



**Feather
River
College**

INSTRUCTIONAL COMPREHENSIVE PROGRAM REVIEW OUTDOOR RECREATION LEADERSHIP PROGRAM

THE PROGRAM REVIEW PROCESS

Program review ensures that the college's academic programs are effective and responsive to students and the local community within the limitations of available resources. The review process includes the systematic collection, analysis and interpretation of relevant data, an assessment of progress made in achieving student learning outcomes, the fulfillment of program needs, and the accomplishment of program objectives and goals.

Academic program review is an integral part of educational planning, supports the Enrollment Management Plan, and enables the college to meet the accreditation standards of the Accreditation Commission for Community and Junior College (ACCJC).

The major objective of program review at Feather River College is to guide the development of the Education Plan. Essential items within program reviews include the following:

1. Collect and analyze accurate and complete data on key performance indicators, student learning outcomes, program activities, and accomplishments.
2. Ascertain and document program weaknesses and strengths.
3. Develop program objectives and goals.
4. Justify program budget requests.
5. Comply with Federal and State law, Title 5, Student Equity, VTEA, matriculation (including prerequisite and co-requisite standards), ADA (American with Disabilities Act), and other legal or certification requirements.

ACADEMIC PROGRAM LINK TO COLLEGE MISSION

Feather River College provides high-quality, comprehensive student education as well as opportunities for learning, workforce preparation, and achievement in a small college environment. The College provides general education, associate and bachelor's degrees, certificates, transfer programs, and life-long learning for a diverse student population by serving local, regional, national and international students through traditional face-to-face instruction as well as distance education. The College also serves as a cultural and economic leader for all communities that lie within the District and embraces the opportunities afforded by its natural setting.

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OUTDOOR RECREATION LEADERSHIP PROGRAM REVIEW

A. CONNECTION TO MISSION

1. Briefly describe your program objective(s) and how the program supports and furthers the College's mission.

The Outdoor Recreation Leadership program provides high-quality, comprehensive student learning and education that serves as a foundation for professional careers and further study. ORL 110 Introduction to Recreation and the program's menu of technical skills courses are part of the College's general education offerings. The ORL program embraces opportunities provided by the College's natural settings, and brings a diverse group of students to the community. Finally, the ORL program provides our communities with opportunities to take classes that help them explore their surroundings, develop technical outdoor recreation skills, and foster a sense of stewardship for local natural resources.

B. PROGRAM CURRICULUM, INSTRUCTION & SLO ASSESSMENT

1. Describe how your program's curriculum and instruction connect with the program objectives (see Appendix G-2: Data Sets for supporting information).

Our #1 objective for 9 years running has been to employ the ORL Instructional Assistant in a manner consistent with program sustainability. Other significant objectives from recent APR's are recruiting and finishing the Big Move. However, we feel that it is appropriate, given Stock's imminent retirement, to anticipate objectives that will ease the transition to new program leadership:

- a. Establish appropriate Advisory Committee
 - b. Review existing articulation agreements
 - c. Review existing curriculum
 - d. Review risk management plan
 - e. Pursue professional development such as Wilderness Risk Managers Association and Outdoor Recreation Association conferences.
 - f. Implement effective recruiting strategies
2. What are the Program-level Student Learning Outcomes (PSLOs) for the degrees and certificates in your program? (see also Appendix G-1: SLO Assessment Forms from Prior Years).

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- **Leadership:** Assess a group & situation to determine what is needed to reach goals while maintaining emotional & physical safety.
- **Communication:** Demonstrate competence in speaking, writing, and use of computers that will lead to successful employment in an entry-level position.
- **Application:** Actively apply knowledge & practiced skills in a variety of settings.
- **Knowledge:** Demonstrate knowledge of concepts and theories in recreation.
- **Involvement:** Demonstrate knowledge of issues related to the recreation field, develop opinions about them, and advocate for that position.
- **Environment:** Develop a philosophy & lifestyle that reflect an understanding of the effect humans have on the environment, trying to mediate the harmful consequences of human behavior.

3. How do PSLOs support college-wide SLOs (CWSLOs)?

Communication is a SLO that is shared at the program and college level. ORL's environment SLO connects to the college's ethics SLO. Communication, sense of self, and relationships, all college SLOs, are reflected and enhanced through our program-level SLO related to leadership. The knowledge SLO and skills (ORL application SLO) that ORL students develop in our program help them develop a "clear sense of self, purpose, and ability to achieve goals".

4. How do course-level student learning outcomes (CSLOs) and other program learning experiences support the PSLOs?

Our 'learn by doing' ethos insists that students find themselves in leadership positions, learning experientially, practicing communication, and applying their knowledge.

5. What methods did you use to assess these PSLOs (methods may include student survey, portfolio, exit class, etc.)?

SurveyMonkey is administered in ORL280 Professional Development Seminar at the end of students' time in the program. Students self-assess their progress on this survey in rating form, and expand on their assessment in digital portfolios and exit interviews at the end of ORL 130 Adventure Based Outdoor Recreation. Flett completed his master's thesis in 2019, focusing on student ORL program student learning outcomes.

6. What were the most meaningful findings from the assessment of PSLOs (which outcomes showcase student achievement; which indicate a need for program improvement?)?

94% of graduates have been employed in the recreation industry (n = 73; Flett, 2019).

55% transferred and 43% of graduates received a Bachelor's degree or higher (ibid.)

100% have maintained one or more professional-level certifications (ibid.)

97% felt that the ORL program prepared them for jobs in the recreation sector (ibid.)

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7. What are the program's overall strengths and weaknesses? Describe any changes in the following since the last program review. Explain the reasons for those changes, and their impact on the program.

An overall strength of our program is reflected in the alignment of the PSLO data provided above with the CCCC's Guided Pathway Initiative. Our students select our path, stay on it, and find meaningful work associated with their area of study.

Opportunities for real leadership with feedback are an important strength of our program. Our students tell us how important this has been for establishing confidence and responsibility (aka college- and program-SLOs) that serves them in all aspects of their lives.

- a. Curriculum (including articulation and course scheduling)

A Climbing Wall Instructor course and a family of courses "Learn to Ski" have been proposed through CurricuNet. We have established an articulation agreement with Sierra Nevada College. It's assumed that after Stock's replacement is hired that review with an AdComm might bring changes.

- b. Instructional methodology (i.e., distance education)

We continue to emphasize the experiential learning cycle. We aim to develop course modules in Canvas more completely to facilitate on-line learning.

- c. SLO Assessment

Capturing quantitative progress toward course-SLOs for technical skills courses is a challenge. Developing a system for this would benefit reporting.

8. Describe any proposed future changes to the following. Explain how these changes will positively impact the program and improve achievement of PSLOs?

Given the pending retirement and replacement of the program coordinator, we are intentionally omitting direction in order to respect the autonomy of the new director.

- a. Curriculum (including articulation and course scheduling)
b. Instructional methodology (i.e., distance education)

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c. SLO Assessment

C. PHYSICAL RESOURCES

1. How is the program affected by the size, type and quality of available:

a. Physical space and facilities

Our biggest need is to address the van fleet. Existing vans are old, unsafe, extremely uncomfortable (e.g., AC and heat disfunctional, airshock helpers disfunctional, stinky, noisy interior), burn oil).

Equipment storage is at capacity, necessitating access to the west room of the Equipment Storage Room. Nick Boyd has indicated that construction will be complete soon and we look forward to that. Otherwise, our facilities are serving us well.

b. Information technology

We anticipate that upon Stock's retirement his replacement will receive a new, updated, and faster computer.

The WiFi in the ORL / Art Building is remarkably slow. We request a 'hotspot' be installed in the building.

c. Library holdings and services

The library staff is extremely responsive and our needs are well met.

d. Instructional equipment and supplies

Our needs are largely met. We aim to continue to build our AT ski fleet in order to equip our Learn to Ski family of courses.

2. Have there been significant changes in the program's facilities, technical infrastructure, or other resources since the last review? If so, how have the changes impacted the program?

Pending the completion of the Equipment Storage Room's west room, the Big Move has been completed. The Climbing Wall Expansion is complete and the space is well utilized for instruction and community offerings.

The roof of the Boat House has several leaks which should be addressed ASAP.

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3. What are the program's projected needs in facilities, technology, or other resources, and how are these needs related to program goals? Are these goals supported by results from the assessment of program and course-level student learning outcomes?

We need a new 15-passenger van (4WD preferred), the west room of the equipment room completed, WiFi hotspot installed, and the boat house roof leaks fixed.

These needs are based on what we know and observe and they tie directly to program and course SLOs. Without the ability to get safely and comfortably to field course locations, store our equipment, and provide internet access to students and staff, it is not possible to accomplish our SLOs or deliver our curriculum.

D. STAFFING

1. What is the full- to part-time ratio of faculty within the program? (Determine the ratio by counting up the number of sections taught by full-time faculty and the number of sections taught by part-time faculty in the most recent semester for which the data is available).

We looked at Fall 2019 / Spring 2020, as a full year more accurately represents our program's course delivery. The full- to part-time ratio during that period is **84:16**.

2. How does the current staffing structure positively and/or negatively affect the program?

The ORL program benefits from having 1.5 full-time faculty positions plus a half-time associate faculty as it positively affects risk management by not extending risk, as does having a half-time instructional assistant. A diversity of skills and perspectives results from this situation, and our aim is to maintain these positions and staffing structure.

3. What are the objectives and goals in staffing to make this program more effective? Are these goals supported by results from the assessment of student learning outcomes described in Section B? (see also Appendix G-1: SLO Assessment Forms from Prior Years)?

Given pending retirements, we believe that staffing is sufficient and needs to be maintained.

E. STUDENT RETENTION AND SUCCESS

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1. Describe any significant trends within the student demographics of the program (see Appendix G-2: Data Sets for supporting information).
2. What are the program's strengths or weaknesses in the area of student retention and success (see Appendix G-2: Data Sets for supporting information)?
3. What objectives are needed to better ensure student retention and success? Are these goals supported by results from the assessment of student learning outcomes described in Section B? (see also Appendix G-1: SLO Assessment Forms from Prior Years)?

F. OUTREACH AND COMPLIANCE

If program faculty and staff are tasked with outreach and/or compliance efforts, which can include outreach, working with advisory committees, consulting or technical assistance, service-based instruction, compliance with laws or regulations, or economic development, please respond to the following.

1. In what types of community outreach does the program engage, and how is the program's academic and professional expertise extended to the local communities?
Our annual fundraising event known as the Ski Stoke provides a powerful way to connect with our larger community, consistently supplements the program Foundation Account, and allows our students to network outside of campus.

The Community Campus Climbing Wall serves as a hub for students, who get leadership and professional practice facilitating the space, and brings in school groups through the Plumas Unified School District Physical Education curriculum.

Our technical skills courses serve a regional audience and satisfy vocational training amongst high-school dual enrollment participants.

Our Program Planning class plans and implements three or more community programs each spring, allowing students to gain experience with event planning, promotion, administration, and evaluation, while exposing our program to the broader community.

Our partnership with PUSD's Learning Landscapes offers directed field experience opportunities for our students and the 6th grade rafting program serves 6th graders county-wide.

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2. If there is a program advisory committee, list the names and titles of members, and the meeting dates since the last program review. Describe any advisory committee involvement in this program review.

Our last program advisory committee meeting was 11/28/2017.

Members:

Greg Williams, Executive Director, Sierra Buttes Trail Stewardship
Jenna Walker, CSU Chico Adventure Outings Program Coordinator
Jared Stein, Walton's Grizzly Lodge Manager Owner
Barry Hutton, Chair of Board, Little-Kittenger Foundation
Adam Yarness, Owner, Backcountry Unlimited

The AdComm was not involved with this CPR.

3. How does the program help the College comply with laws, regulations, and other legal or certification requirements?

Our risk management plan is annually reviewed by stakeholders, including students, staff, community members, and AdComm members.

All faculty are Wilderness First Responder, Swiftwater Rescue, and Avalanche I certifications along with other professional certifications needed to operate consistently with appropriate norms around risk management and contemporary instruction practices.

G. APPENDICES

1. SLO Assessment Forms should be attached for the previous years, depending on the program's review cycle.
2. DATA SETS: 2019 (Spring, Summer, Fall)
 - a. Program FTES

2019 (Spring, Summer, Fall)

Off-campus contract Instructional Service Agreement **32.9**

On-campus **28**

Total **60.9**

- b. Duplicated Headcount

2019: 749

- c. Demographic Information (duplicated headcount): Gender, Age, Ethnicity

Male: 531

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Female: 218
Non-binary: 3

Age: could not find

Ethnicity:
White, non-Hispanic: 596
American Indian / Alaskan Native: 14
Asian / Pacific Islander: 33
Hispanic: 37
Other: 61

d. Number of Students with Declared Majors in Program

We estimate we have 30 majors in the program that are currently enrolled at FRC as ORL majors.

SharePoint shows 6 for 2019, 7 for 2018, and 7 for 2017, which is 20. Some students are declared majors and never complete, others end up getting certificates but not degrees.

e. Number of Courses Offered

Fall 2019 10
Summer 2019 1
Spring 2020 11

f. Number of Sections Offered

Fall 2019 10
Summer 2019 1
Spring 2020 11

g. Average Enrollment per Section

Fall 2019 11.8
Summer 2019 20
Spring 2020 14.3
TOTAL **13.5**

h. Course Completion Rate (# of students who received a grade/total students enrolled at census)

2019: 79%

i. Student Success Rate (# of students with C or better/total students enrolled at census)

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2019 Academic Year: 97.8%

Data can be found here:

<http://frc-sps-01/IR/TabularDataTest/Forms/AllItems.aspx>

This template is an adaptation of the Instructional Program Review template designed by Saddleback College.

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