRs are reviewed and evaluated by the appropriate administrators as well as the Strategic Planning and Budget Committee members. If needed, Strategic Planning may draft modifications to Strategic Plan goals based on newly identified needs in APRs. At least two joint meetings are held annually with the Budget and Strategic Planning Committees to review priorities and establish working protocols for development of the budget to meet current institutional needs. The cycle concludes with the development of a Tentative Budget and the assessment of progress on strategic goals with results being reported to the campus community and Board of Trustees. [EV128] [EV34] [EV146] [EV54] [EV22] [EV202]

The Annual Program Review cycle ties to the multi-year cycle. The Strategic Planning Committee collects and reviews information provided by guiding documents (mission and vision statement), master plans (Education Plan, Facilities Plan, Student Services Plan), Comprehensive Program Reviews, college wide research, and community forums. At least once every three years, Strategic Planning considers modifications to the Strategic Plan based on review of APRs and internal and external data and input. Proposed revisions and additions to the Strategic Plan are provided to all constituency groups for review and constructive feedback. Final revisions to the Strategic Plan are endorsed by the Cabinet and approved by the Board of Trustees. [EV22] [EV202] [EV298] [EV349] [EV391_6]

The institution has other processes such as Comprehensive Program Reviews, Education Plan, Student Services Plan, and Facilities Plan that allow individuals to take initiative in evaluating and improving the practices, programs, and services in which they are involved. These processes provide information to Strategic Planning during the multi-year planning cycle to assist in revising the goals of the Strategic Plan.

An institutional researcher was hired in spring 2010 to assist College staff to design, implement various research projects in support of institutional planning and accountability. The researcher prepares data, conducts statistical analyses, and provides results on specific data sets as requested by standing committees, faculty, staff, and administration to assist in all planning, evaluating, and decision-making processes. The researcher communicates data

and research findings to the campus community through reports to standing committees, public presentations, and the FRC website. [EV348] [EV391_6]

Open communication is essential to promoting institutional excellence and is accomplished in several ways. Currently, FRC's website is a major repository for policies, procedures, and planning documents. Outlook "public folders" house agendas, minutes, and appropriate documents from standing committees. Periodic updates are provided via email by the superintendent/president, and Campus Community meetings are held a minimum of twice a semester to keep campus individuals informed of all major issues and challenges. Input and feedback are encouraged. Representatives from standing committees report back to their constituencies on a regular basis regarding committee actions and to obtain feedback and additional input. [EV177]

Self Evaluation

The College meets this standard. The established Board Policy and Administrative Procedure 2510 that determines administrative, faculty, staff, and students participation in decision-making processes was updated in fall 2010 to include new standing committees: Basic Skills, Communications, Diversity, SLOAC, Sustainability Action Team, and Student Intervention. Standing committee responsibilities and memberships were reviewed and revised to meet the needs of current Strategic Plan goals and objectives. Committee membership has been reviewed to assure equal representation of faculty and classified staff. Additionally, the structure and process of committees was clarified by including expectations of committee members, such as outlining the responsibilities of committee representatives, following Robert's Rules of Order where appropriate, and posting meeting calendars, agendas and minutes in Outlook "public folders." [EV29] [EV122]

As of summer 2010, the first year of the annual and multi-year planning cycles was completed. Within the year all processes in AP 3250 were followed and a new Strategic Plan was developed that aligns with Accreditation Standards. All internal and external data and information collected in the process was used to update existing goals and objectives and add new ones as needed. The entire process was transparent with all constituencies involved at various levels. The Annual Program Review and budget development cycle entered its second year in fall 2010, and in the third year in fall 2011. As the planning process completes its second year a formal evaluation would be beneficial so that adjustments to the process can be made, if needed. [EV34] [EV128]

The hiring of the full-time institutional researcher has been an important step for creating an environment of institutional knowledge and excellence. As standing committees conduct business, discussions include a review of institutional data and trends, and recommendations and decisions are increasingly based on data compiled by the researcher. As program reviews, both annual and comprehensive, and other planning documents are being developed, data and analysis of the data is available for making sound evaluations and for determining viable goals and objectives. [EV248]

Improvements have been made in communication across campus and among all constituencies. All Board Policies and their Administrative Procedures continue to be

available on the FRC website and are updated regularly. Accreditation, planning, and program review documents and evaluations have been posted on the FRC website. A policy and procedure for internal communications is in draft stages. This policy will require all standing committees to post agendas and minutes on Outlook “public folders,” although many are already doing so. Representatives from standing committees report regularly to the Academic and Classified Senates. Periodically the superintendent/ president updates all employees on current issues and processes, challenges facing the College, and successful outcomes. This is done through a variety of venues such as email, the Campus Report, and Campus Community Meetings, all of which allow for feedback and input. A faculty and staff survey was conducted in spring 2009 on issues of participation in College governance. The results of this survey have been used to improve processes on campus. [EV3] [EV5] [EV188] [EV190] [EV310] [EV391_2]

Planning Agenda

- Evaluate the annual and multi-year planning cycles and make adjustments to the process, if needed.

IV.A.2 The institution establishes and implements a written policy providing for faculty, staff, administrators, and student participation in decision-making processes. This policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Descriptive Summary

Faculty, staff, administrators and students have well defined roles in College decision-making that are clearly stated in board-approved College policies. In particular, Board Policy and Administrative Procedure 2510—Participation in Local Decision Making specifies the manner in which individuals bring forward ideas from their constituencies through shared governance, and how they work collaboratively to develop policy and recommendations for resource allocation. This policy was Board-approved in December 2006 and revisions to its administrative procedures took over a year to achieve final campus-wide approval. AP 2510 was revised again after a year of consideration in early spring 2011. It is believed that this long process allowed for significant involvement and input and a solid decision-making process. The policy clearly sets out committee membership. There is equitable representation on committees between classified staff and faculty. Students also are invited to serve on most committees. Through these committees, members of the College community are able to represent and put forward ideas from their constituents. There are also other opportunities, such as the Institutional Day at the beginning of each semester and the campus community meetings scheduled occasionally throughout the semester, in which members of the community can bring forth ideas and contribute to the larger discussion of certain campus issues. [EV29] [EV122]

The President’s Cabinet and the President’s Staff advise the superintendent/president. The President’s Staff is composed of the certificated and classified administrators who manage the principal units of the College. The Cabinet is a constituent committee which represents all interests on campus. The committee membership includes the superintendent/president,

the Academic Senate president and the full-time faculty union representative, the Classified Senate president and the classified union representative; a student representative from the Associated Student of Feather River College; the chief instructional officer, the chief student services officer, the director of human resources/EEO Officer, and the chief financial officer.

Faculty, staff, and students each have their representative body. The faculty is organized through its Academic Senate, on the basis of California statute, state regulations, College board policy and its own constitution and by-laws. The Academic Senate operates as a “senate of the whole,” which includes all full-time and two representative associate faculty. Every faculty member of the senate is understood to enjoy a position of absolute equality with every other member. The Senate Constitution designates the Senate’s officers and standing committees. The officers serve one- or two-year terms and may be re-elected. Academic Senate president is a one-year term, but the officer is often re-elected to another term; division chairs serve a two-year term, and are often re-elected. Most full-time faculty have shared governance committee responsibilities each year. [EV4]

The Classified Senate also operates as a “senate of the whole” and meets on a monthly basis. The Classified Senate also considers and approves or disapproves policy originated in other committees, and decisions are communicated to the Cabinet. In some cases, such as with academic policy, the Classified Senate does not have a direct decision-making role, but they are often apprised of events and discuss policy information, and in the shared governance process; for example through Cabinet, Curriculum Committee, Budget Committee or Strategic Planning. [EV189] [EV190]

The chief student services officer (CSSO) meets with the Student Services Council, the oversight committee for the student services area. The CSSO also chairs the Student Enrollment Management Committee and sits on Strategic Planning and Budget Committees, and regularly attends Senate meetings as time or interest allow.

The Associated Students of Feather River College (ASFRC) represents students and has regular business meetings as well as leadership training. Matters of policy or decision making that affect students and require student input are sent to the ASFRC for consideration and input. [EV88]

Self Evaluation

The College meets this standard. A review of all College governance policies indicates that classified staff, students, faculty and administration are parties to the decisions. That is to say these groups have the leadership roles and fair representation on the committees that formulate policy recommendations.

Since the last Self Study there has been improvement in regard to staff participation in governance on College committees. Staff and faculty are represented equally. On sub-committees of the Academic Senate, staff members sit on committees when there is need for staff input, such as the Curriculum Committee. Staff members participate in the Classified Senate and students participate in the Associated Student Body Council. Students, usually members of the ASFRC, are recruited to sit on appropriate committees.

A classified staff member also serves as a voting member on every faculty search committee. Students also are invited to have one voting member on every faculty hiring search committee. Staff suggest changes in language in academic or management policy that directly affects their group. This is done in Senate, administrative committees, or the Cabinet. Students are invited to participate at this same level of involvement. [EV29] [EV122]

Planning Agenda

None

IV.A.2.a Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

Administrators and faculty have well defined roles in College decision-making that are clearly stated in Board-approved college policies.

The College superintendent/president, as the designee and representative of the Board of Trustees, directs the organizational and fiscal management of the College and presides over governance and administrative committees except for those subject to the purview of the Academic Senate. This role is also specified in Board policies, state statute, and in the employment contract of the superintendent/president.

Certificated and classified administrators assume roles as specified in Board Policy and Administrative Procedure BP/AP 2510—Participation in Local Decision Making and as assigned by the College superintendent/president. The administrative staff advises the superintendent/president regarding policy formation and implementation. The administration does this formally through meetings of President’s Staff. Sometimes drafting of policy is assigned to one or more administrators by the superintendent/ president, if it is not primarily academic in nature, before it is considered by the College constituent groups. Policy is discussed and reviewed through the shared governance system as described in BP 2510. The President’s Cabinet provides necessary review and action on all policies and procedures. The Office of the Superintendent/president processes through the Cabinet all policy recommendations that do not involve a joint agreement with the Academic Senate. If approved at that level, policy recommendations are forwarded to the Board of Trustees for their consideration. [EV29] [EV122]

The chief instructional officer has a unique relationship to the faculty, as a result of the complex interaction between the Office of Instruction, which oversees workload and scheduling related to instruction, and the Academic Senate, which oversees academic and instructional policy issues as well as its own committee structure. Therefore, the chief instructional officer is an ex-officio member of all Academic Senate standing committees. [EV4]

The faculty is organized through its Academic Senate on the basis of California statute, state regulations, Board Policy and its own constitution and by-laws. All educational policy originates as proposals in the standing committees of the Academic Senate. If these policies pertain to curriculum, degree and certificate requirements, or grading policies they become recommendations to the Board of Trustees once approved by the Academic Senate. All other educational policies must receive the approval of the superintendent/president as well as the Academic Senate and Cabinet to become recommendations to the Board. The Academic Senate operates as a “senate of the whole,” that includes all full-time faculty and two representatives of the associate faculty. [EV4]

The student, administration, and staff roles are formally articulated in BP/AP 2510— Participation in Local Decision Making. The Board of Trustees is the ultimate decision maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board of Trustees is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action.

The Budget Committee receives direction from the Strategic Planning committee in what goals and objectives are a priority for the College’s planning and budgeting process. The Budget Committee reviews and discusses budget development based on the College’s mission, priorities established in the College’s Strategic Plan, revenue and expenditure information, and institutional needs and priorities as supported by program reviews and annual budgetary requests. The Budget Committee makes recommendations to the superintendent/president related to the District’s annual budget requests. The Budget Committee is a representative shared governance committee with equal representation of constituencies, including a student member. [EV54] [EV146]

Self Evaluation

The College meets this standard. As outlined by California Education Code and FRC policy, faculty and administration play large roles in governance and policy creation. All academic and instructional policies are either generated by the Academic Senate or a sub-committee thereof, or if generated elsewhere are brought to the Senate for debate and discussion, and possibly referral to a Senate sub-committee. Faculty and staff sit together in equal representation on college wide governance committees; staff are usually included in sub-committees of the Academic Senate when appropriate and useful. Students are encouraged to participate on many committees. However, students are not always consistent in attending committee meetings due to availability. [EV29] [EV111] [EV122]

Planning Agenda

None

IV.A.2.b The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

The role of faculty is mandated by California statute, and a written policy exists regarding its role in institutional decision making, entitled the “Role of the Academic Senate in Academic and Professional Matters.” In its latest form it was mutually agreed to (and cosigned by the College superintendent/president and Academic Senate president) in 2002. The substance of this document has become part of the Board Policy 2510, “Local Decision Making.” The Board of Trustees has delegated primary responsibility to the Academic Senate for leadership in the following areas delineated by Title 5, section 53200: [EV29] [EV122] [EV181]

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements; and
3. Grading policies.

The Curriculum Committee and the Dean’s Council on Instruction oversee development of instructional programs, course outlines and degree requirements. Faculty have control over grading and assessing student performance. In addition, the faculty have primary, but not exclusive, responsibility for faculty hiring recommendations via the ranking of candidates that results from a search process, according to “Role of the Senate” and District Hiring Policy. [EV5] [EV75] [EV163]

All other College educational policies are arrived at through mutual agreement between the Academic Senate governance committees, administrative governance committees and the Board of Trustees. The following are examples of those policies: [EV2]

- Budget Development
- Equivalency Determination
- The role of the Faculty in the Evaluation of Administrators
- Faculty Tenure (in contract language)
- Faculty Evaluation (in contract language)

The chief instructional officer (CIO) chairs the Council on Instruction, an administrative committee composed of the division chairs, Academic Senate president, Library director and Instructional Resource Center director. This committee addresses a variety of academic issues and advises the Academic Senate. The Curriculum Committee, under the leadership of the CIO, meets regularly to discuss programs and hear proposals on new courses or offerings. [EV208_2] [EV208_4]

Self Evaluation

The College meets this standard. The faculty (via the Academic Senate) is fully involved in decision making related to matters of an academic nature, and have representation on the cabinet for all other policy-related decisions.

A practice that was recommended in the last Self Study, having faculty serve on the same committee for consecutive years, has been regularly implemented and has helped improve efficiency and quality of work from governance committees.

Planning Agenda

None

IV.A.3 Through established governance structures, processes, and practices, the governing board, administrators, faculty staff and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

Descriptive Summary

The organizational structure of shared governance encourages collaboration and communication in the decision making process with active participation of all campus community members. Recently revised Board Policy and Administrative Procedures (BP/AP 2510—Participation in Local Decision Making) provide for equitable representation of constituent groups and clearly define the role and scope of standing governance committees. As stipulated by BP/AP 2015—Student Member, a student trustee sits with the Board at its regular meetings, has the right to amend the agenda and make motions and a nonbinding vote (except on closed-session matters), if granted by the Board at the beginning of the academic year. The presidents of the Classified and Academic Senates also have official places at the Board table during meetings and have regular reports listed on the Board Agenda. Agendas and minutes of the Board of Trustees and other shared governance committee meetings are available in the “public folders” of the campus Outlook system. [EV26] [EV106] [EV116] [EV122]

The Academic Senate functions as the sole representative of faculty for purposes of collegial consultation per AB1725 and Title 5 53200-53206. BP/AP 2510 defines Academic Senate committees and are specific as to the role of faculty in educational programs and planning. [EV5] [EV29] [EV122]

The Classified Senate functions as the sole representative of classified staff for purposes of nonnegotiable recommendations in policy and procedure. [EV190]

The Associated Students of Feather River College functions as sole representative of students for the purpose of recommendations concerning students in the development of policy and procedure.

Self Evaluation

The College is in compliance with this standard. The shared governance process provides an avenue for expressing ideas and concerns, for representing matters of importance, and providing input on decisions from all constituent groups and reflects a commitment to collaboration. The College has diligently worked to involve and inform employees regarding the governing processes and the development of policy and procedure. Given the numerous

committee obligations, increasing workload, class size, and the budgetary constraints imposed by the state, there is concern that District personnel may find it difficult to effectively participate or stay informed on all issues. The shared governance structure does offer the opportunity for equal participation; and equitable representation on committees helps improve communication. [EV173] [EV354]

Student participation fluctuates contingent on the interest of the student population and whether or not staff has been hired to oversee and provide leadership to the Associated Students of Feather River College. Within the student government, there may be a need to educate students with regard to “shared governance” and the role they play in the process. Although student representation is sporadic, discussions to provide “professional development” workshops to students in regard to shared governance committees roles and responsibilities have been taking place. Moving forward with this concept will give students a more participatory role in the development of policy. Communication with students regarding their participation in policy creation seems to be inadequate. Anecdotally, students seem to imply that they feel informed “after the fact.” In other words, the policy has been developed prior to the student body being informed. However, the president of Associated Students of Feather River College (ASFRC) is informed of policy development that affects students directly.

There must be tact, understanding and professionalism as well as mutual respect to sustain a climate of open collaborative government. Working within these boundaries will improve services to students as we lead by the example of educating each other on perspectives from all members of the campus community.

There has been a concerted effort to communicate with state and federally funded grant programs (TRIO, Upward Bound, ETS, SB70, DSP&S, EOPS, Sustainability, etc.) in order to provide a clearer understanding of compliance guidelines, goals and objectives, and Student Learning Outcomes that are incorporated in their program plan.

The superintendent/president provides the campus with numerous updates on budget and policy through email updates, Campus Community Meetings, and the Institutional Days each semester. Committee minutes are available online, and shared governance committee reports are given in the constituent senates. The flow of information has improved since the 2006 Self Study. Future enhancements may include a greater web presence for disseminating information.

Planning Agenda

- Develop an employee handbook that will include Administrative Procedures and Board Policy.
- Establish and initiate the necessary training for the Associated Students of Feather River College (ASFRC) to educate them on the shared governance committees’ roles and responsibilities.
- Adopt committee meeting schedules that are supportive of active student participation.

IV.A.4 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, Self Study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

The College maintains relationships with several state and federal agencies, with county government, and with various school districts and nonprofit organizations in the local area. These relationships are subject to review and assessment by the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges, by the U.S. Department of Education, by the California Department of Education, by the U.S. Forest Service, by the California Department of Forestry, by the American Association of Nursing and by the California Community Colleges Chancellor's Office. The College's relationships with these external agencies are in good standing. Reports and other documents have been filed in a timely manner, and the College has provided appropriate public disclosure. In addition to the institutional relationships, many campus departments regularly communicate with external agencies to meet compliance requirements and to improve services. [EV244]

In the College's previous Self Study, the following self-identified recommendations were included under this standard:

- Expand the team of reviewers and responders for all external agency reports.
- Carefully review the next site team's accreditation recommendations and create a prioritized list of actions to be taken, who is responsible for actions, and deadlines for completion of assignments.

The College has increased the number of reviewers and responders for external agency reports. In particular, the process for the current Self Study has involved multiple layers of review by various knowledgeable campus constituents, thus ensuring accuracy and completeness in the College's representations to external agencies. In addition, the review of the 2009 Mid-term Visit Site Team's observations and recommendations was very thorough, leading to a list of actions with deadlines for completion of assignments. This "work plan" was used to guide the College's response to remaining recommendations, and to prepare the required Follow-up Reports. [EV8] [EV6] [EV192] [EV193] [EV387]

Since the 2006 Self Study and visit, the College completed a Focused Midterm Report in spring 2009, and a site visit was conducted. The resulting team report noted that the College had not responded sufficiently to four of the eight recommendations that had been included in the 2006 visiting team report: (1) integrated planning and budgeting; (2) program review; (4) institutional research and data; and (6) course outlines and Student Learning Outcomes. Along with renewing these four recommendations, the Commission placed the College on warning and assigned a Follow-Up Report to be completed by October 15, 2009. The College responded by organizing a thorough response guided by the above "work plan," and submitted the required report. The November 2009 visiting team found that the College had

made substantial progress on the remaining recommendations, but at its meeting in January 2010, the Commission renewed three of the four remaining recommendations (1, 2 and 4), and continued the College on warning with a follow-up report and visit required by October 15, 2010. The College continued implementing its revised planning system, program reviews, and hired and trained an institutional researcher to assist with data-based decision making. The October 2010 Follow-Up Report and the November 2, 2010 visiting team report were reviewed by the Commission at its January 2011 meeting. The Commission found that the College had responded appropriately to the remaining recommendations, resolving the issues that had led to them, and lifted the warning sanction on the College. [EV263] [EV388] [EV386] [EV389]

Since the 2006 Self Study Report and Comprehensive Visit, the College has initiated instructional offerings at several correctional institutions within the California system of corrections. These offerings started through a partnership with the California Correctional Center at Susanville, and later offerings were initiated at the Central California Facility for Women at Chowchilla, the Men's Colony at San Luis Obispo, and Pelican Bay State Prison. These offerings are predominantly conducted via correspondence, with periodic visits by College faculty and the program coordinator to ensure the effectiveness of coordination and exchange of assignments, as well as to provide some course activities in person when such an approach is necessary to ensure learning. Since the bulk of these course offerings are conducted via distance education, the College prepared and submitted a Substantive Change proposal for the Commission's review. As of this writing, the College has received a letter of approval in response to its Substantive Change Proposal. [EV372]

The College has recently sponsored staff participation in Commission trainings, and sent staff on team visits to other institutions.

Self Evaluation

The College meets this standard. The College has maintained honest, active and effective relationships with external agencies. With the completion of the current Self Study Report, the College has continued to demonstrate compliance with, and conscientious response to, accreditation standards and policies.

In response to the ACCJC, the College has improved its assessment of SLOs for courses taught by full-time faculty.

The College has worked effectively with the ACCJC on numerous projects including training for Student Learning Outcomes and assessment, which has evolved into the College's Student Learning Outcomes and Assessment Cycle, or SLOAC.

The College finds that its Substantive Change Proposal for the Incarcerated Students Program was initiated later than it should have been under ACCJC guidelines. The Incarcerated Students Program started with course offerings in 2007-08, and a first set of associate's degrees was conferred at the Central California Facility for Women at Chowchilla in January 2010. The Substantive Change Proposal was prepared during the 2010-11 year, however. This was not a case of prior approval per the standard, even considering that the

Incarcerated Students Program, like many instructional programs, grew incrementally between 2007 and 2010. [EV372]

Planning Agenda

- Improve monitoring of new initiatives to ensure timely submittal of Substantive Change Proposals, when appropriate.

IV.A.5 The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

Feather River College regularly evaluates leadership and governance in a variety of ways. BP 7150 Evaluation of Administrators/Managers and its accompanying administrative procedures clearly outline the philosophy of evaluation, methods, instruments, timelines, and remediation. The accompanying administrative procedures outline the roles of various constituencies: AP 7151—Evaluation of Administrators by Faculty, AP 7152 Evaluation of Administrators by the Classified Senate, and AP 7153 Administration of Managers by the Classified Senate. [EV71] [EV162] [EV72] [EV73] [EV74]

Another form of evaluation took place over three years in the revision of BP/AP 2510—Participation in Local Decision Making. This document clearly outlines the governance structure of the College, of shared governance, and the obligation of the constituent bodies. Administration members, the Classified Senate, the Academic Senate, and the President's Cabinet all had central roles in discussing and revising the College's committee structure and philosophy of shared governance. Although BP/AP 2510 is not reviewed at regular intervals, it is reviewed every time there is consideration of either adding a new committee to the governance structure or eliminating a nonfunctioning committee. Review of BP/AP 2510 for any changes involves all constituencies. [EV29] [EV122]

In the 2008-2009 academic year, the College contracted with ModernThink LLC as part of the "Great Colleges to Work For" program of the Chronicle of Higher Education to conduct a confidential, third-party survey of employees. The survey identified significant needs in the areas of supervision and fairness (equitable and consistent application of rules). Partly as a result of that survey, and partly as a result of information gathering and observation by the new superintendent /president, an administrative reorganization and a new administrative structure were proposed. The discussion about administrative structure took place over two years in several venues, including the President's Staff and the constituent senates. The proposed restructure is still under discussion and has not been implemented. Input from constituent groups brought forth new ideas as well as weaknesses in the proposed plan. [EV316]

Self Evaluation

The College meets this standard. The College evaluates leadership and governance through various methods. In addition to regularly scheduled evaluation of administrators and managers, the College engages in dialog and self-reflective assessment of shared governance and leadership as a part of its regular activity. However, the College does not regularly schedule review of governance structures. When a College function arises that is not and cannot be covered by one of the standing committees, a new committee will often be formed to address the issue. Often these are ad hoc committees with a limited task, after the completion of which the committee is disbanded. Other times, a committee is formed on an experimental basis but with a more permanent intent. If the committee seems to address the appropriate issue and carry out tasks that other committees cannot, it is then made a regular standing committee in a revision of BP/AP 2510. The Strategic Enrollment Management Committee, the SLOAC Committee, and the Sustainability Action Team are examples of this process. Thus, evaluation and improvement of the governance structure of the College is an ongoing and living process. [EV29] [EV122]

As a part of the evaluation of administrators and managers, supervisors can develop plans of remediation or advise the administrator on appropriate goals. These goals become part of the next evaluation cycle so that a proper determination of improvement can be made.

Assessment results and proposed changes to governance structures are made public by several means. The constituent senates and the President's Staff inform their membership of the issues and schedule formal discussion and voting when appropriate. The forum of the Campus Community Meetings is also used for discussion of findings and gathering input of possible changes; the president's updates, sent out by email to all employees, are also a forum for discussing leadership and governance issues.

Planning Agenda

None

Feather River College

Standard IV.B



Standard IV.B – Board and
Administrative Organization

Standard IV.B Board and Administrative Organization

IV.B.1 The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator of the College or the district/system.

Descriptive Summary

The Board adopted BP 2410—Policy and Administrative Procedures on April 17 2003. This policy complies with California State Education Code §70902, and states that all policies must be compliant with law. The policy further dictates what kind of policies the Board can create or approve and how policy updates are handled. The College is currently in the process of updating all District policies. All policies and administrative procedures are reviewed, revised, amended and adopted pending a majority vote of the Board of Trustees. BP/AP 2430 Delegation of Authority, states that the superintendent/ president of the College will act on policy set by the board, interpret Board Policy, and will execute delegated powers. The president/ superintendent’s goals shall be set annually; the goals and job description shall be developed collaboratively. BP 2431 states that if the position of College superintendent/president were open, the Board “shall establish a search process to fill the vacancy. The process shall be fair and open, and comply with relevant regulations.” [EV27] [EV28] [EV119] [EV120] [EV121]

The Board Policy and Procedures Manual is divided into chapters, and each chapter contains policies related to a certain set of responsibilities. Chapter One defines the Feather River Community College District and the Mission Statement; Chapter Two contains policies defining the duties and behavior of the Board of Trustees; Chapter Three contains policies that refer to the institution in general; Chapter Four contains all the policies referring to instructions and learning; Chapter Five contains policies outlining duties and obligations of Student Services and student behavior; Chapter Six contains policies referring to the fiscal management of the College; and Chapter Seven contains the policies referring to Human Resources and Personnel.

The Community College League of California recommended that California community Colleges update their board policies in 2003. The League invested significant time and resources to develop board policy templates that were consistent with California Education Code. Two major reasons the League advised College presidents to consider adopting League language were for statewide consistency and reduced liability. Currently over one third of the California community Colleges have agreed to participate in this practice. The College has updated over 130 board policies over the last six years, since adoption of the League format.

Statements regarding quality of program, integrity of institutional actions, and effectiveness of student learning are found in BP 4020—Program and Curriculum Development. The College places emphasis on the role of the student in all considerations. The needs, interests,

and welfare of the students are the principal criteria against which all determinations are considered. [EV44] [EV137]

The College's Strategic Plan 2010-2013 addresses quality of programs, integrity of institutional actions and effectiveness of student learning in initiatives related to the College's mission, particularly by mandating goals to maximize instructional effectiveness, strengthen student support services, and increase retention. BP/AP 3250 addresses institutional planning. [EV34] [EV128]

There is a clearly defined policy, BP/AP 2431, for selecting the superintendent/president of the College. This process was implemented in selecting the institution's current superintendent/president. The process for evaluating all administrators, BP/AP 7150, was completed in 2009-2010.

Self Evaluation

The College meets this standard. Overall, the College maintains quality of program, integrity of institutional actions, and effectiveness of student learning programs and services as found in the District's policies and procedures. BP/AP 7150 clearly states that that the superintendent/president shall be evaluated by all constituencies and the role and actions of the Board. The College meets this standard.

Planning Agenda

Adopt a formal review schedule by the Board, upon completion of the policy revision project, compliant with BP 2410.

IV.B.1.a The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

The members of the governing board are elected by trustee area (BP2100) to represent their geographic and demographic regions of the District. There are times when decisions are not unanimous. However, once a decision is reached, the Board acts as a whole. The 2011-2012 Board of Trustees Members are: [EV106] [EV117]

Bill Elliott—Board President, Area II
Leah West –Trustee, Area I
John Sheehan—Trustee, Area III
John Schramel—Trustee, Area IV
Douglas Shamberger—Trustee, Area V
Pearl Burfeind—Student Trustee

An employee of the District may not be sworn into office as an elected or appointed member of the governing board. No member of the governing board shall, during the term for which he or she is elected, hold an incompatible office.

Board Policy BP 2710 specifically addresses the issue of conflict of interest. The Board members shall not be financially interested in any contract made by the Board. Any remote interest in any contract shall be disclosed and so noted in the official Board minutes. It is also a requirement of all Board members to file statements of economic interest. [EV124]

Self Evaluation

The College meets this standard. The Board of Trustees has been successful in establishing policies that ensure the quality, integrity, and effectiveness of student learning programs and services as well as the financial stability of the institution. All Board Policies are maintained in the Office of the President and are made available on the Feather River College website.

The Governing Board represents the public interest and the composition of the Board is in complete compliance with the State of California Education Code, which is supported by the corresponding Board Policy (BP 2010 Board Membership). Each elected or appointed Board of Trustees member represents the public interest of the various regions served. [EV115]

The Board of Trustees has effectively advocated for and defended the institution.

Planning Agenda

None

IV.B.1.b The governing board establishes policies consistent with the mission statement to insure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The Board of Trustees meets regularly to oversee the business of the College, including the establishment and revision of policies consistent with the institution's Mission Statement. Trustees request and receive reports informing them about all aspects of the College, including quality, integrity, and improvement of student learning programs and services. A review of financial resources that support the programs and services is provided each month.

Since the 2006 Self Study, the College has continued to review and update Board Policies and Administrative Procedures through the work of the Cabinet, the Senates and campus constituencies. Many policies have been reviewed and updated since 2003, and throughout the process of review, the College's Mission Statement has been considered the first among guiding documents. [EV106_8] [EV112] [EV391]

Some Board policies were adopted under a previous policy format (the "Old Policy Manual"), prior to 2002. While most portions of the Old Board Policy Manual have been displaced by updates in the newer policy format based on the Community College League of

California (CCLC) policy service, some provisions from the Old Board Policy Manual continue to be referenced by employees. [EV109]

Chapter Four of the current Board Policy and Procedures Manual addresses specifically the quality, integrity, and management of student learning programs. Chapter Five addresses Student Services and student behavior. [EV111]

At their planning retreat in the summer of 2010, members of the Board of Trustees expressed surprise at the existence of some policies on which they were being oriented. They requested more frequent informational review of policies from the Board Policies and Procedures Manual, so that over time, they would be better acquainted with their policies. Since July 2010, the superintendent/president has periodically added two or three Board Policy sections to the reports section of the Board's regular monthly meetings, thus following through on the Board's expressed need to be better informed about policies. This review has resulted in some minor improvements in a few policies. The superintendent/president has kept a tracking sheet showing the Board's progress on this gradual review of policies. [EV99] [EV374]

Self Evaluation

The College meets this standard. The Board has consistently assured that its policies implement the mission of the College and that the College's programs and services meet expectations with regard to quality and integrity. Moreover, through orientation to the accreditation process, the Board has become versed in the standards related to Student Learning Outcomes and the expectation of ongoing improvement based on assessment of outcomes.

The Board has continued to review and revise its policies, with considerable revision to policies having been accomplished in this area since 2003. The continuing existence of some policies adopted in a previous policy format (the "Old Policy Manual") has motivated the superintendent/president to plan a comprehensive review, updating and eventual phase-out of the remaining provisions of the Old Policy Manual. The existence of the Board Policy and Procedures Manual and the "Old Policy Manual" is confusing. Not all policies have been updated, and others, though updated, have not been approved by committees, constituent bodies or the Board.

Given the Board's expressed need to become better acquainted with their policies (during the summer 2010 planning retreat), it is appropriate to continue the periodic review of sections from the Board Policy and Procedures Manual, and for the superintendent/president to continue to maintain a record of progress. [EV99] [EV374]

Planning Agenda

- Complete the review of remaining parts of the Old Policy Manual, converting any remaining provisions to the new CCLC format after Cabinet and constituency review (and revision if appropriate).
- Vacate outdated policies from the Old Board Policy Manual and update or eliminate policies with the old number system.
- Once all policies are converted, eliminate the "Old Board Policy Manual."

- At the Board’s discretion, the superintendent/president should continue to present sections from the current Board Policy and Procedures Manual periodically for informational review by the Board, and keep track of the progress on this review process.

IV.B.1.c The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The Board of Trustees has established and approved a board policy (BP 2410—Policy and Administrative Procedures) that addresses the Board of Trustees’ responsibility and authority authorized by law. The Board of Trustees ultimately receives its governing authority from Education Code 70902, as referenced in BP 2410. All policy decisions and all academic and curricular actions are reported to the Board of Trustees for discussion and action. The Board of Trustees approves all financial decisions and personnel actions. The Board of Trustees acts as the supervisor of the College superintendent/president.

The Board of Trustees welcomes and encourages the advice and assistance of all interested individuals and groups during the consideration of both educational and financial matters. As clearly stated in Board Policy 2510—Participation in Local decision Making, “The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations.” BP 2510 also states that special attention will be given to students and employees in regards to policies that directly affect them. [EV27] [EV119] [EV122] [EV391_2]

As the Cabinet Committee reviews all policies and procedures, the final recommendations are presented to the Board of Trustees for their approval. This process is consistent with the monthly meetings of the Cabinet and Board of Trustees. Policies of the Board may be adopted, revised, added to or amended at any regular board meeting by a majority vote.

Self Evaluation

The College meets this standard. The Board of Trustees carries out all functions as mandated in Chapter Two of the Board Policy and Procedures Manual and in BP 2511—Internal Communication of Participation in Local Decision Making. The Board of Trustees meets every month of the year, and posts agendas in accordance with the Brown Act. The Board of Trustees are active and accessible when needed. Members of the Board of Trustees frequently make themselves available via email and phone contact. The Board of Trustees is the ultimate decision-making body regarding educational, legal, and financial matters. [EV123]

While BP 2410 makes it clear that “Policies of the Board may be adopted, revised, added to or amended at any regular board meeting by a majority vote” this is not the case with Administrative Procedures. With regard to Administrative Procedures, “the Board reserves the right to direct revisions of the administrative procedures should they, in the Board’s judgment, be inconsistent with the Board’s own policies.” The Board Policy further requires the superintendent/president to “provide each member of the Board copies of the

Administrative Procedures and/or any revisions since the last time they were provided, at the discretion of the Board.” However, nowhere in the Board Policy is it stated that Administrative Procedures are approved by the Board. Some Administrative Procedures embody policy decisions through the procedures they follow, yet do not have an accompanying Board Policy that clearly states its philosophy and justification. Administrative Procedures are presented to the Board of Trustees for informational purposes as well as for any input or suggestions.

Planning Agenda

None

IV.B.1.d The institution or the governing board publishes the board bylaws and policies specifying the boards’ size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The policies specifying the size, duties, responsibilities, structure and operating procedures of the Board of Trustees comprise Chapter Two of the Board Policy and Procedures Manual, and are publicly available on the College website. A hard copy of all Board Policies is available for review in the Office of the President. Each board policy references any related section of the State of California Education Code, Government Code, Title 5, Title II, Penal Code, Old Board Policy Articles, Administrative Procedures, and Accreditation Standards. [EV391]

Board meeting agendas are prepared in compliance with Government Code 54950 et seq. (California Open Meeting Law). Most items are discussed in open session, unless the item falls within the purview of the closed session provisions of Education Code. At regular Board meetings the following representatives are given time to give updates: 1) Board of Trustees, 2) Associated Students of Feather River College representative, 3) Classified Senate president, 4) Academic Senate president, 5) chief instructional officer, 6) chief student services officer, and 7) the superintendent/president. Feather River College records each meeting and provides typed minutes that are available upon request and posted in the College public folders. [EV104]

Self Evaluation

The College meets this standard. The Feather River College Board of Trustees operates in accordance with statutes and policies pertaining to its duties, responsibilities, structure and operating procedures.

Planning Agenda

None

IV.B.1.e The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

All minutes and other records are maintained in accordance with California Education Code 60010.4 and Board Policy 2360. These records reflect that Board actions are consistent with its policies.

As documented in Board agendas and minutes, Board Policies are created, evaluated, and revised on a regular basis. Chapter Two of the Board Policy and Procedures Manual outlines specifically Board duties, requirements, ethics, and behaviors. Since subscribing to the Community College League of California's Policy and Procedure Service in 2003, the College has reviewed and adopted 130 board policies and/or procedures. Some of these have been revised from existing language on the same (or similar) subjects; others have required entirely new language. The process of Board review and revision for most policies is facilitated by reviews and recommendations of the Cabinet. Although the transition from the print-only version of the Board Policy and Procedures Manual (BPPM) to the online version has required a significant amount of time, the outcomes have been worth the effort in terms of access, consistency, comprehensiveness, and compliance with current code, statute, and/or accreditation standards. The Board recognizes that revision of Board Policies to align with the content and provisions of CCLC's outline will be a goal in the revision process. This revision and updating will also include those policies that are unique to Feather River College (for example, snow emergencies, etc.). [EV110] [EV112]

As noted earlier, during their retreat in the summer of 2010 the Board determined that they needed more frequent informational review of policies from the Board Policies and Procedures Manual. Since July 2010, the superintendent/president has periodically added two or three Board Policy sections to the reports section of the Board's regular monthly meetings, thus following through on the Board's expressed need to be better informed about policies. This review has resulted in some minor improvements in a few policies. The superintendent/president has kept a tracking sheet showing the Board's progress on this gradual review of policies. [EV99] [EV374]

Self Evaluation

The institution is in substantial compliance with this standard. Some delays in the approval of revised policies and/or the adoption of new policies or Administrative Procedures recommended by the Community College League of California have been due to the College's internal processes in which constituent groups (unions, senates, committees, etc.) require time to complete thorough reviews of the consequences of proposed policies and/or have felt the need to modify the League's language to more appropriately meet the needs of the District. [EV112]

Given the Board's expressed desire to become successively better acquainted with their policies, it is appropriate to continue the periodic review of sections from the Board Policy and Procedures Manual, and for the superintendent/president to continue to maintain a record of progress. [EV99] [EV374]

Planning Agenda

- At the Board's discretion, the superintendent/president should continue to present sections from the Board Policy and Procedures Manual periodically for informational review by the Board, and keep track of the progress on this review process.

IV.B.1.f The governing board has a program for board development and new member orientation. It has a mechanism for providing continuity of board membership and staggered terms of office.

Descriptive Summary

In addition to regular reading and review of issues that affect the District at both the local and state levels, at least one member of the Board has attended the California Community College League's annual legislative conference and regional meetings as called. As a member of the Northern California Rural College Association, the Board has been an active participant in the discussion of issues unique to small, rural Colleges. Orientation of Board members occurs primarily through the mentorship of experienced trustees and senior administrators. New trustees are provided with the New Trustee Manual published by the California Community College League and encouraged to attend the League's orientation for new trustees held each January. Board members were interviewed and it was found that many of them had not attended any recent training; in addition, there was no formal mentorship program. The Office of the President had no formal record of any training. Board retreats have been scheduled to address private Board member training and coordination needs. Because there has been very little turnover in Board membership for the past decade, this approach to orientation has appeared to work very well. [EV110]

During their retreat in the summer of 2010 the Board determined that they needed more frequent informational review of policies from the Board Policies and Procedures Manual. Since July 2010, the superintendent/president has periodically added two or three Board Policy sections to the reports section of the Board's regular monthly meetings, thus following through on the Board's expressed need to be better informed about policies. This review has resulted in some minor improvements in a few policies. The superintendent/president has kept a tracking sheet showing the Board's progress on this gradual review of policies.

Trustee attendance at Board meetings is consistently high and, except for the member who represent Chester/Lake Almanor, as reflected in the Board's self-evaluation, all members, regardless of their tenure on the Board, consider themselves to be well informed about policy issues and other subjects the Board is required to understand and/or make decisions on. [EV107]

The Board has been involved in the accreditation standards and expectations in a number of ways. The minutes of Reports and Discussion sections of Board meetings reflect that they have received materials and regular reports on College activities addressing standards and expectations, including Student Learning Outcomes, and have provided input on both the content and process of the institutional Self Study. [EV106]

Board policies include a formal, written method of providing for continuing membership and staggered terms of office.

Self Evaluation

The College meets this standard. Given the Board's expressed desire to become successively better acquainted with their policies, it is appropriate to continue the periodic review of sections from the Board Policy and Procedures Manual, and for the superintendent/president to continue to maintain a record of progress.

Planning Agenda

- A formal record should be kept by the Office of the President that includes all training sessions and League meetings. These should also be addressed in the Board Self-Evaluation process.

IV.B.1.g The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

The Board of Trustees self-evaluation process is defined in Board Policy 2745, and is completed in the month of June in even numbered years. The Board uses evaluation materials developed from the Community College League of California as those resources have been found to be very effective. The Board has evaluated its own performance regularly. The most recent self-assessment was completed in June 2011. The evaluation of the Board is kept in the Office of the President and is available to view upon request. [EV95] [EV126]

Self Evaluation

The College meets this standard.

Planning Agenda

None

IV.B.1.h The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

The Board addresses and specifically lists the standards of excellence that each Board member performs in their duties and responsibilities as members of the Board of Trustees. (BP 2715 Code of Ethics/Standards of Practice). Any known or suspected violation of the standards of excellence shall be brought to the Chair of the Board of Trustees, where the

Chair of the Board will take actions as delineated in the Administrative Procedures AP 2715. This Board Procedure was approved in April 2003 and then modified/approved again in March 2006. The Administrative Procedures for this policy were first approved in March 2006 as per a recommendation in the last Self Study. [EV31] [EV125] [EV265]

Self Evaluation

The College meets this standard. In October of 2009, a warning letter from the Fair Political Practices Commission was sent directly to a Board member regarding a Board member's behavior. The Board dealt with the matter immediately upon notification. Proper policy and procedures were followed. [EV265]

Planning Agenda

None.

IV.B.1.i: The governing board is informed about and involved in the accreditation process.

Descriptive Summary

The chief instructional officer (CIO) is the Accreditation Liaison Officer (ALO) for Feather River College and has presented accreditation reports and updates to the Board of Trustees at least twice a year. At a recent joint Board and Foundation meeting (December 2010), the members of the Board were given a packet describing the Self Study process, from individual Self Study assignments to a time-line of the process. Similar to the last Self Study process, at least one Board of Trustee member participated in the development of this Self Study. [EV7] [EV101]

At the monthly Board of Trustees meetings, the chief instructional officer updates the Board members regarding the status and timeline of the accreditation process as appropriate. [EV106_11]

The Accreditation Liaison Officer (ALO) completed a WASC Assessment Leadership Academy in 2010-2011. Part of the training was how to train Board of Trustee members in the accreditation process. It was recommended at this conference that the book *Making the Grade: How Boards Can Ensure Academic Quality* (Peter Ewell, 2006) be used as professional development for Board members. This book was purchased for all of the current Board members and individual meetings between each Board of Trustees member and the Accreditation Liaison Officer (ALO) and took place in the spring of 2011. In addition, every Accreditation Newsletter (an internal publication from Feather River College) is sent to the Board of Trustees members. [EV113]

Board of Trustees review of the final draft Self Study report is scheduled prior to submission to the ACCJC in December 2011.

Self Evaluation

The College meets this standard. The Board of Trustees is apprised of the accreditation process and assists when participation is requested.

Planning Agenda

None

IV.B.1.j The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-College district/system or the College chief administrator (most often known as the president) in the case of a single College. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or College, respectively. In multi-College districts/systems, the governing board established a clearly defined policy for selecting and evaluating the presidents of the Colleges.

Descriptive Summary

Selection

The selection of the superintendent/president is defined in Board Policy 2431; there is no formal Administrative Procedure to supplement the policy. The Board may contract an outside consultant to assist in the hiring process. [EV121] [EV183]

Evaluation

The evaluation mechanism for the superintendent/president is outlined in Board Policy and Administrative Procedures 7150, 7151, and 7152, as well as in the superintendent/president's contract. The administrative evaluation system allows campus personnel to rate the administrator based on general management and administrative qualities and provide feedback about the impact of supervisory activities and decisions on his or her performance as directly related to the goals and objectives of the administrator and to the objectives identified in the strategic planning process. The Board of Trustees is responsible for the performance evaluation of the superintendent/president. [EV71] [EV72] [EV73] [EV99_1] [EV99_2] [EV162] [EV243]

There are report mechanisms built into the monthly Board of Trustees meeting requiring the chief administrator (and others) to report on institutional progress, issues and activities such as educational quality, legal matters and financial integrity.

Delegation of Authority

The Board delegation of administrative authority to the chief administrator is clearly defined in Board Policy and Administrative Procedure 2430. [EV28] [EV120]

Self Evaluation

The College meets the requirements of this standard in that the process for the selection and evaluation of a superintendent/president, as well as the delegation of authority to the

superintendent/president are sound, based on applicable regulations and Accreditation Standards. In 2007-2008 the Board of Trustees contracted with an outside consultant to develop brochures and announcement for the position and to help the College develop its hiring process. This proved very successful and improved the search for a College superintendent/president. The Board has not always followed the same process, but it may be useful to develop guidelines based on the success of the last hiring cycle. [EV183]

Planning Agenda

- Consideration should be given to adding an Administrative Procedure to Board Policy 2431 to define the process to select a superintendent/president.

IV.B.2.a The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The superintendent/president oversees an administrative structure, composed of both certificated and classified administrators, that manages the functions of the College. The certificated administrators are the chief instructional officer and the chief student services officer; classified administrators are the chief financial officer, human resources director, director of facilities, director of information services, director of athletic operations and events. The superintendent/president uses the bi-weekly President’s Staff meetings to review College functions, progress on assignments, prioritize actions, and assign new tasks. The superintendent/president also meets with the President’s Cabinet, a committee of administrators and constituent leaders, to discuss policy and other crucial issues related to the ongoing health and quality of the institution. In these meetings, the institution’s purposes, goals and challenges are reviewed. Further, the superintendent/president delegates authority to individual administrators and to committees for tasks determined in these meetings, based upon job descriptions and on committee charge as described in AP 2510. The superintendent/president also uses Institutional Day and Campus Community meetings to discuss planning and issues with the larger campus community and receive feedback—both immediate and later written feedback—which is also used to help delegate tasks for administrators or help administrators refine their own approach to their duties.

In the 2006 Self Study, planning agendas were proposed for this sub-standard:

- Consider management styles that allow greater ownership of projects.
- Provide clearer expectations, constructive evaluation and staff training to improve employee performance.
- Listen to campus-wide feedback on issues requiring more prompt attention.

In 2008, a new superintendent/president was hired. Appropriate mentoring and guidance for administrators was included in his charge at initial hire, and during his first few weeks at the College, he conducted interviews with campus leaders to determine their perceptions about

significant needs and issues at the College. Additionally, during his first year in office, he arranged for a confidential, third-party survey of employees, which identified significant needs in the areas of supervision and fairness (equitable and consistent application of rules)—conducted by ModernThink LLC as part of the Great Colleges to Work For program of the Chronicle of Higher Education. The new superintendent/president also instituted a process of seeking campus feedback in response to campus community meetings. [EV236]

The superintendent/president worked with the Standards and Practices Committee (a sub-committee of the Academic Senate) to review and update the administrator evaluation process, which was organized by the Academic Senate, approved in late fall 2009, and implemented with administrator evaluations in spring 2010. In addition, the superintendent/president has kept administrator evaluations up to date, evaluating all administrators in 2009, 2010 and 2011. At annual planning retreats, the superintendent/president has provided updates to the Board of Trustees concerning the administrative structure of the College. [EV71] [EV72] [EV73] [EV74]

After receiving the ModernThink report from the confidential survey of employees in summer 2009, the superintendent/president reported the results to the campus community in three campus meetings, as well as to the Board of Trustees at their summer 2009 planning retreat. Later in 2009, he formulated a plan for responding to the most serious concerns expressed in the report, and began to implement his plan. This included a new program of supervisor trainings, which was introduced in 2009-10. [EV179] [EV178] [EV114]

Also in late spring 2009, the College learned that the chief student services officer and the director of human resources would both be leaving to take positions at other Colleges. This news came at a time when the College was beginning to grapple with anticipated serious budget cuts from the state. The superintendent/president collected input from campus constituents as to whether to fill staff vacancies, including these two administrative vacancies. The conclusion of the staffing review process was a decision to staff both administrative positions on an interim basis. The chief student services officer role was filled with an interim associate dean of student services and enrollment management, based on the superintendent/president's review of the strategic directions of the institution as well as on the budget context. The interim director of human resources position was filled by a permanent administrator in summer 2010. Prior to filling the chief student services officer role with an interim associate dean in fall 2009, the superintendent/president discussed needs and possibilities with student services managers. He held a second, follow-up discussion with the Student Services Council, leading to the extension of the interim position through the end of the 2010-11 academic year so that further consideration could be given to the structure of the permanent role. As of this writing, the Student Services Officer role was filled permanently in spring 2011 with Dr. Karen Pierson assuming this position. [EV368_4]

In late spring 2010, the College learned that the information services manager would be retiring in late fall. This administrative position has served as the College's chief technology officer, responsible for technology-related planning as well as oversight of the Management Information System reporting, and computer and network maintenance. This change came on the heels of the College's implementation of SunGard's Banner as its integrated operational

database system, and during the College's planning toward an upgrade to Banner version 8. In response to this change and the ongoing needs for continuing staff training and database trouble-shooting, the College contracted with Strata Information Group (SIG) for expert training and advice. Based on SIG's review of the College's data needs and vulnerabilities, as well as on the continuing budgetary crisis, the superintendent/president reassigned management of Information Services to the director of facilities on an interim basis, and advanced a plan to provide additional "functional technician" staffing support to ensure ongoing data effectiveness and data security.

Based on the afore-mentioned staffing review in the context of a fiscal crisis, as well as on evaluations and discussions with individual administrators and the Board of Trustees, in December 2010 the superintendent/president proposed a partial reorganization of the College administration. This proposal would create a new vice president of learning position and a new associate dean of instruction position, while phasing out the existing chief instructional officer position. The superintendent/president sought campus input on the proposed structure. The proposed reorganization was intended to address, among other things, a need that the superintendent/president identified to bring instruction and student services closer together operationally, as well as to provide for succession needs looking forward. However, after discussion with constituencies, the superintendent/president decided to delay implementation of the plan and continue to consider reorganization plans and the needs of the College.

In December 2010, the superintendent/president recommended to the Board that the then-current chief instructional officer be reassigned to the faculty, a recommendation that the Board accepted. This reassignment was effective in July 2011. Prior to recruiting for a new dean of instruction/chief instructional officer, the superintendent/president determined that, given the fiscal crisis the College was facing, and the presence of qualified internal candidates, it would be best to fill this vacancy with an internal candidate on an interim basis for the 2011-2012 year. Accordingly, Dr. Derek Lerch was assigned as interim dean of instruction/CIO for the 2011-12 year, and it is assumed that recruitment for the permanent position will be conducted in spring 2012.

Self Evaluation

The College meets this Standard. The superintendent/president has managed the administrative staffing of the College within the context of an ongoing fiscal crisis, ensuring adequate staffing for the evolving needs of the College, and evaluating the appropriateness of the structure as changes have become possible and necessary. He has sought campus input concerning changes, especially concerning modifications to the chief student services officer position. He works closely with Human Resources and appropriate staff (through the regular recruitment process) in selecting personnel. [EV345]

The superintendent/president routinely delegates authority for accomplishment of administrative projects as well as the regular conduct of the College's business. In addition to the regular President's Staff meetings where administrative projects and emerging needs are discussed in a teamwork format, he has instituted regular biweekly one-on-one meetings with each administrator to ensure appropriate guidance on operational and strategic matters. He has conducted regular annual evaluations of administrators under the College's policy and

procedures, and in some cases has supplemented these with special evaluations or updates when a serious need has been identified. In order to support his staff, the superintendent/president has provided for administrator professional development by continuing memberships in professional organizations and by sending new administrators to professional conferences. In addition, He developed a plan for internally organized administrator professional development activities, and in the summer of 2011 began implementation of this plan by holding an administrator retreat. In response to the feedback received from a confidential survey of employees, he instigated a revision to the administrator evaluation policy and procedures, with review and input by campus constituencies, and implemented the new evaluation system in spring 2010. He also initiated a new program of supervisory training to ensure consistent and appropriate processes in supervision, employee evaluation and discipline, and related responsibilities. [EV236]

Currently two administrative positions are filled on an interim basis: the manager of information services and the dean of instruction/CIO. A determination of how these roles are to be filled permanently should be made in the near future.

Planning Agenda

- Stabilize the administrative structure of the College, and fill interim positions with permanent assignments, completing the constituency review of proposed administrative reorganization prior to implementation.
- Review interim management of Information Services, determine appropriate adjustments, and implement them.

IV.B.2.b The president guides institutional improvement of the teaching and learning environment by the following:

- 1) Establishing a collegial process that sets values, goals, and priorities;**
- 2) ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- 3) ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes;**
- 4) establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

The new superintendent/president has made it a priority to ensure that this standard is met. A key element was the overhaul of the institutional planning process, whereby he implemented a new annual cycle for integrated planning and budget development. This new process has established procedures that ensure educational planning is integrated with resource allocation. [EV173] [EV309] [EV354]

The superintendent/president communicates values, goals, and direction to the College community in many ways, including presentations at Institutional Day (one per semester) where the campus as a whole is invited, Superintendent's Updates via e-mail to all employees and at periodic Campus Community Meetings. The superintendent/president also holds

regular meetings of the President's Staff and Cabinet, in which members of the staff, faculty and administration discuss and assess goals. [EV275] [EV310]

The new Office of Institutional Research is under the direction of the superintendent/president and reports directly to the Office of the President. The superintendent/president is familiar with the existing data and with analysis produced by the administration. In addition, the superintendent/president has supported the Student Learning Outcome Assessment Cycle (SLOAC) process, and has allocated time and resources for campus-wide training on the concept.

Self Evaluation

The College meets this standard. The superintendent/president has emphasized the importance of data, evidence, and analysis for decision making. Further, he meets with the key governance committees (Academic Senate and Classified Senate) to discuss big items such as a proposal for a new administrative restructure.

The 2010-2013 Strategic Plan has improved institutional planning and practices through the linkage of goals and objectives to the College's Mission and Vision Statements. [EV349]

Suggestions for improvements from the last Self Study have also been met and surpassed, especially the recommendations to improve communication/dissemination of information and the creation of processes to prioritize instructional issues.

Planning Agenda

None

IV.B.2.c The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The superintendent/president is delegated the authority by BP/AP 2430—Delegation of Authority to implement all appropriate statutes, regulations and governing board policies. When appropriate, these decisions are discussed and delegated to the president's administrators at his regular President's Staff meetings. [EV12] [EV28] [EV309]

Self Evaluation

The College meets this standard. The superintendent/president effectively carries out Board's directives and implementation of policies.

Planning Agenda

None

IV.B.2.d The president effectively controls budget and expenditures.

Descriptive Summary

The superintendent/president is an ex-officio member of the Budget Committee. The superintendent/president is the Chair of the Strategic Planning Committee. The Strategic Planning Committee (SPC) advises the Budget Committee on priorities and prepares an initial evaluation of Program Reviews and budget requests. The Budget Committee reviews and discusses budget development based on the College's mission, priorities established in the College's Strategic Plan, revenue and expenditure information, and institutional needs and priorities as supported by program reviews and annual budgetary requests. After this process the Budget Committee makes recommendations to the superintendent/president regarding the District's annual budget. This process is transparent. [EV54] [EV298]

During the fiscal crisis of 2009-2010, 2010-2011, and 2011-2012, the superintendent/president has played an active role in managing expenditures and in appointing ad hoc committees to find additional savings and prioritize expenditures. One other direct approach has been a "spending frost" imposed by the superintendent/president in which all expenditures must be clarified and are reviewed by the superintendent/president and the chief business officer. [EV345]

Self Evaluation

The College meets this standard. As stated in AP 6200, the superintendent/president has final recommending authority on all fiscal matters. The results of the budget development process will provide the superintendent/president with the basis for the recommendation to the Board of Trustees for both Tentative Budget and Final Budget. [EV54]

There is a review of District budgetary practices and operational guidelines, as needed, to ensure that procedures are responsive to strategic priorities, are balanced across the District, and protect the financial well being and interests of the District. The annual budgets—both Tentative Budget and Final Budget—have been approved and adopted by the Board of Trustees each year by the required timelines.

If, when the superintendent/president presents the Tentative Budget to the Board of Trustees and there are any differences from what the Budget Committee's recommendations were, then the superintendent/president explains these changes in writing to the Board of Trustees and the presidents of the Academic and Classified Senates. [EV167]

The ad hoc committees and the spending frost have been effective means of controlling budget expenditures, creating savings, and monitoring the fiscal health of the College. All budget transfers and augmentations are either reviewed by the superintendent/president or his designee (chief financial officer) prior to entering the documents and adjustments into the financial system. Budget transfers and augmentations are approved by the Board of Trustees as an item on the consent agenda at monthly Board of Trustees meeting. [EV171]

An Annual Cycle for Institutional Planning, Implementation of Plans, and Budgeting flowchart along with a Multi-year Cycle for Development/Modification of Strategic Plan and Master Plans flowchart was developed in the Strategic Planning Committee with the guidance of the president. The plan, which includes timelines and dates, has been implemented and is currently being used as the framework for integrated planning and budgeting. [EV298]

Planning Agenda

None

IV.B.2.e The President works and communicates effectively with the communities served by the institution.

Descriptive Summary

In summer 2008 the new superintendent/president came to the College and was immediately welcomed by the local community. He made specific efforts to reach out to the citizens of the area, participating in the county fair parade and other local events so as to be visible and to meet area residents, helping to staff the fair booth, visiting service clubs in Portola and Chester, and becoming well acquainted with local leaders through membership in the Quincy Rotary and in Chester/Almanor through the assistance of the area trustee. Since 2008, he has continued to find ways to become involved in the local community, participating in adult softball sponsored by the Central Plumas Recreation and Park District (a partner with the College), as well as events sponsored by Plumas Arts (the county arts commission) and by the Plumas chapter of the League of Women Voters. After the partial closure of the lumber mill in Quincy spring 2009, the superintendent/president joined with other local leaders to form the Plumas County Economic Recovery Committee, which has been very active in advocacy with legislators and in tackling local economic development from a grassroots perspective. More recently, while the county government grappled with budget cuts and struggled with how to effectively sponsor economic development, the president joined with the leaders of Community Development, Plumas Corporation, and Alliance for Workforce Development to form an Economic Coordinating Council as a means of improving economic development efforts. [EV302] [EV304]

The superintendent/president has kept the local communities informed about issues affecting the College by writing guest columns and letters to the editor. This has been especially important as the state budget situation has worsened. In response to the cash flow crisis in fall 2010 (caused by the lateness of the state budget), the president spoke to the county Board of Supervisors seeking an advance on tax revenues due to the College, leading to meetings with county fiscal staff. In 2009, as part of the revised strategic planning process, the superintendent/president worked with College staff to organize several community forums in Quincy, Portola, Chester and Greenville, to ensure a broad base of input on strategic planning. [EV97] [EV98] [EV311]

The superintendent/president has also supported College engagement with local media through advertisement and frequent press releases both by the College public information

officer and by various College programs (especially athletics, but also the Environmental Studies and grant-funded programs). He has encouraged grant-funded programs such as Educational Talent Search and Upward Bound to continue their positive relations with area schools, and cultivated a close relationship with the county Superintendent of Schools (who is also Superintendent of the county school district). A number of individual grant-based efforts have provided avenues for partnerships with community groups: YESS, a regional program for foster youth mentorship and outreach; a proposal to support a sustainable farming pilot project in partnership with Plumas Rural Services; College participation in area grant applications such as the White Sulphur Springs Ranch rehabilitation proposal, and the broadband ARRA application by Plumas Sierra Rural Electric Cooperative, and others. [EV18] [EV19] [EV393]

The superintendent/president also supported the formation of a Communications Committee to develop guidelines for both internal and external communications, to help College staff maintain a coherent, consistent and productive relationship with the communities served. He has served as principal liaison with the Feather River College Foundation, and has engaged additional administrators in Foundation activities. The College and the Foundation have recently agreed to adjust their agreements governing both the Feather River Fitness and Recreation (the Quincy-area fitness club) and the Feather River College Residence Halls, both of which had been operated by the Foundation until a new management services agreement was formulated in 2010. These adjustments have provided the promise of an effective relationship with the Foundation, which is an important vehicle for College-community relations. College staff continue to work with the Foundation on community-based fund-raising events, the most recent being a Star Follies event held in spring 2011. [EV261] [EV323]

Finally, the superintendent/president has supported various community events and performances sponsored by College clubs, classes and faculty. These began with a political debate by Dr. Joan Parkin's speech class in the fall of 2008, on the topic of the presidential election. Subsequent public debates have been held on the topics of gay marriage and illegal immigration. These forums have been held off campus in the community, at the Town Hall Theater in Quincy, and have been moderated by the county District Attorney. Similar College-sponsored events have been held in the community, including a performance of *Oklahoma!*, visits by renowned experts on sustainability Dr. Charles Francis and Dr. Debra Rowe, the annual Sustainability Awards sponsored by the College's SEA club, a visit by the Harlem Ambassadors, and a diversity-themed Kaleidoscope event in honor of a deceased community member that was put on by ASFRC, SIFE, the Drama Club and the Diversity Club. [EV194]

Self Evaluation

The College meets this standard. The College and the superintendent/president continue to maintain active communication with the local communities. The 2006 Self Study included a planning agenda concerning the superintendent/president's communication with the communities served by the College; that is, that there should be more direct communication on sensitive issues. The current superintendent/president has kept the campus community informed concerning the ongoing progress of lawsuits filed in 2006, and has responded

forthrightly to local media questions about this legal issue and another more recent lawsuit. In November of 2010, the College was served with a lawsuit by a former employee who had worked in the football program. The lawsuit alleges racial discrimination in employment decisions on the part of the College. Soon thereafter, a related lawsuit was filed by three former students containing similar allegations of racial discrimination. The latter of these two has been resolved, the former is still pending. The superintendent/president has also forthrightly discussed other issues facing the College.

The College continues to make efforts to hold Board meetings in the principal outlying communities, per the Board's stated policy. The October 13, 2011, Board of Trustees meeting, for example, was held in Chester. It is hoped that a meeting can be held in Portola during the spring 2012 semester. Community members continue to respond to the College's outreach.

Planning Agenda

None

Evidence List for Standard IV

- [EV2] Academic Policies Meeting minutes
- [EV3] Academic Senate agendas (sample)
- [EV4] Academic Senate Constitution
- [EV5] Academic Senate minutes (sample)
- [EV6] October 2010 Visiting Team Report
- [EV7] Feather River College Accreditation Newsletters
- [EV8] Accreditation Work Plan (from October 2009 Follow-Up Report)
- [EV12] Administrator Objectives
- [EV18] Most recent Annual Performance Reports for Educational Talent Search
- [EV19] Most recent Annual Performance Reports for Upward Bound
- [EV22] Annual Program Review templates
- [EV24] Annual Program Reviews
- [EV27] AP 2410
- [EV28] AP 2430
- [EV29] AP 2510
- [EV31] AP 2715
- [EV34] AP 3250
- [EV44] AP 4020
- [EV54] AP 6200
- [EV71] AP 7150
- [EV72] AP 7151
- [EV73] AP 7152
- [EV74] AP 7153
- [EV75] AP 7211
- [EV88] Minutes of Associate Student Body
- [EV95] Board evaluation workshop materials
- [EV96] Board members list
- [EV97] Board of Supervisors, agendas
- [EV98] Board of Supervisors, minutes
- [EV99_1] Board of Trustees, agenda, May 21, 2009
- [EV99_2] Board of Trustees, agenda, May 20, 2010
- [EV101] Board of Trustee minutes
- [EV104] Minutes of Board Meetings (e.g., January 2011 minutes on term limits)
- [EV106] Board minutes (sample)

- [EV106_8] Board of Trustees minutes, June 2011
- [EV106_11] Board of Trustee minutes, Sept. 2010
- [EV107] Board of Trustee Self-Evaluation
- [EV109] Old Board Policy Manual (BPM)
- [EV110] Chapter II of Board Policy and Procedures Manual
- [EV111] Chapter IV of the Board Policy and Procedures Manual
- [EV112] Policy Matrix
- [EV113] Book, Making the Grade: How Boards Can Ensure Academic Quality (Peter Ewell, 2006)
- [EV114] Agenda for Board Of Trustees planning retreats July 2009, June 2010
- [EV115] BP 2010
- [EV117] BP 2100
- [EV119] BP 2410
- [EV120] BP 2430
- [EV121] BP 2431
- [EV122] BP 2510
- [EV123] BP 2511
- [EV124] BP 2710
- [EV125] BP 2715
- [EV126] BP 2745
- [EV128] BP 3250
- [EV137] BP 4020
- [EV146] BP 6200
- [EV162] BP 7150
- [EV163] BP 7211
- [EV167] Tentative and Final Budgets for 2009-2010, 2010-2011, 2011-2012
- [EV171] Budget transfers (sample)
- [EV173] Cabinet minutes (sample)
- [EV177] Campus Community Meeting agendas (include feedback form)
- [EV178] Campus Community Meetings, email
- [EV179] Campus Community Meeting PowerPoint, Dec. 10, 2010
- [EV183] CEO Recruitment Flyer (outlining process) used for 2008 search.
- [EV188] Classified Senate agendas (sample)
- [EV189] Classified Senate Constitution
- [EV190] Classified Senate minutes (sample)
- [EV192] January 2011 Commission Action Letter

- [EV193] June 2009 Commission Action Letter
- [EV194] Summary of notes from 2009 community forums
- [EV198] Comprehensive Program Reviews
- [EV202] Comprehensive Program Review templates
- [EV208_2] Council on Instruction minutes, Oct. 21, 2011
- [EV208_4] Council on Instruction minutes, Oct. 28, 2010
- [EV236] ModernThink LLC Employee Survey Summary Findings
- [EV243] Copy of the evaluation tool (HR website)
- [EV244] Site visit reports from external agencies—most recent Nursing Program Review
- [EV248] Faculty and staff survey
- [EV261] Agreement with FRC Foundation on Feather River Fitness & Recreation
- [EV263] Focused Midterm Report, spring 2009
- [EV265] FPPC Notification to College
- [EV275] Presentation materials for Institutional Days and College Community Meetings
- [EV298] Annual Cycle for Institutional Planning, Implementation of Plans, & Budgeting flowchart
- [EV302] Plumas Arts events calendars showing College-sponsored events at Town Hall Theater
- [EV304] Sample agenda of Plumas County Economic Recovery Committee
- [EV309] President Staff Meeting Minutes (sample)
- [EV310] Superintendent/President email updates (sample)
- [EV311] Guest columns and letters-to-the-editor by Superintendent/President, including recent articles related to the budget crisis and the E. Small complaint
- [EV316] Proposed Administrative Restructure
- [EV323] Agreements with FRC Foundation on Feather River College Residence Halls
- [EV345] Ad hoc (triage) committee minutes
- [EV345] Staffing Triage notes, spring 2010
- [EV348] Strategic Enrollment Management committee minutes
- [EV349] Feather River College 2010-2013 Strategic Plan
- [EV354] Minutes of Strategic Planning (sample)
- [EV354] Strategic Planning Committee minutes (sample)
- [EV368_4] Student Services Council minutes, October 2010
- [EV372] Substantive Change Proposal for Incarcerated Students Program
- [EV374] Superintendent/president's tracking sheet for update Board on policy
- [EV386] Visiting team action letter, Jan. 2010
- [EV387] November 2009 Visiting Team Report
- [EV388] Visiting Team Report, spring 2009

[EV391_2] Website board policies and administrative procedures link

[EV391_6] Website planning pages

[EV393] Letter of support for White Sulphur Springs rehabilitation grant application

Feather River College

Evidence Inventory



Evidence Inventory

- [EV1] 311 annual reports
- [EV2] Academic Policies Meeting minutes
- [EV3] Academic Senate agendas
- [EV4] Academic Senate Constitution
- [EV5] Academic Senate minutes
- [EV6] Accreditation Follow-Up Report Evidence (on FRC website)
- [EV7] Accreditation Newsletter
- [EV8] Accreditation Work Plan (from October 2009 Follow-Up Report)
- [EV9] Accuplacer placement scores
- [EV10] Report on math Accuplacer scores.
- [EV11] Administrative Overviews of APRs from January 2010 and December 2010
- [EV12] Administrator Objectives
- [EV13] Admissions and Records Office Authorization to Release Information
- [EV14] Admissions and Records Record Retention Schedule
- [EV15] Advising and counseling forms
- [EV16] Minutes of Advisory Committee meetings
- [EV17] Annual Budget for previous years.
- [EV18] Most recent Annual Performance Reports for Educational Talent Search
- [EV19] Most recent Annual Performance Reports for Upward Bound
- [EV20] Review of Annual Program Reviews from each program.
- [EV21] Program review evaluation templates
- [EV22] Annual Program Review templates
- [EV23] Annual Program Review timeline
- [EV24] Annual program reviews
- [EV25] Annual Program Review (Office of Instruction)
- [EV26] AP 2015
- [EV27] AP 2410
- [EV28] AP 2430
- [EV29] AP 2510
- [EV30] AP 2511
- [EV31] AP 2715
- [EV32] AP 3050
- [EV33] AP 3100
- [EV34] AP 3250

[EV35] AP 3260
[EV36] AP 3410
[EV37] AP 3420
[EV38] AP 3430
[EV39] AP 3435
[EV40] AP 3500
[EV41] AP 3505
[EV42] AP 3510
[EV43] AP 3720
[EV44] AP 4020
[EV45] AP 4025
[EV46] AP 4050
[EV47] AP 4100
[EV48] AP 4245
[EV49] AP 4260
[EV50] AP 5040
[EV51] AP 5135
[EV52] AP 5500
[EV53] AP 5530
[EV54] AP 6200
[EV55] AP 6250
[EV56] AP 6330
[EV57] AP 6340
[EV58] AP 6350
[EV59] AP 6370
[EV60] AP 6600
[EV61] AP 6700
[EV62] AP 7110
[EV63] BPM 7.5.01 Recruitment and Hiring
[EV64] AP 7121
[EV65] AP 7122
[EV66] AP 7123
[EV67] AP 7124
[EV68] AP 7125
[EV69] AP 7126
[EV70] AP 7145

- [EV71] AP 7150
- [EV72] AP 7151
- [EV73] AP 7152
- [EV74] AP 7153
- [EV75] AP 7211
- [EV76] AP 7212
- [EV77] AP 7215
- [EV78] AP 7216
- [EV79] AP 7255
- [EV80] AP 7320
- [EV81] AP 7360
- [EV82] ASFRC “The Early Bird” publication
- [EV83] Examples of assessment of transfer credit.
- [EV84] ASSIST database
- [EV85] Associate Faculty meeting agendas
- [EV86] Associate Faculty meeting materials
- [EV87] Associated Student Body agendas (sample)
- [EV88] Minutes of Associate Student Body
- [EV89] Athlete Release
- [EV90] Athletic Code of Conduct
- [EV91] Athletic Program Review conducted by California Community Colleges Athletic Association, spring 2009
- [EV92] External Audits for FRCCD and Foundation
- [EV94] Comprehensive Program Review, IRC/Basic Skills
- [EV95] Board evaluation workshop materials
- [EV96] Board members list
- [EV97] Board of Supervisors, agendas
- [EV98] Board of Supervisors, minutes
- [EV99] Board of Trustees, agendas
- [EV100] BOT minutes August 2010 (approval of Strategic Plan)
- [EV101] Board of Trustee minutes
- [EV102] BOT minutes August 2009 indicating approval of BP/AP 3250 (institutional planning revision)
- [EV103] Board of Trustees, minutes, February 2009
- [EV104] Minutes of Board Meetings (e.g., January 2011 minutes on term limits)
- [EV105] Board of Trustees, minutes, Sept. 2010

[EV106] Board of Trustee Minutes (sample)
[EV107] Board of Trustee Self-Evaluation
[EV109] Old Board Policy Manual (BPM)
[EV110] Chapter II of Board Policy and Procedures Manual
[EV111] Chapter IV of the Board Policy and Procedures Manual
[EV112] Policy Matrix
[EV113] Book, Making the Grade: How Boards Can Ensure Academic Quality (Peter Ewell, 2006)
[EV114] BP 1200
[EV115] BP 2010
[EV117] BP 2100
[EV118] BP 2355
[EV119] BP 2410
[EV120] BP 2430
[EV121] BP 2431
[EV122] BP 2510
[EV123] BP 2511
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[EV130] BP 3410
[EV131] BP 3420
[EV132] BP 3430
[EV133] BP 3500
[EV134] BP 3510
[EV135] BP 7320
[EV136] Board Policy 4.03
[EV137] BP 4020
[EV139] BP 4030
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[EV141] BP 4100
[EV142] BP 4245
[EV143] BP 4250

- [EV144] BP 4260
- [EV145] BP 5040
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- [EV156] BP 6600
- [EV157] BP 6700
- [EV158] BP 7100
- [EV161] BP 7140
- [EV162] BP 7150
- [EV163] BP 7211
- [EV164] BP 7255
- [EV165] BP 7310
- [EV166] BP 7360
- [EV167] District budget
- [EV168] Budget Committee book containing APRs for FY2009-10 and FY2010-11 and FY 2011-1012 as supplied to all members of the Budget Committee.
- [EV169] Agendas and minutes from Budget Committee
- [EV170] Budget Committee minutes from April 2010 showing development of budget prioritization criteria
- [EV171] Budget transfers (sample)
- [EV172] Budget Requests from Facilities
- [EV173] Cabinet Minutes
- [EV174] FRC California Residency Application
- [EV175] Campus Bulletin (sample)
- [EV176] Campus Climate Report 2009
- [EV177] Agendas and minutes of Campus Community Meetings. (sample)
- [EV178] Campus Community Meetings, email
- [EV179] Campus Community Meeting PowerPoint, Dec. 10, 2010

- [EV180] 2010-2012 Catalog
- [EV181] Collective Bargaining Agreements
- [EV182] California Community Colleges Full-Time Faculty Obligation Compliance for fall 2010 report (FON obligation)
- [EV183] CEO Recruitment Flyer (outlining process) used for 2008 search.
- [EV184] Class schedules
- [EV185] Classified Evaluation Instrument
- [EV186] Classified flex, agendas
- [EV187] Classified flex activities, Oct. 2010
- [EV188] Classified Senate agendas
- [EV189] Classified Senate Constitution
- [EV190] Classified Senate minutes
- [EV191] Commencement programs or other evidence identifying students' majors
- [EV192] January 2011 Commission Action Letter
- [EV193] June 2009 Commission Action Letter
- [EV194] Summary of notes from 2009 community forums
- [EV195] Documents summarizing input for Mission and Vision Statements—Summary of Community Forums Input, Summary of Staff and Student Input, January 2010 Institutional Day Vision Exercise Summary (presented by C. Connell to SPC in February 2010), etc.
- [EV196] Community Service Classes schedule
- [EV197] Comprehensive Program Review-rubric
- [EV198] Comprehensive program reviews
- [EV199] Comprehensive Program Review (Office of Instruction)
- [EV200] Comprehensive Program Review Process
- [EV201] Comprehensive Program Review schedule
- [EV202] Comprehensive Program Review templates
- [EV203] Confidential Voluntary Applicant Survey Form
- [EV204] Confidentiality form (for hiring process)
- [EV205] Sample contractual (instructional) agreements: mini-corps, Ed2GO, Blueprint
- [EV206] Sample contractual (instructional) agreements: mini-corps, Ed2GO, Blueprint
- [EV207] Council on Instruction, agendas
- [EV208] Council on Instruction minutes
- [EV209] Student Education Plan
- [EV210] Course evaluations by students
- [EV211] Course SLOAC completion data
- [EV212] Course Syllabi
- [EV214] CSU Breadth matrices

[EV215] Curriculum Committee agendas
[EV216] Curriculum Committee minutes
[EV217] Curriculum Committee Handbook
[EV218] Data on number of sections which use a particular mode of delivery.
[EV219] A sample Degree/Certificate Proposal
[EV220] Diagnostic test for math
[EV221] Distance education course evaluation template
[EV222] Distance Education Plan
[EV223] Diversity Committee minutes (sample)
[EV224] DSP&S 2009-10 Departmental Student Survey Results
[EV225] DSP&S/WorkAbility III flyer
[EV226] Intake forms for DSP&S and Workability III
[EV227] DSP&S Program Review May 2007
[EV228] DSPS Review Report
[EV229] DSPS workshop handouts
[EV230] Education Plan
[EV231] EEO packet materials for the hiring process
[EV232] EEO Plan (draft)
[EV233] Effective Procedures to Ensure Compliance with Residency Determination Requirements and Nonresident tuition Fee Requirements
[EV234] Employee benefits documentation
[EV235] Employee Requisition Document
[EV236] Employee Surveys
[EV237] English Department meeting agendas
[EV238] Enrollment Management Plan 2011
[EV239] Enrollment Reports Summary 2004 - 2010
[EV240] Environmental Scan conducted in 2007-08 by Madrid Consulting under a grant from the California Community Colleges Chancellor's Office
[EV241] EOPS Review Report
[EV242] ESL and Basic Skills Brochures and Information
[EV243] Copy of the evaluation tool (HR website)
[EV244] Site visit reports from external agencies—most recent Nursing Program Review
[EV245] Facilities Plan
[EV246] Draft Facilities Plan documents
[EV247] Facilities Committee minutes (sample)
[EV248] Faculty and staff survey

- [EV249] Faculty evaluation form
- [EV250] Faculty Evaluation Instrument
- [EV251] Faculty evaluation instrument, draft
- [EV252] Flex Day activities
- [EV253] Agendas and materials for Faculty Flex Meetings (sample)
- [EV254] FRC Faculty and Staff Professional Development Survey
- [EV255] Faculty Handbook
- [EV256] Faculty self-evaluation guidelines
- [EV257] August 2010, faculty training on new SLOAC form
- [EV258] Approved job description for faculty-counselor position
- [EV259] Fall 2010 Meal Plan Poster
- [EV260] Financial Aid Record Retention Schedule
- [EV261] Agreement with FRC Foundation on Feather River Fitness & Recreation
- [EV262] Flyers for activities
- [EV263] Focused Midterm Report, spring 2009
- [EV264] Feather River College Foundation minutes
- [EV265] FPPC Notification to College
- [EV266] Representative selection of faculty and associate faculty announcements.
- [EV267] Representative sample of faculty job descriptions.
- [EV268] FUN Minutes
- [EV269] Graduation/ matriculation forms
- [EV270] High School Co-Enrollment Student Permit
- [EV271] Human Resources hiring handbook
- [EV273] Intersegmental General Education Transfer Curriculum matrices
- [EV274] Agendas of Institutional Day Meetings (sample)
- [EV275] Presentation materials for Institutional Days and College Community Meetings
- [EV276] Instructor Evaluation of Library Research Presentation, including Student Learning Outcomes form
- [EV277] Internet Native Banner Users Confidentiality Statement
- [EV280] Position descriptions for Allied Health faculty position
- [EV281] Position descriptions for Chief Student Services Officer
- [EV282] Job description Coordinator of Researcher & Planning
- [EV283] Position descriptions for Dean of Instruction
- [EV284] Position descriptions for HR Director
- [EV285] Position descriptions for Math/Basic Skills Math position
- [EV286] Position descriptions for Director of Athletic Operations and Events

- [EV287] Job performance evaluations instruments for all classifications
- [EV288] Kaleidoscope marketing, newspaper articles, program
- [EV289] Contractual agreement with Lake Almanor Fitness Center invoices
- [EV290] Land Use Permits through the USFS
- [EV291] Ad-hoc committee work for Learning Resource Center
- [EV292] Samples of library assessment tools
- [EV293] Library Reference Log
- [EV294] Maintenance reports/logs
- [EV295] FRC mission statement
- [EV296] Minutes of the Mission Statement ad-hoc committee
- [EV297] Mission Statement, library
- [EV298] Multi-Year Planning Cycle documents
- [EV299] My FRC screenshot
- [EV300] Negotiated salary MOUs (spring 2011) from the CSEA bargaining unit and the Faculty bargaining units
- [EV301] New Student Orientation schedule
- [EV302] Plumas Arts events calendars showing College-sponsored events at Town Hall Theater
- [EV303] Plumas County Economic & Demographic Profile 2008, 2009 by Center for Economic Develop of CSU, Chico Research Foundation
- [EV304] Sample agenda of Plumas County Economic Recovery Committee
- [EV305] Plumas County Economic Recovery Committee minutes from December 2010 showing Superintendent/President's discussion of fiscal challenges facing the College
- [EV306] Pre-requisites for math and English
- [EV307] Superintendent/President's letter to Board of Supervisors requesting advance on property tax revenues, October 2010
- [EV308] President's Staff agendas
- [EV309] President's Staff minutes
- [EV310] President's Updates (sample)
- [EV311] Guest columns and letters-to-the-editor by Superintendent/President, including recent articles related to the budget crisis and the E. Small complaint
- [EV312] Professional Development Division funded activities
- [EV313] Professional Development Calendar
- [EV314] Minutes of Professional Development Committee.
- [EV315] 2011 Professional Development Needs Assessment Survey
- [EV316] Proposed Administrative Restructure
- [EV317] Public Calendar from website screenshots
- [EV318] Ranking/Weighting form from application interview packet

- [EV319] Recruiting Materials
- [EV320] Sample requisitions (especially a student club example with multiple signatures)
- [EV321] Residence Hall schedule of activities
- [EV322] Residence Hall student handbook
- [EV323] Agreements with FRC Foundation on Feather River College Residence Halls
- [EV324] Rubric for evaluating institutions -- Accrediting Commission for Community and Junior Colleges (2009).
- [EV325] Safety Committee minutes
- [EV326] SLOAC Committee minutes (sample)
- [EV327] SLOAC course level reporting form
- [EV328] SLOAC course level reporting forms (Office of Instruction)
- [EV329] SLOAC evaluation form for program level
- [EV330] SLOAC program/certificate level reporting forms (Office of Instruction)
- [EV331] Institutional Day slides showing mapping results for college wide SLOs
- [EV332] Institutional Day survey results with reference to information competency outcome
- [EV333] SLOAC timeline
- [EV334] SLOAC tracking data
- [EV335] Academic program and SLOACs
- [EV336] SLOAC for Student Services
- [EV337] Feather River College Library and Instructional Resource Center Student Learning Outcomes, 2009-10
- [EV338] SLOs, college-level mapping
- [EV339] College-wide SLOs
- [EV340] Student Services Student Learning Outcomes
- [EV341] SOAR Program schedule
- [EV342] Staff vision exercise in January 2009
- [EV343] Staffing diagram that shows director of facilities in current CTO position
- [EV344] Staffing triage list from spring 2010, showing summary of campus input (Supt/Pres email April 2010)
- [EV345] Staffing Triage notes, spring 2010
- [EV346] Strategic Enrollment Management Committee agendas
- [EV347] Strategic Enrollment Management Committee matrix or draft plan
- [EV348] Strategic Enrollment Management Committee minutes (sample)
- [EV349] Strategic Plan for 2010 -2013
- [EV350] Report on Accomplishment of Goals & Objectives from 2008-11 Strategic Plan, June 2010
- [EV351] Strategic Planning Committee agendas

- [EV352] Strategic Planning Committee and Budget Committee Joint meeting agendas
- [EV353] Strategic Planning and Budget Committee Joint Meeting minutes (sample)
- [EV354] Strategic Planning Committee minutes
- [EV355] Strategic Technology Committee agendas
- [EV356] Strategic Technology Committee minutes, fall 2010
- [EV357] FRC Strategic Technology 3-year Plan, April 2005
- [EV358] 2010-11 Student Athlete Handbook (pg. 19-26)
- [EV359] Data sets for program reviews on student persistence
- [EV360] Student Education Plan forms
- [EV361] Student Entrance Survey
- [EV362] Student Exit Survey 2011
- [EV363] Student Handbook
- [EV364] Student Network Login Information/Library Homepage Information sheets
- [EV365] 2010-11 Student Rights and Responsibilities DRAFT
- [EV366] Student Satisfaction survey results
- [EV367] Student Services Council agendas
- [EV368] Student Services Council minutes
- [EV369] Student Services Plan
- [EV371] Student success data per MIS Data Mart, Student Right to Know reports, and IPEDS reports (U.S. Federal “Integrated Postsecondary Education Data System).
- [EV372] Substantive Change Proposal for Incarcerated Students Program
- [EV373] Suggestions for Improving Library Services and Resources form
- [EV374] Superintendent/president’s tracking sheet for update Board on policy
- [EV375] Sustainability Newsletter (sample)
- [EV376] Title III math and English placement score analysis
- [EV377] Title IX Gender Equity Review conducted by Good Sports Inc. in 2008-09
- [EV378] Course Outline of Record, new template
- [EV379] Course Outlines of Record
- [EV380] Agendas for Associate Faculty Trainings
- [EV381] Most recent TRAN papers
- [EV382] Intake forms for TRIO/SSS
- [EV383] Tutoring schedules
- [EV384] Loan papers from Umpqua Bank
- [EV385] Vision Statement
- [EV386] Visiting team action letter, Jan. 2010
- [EV387] November 2009 Visiting Team Report

- [EV388] Visiting Team Report, spring 2009
- [EV390] VTEA Report 2010-2011
- [EV391] FRC website sample pages
- [EV392] Communication Committee minutes (sample)