FOCUSED MIDTERM REPORT

In Response to the Request of the Commission in the
Action Letter dated January 31, 2008

Feather River College

570 Golden Eagle Avenue
Quincy, CA 95971

Submitted: March 2009

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Feather River College Mission Statement

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 life-long learning.

Adopted by the Feather River College Cabinet on January 23, 2007

Approved by the Feather River College Board of Trustees on February 15, 2007

Feather River College Vision Statement

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 community. 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 our students, so that they may make sound judgments of value in the continuing pursuit of Life-long 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 heights.

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.

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 Community
As a member of our community, we take pride in affirming an active partnership in improving the quality of life and economic development in our area.

Statement on Report Preparation

Feather River Community College District respectfully submits this Focused Midterm Report as a summary of the college's institutional progress since the accreditation site visit team's review in March of 2006. This report has been prepared by the Chief Instructional Officer, Feather River College's Accreditation Liaison, with campus-wide input.

My predecessor established task-force teams to address each of the recommendations of the evaluation team in October 2006. Members from each campus constituency (e.g., Classified, Faculty, and Administration) comprised the teams to ensure a complete campus voice. Follow-up work and tracking of progress has been consistent since 2006, with assistance from those administrators, faculty and staff members under specific instructional, student services, facilities, finance and planning, and technology areas whose responsibility involved addressing recommendations and self-study findings. The collection and synthesis of this work is the basis of this Focused Midterm Report.

A draft midterm report was made available to all campus employees at the spring 2009 Institutional Day for Feather River College. The Board of Trustees was given this same draft for review and comment at its January 2009 meeting. Comments and input were accepted for over a month prior to the February 19th, 2009, Board of Trustees' approval of this Focused Midterm Report.

I hope that you will agree with me that the college has made significant progress in meeting the recommendations set forth in 2006, and further, that suggested improvements noted in the 2005 self-study have been given appropriate attention. The institution has benefited from a collaborative, college-wide approach to addressing these suggested areas of growth and improvement. Lastly, it is important to note that the governance process was embraced fully in this process, with important college committees being an important part of the review and development.

Submitted by,

Ron Taylor, Ph.D.
Superintendent/President
Feather River College

Board of Trustees Approval

On February 19, 2009, it was recommended and approved that the Board of Trustees accept the Focused Midterm Report for Feather River College that was requested by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges. The members noted below certify with their signature that there was participation from all campus constituency groups and that they believe that this Focused Midterm Report accurately and genuinely reflects the nature and current status of Feather River College.

_____   Date: _____
Bill Elliott, Board President
Feather River Community College District Board of Trustees

_____   Date: _____
Dr. Ron Taylor, President/Superintendent
Feather River College

_____   Date: _____
Dr. Chris Connell, Academic Senate President
Feather River College

_____   Date: _____
Jamie Cannon, Classified Senate President
Feather River College

_____   Date: _____
Christopher J. Condos, Associated Student President
Feather River College

_____   Date: _____
Dr. Michael N. Bagley, Chief Instructional Officer & Accreditation Liaison Officer
Feather River College

Significant Changes at the College since March 2006 Visit

Feather River College has experienced many significant changes since the accreditation visit in March, 2006. Leadership, class and program learning outcomes, serving incarcerated students and integrated software implementation mark the big transitions for the college.

Leadership changes include a new President/Superintendent, a new Chief Student Services Officer, a new Director of Facilities, and a new Financial Aid Director. The new leadership has brought variation and transformation on campus. The new college President/Superintendent has brought a vision for planning that is bringing more integration and transparency, especially in the area of resource allocation. The new Chief Student Services Officer has developed a program review process for every area of student services and further, a set of core values that guide student services. New pathways, improved classrooms, and plans for a new Learning Resource and Technology Center are among many of the projects the recent hire for Facilities Director has brought to Feather River College.

Student learning outcomes (SLOs) have gone from being a new concept in the academic arena to an understanding and acceptance across campus constituencies. Most of the college course outlines now include SLOs and the assessment cycle for SLOs has begun (see Recommendation Six for more detail). All student service programs have developed SLOs and are beginning the process to measure them. The accumulation of the understanding and support of student learning outcomes as an accreditation standard across campus constituencies led to the development and eventual Board of Trustees' approval of seven college-wide student learning outcomes (outcomes that a student should be able to do upon completion of a degree from Feather River College).

Feather River College's distance education program went to a new level with the adoption of a correspondence education program with incarcerated students. Educational leaders from the California Correctional Center in Susanville asked Feather River College to teach inmates in the spring of 2007. The first graduating class with an associate's degree from Feather River College will be in the spring of 2009. New cohorts of incarcerated students are added each semester and the college is currently serving several hundred students seeking higher education.

With the support of funding from a Title III Strengthening Institutions Grant, the college has made significant progress in the implementation of a new integrated software system, Sungard Higher Education Unified Digital Campus, also know as known as BANNER. The college's 2005 self study identified the issue of lack of integration of student information as a priority to be addressed, and the purchase and implementation of BANNER will substantially improve Feather River College's information processes, from registering students to tracking financial aid. The amount of time and effort that has been put into this task has been enormous, and though the implementation is only halfway, it qualifies as a large change since the last accreditation visit.

The eventual reduction in Good Neighbor students claimed for State apportionment is a primary issue facing the college since last evaluation. The fiscal and student-body impacts of not having unlimited access to fully-funded Nevada students has been of critical study and concern by Feather River College's Strategic Enrollment Management Committee.

Response to Team Recommendations of the 2006 Visiting Team and Commission Action Letter of January 31, 2008

The accreditation evaluation site visit team gave eight recommendations for Feather River College to prioritize for completion. The level of complexity and effort required to address each of the recommendations had large variance, and consequently, the accumulated progress on each recommendation has also varied. In the section that follows, a Feather River College response to each recommendation is given, where definitions of progress include: a) *partially met* (progress made, but much more work needs to be done), b) *substantially met* (significant progress made, with minor work needed to be finished), and c) *met* (recommendation completed).

Feather River College administration will continue to provide leadership and support to all campus constituencies for the completion of all eight recommendations prior to the next accreditation review in spring 2012. Recommendation six (student learning outcomes, full assessment, complete curriculum review, etc.) will take the longest to complete, possibly the full six years, due to the complexity of integrating and assessing student learning from every part of the campus community.

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)

VISITING TEAM'S REMARKS:
"Feather River College has made efforts to improve the cycle of planning since the last review. The Strategic Plan, the new Instructional Program Review process, and the Student Services categorical program review process are all evidence of these efforts. These processes involve some degree of data analysis, however, there are unresolved issues around data availability, integrating the planning processes, and integrating planning with resource allocation."

"The team was impressed with Feather River College's 2002-2006 Strategic Plan. The plan demonstrates a vision for the future, with clearly delineated lines of responsibility for implementation and budget requirements. The plan ties in with Partnership for Excellence, Matriculation Site Visit Recommendations, and Accreditation Standards. The 1st Draft Implementation Report dated January 2006, summarizes progress to date in implementing each of the Strategic Plan objectives and outcomes."

"The Strategic Plan has been loosely tied to the budget allocation process, as evidenced by a column on the annual budget development form that asks to which strategic initiative the request responds. The Budget Committee, which is a shared governance committee, is chaired by the Chief Business Officer. The committee reviews and approves the annual budgets of all budget center leads. Their purpose seems to be to

monitor annual budget development, with information and requests coming from budget center leads. It is unclear how new initiatives or needs get funded."

"The team found little evidence that budget acquisitions and allocations are directly influenced by the planning process. It was unclear to the team what these processes were as well as who would be responsible. For example, it was unclear how other institutional plans, such as the Facilities Master Plan, Technology Plan, Matriculation Plan, Distance Education Plan, Student Equity Plan, are integrated into the budget allocation process."

"The team found evidence of efforts in the area of increasing constituent awareness of the planning process. Having the subject of planning as the focus of "Institutional Days" appears to be an effective way to provide training to faculty, classified staff, and administration regarding the planning process."

"While there has been some progress in planning, as evidenced in the Strategic Plan and instructional Program Review, there is still an overall lack of integration of planning and budget allocations. The team recognizes that the high turnover in administration (especially at the Dean level) has made implementation of this recommendation challenging. However, the team's assessment is that this recommendation has not been adequately addressed by the college."

FEATHER RIVER COLLEGE RESPONSE/UPDATE:

<u>The recommendation has been substantially met and is on track for completion.</u>

Background
Feather River College leaders understand the importance of integrating planning with budget allocation. Though the concept sounds easy, a complete, seamless implementation is quite complex, and a serious challenge for any college. The complexity lies in the many different governance committees and individual budget accounts/managers that comprise the overall college's operations. Thus, the goal to increase shared governance adds to the entanglement of determining expenditures.

Feather River College has had its ups and downs in regards to achieving the goal of budget allocations directly linked to the planning process, and in fact, a similar recommendation was given in the previous 1996 comprehensive evaluation. Increased efforts to meet this level of excellence have been ongoing, but the greatest steps to actualization occurred in the spring of 2007 and the fall of 2008.

The spring of 2007 actions 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, CBO). 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 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 is that the chairs of these committees would be responsible for a schedule that sets up a coordinated cycle which would: a) create or revise the Mission Statement, b) utilize program review information within the Strategic Plan, and c) take 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 directly met the recommendation, but campus buy-in and implementation have yet to fully take place. However, events and actions since the work of the task force have aided the implementation process for recommendation one. Specifically, substantial implementation and improvement of academic, student service, and administrative program reviews that are data driven have greatly increased integrated planning.

In addition, the hire of a new Superintendent/President in July 2008 has brought renewed energy and attention to integrated planning. Dr. Ronald Taylor has placed strategic planning and coordinated budget allocations to the college's Mission Statement as one of his top priorities and results have been meaningful and swift (e.g., see Strategic Planning Assumptions/Guidelines below). Dr. Taylor has 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 has been 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. The committee has spent significant work researching, planning, and implementing actions for dealing with Feather River College's Good Neighbor Policy. Planning for growth past 1500 FTES is at the core of strategic planning for the college as its impact hits at the heart of the mission of the college, and further, is linked to budget planning and allocation. The intense use of data and research for this work is a great example of the successful direction that the college is going in addressing the first four recommendations given by the site-visit team.

Achievements
The main achievements for recommendation one are the draft strategic planning process documents. In the evidence for the midterm report there are two draft flow-chart models for integrated planning and budget allocation. Included here are the key assumptions for implementing a true strategic planning process:

STRATEGIC PLANNING ASSUMPTIONS, GUIDELINES

Characteristics of integrated strategic planning:

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 college community.

7. Thoroughly transparent; inclusive and responsive in communication with the college 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.

Next Steps

The draft models for integrated planning that have been drafted need to be reviewed by the major decision-making bodies, including the Cabinet, Academic and Classified Senates. A "final" model then needs to be adopted and followed by fall 2009. Each year after, the same groups need to review how the planning is going and make necessary adjustments to make continued growth and improvement in integrated planning.

Feather River College has updated comprehensive plans in many areas (including Education and Student Services Plans), but there are a few more key plans to develop in the near future: a) Facilities Master Plan, b) Distance Education Plan, and c) Student Equity Plan. These plans are necessary for a fully integrated planning process.

Evidence of Progress

- **Four Year Cycle for the College Strategic Plan process (spring 2007)**
- **Strategic Plan 2006-2010 (budget linkage addition)**
- **Annual Strategic Planning Cycle Flow Chart (fall 2008)**
- **Strategic Enrollment Management Committee Minutes**
- **Budget Committee Minutes**

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.)

VISITING TEAM'S REMARKS:
"Program review and evaluation are underway for instructional programs, and are in the initial stage for student services programs. Program review for other administrative support units has not been established. Program review should be conducted on an on-going cycle of evaluation, planning, implementation, and re-evaluation for improvement."

"The college self-study states that the college had designed a Program Review process, but some departments have not completed their Program Reviews and participation of staff in Program Review is not consistent. Although the instruction area has a comprehensive program review instrument and has completed approximately 7 out of 29 program reviews, the student services area does not appear to have completed a formalized process for program review. The student services template was recently developed by the Dean of Instruction, including a matrix outlining a three-year review cycle. The document in the team room and in the college's resource room did not include a sufficient number of completed program reviews other than those cited earlier which were incomplete and didn't follow the current template. With the recent creation of a student services program review instrument and without an effective process of measuring program success, the college does not meet this recommendation."

FEATHER RIVER COLLEGE RESPONSE/UPDATE:

The recommendation has been met.

Background
Feather River College leaders concluded that program review is at the heart of integrated planning and resource allocation. This conclusion directly led to significant efforts first going toward Recommendation Two, as Recommendation One relies heavily on it. These efforts led to the development, expansion, and completion of academic, student service, and administrative program reviews.

Every student services area and administrative area completed a program review in the last two years. The academic program review template has been expanded to include the student learning outcome assessment cycle (SLOAC) process and faculty have completed a midterm program review since the last evaluation site visit. Information and research

from these program reviews has been directly integrated to other planning documents, and in particular, the college's Strategic Plan.

There have been some struggles along the journey of developing successful program reviews. One of the most fundamental questions was a challenge – "what defines a program?" For academic programs Education Code provided some insight: Title 5, Education Division – 55000. Definitions *g*.) that states that an *"Education Program" is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.* This broad definition was winnowed to a more realistic view of programs at Feather River College and the Council on Instruction governance committee lumped some areas together as programs (for example, the individual areas of math, physics, geology, and chemistry are now analyzed within a Physical Science Program Review). An expansion of the academic program review process was the completion of program reviews for the Learning Center (Basic Skills) and Library Services. One-hundred percent of the vocational program reviews have been completed and most of the arts and science division program reviews have been completed. One notable exception is the lack of a rigorous mathematics program review which has been affected by a math faculty retirement and a resignation.

The Chief Student Services Officer, Dennis Bailey, chose to take every area within his supervision to do a program review and achieved great success with his template and process. The other areas on campus, such as business services and human resources followed a program review template (a unit plan) established by the former president, Dr. Susan Carroll.

Timelines for ongoing and timely reviews have been established, as well as the requirement that data be part of the analysis. Feather River College has addressed Recommendation Two closely by implementing a solid program review process that is integrated with planning.

Achievements
There are many achievements to be readily seen in Recommendation Two, particularly the program reviews themselves. However, there are a few other accomplishments that stand out, including: a) the inclusion of the student learning outcome assessment cycle (SLOAC) within the academic program review template, and b) the development of a midterm program review template to increase program evaluation and improvement (see below).

Excerpt from full academic program review template (new SLOAC addition underlined):

B. CURRICULUM, INSTRUCTION & ASSESSMENT

1. Describe the educational path(s) that the program's course offerings provide (basic skills, general education, certificate, associate degree, and/or transfer).

2. Describe any changes in the following since the last program review. Explain the reasons for those changes, and their impact on the program.
   a. Curriculum (including articulation and course scheduling)
   b. Instructional methodology (i.e., distance education)
   c. Assessment
3. What has been achieved in program- and course-level Student Learning Outcomes (SLO) Assessment Cycle since the last program review? Describe the successes or difficulties the program has faced in SLO assessment.
4. What are the program's weaknesses and strengths in the area of curriculum and instruction?
5. What are the objectives and goals in curriculum and instruction to make this program more effective?

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The midterm program review template:

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MIDTERM PROGRAM REVIEW
Professional & Technical Studies Division
Feather River College

Program Name:
Lead Faculty/Program Coordinator:
Date of Last Full Program Review:
Date of Midterm Review:

1. **Describe any significant changes to your program since the last full program review.**

2. **Discuss new program goals and initiatives that are underway.**

3. **List all progress made toward meeting the goals and objectives identified in the last full program review. Identify any obstacles to achieving these objectives.**

4. **Identify and discuss any changes in requests for resources for this program.**

5. **Describe how the Student Learning Outcomes Assessment Cycle (SLOAC) process has been implemented in this program.**

6. **List the dates of the advisory committee meetings since the last review.**

_____

Next Steps
Methods of assessment of student learning need to be refined and implemented. Continued clarification of what define programs for Feather River College will be done, especially in the area of general and liberal studies.

The training of faculty on how to retrieve data from the new integrated software system is a short-term goal so that more people will take responsibility of their program areas and so that more people will understand the need to use data in decision making (see Recommendation Four). The solidification of the institutional research position and her/his role in collecting data for program reviews needs to be completed in the next year, and is in process as this report is being written.

Evidence of Progress
- **Program Review Templates (academic, student services, administrative)**
- **Completed Program Reviews (academic, student services, administrative)**
- **Annual Strategic Planning Cycle Flow Chart (fall 2008)**
- **Council on Instruction Minutes**
- **Student Services Council Minutes**

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.)

VISITING TEAM'S REMARKS:
"Feather River College has a Mission Statement that was first approved in 1999 and most recently reviewed by the Board of Trustees on October 13, 2005. The Mission is stated in written publications, including the catalog and website. The Mission defines Feather River College's broad educational purposes. However, the current statement does not adequately reflect the populations served or a commitment to student learning outcomes (Standard I.A)."

"The current mission statement is broad enough to encompass all student learning programs and services. As acknowledged in the Self-Study, the institutional character is not reflected in the current mission statement. The team did not find evidence that the institution's mission is central to institutional planning and decision-making (Standard I.A.4)."

"The Strategic Plan does not reference the Mission. However, the college does acknowledge in its Self Study (p. 71) that the mission statement should be considered more prominently in all of the institution's decision processes. The Self Study further states that all references to the mission statement, statements of vision, values and ethics should be clearly identified so that the college appears to be mission driven. The team concurs."

"In the Accreditation Commission's letter of June 29, 2007, it was noted that the Progress Report of October 15, 2007 did not specify the steps that the college has taken to "insure that it provides sufficient support services for the international students that are an increasing portion of the student body.""

FEATHER RIVER COLLEGE RESPONSE/UPDATE:

The recommendation has been met.

Background
The 2005-2006 institutional self-study also noted that Feather River College should work to improve in accreditation standard 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." Specifically, the following two recommendations for improvement were given: 1) Reflect consistency of the college mission statement in the catalog, website, and all other published documents, and 2) Continue to review the institution's mission statement by analyzing the internal and external environment in which the college functions.

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 developed to address Recommendation Three, 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 must 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 which 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.

A Basic Skills / ESL Committee was implemented in the 2007-2008 academic year to address many issues, including the Visiting Team's request to have documented support of serving international students.

Achievements
The ultimate achievement for Recommendation Three was the February 2007 Board of Trustee's approval of Board Policy 1200, Mission (see below). Improvements in the consistent presentation of the mission statement have been made, most notably in the new 2008-2010 college catalog and the revised Strategic Plan for 2008-2011.

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. The current mission statement has been referred to and used by the new president in the meetings on planning process change and improvement.

Feather River College hired a full-time instructional assistant with a specialization in ESL that has worked closely with the international student population on campus. Participation in tutoring from international students increased more than four-hundred percent. To share more fully the support given to international students, an excerpt from a letter to the accrediting commission is given below:

"Support Services for International Students"

"The population of international students at Feather River College has been hovering around 20 students for the last five years. Each year the 20 international students are recruited by the athletic department, specifically soccer and baseball. With a change in

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coaching staff in those two sports in fall 2007, we have seen a drop in the number of international students enrolled at FRC. Other than the athletic department's efforts, the college has not made a specific effort to recruited international students."

"The college faculty and staff believe that international students make a valuable contribution to the campus culture and environment. In an effort to support international students, Feather River College has in place the following programs to support the success of our international students."

1. "International Student Orientation. Each fall during our "regular" new student orientation, we hold a parallel orientation for international students. During this workshop we deal with the unique transitions that non-US citizens face. The college staff and returning international students mentor the new students and help with the transition for college in the United States. Each new student is assigned a returning international student mentor to help with the transition."
2. "The college's registrar serves as the advisor to all international students. In addition to helping them complete the admissions and SEVIS process, the registrar works with the students on immigration, academic, cultural and financial issues. The registrar is the student's main contact and holds monthly group meeting to discuss issues that the students face."
3. "FRC has personalized non-credit English as a Second Language instruction for those international students that need assistance. We have specifically made this non-credit instruction, in order to save the students money. Since most of the students are athletes, having credit instruction would cause an undue financial burden on the students. In addition, the college provides 25 hours a week of specialized tutoring for students whom English is a Second Language."
4. "Each year a group of community members in Quincy, CA hold a dinner for the international students. The individual group members will host follow-up meals for smaller groups through out the year. The campus community additionally holds an international dinner. Each group of students from the countries represented on-campus, plans and cooks a dish from their home country. During the dinner student traditionally dress in native clothing and have an opportunity to talk about their country and to perform a traditional dance or song (for those that feel comfortable performing publicly). In addition to the international students, they are joined in the meal preparation by numerous faculty, staff, and students. This bring the many cultures represented on our campus together in a learning and non-threatening environment."
5. "In accordance with Title 5, each year FRC grants one or two of our second year international students, who have financial need, the equivalent of in-state tuition. The number fluctuates each year depending on the number of international students enrolled in the fall semester and the financial need of the students. We have established a formal application process for this "waiver.""
6. "Since all of our international students are involved in the athletic teams at Feather River College, they are engaged with coaches and fellow students on a daily basis. The retention rate for our international students in 100%. 100% of the first-year students have returned for the second year. At the end of spring

2007, we have also had a 100% graduation and transfer rate of this group of students. Their academic success far outpaces that of our "regular" students."

BP 1200 MISSION
Reference: **Accreditation Standard I; California Education Code 60010.4**
Statement of 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.
Review of Mission
The mission statement shall be reviewed every third year or as necessary.

Administrative Procedure: N/A
Cabinet Review: January 23, 2007
Board Approved: February 15, 2007

Next Steps
The president has made it a priority to review the mission statement annually and the next review cycle will be in the fall of 2009. The consistency of mission statement wording will be ongoing, but a webpage review for BP 1200 wording will be completed in the spring of 2009.

Evidence of Progress
- **2008-2010 Feather River College Catalog (see page 3)**
- **Recommendation Three Taskforce reports**
- **Cabinet Minutes (January 23, 2007)**
- **Board of Trustee Meeting Minutes (September 21, 2006; February 15, 2007)**
- **Letter to ACCJC, September 18, 2007**

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 research and planning information can be extracted. (Standards I.B.5., I.B.6., I.B.7.)

VISITING TEAM'S REMARKS:
"Currently, there is no defined institutional research agenda. The college employs a 70% institutional researcher, funded by Title III funds. There has been turnover in this position, but the current researcher has provided useful institutional information, including items such as the data necessary for instructional program review, an analysis of the changes in FTES with the addition of the athletic programs, and an analysis of FTES/FTEF efficiencies. The college intends to maintain the institutional research position after the Title III funds sunset. In the self-study, FRC recommends that they "expand institutional research at all levels." The team encourages the college to follow through on this internal recommendation. While the researcher is providing useful data and information, this alone does not constitute the type of ongoing and systematic evaluation and planning necessary to meet the standard (Standards I.B, I.B.1, I.B.2, I.B.3, I.B.4, I.B.6, I.B.7)."

"The college is in the initial phases of implementing a new software system that will improve the integration of data and information from service areas in a more user-friendly manner. The team recognizes that this is a big step toward improving data availability. The financial aid module is the first to go live, and it is scheduled for phase in shortly. The subsequent modules will come on-line over the next few years."

"The current system, as well as the new system, will have the capacity to capture necessary and required data. The new system has the advantage of easier user interface. The college hopes that the new software system will obviate the perceived need for "shadow systems," which are separate data bases kept by various service areas. In addition, the college hopes that the easier user interface will encourage more individuals to input relevant data, such as student educational plans. The team found a lack of understanding of the scope and capabilities of the new system by some faculty and administrative staff."

"It is not clear that technical capabilities would be enough to change the culture of the college to enact the use of new technology to collect and analyze data that streamlines services and furthers student learning. For example, the college has the technical ability for students to access transcript information and to register on-line, but local practices prohibit those activities from occurring unless transcript information is entered and student educational plans are uploaded. Currently, the college does not have a data warehouse, which means local historical data, useful for longitudinal analysis critical to research and planning, is not available."

"The college has made progress toward implementing this recommendation. However, the new Computing Options software will not be fully implemented for some time, and this new system will not solve all of the college's data dilemmas. The absence of local longitudinal data, the lack of assurances that "shadow systems" will be discontinued, and the potential for continued unwillingness to enter program data indicate that this recommendation has not been adequately addressed."

FEATHER RIVER COLLEGE RESPONSE/UPDATE:

The recommendation has been substantially met and is on track for completion.

Background

Feather River College has made significant progress in implementing Banner® Unified Digital Campus. It is expected that the new software system will improve the integration of data and information from each of the campus service areas, from student services to financial aid. The first areas of Banner® to go live have been in student services and the business area, but limited use has taken place as of the writing of this report.

Feather River College has implemented Banner® at an unprecedented rate, being the fastest conversion the parent company Sungard Higher Education has ever supported. College employees have gone above and beyond the call of duty to bring Banner® on-line as it is a critical step in meeting Recommendation Four. The other areas of Banner® and related software (such as Luminis) are on track to be in place within the next year.

Replacing the many shadow systems and creating a more streamlined way to get data will significantly improve data availability for all end users. Staff members from all constituencies will be trained (some have already been trained) in areas of their interests. These interests will continue to grow as the College continues to grow its expectations that data-driven decision-making is required for planning and budget allocation.

One of the leading groups on campus set up to help with the Banner implementation is the FRC_User_Needs (FUN) team. This team has been meeting once a week for the past year and is the central place to review implementation issues and options. For example, the FUN group requested that campus constituencies generate a list of needs for automated reports to help ensure access to and implementation of Banner® report codes.

Feather River College staff members are replacing their data shadow systems as each live Banner® module comes on board, and different areas on campus are communicating more with each other than ever as shared data is now dependent on their collaboration. The collaboration has created more refined and consistent data can assist in planning activities, and further, in allowing for a wider range of research analysis.

Achievements

The achievements for this recommendation have been the successful implementation of the following Banner® systems: a) student (e.g., registration), finance (e.g., budget

work), and human resources/payroll (e.g., timesheets). It is important to note that improved data variable development and policies/procedures have been a significant achievement within the implementation of the above-noted systems.

A next and equally important achievement to date with Recommendation Four is the increased confidence in college employees to use software technology to access data, and then, to use it for planning at a much higher percentage rate.

Lastly, following the sunset of Title III funds in September, 2008, a part-time, temporary institutional research position has been filled at the college. The staff member has been working closely with faculty and staff on research projects including: a) updating institutional research web pages each semester, b) presenting to faculty at flex meetings, c) providing required information to the Chancellor's Office and Board of Trustees on the annual Accountability Report (ARCC), d) completing extensive demographic and statistical information for academic program reviews, and e) analyzing incoming student residence data for the new college Marketing Coordinator. The limited number of hours of the position has left some research agendas unfilled.

Next Steps
Staff training for the use of Banner® will need to be abundant for a successful outcome. Both full- and part-time faculty had Banner® training sessions during the spring 2009 flex sessions. The continued development of data variables within the integrated software system will be imperative. For example, a past problem has been in determining student program majors in a consistent and accurate way for program planning. The flexibility of Banner® data variables should make this past problem go away and help with program reviews.

In addition to training on existing Banner® systems, the last pieces of Banner® need to be implemented, particularly the Student financial aid module. A user-friendly interface to Banner® systems named Luminis will be brought on-line in the spring and summer of 2009. It is expected that this new interface will speed up end user adoption, which, in turn, should speed up the process of data use expansion.

A permanent hire of an institutional research staff position under general funds is in process, which will create stability and consistency in research data. Further, a research agenda that includes student learning outcome assessment cycle (SLOAC) analysis is key to finalize the accreditation evaluation team Recommendation Six.

Evidence of Progress
- **Implemented Banner® Modules**
- **FRC_User_Needs (FUN) Meeting Minutes**
- **President's Staff Meeting Minutes**
- **Banner® automated report data**
- **Institutional Research Papers ("By the Numbers", etc.)**

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.)

VISITING TEAM'S REMARKS:
"The visiting team was impressed with the inclusive and participatory process of the college. Written Board policies exist that provide opportunities for all constituent groups in the decision-making process. Their roles were formerly delineated in Chapter Four of the Board Policy Manual, which is now being rearticulated in BP 2510 (Local Decision Making), in a new format. Board policies have generally followed the guidelines established through the Community College League of California (CCLC), with modification for local conditions (Standard IV.A.2)."

"The institutional decision making at FRC appears to be, for the most part, inclusive and collaborative. The role of faculty in academic matters is appreciated and understood. Although classified staff is represented on the various shared governance committees, the ratio is not the same as for other constituent groups, particularly in the case of the College Budget Committee, where representation is dominated by faculty and administrators. This seems to have produced a sense among the classified staff that they do not have an equal voice in the process. Students are assigned positions on the governance committees, although student participation is sometimes sporadic. Through the self-study and through conversations with representative groups on campus, some frustration exists at times with the apparent slowness in which changes to policies and/or processes occur (Standard IV.A.2.a and b)."

"The team found documentation for the participatory governance process at FRC that includes all groups at the college. However, the classified staff feel they are "out gunned" at key institutional decision making committees, which creates a sense of not feeling valued by the college in institutional decision making. The team suggests that the college may wish to continue to explore ways of encouraging participation by all groups so the participatory process continues to build trust, collaboration and better communication. The self-study acknowledged that the roles of committees in campus life and governance are understood by staff, though more clarity could be used toward improving communication. This standard is partially met (Standard IV.A.1, IV.A.2, IV.A.3)."

FEATHER RIVER COLLEGE RESPONSE/UPDATE:

<u>**The recommendation has been met.**</u>

Background
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 as 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 Feather River College 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."

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.

Achievements
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 (see select sections below). In particular, evidence of achievement may be seen in the restructure of the college's governance committees known as the Cabinet and Budget. 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 Recommendation Five.

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.

BP 2510 Participation in Local Decision Making
Reference:
Education Code Section 70901, 70902(b)(7); Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students); Accreditation Standard IV.A

The Board is the ultimate decision maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action.

Each of the following shall participate as required by law in the decision-making processes of the District: a) Academic Senate, b) staff, and c) students.

Administrative Procedure: 2510
Cabinet Approved: November 14, 2006
Board Approved: December 14, 2006

AP 2510 Participation in Local Decision Making (*Excerpt)

Cabinet: Receives and deliberates on policy recommendations, exclusive of those academic and professional matters enumerated in Title 5, 53200(c) 1, 2, 3 and 11, from any and all groups, obtains constituent opinions and advises the Superintendent/President regarding policy recommendations, serves as a sounding board for college-wide initiatives, and provides communication within the college. Initiates policy recommendations when a policy area is not assigned to any other governance committees. Membership: Superintendent/ President, Chair; Associated Students' President, Classified Senate President, Academic Senate President, Chief Instructional Officer, Chief Student Services Officer, Chief Financial Officer, CSEA Representative, Director of Human Resources, Fulltime Faculty Union President or designee, Classified Union President or designee, and the Associate Faculty Union President or designee.

Cabinet Approved: November 14, 2006

Next Steps
The new president has indicated his strong support for participatory government and encourages active participation and communication among constituent groups. Professional development is part of the support necessary to enhance awareness and participation in collegial governance. This will be further discussed in Recommendation Seven.

Evidence of Progress
- **BP/AP 2510 – Participation in Local Decision Making**
- **Memorandum of Understanding (CSEA MOU 2001/2002-4)**
- **Recommendation Five Taskforce reports**
- **Classified Senate Minutes**
- **Cabinet Minutes**

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.)

VISITING TEAM'S REMARKS:
"Feather River College has an institutional policy that requires all courses offered by the district to be revised every five years. The review revealed that courses were not being reviewed every five years as described in Board Policy. Student learning outcomes are included in some, but not all descriptions of courses and programs. Syllabi reviewed do not all contain student learning outcomes. The institution does not have a formal process for verifying that students receive syllabi. The college admits that verification for individual courses adhering to the course learning objectives is sporadic during the evaluation process."

"The college has begun the process of establishing and assessing SLOs at the course, program and institutional level. Full-time faculty have been asked to identify learning outcomes for their courses, but have not been asked to develop an assessment plan. Discussions are underway to establish associate's degree general education outcomes, and program learning outcomes are scheduled to be developed in Spring 2006 (Standard II.A.1.c)."

"Because the college's experience with the implementation of SLOs is relatively recent, as reported in the Self Study, its research database is limited. Currently, clear research data of student learning outcomes or of student learning needs is not well developed and approached more anecdotally or intuitively. Because of this, no research yet exists on achievement (Self Study Report, p. 73). Additionally, relatively little raw data is available to assess the educational programs as determined by the team and a review of the Self Study Report."

FEATHER RIVER COLLEGE RESPONSE/UPDATE:

The recommendation has been partially met and is on track for completion.

Background
In August 2006, a task force of two faculty (Shelley Miller, Judith Andrews), two classified staff (Sally Donovan, Virginia Jaquez), and one administrator (Michael Bagley) was appointed to coordinate activities addressing this recommendation. The committee identified the following four areas necessary to address all aspects of this recommendation: reviewing and updating course outlines; the future systematic review of course outlines; prerequisites, co-requisites, and advisories; and the student learning outcome assessment cycle. It was known early on that this recommendation would likely

be the most challenging, and rewarding, process of all the site-visit team recommendations.

Achievements

Course outlines were inventoried for recent updates. Assistance was provided to faculty with detailed instructions on how to revise outlines using student learning outcomes. To date, four-hundred and twenty-seven courses have been updated out of the total of seven-hundred and ninety-four "live" courses in the college catalog. In percentage terms, fifty-four percent of all courses in the catalog have been revised with a time line of June 2009 for all live courses to be updated. A tracking system has been developed to accurately document course outline review, revision, and all stages of the approval process. All newly developed courses contain student learning outcomes, with ninety-two new courses having been developed since the start of this tracking process in the spring of 2006.

Forms and instructions have been revised and approved by the Curriculum Committee for prerequisites, co-requisites and advisories. The procedure for identification and inclusion in the course approval process was identified and incorporated into college and administrative procedures, and approved by the Academic Senate. Forms and instructions regarding prerequisites, co-requisites and advisories have been included in the Title V Course Outline Handbook and the Title V outline itself, are available to all instructors and are part of the procedure followed by the Curriculum Committee for course approval.

The integration of student learning outcomes (SLOs) has seen significant growth since the spring 2006 site visit. The college has developed college-wide student learning outcomes that encapsulate what is expected of the ability of a student graduating from Feather River College with a degree or approved certificate. Student services has completed student-learning outcomes for every one of its units. Individual program-level SLOs have been completed for a few programs (e.g., environmental studies and nursing), but more progress needs to be done in this area.

The procedure, sample forms, and a timeline have been developed for documenting the student learning outcome assessment cycle. Two faculty trainings were conducted during Fall 2006 and have continued at varying levels of past faculty flex events. Some faculty have found the assessment cycle to be too cumbersome with their current methods and consequently, full faculty adoption hasn't been achieved.

The SLOAC process has been completed for forty-four courses to date. It is anticipated that an additional 24 courses will be completed by the end of fall 2008. The low SLOAC implementation rate (about 10% of the current courses in the catalog) has at least two main reasons, including: 1) assessment challenges found by faculty (as described above), and 2) part-time faculty currently don't have the SLOAC process requirement in their union contract.

Recommendation Six of the evaluation team was a catalyst in adding the development of a SLOAC governance committee within the campus' most recent Strategic Plan. This objective in the Strategic Plan was met in the fall of 2008 with the Chief Instructional Officer convening the new SLOAC committee. This committee has been prolific and has completed and planned for the following activities:

- Developed timeline to address completion of SLOs, mapping and SLOAC in all areas (course level, program, instructional support, student services)
- Developed Statement on Assessment – draft stage at this time. Routed to academic senate and classified senate for discussion/revision/approval.
- Developed survey for assessing general education SLOs . Pilot will begin with Fall 2008 graduates and will eventually be linked to graduation petitions
- Developed grid for mapping general education courses to course level SLOS.

Next Steps
The committee developed a procedure, form and timeline for the future systematic review of course outlines that is tied to the program review process. This procedure will be incorporated into AP 4020, Program and Curriculum Development.

Program-level student learning outcomes will be incorporated with the program-review process for academic programs so that completion of program-level SLOs will be facilitated.

Time will be allocated in flex activities for full-time faculty to increase their skills in the student learning outcome assessment cycle process. Training and dialogue between the part-time faculty union will take place during the next contract negotiation cycle.

Evidence of Progress
- **Title V Course Outline Handbook**
- **Title V outline guide Template**
- **SLOAC Timeline**
- **Statement on Assessment**
- **Curriculum Committee Minutes**

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.)

VISITING TEAM'S REMARKS:
"Some professional development is available for faculty through flex day activities, and classified staff at institutional day. However, according to the self-study report, classified staff receives "few, if any, overall training opportunities." There are numerous campus needs for training and professional development, including training in diversity, technology, and implementation of SLOs. As identified in the WASC standards, the college needs to provide professional development activities, and assess and utilize these activities for purposes of continuous improvement (III.A.5, III.A.5.a, III.A.5.b)."

"The Classified Staff Development Committee is charged with offering possibilities of professional development for staff, but meets infrequently. Small budgets, single employee operations have hindered possibilities for staff development in recent years."

"The team found that the college has a broad commitment to diversity as exemplified through its Nondiscrimination Policy, its EEO plan, the Athletic Code of Conduct, and numerous other campus documents. While many interviews reinforced this shared campus value, with the recent introduction of new campus athletic programs and the increase in minority students, information received from minority students indicates that there are underlying issues of acceptance and support that the campus needs to address."

"Since the college currently has no formal process in place for designing programs and services to support staff (FRC self-study report), efforts to increase staff development activities and to increase cultural competence need to be extended both to students and all members of the FRC community (III.A.4, III.A.4.a, III.A.4.b, III.A.4.c)."

"The Strategic Plan identified a strategy based on the ongoing administration of the Diversity Climate Survey beginning in 2002-2003. This strategy was not implemented. The recent Implementation Report on the Strategic Plan shows that the Diversity Climate Survey has not been administered since 2001, and is scheduled to be administered in May 2006."

FEATHER RIVER COLLEGE RESPONSE/UPDATE:

The recommendation has been met.

Background
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 training 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 college 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 ten thousand dollars 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.

Achievements
A solid achievement from the process to achieve this recommendation was the formation of two task forces, one for diversity training and one for professional development training. In addition to establishing positive processes for addressing campus needs for individual and group growth, the college implemented many events and activities that have far-reaching impact, including: a) Cinco de Mayo Taco Feed, b) multicultural and disability awareness film series, c) Black History Bowl event, d) Women's History Bowl event, e) multicultural luncheon for students and staff, f) a new club called the Gay Straight Alliance, g) a re-introduction of a course on multicultural literature, and h) guest speakers such as Bobby McMullen and Dr. Thomas Brown.

Next Steps
Work still in progress includes a request for increased professional development for staff and faculty as a part of the annual budget development process. The new president indicates that he favors an ongoing allocation. The group also hopes to establish a tuition waiver program to help staff and faculty complete degree programs at FRC and other colleges and universities.

The college will need to continue the positive activities on campus and off campus to address staff development and diversity understanding. This spring 2009 semester the Diversity task force is going to organize a multi-cultural talent night in the community with the English department.

In addition, campus hiring practices need to continue to be energetic in support of equal opportunity.

Evidence of Progress
- **Diversity/Professional Development Task Force Reports**
- **Diversity Committee Minutes**
- **Professional Development Fund Request Template/Applications**

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.)

VISITING TEAM'S REMARKS:

None – only above recommendation.

FEATHER RIVER COLLEGE RESPONSE/UPDATE:

The recommendation has been met.

Background
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 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 Eight 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 10 employees and 2 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. Their 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.

Achievements
The primary achievements from this recommendation included the development of a retirement committee review process and an approved district funding plan for retirement liability.

Next Steps
The District will need to continue 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 3 years. The retirement committee will again be called together 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.

Evidence of Progress
- **2006 Actuarial Report**
- **2006 District Funding Plan**
- **Document showing January 2009 order of actuarial study**
- **Account balance in fund as of January 31st, 2009.**

Response to Self-Identified Issues

This section of the focused midterm report provides brief descriptions of the progress made on the self-identified issues from the Feather River College 2005-06 Institutional Self-Study. The college's self study was a major requirement of the Accrediting Commission for Community and Junior Colleges for Feather River College's comprehensive re-accreditation process. It is important to note that many of the findings from the site visit team were also found by campus constituents in the write-up of the self study. The response to these overlapping findings has been given prior to this section in the responses to team recommendations. The larger issues not addressed in the team recommendations section are given response here along with estimated timelines to completion and responsible parties involved.

STANDARD I) Institutional Mission and Effectiveness

The 2005-2006 Feather River College self-study included thirty-nine recommendations related to accreditation Standard I. Each of these recommendations has been addressed by the college and refer to either one or more of the first seven accrediting team recommendations referred to above. Two areas of Standard I would benefit from further discussion and are presented below.

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

Evaluation
"All of the committees necessary for the effective governance of a two-year institution and self-reflective dialogue for improvement are in place. Although there is a willingness to embrace dialogue, communication between constituent groups is not always effective."

Recommendations for Improvement (self-study, page 57)
- "Provide agendas and minutes for all committee meetings so the dialogue can be shared throughout campus."
- "Disseminate and discuss research and findings to enhance understanding and communication."
- "Strengthen institutional research capabilities to assist this understanding."

Progress and Next Steps
Agendas and minutes have been made available for the regular governance committee meetings on the accessible public folders in electronic form. Matters of elevated importance, such as the college budget, campus software changes (Banner® updates), and strategic enrollment management issues are presented in open-campus forums and simultaneously discussed in the primary shared governance committees like the Council on Instruction and Student Services Council. Campus Institutional Days, once in the fall and once in the spring, are given primary importance to the dissemination of key communication agendas.

Research findings have been widely distributed in campus reports entitled "By the Numbers" that provide current data being used as a basis for campus-wide planning and student learning. The new integrated software system, Banner®, will greatly enhance research capabilities and expanded accessibility and use.

The key next step is implementing a campus interface for the dissemination of data, issues and current events of importance. This interface, known as Luminis, will be completed starting in spring 2009 with campus training opportunities being provided at regular intervals.

Evidence
- **Public Folders (including committee minutes)**
- **Institutional Day agendas**

- **By the Numbers research reports**

1.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.

Evaluation
"Although individual committees are setting goals, they need to be tied more closely to integrated planning. The Student Learning Outcome Assessment Cycle (SLOAC) process has helped clarify expectations, as well as provide a common language for discussion of measurable outcomes."

Recommendations for Improvement (self-study, page 58)
- "Continue the SLOAC process with commitment to campus wide dialogue and inter-committee communication."

Progress and Next Steps
The new president has established the Strategic Planning Committee as the lead committee in determining the process for integrated planning. He has directed each of the administrative team to ensure that their individual area goals need to be closely tied to the Strategic Plan. As part of this process, the inclusion of the goal to establish a new governance committee to head the SLOAC process was approved and implemented in the fall of 2008. The SLOAC Committee has established a Statement of Assessment to help the campus at large understand what assessment is and how it will be used to improve student learning from every area of campus. This committee is developing and will present a campus forum on assessment for the fall of 2009.

The defining of goals and objectives has culminated in program reviews and an Education Plan for instruction, and Core Value statements and a Student Services Plan for student services. Information related to both has been widely shared and discussed as it relates to student learning and campus improvement.

Evidence
- Statement on Assessment
- SLOAC Committee minutes
- Council on Instruction minutes
- Student Services Council Minutes
- Student Services Core Values

STANDARD II) Student Learning and Program Services

The largest section of the 2005-2006 Feather River College self-study was the college's reflection of its performance in regards to Standard II. Significant progress has been achieved in all the internal recommendations given. Four recommendation areas of Standard II would benefit from further discussion and are presented below.

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.

Evaluation
"Not all students take assessment tests, and not all students follow the recommendations of the assessment tests and their advisors. Both program review and better research data will help everyone to understand specific causal factors of academic success and failure in overall program performance."

Recommendations for Improvement (self-study, page 73)
- "Conduct assessment testing more consistently across all student groups. Recommendations for placement based on testing and counseling should be strongly encouraged in English and math courses."
- "Make information regarding the role of assessment testing part of ongoing professional development to faculty and staff."
- "Calibrate the accuracy of test scores on a regular basis."
- "Continue to incorporate SLOs in program planning and Title V course outlines."

Progress and Next Steps
The new Chief Students Service Officer, Dennis Bailey-Fougnier, has worked with his staff to make great strides in student assessment across all student groups. A newly remodeled assessment center has been completed since the last accreditation evaluation, along with increased staff training on assessment procedures. The one full-time faculty counselor and two staff academic advisors have utilized assessment data to guide student placement in math and English for students. It has been found that students with an overall assessment that falls in-between placement levels will choose to take the higher-level course despite counselor/advisor counter-recommendations.

Information regarding the role of assessment testing has been made available to faculty more fully this past year. The counselor and advisors met with the Council on Instruction, the governance committee that often leads on academic issues and composed of the Chief Instructional Officer, Academic Senate President, Division Chairs, Library and Learning Center Directors. The faculty leaders on this committee then later report to the full Academic Senate so that a more clear understanding on student placement is obtained.

A Basic Skills Committee formed with members across all campus constituencies came into place in the 2007-2008 academic year to study all issues of student preparation, including student assessment. One of the members of the committee, Dr. Mick Presnell, has the assignment of studying cut-off scores and supporting research to track the accuracy of them for calibration purposes. The counselor/advisors have requested a new calibration as they feel that scores are too high (i.e., that students who are prepared for a course won't score high enough to be placed in the course). A new calibration will be completed by the summer of 2009.

The Basic Skills Committee is next tasked to develop data variables relating to student preparation for the academic program review template. Currently the program review template has data on student success, but not the underlying data on student preparation that may provide insight into success and failure numbers.

Evidence
- **Student Services Council Meeting Minutes**
- **Council on Instruction Meeting Minutes**
- **Basic Skills Committee Minutes**
- **Accuplacer Placement Scores**

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.

Evaluation
"The college successfully uses shared governance in decision-making for its instructional courses and programs. The process of developing and evaluating curriculum and instruction is solidly in place and campus staff and leaders know how to achieve goals."

Recommendations for Improvement (self-study, page 78)
- "Define more clearly the review process for evaluating distance-education courses by Curriculum Committee."
- "Review program requirements more often to ensure that course-to-course articulations and transferability are increased."
- "Increase input from the campus community on the education plan."
- "Develop a checklist for program progress."
- "Consider modifying the program review to make it more streamlined."

Progress and Next Steps
The Basic Skills Committee has supervised the redesign of all the mathematics and English basic skills courses, and further, assigned an ELS project leader to revamp the

ESL curriculum. A full-time art faculty member has researched and implemented the first study abroad course at Feather River College (Dynastic China).

The Council on Instruction is currently working on a Distance Education Plan for Feather River College. Defining a clear review process for evaluating distance-education courses was a top priority and completed in the fall of 2008. The Council on Instruction will add the Distance Education Plan as a subcomponent of its Education Plan. Input from other campus constituencies will be sought as goals in the Education Plan impact the entire campus.

The Council on Instruction sought input on the program review process from the faculty at large. It was found that the template had some areas of repetition, and a more streamlined version was generated in the fall of 2008. In addition, a checklist for program review completion was updated.

The Distance Education Director, Dr. Mick Presnell, was made the campus Articulation Officer in the summer of 2008. He has accomplished a lot, including the review of program requirements to ensure that course-to-course articulations and transferability to 4-year colleges is improved.

Evidence
- **Distance Education Course Evaluation Template**
- **Council on Instruction Meeting Minutes**
- **Program Review Time Line Check List**
- **Curriculum Committee Meeting Minutes**
- **Articulation agreements**

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.

Evaluation
"As a result of the findings by Noel-Levitz, the Title III Steering Committee is addressing instructional effectiveness concerns by recommending implementation of an Academic Scheduling and Management software program as a tool to build future class schedules. This software program allows scheduling to be constructed around the students' program requirements and sports and work schedules."

"Services to ESL students need to be strengthened. Improvements for registration effectiveness will occur through a re-model of the Assessment Center. The remodel will

align the college's One-Stop Registration Center with the assessment process, bringing both of these processes into a central location."

Recommendations for Improvement (self-study, page 112)
- "Measure student access, progress, learning and success regularly."
- "Strengthen services to ESL students."

Progress and Next Steps
Substantial effort in a truly collaborative governing process defines the course schedule development. However, the relatively small number of class sections offered makes it imperative that optimization of time and room scheduling of classes takes place so that students can get the classes they need to graduate. The division chairs, counselor, advisors, and Office of Instruction staff carefully set general education classes around program-major classes and athletic schedules. It is believed that further refinement can be found, but that advanced scheduling software is needed to achieve it. Research was completed to identify a software program that could do this for the college and fit within the new integrated software system. Schedule 25 software is what the college needs and a grant was written to acquire it. With the implementation of Banner®, the college is poised to adopt schedule 25.

Feather River College has struggled to serve its known growing ESL population. Over the past four years ESL classes have been offered in the parts of our District that have this need. The classes were not successful (very low enrollment to none) despite offering ESL in many time slots and locations. The Basic Skills Committee made overcoming this a top priority in 2007-2008 and allocated a significant portion of its grant funds to hiring an ESL outreach leader to go directly into the community and provide ESL support. It was a success and many more ESL students (proportionately) were now participating at Feather River College. In addition, a full-time instructional assistant with expertise in ESL was hired in the fall of 2008 to work with the new students and the current international students.

Evidence
- **Council on Instruction Meeting Minutes**
- **Feather River College User Needs (FUN) Meeting Minutes**
- **Basic Skills Meeting Minutes**
- **ESL outreach reports**

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.

Evaluation
"A recent student satisfaction survey indicated that students were generally satisfied with the counseling services they have received. However, this survey item also showed that there was much room for improvement."

Recommendations for Improvement (self-study, page 121)
- "Provide more training for the classified staff and faculty to keep people aware of the many changes that occur with transferability and other student needs."
- "Define the faculty role in student advising more clearly."
- "Review faculty counselor evaluation process."
- "Develop measures for the assessment of the effectiveness of advising."

Progress and Next Steps

During July 2007 six staff members were sent to the National Academic Advising Association (NACADA) Academic Advising Summer Institute in Salt Lake City. The staff who attended were: George McNulty, Counselor; Linda Vaughn, Advisor and EOPS; Jodi Beynon, Advisor; Jeannette Kokosinski, Instructor; Erik Kramer, Instructor; Beth Reid, Instructional Assistant TRIO program. These six people make up the advising taskforce that was formed to look at advising at FRC and come up with a pilot program to change how we conduct academic advising at the college. At the six day conference the group worked with a consultant to develop the ground work for a pilot program.

When the team returned they asked 6 faculty members to join them and renamed themselves the Faculty Advising Pilot Project Taskforce. During the fall semester the taskforce worked on the structure and procedures for a faculty advising program. In February 2008, volunteer faculty members, the 7 on the taskforce and 3 additional instructors, were trained to advise students starting with registration process for fall and summer 2008 and continuing through fall semester. The 10 faculty members subsequently conducted the academic advising for the students in their majors/degree programs.

As a kick off to the pilot program, the taskforce, along with the Chief Student Service Officer's office and staff development, hosted a one-day workshop for all staff on persistence and academic advising for students. The focus was on how every staff member plays a role in persistence of students. A consultant, Tom Brown, was brought in to lead the workshop. In the afternoon, Mr. Brown also presented a session on advising special populations for faculty and student services staff.

During fall 2008, the taskforce started an assessment and review of the pilot program and will be proposing modifications for the program that will be implemented in the campus-wide roll-out of the new faculty academic advising program at the end of spring 2009. Further, advisors/counselor time and effort were devoted to introducing students to Banner Self Service so they can access their educational records and enroll online. This was a significant step toward the full implementation of the Counseling/Advising Plan. Lastly, advising worksheets for all AA/AS degree programs were drafted.

Evidence
- **Counseling/Advising Plan**
- **Advising worksheets for AA/AS degree programs**
- **Student Services Council Meeting Minutes**

STANDARD III) Resources

The third primary chapter of the 2005-2006 Feather River College self-study was the college's reflection of its performance in regards to Standard III. The college's internal findings were very good for this accreditation standard and few recommendations were given. Two recommendation areas of Standard III would benefit from further discussion and are presented below.

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.

Evaluation
"The nature of some positions results in change in duties over time. Desk audits of non-certificated positions have sometimes resulted in reassignments or change in the description of duties and faculty are sometimes called upon to teach across disciplines when attrition creates a shortfall in some areas."

"A better mechanism is needed to broaden the priority-setting discussion for non-certificated positions. For faculty positions, the completion of an updated education plan, based on the outcome of program reviews, could help to settle issues surrounding the future composition of the faculty relative to specific discipline areas."

Recommendations for Improvement (self-study, page 140)
- "Continue the institution's efforts to link positions with needs identified through strategic and educational planning."
- "Finish program review and develop Education Plan with goal of creating long-term vision of the discipline areas the College will seek to keep staffed with full-time faculty."
- "Increase data analysis to guide decisions regarding hiring priorities."
- "Develop a mechanism to broaden the priority setting for non-certificated positions."

Progress and Next Steps
The new President, Dr. Ronald Taylor, has made it a priority to establish linkages between position implementation and planning. New positions are key in budget planning and must be linked to strategic planning. The new president is currently changing how the budget committee process works and a new process should be in place by the end of the 2008-2009 year.

Program reviews have been completed in all areas, from academic to administrative and they have directly fed into the completed Education Plan. Staffing needs, both certificated and non-certificated are provided in the current Education Plan.

All proposed new positions must be presented in the President's Staff administrator meeting, where data analysis and a position paper are required. Finally, a justification will be provided to the Board of Trustees prior to the recruitment, and the justification will make reference to the Strategic Plan, the Education Plan, and the program's program review. The human resources director is developing a staffing requisition process which will apply to all positions, including: temporary, permanent, part-time and full-time. Authorization to hire will take into account existing plans. Expected implementation of the personnel requisition process is late spring 2009.

Evidence
- **Education Plan (2006-2010)**
- **President's Staff Meeting Minutes**
- **Budget Committee Meeting Minutes**

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Evaluation
"Employees in the district receive a generous benefit plan that includes health and dental coverage, mental health insurance, and retirement. There are also numerous opportunities for professional development during faculty flex days, although such opportunities remain limited for classified staff. Small budgets have hindered possibilities for staff development in recent years. Another 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."

Recommendations for Improvement (self-study, page 151)
- "Create and administer assessment tools for determining staff development needs."
- "Create opportunities in the staff development committee for in-house development as well as provide opportunities to attend seminars and trainings off-campus as funding allows."
- "Increase data analysis to guide decisions regarding hiring priorities."
- "Explore the possibility of adding a diversity requirement to degree programs."

Progress and Next Steps
The Professional Development and Diversity Committees developed and implemented a survey tool to assess staff development needs. Several in-house trainings have been made available each semester. A professional development funding application was distributed in 2007-2008 and is available on-going since then for staff development activity funding.
Office closures have been supported by administration to allow all employees access to professional development. This occurred during the recent January 13, 2009 Institutional Day, for example.

Data analysis is a required component for all hiring decisions.

Increasing diversity understanding through curriculum has been a priority. Two new classes addressing multicultural issues (one in English and one in Administration of Justice) have been added to the class schedule since the last accreditation visit. The concept of a diversity requirement has been added to all programs in the form of a college-wide student learning outcome: "Students will demonstrate a sense of personal and professional ethics by: respecting and honoring diversity of individuals and ideas."

Evidence
- **Multicultural Class Syllabi**
- **Staff Development Request Applications**
- **College-Wide Student Learning Outcomes**
- **Personnel requisition paperwork**
- **Data analysis for a hiring decision (sample)**

STANDARD IV) Leadership and Governance

The last chapter of the 2005-2006 Feather River College self-study addressed the college's internal feelings in regard to Standard IV. This was the smallest section of the college's self study and few recommendations were given that have not thoroughly been discussed in the college responses to the accrediting team recommendations. Two recommendation areas of Standard IV are presented below to illuminate progress on accreditation Standard IV.

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.

Evaluation
"Considerable time has been devoted to reviewing committee structures for decision-making bodies. Individual decision-making bodies informally reflect on their effectiveness in the decision-making process, but no formal method of evaluation is utilized."

Recommendations for Improvement (self-study, page 199)
- "Develop a process for evaluation of decision-making bodies."
- "Consider the use of external evaluation of decision-making bodies from other colleges."
- "Attempt to schedule major planning efforts to minimize overlapping deadlines."

Progress and Next Steps
Of all the recommendations in the self-study, this could be the one that has had the least amount of achievement. The lack of completion relates to the fact that many pre-cursor activities needed to start these recommendations have yet to be fully completed (for example, a fully-integrated planning process) and the fact that the budget has been tight for hiring external review committees.

The significant increase in required planning and assessment, especially with the SLOAC process and program reviews, has made it much more critical to space out planning activities. This task will be completed in the summer of 2009.

Evidence
- **Strategic Planning Meeting Minutes**
- **Council on Instruction Meeting Minutes**

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Evaluation
"The Board of Trustees is apprised of the accreditation process and assists when participation is requested."

Recommendations for Improvement (self-study, page 208)
- "Continue to update the Board members on the accreditation process and subsequent findings."

Progress and Next Steps
The Board of Trustees has been updated on all major accreditation activities. Board members have participated in accrediting team recommendations and have been highly supportive of activities to meet the four accreditation standards.

In addition to presenting an update on the accreditation process to the Board in January 2009, this focused midterm accreditation report was given to the Board of Trustees for review. Feedback from the Board was given and addressed in an approved final report at the February 2009 meeting.

Evidence
- **Background Support for the Accreditation Focused Midterm Report (notes given to the Board of Trustees, Academic Senate, Associate Faculty)**
- **Board of Trustees Meeting Minutes**

Updates on Substantive Change Proposals in Progress, Pending or Planned

Feather River College submitted a substantive change proposal to the Accrediting Commission for Community and Junior Colleges (ACCJC) with its last annual report, 2007-2008. The ACCJC Substantive Change Committee reviews institutional changes that are significant in nature. Specifically, Feather River College's correspondence program with incarcerated students may require ACCJC approval since it is "a change in courses or programs or their mode of delivery that represent a significant departure from current practice.

Specifically, Feather River College is offering an associate's degree through courses taken via correspondence. By definition, when over 50% of the courses of an awarded degree are in a distance-education delivery mode, it needs to be reported. One-hundred percent of the courses given to the incarcerated students are in this form, as California State Law does not allow courses to be offered on site at a State prison.

Feather River College has received training from the California Chancellor's Office in delivering distance education to incarcerated students (fall 2007). As of the writing of this document, Feather River College was serving nearly 400 incarcerated students (far fewer than the 25% headcount Federal law restriction).

The Substantive Change Manual, 2008:

What are the kinds of institutional changes that require the approval of the ACCJC Substantive Change Committee?

The Substantive Change Manual, available on line at *www.accjc.org* under Core Documents and Publications, clearly details the kinds of institutional changes that will require prior approval by the Substantive Change Committee. These include: a change in the mission, scope, or name of the institution (including change in degree level offered); a change in the nature of the constituency served (including closure); a change in the location or geographical area served (including establishing or closing an additional location.