



COMPREHENSIVE PROGRAM REVIEW

INSTRUCTIONAL SERVICE

AGREEMENTS

2019

As part of institutional planning, Comprehensive Program Review will be completed every four years for each Administrative Services program/area/office. To tie institutional planning to the budget process, Annual Program Reviews for each program will be updated every fall semester. This template will be used for the Comprehensive Program Review process and resulting documents may be attached or incorporated into the Annual Program Review.

MISSION & VISION STATEMENTS

Instructional Service Agreements (ISA) exist between public agencies or private entities and the College to provide specific training and services. ISAs at Feather River College provide college-level training for several agencies. Individuals with specific expertise and training are hired by the agency and assigned to teach courses that are approved through the college's curriculum approval process. Students successfully completing these courses can receive college credit. The Office of Instruction collaborates with the Admissions and Records Office, Institutional Development, and Human Resources to coordinate ISAs for Feather River College.

Butte County Office of Education (BCOE)

BCOE is a program that collaborates with California colleges to offer online courses and guidance to a variety of individuals throughout California.

Classes are designed for college bound high school seniors, college students and working adults interested in becoming a teacher.

Sojourn

This is a course that explores "democracy in practice" through lecture and study, attendance and participation in a local government or community political event, and a fully supervised and coordinated week in Washington, D.C., Monticello, and Gettysburg. Students are provided with an opportunity to delve deeper into the lives of key participants within the government. It also will examine how individuals and groups can affect and are affected by the institutions and people of national and local government.

Chester Chorus

Provides musical enrichment and an avenue for individual and group musical expression and education. It creates an opportunity for social and emotional growth and support.

Lake Almanor Fitness Center (LAFC)

LAFC partners with FRC to provide a variety of courses in Life-Long Health and Fitness. These courses are designed to promote healthy living through regular exercise and proper nutrition. They also provide support for continuing education in related fields.

Sierra Rescue

Sierra Rescue/Rescue 3 West provides students with training in swift water rescue. Students receive college credit through FRC.

SUMMARY OF RESPONSIBILITIES/SERVICES PROVIDED

- The college controls and directs the instructional activities of all instructors teaching under the agreement – e.g. The college provides the instructor course outlines and any other materials and services it would provide to its hourly instructors on campus
- The development of new online courses and/or programs
- Provides assistance with course design
- Provides training on the LMS, Canvas
- Provides training on making courses accessible
- Develops online student support services
- Provides the technical support necessary for the technology required for each specific course including but not limited to software, and learning management system
- Maintain and revise policies to ensure ongoing compliance with state and federal regulations
- Designs, develops, and delivers workshops and online training to faculty and staff in the use of instructional technologies and educational best practices, instructional resources, and multimedia hardware/software to support teaching and learning
- Provides assistance with invoicing to ensure documentation is accurate
- Prepare annual contracts
- Obtain appropriate signatures on all required documentation, such as contracts

STAFFING PATTERNS

The classes taught under the instructional service agreements are held at facilities, which are clearly identified as being open to the public. ISAs use employees of the contracting agency. The college has written contracts with each instructor providing instruction.

The minimum qualifications for instructors teaching courses, through the ISAs, are consistent with instructor qualifications for other similar courses given at the college.

VARIABLES AFFECTING STUDENT LEARNING

The faculty, who teach classes through an instructional service agreement, teach in a manner consistent with the approved outline of record for that course and students are held to the level of rigor required by the course outline.

Butte County Office of Education (BCOE)

(BCOE) intends to have their courses fully online. Students will have the ability to collaborate, and share. These students will have access to a variety of student support services such as tutoring assistance through NetTutor, and study group sessions or one-on-one instructor office hours through Worldwidewhiteboard. The students will have access to Quest For Success, which indicates the degree to which a student possesses the attributes, and skills that contribute to success in an online learning environment.

The population served by BCOE are predominantly migrant and migrant workers. The migrant population consists of numerous ethnic and language groups. Students classified as migrant or coming from migrant families face additional challenges to education. These include physical hazards, (migrant work is labor intensive), isolation (migrant families usually live far from urban communities), socioeconomic disadvantages (often suffer from poverty), and sometimes limited educational background, as well as, language barriers.

Sojourn

Students participating in Sojourn are typically high school students. However, this program is open to any student.

Chester Chorus

Chester Chorus plans to implement a blended learning environment. At least 50% of the course will be taught using technology. The students participating in Chester Chorus will also have access to the online student support services previously mentioned.

Many of the students participating in Chester Chorus are older students and may have limited technological knowledge in traversing through an online course. There is a student tutorial that prepares students to navigate through Canvas.

- ❖ Both BCOE and Chester Chorus will be using the College's learning management system, Canvas for all online courses and resources.

Lake Almanor Fitness Center

Courses through LAFC require physical activity and in some cases endurance. Students new to the program may find some difficulty in keeping pace with more experienced students. Over time, we anticipate that this challenge would dissipate.

The program is reviewed for its content and structure and the syllabi and SLO assessments are revised as needed.

Sierra Rescue

Factors that influence a student's ability to complete courses successfully include the experience and skills they possess prior to enrollment, the level of these skills and their ability to adjust to a new environment.

Because these courses involve group interaction, a student's ability to communicate effectively with a variety of people is essential. Students who are not familiar with a collaborative learning model may encounter some difficulty in adjusting. Instructors match the needs of the students to the curriculum to ensure that each student receives the appropriate training and certification.

Students are observed through practical tests (i.e. students demonstrate what they have learned via hands on, scenario based testing). Students also take quizzes throughout the course and they take a final exam at the conclusion of the course.

RESEARCH AND DATA TOOLS

The overall enrollment rate has increased since 2013 for BCOE. IN the remaining ISAs, the enrollment has remained steady over the past nine years. This is an indication that interest in each program has not waned. The data shows that the target enrollment for each of the ISAs was met every year or surpassed it, except when L AFC dropped below their target on three separate instances for short periods during three different times. There are varying factors that may have contributed to this brief drop in enrollment. These could include a change in the economy, employment or the weather. Each decrease in enrollment occurred during the month of July when people are more apt to either vacation or perform physical activities outside.

The enrollment in BCOE increased substantially. This increase is an indication that BCOE is able to reach a larger portion of the demographic that they serve, predominantly migrant and Hispanic families.

PROGRAM EFFECTIVENESS

Each ISA provider works closely with the department of instruction and the Student Learning Outcome Assessment Committee to determine which SLO assessments would best benefit the students and the program. The college reviews each program periodically. The review process has not occurred as frequently as we would like, but we anticipate this to change with the creation of the new position of the Assistant Dean of Instruction.

There is some difficulty in reviewing BCOE due to the size of the course offerings. However, these courses are currently under review to enable them to be fully online. The review process is to ensure that the quality and rigor will be maintained the same as the face-to-face courses. BCOE at present maintains a 94% success rate.

Sojourn has a 100% success rate. Enrollment is steady.

Sierra Rescue must comply with certification standards to continue to offer certificates for River Rescue. Their standards comply with the highest level of international standards. These courses are endorsed by the International Rafting Federation (IRF) and Rescue 3 International, and are

recognized all around the world meeting standards set by the New Zealand Maritime and the British Canoe Union, among others. Sierra Rescue currently maintains a 98% success rate.

Although enrollment in Chester Chorus is low, it has a 100% success rate. The student learning outcomes for Chester Chorus include the following:

- 1) Breathing, the Body, and Choral Tone Production
- 2) Audiation, Pitch Awareness and Note Reading Skills
- 3) Achieving Stylistic Variety and Rhythmic Clarity Through Consonants
- 4) Enhancing Choral Tone Production Through Purity of Vowels
- 5) Increasing Intervallic Spatial Awareness, Part Independence, and Pitch Accuracy in both Melodic and Harmonic Contexts

To ensure that students are receiving the necessary instruction to attain these outcomes, they are assessed as follows:

- 1) Informal visual and auditory assessment of individuals during warm ups and rehearsals. Student formative self-assessment based on “Performance Preparation Rubric” (The Pyramid) during selected rehearsals. Formal assessment at dress rehearsals and concerts via video and audio recording and review. Students will discuss and self-assess their progress weekly as they examine the role of body alignment, lack of tension, vocal techniques and tonal placement, and breathing technique on their vocal tone production and quality of sound
- 2) Weekly informal auditory assessment of note accuracy; tracking progress throughout the semester—both in visual and intellectual understanding of pitch notation and in the vocal reproduction and accuracy of pitches as they are written. Assessment of pitch accuracy at final concerts will show a nearly perfect reproduction of the written pitches and associated symbols on the music. Students will practice this pitch accuracy in initial introductory rehearsals, followed by individual and sectional rehearsals with the audio sound files for each part. Evidence of the singers’ attainment of the highest possible levels of accuracy will be proven in live performance and on archival recordings.
- 3) Students demonstrate clarity and accuracy of rhythmic patterns through correct diction and use of consonants. Evidence of this clarity of text and its positive effect on rhythmic accuracy and stylistic variety will be measurable through audience comprehension and reaction, as well as individual and group comparison to professional and top-quality amateur recordings of each piece on Youtube and other internet resources. Final assessment will be through group, individual, and instructor analysis of archival audio or video recordings immediately after the final concert.
- 4) Students will demonstrate a near-perfect blend of voices and beauty of sound through the use of pure vowels in rehearsal and performance through the increased development of

correct vocal tone production and correct vowel shapes and placement. Formative, informal self-assessment, group discussion, and informal instructor assessment of progress in this area will take place during each warm up session, and will be applied, as appropriate in each piece being rehearsed and performed.

- 5) Students will increase their ability to accurately perceive and produce correct intervallic distances between notes, both harmonically and melodically in both simple and complex harmonic structures in their warm up exercises, and will learn to perceive and apply these intervallic structures in their vocal literature. Students will perform these intervals with near-perfect accuracy at the dress rehearsals and performances. Informal, formative self and instructor assessment will take place in each weekly rehearsal. Final, summative assessment will take place at the concert and will be reviewed by the group and the instructor on archival recordings after the final performance.

Chester chorus continues to explore a wide variety of literature in a broad range of genres and styles. They are improving, as well as, increasing their use of technology to enhance learning outcomes with audio practice recordings of each part so students can rehearse on their own or in small groups with a prerecorded, instructor-guided practice session.

Chester chorus has found access to a white board for special instruction in note reading and other musical concepts as needed.

Lake Almanor Fitness Center utilizes in-house exercise equipment with personalized digital and numerical feedback, a computerized Body Composition Analysis system, a variety of supportive in-house group exercise programs, instructor observations along with program leader feedback, and automated attendance records. These in-house systems support the standard Student Learning Outcome evaluation process established at FRC and the more recently upgraded SLO Reporting Tool that is being used currently.

The LAB classes offered by LAFC are within the Health and Exercise Studies curriculum. The LAB classes are broad in scope and each student's progress is based upon their current health, physical condition, physical limitations, and other current and previously associated physical activity.

Progress is always coupled with the time and effort a student applies to their personal physical and mental development within the facility, while applying the training, techniques and equipment provided. A student's progress is enhanced through the proper application of learned techniques of the equipment. In addition, the personal lifestyle of each student outside of the facility has a major impact on a student's in-house progress.

LAFC LAB classes within Health and Exercise Studies allow a student to individually schedule their attendance over the course of a semester. Therefore, progress is assessed more on an

individual basis, and recommended changes are made accordingly. Any student that is not attending regularly to meet the minimum LAB hours required within the semester to achieve an acceptable grade is counseled regarding their trend.

When it is determined that a standard exercise technique or training is not yielding the desired result on a broad range of students, a recommended change is introduced. This is most often the case when a more effective exercise routine has been adopted by industry professionals that can be applied at LAFC.

LAFC monitors the development of new equipment and feedback systems that become available within the health and exercise industry. LAFC introduces new exercise equipment and complimentary systems as these become available and affordable.

GOALS AND OBJECTIVES FOR THE NEXT THREE YEARS

- To create a schedule for continual review of the programs offered by the ISAs
- Ensure SLOs are aligned with curriculum
- Provide training on the student support services for those programs offering online courses
- Review of courses offered to ensure SLO assessments are aligned with the curriculum
- Chester Chorus needs to spend a portion of each rehearsal trying to improve people's note-reading skills and musical understanding, without making the course strictly about theory
- Chester Chorus performance site needs updating. They intend to relocate the piano and have been collaborating with sound technicians to improve the quality of sound and logistical aspects at their performances.
- Research on new methodologies on tone production, vowel production, vocal placement, and other advanced aspects of singing alone and in ensembles continues
- Jane Brown is pursuing a D.M.A. in music at University of Nevada, Las Vegas.
- The students will be studying and performing Jazz and Swing music from the 1930s and 1940s in the upcoming semesters
- LAFC will continue to focus offering accredited curriculum associated with health and exercise fitness
- LAFC will also provide high school students opportunities to complete accredited courses in health and exercise fitness
- LACF has established a three year business plan that includes the following:
 - a) Expanded utilization of available internet resources and complimentary fitness equipment to support health and exercise studies course curriculum
 - b) Student specific body composition analysis feedback systems to track individual progress from established

baseline data and periodically throughout the completion of a course

- c) Expand the number of equivalency certified FRC instructors within LAFC.

RECOMMENDATIONS

- Perform a needs assessment of student support learning services
- Develop and implement recommendations related to instructor preparation for teaching, where applicable

APPENDIX

ISA enrollment spreadsheet

ISA courses	Enrollment	Success	Success rate
All terms, all courses	6533	6237	95%
2018 (4 terms)	3555	3383	95%
2019 (4 terms)	2978	2854	96%
EDUC	5035	4753	94%
HES	587	573	98%
HIST	214	214	100%
MUS	68	68	100%
Note: 2019 Fall SOJOs are not in Banner yet			