



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: ATHLETICS

NAME OF PERSON SUBMITTING THIS REVIEW: Merle Trueblood

DATE OF SUBMISSION: 10/31/21

MANAGEMENT AREA (check one):

<input type="checkbox"/>	Administrative Services
<input checked="" type="checkbox"/>	Instruction
<input type="checkbox"/>	Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

Objective 1: Remodel MPB Showers and Locker rooms	Action Plan and timeline (include who is responsible): Work with Nick Boyd/Dr. Trutna to focus on these areas in the MPB. Right now the showers are not functional (with COVID that is NOT acceptable) and to update the locker rooms.
Connection to results from assessment of student learning and/or other plans:	Resources/ Budget needed (if applicable): Budget estimates to be provided by Nick Boyd (facilities)
If new resources are requested, address the following criteria:	Budget code -if applicable (include Fund, Organization, and Account codes):

<p>Expected Outcomes:</p> <p><u>Uncontrollable Increase:</u> 1 <u>Safety:</u> 5 <u>New Student Attraction:</u> 4 <u>Student Success and Retention:</u> 2 <u>Relation to Student Learning:</u> 1 <u>Support for employees to be effective:</u> 2 <u>Feasibility:</u> 5</p>
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<p>Objective 2: Finish the 'Big Move' – football storage area and washer/dryer move, move gas tanks</p> <p>Connection to results from assessment of student learning and/or other plans:</p> <p>If new resources are requested, address the following criteria:</p> <p><u>Uncontrollable Increase:</u> 2 <u>Safety:</u> 3 <u>New Student Attraction:</u> 3 <u>Student Success and Retention:</u> 2 <u>Relation to Student Learning:</u> 1 <u>Support for employees to be effective:</u> 5 <u>Feasibility:</u> 5</p>	<p>Action Plan and timeline (include who is responsible): Work with Nick Boyd in Facilities and Dr. Trutna</p> <p>Resources/ Budget needed (if applicable): Budget estimates to be provided by Nick Boyd</p> <p>Budget code -if applicable (include Fund, Organization, and Account codes):</p> <p>Expected Outcomes:</p>
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<p>Objective 3: Add an additional, fulltime permanent position to the athletic department staff. Game manager/Equipment manager would help alleviate the recent strains added to the department overall with game setup, streaming, equipment management, etc. The sanitation tech, students, and current staff have worked increased hours to accommodate the demands.</p> <p>Connection to results from assessment of student learning and/or other plans:</p> <p>If new resources are requested, address the following criteria:</p>	<p>Action Plan and timeline (include who is responsible): Work with HR to align proposed salary with job duties. 10 month position.,</p> <p>Resources/ Budget needed (if applicable): Budget estimates to be provided by Nick Boyd \$25-\$40,000</p> <p>Budget code -if applicable (include Fund, Organization, and Account codes): General fund</p> <p>Expected Outcomes:</p>
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Uncontrollable Increase: 2
Safety: 4
New Student Attraction: 3
Student Success and Retention: 2
Relation to Student Learning: 3
Support for employees to be effective: 5

Feasibility: 5

Objective 4:

Erect the baseball/softball hitting/storage building. Building has already been purchased with fundraised money from Softball and Baseball.

Connection to results from assessment of student learning and/or other plans:

If new resources are requested, address the following criteria:

Uncontrollable Increase: 2
Safety: 3
New Student Attraction: 3
Student Success and Retention: 4
Relation to Student Learning: 4
Support for employees to be effective: 5
Feasibility: 5

Action Plan and timeline (include who is responsible):

Work with Nick Boyd in Facilities and Dr. Trutna

Resources/ Budget needed (if applicable):
 Budget estimates to be provided by Nick Boyd

Budget code -if applicable (include Fund, Organization, and Account codes):

Expected Outcomes:

<p>Objective 5: Purchase video equipment and secure a part time Sports information director that would oversee live streaming of games, social media, and website management.</p> <p>Connection to results from assessment of student learning and/or other plans:</p> <p>If new resources are requested, address the following criteria:</p> <p><u>Uncontrollable Increase:</u> 2 <u>Safety:</u> 1 <u>New Student Attraction:</u> 5 <u>Student Success and Retention:</u> 4 <u>Relation to Student Learning:</u> 2 <u>Support for employees to be effective:</u> 5 <u>Feasibility:</u> 5</p>	<p>Action Plan and timeline (include who is responsible): Work with HR to align salary with job duties.</p> <p>Resources/ Budget needed (if applicable): Budget estimates to be provided by HR</p> <p>Budget code -if applicable (include Fund, Organization, and Account codes):</p> <p>Expected Outcomes:</p>
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<p>Objective 6: Purchase instructional equipment to install in the outdoor classroom (tentatively designated the Tom Curnow Classroom)</p> <p>Connection to results from assessment of student learning and/or other plans:</p> <p>If new resources are requested, address the following criteria:</p> <p><u>Uncontrollable Increase:</u> 2 <u>Safety:</u> 3 <u>New Student Attraction:</u> 4 <u>Student Success and Retention:</u> 5 <u>Relation to Student Learning:</u> 5 <u>Support for employees to be effective:</u> 5 <u>Feasibility:</u> 5</p>	<p>Action Plan and timeline (include who is responsible): Work with Nick Boyd in IT and Dr. Trutna</p> <p>Resources/ Budget needed (if applicable): Budget estimates to be provided by Nick Boyd \$3000</p> <p>Budget code -if applicable (include Fund, Organization, and Account codes): 1100 70100 6410 083500</p> <p>Expected Outcomes: Classroom would be more useful instructionally and would help ease the overwhelming use of other classrooms on campus, thus making those classrooms available to general ed instructors.</p>
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<p>Objective 7: Replace the sound system in the press box/grand stands stadium.</p> <p>Connection to results from assessment of student learning and/or other plans:</p> <p>If new resources are requested, address the following criteria:</p> <p><u>Uncontrollable Increase:</u> 2 <u>Safety:</u> 3 <u>New Student Attraction:</u> 3 <u>Student Success and Retention:</u> 2 <u>Relation to Student Learning:</u> 1 <u>Support for employees to be effective:</u> 5 <u>Feasibility:</u> 5</p>	<p>Action Plan and timeline (include who is responsible): Work with Nick Boyd in Facilities, Tony Warndorf and Dr. Trutna</p> <p>Resources/ Budget needed (if applicable): Budget estimates to be provided by Nick Boyd \$12000.</p> <p>Budget code -if applicable (include Fund, Organization, and Account codes): 1100 70100 6120 083500</p> <p>Expected Outcomes: This system is used by the Quincy High School as well. Additionally, there are some student services events that have occurred in the stadium area that would also benefit from a new system.</p>
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<p>Objective 8: Resurface Track if new turf field is not considered.</p> <p>Connection to results from assessment of student learning and/or other plans:</p> <p>If new resources are requested, address the following criteria:</p> <p><u>Uncontrollable Increase:</u> 2 <u>Safety:</u> 5 <u>New Student Attraction:</u> 5 <u>Student Success and Retention:</u> 5 <u>Relation to Student Learning:</u> 5 <u>Support for employees to be effective:</u> 5 <u>Feasibility:</u> 5</p>	<p>Action Plan and timeline (include who is responsible): Work with Nick Boyd in Facilities and Dr. Trutna</p> <p>Resources/ Budget needed (if applicable): Budget estimates to be provided by Nick Boyd</p> <p>Budget code -if applicable (include Fund, Organization, and Account codes): \$35,000 1100 70100 6120 083500</p> <p>Expected Outcomes:</p>
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<p>Objective 9: Increase budget to accommodate the agreed to yearly purchasing of uniforms for all the programs.</p> <p>Connection to results from assessment of student learning and/or other plans:</p> <p>If new resources are requested, address the following criteria:</p> <p><u>Uncontrollable Increase:</u> 2 <u>Safety:</u> 2 <u>New Student Attraction:</u> 3 <u>Student Success and Retention:</u> 2 <u>Relation to Student Learning:</u> 1 <u>Support for employees to be effective:</u> 5 <u>Feasibility:</u> 5</p>	<p>Action Plan and timeline (include who is responsible): We try to rotate uniform purchases for each program every 3 years. Right now several programs use fundraising money to buy uniforms, which also means that those uniforms can be removed from the program. We always wait till the end of the year to pool left over money to buys uniforms. However, this also means that uniform material may no longer be available or they won't arrive on time for the fall sports. Earmarking a certain amount each year for JUST uniforms would allow teams to buy uniforms when they are at their cheapest and available.</p> <p>Resources/ Budget needed (if applicable): \$8,000 would be enough for each program to be placed on a 3-yr cycle with other programs rotating their years as well.</p> <p>Budget code -if applicable (include Fund, Organization, and Account codes):</p> <p>1100 70100 4325 083500</p> <p>Expected Outcomes:</p>
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<p>Objective 10: Increase dues and memberships and officiating budgets. All organizations are increasing cost of services.</p> <p>Connection to results from assessment of student learning and/or other plans:</p> <p>If new resources are requested, address the following criteria:</p>	<p>Action Plan and timeline (include who is responsible):</p> <p>Resources/ Budget needed (if applicable): \$12,000.00 1100 70100 5050 083500 – Officiating expenses \$7500.00 1100 70100 5020 083500 – Dues and memberships.</p> <p>Budget code -if applicable (include Fund, Organization, and Account codes):</p> <p>Expected Outcomes:</p>
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<u>Uncontrollable Increase:</u> 2 <u>Safety:</u> 3 <u>New Student Attraction:</u> 3 <u>Student Success and Retention:</u> 2 <u>Relation to Student Learning:</u> 1 <u>Support for employees to be effective:</u> 5 <u>Feasibility:</u> 5
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If completing your program's objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
<i>Example:</i> Staff training on effective written communication	Professional Development	See current year objective 2

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

The department has met the COVID pandemic admirably compared to other schools in the state. They are overwhelmed, exhausted, and should be given a tremendous amount of credit and recognition for the work they have done in the last two year.
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2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

COVID.. .that happened. Need we say more?

3. Briefly explain significant changes expected during the upcoming year.

Addition of another sport, potential retirement of staff.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: ATHLETIC TRAINING

NAME OF PERSON SUBMITTING THIS REVIEW: Juan Nunez

DATE OF SUBMISSION: 10/28/21

MANAGEMENT AREA (check one):

<input type="checkbox"/>	Administrative Services
<input checked="" type="checkbox"/>	Instruction
<input type="checkbox"/>	Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

Objective 1:

Continue to secure additional staffing for the Athletic Training program.
We are now working with HR to propose a 5-month stipend employee, a pooled position, or part-time permanent position, that can help offset the high demand of treatment for the 325+ students in the fall semester, and will primarily focus on the 100+ football players with additional. Title IX also requires that we add an additional sport next year.

Action Plan and timeline (include who is responsible):

Research several models that would help with the demands of the sports medicine program. Currently the athletic training is operating in a highly functioning capacity with the addition of an assistant trainer who was supposed to cover for the head trainer after surgery. However, the head trainer was required to work due to COVID reasons and the result has shown how an effective model with 2 assistant athletic trainers as well as a head athletic trainer has really benefited the entire athletic department overall beyond what COVID has required.

<p>Connection to results from assessment of student learning and/or other plans:</p> <p>If new resources are requested, address the following criteria:</p> <p><u>Uncontrollable Increase:</u> 3 <u>Safety:</u> 5+ <u>New Student Attraction:</u> 3 <u>Student Success and Retention:</u> 5 <u>Relation to Student Learning:</u> 5 <u>Support for employees to be effective:</u> 5 <u>Feasibility:</u> 4</p>	<p>Resources/ Budget needed (if applicable): Work with HR to align a salary based on job duties and job title.</p> <p>Budget code -if applicable (include Fund, Organization, and Account codes):</p> <p>Expected Outcomes: Having an extra position for the fall this past year was incredibly beneficial. The head athletic trainer was able to focus on supervising and assisting the assistant trainers in addition to the heavy administrative side of the sports medicine program. The success of so many fall sports teams is further proof that this model is successful and critical to program effectiveness as well.</p>
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Objective 2:	Action Plan and timeline (include who is responsible):
<p>Connection to results from assessment of student learning and/or other plans:</p> <p>If new resources are requested, address the following criteria:</p> <p><u>Uncontrollable Increase:</u> <u>Safety:</u> <u>New Student Attraction:</u> <u>Student Success and Retention:</u> <u>Relation to Student Learning:</u> <u>Support for employees to be effective:</u> <u>Feasibility:</u></p>	<p>Resources/ Budget needed (if applicable):</p> <p>Budget code -if applicable (include Fund, Organization, and Account codes):</p> <p>Expected Outcomes:</p>

If completing your program's objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
<i>Example: Staff training on effective written communication</i>	Professional Development	See current year objective 2

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

Athletic training has been overwhelmed the last two years due to COVID guidelines and protocols. When so many schools closed their athletics FRC did not and we were able to have a successful athletic program in the midst of a global pandemic. The staffing for the fall of 2021 coupled with the protocols from the CCCAA, CDC, Public Health, CDPH, and other agencies, assured that athletic training was able to successfully navigate the requirements while never compromising serving the student athletes.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

COVID

3. Briefly explain significant changes expected during the upcoming year.

At this moment in time COVID does not seem to be going away. While restrictions may ease in the distant future it is hard to predict to what extent. Also, based on prong III of Title IX compliance, which FRC currently operates by, a new sport is supposed to be added this year in order to continue meeting compliance. I am fearful that losing the current staff, along with adding another program, COVID guidelines, may place too much strain on the athletic training department and the health and safety of our students AND staff may be in jeopardy.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: INTERCOLLEGIATE BASEBALL

NAME OF PERSON SUBMITTING THIS REVIEW: Terry Baumgartner

DATE OF SUBMISSION: 10/12/2021

MANAGEMENT AREA (check one):
☐ Administrative Services
☒ Instruction
☐ Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

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Objective 1:

To increase our general fund budget by \$15,228 to cover the following areas that have seen an increase in travel costs: Food = \$11,328 / Lodging = \$3,900. Both of these areas have seen significant increases over the past 5-6 years and our budget has not increased accordingly during this time.

Connection to results from assessment of student learning and/or other plans:

Athletics Department CPR. Also each student in the baseball program has provided feedback to the coaches on how our students would benefit from this increase.

Action Plan and timeline (include who is responsible):

The baseball program is requesting the budget committee increase funding to help offset these uncontrollable increases to the baseball program. Timeline would be implemented for the 2023 season.

Resources/ Budget needed (if applicable):

\$15,228 – Using an increase in general fund money.

<p>If new resources are requested, address the following criteria:</p>	<p>Budget code -if applicable (include Fund, Organization, and Account codes): 1100 73010 5101 083550 (\$3,900) 1100 73010 5920 083550 (\$11,328)</p> <p>Expected Outcomes: If the budget committee covers the additional funding then the outcomes will be an increase in student success rate, student retention, student learning, student safety, and student attraction.</p>
<p><u>Uncontrollable Increase:</u> Inflation. Hotel and food costs have gone up exponentially over the last 5-6 years.</p> <p><u>Safety:</u> Player safety is always a concern so with the increase in budget our students will be able to travel and play games safely. The increase in food will help our students stay physically and mentally fit which will lead to better results for them on the field and in the classroom.</p> <p><u>New Student Attraction:</u> Keeping up with inflation is critical for new student attraction. During the recruitment process, students and parents frequently ask about how we travel, where we stay, and how we feed them on the road. Providing funding for our program is instrumental in fulfilling our ability to attract new students to FRC without sacrificing our ability to attract quality students.</p> <p><u>Student Success and Retention:</u> Providing a first class travel experience is an excellent retention tool that will keep students coming back to FRC and allow our students to continue to be successful in the classroom and on the field.</p> <p><u>Relation to Student Learning:</u> Maintaining the baseball budget at a high level to support new travel opportunities is essential for the success of the students in our program. Our games that we play and travel to each year allow our students the opportunity to learn valuable communication, problem-solving, and relationship building skills, while developing their sense of purpose and how to be a responsible citizen on and off the field.</p> <p><u>Support for employees to be effective:</u> The increase in budget will relieve some stress on the baseball coaching staff, which in turn shows that the college supports the mission of the baseball program. All employees want to feel supported and the baseball coaches are no different, as we put in a lot of time and effort to bring student-athletes to FRC. Being a baseball coach at FRC is a 12 month, 24 hour a day job as we want to be as successful as we can and have a positive impact on the campus and community.</p> <p><u>Feasibility:</u> The amount requested (\$15,228) is relatively low in relationship to the amount of FTES the baseball program provides the college annually. So this is easily feasible and a great way to show support for a program that has consistently brought in high quality numbers and high quality students each year.</p>	

<p>Objective 2: Add an additional coaching stipend to the baseball program due to the high number of students in the program. (\$12,000)</p>	<p>Action Plan and timeline (include who is responsible): With the increase in students in the baseball program, the number of coaches receiving compensation should increase and be approved by the college. We would like to add an additional coaching stipend for \$12,000 by FALL 2022. (Lerch, Trutna, Trueblood, Baumgartner)</p>
<p>Connection to results from assessment of student learning and/or other plans: 2007-2011 FRC Ed Plan</p>	<p>Resources/ Budget needed (if applicable):</p>

Goal 3.1 2010-2013 Strategic Plan

Objective 3.1.3 & 3.1.4 2010-2013 Strategic Plan

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

Instructional Office / Athletics / General Fund

Expected Outcomes:

Uncontrollable Increase: not a mandated cost, but one that will benefit our students and provide the potential for enrollment growth for the college and baseball program.

Safety: Safety is always a concern when dealing with as many students as we have in our program. With an added stipend to our baseball program we will have an additional set of eyes on our players which in turn helps our safety during practice and games.

New Student Attraction: During the recruiting process, parents and students frequently ask about the coaches on staff. With the continuity in a coaching staff new students will definitely be attracted to the FRC baseball program. An additional paid assistant will allow us to get out on the recruiting trail more and see more players in-state.

Student Success and Retention: Having a quality coaching staff is an excellent retention tool that keeps students engaged in the baseball program. When students are getting quality instruction they will be more successful, which in turn will make the students want to stay enrolled at FRC.

Relation to Student Learning: Student learning will increase with quality coaching as the students develop resilience and resourcefulness which assists them in reaching their academic and personal goals through the teaching of the game of baseball.

Support for employees to be effective: The baseball program has done a great job throughout the years of bringing in quality student-athletes and putting together quality teams. Therefore it would be an appropriate investment by the college for the baseball program to be rewarded for recruiting high numbers, by adding an additional stipend coach to help with the extra work incurred by the head coach.

Feasibility: The amount requested (\$12,000) is relatively low in relationship to the amount of productivity and contributions the baseball program brings to the college as a whole. This should be easily feasible and a great way to show support for a program that has consistently brought in high quality numbers and high quality students each year to FRC.

If completing your program’s objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
<i>Example: Staff training on effective written communication</i>	Professional Development	See current year objective 2

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

3. Briefly explain significant changes expected during the upcoming year.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: FOOTBALL

NAME OF PERSON SUBMITTING THIS REVIEW: Nick Goulet

DATE OF SUBMISSION: 10/8/21

MANAGEMENT AREA (check one):

<input type="checkbox"/>	Administrative Services
<input checked="" type="checkbox"/>	Instruction
<input type="checkbox"/>	Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

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Objective 1: Program used to have 1.0 fulltime assistant position (instructional assistant) and position was dissolved to add an academic advisor for the whole department, leaving football without a fulltime person.	Action Plan and timeline (include who is responsible): Reinstate the fulltime position for football – evaluate and update job description and fly in the spring (2022) to begin in fall of 2022.
Connection to results from assessment of student learning and/or other plans:	Resources/ Budget needed (if applicable): Work with Human Resources to align salary based on job duties. \$25000 - \$48000 10-12 month position.
If new resources are requested, address the following criteria:	Budget code -if applicable (include Fund, Organization, and Account codes):

<p>Expected Outcomes:</p> <p><u>Uncontrollable Increase:</u> 1</p> <p><u>Safety:</u> 3</p> <p><u>New Student Attraction:</u> 2</p> <p><u>Student Success and Retention:</u> 5</p> <p><u>Relation to Student Learning:</u> 5</p> <p><u>Support for employees to be effective:</u> 5</p> <p><u>Feasibility:</u> 5</p>
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<p>Objective 2:</p> <p>Increase travel and student meals to accommodate the increase in based on the realignment of conferences, increase in overnight trips, increase in fuel and hotels, and increase food allocation to match other programs at \$34/day. This amount only covers up to 100 students, coaches, bus drivers and training staff based on single day trips and no overnight trips, for 5 games, however, it's possible to be creative and find hotels that may serve breakfast, or utilize the Eagles perch to provide meals on the bus.</p> <p>Connection to results from assessment of student learning and/or other plans:</p> <p>If new resources are requested, address the following criteria:</p> <p><u>Uncontrollable Increase:</u> 4</p> <p><u>Safety:</u> 5</p> <p><u>New Student Attraction:</u> 2</p> <p><u>Student Success and Retention:</u> 5</p> <p><u>Relation to Student Learning:</u> 2</p> <p><u>Support for employees to be effective:</u> 5</p> <p><u>Feasibility:</u> 5</p>	<p>Action Plan and timeline (include who is responsible):</p> <p>Based on the new football tier structure that FRC belongs to many games are so far away that overnight stays are required for safety reasons.</p> <p>Resources/ Budget needed (if applicable):</p> <p>\$3000 1100 71010 5101 083550</p> <p>\$9125 1100 71010 5920 083550</p> <p>Budget code -if applicable (include Fund, Organization, and Account codes):</p> <p>Expected Outcomes:</p>
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<p>Objective 3:</p>	<p>Action Plan and timeline (include who is responsible):</p>
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Program is due for new jerseys based on 3yr cycle for uniforms for athletic programs. Support request made in athletics for increase of \$10,000.00

Connection to results from assessment of student learning and/or other plans:

Resources/ Budget needed (if applicable):
See athletics 4325 increase

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

Expected Outcomes:

Uncontrollable Increase:

Safety:

New Student Attraction:

Student Success and Retention:

Relation to Student Learning:

Support for employees to be effective:

Feasibility:

Objective 4:

Begin evaluating the feasibility to remove grass from the game field for football and install a turf field that can be used all year not only by football, but soccer programs, high school per MOU with Plumas Unified School District, and consider the amount of time that classified staff use just to mow and paint the field in season, as well as off season. A turf field would also reduce injuries caused by related natural field issues, such as unevenness, gophers, weather, natural disasters, etc. The drought alone that California has experienced should be enough for administration to consider installing a turf field.

Connection to results from assessment of student learning and/or other plans:

Action Plan and timeline (include who is responsible):

The main football field is an on-going issue for not only the athletic department, but the maintenance department as well. This field would free up a tremendous amount of practice area around campus, as well as the untold hours the groundskeepers spend maintaining the natural field. Access is limited to outside stakeholders as well (such as Quincy high school) who can only use the field per the MOU in order to reduce usage and damage to the field. A turf field would alleviate so many chronic issues that the campus suffers due to it being a natural field. Additionally, the state of California is researching the ability to 'mandate' turf fields to help reduce the impact the state suffers during times of drought.

Resources/ Budget needed (if applicable):
This project should be added to the campus-wide capital improvement plan.

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

A new track could also be installed when the turf field went in. FRC was in the grant process for securing a new track, but turnover in the coaching staff stalled that process. This should be reassessed and a new grant-based funding model should be looked at.

Uncontrollable Increase: 1

Safety: 5

New Student Attraction: 5

Student Success and Retention: 5

Relation to Student Learning: 5

Support for employees to be effective: 5+

Feasibility: 1-5 based on several factors

Expected Outcomes:

Increase training on game field, increase public relations with surrounding high schools, increase accessibility for soccer programs to practice as well as host games requiring less maintenance resources.

If completing your program's objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
<i>Example: Staff training on effective written communication</i>	Professional Development	See current year objective 2

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

The football program is much the same. Some things have been addressed, while others have not. We have changed conferences which has made a competitive impact but we are still longing for resources and support needed to sustain any level of consistency. I will give credit to the school/administration for the changes/upgrades within the past year. Many have made management of a large program easier. I would also include that we as a program and staff and impacted to a point of doing many jobs poorly. The current state is that we are making sweeping improvements, but need to better understand the uniqueness that football presents and develop/design strategies to address these areas.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

Transportation has gotten a significant upgrade due to the new buses. This has improved the overall experience of travel as well as improved the safety and means by which we can operate. We also had a second washer installed to better accommodate the mass laundry situation we are presented with each week. One of the largest changes to the program was the moving of conferences. We now playing comparable schools and has led to a bit more equity in our competitive balance.

3. Briefly explain significant changes expected during the upcoming year.

As with most years, the most significant changes will be to the coaching staff. We lack the ability to retain coaches and offer a way to secure long term plans. With additional success on the field, our exposure will increase and I worry that we could be faced with a negative image based on our campus aesthetics, facilities, and support staff. I also expect travel expenses to increase. Hotel prices are increasing and so is food expenses which is making the current budget difficult to deal with.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: FEATHER RIVER FITNESS CENTER

NAME OF PERSON SUBMITTING THIS REVIEW: Merle Trueblood/Meredith Aragon

DATE OF SUBMISSION: 11/1/2021

MANAGEMENT AREA (check one):

<input type="checkbox"/>	Administrative Services
<input checked="" type="checkbox"/>	Instruction
<input type="checkbox"/>	Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2018-19)

What objectives and tasks will you take on for next year? (You may continue objectives from the prior year.)

Note: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Objective 1: Install sustainable energy alternatives such as Geo Thermal to reduce energy costs and become more environmentally friendly.

Connection to results from assessment of student learning and/or other plans:
Sustainability Management Plan, Strategic Plan.

Uncontrollable Increase: Saving of \$20,000 annually if they are both installed.
Safety: No impact
New Student Attraction: Yes it will attract new students and membership
Student Success and Retention: Yes it will improve retention and success.
Relation to Student Learning: Will fulfill SLO's
Support for employees to be effective: Yes it will help allow new offerings in the HES dept.
Feasibility: Very Feasible

Action Plan (include who is responsible):

Work with the facilities department, FR Foundation, and Director of facilities to update energy sources. Equipment is purchased and just needs installation.

Resources/Budget Needed: \$
\$26,465.15 Geo Thermal

Objective 2: Increase membership by building community and HES Gym.

Connection to results from assessment of student learning and/or other plans: Facilities Plan, Strategic Plan

Uncontrollable Increase: Will increase FTE by have the HES department offer new classes.

Safety: Will allow the on campus facilities to be used for their intended purpose. Which will lower liability and safety issues.

New Student Attraction: Will attract new students

Student Success and Retention: Will help with retention and increase success.

Relation to Student Learning: Will enable us to fulfill our

Support for employees to be effective:

Feasibility:

Action Plan (include who is responsible):

Work collaboratively with Foundation, Director of Facilities, facility counsel, and the director of athletics to identify and build gym for HES and community.

Resources/Budget Needed: Undetermined – \$450,000 Total lease - \$54k lease payments for yearly total.

Project should be added to capital improvement plan for campus wide list.

Objective 3: Cover the pool for year around usage.

Connection to results from assessment of student learning and/or other plans: Facilities Plan, Strategic Plan

Uncontrollable Increase: One time funding

Safety: Eliminate current safety issues.

New Student Attraction: Will attract new students by offering year around fitness and rehab opportunities.

Student Success and Retention: Will help retain students.

Relation to Student Learning: Will help fulfill SLO's requirements

Support for employees to be effective:

Absolutely will help with the employees effectiveness at the fitness center and athletic training staff.

Feasibility: Very feasible. Plans have been requested and received.

Action Plan (include who is responsible):

By covering the pool, we will have year around access to aquatic fitness. It will help with our curriculum and HES department goals.

Resources/Budget Needed: Undetermined – \$105,000 Pool cover –

Project should be added to campus wide capital improvement project list.

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<p>Objective 4: Implement a Tuition based fee for all students so we can continue to fund facility so that it generates revenue and remains a valuable resource for students, community members, and campus staff.</p> <p>Connection to results from assessment of student learning and/or other plans: Strategic Planning</p>	<p>Action Plan (include who is responsible): Increase membership, increase attractiveness of facility, increase course offerings, increase community classes, remain a valuable center for health opportunities, purchase new equipment for members, increase exposure of services available to students and community members at large.</p> <p>Resources/Budget Needed: <u>Revenue</u> of \$140,000</p>
<div data-bbox="167 779 776 1251"> <p><u>Uncontrollable Increase:</u> Will provide revenue of \$140,000 annually</p> <p><u>Safety:</u> Will help with moral and budget which</p> <p><u>New Student Attraction:</u> Will attracted new students to the fitness center.</p> <p><u>Student Success and Retention:</u> The HUB will help with Student success.</p> <p><u>Relation to Student Learning:</u> Will help fulfill Student learning outcomes.</p> <p><u>Support for employees to be effective:</u> Will support employees by having additional students to instruct.</p> <p><u>Feasibility:</u> Very Feasible.</p> </div>	
<p>Objective 5: Implement a 3-5 year plan for replacement of machines. We will need to start replacing old and worn out/broken equipment.</p> <div data-bbox="167 1577 776 1894"> <p><u>Uncontrollable Increase:</u> Commercial machines life expectancy is approximately 3-4 years. So this will be a repetitive cost</p> <p><u>Safety:</u> Current machines are broken and out of order.</p> <p><u>New Student Attraction:</u> Will attract new students and membership to the facility.</p> <p><u>Student Success and Retention:</u> Will help with student success and retention.</p> </div>	<p>Action Plan: Look into funding for replacement of one or more “bigger” pieces of equipment a year. This will over all keep the cost down of the replacement of multiple pieces at one time. On average these pieces would cost \$2,000-\$5,000 on what piece we are replacing. We would like to consider our leasing options of new equipment. This would keep the one “big” cost down and allow us to always have newer and warranted machines.</p>

<p><u>Relation to Student Learning:</u> Will help fulfill Student learning outcomes.</p> <p><u>Support for employees to be effective:</u> Most divinity as it will cut down on the complaints.</p> <p><u>Feasibility:</u> Very feasible.</p> <p>Consideration of leasing equipment needs to be noted here.</p>	
<p>Objective 6: Address the credit card overtures. We have a shortfall of \$1,700-2,000 per year. Possibly look at options to better help service our credit card users and the amount we are spending to run the credit cards.</p>	<p>Action Plan: Discuss with the business office and financial services to see what options we have to better outsource a new company or how to address these overtures.</p>
<p><u>Uncontrollable Increase:</u> It is based upon membership which is higher than normal.</p> <p><u>Safety:</u> No safety issues</p> <p><u>New Student Attraction:</u> None</p> <p><u>Student Success and Retention:</u> None</p> <p><u>Relation to Student Learning:</u> None</p> <p><u>Support for employees to be effective:</u> Yes it will ensure membership.</p> <p><u>Feasibility:</u></p>	

If completing your program's objectives will require resources from **IT, Facilities, Professional Development,** or **Additional Staff** please include your request below. This section is for a **future need** (next fiscal year). If you have an immediate need (e.g. your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
<i>Example:</i> Staff training on effective written communication	Professional Development	See current year objective 2
<i>Example:</i> One new clerical staff member	Additional Staff	See next year objective 3

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

The fitness center is in dire need of support from the facilities and IT department.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

Solar panels was the only significant upgrade

3. Briefly explain significant changes expected during the upcoming year.

We need help with machines, facilities, and equipment.

APPENDIX

Attach supporting documents as appropriate.



ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: HEALTH & EXERCISE STUDIES/MEN'S BASKETBALL

NAME OF PERSON SUBMITTING THIS REVIEW: Randy Rick

DATE OF SUBMISSION: 10/13/21

MANAGEMENT AREA (check one):

<input type="checkbox"/>	Administrative Services
<input checked="" type="checkbox"/>	Instruction
<input type="checkbox"/>	Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

Objective 1:

To achieve minimum contract numbers for Fall 2022 in conjunction with current COA rules and regulations, With the new CCCAA rule which allows us to recruit the state of California students I will be proactive in targeting this population. Also, with the ongoing policy of FRC to endorse California residency to out-of-state students I will also make it a goal to recruit students from outside California

Connection to results from assessment of student learning and/or other plans:

My tenure contractual agreement along with the Strategic Enrollment committee's help.

If new resources are requested, address the following criteria:

Action Plan (include who is responsible):

Being the head coach of the Men's Basketball program I am ultimately responsible to recruit to my program. I will do so by using our FRC resources and budgetary monies. It is my goal to get more money in order to do a more proficient job in recruiting. I would like to ask for an additional \$1,000.00, which would help in recruiting students to FRC.

Resources/ Budget needed (if applicable):

Additional increase of \$1,000.00 to recruit in state and out of state students.

Budget code -if applicable (include Fund, Organization, and Account codes):

Men's Basketball 1100 74010 5100 083550
Employee Travel

Expected Outcomes:

I would expect an increase in this budget line-item

Uncontrollable Increase: The cost of travel increases annually.

Safety: N/A

New Student Attraction: creating a subsequent budget to adequately recruit, we will create an environment to attract positive student-athletes to FRC.

Student Success and Retention: With the positive resources, we will create opportunities for student success and retention.

Relation to Student Learning: within a positive well-funded financial recruiting base, we will attract students and promote student-learning outcomes.

Support for employees to be effective: with the proper funding, recruiting and academic assessments, this will ensure employees an opportunity for heightened effectiveness.

Feasibility: Highly feasible in that it's only a \$1,000.00

Objective 2:

To increase the general fund budget by \$3,500 to subsidize the following areas: travel expenses and supplies. All of these areas have seen significant increases over the last year.

Specifically I would like to see our student meal money increase from \$20.00 per day to \$34.00 per day. I would also like to have an increase in hotel accommodations from \$90.00 a room per night to \$140.00 a room per night

Action Plan (include who is responsible):

I along with Merle Trueblood will work to attain an increase in the 2022-23 general fund budget to meet and maintain the annual increase of membership dues, travel expenses, supplies.

Hotel rates have increased \$40.00 per room depending on the geographical location. Travel sweats (\$1,300.00), travel bags (\$600.00.) **

Merle Trueblood, I and the budget committee and myself is responsible for prioritizing and meeting our needs.

Connection to results from assessment of student learning and/or other plans:

Working with the Athletic Department, Budget Committee.

Resources/ Budget needed (if applicable):

Men's Basketball Budgetary items

***AD approved budget increase requests are as follows:*

\$2000 1100 74010 5101 083550; \$1000 1100 74010 5920 083550; \$500 1100 74010 4325 083550

If new resources are requested, address the following criteria:**Budget code -if applicable (include Fund, Organization, and Account codes):**

5020 Dues and Memberships
5100 Employee Travel
5905 Events and Programs
4325 Non-Instructional Supply
5101 Student Travel
5920 Student Meals

Expected Outcomes:

I don't know what the expected outcome will be.
It's my wish that we do receive an increase in this
budget line-item

Uncontrollable Increase: Line item 5101 is an uncontrollable increased cost on an annual basis.

Safety: By meeting the annual increase of fixed cost, we are able to provide safe transportation, lodging and meals for students on road trips.

New Student Attraction: Student-athletes will be attracted to our unique program here at FRC

Student Success and Retention: With the proper financial facilitation, we will ensure student success and retention.

Relation to Student Learning: By providing a comprehensive program we will create a platform for student based learning.

Support for employees to be effective: This objective is by far are the most significant wants and needs to facility employee effectiveness.

Feasibility: Highly feasible. With the number of students-athletes, that we have recruited over our minimal numbers on a consistent level the budget committee perhaps reward a result-oriented effort and facilitate those efforts with endorsing a budget increase.

Objective 3:

To work in alliance with the FRC Training dept. the CCCAA, State, Federal and local county health dept. to do our part when dealing with Covid-19 policies and procedures and given mandates.

Action Plan (include who is responsible):

To work with Valerie Campa and Juan Nunez and following their directives when dealing with Covid-19 Protocols.

Connection to results from assessment of student learning and/or other plans:

My tenure contractual agreement along with the Strategic Enrollment committee's help.

Resources/ Budget needed (if applicable):

N/A

If new resources are requested, address the following criteria:

N/A

Budget code -if applicable (include Fund, Organization, and Account codes):

5020 Dues and Memberships
5100 Employee Travel
5905 Events and Programs
4325 Non-Instructional Supply
5101 Student Travel
5920 Student Meals

Expected Outcomes:

I don't know what the expected outcome will be.
It's my wish that we do receive an increase in this
budget line-item

Uncontrollable Increase: N/A.

Safety: We will create a platform for both our students and faculty to live, study and perform in a safer, well managed system.

New Student Attraction: Student-athletes will be attracted to an environment/culture that provides a high level of Covid-19 management system.

Student Success and Retention: With high standards of Covid-19 management, we will ensure student success and retention.

Relation to Student Learning: By providing a comprehensive Covid-19 management system, we will create a platform for student based learning.

Support for employees to be effective: This objective is by far are the most significant wants and needs to facility employee effectiveness.

Feasibility: Highly feasible. With the Covid-19 management program driven by Juan Nunez and Valerie Campa we will be very successful at this feat.

If completing your program's objectives will require resources from **IT, Facilities, Professional Development,** or **Additional Staff** please include your request below. This section is for a **future need** (next fiscal year). If you have an immediate need (e.g. your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
<i>Example:</i> Staff training on effective written communication	Professional Development	See current year objective 2
<i>Example:</i> One new clerical staff member	Additional Staff	See next year objective 3

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the status of the Program/Depart/Service Area.

We are back on track from coming off a Covid-19 academic and athletic year. Due to the decrease in games it's not fair to give an objective status of many things in the program
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2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

The significant issue or changes within our program are the increased, uncontrollable fixed cost of CCCAA dues, tournament fees, mileage increase as well as other unforeseen increases that appear annually.

3. Briefly explain significant changes expected during the upcoming year.

It is my hope that I we will gain an increase in our overall budget to meet the needs of ever increasing tournament fees, hotel and mileage increases.
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APPENDIX

Attach supporting documents as appropriate.

FY	2012/13	2013/14	2014/15	2016/17	2017/18	2018/19	2022/20
	Men's Basketball						
	4325 – Non-Instructional Supplies						
BUDGET				\$1,214.00	\$1,250.00	\$1,250.00	
ACTUAL				\$1,207.64	\$1,772.00	\$1,772.00	
	5100 – Employee Travel						

BUDGET				\$1,500.00	\$1,500.00	\$1,500.00	
ACTUAL				\$1,499.00	\$984.00		
		5101 - Student Travel					
BUDGET	\$11,545.00	\$11,545.00	\$11,979.00	\$11,979.00	\$11,979.00	\$11,975.00	
ACTUAL	\$13,325.00	\$15,562.00	\$13,930.00	\$13,576.09	\$15,585.00		
5905 – Events and Programs							
BUDGET				\$2,150.00	\$2,000.00	\$ 2,000.00	\$2,000.00
ACTUAL				\$2,150.00	\$2,150.00	\$2,175.00	
		5920 - Student Meals					
BUDGET	\$8,750.00	\$8,750.00	\$8,750.00		\$8,750.00	\$8,750.00	\$8,750.00
ACTUAL	\$7,930.00	\$8,224.00	\$8,734.00		\$7,735.46	\$7,259.00	



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: MEN'S SOCCER

NAME OF PERSON SUBMITTING THIS REVIEW: Artie Cairel

DATE OF SUBMISSION: 10/13/21

MANAGEMENT AREA (check one): ☐ Administrative Services
☒ Instruction
☐ Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

Objective 1:
Providing a locker/changing room. There are no safe areas close to the field for the players to change, meet or shelter from environment or to allow changing in private secure space

Connection to results from assessment of student learning and/or other plans:

If new resources are requested, address the following criteria:

Action Plan and timeline (include who is responsible): In lieu of a plan/time line for permanent structures, I have submitted pictures and pricing for portable/movable structures that could provide bare minimum shelter for practices and games

Resources/ Budget needed (if applicable):
Project should be added to list of capital improvement projects for the campus.

Budget code -if applicable (include Fund, Organization, and Account codes):

<p><u>Uncontrollable Increase:</u> <u>Safety:</u> The space would provide a secure area of shelter and changing <u>New Student Attraction:</u> This space would be the home of the program and provide prospective students a look into the program and how our athletes are treated. <u>Student Success and Retention:</u> <u>Relation to Student Learning:</u> <u>Support for employees to be effective:</u> <u>Feasibility:</u> There is a tiered progression from portable/moveable structures ultimately to a permanent structure</p>	<p>Expected Outcomes: The space would provide a safe and secure place for the players to change into their uniforms out of the view of the public and provide a more professional safe environment for the players and spectators.</p>
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<p>Objective 2: Additional staff member in the position of Associate Head Coach</p>	<p>Action Plan and timeline (include who is responsible): The plan would be to add an additional staff member into the soccer program. Most sports have at least a coaching staff of 2 coaches per team. Soccer has 1.5. This lack of staffing is important with respect to games. There have been a number of situations during my short tenure where each team was left to one coach per team. In one instance this year, we had only 1 available coach per team at games held at two different locations. This may occur in the event both teams were to make the playoffs.</p>
<p>Connection to results from assessment of student learning and/or other plans: The addition of another coach would allow for adequate game coverage where we would have up to two coaches per team at all times.</p>	<p>Resources/ Budget needed (if applicable):</p>
<p>If new resources are requested, address the following criteria:</p>	<p>Budget code -if applicable (include Fund, Organization, and Account codes): 1100 77010 1240 083550 \$6000 1100 76010 1240 083550 \$6000 Expected Outcomes: The additional staff would alleviate any concerns of potential forfeits, allow for greater recruiting coverage resulting in more players especially on the women's side which requires more attention. The fact that two programs</p>

were unable to field a team this year establish a greater need for resources on that front

Uncontrollable Increase: Additional position

Safety: Provides opportunity for a 2 coaches to be involved with each team

New Student Attraction: The additional coach would serve as a specialist in training most likely in the goalkeeping area.

Student Success and Retention: Staffing is a key component to recruiting as well as ensuring that each team has a minimum of 2 coaches attached to a team for all components of the training program especially during games.

Relation to Student Learning: More coaches allow for additional support and resources for players

Support for employees to be effective:

Feasibility:

Objective 3:

Increasing the food and lodging allotments for travel. It is very difficult to purchase the necessary nutrition while on the road on the current \$15 per day. Furthermore, to provide proper safety for our SA's on the road and ensure that they do not have street access to their rooms, raising the per night budget would allow us to maintain the safety and supervision of our SA's.

The last 'normal' competition year 3 seasons ago the program spent \$9,798 on student travel. Asking that the increase be reflective of actual costs the program incurred.

Connection to results from assessment of student learning and/or other plans:

If new resources are requested, address the following criteria:

Action Plan and timeline (include who is responsible): To support and approve and increase an increase of the daily food allotment to \$34 per day and the daily lodging allotment to \$140 per night

Resources/ Budget needed (if applicable):

\$3418.00 – 1100 76010 5101 083550**

\$1000.00 – 1100 76010 5920 083550**

Budget code -if applicable (include Fund, Organization, and Account codes):

*****See above with corresponding budgets codes.***

Expected Outcomes: The space would provide a safe and secure place for the players to change into their uniforms out of the view of the public and provide a more professional safe environment for the players and spectators.

Uncontrollable Increase: The cost of food and lodging has increased. The amount of food/calorie/protein/recovery needed to compete is well beyond the current \$15 per day budget.

Safety: To ensure safety and proper supervision, lodging with outside access are primary choices within the current budget. Outside access adds a layer of liability that can be avoided with an increased budget.

New Student Attraction: A major part of the SA experience and attraction is the quality of competition and travel. Parents have concerns about safety can be relieved and project the care and diligence we provide while in charge of their children

Student Success and Retention:

Relation to Student Learning:

Support for employees to be effective:

Feasibility: There is a tiered progression from portable/moveable structures ultimately to a permanent structure

Objective 4: Expand the current soccer playing field space by extending the fence line on the player's side.

Action Plan and timeline (include who is responsible): Expand the space enough to allow for future building of a soccer locker/changing rooms along with additional space for repetitive training to alleviate game field use

Connection to results from assessment of student learning and/or other plans:

Resources/ Budget needed (if applicable):
Project should be added to list of campus wide capital improvement projects.

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

Expected Outcomes: Create a more attractive and inviting environment for the student-athlete experience. Provide space more than just the playing surface, allowing for proper warm-up, repetitive activity space, safe distance from sideline for shade tents and allow for better filming angles of games.

Uncontrollable Increase:

Safety:

New Student Attraction:

Student Success and Retention:

Relation to Student Learning:

Support for employees to be effective:

Feasibility:

If completing your program's objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
<i>Example: Staff training on effective written communication</i>	Professional Development	See current year objective 2

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

The Men's soccer program has recovered well from the COVID break. Fielding a team of almost exclusive first year players, the team has been in the top 10 of the North Power point rankings entering GVC play. They are currently alone in first place in the conference after completing the first round of conference play. We have a diverse roster with players from 7 different countries. The dynamic is completely different from women's recruiting aspects with respect to availability. The constant is the cost. I would like some guidance into the possibility of expanding the financial aid for international students. This would help both programs immensely. It is my hope that there is a possibility for helping second year international players in a similar fashion as we provide for out of state student-athletes.

The department has supported us very well despite the COVID setbacks. Testing and Healthy Roster are working very effectively for the program. We have not had any major incidents within the program with respect to administrative issues.

The chronic field issues persist. There has been a water main break in the same spot each of my years here. We have once again had a number of injury related injuries because of the field. We have secured a donation of top soil and hope to rectify some of those areas. The grounds crew has done a very good job working with the resources they have at their disposal. It is my hope and I have requested that outside field usage during the season of sport be limited to just games on the intercollegiate game field. Additionally, the allowable rock size in the top dirt being used on the field may lead to avoidable cuts or worse for the student athletes. In some cases, sharp rocks are embedded vertically creating a knife like surface in the ground. Given slide tackling is a regular part of soccer, I would like to see the dirt be sifted of the rocks prior to being used. To that end, the soccer program is willing to sift the dirt prior to use as we are already doing it by hand when we see the rocks on the field.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

COVID has presented significant changes in training approach, classroom environment and travel. The program has a fairly high rate of vaccinations which has helped tremendously. The addition of two new Assistant Coaches has been an adjustment with thing moving ahead well on the Men's side.

3. Briefly explain significant changes expected during the upcoming year.

My hope is to expand the physical footprint of the soccer field area by expanding the current space, amending current outside group usage of the game field to just games similar to Quincy HS us of the football field, establishing an area to include permanent locker/changing room spaces like baseball and softball, allowing us to market the larger space to potential students and enrolling in either VEO or Hudl services to allow for live streaming of games.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: INTERCOLLEGIATE WOMEN'S SOFTBALL

NAME OF PERSON SUBMITTING THIS REVIEW: Meredith Aragon

DATE OF SUBMISSION: 10/14/2021

MANAGEMENT AREA (check one):

<input type="checkbox"/>	Administrative Services
<input checked="" type="checkbox"/>	Instruction
<input type="checkbox"/>	Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

Objective 1:

To increase the general fund budget to cover the following areas that have seen an increase in costs: travel (food, motels, mileage), equipment, and supplies. All these areas have seen significant increases over the past 3-4 years and our budget has not increased during this time. In addition, due to the weather in Quincy, CA. softball will travel most of their pre-season games because there is no weather guarantee for early spring. We have to have a minimum of 35 games out of 40 possible on our schedule to be eligible for playoffs. This will increase our travel budget and the increase in all the items in travel to accommodate a whole team.

- Increase in hotels \$140 (depending on location) Our current budget only allows for

Action Plan and timeline (include who is responsible):

So far, the allocated resources are insufficient for the softball program.. We have added a couple of top contenders in the state to our schedule and will have to play them away. With the past 4 year projection and softball traveling 18-19 (25 projected for this year) athletes a student travel budget needs an increase of about \$11,861.20. (This is off of 2022 schedule and our excel formula sheet) It is to be noted here that we traveled in two vans last year at times thus cutting down bus costs but this year we will have to take the bus and will increase the budget as well.

\$90.00 and this does not even cover disgusting and dirty motels. Our athletes need to be in better parts of cities and a clean and safe environment. The lodging in California is very pricey.

- Increase in food allotment for the day as well. I would like to ask for an increase from \$20 a day to \$34 dollars a day. This would help to include healthy meals for breakfast, lunch, and dinner.

Connection to results from assessment of student learning and/or other plans:

Athletics Department CPR. Also each student in the softball program has provided feedback to the coaches on how our students would benefit from this increase.

Resources/ Budget needed (if applicable):

\$11,861 – Using an increase in general fund money.

\$3000 – Student Meals

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

1100 78010 5101 083550 (Student Travel)

1100 78010 5920 083550 (Student Meals)

Expected Outcomes:

If the budget committee covers the additional funding then the outcomes will be an increase in student success rate, student retention, student learning, student safety, and student attraction.

Uncontrollable Increase: The cost of living and traveling expense in the state of California

Safety: With the increase in budget, our players will be able to travel and play games safely as compared to traveling to trying to fit 4 games into a 2-day situation where injuries could occur. This could also allow for bus usage and limit coaches driving the vans that have but in 12-14 hour plus days with driving our students.

New Student Attraction: Increase will allow to keep playing the higher ranked teams and thus increasing the quality of athlete we have in our program (These athletes are more motivated and more likely to graduate)

Student Success and Retention: Playing a full schedule allows are student-athletes to return the following year and help to release their successes here at FRC and within the softball program.

Relation to Student Learning: These students will learn life-long skills of time management, being in a team setting, and allowing them to grow as individuals.

Support for employees to be effective: The increase in budget will relieve some stress on the softball coaching staff. This shows that the college supports the missing of the softball program. All of the employees of the softball staff want to feel supported and this includes finically running the program competitively within the state. Being a softball coach at FRC is a 12 month, 24 hour a day job, as we want to be successful as we can and can have a positive impact on our student athletes and on our campus and community.

Feasibility: This should be feasible because it is a cost of living increase and travel increase that is out of our program's control. We need the increase to continually bring the right full time student to FRC and make the program competitive within the state.

Objective 2:

To update and remodel the outdoor hitting facility. This update will have a positive effect on student retention, student success, student attraction, and student learning.

Action Plan (include who is responsible):

Terry Baumgartner (baseball coach) and Meredith Aragon (softball coach) are working with alumni, past parents, and local community members to build a new covered hitting facility. Once this covered facility is finished, the impact on the gymnasium floor will be greatly reduced and instruction hours in the gym will become more manageable.

Connection to results from assessment of student learning and/or other plans:

2007-2011 FRC Ed Plan

Goal 3.4 2010-2013 Strategic Plan

Resources/ Budget needed (if applicable):

Baseball coaching staff / softball coaching staff / fundraising dollars / labor hours donated / Grant dollars

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

Uncontrollable Increase: not a mandated cost, but one that will benefit our students and provide the potential for enrollment growth for the college and softball program.

Safety: The nets and cage system has not been upgraded since it was put in nearly 20 years ago. Being able to have a covered hitting facility will also provide a safe environment for our student-athletes.

New Student Attraction: This upgraded facility would definitely attract new students. We need to find a way to keep up with the big city schools and having a state of the art hitting facility is one of the ways to lure California kids up here to FRC to help increase our FTES.

Student Success and Retention: The student success and retention rate will definitely go up for both softball and baseball, as we will be able to spend quality time with our players in a nice facility. When the weather does not allow us to have class outdoors.

Relation to Student Learning: Student learning can be related to student success as plenty of quality learning will be taking place for our student-athletes in the softball and baseball programs.

Support for employees to be effective: This will allow all our instructors to teach year around to our student athletes and have less cancelled classes because of weather.

Feasibility: This should be feasible to keep FTES up and retention of our students. This should also be feasible because we already have the metal structure bought and on campus and waiting to be built.

If completing your program's objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
<i>Example: Staff training on effective written communication</i>	Professional Development	See current year objective 2

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

The FRC softball program as a whole is in decent shape with the current structure. However, changes need to be made to our travel budget, operational budget, and our batting cages/facilities. This year travel costs (meals, motels, and mileage) will have an increase due to the increase in FTES on the team and will need to travel accordingly.

The outdoor hitting facility is in need of a major upgrade. No improvements have been made to the structure since Fall 1997, so new batting nets and additional cages are definitely needed. The baseball and softball teams have been combining on a golf tournament the last five years to raise money for this project. This facility improvement will help both programs with student retention, student learning, and program success. The surrounding classroom and facilities within the softball complex are also in need of repair and revamping. We are losing high quality athletes to newer and more efficient practice/learning areas (field, batting cages, bull pen areas, clubhouse (classrooms), etc...). We could use the all-weather options, since we do have all the elements here in Quincy and compete with colleges that do not have a problem with all the elements. We as a staff would like to give our students the best facilities and resources to be able to be successful, have retention from year to year, and move our athletes onto universities because they are prepared.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

From the athletic department there are concerns about the future of the college in regards to attracting quality student-athletes and retention. With the loss of Good Neighbor students from Nevada, and the increase in tuition dollars for in state and out-of-state students, the question that needs to be answered is: Where does FRC expect to attract student-athletes from and how do we retain them once we get them on campus?

The top two objectives every year for the softball program deal with this issue head on, so we need to stabilize and update our hitting facility and surrounding softball facilities. If these items can happen then FRC softball team will be able to attract quality student-athletes and retain them for two years

3. Briefly explain significant changes expected during the upcoming year.

The softball program will go with a stronger schedule this spring. With the success and reputation of FRC softball program, top colleges within the state would like to compete with us.

Goals for 2021-2022

- Retain continuity in coaching staff.
- Start the process again on where to place the indoor facility for softball/baseball (if not, we would like to use the money for something more beneficial than the building just collecting rust)
- Recruit and retain quality student-athletes from all across the country and within the state
- Compete for GVC softball championship.
- Increase in-state FTES in the softball program
- Continue to have a positive impact on the FRC community and Quincy.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: WOMENS CROSS COUNTRY/TRACK

NAME OF PERSON SUBMITTING THIS REVIEW: Athletic Department Staff

DATE OF SUBMISSION: 11/12/21

MANAGEMENT AREA (check one):

<input type="checkbox"/>	Administrative Services
<input checked="" type="checkbox"/>	Instruction
<input type="checkbox"/>	Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

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Objective 1: Support objective provided in football APR to install new track and turf field. The current track is barely functional and has worn out so bad that our team is limited to only certain areas to train in order to avoid injuries.	Action Plan and timeline (include who is responsible):
Connection to results from assessment of student learning and/or other plans:	Resources/ Budget needed (if applicable): Project should be listed on campus wide capital improvement plan.
If new resources are requested, address the following criteria:	Budget code -if applicable (include Fund, Organization, and Account codes):
	Expected Outcomes:

Feasibility: 1-5 Depending of different funding models that may include grants.

Feasibility:

If completing your program’s objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
<i>Example: Staff training on effective written communication</i>	Professional Development	See current year objective 2

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

3. Briefly explain significant changes expected during the upcoming year.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: WOMEN'S BASKETBALL

NAME OF PERSON SUBMITTING THIS REVIEW: Keshawn Johnson

DATE OF SUBMISSION: October 13

MANAGEMENT AREA (check one):

<input type="checkbox"/>	Administrative Services
<input type="checkbox"/>	Instruction
<input type="checkbox"/>	Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

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Objective 1:

Increase in our general fund budget specifically to cover Food and travel expenses. With inflation we can no longer afford the allocation of \$20 per day on an all day road trip for our students to eat. The average cost of one meal is over \$15 in California. We are asking our students to eat 3 meals with \$20. As a coach, I am to find safely located hotels in the state for \$90 per room. We are requesting an increase in this cost. We are over budget with our current allocations and have had to cut two games out of our schedule because of this.

Connection to results from assessment of student learning and/or other plans:

Action Plan and timeline (include who is responsible):

Women's Basketball is requesting an increase from \$20 to \$34 per day for our students on travelling competitions. We are also requesting an increase from \$90 per hotel room to 140 to sleep 4 students per room. This allows us to efficiently run our program.

Resources/ Budget needed (if applicable):

Increase in meal to \$34 per day and travel to \$140 per hotel room

\$3000 – 1100 75010 5101 083550**

\$2000 – 1100 75010 5920 083550**

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

***** See above corresponding budgets and amounts***

Expected Outcomes:

Increasing these expenses allows us to fill our game schedule and helps athletes feel a sense of care from the institution. This change will allow us to operate within a reasonable budget to accommodate our minimum contractual numbers. It allows us to ensure the safety of our students by providing them a safe location to sleep while we are away from campus as well as their physical health through eating an adequate amount prior to and following competitions

Uncontrollable Increase: The cost of food in California has gone up as well as the cost of hotels due to inflation

Safety: I am responsible for the well-being of 18 women's basketball students, hotels at the 90 dollar rate are now in heavily populated urban areas with high crime. Increasing our budget allows us to find a safe location

New Student Attraction: We recruit players from out of state and one of the things aspiring students love to hear is all the places they will be able to see in California based on where we travel to and compete. Removing games and limiting travel minimizes that conversation tremendously

Student Success and Retention: Being able to travel to the top teams in California allows students to receive adequate film from competing in all 28 games and leads to more opportunities for 4 year coaches to see them compete.

Relation to Student Learning: Higher quality hotel rooms provide adequate wifi and at times study locations for students to log in and complete assignments while on the road away from classes.

Support for employees to be effective: Providing adequate meals enables students to have the appropriate energy levels to compete.

Feasibility: Perfectly feasible

Objective 2:

Reconfigure the Women's Basketball Locker room. Updating the locker room to provide a sufficient space for 18-22 Student athletes to fit and break down film. Also creating an easier entrance for students and coaches.

Action Plan and timeline (include who is responsible):

The women's locker room fits 18 lockers snug and one small storage closet we plan to bring in 20 athletes each year and with this in mind we do not have enough space for that amount. We also do not have an ease of access to get into our locker room. We are to enter through the bathroom across the showers and then our room. We are requesting to extend the locker room into some of the space of the unused

showers and create a new method of entry. We would need the maintenance crew to assist in a project like this.

Connection to results from assessment of student learning and/or other plans:

Creating a functional room to accommodate the number of students our program brings in

Resources/ Budget needed (if applicable):

Materials to extend the locker room and to revamp the entry to the room as well

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

Expected Outcomes:

Reconfiguring our locker room will allow our students more space to operate, provide adequate storage for the athletes we hold and allow a space to run our theory class. This will also provide us with a space to show off to our recruits and a place for students to relax and complete homework.

Uncontrollable Increase:

Safety: Having enough capacity for the number of students our program holds in one room. Ensuring that our students don't have to share lockers with sweat, rags, shoes, and other practices materials.

Being over capacity can be considered a fire hazard especially when thinking about having one long hallway as our exit access point.

New Student Attraction: When students come to visit our campus, it is not a warm feeling when they ask to see the locker room. We take them down a dark hallway then enter a side storage hall, followed by that we open a door and to the right is a bathroom with no door so you can see inside of it. We then walk through another door leading down a tile floor with old rusted showers on the right and finally the door to our locker room. With the number of players, we have the locker room is a really full space with gear and equipment taking up every inch of space. Revamping this space and access will excite prospects and allow us to continue bringing in well over our contractual numbers to the institution

Student Success and Retention: We travel to so many opponents through the course of the year. One comment students make is our locker room is nowhere near this nice. Revamping the locker room makes students feel a sense of pride in where they play. This enables retention of our student athletes in the program.

Relation to Student Learning: More space in the locker room will allow students a safe space to relax and collect their thoughts as well as complete homework assignments in-between waiting for their next class or activity for the day.

Support for employees to be effective: Revamping the locker room for women's basketball allows us to continue to recruit and retain students. It also gives us a place to run theory or watch film and do team building activities if we have the proper space.

Feasibility: There may be some logistical challenges but this is feasible

If completing your program's objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
<i>Example:</i> Staff training on effective written communication	Professional Development	See current year objective 2
Materials to reconfigure the locker room	Facilities	See objective 2

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

Our program is doing extremely well. We have managed to recruit and retain 18 student athletes from in and out of state. Our roster includes a diverse range of students from various parts of the country. California, Utah, Nevada, Hawaii, Alaska, and Wyoming. Our players have done an excellent job of maintaining the culture we have set forth. We are attending events in the community connecting with the youth and making our program known in Plumas county. We returned 8 players from last years roster 4 of which will be moving on after this season. We currently have a roster of 18 players all maintaining good academic status some are student ambassadors, others are employees of various departments on campus and all are leaving a positive mark on our campus.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

This being my first program review, I would have to imagine that there have not been any significant changes since the last program review other than the challenges associated with covid and the protocols that come with the virus.

3. Briefly explain significant changes expected during the upcoming year.

During this year I expect to see changes in covid which effect recruitment. I expect to have another full virtual year of recruitment of athletes. This is a challenge for me because I like to make sure students are a great fit for the hardworking socially responsible athletes we want in our program. It can be challenging to read prospective students.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: WOMEN SOCCER

NAME OF PERSON SUBMITTING THIS REVIEW: Artie Cairel

DATE OF SUBMISSION: 10/13/21

MANAGEMENT AREA (check one): ☐ Administrative Services
☒ Instruction
☐ Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

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Objective 1: Providing a locker/changing room. There are no safe areas close to the field for the players to change, meet or shelter from environment or to allow changing in private secure space	Action Plan and timeline (include who is responsible): I have submitted pictures and pricing for portable/movable structures that could provide bare minimum shelter for practices and games
Connection to results from assessment of student learning and/or other plans:	Resources/ Budget needed (if applicable): Project requested to be added to capital improvement projects for the campus.
If new resources are requested, address the following criteria:	Budget code -if applicable (include Fund, Organization, and Account codes):

<p><u>Uncontrollable Increase:</u> <u>Safety:</u> The space would provide a secure area of shelter and changing <u>New Student Attraction:</u> This space would be the home of the program and provide prospective students a look into the program and how our athletes are treated. <u>Student Success and Retention:</u> <u>Relation to Student Learning:</u> <u>Support for employees to be effective:</u> <u>Feasibility:</u> There is a tiered progression from portable/moveable structures ultimately to a permanent structure</p>	<p>Expected Outcomes: The space would provide a safe and secure place for the players to change into their uniforms out of the view of the public and provide a more professional safe environment for the players and spectators.</p>
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<p>Objective 2: Additional staff member in the position of Associate Head Coach</p>	<p>Action Plan and timeline (include who is responsible): The plan would be to add an additional staff member into the soccer program. Most sports have at least a coaching staff of 2 coaches per team. Soccer has 1.5. This lack of staffing is important with respect to games. There have been a number of situations during my short tenure where each team was left to one coach per team. In one instance this year, we had only 1 available coach per team at games held at two different locations. This may occur in the event both teams were to make the playoffs.</p>
<p>Connection to results from assessment of student learning and/or other plans: The addition of another coach would allow for adequate game coverage where we would have up to two coaches per team at all times.</p>	<p>Resources/ Budget needed (if applicable):</p> <p>12000</p>
<p>If new resources are requested, address the following criteria:</p>	<p>Budget code -if applicable (include Fund, Organization, and Account codes): 1100 76010 1240 083550 - \$6,000 1100 77010 1240 083550 - \$6,000</p> <p>Expected Outcomes: The additional staff would alleviate any concerns of potential forfeits, allow for greater recruiting coverage resulting in more players especially on the women's side which requires</p>

more attention. The fact that two programs were unable to field a team this year establish a greater need for resources on that front

Uncontrollable Increase: Additional position

Safety: Provides opportunity for a 2 coaches to be involved with each team

New Student Attraction: The additional coach would serve as a specialist in training most likely in the goalkeeping area.

Student Success and Retention: Staffing is a key component to recruiting as well as ensuring that each team has a minimum of 2 coaches attached to a team for all components of the training program especially during games.

Relation to Student Learning: More coaches allow for additional support and resources for playess

Support for employees to be effective:

Feasibility:

Objective 3:

Increasing the food and lodging allotments for travel. It is very difficult to purchase the necessary nutrition while on the road on the current \$15 per day. Furthermore, to provide proper safety for our SA's on the road and ensure that they do not have street access to their rooms, raising the per night budget would allow us to maintain the safety and supervision of our SA's.

The women's program spent \$13,971 in student travel alone during their last competitive season 3 seasons ago. This was nearly \$4000 more than the original allocated budget of \$10,368. We are asking for a mild increase to help offset the expected overtures that are coming with the increases in fuel, food, and hotels in the 2022 season.

Connection to results from assessment of student learning and/or other plans:

If new resources are requested, address the following criteria:

Action Plan and timeline (include who is responsible): To support and approve and increase an increase of the daily food allotment to \$34 per day and the daily lodging allotment to \$140 per night

Resources/ Budget needed (if applicable):

\$1500 – 1100 77010 5101 083550**

\$1000 - 1100 77010 5920 083550**

Budget code -if applicable (include Fund, Organization, and Account codes):
****See above corresponding budget request**

Expected Outcomes: The space would provide a safe and secure place for the players to change into their uniforms out of the view of the public and provide a more professional safe environment for the players and spectators.

Uncontrollable Increase: The cost of food and lodging has increased. The amount of food/calorie/protein/recovery needed to compete is well beyond the current \$15 per day budget.

Safety: To ensure safety and proper supervision, lodging with outside access are primary choices within the current budget. Outside access adds a layer of liability that can be avoided with an increased budget.

New Student Attraction: A major part of the SA experience and attraction is the quality of competition and travel. Parents have concerns about safety can be relieved and project the care and diligence we provide while in charge of their children

Student Success and Retention:

Relation to Student Learning:

Support for employees to be effective:

Feasibility: There is a tiered progression from portable/moveable structures ultimately to a permanent structure

Objective 4: Expand the current soccer playing field space by extending the fence line on the player's side.

Action Plan and timeline (include who is responsible): Expand the space enough to allow for future building of a soccer locker/changing rooms along with additional space for repetitive training to alleviate game field use

Connection to results from assessment of student learning and/or other plans:

Resources/ Budget needed (if applicable):
Project should be added to the list of current capital improvement projects for the campus.

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

Expected Outcomes:

Uncontrollable Increase:

Safety:

New Student Attraction:

Student Success and Retention:

Relation to Student Learning:

Support for employees to be effective:

Feasibility:

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Need	Resource Type	Rationale (include connection to other plans)
<i>Example: Staff training on effective written communication</i>	Professional Development	See current year objective 2

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

The Women's Soccer program was on a solid trajectory prior to COVID. This season has served as a rebuilding year after a lost season due to COVID. We were able to bring 15 players into the program which is a very good start for the rebuild. The team has been faced with a number of obstacles but has battled through them very well thus far. The team has improved and the players are responding very well to the challenges.

The department has supported us very well despite the COVID setbacks. Testing and Healthy Roster are working very effectively for the program. We have not had any major incidents within the program with respect to administrative issues.

The chronic field issues persist. There has been a water main break in the same spot each of my years here. We have once again had a number of injury related injuries because of the field. We have secured a donation of top soil and hope to rectify some of those areas. The grounds crew has done a very good job working with the resources they have at their disposal. It is my hope and I have requested that outside field usage during the season of sport be limited to just games on the intercollegiate game field.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

The biggest issue for the women's soccer program is the rebuilding process within the COVID dynamic. We are not alone in low numbers with many of our opponents this season have reduced rosters even in larger communities like the Coast conference. The opportunities for international players on the women's side has become increasingly difficult. If the women's side is to come close to the international influence as the men's program, there will be a need to address the financial aid opportunities. I have proposed a plan where international students are eligible for financial aid for their second year with an established unit completed and GPA requirement. This financial aid opportunity would be in addition to the current aid afforded to just 10% of our international students. Given the current scholarship opportunities for females within university soccer, it appears that we have exceeded the tipping point for female international players.

3. Briefly explain significant changes expected during the upcoming year.

The significant change on the horizon is the acquisition of the new storage unit for soccer. This will allow us to free up space in the press box along with the opportunity to acquire more training equipment and provide a secure space for storage.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: AGRICULTURE: GENERAL AG

NAME OF PERSON SUBMITTING THIS REVIEW: Russell Reid

DATE OF SUBMISSION:

MANAGEMENT AREA (check one):

<input type="checkbox"/>	Administrative Services
<input checked="" type="checkbox"/>	Instruction
<input type="checkbox"/>	Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

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Objective 1:

Develop and provide improved facilities, equipment, supplies, and Ag Department administrative resources

Action Plan and timeline (include who is responsible):

Provide resources for the welding and general ag courses (Russell Reid)
Finish updates for welding and fabrication shop (Nick Boyd)
Purchase office supplies (Ag Staff)
Compliance with water and soil testing (Russell Reid)
Compliance with Department of Fish and Wildlife (Russell Reid)

Connection to results from assessment of student learning and/or other plans:

Resources/ Budget needed (if applicable):

General Fund
Strong Work Force

Past APRs and CPRs, connection to Program level SLOs, Degree level SLOs, and course level SLOs

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

1100-21200-4310-010100 \$3,208
 1100-21200-5020-010100 \$420
 1100-21200-5999-010100 \$1,981
 1100-21200-6120-010100 \$24,000
 1100-21200-6410-010100 \$12,000

Expected Outcomes:

Improve student experiences and learning opportunities.

Uncontrollable Increase: Inflationary increase of welding supplies

Safety: Purchase of safety equipment to continue to offer the safest teaching environment

New Student Attraction: Attract a more local demographic to help improve local workforce

Student Success and Retention: A well operating Ag program helps to retain students and working equipment helps improve student success

Relation to Student Learning: This objective relates to program level as well as course level student learning outcomes such that improved facilities, equipment, and supplies are required for effective student learning.

Support for employees to be effective: providing improved facilities, equipment, and supplies are essential for not only improving instructional student learning outcomes but for the employee to be effective.

Feasibility: Yes. It is feasible.

Objective 2:

Recruit students to Agriculture Department and encourage student involvement, success and retention

Action Plan and timeline (include who is responsible):

- Attend CATA and FFA events to promote FRC and bachelor degree program. (Ag Staff)
- Field trips for General Ag students. (Ag Staff)

Connection to results from assessment of student learning and/or other plans:

Past APRs and CPRs, connection to Program level SLOs, Degree level SLOs, and course level SLOs

Resources/ Budget needed (if applicable):

General Fund

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

1100-21200-5100-010100 \$6,100

1100-21200-5101-010100 \$1,184

Expected Outcomes:

Improve enrollment numbers and FTE for the Agriculture Department.

Uncontrollable Increase: Increase in fuel prices

Safety:

New Student Attraction: Attending recruiting FFA leadership conference has proven to be a very good resource for recruiting future students into the Ag Department

Student Success and Retention: Opportunities for field trips helps promote a positive environment for students

Relation to Student Learning: Helps students see SLO's in real life scenarios

Support for employees to be effective:

Feasibility:

If completing your program's objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
Finish updates to welding shop	Facilities	See current year objective 1

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

The General Ag program is primarily the mechanized Ag courses, the welding course and Ag business courses and the general operation of the Ag Dept. Currently we have been focusing on improving the welding program.

We are developing Certified Welding opportunities for our students. We have been improving the Ag welding shop updating equipment and remodeling the facilities. We have been encouraging Ag faculty to arrange more field trips and provide more site visit/tours of agribusiness operations in all the sub-division courses. We are continuing to promote Faculty and Staff to attend several recruiting opportunities for the Ag Dept. throughout the State. We do have serious Ag recruiting concerns over the very limited availability of student housing in Quincy adversely affecting our current and potential new students.

We hired a Ranch Operations Manager, Adam Wolosz to assist Faculty and Staff in all our sub-departments which has seen real improve in our daily operations. Adam has been assisting the mechanized Ag faculty and the welding program in preparing their labs. The General Agriculture sub-division budget is being negatively challenged by the ongoing supply chain problems and the inflationary price increases. Like all the other Ag programs. The best example, we contribute/pay back to the expenses of all our ag equipment (tractors, feed trucks, trucks, and all ranch equipment) for fuel and repairs and maintenance back to the Colleges Facilities and Maintenance Dept. We are reminded that our current contributions are not even close to the actual costs of all these expenses, and we will need to curtail the use of some of our Ag equipment. Enrollment in the General Ag sub-subdivision courses are steady; however, we believe we have an opportunity to grow and increase full time students in the mechanized Ag courses and all the welding courses.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

The Ag budgets in the General Ag and all the Ag sub-departments have been negatively affected by the "roll over" ad-hoc budget policy (the same budgets from the following year) for past decade. The Department has seen a significant reduction in our budgets purchasing power. This is a real challenge for the Depts. faculty and staff to maintain the quality and to make improvements to our curriculum. This has adversely affected the overall Ag education for our students however we still have been able to grow and improve our curriculum, instruction, and facilities thanks to Strong Work Force funding and the Office of Instruction. We have converted the college's storage building, next to the Rodeo

classroom, into an Ag welding shop with welding booths and set up a complete metal shop with various metal fabrication equipment. We have hired a local Welding Fabrication Shop owner Jesse Lazzarino as a lead Associate Faculty member to develop and instruct our Ag welding and fabrication courses. Jesse also assisted us in updating our Ag welding shop and program to current industry standards. We have purchased additional welding equipment and improved the welding fume venting system. With Jesse's help, a grant funding from Sierra Pacific Industries and other Colleges grants we have also equipped a new portable welding truck. Jesse is currently working on his credentials to have FRC be able to certify our welding students on campus.

3. Briefly explain significant changes expected during the upcoming year.

The Ag Dept's General Agriculture divisions expects to have the same significant issues and challenges that we have currently have. We will be working on the same academic goals, as described above; we have started and/or will continue for the upcoming year.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: ANTHROPOLOGY

NAME OF PERSON SUBMITTING THIS REVIEW: Desmond

DATE OF SUBMISSION: 11/08/2021

MANAGEMENT AREA (check one):

<input type="checkbox"/>	Administrative Services
<input checked="" type="checkbox"/>	Instruction
<input type="checkbox"/>	Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

Objective 1:

Increase interest in the ANTH transfer degree.

Action Plan and timeline (include who is responsible):

Updates to webpages are ongoing. There is no program lead in this area, so currently management of the program (including webpage) is under the LAS Division Chair. Interesting, creative, and exciting content should be created for the webpage.

Institutional interest in getting students into this program should extend beyond the division chair. Advertising and outreach should also occur in the community/region.

Connection to results from assessment of student learning and/or other plans:

Resources/ Budget needed (if applicable):
N/A

Strategic Plan:

I.2: The College will develop and support academic programs that allow the College to competitively market itself to prospective students

II.1: The College will develop and sustain experiences that promote student skills development, improved student course choices, and a sense of community at all levels.

II.4: The College will develop and implement tools to promote student exploration, ownership, and understanding of educational planning by (1) developing and distributing generalized four-semester program plans that include both major and recommended general education requirements (2) exploring and establishing program alignment (aka, meta-majors) documents that demystify program exploration and aid students in developing educational plans

II.5: The College will monitor enrollment by program and delivery mode and make recommendations on marketing, recruitment, and retention strategies to manage enrollment. This will be achieved by (1) increasing the college's digital presence (through marketing strategies such as targeted campaigns, social media, maintaining fresh and relevant information on the college's website) (2) utilizing advertising and promotional media to reach specific audiences (radio, newspaper, magazine, print material, etc.)

III.3: The College will emphasize social media efforts to connect and engage with current and potential students by establishing structure, roles and responsibilities, and college-wide standards.

Education Plan:

Section II, Goal A: Increase student understanding of career and transfer pathways.

Guided Pathways Scale of Adoption plans:**1: HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY**

Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.

FRC Mission:

This is related the college's mission and role of higher education, as well as the charge of California Community Colleges; specifically evident in the creation and offering of transfer degrees.

FRC College-Wide SLO

Students will demonstrate critical thinking skills by:

- Applying principles of scientific and/or qualitative reasoning and logic to solve problems
- Evaluating strengths, weaknesses, and fallacies of logic in arguments and information
- Applying knowledge and skills in real-life settings

Students will locate, evaluate, and apply information by:

- Using technologies to identify, access, evaluate and use information to accomplish a specific purpose or task (e.g., library and Internet search engines)
- Understanding the social and ethical issues surrounding the responsible use of information technology

Students will demonstrate a sense of personal and professional ethics by:

- Accepting responsibility for their own actions
- Respecting and honoring diversity of individuals and ideas

- Exhibiting personal, professional, and academic honesty

If new resources are requested, address the following criteria:

New resources are not part of this objective, only institutional support and interest are requested.

Budget code -if applicable (include Fund, Organization, and Account codes):

N/A

Expected Outcomes:

- Increase students transferring to CSUs.
- Serve as a pipeline to get trained workers into regional social work careers.

Uncontrollable Increase:

Safety:

New Student Attraction:

Student Success and Retention:.

Relation to Student Learning:

Support for employees to be effective:

Feasibility: Unsure.

Objective 2:

Update teaching resources.

Action Plan and timeline (include who is responsible):

New fossil casts are needed for the program given advances in homo lineage in the past five years. LAS div chair in collaboration with AF member.

Connection to results from assessment of student learning and/or other plans:

Resources/ Budget needed (if applicable):
\$200

Strategic Plan:

I.2: The College will develop and support academic programs that allow the College to competitively market itself to prospective students

II.1: The College will develop and sustain experiences that promote student skills development, improved student course choices, and a sense of community at all levels.

II.4: The College will develop and implement tools to promote student exploration, ownership, and understanding of educational

planning by (1) developing and distributing generalized four-semester program plans that include both major and recommended general education requirements (2) exploring and establishing program alignment (aka, meta-majors) documents that demystify program exploration and aid students in developing educational plans

II.5: The College will monitor enrollment by program and delivery mode and make recommendations on marketing, recruitment, and retention strategies to manage enrollment. This will be achieved by (1) increasing the college's digital presence (through marketing strategies such as targeted campaigns, social media, maintaining fresh and relevant information on the college's website) (2) utilizing advertising and promotional media to reach specific audiences (radio, newspaper, magazine, print material, etc.)

III.3: The College will emphasize social media efforts to connect and engage with current and potential students by establishing structure, roles and responsibilities, and college-wide standards.

Education Plan:

Section II, Goal A: Increase student understanding of career and transfer pathways.

Guided Pathways Scale of Adoption plans:

1: HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY

Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.

FRC Mission:

This is related the college's mission and role of higher education, as well as the charge of California Community Colleges; specifically evident in the creation and offering of transfer degrees.

FRC College-Wide SLO

Students will demonstrate critical thinking skills by:

- Applying principles of scientific and/or qualitative reasoning and logic to solve problems
- Evaluating strengths, weaknesses, and fallacies of logic in arguments and information
- Applying knowledge and skills in real-life settings

Students will locate, evaluate, and apply information by:

- Using technologies to identify, access, evaluate and use information to accomplish a specific purpose or task (e.g., library and Internet search engines)
- Understanding the social and ethical issues surrounding the responsible use of information technology

Students will demonstrate a sense of personal and professional ethics by:

- Accepting responsibility for their own actions
- Respecting and honoring diversity of individuals and ideas
- Exhibiting personal, professional, and academic honesty

If new resources are requested, address the following criteria:

Expected Outcomes:

- **Enhanced currency of the field.**
- **Improve teaching and learning approaches.**
- **Increase interest in anthropology and archeology professions.**

Uncontrollable Increase: N/A

Safety: N/A

New Student Attraction: Using current material in the discipline is part maintaining the relevance of the program.

Student Success and Retention: As a component of active learning, the hands on activities using these casts helps students learn, appreciate, and get excited about the subject. It is part of providing a field-work experience not otherwise available.

Relation to Student Learning: See above.

Support for employees to be effective: Assists faculty in maintaining relevance of the degree.

Feasibility: High

If completing your program's objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
<i>Example:</i> Staff training on effective written communication	Professional Development	See current year objective 2

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

Anthropology courses are offered each semester. There is one part-time instructor teaching the courses required for the transfer degree. Campus, community, and student familiarity with the program is quite low.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

N/A

3. Briefly explain significant changes expected during the upcoming year.

Hopefully student interest increases and courses are offered more consistently.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: ALLIED HEALTH

NAME OF PERSON SUBMITTING THIS REVIEW: Darlene Oertle

DATE OF SUBMISSION: 10/27/2021

MANAGEMENT AREA (check one):

<input type="checkbox"/>	Administrative Services
<input checked="" type="checkbox"/>	Instruction
<input type="checkbox"/>	Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

Objective 1:

Obtain 3rd party (national) program accreditation for the Vocational Nursing Program via the ACEN or CNEA.

Connection to results from assessment of student learning and/or other plans:

The Nevada Board of Nursing has recently begun enforcing a section of the Nurse Practice Act that requires an applicant for a Nevada nursing license to have graduated from a nationally accredited nursing program. [NRS 632.0112 and NRS 632.270] Thus, all current and past graduates are at risk of being unable to

Action Plan and timeline (include who is responsible):

Darlene Oertle and Derek Lerch.

Goal: submit application before the end of fiscal year 2022-23.

Resources/ Budget needed (if applicable):

Accreditation costs are one-time, annual, and ongoing (e.g. associated with site visits, reviews etc). Additionally, cost depends on which accreditation commission is utilized.

Estimated Budget Needed:

- CNEA: Initial \$10,505 and Annual \$2,845
- ACEN: Initial \$8,850 and Annual \$2,875, plus additional costs (hotel stay, review fees, continuing accreditation fee etc).

practice in Nevada as the VN Program at FRC has never been accredited by a 3rd party.

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

Anticipate utilizing Strong Workforce grant funds for the initial accreditation costs as well as for paying a Nursing Accreditation Liaison. Upon accreditation, a new account code can be created for the annual (approximate) \$2900 fee: Fund 1100, Org 21400, and Acct TBD (“CNEA/ACEN Accreditation Fee”).

Expected Outcomes:

Uncontrollable Increase: As stated above, while the state of NV has not changed their statutes, they are beginning enforcement of said statutes. As a result, until FRC’s VN Program is accredited by a 3rd party, none of our graduates will be able to obtain a NV nursing license. This likely also applies to other states, as various state nursing boards also require 3rd party accreditation. Thus, becoming accredited is necessary to continue to serve our students, and supports the strategic plan, primarily Strategic Direction I: “College policies and processes ensure the effectiveness of the teaching/learning culture, quality assurance and mission appropriateness while also improving communication and outreach efforts.”

Safety: N/A

New Student Attraction: Allows ongoing recruitment from Nevada, and demonstrates a level of integrity, quality, and rigor of our nursing program.

Student Success and Retention: See above.

Relation to Student Learning: Accreditation assists with cultivating a student-centered learning environment that leads to the successful preparation of graduates, and ensures that the curriculum and evaluation tools are up-to-date, evidence-based, and relevant to current cultural needs.

Support for employees to be effective: Accreditation provides faculty with opportunities for professional development and access to resources.

Feasibility: The cost of NOT achieving accreditation outweighs the actual financial cost. That being said, the availability of funding from various sources (namely Strong Workforce) suggests that this is more than feasible.

Objective 2: Ongoing hire/use of Nursing Accreditation Liaison.

Purpose: Assist with curriculum revision for VN Program and 3rd party accreditation (Objective 1).

Connection to results from assessment of student learning and/or other plans:

The current VN curriculum is set up over four semesters and two summers, with “repeat” or second lab courses designed to capture additional clinical hours. This makes for a somewhat lengthy and repetitive program. A revision creates a more streamlined course sequence, with four semesters and one summer. This allows the nursing cohort to graduate in May along with the rest of the college.

If new resources are requested, address the following criteria:

Action Plan and timeline (include who is responsible):

Darlene Oertle and Nursing Accreditation Liaison.

Resources/ Budget needed (if applicable):

The Nursing Accreditation Liaison has been paid out of a PIC grant set to expire this December. Future funding expected from Strong Workforce funds.

Budget code -if applicable (include Fund, Organization, and Account codes):

Fund 1200, Org 20455, Acct Misc (1240, 3000, 7910)

Expected Outcomes:

Uncontrollable Increase: A Nursing Accreditation Liaison (NAL) will provide expertise and support, along with development of product (new curriculum, associated required paperwork for the BVNPT, accreditation legwork etc).

Safety: N/A

New Student Attraction: The work completed by the NAL will directly improve the nursing program design and thus the student experience. In addition, as stated in Objective 1 above, achieving 3rd party accreditation will demonstrate the quality and rigor of our program.

Student Success and Retention: A curriculum revision will also incorporate Clinical Judgment (CJ) throughout the program. CJ is a new component to the NCLEX-PN, the national certifying exam all applicants must pass to be licensed and practice as an LVN. The ultimate goal of the nursing program is to achieve high NCLEX-PN pass rates and ultimately, successful nurses.

Relation to Student Learning: A new curriculum feeds directly into the student learning process.

Support for employees to be effective: A NAL will ease the Allied Health Director workload, provide guidance and expertise, and through the curriculum revision create a program design that is more functional and easier to implement.

Feasibility: Again, with the current availability of Strong Workforce funds, this should be feasible.

If completing your program’s objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
<i>Example: Staff training on effective written communication</i>	Professional Development	See current year objective 2

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

3. Briefly explain significant changes expected during the upcoming year.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: AGRICULTURE: EQUINE AND RANCH MANAGEMENT BACHELOR DEGREE PROGRAM

NAME OF PERSON SUBMITTING THIS REVIEW: Russell Reid

DATE OF SUBMISSION:

MANAGEMENT AREA (check one):

<input type="checkbox"/>	Administrative Services
<input checked="" type="checkbox"/>	Instruction
<input type="checkbox"/>	Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

Objective 1:

Have a successful Equine and Ranch Management Bachelor Degree Program that provides quality learning opportunities to support and develop the students in the Program.

Action Plan and timeline (include who is responsible):

Travel to tour multiple equine and cattle facilities to provide real-life learning opportunities to students.
(Tanner & Anderson)

Recruit students to the Bachelor Degree Program
(Ag Staff)

Hold special graduation reception for bachelor degree graduates (Anderson)

Hire Bachelor Degree Students in the program to further advance (Russell Reid)

Connection to results from assessment of student learning and/or other plans:

Past APRs and CPRs, connection to Program level SLOs, Degree level SLOs, and course level SLOs

Resources/ Budget needed (if applicable):

The proceeds from extra tuition collected for the Bachelor Degree Program or General Fund

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

1100-22500-2000-010100 \$10,800
1100-22500-3000-010100 \$1,500
1100-22500-5100-010100 \$1,852
1100-22500-5101-010100 \$4,024
1100-22500-5905-010100 \$534

Expected Outcomes:

Improve student experience and learning outcomes

Uncontrollable Increase: Inflationary increase in fuel prices

Safety:

New Student Attraction: Touring the multiple cattle/horse facilities has become a highlight for the students and encourages more students to be involved in this hands on learning opportunity.

Student Success and Retention: The special graduation reception helps to encourage students to be successful

Relation to Student Learning: The facility tours are a direct relation to real life SLO's. It also introduces them to new career opportunities.

Support for employees to be effective:

Feasibility:

If completing your program's objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
<i>Example: Staff training on effective written communication</i>	Professional Development	See current year objective 2

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

FRC Ag have been recently approved by the Governor to permanently continue with our Equine and Ranch Management Bachelor's Degree program. This will now allow us to begin a new and improved recruiting program. The Bachelor's Degree Budget supports the day-to-day operation of the Bachelor's degree program supplies and equipment, administration, promotion, student, Faculty and Staff travel to conferences and events. The Ag dept. have established and encourage out of classroom opportunities for our Bachelor's students. Professor JP Tanner and Crystal Anderson have had several out of state field trips to visit/tour different types of Beef/Horse operations. We attend the Red Bluff Bull and Gelding Sale with an Ag booth, and our students have the opportunity to network and greet many different folks interested in the Colleges Ag programs. We provide within our budget supplies and equipment for the Bachelor students to carry out various research and course projects. We also encourage participation and supply funding, for our Bachelor's students, to become Ag Ambassadors for various on and off campus recruiting opportunities. The Covid-19 epidemic has had a definite negative effect on our overall Ag dept. Student enrollments. We also have concerns over the very limited availability of student housing in Quincy adversely affecting our current and potential new Bachelor's students. The Ag dept. believes the future looks very promising for the Bachelor's degree program for increasing our overall enrollments.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

The Ag Dept first Bachelor's courses began when we completed the last comprehensive review. We have had academic success with the Bachelor's degree program since 2016-17 we have awarded 72 degrees with over 70% of these students having current careers in Agriculture. Long time and important to our past student success were the retirement of Ag Faculty members Chuck Mills who was the Senior Equine Bachelor degree Professor. This has created real challenges in replacing these experienced and well-liked Faculty members. It has been difficult to continue to offer some of our Ag courses Chuck taught.... recruiting qualified Bachelor's Degree associated faculty members (they need master's degrees) is a real challenge. The Equine facilities has significantly been improved with a new Equine veterinary building, Adjacent to our vet building we have also added a Mare and Foal barn with 8 large box stalls. These new facilities have allowed our Bachelor's students in the classroom and with the laboratory sections advanced learning opportunities The Beef unit was established with a state- of- art

new facilities and equipment. This has allowed our Bachelor's students many opportunities to utilize the Beef unit for upper division course work and working on their Beef Science projects. FRC Ag has been invited to sell our College raised Bulls and Heifers each year in three of the west's most prestigious Bull Sales in , Red Bluff CA., Klamath Falls, Ore. and Fallon, NV. The Bachelor Beef students feed, train ,groom and show all our bulls at each event.

3. Briefly explain significant changes expected during the upcoming year.

The Ag Dept. expects to have the same significant issues and challenges that we have currently have. Current budgets will be pressured with significantly increasing prices in most every budget code within this sub-division. We do plan to increase our efforts in recruiting for our Bachelor's degree program. We would like to continue and to increase our funding for new and innovative Faculty and student projects and activities for our Bachelor's program. We plan to hire additional Bachelor's students as Ag Ambassadors and student interns

APPENDIX

Attach supporting documents as appropriate.

New Budget



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: AGRICULTURE: BEEF STUDIES

NAME OF PERSON SUBMITTING THIS REVIEW: Russell Reid

DATE OF SUBMISSION:

MANAGEMENT AREA (check one):

<input type="checkbox"/>	Administrative Services
<input checked="" type="checkbox"/>	Instruction
<input type="checkbox"/>	Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

Objective 1:

Develop and provide improved facilities, equipment and supplies

Action Plan and timeline (include who is responsible):

- Continue to develop newly acquired acreage by building calving/hay barn, setting up cattle holding pens, repairing fence, renovating pastures (Russell Reid, JP Tanner, Nick Boyd)
- Irrigate, control weeds, fertilize, reseed pastures (JP Tanner)
- Purchase new truck for the cattle operations (Russell Reid)
- Set up electricity to cattle facilities (Nick Boyd)

Connection to results from assessment of student learning and/or other plans:

Resources/ Budget needed (if applicable):
General Fund, Strong Work Force

New Budget

Past APRs and CPRs, connection to Program level SLOs, Degree level SLOs, and course level SLOs

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

Strong Work Force

1100-	-6120-	\$65,000
1100-	-5999-	\$5,000

Expected Outcomes:

Improve student experiences and learning opportunities.

Uncontrollable Increase: Inflationary increase in cost of fuel and vehicle upkeep. Deferred maintenance

Safety: Safety is always a concern. When dealing with livestock and students, maintaining equipment in a safe condition is a priority and is vital for student learning. Trucks and other vehicles breaking while transporting students is not a safe situation.

New Student Attraction: Keeping up with industry standards is essential for new student attraction. Students have many options so if the Agriculture Department programs fall behind the industry standard, students will not be attracted to the Agriculture Department Programs.

Student Success and Retention: Student learning outcomes include maintaining up to date technologies. Students are more likely to be successful and remain in the Agriculture Programs when they have a chance to utilize new technologies, apply the information learned.

Relation to Student Learning: This objective relates to program level as well as course level student learning outcomes such that improved facilities, equipment, and supplies are required for effective student learning.

Support for employees to be effective: providing improved facilities, equipment, and supplies are essential for not only improving instructional student learning outcomes but for the employee to be effective.

Feasibility: Yes. It is feasible.

Objective 2:

Provide resources for existing FRC livestock (horses and cattle) taking into consideration inflation and cost of living increases.

Action Plan and timeline (include who is responsible):

Feed livestock a balanced ration (Tanner)
Provide veterinary care to livestock (Tanner)
Employ students to feed and care for livestock (Tanner)
Provide preventative care to livestock including vaccination and anthelmintic programs. (Tanner)

Connection to results from assessment of student learning and/or other plans:

Resources/ Budget needed (if applicable):

General Fund Instruction
Student employment hours

New Budget

Past APRs and CPRs, connection to Program level SLOs, Degree level SLOs, and course level SLOs

Adhere to standards of ethical animal care

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

1100-	-4310-	\$17,500
1100-	-4311-	\$56,000
1100-	-5050-	\$14,000

Expected Outcomes:

Continue to operate at current level of providing reasonable care of livestock.

Uncontrollable Increase: Inflationary increase dependent by year. Hay vendors adjusting prices.

Safety: Preventative care of disease (such as vaccines) is essential. Some diseases are contagious to people but this can be prevented if animals have received vaccines.

New Student Attraction: If the public see sick or malnourished animals, it prevents the attraction of new students and reflects negatively on the college.

Student Success and Retention: If current students are exposed to sick or malnourished animals or cannot use livestock because they are sick, it has negative effects on retention.

Relation to Student Learning: Student learning outcomes at the course level as well at the degree and program level incorporate principles of excellent, practical livestock management.

Support for employees to be effective: If employees are not provided with the resources they consider necessary to care for the livestock in their charge then they are not able to adequately be effective.

Feasibility: Yes, very feasible to perform tasks if provided resources.

Objective 3:

Recruit students to Agriculture Department and encourage student involvement, success and retention

Action Plan and timeline (include who is responsible):

- Promote program during large cattle related events such as the Red Bluff Bull and Gelding Sale, Klamath Bull Sale, Fallon Bull Sale (Ag staff).
- Encourage involvement in student clubs such as the Young Cattlemen's Club, which promote student success and retention by offering opportunities for students to develop program level student learning outcomes in a friendly, fun environment. (JP Tanner)
- Provide student employment opportunities on campus and within the local community. (All Ag Staff)

Connection to results from assessment of student learning and/or other plans:

Resources/ Budget needed (if applicable):

General Fund Instruction
Student employment hours

New Budget

Past APRs and CPRs, connection to Program level SLOs, Degree level SLOs, and course level SLOs

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

1100-	-5100-	\$1,500
1100-	-5101-	\$3,000

Expected Outcomes:

Improve enrollment numbers and FTE for the Agriculture Department.

Uncontrollable Increase: Increase in fuel prices

Safety: It is safer to have an instructor travel with students

New Student Attraction: Travelling to bull sales attracts students with similar interests to FRC.

Student Success and Retention: When students can be involved in extracurricular activities like travelling to bull sales, they are more likely to enjoy their time at FRC and want to return. Student employment opportunities also help students stay in the program.

Relation to Student Learning: Helps students apply soft skills and learn program level SLOs

Support for employees to be effective:

Feasibility:

New Budget

If completing your program's objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
Set up electricity and lights	Facilities	See current year objective 1

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

The Beef Science sub-division has been busy. JP Tanner head Beef Science Faculty has the responsibility of managing the College's registered Angus beef herd along with instructing courses that rely on "live cattle" for their curriculum. JP oversees the day-to-day activities for the cattle care: feeding livestock, sanitation, managing the irrigated pastures, overseeing the breeding program, selection, culling of livestock, and the sales and purchases of livestock are the main regular tasks and duties.

This new Beef Science budget reflects the annual expenses that are necessary to accomplish the beef program goals. The Beef Science sub-division budget along with Equine Science seems to be the most negatively affected and challenged currently by the ongoing supply chain problems and the inflationary price increases. The Ag Dept. has recently hired a Ranch Operations Manager to assist the Beef Science Faculty and staff which has seen real improvements in our daily operations.

The historic drought conditions have had a significant impact on the department in several areas. One of the most critical areas has been with Beef Sciences Operations. The lack of water has significantly affected the availability of hay and grain along with the very large increases in their prices. The drought has curtailed or limited our use of our water rights on Spanish Creek for irrigation, causing us limited grazing on the college's pastures.

We have continued to be invited to sell our Bulls and Heifers each year in three of the west's most prestigious Bull Sales in Red Bluff CA., Klamath Falls, OR. and Fallon, NV. This activity is a "cap stone project" students feed, train, groom and show all our bulls at each event. This project also allows our students, within our Beef Science courses, to be involved in every step of livestock management from daily health care, genetic selection, reproduction and finally to showing them in the sale ring.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

The Ag dept. has developed new curriculum for Beef Science courses (Associate and Bachelor degrees) and constructed a new Beef Science operation across Spanish creek. Since the last CPR, a lot of work has gone into the land purchase, planning, construction, acquiring livestock, and developing curriculum. JP Tanner has developed a dynamic and impressive registered Angus beef herd that has allowed our students the opportunity to work with and learn with quality livestock. We have completely renovated the ranch facilities, land leveling, establishing permanent pastures, cross fencing and constructing a

New Budget

modern sophisticated irrigation system. We also constructed a state-of-the-art cattle handling facility, hydraulic squeeze chute, cattle lead ups, alleyways and holding pens. We have also built a modern feedlot with student project pens for efficient daily feeding of our livestock herd. For economic and safe handling of grain and supplements, we erected two; 6-ton feed storage silos. The construction of the Calving and Hay Barns will be completed this Spring and should be the last of the major construction planned for full operation of the Beef Science program and all our related courses... for now. We have also purchased new Ag equipment (John Deer tractor, Hay processor, Herbicide sprayer, seeder, Stock Trailer and ATV side by sides) for our livestock care and maintenance of the facilities. We have also recently purchased one of the last of our current essential equipment needs with a John Deere Skid- Steer with needed implements to assist the students and the Ranch Manager with livestock care and maintenance of the facilities. We are finalizing the purchase of a Dodge Ram truck. All the equipment and the use of the facilities will allow our students to prepare for careers in the Livestock Industry. Our students utilize and learn with the same type of livestock, equipment and facilities used with “progressive” livestock operations.

3. Briefly explain significant changes expected during the upcoming year.

The Beef Unit should be in full operation next year with all the essential equipment, facilities and staff in place. We still project significant budget issues with raising prices and limited access to supplies and equipment. One possible option for this funding would be using Bachelor's degree tuition received from upper division courses to assist the Ag department in meeting funding obligations. We plan to continue with all our successful current activities; however we plan to increase our efforts to recruit and attract more Beef Science students, provide more opportunities for student field trips and off campus activities. The Ag Department will also continue to encourage (by funding) our students Beef Science projects, develop curriculum improvements along with supporting the faculty and staff with their suggestions and recommendations for improving our students success and career opportunities.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: ENGLISH DEPARTMENT

NAME OF PERSON SUBMITTING THIS REVIEW: Chris Connell

DATE OF SUBMISSION: 10-29-21

MANAGEMENT AREA (check one): ☐ Administrative Services
☒ Instruction
☐ Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

Objective 1: Establish FRC journal for literature, arts, humanities, and beyond

Action Plan and timeline (include who is responsible): The English Department wants to establish a journal of student, faculty/staff, and community writing and arts. In the initial version, the journal would contain essays, fiction and poetry and art work.

The Journal has both a short-term and long-term goals and formats.

Year 1: online only publication in Spring of 2022

Year 2: online and print publication Spring 2023 (approx.. April 30).

Year 3: Online and Spring publication in Spring 2024. Open journal up to materials from other departments and other kinds of work.

Year 4 and beyond: expand size of journal and also its circulation and influence, becoming a

regional publication representing FRC in the of Liberal Arts and other areas.

Structure: This is NOT a student-run publication, but would be housed in the English department with faculty supervision. Students would work as editorial assistants and could be organized through ENGL 150 Journalism, a different course designed to support the publication, or a club. We hope to host the online version of the journal in the English department website without further charge or design/maintenance fees.

Proposed Action Plan:

- Identify faculty ~~in the humanities~~ on campus who would be interested in collaborating
- Identify students on campus interested in serving on the journal (editing and publishing)
- Recruit submissions
- Identify editorial board (faculty and student members)
- Identify and create a mission, journal expectations, ~~a~~
- Advertise for submissions among students, faculty, community members, and Newspages
- Work to develop first issue
- Distribution of first issue in online format (spring 2022; online and print in apring 2023).

Commented [WL1]: Should we suggest something interdisciplinary? Like, propose that this is open to both divisions?

Commented [CC2R1]:

Connection to results from assessment of student learning and/or other plans:
Ed Plan, SP 2.3.1, College-wide SLOs 1, 2, 4, 5

If new resources are requested, address the following criteria:

Resources/ Budget needed (if applicable):

Printing costs for year 2 (April 2023): 100 copies @ \$3 per copy = **\$300**

Budget code -if applicable (include Fund, Organization, and Account codes):

1100-22-70-5940 Publishing \$100 augmentation

Expected Outcomes:

Production of one issue per academic year, in Spring semester. The journal would exist in two formats: online, with color images and the possibility of updates; a short run of a printed version to distribute to local and regional libraries, schools, agencies, and other locations.

Uncontrollable Increase: N/A

Safety: N/A

New Student Attraction: The establishment of a publication (student and community journal) highlighting student writing aims to provide a higher profile for the English Department and the college.

Student Success and Retention: The professionalization of the English department curriculum and the humanities is an exercise in learning, presenting work in a professional way, and sharing important ideas and research in a public way. The immediate outcome of the journal is to provide motivation and interest to students and support the skills necessary for success and persistence (retention).

Relation to Student Learning: Writing or preparing debate material for a public consumption is a high-end learning experience for our students. With the presentation of student work comes responsibility and the development of writing and communication skills.

Support for employees to be effective: N/A

Feasibility: Very feasible, as it has been done in the past.

Objective 2:

Maintain funding to support other English department events such as guest speakers for Book in Common (e.g. Brian Fies), First Year Experience academic events, and English Department events (such as English Major gatherings).

Action Plan (include who is responsible):

This request is for funding to support various English Department events and activities that are a benefit to student learning and provide a positive profile of the college in the local community.

As the English Department moves to the forefront of supporting combining the Book in Common and the First Year Experience as an academic/intellectual experience (to complement the student life components), having necessary funds to pay rents, honorariums, and other fees associated with events (speakers, films, bonfires) is a necessity.

Although most book authors charge fees that are not within FRC's budget, smaller fees to cover local speakers or academic speakers would be useful.

In addition, as the English Major continues to grow, we must coordinate with students, provide gatherings for planning their education as well as planning and preparation for transfer, and creating a

	<p>sense of departmental mission and standards among students and faculty. We are requesting funds to support luncheons and other gatherings involving planning and student academic support.</p> <p>One result of the Symposium, the Book in Common, as well as other department events is an attempt to raise the profile of the English department and <u>recruit more students to engage in an academic program on-campus.</u></p> <p>Responsibility: Chris Connell, Will Lombardi, Nikki Grose.</p>
<p>Connection to results from assessment of student learning and/or other plans: Ed Plan; SP 2.3.1 College-wide SDLOs: 1,2,3,4,7</p> <p>If new resources are requested, address the following criteria:</p>	<p>Resources/ Budget needed (if applicable): \$225 for rent, supplies, and refreshments. \$100 for publicity</p> <p>Budget code -if applicable (include Fund, Organization, and Account codes): 1100-22070-5905 \$225 1100-22070-5940 \$100</p> <p>This request is a \$275 decrease from last year's budget request</p>
<p><u>Uncontrollable Increase:</u> <u>Safety:</u> <u>New Student Attraction:</u> The establishment of student symposia highlighting student writing aims to provide a higher profile for the English Department and the college. The strategy is to attract students to study at FRC by creating a raised profile that would also include symposia among regional community colleges. <u>Student Success and Retention:</u> The professionalization of the English department curriculum and the humanities is an exercise in learning, presenting work in a professional way, and sharing important ideas and research in a public way. The immediate outcome of symposia, readers' theater, and public debates is to provide motivation and interest to students and support the skills necessary for success and persistence (retention). <u>Relation to Student Learning:</u> Writing or preparing debate material for a public experience is a high end learning experience for our students. With the presentation of student work comes responsibility and the development of research and presentation skills. <u>Support for employees to be effective:</u> <u>Feasibility:</u> Very feasible, as it has been done in the past.</p>	

Objective 3:	Action Plan (include who is responsible):
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<p><i>Discuss and Create summer creative writing program.</i></p>	<p>Create a summer writers workshop/retreat at FRC. The goal of this program is to participate in the lucrative and popular national and regional workshops in writing. Creative writing can include many different areas, including memoir, creative non-fiction, fiction, poetry, and screen writing. The student apartments can be used for housing. Develop curriculum specific to creative writing; for example, fiction writing, the short story, the lyric poem, writing screenplays. A workshop type of summer school could last one or two weeks. Per format of workshop. The college benefits as it could collect revenue in a variety of ways: 1) Participants pay a per unit fee and college collects FTES; 2) a tuition is paid following the community education model; 3) a fee is charged through a third party (perhaps the foundation) that covers the workshop teaching and facility expenses. Responsible: Chris Connell</p>
<p>Connection to results from assessment of student learning and/or other plans: SP 2.31 College-wide SLOs 1, 2</p>	<p>Resources/ Budget needed (if applicable): At this point it is not clear what total cost would be (utilities, custodial, use of apartments, etc). But costs for staffing (i.e., writer-in-residence) would range from \$500 up to \$5,000, depending on number of instructors, format, duration, etc.</p>
<p>If new resources are requested, address the following criteria:</p>	<p>Budget code -if applicable (include Fund, Organization, and Account codes): 11-22070-1315 \$5,000 Expected Outcomes: There are many steps to accomplish for such a writer's workshop to be successful. The desired outcome for a first year trial would be to attract ten (10) participants to the summer workshop.</p>
<p><u>Uncontrollable Increase:</u> <u>Safety:</u> <u>New Student Attraction:</u> The workshop would bring interested writers from all over the West to FRC. While these students would most likely not be continuing students, it program would expose FRC to a demographic that may be hard to reach otherwise. <u>Student Success and Retention:</u> <u>Relation to Student Learning:</u></p>	

Support for employees to be effective:

Feasibility: This would require some lead time to recruit instructors, advertise and recruit students, and then organize and stage the events. However, other community colleges stage writer's workshops so it would be possible to model our program on already successful conferences.

Objective 4:

Creation of thematic courses for ENG 101, and rewrite or create literature courses. For example, ENG 101 with themes in environment or social justice; literature courses such as "Novel and Fiction," Classical and Epic Literature, etc.

Action Plan (include who is responsible):

Further discussion is needed on this topic. Create Title V's for ENGL 101 course that may include thematic approaches to teaching English Composition. After careful assessment there are some challenges with this type of course—specifically creating skewed student populations based on theme and students' interests. However, certain areas would function very well and provide a different kind of variety for students. Literature offering need to be revised, taking into account transferability and appropriate preparation of English majors at the university level. Possibilities include condensed British or American Literature survey or development of addition courses of interest to students, such as "The Novel," or "Dramatic Literature" or "Classical Literature." Responsibility: Chris Connell. Joan Parkin. Will Lombardi

Connection to results from assessment of student learning and/or other plans:

Resources/ Budget needed (if applicable):
N/A

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):
This request is a (\$50) net decrease from last year's budget request

Uncontrollable Increase:

Safety:

New Student Attraction:

Student Success and Retention:

Relation to Student Learning:

Support for employees to be effective:

Feasibility:

Objective 5:

Action Plan (include who is responsible):

<p>Continue “writing across the curriculum” component in appropriate courses.</p>	<p>Writing skills are one of the most important skills a student can develop. In addition to formal writing classes, such as ENGL 101, being able to write for different purposes and on different subjects is a skill that must be developed. Writing across the curriculum would help support good writing practices and foster skills in appropriate subject areas.</p>
<p>Connection to results from assessment of student learning and/or other plans:</p>	<p>Resources/ Budget needed (if applicable): N/A</p>
<p>If new resources are requested, address the following criteria:</p> <p><u>Uncontrollable Increase:</u></p> <p><u>Safety:</u></p> <p><u>New Student Attraction:</u></p> <p><u>Student Success and Retention:</u></p> <p><u>Relation to Student Learning:</u></p> <p><u>Support for employees to be effective:</u></p> <p><u>Feasibility:</u></p>	<p>Budget code -if applicable (include Fund, Organization, and Account codes): This request is a (\$50) net decrease from last year’s budget request</p>

If completing your program’s objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
<i>Example:</i> Staff training on effective written communication	Professional Development	See current year objective 2

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

The English and Language Arts department is alive and healthy. With three full-time, tenure-track faculty and 3 associate faculty (one of whom teaches exclusively online), the on-campus department the department has been able to grow and attract new majors. We have also developed various pathways through the major, which are: Regional and Environmental Literature, Social Justice, and General Literature and Writing. While the English department had developed well-spaced and stable offerings until Spring 2020, Covid-19 and the delay in hiring a faculty has created some awkwardness in scheduling. The Language Arts area continues to contribute a large amount of FTES to the college.

The Bachelors program has had some impact on the English department in that two courses a year must be staffed. However, with the three full-time faculty and the stable associate faculty pool, we seem to be handling this situation well enough.

After a delay due to Covid-19, the hire of Nicole Grose was completed, which brings the full-time faculty to a full complement. Nikki Grose has shown herself to be competent, ready to move quickly, and full of energy. One area that she will be leading will be the establishment of a college journal of literature and the arts. If the first couple of issues are successful, the department may consider expanding the journal to include students and staff from different departments at the college, possibly becoming a College publication rather than a department only journal. Nikki has also contributed to the SLOAC process and will be teaching a course in the online Sociology degree in Spring 2022. We expect great things from her as she moves into her career at FRC.

The implementation of new standards for ENGL 101, in accordance with AB 705, is ongoing and has created some questions and concerns about how well we, as a department and a college, can serve students. Please see the next section for more on this issue.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

Fall 2021 marks what is probably the last time that pre-collegiate English writing course (ENGL 010) will be offered. In accordance with AB 705, all pre-collegiate courses and English have been eliminated. In place of ENGL 010, and to support students who may not be at the college level in their writing, a new course, ENGL 100 Composition Workshop has been created. This course is worth 1 unit and will be offered once a week on Thursdays, creating a fourth day of ENGL 101 for students who could use the support. Students who score below certain high school GPA cut-offs will be strongly urged to enroll in the course. A COR has been created and approved for the course and, furthermore, the faculty teaching the course have prepared course components and units so as to be able to move ahead with the first offering in Spring 2022. At this time, it is unknown of the overall results of AB 705 and the new support course for student success.

Affecting English and the Language Arts, but outside of the control or power of the college, is the continued devaluation of the humanities in all forms: history, thought, critical thinking, the arts, and language. These issues have an indirect effect on curriculum at FRC as students are influenced that technology can solve all problems and ignorance wins the day. The Department of Language Arts is committed to supporting rational thought, the understanding of the arts and letters in life and society, and the importance of good reading and writing in the formation and maintenance of a stable personal and work life, a healthy political system, and a sound society. I wish I could find a budget code to counter-act the current situation, but, unfortunately, such a code does not exist.

3. Briefly explain significant changes expected during the upcoming year.

In the 2022-2023 academic year, the department will move ahead with stabilizing course offerings, with the literary journal, and with developing support for English majors and other majors in the humanities. No other significant events or changes are seen at this time.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: ENVIRONMENTAL STUDIES

NAME OF PERSON SUBMITTING THIS REVIEW: Tracy and D. Flett

DATE OF SUBMISSION: Oct. 1, 2021

MANAGEMENT AREA (check one):

<input type="checkbox"/>	Administrative Services
<input checked="" type="checkbox"/>	Instruction
<input type="checkbox"/>	Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

Objective 1: Increase student recruitment, retention, and alumni participation

Action Plan and timeline (include who is responsible):

Within two years:

Implement student tracking via google forms upon departure in ENVR/ORL 280 and periodically follow-up with alumni regarding employment, effectiveness of ENVR Program, etc. **(D. Flett)**

Development mentorship program where students are paired with ENVR alumni in desired field **(D. Flett)**

Recruit students to the Ecological Farming Certificate **(D. Flett, Jessie Mazar, Leslie Pace)**

Recruit students to Fire and Fuels Certificate **(D. Flett, Dvorak, Tracy)**

In the coming year:

	<p>Continue to work with Nick Maffei and begin working with Brad Bodenham to learn Campus Suite skills to update website and increase ENVR branding (D. Flett and Tracy)</p> <p>Contract local graphic designer, Brad Bodenham, to create and digitize and ENVR logo (Dvorak, D. Flett)</p> <p>Use designs created in the above task for marketing items (signage, hats, shirts, pamphlets, etc) (Dvorak, D. Flett)</p>
<p>Connection to results from assessment of student learning and/or other plans:</p> <p>Guided Pathways; Strategic Plan Directives I, II, III; ENVR Comprehensive Program Review; Previous ENVR APRs; Submitted mini-grant to Foundation for matching funds</p>	<p>Resources/ Budget needed (if applicable):</p> <p>\$500 (Consultant and contracts; Contract with local graphic designer)</p> <p>\$500 (Non-instructional supplies; Printing of program signs, hats, shirts, sweatshirts)</p>
<p>If new resources are requested, address the following criteria:</p>	<p>Budget code -if applicable (include Fund, Organization, and Account codes):</p> <p>1100-21350-5050-030200 (Consultant and contracts; Contract with local graphic designer, Brad Bodenham)</p> <p>1100-21350-4325-030200 (Non-instructional supplies; Printing of program signs hats, shirts, sweatshirts)</p>
	<p>Expected Outcomes:</p> <ol style="list-style-type: none"> 1) Increased student enrollment. 2) Increased student retention. 3) Additional student transfer and/or employment in field of study.
<p><u>Uncontrollable Increase:</u> \$500 to contract with local graphic designer to develop a new ENVR logo referencing our new Forest, Fire and Fuels Certificate. \$500 for the production of signage and apparel displaying the new logo for improved marketing and recruitment.</p> <p><u>Safety:</u> As the ENVR Program continues to leverage partnerships, explore internships, utilize our million-acre classroom, and develop greater off-campus presence, it is imperative that we present as a cohesive unit. This contributes to the safety of students and staff, especially as we increase participation in prescribed fire training and events.</p> <p><u>New Student Attraction:</u> The development of a unique ENVR Program logo is key to Program development, marketing, and increasing enrollment. The logo will make reference to the new Forest, Fire and Fuels Certificate, be displayed on signage and apparel used at career and college fair, and be utilized on Program webpages, apparel and videos.</p> <p><u>Student Success and Retention:</u> Offering student apparel assists with the creation of cohort cohesion. Stimulating the development of a tightly knit ENVR student community increases success and retention.</p>	

Relation to Student Learning: Increased cohort cohesion, increased diversity and retention of the ENVR student population, and increased enrollment associated with successful marketing all contribute to enhanced student learning and opportunities.

Support for employees to be effective: Current employees do not have graphic design skills. Contracting with a professional for logo development is necessary. A unique Program logo and associated signage and apparel is a source of pride for students, faculty and staff.

Feasibility: ENVR staff and faculty have strong professional relationships with local graphic designer Brad Bodenham and have worked with him in the past. We are already in communication with Brad about creating an ENVR logo. The ENVR Program has previously used local sign-makers for recruitment materials, with success. Apparel would be printed using the same company and process that ORL has used successfully for many years. The deliverables associated with this budget request are entirely feasible.

Objective 2: Advise and Mentor Students

Action Plan and timeline (include who is responsible):

Assign faculty mentors to ENVR students and meet with students each semester to talk about academic and career planning (**Tracy and D. Flett**)

Connection to results from assessment of student learning and/or other plans:

Guided Pathways.

Ed. Plan Sec. II-A – Striving for Excellence and opening Doors of opportunity. Improved transfer.

Strat Plan II.4

Resources/ Budget needed (if applicable):

N/A

If new resources are requested, address the following criteria:

N/A

Budget code -if applicable (include Fund, Organization, and Account codes):

N/A

Expected Outcomes:

1)Improve retention, graduation, transfer and job placement rates.

Uncontrollable Increase:

Safety:

New Student Attraction:

Student Success and Retention:

Relation to Student Learning:

Support for employees to be effective:

Feasibility:

Objective 3: Update and Articulate Curriculum

Action Plan and timeline (include who is responsible):

	<p>Update ENVR curriculum to support more flexibility (Tracy w/ D. Flett)</p> <p>Update course scheduling to support curriculum changes (Tracy)</p> <p>Develop Env. Sci AS-T (Tracy)</p> <p>Launch Forestry and Fire Cert. and make local cert. updates to reflect curriculum updates (Tracy, Dvorak and Flett)</p> <p>Articulate courses with HSU and UNR (Tracy)</p> <p>Develop a new Geospatial Course in the model of HSU's GSP 101/L (Tracy and D. Flett)</p> <p>Develop and submit a 4-year degree proposal (Tracy, Flett, Dvorak)</p>
<p>Connection to results from assessment of student learning and/or other plans:</p> <p>Guided Pathways.</p> <p>Ed. Plan Sec. II-A – Striving for Excellence and opening Doors of opportunity. Improved transfer.</p> <p>Strat Plan II.4</p>	<p>Resources/ Budget needed (if applicable):</p> <p>N/A</p>
<p>If new resources are requested, address the following criteria:</p> <p>N/A</p>	<p>Budget code -if applicable (include Fund, Organization, and Account codes):</p> <p>N/A</p>
<p>Expected Outcomes:</p> <p>1) Improve major accessibility and retention. Improve transfer and graduation/ certificate completion rates.</p> <p>2) Improve local educational opportunities.</p>	
<p><u>Uncontrollable Increase:</u></p> <p><u>Safety:</u></p> <p><u>New Student Attraction:</u></p> <p><u>Student Success and Retention:</u></p> <p><u>Relation to Student Learning:</u></p> <p><u>Support for employees to be effective:</u></p> <p><u>Feasibility:</u></p>	
<p>Objective 4: Pursue ISA relationships</p> <p>Pursue and build partnerships with local and regional organizations that will allow us to expand our ENVR course offerings, increase FTES within the ENVR Program, and support capacity building within the greater community</p>	<p>Action Plan and timeline (include who is responsible):</p> <p>Within the next year:</p> <p>Investigate ISA potential with The Watershed Group to offer for-credit options for regional Prescribed Burn Trainings (TRES) and National</p>

related to fuels reduction, fire restoration, and prescribed burning education.

Wildfire Coordinating Group (NWCG) certifications, while increasing ENVR FTES **(D. Flett and Dvorak)**

Pursue a similar relationship with Plumas Fire Safe Council to expand course offerings to students and community members in fuel treatments and prescribed burning, while increasing FTES. **(D. Flett and Dvorak)**

Re-start conversations with local USFS leaders about an ISA that would offer FRC credits for local NWCG courses provided to fire staff in Plumas County. **(D. Flett and Dvorak)**

Connection to results from assessment of student learning and/or other plans:

Guided Pathways; Strategic Plan Directives I, II, III, IV; FRC Sustainability Management Plan; FRC Forest and Fire Management Plan; SLOs for ENVR 120, 220, 230, 251 and 480; Increased ENVR FTES; Firewise USA

Resources/ Budget needed (if applicable):

\$1000 (Employee Travel Expenses; Employee travel, meals and lodging while travelling to meet with partners)

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

1100-21350-5100-030200 (Employee Travel Expenses; Employee travel, meals and lodging while travelling to meet with partners)

Expected Outcomes:

- 1) Increased ENVR enrollment/FTES.
- 2) Increase course offerings from highly qualified professionals.
- 3) Strengthening of local and regional partnerships.
- 4) Increased local capacity and education in fire and fuels management

Uncontrollable Increase: Most of our ISAs are with local partners and would not require travel. The potential ISA with The Watershed Group has the possibility to dramatically increase FTES but would require collaboration and meetings with our partners based out of Hayfork, CA.

Safety: The potential for wildland fire on campus and in our surrounding community is extremely high, making the entire campus, including student and employee housing and ability to remain in the area, vulnerable. It is essential that we plan aggressively for such an eventuality. Increasing capacity in fire and fuels management will increase fire and fuels management, thereby providing greater fuel breaks for campus and the surrounding community.

New Student Attraction: The hands-on learning associated with our proposed “Fuels Reduction & Fire Restoration” Certificate is practical, would provide many career pathways, and should be highly attractive to prospective students. The suite of opportunities available through these ISAs would be foundational to a possible bachelor's degree in ENVR.

Student Success and Retention: Learning that is practical, hands-on, exceptionally relevant and leads to direct employment would encourage students to complete their degrees and result in increased employment. Students would utilize real-world application of their studies while addressing the ever-increasing global problem of increase wildfire intensity and severity.

Relation to Student Learning: Increasing course content and local community capacity in these arenas is imperative as wildfires continue to increase in size, severity and destruction.

Support for employees to be effective: Help executing ISAs, including organized/timely packets of paperwork from FRC to project partners will be needed.

Feasibility: Dana Flett and Jon Dvorak are already in communication with all of the partners listed above. There is mutual interest in pursuing relationships and work on FTES forecasts, goals & objectives, and possible course offerings are being worked on.

Objective 5: Revive the FRC Paid Internship Program

Action Plan and timeline (include who is responsible):

Within the next year:

Meet with individuals who oversaw previous internship program including Darla DeRuiter, Matthew Johnson and CCC Board Member **(D. Flett)**

Continue conversations with campus administration who can help support internship revival including Derek Lerch and Carolyn Shipp **(D. Flett)**

Collaborate with S. Flett and ORL Program to offer internships to both ORL and ENVR students **(D. Flett)**

Meet with local USFS leadership to formalize internship details and student placement **(D. Flett)**

Connection to results from assessment of student learning and/or other plans:

Guided pathways; Increase ENVR enrollment and recruiting

Ed. Plan

Start Plan: II

Resources/ Budget needed (if applicable):

N/A

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

N/A

Expected Outcomes:

1) Increased ENVR recruitment, retention and transfer.

2) More direct, hands-on experience for students related to their fields of study.

3) Eventual “employment pipeline” for FRC students to USFS positions

Uncontrollable Increase:

Safety:

New Student Attraction:
Student Success and Retention:
Relation to Student Learning:
Support for employees to be effective:
Feasibility:

Objective 6: Support Traditional Ecological Knowledge (TEK) Curriculum Inclusion

Connection to results from assessment of student learning and/or other plans:
 Guided Pathways; Strategic Plan Directives I, II, III, IV; College goals related to DEI; ENVR Program SLOs; All ENVR course SLOs; SNC Fire and Fuels grant deliverables
 Campus Equity Commitments

If new resources are requested, address the following criteria:

Action Plan and timeline (include who is responsible):

Increase partnerships with local Maidu individuals and organizations **(D. Flett, Dvorak, Tracy)**
 Utilize local TEK in ENVR classes **(D. Flett, Dvorak, Tracy)**

Resources/ Budget needed (if applicable):

\$700 (Consultant and contracts; Contract with local TEK practitioners to enhance inclusion and student learning)

Budget code -if applicable (include Fund, Organization, and Account codes):

1100-21350-5050-030200 (Consultant and contracts; Contract with local TEK practitioners to enhance inclusion and student learning)

Expected Outcomes:

- 1) Increased student understanding of the complexities in Environmental Studies including traditional Indigenous land management, Indigenous exclusion from land management, and a slow return to traditional practices.
- 2) Strengthen partnerships between FRC and local Maidu organizations.
- 3) Increase diversity, equity and inclusion in course curriculum

Uncontrollable Increase: ENVR faculty frequently ask TEK practitioners to participate in ENVR classes and events. Indeed, requests for visits and volunteerism from TEK holders are increasing from the many organizations involved in the broad disciplines of ecosystem management and environmental studies. This desire to include the voices of people who have managed landscapes for centuries is not frequently backed up with offers to compensate the many requests for an individual's time. This leads to fatigue from tribal partners and is not an equitable nor just way to include these important partners.

Safety: None of the ENVR instructors are Native American nor trained in TEK. While ENVR faculty strive to include topics around TEK in our classes, there is a danger of misrepresentation and/or appropriation if those who are not traditional knowledge holders are the ones teaching these subjects.

New Student Attraction: Increasing diversity, equity and inclusion in Environmental Studies coursework is just and gives credibility to our program. This may help to further diversify our student population and increase new student enrolment.

Student Success and Retention: Students will gain a deeper and more nuanced understanding of Environmental Studies and the incredible history of First Nations, including traditional land management practices and the systematic genocide and removal of Indigenous peoples from their homelands.

Relation to Student Learning: Students who have a more wholistic view of TEK and Environmental Studies will be more compassionate, inclusive and understanding individuals and professionals.

Support for employees to be effective: Current ENVR staff are not TEK knowledge holders, and it is unjust for their voices to be the only ones heard from when discussing these important topics. Inclusion of, and compensation for, TEK practitioners is essential.

Feasibility: There is a lot of momentum towards returning to TEK land management. Current and past ENVR staff have positive relationships with local TEK holders and there is a strong desire to enhance these partnerships.

Objective 6: Increase Enrollment in the Fisheries/Hatchery Program - Improve Hatchery Classroom Space

Action Plan and timeline (include who is responsible):

Set up a Fish/Hatchery Specific Advisory Committee Meeting to get input and ideas on the program **(Tracy and Fuller)**

Work with Nick Maffei to improve outreach and recruitment **(Tracy and Fuller)**

Run an intro to fly fishing course as an ENR special-topics or ORL course to build “stoke” on fish **(Tracy and S. Flett)**

Work to develop summer internship opportunities for students in fisheries and hatchery positions **(Fuller, Tracy, D. Flett)**

Update hatchery learning and visiting space to make it a desirable learning environment for students. **(Fuller)**

Major Hatchery Classroom Issues Include:

- WIFI booster in the hatchery booster (there is no WIFI access down there)
- More lighting in the hatchery
- Better Sound proofing – boxes constructed around fans
- More equipment storage –shelves and cabinetry
- Lab benches/tables and stools
- Broken hot water heater in the building
- New nets
- A functional doorknob to the hatchery building

- Power wired to the greenhouse for fan use
- The system needs two additional pumps
- Additional aerator raft for the pond
- Solar panels are not hooked up – which could be good for power outage situations

Connection to results from assessment of student learning and/or other plans:

Past ENVR APRs and CPRs
Strat Plan – I.2, III.1
Ed. Plan Sec. 2. A.

Resources/ Budget needed (if applicable):

\$5000

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

1100-21350-4310-030200 - \$1000
1100-21350-4325-030200 -\$4000

Expected Outcomes:

- 1) Improved new student attraction and enrollment in fish and hatchery courses.
- 2) Improved student learning.
- 3) Improved safety for students and staff.
- 4) Improved retention, graduation, and transfer.
- 5) Improved community outreach and education opportunities in a safer, lighter, quieter, more organized hatchery environment.

Uncontrollable Increase: The hatchery has been limping along and needs some overdue upkeep to maintain it as a future learning resource

Safety: In order to use this facility for tours and, more importantly, for student learning, it needs some investment in terms of lighting, sound-proofing, equipment storage, and lab benches.

New Student Attraction: The hatchery is often spoken about and used as a tour site to show off to prospective students and families. It is a special and unique resource here that is currently under-utilized. As we put forth an effort to increase enrollment in hatchery classes, we need to provide an attractive and SAFE environment where people can come to learn about fish and fish culture. There is such great potential for this space to be an attractive pull for new students- BUT currently some of these issues are preventing this potential reality from coming true This requires some additional investment in the leaning space, for lighting, sound-proofing, equipment storage, lab benches, etc.

Student Success and Retention: The current state of the hatchery learning space is not conducive to effective learning. The environment is too dark and too noisy. There are no benches or tables. There is a lack of proper equipment storage space. Many foundational pieces of the hatchery system are broken (i.e. pumps, dechlorinators, fans, etc.). Updating this equipment will GREATLY improve student success and learning opportunities in this space.

Relation to Student Learning: AGAIN - The current state of the hatchery learning space is not conducive to effective learning. The environment is too dark, to noisy. There are no benches or tables. There is a lack or proper equipment storage space. Many foundation pieces of the hatchery system are

broken (ie pumps, dechlorinators, fans, etc.). Updating this equipment will greatly improve student success and learning opportunities in this space.

Support for employees to be effective: Fuller's ability to run an effective hatchery and train students in these skills depends on this basic equipment and learning space that we are requesting.

Feasibility: If not the general fund, then let's throw some Perkins funding at this problem.

Objective 7: Improve Fire and Fuels Office and Storage Space

Action Plan and timeline (include who is responsible):

Work with Administration and Facilities to secure and place a storage facility for new fire equipment. **(Dvorak and Tracy)**
Explore additional office space options for Forest Health and Fuels Coordinator. **(Dvorak and Tracy)**

Connection to results from assessment of student learning and/or other plans:

Strat Plan III.7 - Healty Campus Forest Plan

Resources/ Budget needed (if applicable):

It is my understanding that this will be paid for outside of our ENVR budget.

If new resources are requested, address the following criteria:

N/A

Budget code -if applicable (include Fund, Organization, and Account codes):

N/A

Expected Outcomes:

- 1)Improve ability to support fire training and education.
- 2) Improve ability to complete fire prevention forest health work.
- 3)Improve the ability to support and necessary future fire-fighting efforts necessary on campus.

Uncontrollable Increase:

Safety:

New Student Attraction:

Student Success and Retention:

Relation to Student Learning:

Support for employees to be effective:

Feasibility:

Objective 8: Support Ecological Farming Program Certification

Action Plan and timeline (include who is responsible):

	<p>Locate funding for Eco Farming development, recruitment and program enhancement (D. Flett)</p> <p>Increase marketing and recruitment for Eco Farming (Jessie Mazar and Leslie Pace)</p> <p>Research other regional farm-training programs, make connections with program leaders, work on matriculation and articulation (Jessie Mazar and Leslie Pace)</p> <p>Develop Eco Farm Certification Strategic Plan outline program goals, strategies and timelines; make initial progress towards said deliverables. (Jessie Mazar and Leslie Pace)</p>
<p>Connection to results from assessment of student learning and/or other plans:</p> <p>Guided Pathways; Strategic Plan Directives I, II; All SLOs for ENVR 130-137 require hand-on learning experience in a farm setting.</p>	<p>Resources/ Budget needed (if applicable):</p> <p>\$5000 (200 hours at \$25/hour to complete program development tasks listed above; perhaps some funding can be allocated from the Workforce Development Grant)</p> <p>\$500 (Student Travel)</p>
<p>If new resources are requested, address the following criteria:</p>	<p>Budget code -if applicable (include Fund, Organization, and Account codes):</p> <p>1100-21350-5050-030200 (Consultant and contracts; Complete Eco Farm development tasks listed above)</p> <p>1100-21350-5100-030200 (Student travel; Provide transportation for students to field site visits)</p> <p>Expected Outcomes:</p> <ol style="list-style-type: none"> 1) Attract new cohorts of students to fill classes. 2) Increase partnerships between FRC and local community organizations. 3) Support food justice, access, and equity in our community. 4) Strategic plan for outreach and development of the Ecological Farming Certificate
<p><u>Uncontrollable Increase:</u> There is a lot of momentum and opportunities available with this program but enrollment from the local community is being tapped. Jessie Mazar and Leslie Pace have an exceptional breadth of experience with intimate ties to a local food justice and food access non-profit (Lost Sierra Food Project). We should take advantage of the expertise and growth mindset that these two individuals bring to the Eco Farming branch of the ENVR Program to make it more robust, with greater student enrollment. This certificate program is unique to the Community College system in that it focuses on small-scale high-altitude farming with a focus on community food systems, resiliency, and local partnerships. While Jessie and Leslie are currently paid as Associate Faculty, this does not cover any time spent on program development and recruitment. There is currently no budget for student travel for Eco Farm classes. These classes take many field trips to various sites around the county to enhance student learning opportunities.</p>	

Safety: Students should drive in vans to field trip locations to reduce driving risk and liability to FRC.

New Student Attraction: Certifications in permaculture and regenerative agriculture are popular in California. However, these programs are typically very expensive. With funded time for recruitment, these markets can be tapped. The Ecological Farming Certification at FRC is an incredible and affordable alternative to much more expensive farming programs. With outreach, additional FTES and longevity for this program could be secured. The current partnerships between FRC, Lost Sierra Food Project and Plumas Charter School are unique and have the possibility to attract a wide range of students interested in farming, education and food justice. Furthermore, these partnerships and programs are actively increasing access to nutritious foods for at-risk individuals and making our rural community more food secure, especially in times of supply-chain issues as experienced during wildfires and Covid. LSFP contributes significant resources to the Eco Farm Certificate at FRC. Seeds, irrigation, soil nutrient management, and infrastructure to operate and maintain the production farm, including the labor to do so, are utilized for all Eco Farm courses and is estimated at more than \$5,000 per year.

Student Success and Retention: Enhanced student enrollment and increased program development will lead to greater student retention, engagement, and success across the ENVR Program and specifically in Eco Farming classes.

Relation to Student Learning: The actions listed in this APR objective will serve to enhance student learning in all Eco Farming courses and support a unique certification in the ENVR Program.

Support for employees to be effective: The current FT ENVR faculty do not have adequate time to give this program the attention it needs. Current AF are extremely motivated, knowledgeable and have an incredible local and regional network to draw upon to get this work done. We need to take advantage of the expertise these AF have, to fully leverage this program.

Feasibility: With additional hours allocated to outreach and enhanced program development, people that are searching for farming options will select FRC over other, much more expensive programs. With a stronger presence in the state and national food systems/sustainable farming scene, enrollment will grow.

Objective 9: Professional Development

Action Plan and timeline (include who is responsible):

Attend AGU (American Geophysical Union Conference) in 2022 (**Tracy**)

The Annual AGU Conference is a major geological and environmental science conference held each year. It is a wonderful opportunity to attend presentations on cutting-edge research as well as on education and science communication and to network with industry and academic professionals.

Connection to results from assessment of student learning and/or other plans:

Ed. Plan Sec. II- Striving for Excellence and opening doors of opportunity. Improve opportunities for student **AND** faculty access to professional development.

Resources/ Budget needed (if applicable):

\$1200

Supports ENVR Program SLOs
Supports Geology Program SLOs
Supports Geography Program SLOs
GEOL APR

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):
1100-21350-5100-030200

Expected Outcomes:

- 1) Improve currency of knowledge in the topics that I teach. I am now 10 years out of graduate school, and I need to place more attention on continuing education than I did when my experience was more recent.
- 2) Improve industry networking to support of program and student opportunities.

Uncontrollable Increase: I have never received any money to support professional development. It seems like this increase in demand may be overdue.

Safety: Resources are necessary for me to safely attend the conference. In addition, up-to-date knowledge may improve field skills and field safety for me and students on field trips.

New Student Attraction: Up-to-date and relevant courses help boost student enthusiasm and attraction.

Student Success and Retention: Providing students with the proper information to excel in geosciences disciplines here and as they transfer is essential to set them up for academic and career success. Attending conferences also helps build and foster my own professional networks, which ultimately serve to increase FRC student opportunities.

Relation to Student Learning: We want to make sure students are learning accurate, up-to-date and relevant information about the world around them in their education at FRC. This requires an investment in faculty professional development.

Support for employees to be effective: Professional development is essential for academic faculty to stay current in the fields in which they teach and to ensure that the education they are providing is accurate and relevant.

Feasibility: Attending one conference every year or two should be reasonable for faculty of any self-respecting college or institution on higher learning. Just sayin'

If completing your program's objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
Website Development and Marketing Assistance	Continue Work with Nick Maffei on developing marketing strategies and resources	See APR Objectives 1, 6 & 8 above
Facilities	Help with hatchery improvements	See APR Objective 6
Facilities	Help with Fire and Fuels Storage Shed Placement	See APR Objective 7
Professional Development Funds	Funds to support professional development	See APR Objective 9

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

The program is doing decently. We have seen enrollment declines over the last few years, aligning with COVID and perhaps for other reasons as well.
 We are hoping to roll out some new certs (such as the Fuels and Fire cert) and improve recruiting and program FTE this year.
 Darla DeRuiter retired at the end of 2021.
 Dana Flett was hired as a new faculty in 2021
 Jon Dvorak was hired as Forest Health and Fuels Coordinator in 2021 and will support forestry and fire education in his position.
 We feel new hires and the current attention around the need for fire, forestry, and ecological restoration work, places us at a perfect moment to expand our program and capture new students.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

See above.

3. Briefly explain significant changes expected during the upcoming year.

We are excited about some new faculty and staff and new programs.
 We plan to make some updates to our major requirements to increase flexibility.
 We are exploring some Fire Training ISAs.
 We are planning to submit an application for a 4-year degree.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA:

NAME OF PERSON SUBMITTING THIS REVIEW:

DATE OF SUBMISSION:

MANAGEMENT AREA (check one):

<input type="checkbox"/>	Administrative Services
<input checked="" type="checkbox"/>	Instruction
<input type="checkbox"/>	Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

Objective 1: To continue providing quality instructional support for the academic programs offered by the college, including the continuing needs of the four-year program in Ranch Management and Equine Studies, by engaging in focused collection development activities and related library programs (information literacy instruction, etc.) to address the research needs of students and faculty.

Action Plan and timeline (include who is responsible): The Library is working hard to fulfill its function as the primary source of scholarly information resources and services for academic research and instructional support. Library collection development budgets were reduced by a total of \$5,500 per year starting in FY 09-10 and have not yet been restored. When available, categorical funds have been a critical means to fill some of the gap. In FY 20-21, due to pandemic-related precautions, the Library dramatically reduced expenditures and transferred funds to other budget lines in response to expressed and anticipated budget constraints, resulting in some budget lines reading \$0 in the 2020-21 Year to Date column of the APR Budget Proposal spreadsheet. Subsequently some budget lines were restored, while others were temporarily eliminated, like Travel, or

only partially restored, like Books and Non-print Media. In FY 21-22, Short-Term Sub/Hourly Temp is currently eliminated. This is particularly vital given the increased potential for illness among Library faculty and staff working among student populations during the pandemic.

As book, non-print media, periodical subscription and electronic database costs rise at a rate of approximately 10% each year, restoration of this budget is needed in order to sustain best practices in collection development. The Library collections have benefited greatly from the instructional equipment, library material and technology block grant allocation generously provided by the Office of Instruction in years past.

Due to budget cutbacks dating back to 09-10, instructional block grant and lottery funding has been essential in continuing to provide high-quality library resources to support the curriculum and student success. In order to be sustainable, it is hoped that Library budgets be restored and an 8-10% yearly increase is factored in to future budget allocations.

Persons responsible: Darryl Swarm, Library Director.
Derek Lerch, Chief Instructional Officer.

Connection to results from assessment of student learning and/or other plans:
Education Plan, Strategic Plan “Direction II,”
Goals 2.1, 2.2 and 2.3

Resources/Budget needed (if applicable): To restore the collection development funding to previous levels, budget adjustments would be as follows:

Acct	Prior	Current	Change	Need	Request
4320	\$10.5k	\$8.5k	-\$2k	\$25,680	\$14k
6300	\$10k	\$7.5k	-\$2.5k	\$32,100	\$15k
6310	\$3k	\$2k	-\$1k	\$12,840	\$3k

Column 3 (Change) reflects the sustained yearly reduction since 2009-2010 (prior) until now, 2021-2022 (current). The figures in Column 4 (Need) reflect the amount in Column 3 (Change) over 12 years, plus a conservative 7% yearly increase in prices in the following accounts: 4320, periodical subscriptions; 6300, books; and 6310, non-print media. For example, the figure of \$25,680 was arrived at as follows: $(2000 \times 12) + ((2000 \times 0.07) \times 12)$. Column 5 (Request) reflects what we want these budget lines to have going forward in order to adequately sustain critical Library resources and services.

Over the years, we have been fortunate to receive instructional grant and lottery funds to fill in some of the gaps as needed, but in order to sustain the relevant academic Library collection, the proposed figures would get the Library back on track. Additionally, our Rents/Leases budget needed for databases and other electronic resources was sustained at \$44,000 per year; however, in FY 20-21 it was reduced to \$33,683 and in FY 21-22 was adjusted to \$40,000, instead of the prior \$44,000. This is despite yearly increasing costs for electronic databases. Average increases of 10-15% (our increases range widely from 3%-33%) are a reality that all academic libraries face, so either the integrity of the scholarly resources is compromised or shortfalls need to be made up for with other sources of funding. The proposed General Fund budget adjustments would help resolve this critical need and help maintain accepted standards for student success.

Given the expected price increases of databases and the need for a Short-Term Sub/Hourly Temp budget, we also request the following:

Acct	Prior	Current	Request
2125	\$1,240	\$0	\$1,240
5073	\$33,683	\$40k	\$44k

Figures in Column 2 (Prior) reflect FY 19-20, while Column 3 (Current) reflects FY 20-21. Column 4 (Request) reflects what we want these budget lines to have going forward to adequately sustain critical Library resources and services.

If new resources are requested, address the following criteria:

Uncontrollable Increase:
 Safety:
 New Student Attraction:
 Student Success and Retention:
 Relation to Student Learning:
 Support for employees to be effective:
 Feasibility:

Budget code -if applicable (include Fund, Organization, and Account codes): Short-Term Sub/Hourly Temp: 1100-30410-2125; Periodical subscriptions: 1100-30410-4320; Electronic databases: 1100-30410-5073; Books: 1100-30410-6300; Non-print media: 1100-30410-6310.

Expected Outcomes: The Library will be able to provide the support students need for their research and information needs, which are currently not being fully met. Students' academic success and information literacy skills would be improved.

Objective 2: To conclude the installation of all Group 2 Capital Outlay-funded Library equipment that was identified as part of the Library construction project.

Action Plan and timeline (include who is responsible): Equipment and construction projects identified for completion on the last APR included the network card to allow printing from Library computer lab workstations to the Library photocopy machine;

<p>Connection to results from assessment of student learning and/or other plans: Education Plan, Strategic Plan “Direction II,” Goals 2.1, 2.2 and 2.3</p> <p>If new resources are requested, address the following criteria:</p> <p>Uncontrollable Increase: Safety: New Student Attraction: Student Success and Retention: Relation to Student Learning: Support for employees to be effective: Feasibility:</p>	<p>complete installation of the sound masking system for the main Library area; acquisition or construction of the book drop; and acquisition or construction of the Library pedestrian barrier planters, processing room workspace and the storage cabinetry.</p> <p>These equipment and construction projects have remained unfinished since their introduction dating back as early as 2012 to properly make use of the designated funds.</p> <p>Persons responsible: Nick Boyd, Facilities Director.</p> <p>Resources/ Budget needed (if applicable): This work will be handled through Facilities using resources that were allocated through Group 2 Capital Outlay grant money in 2012.</p> <p>Budget code -if applicable (include Fund, Organization, and Account codes): n/a</p> <p>Expected Outcomes: Resources for the Library building included in the construction project will be completed and available to Library patrons and staff. Students will benefit academically from improved information literacy, printing capabilities, sound-masking and increased awareness of campus events and safety issues. Library services and flow of foot traffic will be improved with a new book drop and pedestrian barriers. Library staff will benefit from an improved processing room workspace and additional storage.</p>
<p>Objective 3: Implement QR codes and/or augmented reality to enhance the Library’s Philip Hyde photograph collection and link content to the Library’s subject guides to create a virtual exhibit for distance-learning patrons.</p>	<p>Action Plan and timeline (include who is responsible): The Library was fortunate to acquire nine high-quality oversize framed prints by renowned local photographer Philip Hyde, which it has proudly displayed for several years. Philip Hyde’s work was foundational in connecting visually to prominent environmental campaigns of the Sierra Club and others and connects to our curriculum in areas of Environmental Studies, Photography, Marketing, Nature Writing and Political Science. David Hyde, the photographer’s son, has also come to the Library and given talks about his father’s artistic philosophy and the significance of the photographs. A number of books containing Philip Hyde’s photographs were also acquired in order to create a complementary archive for better understanding Hyde’s contributions to society.</p>

<p>Connection to results from assessment of student learning and/or other plans: Education Plan, Strategic Plan “Direction II,” Goals 2.1, 2.1 and 2.3</p> <p>If new resources are requested, address the following criteria:</p> <p>Uncontrollable Increase: Safety: New Student Attraction: Student Success and Retention: Relation to Student Learning: Support for employees to be effective: Feasibility:</p>	<p>The Library hopes to further enhance its collection of Philip Hyde photographs and books through online virtual exhibits and/or augmented reality. For example, as patrons move through the Library or explore the online exhibit, they could hear David Hyde discuss the particular work they’re looking at.</p> <p>Persons responsible: Darryl Swarm, Library Director. Venice Lombardo, Senior Library Assistant. Jachin Reilley, Software Support Specialist. Possibly Nick Maffei, Digital Marketing Manager.</p> <p>Resources/ Budget needed (if applicable): Additional student worker hours.</p> <p>Budget code -if applicable (include Fund, Organization, and Account codes): n/a</p> <p>Expected Outcomes: QR codes, virtual exhibits and/or augmented reality would engage and generate interest among regular patrons and community members during promotional events. Students and Faculty would benefit as the images have significant interdisciplinary value, touching on areas such as conservation, fine art, marketing/promotion and more.</p>
<p>Objective 4: Complete installation and configuration of existing equipment.</p>	<p>Action Plan and timeline (include who is responsible): The Library has several pieces of equipment that will need to be installed and/or configured:</p> <ol style="list-style-type: none"> 1. The large digital kiosk will need to be networked in order for it to function as intended as an interactive informational display, where patrons can find classrooms on a campus map, look up an instructor’s office, etc. Without being networked, we are only able to display video and image files in order to keep students informed. 2. The Library has recently acquired a large screen and several monitors. The screen would be an excellent tool for computer lab presentations (flex activities, new student orientations, etc.), while the monitors could more effectively communicate news and advertise services to students. However, they have yet to be connected to the Library workstation via multiple-output network card. Due to the year-long delay in installing the screens, at least one of the screens is non-functional and non-returnable. Also, the projector and

	<p>previously purchased computer screen remain to be installed in the computer lab</p> <p>3. Lights throughout the Library have burned out and need to be replaced. This includes lights in the computer lab, main floor of the Library and office/staff areas. Visibility can be poor, especially at night when there is no sunlight coming through the windows to make up for our diminished ceiling lighting.</p> <p>Persons responsible: Nick Boyd, Facilities Director. Tony Warndorf, Maintenance Specialist III. Mark Downey, Desktop Support Specialist.</p>
Connection to results from assessment of student learning and/or other plans:	Resources/ Budget needed (if applicable): None. All equipment is ready to be set up.
If new resources are requested, address the following criteria:	Budget code -if applicable (include Fund, Organization, and Account codes): n/a
<p>Uncontrollable Increase:</p> <p>Safety:</p> <p>New Student Attraction:</p> <p>Student Success and Retention:</p> <p>Relation to Student Learning:</p> <p>Support for employees to be effective:</p> <p>Feasibility:</p>	Expected Outcomes: Students will benefit from more effective information dissemination and from improved lighting. We have healthy foot traffic in the evenings, when the poor lighting is most detrimental to student work.
Objective 5: Acquisition and installation of safety equipment.	<p>Action Plan and timeline (include who is responsible): It is critical to patron and staff safety that the Library have two key pieces of equipment:</p> <p>1. AED. Heart problems have been shown to be common among athletes and are also present among other populations. Due to the high number of student patrons who patronize the Library, including a large number of athletes, access to an AED would keep a significant number of students safe.</p> <p>2. LED alert system signage. The Library currently lacks the LED alert system signage present in classrooms. Due to the high number of patrons in the Library throughout the day, having this signage would be an effective way to communicate critical information to many people at once.</p> <p>Persons responsible: Facilities staff.</p>

<p>Connection to results from assessment of student learning and/or other plans: Education Plan, Strategic Plan “Direction II,” Goals 2.1, 2.2 and 2.3.</p> <p>If new resources are requested, address the following criteria:</p> <p>Uncontrollable Increase: Safety: Since the Library is a central gathering point for students across campus, safety is a primary concern. Other locations on campus, some with far less student traffic, have both an AED and the LED alert system. Given the proximity of the Library to these other devices, it’s recommended that these be installed as soon as possible. New Student Attraction: Student Success and Retention: Relation to Student Learning: Support for employees to be effective: Feasibility:</p>	<p>Resources/ Budget needed (if applicable): Facilities Department would acquire the necessary pieces of equipment and install them in the Library.</p> <p>Budget code -if applicable (include Fund, Organization, and Account codes): n/a</p> <p>Expected Outcomes: All patrons would be safer in cases of emergency.</p>
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If completing your program's objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
<i>Example: Staff training on effective written communication</i>	Professional Development	See current year objective 2
To conclude the installation of all Group 2 Capital Outlay-funded Library equipment that was identified as part of the Library construction project.	Facilities	See next year objective 2
Use QR codes, virtual exhibits and/or augmented reality to enhance the Library's Philip Hyde photograph collection.	IT	See next year objective 3
Complete installation and configuration of existing equipment.	Facilities, IT	See next year objective 4
Acquisition and installation of safety equipment.	Facilities	See next year objective 5

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

Current Status: The FRC Library's vision is to provide outstanding, innovative academic library services by supporting the dynamic information needs of its diverse users with high-quality, relevant resources in a variety of useful formats while educating them for the information literacy challenges of 21st century research. Our mission is to empower our users to identify, collect and critically evaluate a diverse array of scholarly information sources while applying learning, scholarship and intellectual growth throughout their academic and professional lives. Aligning our library services, programs and resources with these ideals helps us equip our diverse on-campus and distance education student population with the skills to succeed in their degree completion, transfer and workforce objectives.

The FRC Library and Learning Resource Center is an attractive space with usable square footage totaling 9,957sf. Study area capacity includes 104 seats, two group study rooms (seating capacity of 12) and a film screening/language lab room (seating capacity 4). The Library computer lab includes 30 computer workstations and there are an additional 93 internet-accessible stations/ports throughout the Library for student laptops. Additionally, wireless technology supports laptops and mobile devices, although increased bandwidth is necessary to handle peak demand.

Permanent Library staffing consists of 2.6 FTE as follows: one full-time (11 month) professional faculty librarian (title: Library Director), one full-time (12 month) Classified library assistant (title: Senior Program Assistant/Library), one 0.45 (9 month, 22 hours/week) Classified evening library assistant (title: Library Assistant), and 0.15 FTE student assistants. Helpful increases in our student hourly allocation have allowed

us to perform much needed pandemic measures, inventory work and special projects in the Library (digitization, archives, shifting, de-selection work, systems migration, indexing, etc.).

The FRC Library plays a key role in the academic success of our students. Library holdings include: approximately 25,000 print books, 400,000+ ebooks, 1,100 physical films/documentaries, 45,000 full-length streaming videos and 260 million+ articles in 30 subscription databases. The Library supports instructional activities in the form of a) circulation and reference service desk transactions; b) research support through 24/7 chat, telephone, email, and Library subject guides; c) research appointments; d) technical assistance requests; e) student support inquiries; and f) classroom library instruction sessions. Additionally, the Library supports research and instruction through 1) collection development activities; 2) electronic resource management; 3) Library website, subject guides, and user interface refinements; and 4) Library systems, cataloging, and technical services. Each of these activities follows best practices and emerging trends in academic libraries along with criteria and guidelines modeled from the Association for College and Research Libraries Information Literacy Competency Standards for Higher Education. Library research instruction affords an opportunity to address one or more of the stated information literacy concepts, and cumulatively they lead to the development and demonstration of these competencies as documented and assessed in the FRC Library student learning outcomes.

Recent Successes: Library staff have successfully completed a year-long data migration, implementation and training program for a new state-wide Library Services Platform (LSP), integrated the new LSP services into our LibGuides, created “how-to” guides for our new LSP services and are collaborating with new Faculty members to improve our LibGuides content.

The Library also actively adapted to the pandemic by making a number of changes:

- Used Zoom to conduct remote research instruction and to create videos introducing users to the Library’s website and demonstrating how to navigate and use our online catalog and databases effectively;
- Modified our circulation model by extending loan periods, quarantining returned items, implementing a closed stacks policy and allowing patrons to return Library items through the mail during campus closures;
- Collaborated with Student Services to accept returned materials, such as textbooks, belonging to Student Services departments; and,
- Implemented a number of safety measures with the assistance of Facilities, Athletics and IT staff, such as: placing clear barriers at the circulation desk; reducing the capacities of the computer lab, group study tables and group study rooms to promote social distancing; providing masks, hand sanitizer, disinfecting wipes and tissues to promote hygiene; arranging for the Library space to be cleaned with a disinfectant spray mist; and acquiring an air purifier.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

The COVID-19 pandemic had a significant impact on Library resources and online. The Library had to close to patrons for months at a time, necessitating an increased virtual presence through telephone, email, providing Subject Guide use and our 24/7 Chat feature. Use of 24/7 Chat, telephone and email service surged markedly during the Spring and Summer of 2020. Although we belong to a network of librarians who can help field some of the questions we receive through 24/7 Chat, this surge in demand resulted in a reprioritization of time commitments for the Library Director. Subject Guide enhancement and remote delivery of research instruction were also contributing factors for reprioritization.

In order to adapt to emerging safety factors, the Library introduced a campaign to promote safe practices, including social distancing, hygiene, mask compliance, sanitization, air purification and circulation, and materials quarantine, among other measures. Best practices also resulted in a reduction in some of the Library’s physical capacities once we were able to open safely. To promote physical distancing, the

number of available computer stations was reduced from 30 to 15 and the capacity of group study rooms was initially reduced in Spring 2020 from 6 people to 1, then increased to 2 in Fall 2021. The capacity of group study tables was likewise initially reduced in Spring 2020 from 6 people to 1, then increased to 2 in Fall 2021.

In order to allow for cleaning with disinfectant, air renewal and circulation and subsequent fogging, the Library adjusted its schedule once it reopened. Hours changed from 8am-9pm M-Th and 8am-4:30pm F to 8:30am-1pm & 2:30pm-8:30pm M-Th and 8:30am-1pm & 2:30pm-4:30pm F.

The Library also pivoted to a closed stacks collection until Fall 2021. Patrons were encouraged to use the virtual browsing feature available in our online catalog, Primo VE. Patrons were not allowed to browse the physical collections, but instead were asked to submit requests to Library staff, who then retrieved the desired items. Such requests could be made in person, by phone, by email or by logging in to Primo VE.

In January of 2020, the Library completed its migration to a new Library Services Platform (LSP), which included a staff-facing component, Alma, for tasks such as cataloging, user management, acquisitions tracking, etc., and a patron-facing component, Primo VE, which serves as an online catalog. Patrons can log in to Primo VE to save search results, see their Library fines (if any), look through previous loans, etc. This year-long migration, implementation and training was a state-wide endeavor involving Librarians from 110 California Community Colleges. Some Libraries hired additional contract Librarians to handle certain components of this task. With approximately 274 hours of training and meetings, plus two multi-day in-person workshops, this was a significant investment of time and energy, since a small Library with limited staffing would face the same or more challenges than larger Libraries. The timing of this move proved to be significantly beneficial for us, as the pandemic-related pivot to online services and distance-education led to an increased need for electronic resources, such as ebooks, journal articles, etc., which were more easily discoverable in Primo VE. Additionally, this move unified system and service platforms across 95% of CCCs and 100% of CSUs and over half of the UCs. With this broad reach, increased efficiencies and synergy is expected to make the challenge of this migration highly worthwhile in the form of technical support, peer collaboration, inter-library loan, and bargaining power, among other things.

Lastly, Library staff have developed and refined two Subjects Guides, one for online instruction and one for remote learning, highlighting various services and resources for learning and teaching. Library staff also created a series of videos orienting students to our various electronic research tools, such as streaming video, ebook and journal article databases and made these available on our website. Additionally, a form for Faculty to use to request Library instruction services for their classes was created and made available on the online instruction guide. Faculty can specify if their students need a tour of the Library, a workshop to develop their research skills and/or an orientation to using the Library's physical and online services.

3. Briefly explain significant changes expected during the upcoming year.

As the COVID-19 pandemic hopefully begins to subside, the Library anticipates a continuing increase in foot traffic, especially in its computer lab. We also expect to see a higher level of engagement with our online services compared to 2019 and earlier, as students became more familiar with them during the pandemic.

We hope to see a restoration of our budget in order to more ably support students' information and research needs. We also hope see completion on a number of projects to enhance the Library facility, including installation of various pieces of equipment, improved lighting, etc. Lastly, we plan to use QR codes, virtual exhibits and/or augmented reality to transform our Philip Hyde photograph collection for the benefit of FRC and the wider community.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: GEOLOGY/GEOGRAPHY

NAME OF PERSON SUBMITTING THIS REVIEW: Bridget Tracy

DATE OF SUBMISSION: October 28, 2021

MANAGEMENT AREA (check one):

<input type="checkbox"/>	Administrative Services
<input checked="" type="checkbox"/>	Instruction
<input type="checkbox"/>	Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

Objective 1: Support Student Learning

Action Plan and timeline (include who is responsible):

Continue to teach courses in a way that motivates students (TRACY)

Improve Canvas sites and online learning resources (TRACY)

Take students on interesting and relevant field trips to enhance understanding of course concepts. (TRACY)

Connection to results from assessment of student learning and/or other plans:

Geology Program SLOs

Geography Program SLOs

Strat Plan: I & II

Resources/ Budget needed (if applicable):

Increased Student Travel Funds

<p>If new resources are requested, address the following criteria:</p>	<p>Budget code -if applicable (include Fund, Organization, and Account codes): 1100-22080-5101-191400</p>
	<p>Expected Outcomes: Build enthusiasm around these course that have experienced enrollment declines. Provide quality education.</p>
<p><u>Uncontrollable Increase:</u> There have been increases in mileage charges over the last few years. Also, I regularly overspend on GEOL student travel. So, outside the COVID year, this is an ongoing issue. <u>Safety:</u> We need to drive students vans for liability and safety reasons. <u>New Student Attraction:</u> Field trips build enthusiasm and attract students. <u>Student Success and Retention:</u> Ditto. <u>Relation to Student Learning:</u> Seeing geologic processes, structures and materials in the real world is essential to achieving a deeper understanding of geologic concepts for all students. <u>Support for employees to be effective:</u> These trips support student learning and provide “ah-ha” moments for students that lead to breakthroughs in understanding course concepts. <u>Feasibility:</u> I’m not asking for much.</p>	
<p>Objective 2: Improve Enrollment & Articulation</p>	<p>Action Plan and timeline (include who is responsible): Work with advisers on scheduling and geosciences enrollment (Tracy) Work to streamline articulation of courses with HSU and other common transfer campuses (TRACY) See if we are ready to offer a GEOG transfer degree with the addition of a geospatial course the ENVR curriculum (TRACY) Consider offering Cultural and World Regional Geography courses (TRACY) Consider adding a GEOG 102 lab instead of the Earth Science course (GEOL)</p>
<p>Connection to results from assessment of student learning and/or other plans: Ed plan Sec. II – A. - Striving for Excellence and opening doors of opportunity. Strat Plan: I & II</p>	<p>Resources/ Budget needed (if applicable): N/A</p>
<p>If new resources are requested, address the following criteria:</p>	<p>Budget code -if applicable (include Fund, Organization, and Account codes):</p>

N/A	N/A
	<p>Expected Outcomes: Enhance enrollment and learning opportunities for students. Improve transfer pathways for students.</p>
<p><u>Uncontrollable Increase:</u> <u>Safety:</u> <u>New Student Attraction:</u> <u>Student Success and Retention:</u> <u>Relation to Student Learning:</u> <u>Support for employees to be effective:</u> <u>Feasibility:</u></p>	

<p>Objective 3: Pursue Professional Development Opportunities</p>	<p>Action Plan and timeline (include who is responsible): Attend AGU (American Geophysical Union Conference) in 2022</p> <p>The Annual AGU Conference is a major geological and environmental science conference held each year. It is a wonderful opportunity to attend presentations on cutting edge research as well as on education and science communication and to network with industry and academic professionals.</p>
<p>Connection to results from assessment of student learning and/or other plans: Ed. Plan Sec. II- Striving for Excellence and opening doors of opportunity. Improve opportunities for student AND faculty access to professional development. Supports Geology Program SLOs Supports Geography Program SLOs Supports ENVR Program SLOs ENVR APR</p>	<p>Resources/ Budget needed (if applicable): \$1200</p>
<p>If new resources are requested, address the following criteria:</p>	<p>Budget code -if applicable (include Fund, Organization, and Account codes): 1100-22080-5100-191400</p> <p>Expected Outcomes: Improve currency of knowledge in the topics that I teach. I am now 10 years out of graduate school and</p>

I need to place more attention continuing education than I did when my experience was more recent. Improve industry networking to support of program and student opportunities.

Uncontrollable Increase: I have never received any money to support professional development. It seems like this increase in demand may be overdue.

Safety: Resources are necessary for me to safely attend the conference. In addition, up-to-date knowledge may improve field skills and field safety for me and students on field trips.

New Student Attraction: Up-to-date and relevant courses help boost student enthusiasm and attraction.

Student Success and Retention: Providing students with the proper information to excel in geosciences disciplines here and as they transfer is essential to set them up for academic and career success.

Attending conferences also helps build and foster my own professional networks, which ultimately serve to increase FRC student opportunities.

Relation to Student Learning: We want to make sure students are learning accurate, up-to-date and relevant information about the world around them in their education at FRC. This requires an investment in faculty professional development.

Support for employees to be effective: Professional development is essential for academic faculty to stay current in the fields in which they teach and to ensure that the education they are providing is accurate and relevant.

Feasibility: Attending one conference every year or two should be reasonable for faculty of any self-respecting college or institution on higher learning. Just sayin'

If completing your program's objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
<i>Example: Staff training on effective written communication</i>	Professional Development	See current year objective 2
Access to funds to support professional development	Professional Development Funding	APR Objective 3

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

Program is much the same as it was in 2018, at the time of the last Comprehensive Program Review. Most courses are taught by fulltime faculty member, Bridget Tracy. Some courses are taught by associate faculty Fuller (GIS) and Zimmerman (ISP Geog). Enrollment in on-campus course has been low in the last couple of years.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

Some issues to keep an eye on include:

- COVID – education and enrollment disruption
- Enrollment in Geology and Geography courses has been lower than in the past.
- There has been turn over in chemistry and physics courses. We hope to bring on instructors to stabilize these programs that support geo-sciences education.
- The environmental studies program is building a new geospatial course that may support geoscience education.
- A new associate faculty member, Kathryn Zimmerman, was hired to support the ISP GEOG course.

3. Briefly explain significant changes expected during the upcoming year.

None.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA:

NAME OF PERSON SUBMITTING THIS REVIEW:

DATE OF SUBMISSION:

MANAGEMENT AREA (check one):

<input type="checkbox"/>	Administrative Services
<input checked="" type="checkbox"/>	Instruction
<input type="checkbox"/>	Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

Objective 1:

Improve hatchery facilities to increase their usefulness for teaching purposes

Action Plan and timeline (include who is responsible):

Install better lighting and soundproofing to make the hatchery barn a better place to conduct class activities.

(Adam Fuller, facilities)

Purchase improved seating, work tables, and other contributors to work spaces.

(Adam Fuller)

Upgrade storage around the hatchery to increase usable space and make the hatchery a nicer learning environment

	(Adam Fuller)
	Install functional WIFI (facilities)
Connection to results from assessment of student learning and/or other plans:	Resources/ Budget needed (if applicable): \$200 for LED lights \$100 for materials to make soundproofing \$150 for folding tables \$150 for seating I may also need assistance from facilities when installing lighting, depending on what option I go with.
If new resources are requested, address the following criteria:	Budget code -if applicable (include Fund, Organization, and Account codes): 21700 1100 011520 Expected Outcomes: The hatchery barn should be well lit and quiet enough to make conversation easy.
<u>Uncontrollable Increase:</u> none <u>Safety:</u> These improvements will make the hatchery a safer place for students and instructors by increasing visibility and reducing noise and clutter. <u>New Student Attraction:</u> Improving lighting and storage in the hatchery will make it look more attractive to visiting students. <u>Student Success and Retention:</u> <u>Relation to Student Learning:</u> By making hatchery spaces more useful as teaching spaces, we will improve the quality of labs taught at the hatchery. <u>Support for employees to be effective:</u> These improvements to the hatchery will also make it easier for me to raise trout and maintain the space. <u>Feasibility:</u> Nothing here is particularly difficult. I should be able to do most of it myself, except perhaps installing lights.	
Objective 2: Wire the greenhouse for electrical power, clean out and improve the planting beds, and improve area around the building	Action Plan and timeline (include who is responsible): Connect the greenhouse to power in the hatchery barn. (facilities) Hook up fans, thermostat, and vents to power (facilities, Adam Fuller)

	Clean out planting beds (Adam Fuller)
Connection to results from assessment of student learning and/or other plans:	Resources/ Budget needed (if applicable): \$300 to cover conduit, fittings, and wire Assistance from facilities in doing wiring
If new resources are requested, address the following criteria:	Budget code -if applicable (include Fund, Organization, and Account codes): 21700 1100 011520
	Expected Outcomes: Fully functional cooling system in the hatchery, and a greenhouse which looks nicer and is able to grow more food.
<u>Uncontrollable Increase:</u> n/a	
<u>Safety:</u> Having properly installed conduit would be the safety way to get power to a fan to cool the greenhouse	
<u>New Student Attraction:</u> The greenhouse is an eye-catching part of the hatchery facilities, by improving it we can improve attractiveness of the hatchery to students.	
<u>Student Success and Retention:</u>	
<u>Relation to Student Learning:</u> I would like to be able to better use the hatchery in my aquaculture classes, which is more possible if students can go in there during the summer and have comfortable temperatures	
<u>Support for employees to be effective:</u> I can more easily grow produce in the greenhouse if temperatures are moderated	
<u>Feasibility:</u> This depends on facilities finding the time to do some electrical wiring, which hasn't happened in a couple of years. So it may not be that feasible. I will be able to make the other improvements on my own, so they are more feasible.	

If completing your program's objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
Lighting in the hatchery barn	Facilities	See current year objective 1
Wifi in the hatchery grounds	Facilities	See current year objective 1
Wire the hatchery greenhouse	Facilities	See current year objective 2

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

Things have been going pretty well. We had an excellent year for fish sales, despite COVID and fires. Student enrollment is lower than I would like, but that's not surprising given the circumstances. c

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

There haven't been any particularly big changes or issues since last year.

3. Briefly explain significant changes expected during the upcoming year.

In the coming year I expect incremental improvements rather than any significant changes

APPENDIX

Attach supporting documents as appropriate.

NOTES for APR (delete later)

Objectives for the coming year
 Maintain and improve hatchery facilities
 Attract new students
 Increase cashflow
 Ensure access to supplies needed for improved syllabus



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: HISTORY

NAME OF PERSON SUBMITTING THIS REVIEW: T. HEANEY

DATE OF SUBMISSION: 10-27-2021

MANAGEMENT AREA (check one):

<input type="checkbox"/>	Administrative Services
<input checked="" type="checkbox"/>	Instruction
<input type="checkbox"/>	Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

Objective 1:

Continue developing and expanding recruitment materials including continued updating of History department website including Games in Education Project.

Action Plan and timeline (include who is responsible):

History department chair.
Strengthen and clarify 2-year educational student plan including laying out degree program that maximizes the number of online learning opportunities.
Design and publish flyers as needed.
Presentations in formal or informal conferences to promote use of online games and activities with FRC branding.

Connection to results from assessment of student learning and/or other plans:

Guided Pathways, pillars 1 & 2

Resources/ Budget needed (if applicable):

\$0 expected costs other than utilization of campus Copy Center.

QFE Theme 1
2018-23 Education Plan, Goals A, B

If new resources are requested, address the following criteria:

None.

Budget code -if applicable (include Fund, Organization, and Account codes):

Expected Outcomes:

Improved clarity and effectiveness of information for current and prospective students.

New game-like learning modules for use in FRC courses and by instructors at other institutions.

Uncontrollable Increase:

Safety:

New Student Attraction:

Student Success and Retention:

Relation to Student Learning:

Support for employees to be effective:

Feasibility:

Objective 2:

Creating and adjusting History and Ethnic Studies curriculum and course content including reinstating the History 400 field trip to the Plumas History Museum.

Connection to results from assessment of student learning and/or other plans:

AB 1460

Action Plan and timeline (include who is responsible):

History Department Chair.

Designing course materials for 22-23 academic year.

Resources/ Budget needed (if applicable):

\$20 for van rental if needed for student transportation from campus to museum. This was a part of previous history dept. budgets but was deleted for the 20-21 year due to COVID.

If new resources are requested, address the following criteria:

None

Budget code -if applicable (include Fund, Organization, and Account codes):

Expected Outcomes:

Uncontrollable Increase:

Safety:

New Student Attraction:

Student Success and Retention:

Relation to Student Learning:

Support for employees to be effective:

Feasibility:

If completing your program's objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
<i>Example:</i> Staff training on effective written communication	Professional Development	See current year objective 2

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

We're fine, all things considered.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

The whole COVID thing. Also, we're now able to offer History 110 online.

3. Briefly explain significant changes expected during the upcoming year.

The requirements of AB 1460 to offer Ethnic Studies courses may impact course offerings in History. Also, given the wealth of online material created in response to COVID, we may be able to offer more courses online.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: OFFICE OF INSTRUCTION

NAME OF PERSON SUBMITTING THIS REVIEW: Derek Lerch

DATE OF SUBMISSION: Oct. 29, 2021

MANAGEMENT AREA (check one):

<input type="checkbox"/>	Administrative Services
<input checked="" type="checkbox"/>	Instruction
<input type="checkbox"/>	Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

Objective 1: Focus available resources to more effectively market existing programs.	Action Plan and timeline (include who is responsible): Lerch, in collaboration with COI and Student Services, will budget and prioritize efforts using a combination of existing general fund and categorical dollars.
Connection to results from assessment of student learning and/or other plans: This objective ties directly to the College's mission, and strategic planning (Areas II, III) in providing a high quality learning experience for students and stable revenue for the college.	Resources/ Budget needed (if applicable): None.
If new resources are requested, address the following criteria:	Budget code -if applicable (include Fund, Organization, and Account codes):

	None.
	Expected Outcomes:
<u>Uncontrollable Increase:</u> N/A <u>Safety:</u> N/A <u>New Student Attraction:</u> N/A <u>Student Success and Retention:</u> N/A <u>Relation to Student Learning:</u> N/A <u>Support for employees to be effective:</u> N/A <u>Feasibility:</u> N/A	

Objective 2: Through partnership with Student Services, further develop and institutionalize the First-Year Experience and the Research Symposium to promote student connectedness and learning, and to showcase academic accomplishments.	Action Plan and timeline (include who is responsible): Leverage categorical funding (Guided Pathways, SEA) to expand and cement activities and events related to FYE and the Research Symposium.
Connection to results from assessment of student learning and/or other plans: This objective ties directly to the College's mission, and strategic planning (Area II) in providing a high quality learning experience for students and stable revenue for the college.	Resources/ Budget needed (if applicable): None.
If new resources are requested, address the following criteria:	Budget code -if applicable (include Fund, Organization, and Account codes): None.
	Expected Outcomes:
<u>Uncontrollable Increase:</u> N/A <u>Safety:</u> N/A <u>New Student Attraction:</u> N/A <u>Student Success and Retention:</u> N/A <u>Relation to Student Learning:</u> N/A <u>Support for employees to be effective:</u> N/A <u>Feasibility:</u> N/A	

Objective 3: Through the Guided Pathways initiative and in partnership with Student Services, implement Degree Works as a technology solutions to improve class scheduling and student educational planning.	Action Plan and timeline (include who is responsible): In partnership with Student Services, develop a plan for Guided Pathways to include the implementation to improve class availability and clarity in educational planning.
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Connection to results from assessment of student learning and/or other plans:	Resources/ Budget needed (if applicable):
<p>This objective ties directly to the College's mission, and strategic planning (Area II) in providing a high quality learning experience for students and stable revenue for the college.</p>	<p>None.</p>
If new resources are requested, address the following criteria:	Budget code -if applicable (include Fund, Organization, and Account codes):
	<p>None.</p> <p>Expected Outcomes:</p>
<p><u>Uncontrollable Increase:</u> N/A <u>Safety:</u> N/A <u>New Student Attraction:</u> N/A <u>Student Success and Retention:</u> N/A <u>Relation to Student Learning:</u> N/A <u>Support for employees to be effective:</u> N/A <u>Feasibility:</u> N/A</p>	

Objective 4: Further develop and promote distance education degrees and provide support to improve quality of distance offerings.	Action Plan (include who is responsible): <ul style="list-style-type: none"> • With approval from ACCJC to offer DE degrees, plan and market degree options to online students. Marketing of DE courses and programs will initially be combined with the overall web marketing strategy included in the website/marketing support budget. (Lerch, Beaton, COI) • Provide oversight, direction, and quality control of DE offerings. This will occur through existing structures of the Curriculum Committee, DE Director, and CIO. (Beaton, Lerch)
Connection to results from assessment of student learning and/or other plans:	Resources/ Budget needed (if applicable):
<p>This objective will allow FRC to better serve local and regional students. Providing DE degrees will also allow the college to serve more students without having to recruit those students to FRC physically or provide housing for them.</p>	<p>None.</p>
If new resources are requested, address the following criteria:	Budget code -if applicable (include Fund, Organization, and Account codes):
	<p>None.</p>

Uncontrollable Increase: N/A

Safety: N/A

New Student Attraction: N/A

Student Success and Retention: N/A

Relation to Student Learning: N/A

Support for employees to be effective: N/A

Feasibility: N/A

If completing your program's objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
<i>Example: Staff training on effective written communication</i>	Professional Development	See current year objective 2

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

Similar to other areas of campus, staffing cuts in the Office of Instruction have continued to highlight limitations in this office's productivity and accuracy. Compared with other small colleges, FRC's Office of Instruction operates with minimal staff. There are two approaches that can remedy this situation: (1) adding more staffing resources, or (2) implementing procedural improvements that make office processes more efficient. Our strategy has been to pursue the second option since this has the potential to improve the situation in a cost effective manner. This has included identifying and securing website services from an external vendor to alleviate many of the management tasks that have usurped time and implementing a curriculum-management system (CurricUNET) that allows the Office of Instruction to work more effectively with faculty, the Chancellor's Office, ASSIST, and C-ID to develop and manage the college's curriculum. Additionally, and as mentioned above, the introduction of Guided Pathways funding may allow for the purchase and implementation of educational planning and scheduling software to better organize class offerings to meet student needs.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

Overall enrollment, as well as the balance between resident and non-resident students, will continue to be a major issue for the Office of Instruction and for the college as a whole. As we transition to a post-COVID reality, enrollment at FRC and in higher education more generally will continue to challenge our stability. To stabilize overall enrollment for the college, the Office of Instruction has developed additional instructional service agreements (ISAs) with various partners to provide local educational and work-training opportunities. Additionally, the Office of Instruction is working to establish a stronger marketing presence in and around the website to stabilize resident enrollment.

Separately, staffing transitions and the COVID pandemic have challenged the maintenance of operations of this office. As of this writing, staffing issues have been addressed and the office is optimistic that stability and effectiveness of operations will improve.

3. Briefly explain significant changes expected during the upcoming year.

- The Office of Instruction is working with faculty to fine tune additional curricular offerings in the coming year. Most visibly, this includes the bachelor's degree in Equine and Ranch Management for which the program requirements are still undergoing minor revisions.
- The Office of Instruction has implemented CurricUNET and needs to continue to provide training for faculty (this was done most recently at the October 2021 flex event). There is interest in exploring software solutions for student educational planning and class scheduling and the college is currently implementing Degree Works to this end.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: LAS ANATOMY AND LAS BIOLOGY

NAME OF PERSON SUBMITTING THIS REVIEW: Anna Thompson

DATE OF SUBMISSION: 10-29-2021

MANAGEMENT AREA (check one):

<input type="checkbox"/>	Administrative Services
<input checked="" type="checkbox"/>	Instruction
<input type="checkbox"/>	Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

Objective 1:***Maintain quality of Biology and Anatomy Programs***

The Biology and Anatomy programs are in good shape. We managed well through the pandemic with in-person labs and online lecture instruction and have transitioned well back to a mostly in-person program. Currently the Biology program is a somewhat under-enrolled compared to the pre-pandemic semesters, but the students that are enrolled in the majors-level courses are very interested and committed, so I think this is a pandemic-related drop in enrollment. Anatomy/Physiology courses have remained at high enrollments.

Connection to results from assessment of student learning and/or other plans:

The program is undergoing a comprehensive program review this academic year, but there are no red flags. The program appears to be in very good shape.

If new resources are requested, address the following criteria:**Uncontrollable Increase:****Safety:**

New Student Attraction: Our college is small and remote – thus it is especially important to maintain a standard comparable to larger, urban universities for both Anatomy/Physiology and Biology. While we have the advantage of access to the ‘million-acre classroom’ as well as the fish hatchery and the ag program resources for biology, we especially need to focus on making sure we have the teaching

Action Plan and timeline (include who is responsible):

Anna Thompson and department faculty

Resources/ Budget needed (if applicable):

Restore budget to pre-pandemic levels now that almost all lab instruction is back in-person;

- Restore LAS Biology to \$3445 total (a \$200 budget restoration)
- Restore the LAS Anatomy Travel Budget back to \$400; We expect that travel to the Cadaver Lab at UNR will be possible again in 2022-23. (a \$400 budget restoration)

Budget code -if applicable (include Fund, Organization, and Account codes):

1100 22010 41000 4310 (LAS Anatomy Instruction)
1100 22010 41000 5101 (LAS Anatomy Travel)

1100 22040 40100 4310 (LAS Biology Instruction)
1100 22040 40100 5101 (LAS Biology Travel)
1100 22040 40100 4325 (LAS Biology Non-Instructional Supplies)

Expected Outcomes:

Maintain the standards for the Biology Program.

resources for Anatomy/Physiology. In addition, the Anatomy/Physiology has been slowly undergoing a modernization of resources (for example adding a cadaver) and this will remain an ongoing process.

Student Success and Retention: Biology continues to be an impacted major at many larger colleges and universities. At FRC students can study biology without the stress of multi-semester wait list and with the additional bonus of the many hands-on resources the campus offers (the 'million-acre classroom', the fish hatchery, the ag facilities) and thus preparing students well for transfer. Anatomy/Physiology are key courses for degrees in the Allied Health Sciences as well as Health and Exercise Science. We work hard for these courses to be a great learning experience rather than a barrier to success in these fields of study.

Relation to Student Learning: Over the last 5 years, the entire biology program has switched more and more to incorporate as much interactive and hands-on learning as possible as it is clear that students respond very positively to this style of learning. If anything, hands-on material, many of which are consumables, are an integral part of this type of learning.

Support for employees to be effective: Biology and Anatomy/Physiology do use up a lot of consumables like microbial cultures or fetal pigs. Therefore an adequate budget for supplies is necessary in order to for employees to be effective.

Feasibility: The department is asking for a \$200 budget restoration for LAS Biology and a \$400 budget restoration for LAS Anatomy. This is a modest request and should be feasible.

Objective 2:

Keep modernizing and maintaining the collection of equipment, models and specimens for teaching Biology and Anatomy/Physiology

Action Plan and timeline (include who is responsible):

Anna Thompson and department faculty

Over the past decade we have slowly modernized equipment in the biology department by adding a new autoclave and dishwasher. A few years ago, we also added a cadaver to the teaching resources and last year, we obtained a new cadaver to maintain this curriculum standard for the Anatomy/Physiology courses, and the associated amazing learning opportunities.

This fall we will get most of our microscope collection serviced, which hasn't been done in a few years.

Over the past year we have also re-organized and assessed our collection of teaching specimens.

While we have worked on modernizing collection as well over the past few years and while we judge the collection generally to be in good shape, many specimens are constantly being used and at times, specimens have to be replaced. For some specimens we only have one or two models and could use more, especially as we are still maintaining some physical distancing due to Covid-19.

Connection to results from assessment of student learning and/or other plans:

The program is undergoing a comprehensive program review this academic year, but there are no red flags. The program appears to be in very good shape.

If new resources are requested, address the following criteria:

Resources/ Budget needed (if applicable):

These are items that are typically requested from lottery funds and we will keep chipping away at rounding out our collection via lottery.

Budget code -if applicable (include Fund, Organization, and Account codes):

Expected Outcomes:

Maintain the standards for the Anatomy/Physiology and Biology Program.

Uncontrollable Increase:

Safety:

New Student Attraction: Our college is small and remote – thus it is especially important to maintain a standard comparable to larger, urban universities for both Anatomy/Physiology and Biology. While we have the advantage of access to the ‘million-acre classroom’ as well as the fish hatchery and the ag program resources for biology, we especially need to focus on making sure we have the teaching resources for Anatomy/Physiology. In addition, the Anatomy/Physiology has been slowly undergoing a modernization of resources (for example adding a cadaver) and this will remain an ongoing process.

Student Success and Retention: Anatomy/Physiology are key courses for degrees in the Allied Health Sciences as well as Health and Exercise Science. We work hard for these courses to be a great learning experience rather than a barrier to success in these fields of study.

Relation to Student Learning: Over the last 5 years, the entire biology program has switched more and more to incorporate as much interactive and hands-on learning as possible as it is clear that students respond very positively to this style of learning. Models are in integral part of this type of learning.

Support for employees to be effective:

Feasibility: ongoing process, so this is very feasible;

Objective 3:

Update the Biology Website

Action Plan and timeline (include who is responsible):

Anna Thompson

Connection to results from assessment of student learning and/or other plans:

The program is undergoing a comprehensive program review this academic year, but there are no red flags. The program appears to be in very good shape. However, especially the biology program is experiencing a drop in enrollment – probably related to the Covid-19 pandemic. An updated website would provide prospective students with more information about the program and especially add more information about Human Biology.

Resources/ Budget needed (if applicable):

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

Expected Outcomes:

Attract more students to the program.

Uncontrollable Increase:

Safety:

New Student Attraction: Biology continues to be an impacted major at many larger colleges and universities. At FRC students can study biology without the stress of multi-semester wait list and with the additional bonus of the many hands-on resources the campus offers (the 'million-acre classroom', the fish hatchery, the ag facilities) and thus preparing students well for transfer. Anatomy/Physiology are key courses for degrees in the Allied Health Sciences as well as Health and Exercise Science.

Student Success and Retention:

Relation to Student Learning:

Support for employees to be effective:

Feasibility:

If completing your program's objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
<i>Example: Staff training on effective written communication</i>	Professional Development	See current year objective 2

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

As mentioned above, the both parts of the program, Biology as well as Anatomy/Physiology appear to be in good shape and there are no red flags. Both parts of the program were able to offer in-person labs even last year, when most of instruction was online and when most students across the country enrolled in similar programs also had labs online. The program is undergoing a comprehensive program review this academic year.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

One long-time serving associate faculty member retired in Fall 2019, but associate faculty Dan Smith and Michelle Petroelje have admirably stepped up and the Anatomy/Physiology part of the program is in great shape.

3. Briefly explain significant changes expected during the upcoming year.

No significant changes expected.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: BUSINESS PROGRAM

NAME OF PERSON SUBMITTING THIS REVIEW: Rick Leonhardt

DATE OF SUBMISSION: 10/29/2021

MANAGEMENT AREA (check one):

<input type="checkbox"/>	Administrative Services
<input checked="" type="checkbox"/>	Instruction
<input type="checkbox"/>	Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

Objective 1: Update and improve the business program webpage.	Action Plan and timeline (include who is responsible): Work on webpage is ongoing. Rick Leonhardt is responsible
Connection to results from assessment of student learning and/or other plans: Enhance marketing and reenrollment in business program.	Resources/ Budget needed (if applicable): N/A
If new resources are requested, address the following criteria:	Budget code -if applicable (include Fund, Organization, and Account codes): N/A
	Expected Outcomes:

	Increase visibility and enrollment in the business program.
<u>Uncontrollable Increase:</u> <u>Safety:</u> <u>New Student Attraction:</u> <u>Student Success and Retention:</u> <u>Relation to Student Learning:</u> <u>Support for employees to be effective:</u> <u>Feasibility:</u>	

Objective 2: Increase online/hybrid course offerings in the business department	Action Plan and timeline (include who is responsible): Ongoing, Rick Leonhardt
Connection to results from assessment of student learning and/or other plans: If new resources are requested, address the following criteria:	Resources/ Budget needed (if applicable): N/A Budget code -if applicable (include Fund, Organization, and Account codes):
<u>Uncontrollable Increase:</u> <u>Safety:</u> <u>New Student Attraction:</u> <u>Student Success and Retention:</u> <u>Relation to Student Learning:</u> <u>Support for employees to be effective:</u> <u>Feasibility:</u>	Expected Outcomes: Increased opportunity for non-traditional students to complete courses and certificate/degree programs.

Objective 3: <ul style="list-style-type: none"> • Increase instructional supplies budget from \$0 to \$250 to pay for annual instructional supplies. • Increase non-instructional supplies budget from \$0 to \$100 • Increase Professional development/travel budget from \$0 to \$2500 	Action Plan and timeline (include who is responsible): Business department is requesting an annual budget to maintain instructional and non-instructional supplies and professional development opportunities for the department. Rick Leonhardt is responsible.
Connection to results from assessment of student learning and/or other plans: Strategic Plan objective 5, Ed. Plan Part A Strategic Direction number 3	Resources/ Budget needed (if applicable): \$2850

<p>If new resources are requested, address the following criteria:</p> <p><u>Uncontrollable Increase:</u></p> <p><u>Safety:</u></p> <p><u>New Student Attraction:</u></p> <p><u>Student Success and Retention:</u></p> <p><u>Relation to Student Learning:</u></p> <p><u>Support for employees to be effective:</u></p> <p><u>Feasibility:</u></p>	<p>Budget code -if applicable (include Fund, Organization, and Account codes):</p> <p>Expected Outcomes:</p> <p>4310, 4325, 5010, 5075</p>
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If completing your program's objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
<i>Example: Staff training on effective written communication</i>	Professional Development	See current year objective 2

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

Required courses must be taught once a year to ensure that students can graduate in a timely manner. Additional faculty may be required in the future to ensure students are able to enroll in classes they need to graduate. Classroom space has been adequate and the addition of larger classrooms in the program has led to increased enrollments.

All of the business courses are above the basic skill level and all transfer to CSUs and UCs. With the TMC program students will be guaranteed an opening for them at the CSUs. Micro- and Macroeconomics are in the General Education rubric and they satisfy the social science requirement at both the CSU and UC. Business Certificates range from 6-8 units and 12.5-17.5 units. These certificates are available in: Accounting and Accounting Management, Small Business Management, Business Management, General Business, Marketing, Finance, and Economics.

An AA in Business is our basic degree and requires 30.5 units in business core and elective courses. The balance of the degree consists of 24 units of General Education requirements and selected electives to equal 60.5 to 61.5 units. The degree is transferrable to all CSUs, UCs, UNR and most 4 year universities.

The TMC (Transfer Model Curriculum) AST (Associate of Science Transfer) in Business guarantees transfer to the CSU system and includes the core courses of Introduction to Business, Financial and Managerial Accounting, Micro- and Macroeconomics, and Business Law as the core courses as well as qualifying Math and General Education courses. We have encouraged students to earn both an AST in Business and an AA in Business.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

No significant changes since last comprehensive review

3. Briefly explain significant changes expected during the upcoming year.

No significant changes are expected at this time.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA:

PHYSICAL SCIENCE/MATH-PHYSICS

NAME OF PERSON SUBMITTING THIS REVIEW: Rebecca Easley

DATE OF SUBMISSION:

MANAGEMENT AREA (check one):

☐

Administrative Services

☒

Instruction

☐

Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

Objective 1: Add two math transfer-level courses (MATH 150 and MATH 114) and two new math workshops (MATH 101 and MATH 102) into the schedule rotation.

Action Plan and timeline (include who is responsible): MATH 150 will be offered in the spring and MATH 114 in the fall. MATH 102 will be offered in the spring and fall in conjunction with MATH 202 Statistics. MATH 101 will be offered in the fall in conjunction with MATH 110 College Algebra. Dr. Easley is responsible for the math schedule.

Connection to results from assessment of student learning and/or other plans:

Resources/ Budget needed (if applicable):

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

Expected Outcomes: Improved student success.

Uncontrollable Increase:

Safety:

New Student Attraction: Offering these courses on a consistent rotation should attract local students to take them here instead of going elsewhere.

Student Success and Retention: These courses offer a better fit for some majors and this might help with their success in mathematics.

Relation to Student Learning:

Support for employees to be effective:

Feasibility:

Objective 2: Hire a third full-time faculty member who will be a part-time mathematics instructor and part-time chemistry instructor.

Action Plan and timeline (include who is responsible): Provide input into the discussions and interviews involved in replacing the former part-time math/chemistry instructor.

Primary responsibility: Dean of Instruction and hiring committee.

Connection to results from assessment of student learning and/or other plans:

Resources/ Budget needed (if applicable):

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

Expected Outcomes: Smaller class sizes and more on-campus, face-to-face classes.

Uncontrollable Increase:

Safety:

New Student Attraction:

Student Success and Retention: Smaller, in-person classes should improve the chances for student success.

Relation to Student Learning:

Support for employees to be effective:

Feasibility:

Objective 3: Re-institute the use of embedded tutors in large sections of gateway math courses.

Action Plan and timeline (include who is responsible): Embedded tutors proved successful in both in-person for MATH 110 and MATH 202, but less so when these courses went to online during Covid. This

	<p>year, the program abandoned due to changes in math faculty. The plan is to review what was done previously, determine any changes that might increase success levels, and re-implement the tutors.</p> <p>Primary responsibility: mathematics faculty members</p>
<p>Connection to results from assessment of student learning and/or other plans: FRC SLO number 3, Strategic Plan objective 5, Integrated Plan goal 14, Ed. Plan part C Strategic Direction number 5</p>	<p>Resources/ Budget needed (if applicable): Stipends for tutors: 3 tutors/semester @ \$15/hour would be approximately \$12,500.</p>
<p>If new resources are requested, address the following criteria:</p>	<p>Budget code -if applicable (include Fund, Organization, and Account codes): Guided pathways 1200-31410-2420-649900 \$12,500</p>
<p>Expected Outcomes:</p> <p><u>Uncontrollable Increase:</u></p> <p><u>Safety:</u></p> <p><u>New Student Attraction:</u></p> <p><u>Student Success and Retention:</u> Providing more assistance to students should improve student success.</p> <p><u>Relation to Student Learning:</u> One-on-one or small group work often helps with student understanding.</p> <p><u>Support for employees to be effective:</u></p> <p><u>Feasibility:</u></p>	

<p>Objective 4: Review the mathematics AS degree to make sure it is in alignment with the CSU's and other community colleges.</p>	<p>Action Plan and timeline (include who is responsible): AS requirements for several schools will be examined by mathematics faculty members and compared with ours. Any proposed changes will be submitted to the Curriculum Committee.</p>
<p>Connection to results from assessment of student learning and/or other plans:</p>	<p>Resources/ Budget needed (if applicable):</p>

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

Expected Outcomes: Ensuring that our Mathematics AS majors take the expected courses for transfer to a CSU.

Uncontrollable Increase:

Safety:

New Student Attraction:

Student Success and Retention: Our students be ready to succeed at a CSU.

Relation to Student Learning: Our students will be appropriately prepared for coursework at a CSU.

Support for employees to be effective:

Feasibility:

If completing your program's objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
Printer Cartridges	Instructional supplies	Re-occurring departmental expense
Embedded Tutors	Student worker	Objective 3

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

The math department has had to deal with several issues involving changes in state law that effect our courses and changing in staffing. These upheavals had kept is in a constant re-trenching mode. Hopefully the state will settle on what it expects in terms of developmental and support courses for mathematics. Also hopefully, FRC will hire a new mathematics/chemistry instructor the fall who will add some stability to the department.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

The California legislature passed AB 705 resulting in the abandonment of all of FRC's former developmental math courses and the creation of two new developmental courses, one for STEM and one for NONSTEM majors. No sooner did FRC institute these courses than the state began pushing for the marginalization of such courses in favor of support programs for gateway mathematics courses. In addition to these significant changes in curriculum, the math department has experienced continuous upheaval in faculty. FRC's long-time math instructor left for another job prompting the creation of a part math/part physics position. Not long after this, FRC's long-time part math/part chemistry teacher left leaving another vacancy in the math department. Next, the part math/part physics new hire left after holding the position for only two years. Lastly (for now), the part math/part chemistry new hire left abruptly just as the Fall 2021 semester started and after only one year at FRC. These serious disruptions in staffing have made it extremely difficult to navigate the equally serious disruptions in courses and support for students.

3. Briefly explain significant changes expected during the upcoming year.

The part math/part chemistry position should be filled before the start of the spring semester. This will bring the math faculty back to full-strength. Two new support workshops for MATH 110 College Algebra and MATH 202 Statistics, our main gateway courses, have received approval. The workshop for MATH 220 will be offered for the first time this spring. The workshop for MATH 110 will be offered in Fall 2022, as MATH 108 is offered in conjunction with MATH 110 in the spring.

MATH 150 and MATH 114 received approval to satisfy the general education requirements in mathematics for transfer. MATH 150 is not a new course, but has not been offered regularly. The change in status should warrant consistent rotation in the mathematics course offerings. MATH 114 is a new course at FRC and it too should now be offered consistently.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: STUDIO ARTS

NAME OF PERSON SUBMITTING THIS REVIEW: OLIVERA JOSHUA

DATE OF SUBMISSION: 11/01/2021

MANAGEMENT AREA (check one):
☐ Administrative Services
☒ Instruction
☐ Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

Objective 1: *Purchase of 6 new computers and monitors to replace the outdated and non-networked iMac computers in the ART/ORL Classroom. Mark Downey recommended Dell Optiplex Micro computers and monitors as they are small, robust enough to run the necessary software and FRC has an established discounted account with Dell computers through the facilities department.*

Action Plan and timeline (include who is responsible): *Joshua Olivera, President and director of facilities as well as strategic planning committee. This can be done quickly according to Mark Downey who would be in charge of installation*

Connection to results from assessment of student learning and/or other plans: *This would allow for more effective teaching of current courses such as ART107 2D design, ART 151 Beginning and Intermediate Photography and allow us to begin the process of teaching Graphic design courses which have*

Resources/ Budget needed (if applicable):

\$8000.00

already been approved. The current computers cannot network with the FRC system and therefore do not have the ability to run the Adobe creative suite or Microsoft programs. This would benefit not only the Studio Arts program but ORL as well.

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes): *Need help with the specific code here as this seems like it would be coming from multiple areas.*

Expected Outcomes: *Ability to have state of the art, up to date computers that can run digital imagery and creative software and support our current and future classes in Studio Arts. These will be PC computers and therefore have the ability to be networked with the FRC server and run FRC owned software that is integral to the teaching of Art classes.*

Uncontrollable Increase: Our current computers are out of date and do not have the ability to run FRC owned Adobe software. This means that many of the aspects of our current and future courses are hindered or impossible.

Safety: No safety issue

New Student Attraction: This would attract potential students to a program with state-of-the-art equipment, making them competitive in their field and adding the potential for Graphic design classes at FRC.

Student Success and Retention: Students need to learn on equipment that is up to date and current. This gives students the ability to be contemporary with their peers and be competitive in the workforce or at 4-year institutions. It provides pride in the department and FRC and makes us competitive with other Community Colleges.

Relation to Student Learning: Students absolutely need access to digital imaging software, the Adobe creative suite and networked computers on campus to succeed in art. We are currently offering courses and curriculum that we cannot teach because of the lack of this resource.

Support for employees to be effective: This supports our current program and makes possible the implementation of future courses in Graphic design.

Feasibility: After conversations with mark Downey, this would be a simple install and update to the ART/ORL classroom. The current computers would be replaced with much smaller and more powerful computers that could be part of the FRC network. The choice of Dell computers was at the suggestion of Mark Downey as FRC has a discounted price on these computers and monitors.

Objective 2:*Purchase of a SAWSTOP table saw for the wood shop area and connect this and all other large power tools to a single, lockable on/off junction for safety.*

Action Plan and timeline (include who is responsible):

President and Facilities administrator

Connection to results from assessment of student learning and/or other plans: *This would allow students and faculty to use the table saw without the considerable danger associated with this kind of equipment. As it currently stands, students cannot or SHOULD not be using the current table saw as there are no safety features whatsoever. The large power equipment such as this proposed table saw, the miter saw, drill press and band saw, should all be linked to a lockable shut-off box so that the equipment cannot be used unsupervised. This also provides an emergency shut-off in case of an accident.*

If new resources are requested, address the following criteria:

Resources/ Budget needed (if applicable):
 \$4000
 (\$3500 for the SAWSTOP saw
 \$500 Approximately for the lockable junction box)

Budget code -if applicable (include Fund, Organization, and Account codes): *Need help with the specific code here as this seems like it would be coming from multiple areas.*

Expected Outcomes: *This addition to the Art Studio would greatly benefit the students and faculty and serve the Theater Arts department as well. This would also ensure that FRC would not have to worry about serious or fatal injuries in the wood shop area and give our students a very applicable skill that is necessary in almost all disciplines of Studio Art.*

Uncontrollable Increase: This piece of equipment is now the industry standard in safety. The current table saw cannot be used by students and has no safety features whatsoever.

Safety: This is the industry standard in safety and absolutely necessary for insurance purposes. This piece of equipment makes it impossible for students or faculty to injure themselves. The lockable junction that would control all power equipment would ensure that these machines could only be operated under supervision and provide an emergency shutoff in case of serious accidents.

New Student Attraction: State of the art, safe facilities are appealing to new and prospective students. Peace of mind to students and faculty alike in Studio Arts as well as the potential use in Theater Production courses. Hands on learning in a safe and controlled environment.

Student Success and Retention: Students will get hands-on experience on machinery that is safe and give them skills and confidence in wood fabrication. This will benefit all studio courses that depend on wood fabrication as well as the Theater Arts classes that will potentially be using the wood shop for set design and fabrication.

Relation to Student Learning: Students will get hands on fabrication experience in a safe environment and not fear injury or death.

Support for employees to be effective: This allows for instruction on machinery that is safe and gives the instructors the ability to let students use machinery that would otherwise be too dangerous for them to use. This would benefit the majority of Studio Art courses as well as Theater Arts and ORL projects.

Feasibility: Very. The machine would be a plug in and use item with very little overhead or maintenance.

Objective 3: *Travel Budget for taking students to museums and galleries in San Francisco, Sacramento and Reno.*

Action Plan and timeline (include who is responsible):

The President would be responsible for the implementation of the annual art budget to make this trip possible.

Connection to results from assessment of student learning and/or other plans:*Students would have the opportunity to see museums and galleries that speak to the larger art world that Plumas County cannot offer. This expands the minds of students, inspires them creatively and allows them to see first-hand, what they are studying at FRC. These kinds of trips are often galvanizing and inspiring for Art students and can provide the kind of learning experience that we cannot offer in our rural setting.*

Resources/ Budget needed (if applicable):*\$2500 annually*

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):
1100-22030-5905-100200

Expected Outcomes:*Field trips utilizing shuttles and/or busses to museums and galleries in Reno, Sacramento, and the Bay Area, that would enrich and bolster the curriculum of art students.*

Uncontrollable Increase: A small annual budget.

Safety: No safety issues.

New Student Attraction: This would improve the overall experience of FRC students and encourage new students by offering a unique and profound experience.

Student Success and Retention: Students will feel supported by the institution and make connections from their curriculum to real world artists and works of art. This expands their horizons and elevates their expectations of themselves and where their degree can take them.

Relation to Student Learning: This kind of trip is profoundly effective in terms of teaching art. This kind of experience is often equivalent to an entire semester's worth of work in a single weekend or visit.

Support for employees to be effective: This supports the Instructor and the department as a whole making connections between the larger art world and the FRC Studio Arts program. It bridges a large gap created by the relative isolation of Quincy and Plumas County relative to the greater art world.

Feasibility: This is a simple and flexible plan and FRC has the transportation resources already.

If completing your program's objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
New Computers and Monitors for ART/ORL classroom		
SAWSTOP table saw for wood shop	President/Professional development/Facilities	See next year objective
Field Trip budget annually	President/Professional development	See next year objective

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

The Studio Arts Program continues to have an incredible amount of potential and a growing footprint here at FRC. Low enrollment and a lack of Studio Art specific majors continue to be a concern moving forward. Some of this is due to the effects of Covid and general low enrollment, but recruitment strategies on campus continue to yield benefits. The shifting of certain classes to evening time slots and the pursuit of a "C" designation (CSU transfer and General Ed) for Photography courses should greatly increase enrollment in this course and continue a unique program for FRC Studio Arts.

The Studio Art department has grown a social media presence significantly via Instagram and Facebook and is currently working with Nick Maffei in updating our website and creating new media in order to cultivate interest and recruitment. Plans to use this as a recruitment tool and direct engagement with students are underway.

The Figure drawing course (ART 162) will be offered as a twice a week evening class in the Spring 2022 semester which should see robust enrollment and community involvement.

After 2 years of Covid protocols, the Student Art Exhibition will be expected to happen at the end of the Spring 2022 semester, showcasing our FRC Studio Art students' work as well as our program and all it has to offer.

In conjunction with the FRC Foundation and many other departments, there is significant groundwork on an annual "Gallery in the Woods" project here at FRC which would bring together art, literature, environmental studies and ORL for a fundraising event that will bring community involvement and participation and provide FRC students with a unique opportunity to showcase their hard work.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

Saylor Flett and I have completed the majority of work on establishing an outdoor classroom by revamping a utility trailer previously used as a Camera Obscura and securing funds to buy lumber and fabricate benches. This was all done by utilizing student employees, Covid and foundations funding and

gives us a flexible, fun, classroom and meeting space in a place that had previously been an unsightly dumping ground.

The passive solar Trombe wall on the SW facing side of the building is getting new panels as requested in the 2019-2020 APR, which will return the sustainable aspect of the building back to full functionality and be a bright beacon of pride as you drive onto the FRC campus.

The dust collection system that had been previously purchased through an FRC Foundation grant was at last installed this Fall, making the wood shop a cleaner, safer environment and lessening the mess from wood machinery remarkably.

3. Briefly explain significant changes expected during the upcoming year.

1. Completion of the Passive Solar Trombe wall on the SW facing side of the Arts/ORL building should be complete by the 2022 Spring semester.

2. Completion of the outdoor classroom with coverings, projector, screen, etc., will be complete by the 2022 Spring semester.

3. The wood shop should be completed with the addition of the SAWSTOP table saw and a lockable shut-off box linking all the large power tools. This in conjunction with the dust collection system already in place will make the wood shop a safe and modern environment in which students can work and learn. This will also bring the wood shop and fabrication space up to code in anticipation of any inspections or insurance issues.

4. The replacement of the out-of-date iMac computers in the ART/ORL classroom will allow students to access FRC owned software such as the Adobe suite and open up many new possibilities in current and future curriculum. This will serve as a fantastic addition to the Studio Art and ORL programs and support Graphic design courses in the future.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: OUTDOOR RECREATION
LEADERSHIP

NAME OF PERSON SUBMITTING THIS REVIEW: S. Flett, D. Flett, S. Koskinen

DATE OF SUBMISSION: 10/29/21

MANAGEMENT AREA (check one):

<input type="checkbox"/>	Administrative Services
<input checked="" type="checkbox"/>	Instruction
<input type="checkbox"/>	Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

Objective 1:

Fill the vacant Instructional Assistant within ORL. Further, employ ORL Instructional Assistant in a manner conducive to program sustainability and longevity. This will allow ORL Program to:

- Expand enrollment, and in turn FTE, through recruiting, marketing, and outreach.
- Increase safety by staffing courses in a manner consistent with industry standards. This reduces exposure to liability for the college.

Action Plan and timeline (include who is responsible):

Work with the Human Resources office to identify cost, and Administration to find funding required, to increase the hours of this position to halftime. This has been a stated issue in our APR for 12 years, with no progress. (S. Flett, D. Flett)

- Enhance educational quality and safety by reducing student to instructor ratios
- Assist with program budget and grant management.
- Aid in additional staff needs related to administering a vibrant program (e.g., instruction, community education, grant writing, community service learning, budgeting).

Connection to results from assessment of student learning and/or other plans:

Strategic Plan Directives I, II, III, IV; Guided Pathways; ORL Program Budget; ORL Comprehensive Program Review; All ORL APRs for the previous 12 years; ORL Risk Management Plan; ORL College & Community Climbing Wall Risk Management Plan; Effectively achieving all ORL course and Program SLOs.

If new resources are requested, address the following criteria:

Resources/ Budget needed (if applicable):

The total increase in requested hours is approximately 150. This is a ~\$27,000 increase to cover added salary, fringe expenses, and benefits package. This is the only viable way to achieve longevity in this position.

Budget code -if applicable (include Fund, Organization, and Account codes):

1100-21550-2210-011510 and associated benefits budget codes (Instructional Aides, Salary; ORL IA)

Expected Outcomes:

- 1) Fill vacant ORL IA position
- 2) Increase longevity in ORL IA position
- 3) Enhance student learning

Uncontrollable Increase: Estimate ~\$27,000. See Resources/Budget above.

Safety: Can maintain appropriate student : instructor ratios in technical skills classes / field-based instruction consistent with industry standards. This is essential for managing risk which reduces liability to FRC.

New Student Attraction: Keeping the website and social media up to date is essential for recruiting. Community Ed and Community Service Learning such as PCOE Learning Landscapes partnerships, SBTS adopt-a-trail, Plumas Charter School CTE Concentrator Pathways and heavy utilization of the climbing wall attracts more students to the program and increases current student retention. Marketing, development and program vibrancy enhances outreach opportunities to prospective students.

Student Success and Retention: Diversity in program staffing enhances student learning and retention. Documenting student experiences via social media, the website and other recruiting tools is exceptionally effective in creating group cohesion and sense of self, resulting in increased retention and recruitment.

Relation to Student Learning: The IA position is essential to the effectiveness of the ORL Program and effectively achieving all ORL course and Program SLOs.

Support for employees to be effective: S. Flett had an initial overload of 25 units for the 2020-2021 academic year, which necessitated cancelling some ORL spring courses. Canceled classes have negative implications on FTE. Overloaded faculty responsibilities reduce available time for Program

Development. The IA position is specifically designed to increase the effectiveness of the many varied ORL Program components, while enhancing student experience, enrollment, and retention. For example, outreach and marketing requires a significant investment of time to be effective, particularly with a program as dynamic as ORL. Community Service Learning is an important aspect of development in the ORL Program and requires added time for risk management and coordination by the ORL Instructional Assistant. Offering increased hours and associated benefits will ensure the longevity of the individual selected for this position, resulting in further program sustainability.

Feasibility: This position has a large value for the relatively low cost. It has the potential to generate increased program FTE through outreach and marketing, as well as explore an increased revenue through climbing wall rental options, grant procurement, etc.

Objective 2:

Increase program enrollment through targeted marketing campaigns that overlap with the recruiting season.

- Paid Advertising and Geofencing helps advertise to a target market.
- This will increase college-wide enrollment due to the attractiveness of the ORL Program.
- Paid advertising promises a better presence of brand to a larger number of individuals within the target market.

Connection to results from assessment of student learning and/or other plans:

Guided Pathways; Strategic Plan Directive I, II; Previous ORL APRs

If new resources are requested, address the following criteria:

Action Plan and timeline (include who is responsible):

Nick Maffei (FRC digital marketing coordinator) and ORL Program faculty/staff will work to develop a marketing campaign that overlaps with CCC recruiting seasons.

Resources/ Budget needed (if applicable):

This total increase in budget request reflects a suggested budget of \$800/recruitment season (FA and SP) for a total of \$1600.

Budget code -if applicable (include Fund, Organization, and Account codes):

1100-21550-5055-011510 (Online Contract Service; Marketing campaign)

Expected Outcomes:

1. Grow ORL Program FTE through increased enrollment in our department
2. Increase FRC enrollment through attracting ORL degree seekers that enroll in GE courses.

Uncontrollable Increase: \$1,600 is needed to reach prospective students for the ORL Program. While ORL staff has the required content for advertising campaigns, we are unable to access online advertising platforms and associated targeting geofencing / demographic marketing without paying for these services.

Safety: N/A

New Student Attraction: Guaranteed reach to a target market within a defined audience. Ensures a recruiting presence to an audience outside of our current followers.

Student Success and Retention: Students are more likely to succeed in programs that they intentionally enroll in. Students are more likely to be retained in programs that they feel committed to.

Relation to Student Learning: Increased Program enrollment increases the diversity, vibrancy, and feeling of community within the ORL student population. This, in turn, enhances student learning.

Support for employees to be effective: This is a more efficient use of funding with a better chance of attracting a prospective student than sending personnel up and down the state to generic recruiting events. Maffei and S. Flett will work together to deliver the right message at the right time.

Feasibility: Paid advertising and marketing is not only feasible, but it is also an expected and ubiquitous approach to outreach. It is the standard operating procedure for attracting new clientele across many sectors. Producing new content for advertising is one of the biggest challenges of any market or firm, however our program is naturally positioned to continue making compelling content due to the hands-on, engaging courses we offer. We have the in-house capacity to produce the content, but financial support is necessary to pay for the advertising to get said content to a target market.

Objective 3:

Address ongoing facility needs:

- Leaking boathouse roof
- West end equipment room ski and gear storage
- Outdoor classroom completion

Connection to results from assessment of student learning and/or other plans:

Strategic Plan Directives I – III;
 ORL Program Budget; ORL Comprehensive and Annual Program Reviews; ORL Risk Management Plan.

If new resources are requested, address the following criteria:

Action Plan and timeline (include who is responsible):

Work with Facilities Department to complete projects (Boyd, S. Flett).

Resources/ Budget needed (if applicable):

\$6,000 materials cost & maintenance staff hours (as discussed with Boyd) to fix leaks in the boathouse roof
 \$5000 materials cost & maintenance staff hours for west end equipment room storage.
 \$1,500 to complete outdoor classroom space. This request is duplicated in the ART APR.

Budget code -if applicable (include Fund, Organization, and Account codes):

1100-21550-5074-011510 (repairs – building; fix leaking boat house and west end equipment storage completion, plus maintenance staff hours)
 1100-21550-4310-011510 (instructional supplies; complete outdoor classroom space)

Expected Outcomes:

1. Protect FRC equipment investments and safety gear
2. Enhance Program storage and gear management
3. Outdoor classroom is used by ORL, ART, and various shared governance committees on campus when weather permits.

Uncontrollable Increase: As discussed with Boyd, an estimated \$6,000 in materials fix leaks in the boathouse roof. Also discussed with Boyd, \$5,000 is an estimated need to purchase plywood to sheet the floor and encapsulate electrical, plumbing, and other facility infrastructure in the west end equipment storage area. \$1,500 is needed to purchase a projector, backboard for the projector screen / whiteboard, and shade structures (steel posts and concrete) to finish the outdoor classroom space.

Safety: A leaking roof damages ORL equipment and causes mold and mildew. Fixing leaks will protect FRC's equipment investments and protect imperative rescue equipment against malfunction. Exposed joists and electrical create safety issues in current storage space. An outdoor classroom space will reduce the possibility of virus transmission.

New Student Attraction: Non-moldy gear, properly and efficiently stored gear, and an outdoor learning space flatters ORL Equipment Room tours used by campus recruiting officers and faculty.

Student Success and Retention: These repairs will create an efficient and safe standard around how gear is stored and checked out. Outdoor learning spaces are desirable for a variety of user groups on campus, and will continue to allow f2f instruction to continue, even in the event of rising campus caseloads.

Relation to Student Learning: These facilities requests demonstrate the professional standard of our industry. Ski equipment is space intensive, expanding into the west room is needed in order to support a full range of equipment sizes (i.e., support large class sizes). Student learning may be impaired if safety gear or clothing has mold or mildew from a leaking roof. Outside learning spaces enhance student learning and allow for the continuation of in-person instruction in the event of increased Covid cases.

Support for employees to be effective: Efficient storage increases employee effectiveness. This organization is critical when dealing with groups of students checking out many pieces of gear. Fixing leaks reduces the time employees need to spend repairing equipment and purchasing new gear. This space can be utilized by a variety of different campus groups, employees, shared governance, etc.

Feasibility: As per discussions with Boyd, fixing the leaking roof is highly feasible. West end storage space is currently in an unusable condition. Converting it to equipment storage will require little time and result in a big payoff. Much of the outdoor classroom is already complete. These remaining requests will finalize a professional outdoor learning space.

Objective 4: Purchase appropriate backcountry cook system for use during fire season.

- Enhance educational quality and safety by providing students with equipment that is consistent with industry standards.
- Increase safety during fire season by reducing use of liquid flame stoves.
- Obtain MSR PocketRocket stoves and Alpine 4 Pot sets that utilize pressurized gas, rather than liquid fuel.

Connection to results from assessment of student learning and/or other plans:

This objective ties directly to the College's mission and strategic planning (Area II & III) in providing the resources necessary to support a high-quality learning experience for students.

Action Plan and timeline (include who is responsible):

Reinstate wholesale account with Cascade Designs. Obtain MSR stoves and cookware. This will be implemented in Fall semester programming. (Koskinen)

Resources/ Budget needed (if applicable):

\$855 for backcountry cook system improvement (\$600 for MSR PocketRocket Deluxe Stove - 8x\$75 each and \$255 for MSR Alpine 4 Pot Set - 3x\$85 each). These expenses are used directly for instruction and course outings.

This will also allow us to continue to meet expectations set by the ORL Risk Management Plan.

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

1100-21550-4310-011510 (Instructional Supplies; 8 PocketRocket stoves, 3 Alpine Pot sets)

Expected Outcomes:

- 1) Safely cook in the backcountry during fire seasons

Uncontrollable Increase: \$855 for MSR PocketRocket Stoves and Alpine 4 Pot Sets. See Resources/Budget above.

Safety: This models the industry trend for backcountry cookware that utilizes a safer, more contained flame. Improving our stoves and cookware is especially critical to ensure safe Fall semester programming, which takes place during the height of fire season.

New Student Attraction: Further expands equipment room offerings which are showcased during program tours led by campus recruiting officers and faculty.

Student Success and Retention: Backcountry nutrition and cooking are imperative skills in the outdoor industry. In fall 20 and 21, all cooking during ORL overnight field trips was canceled due to high potential for fire using the current Program cooking equipment. In course reflections, students expressed concern that they were not learning these important skills. We can enhance students' career and academic goals by providing them with practical application using industry standard equipment.

Relation to Student Learning: Enhances learning in a manner consistent with program SLO's, i.e., *application, knowledge, and involvement.*

Support for employees to be effective: An improved backcountry cooking system will allow instructors to teach backcountry meal planning and cooking, despite our ever-extending fire seasons.

Feasibility: Our current backcountry cook system, which utilizes liquid fuel, is not safe to use during fall semester field courses due to fire danger. Continued student success and safety is dependent on obtaining new pressurized stoves and cookware. Purchasing new gear is simple and will require little time.

If completing your program's objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (Include connection to other plans)
Finalize IA Hire for Spring 2022	Human Resources	Connected to objective 1 position sustainability
Launch targeted marketing campaign	Marketing Director	See next year's objective 2
Address leaking boat house	Facilities	See next year's objective 3
Finish west end Gear Room storage	Facilities	See next year's objective 3
Set poles and concrete for outdoor learning space	Facilities	See next year's objective 3

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

The ORL Program has lower enrollment this year than previous years. Several students who had indicated they were planning to join us as incoming, degree-seeking freshmen did not show up at the beginning of the semester because they were concerned about the Dixie Fire. Other students stopped attending this semester because they were immediately impacted by losses associated with the Dixie Fire. Additionally, we lost students in some of our classes because they had been incorrectly informed that our courses were cancelled due to forest closures. Each of these ephemeral challenges have created short term impacts on the vibrancy of this program. Despite these challenges, the ORL Program continues to bring value to the college, our students, and our surrounding community. Numerous students expressed their gratitude for the outdoor, community-building opportunities the ORL Program provides, despite the challenging times.

The ORL Program continues to serve as a keystone focal point for campus recruitment. The FRC website, social media channels, and recruiting tours rely heavily on the attractive characteristics inherent to our course offerings and our facilities. Images of students in our courses are routinely featured in FRC outreach efforts and serve as a major attraction point for studying at Feather River College in general.

The ORL Program is active in our community. We work closely with PCOE branches on CTE pathway opportunities for local high school students. This partnership has resulted in meaningful increases of high school students who are co-enrolled in FRC. This pathway is projected to yield an increase in matriculation numbers as these students, who have already completed parts of their college degree by the time they graduate from our local high schools, decide to attend FRC.

The ORL Program is one of the most active programs at FRC on social media. Our social media channels are growing, and we positively represent the FRC experience to a community beyond our Program's students. We are well-positioned for enrollment growth, and we anticipate an increase in FTE in the coming semesters.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

The Dixie Fire and statewide national forest closures have had huge impacts on the perception of recreation in our region. This negatively impacted enrollment this Fall semester, however we expect this to rebound in the coming year. Additionally, the effects of COVID-19 have caused several prospective students to pursue gap years until the education system can normalize.

The ORL Program is in its second year with a new Program Coordinator, and our first year with a new ENVR Coordinator/ORL Instructor. The ORL Instructional Assistant position has been vacant for 1 year and is currently being filled by an interim classified employee. We expect this position to be hired in the next few months. These transitions reflect a lot of recent changes within the leadership in this department.

3. Briefly explain significant changes expected during the upcoming year.

The coming year brings exciting possibilities to the ORL Program. We are in the middle of the hiring process for an instructional assistant, and this will increase program efficiency.

We are eager to bolster recruitment through the following partnerships and opportunities:

- Design, build, and launch a new program webpage that utilizes a contemporary template (I.e. video as a header image, imbedded Instagram feed, student blogs, virtual tours, and multi-media support).
- Increase reach through enhanced social media presence across platforms.
- CTE Recreation matriculation pathways with PCOE.
- Reinstate recreation internship program with USFS Hough District Office.
- Build Cooperative Work Experience Education program around Connected Communities projects and Sierra Buttes Trail Stewardship.
- Renew partnership with Nor Cal Highschool Mountain Biking League to offer summer programming in trail building and mountain biking.
- Increase FTE produced through ISA partnership with Sierra Buttes Trail Stewardship (the last year produced only 1/3 of the projected target due to the impacts of wildfire).
- Utilize updated recruiting material to connect prospective students to our program.
- Work with high school counselors to grow outreach to target audiences.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA:

NAME OF PERSON SUBMITTING THIS REVIEW:

DATE OF SUBMISSION:

MANAGEMENT AREA (check one): ☐ **Administrative Services**
☒ **Instruction**
☐ **Student Services**

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

Objective 1:

Update physics laboratory to support student learning and instructor to develop new curriculum

Action Plan and timeline (include who is responsible):

Update the physics laboratory:

This is the most pressing concern for the department. A thorough inventory of equipment and supplies has been completed, revealing a lack of equipment for 102/104 and 202/203 laboratory experiments and demonstrations. More specifically, there is insufficient equipment for a semester of face-to-face labs which, if not remedied, will force me to use [inferior] online experiments for the Spring 2022 semester.

<p>Connection to results from assessment of student learning and/or other plans: N/A</p>	<p><u>Develop new curricula:</u> A basic set of physics equipment will enable me to develop and improve curriculum for the general and calculus-based physics series. I will also have the resources necessary to develop new and exciting physics courses which will enrich and “round out” the program. I am in the process of resurrecting PHSC 120 (Astronomy) which has historically been a popular course. Current plans are to teach this course in Fall 2022, pending the repair and/or replacement of the FRC telescope. I’m also putting together curricula for three new courses: Conceptual Physics, Physics of Cooking, and Physics of Sports. The latter will be an ongoing process because these courses must be proposed and approved and non-transferability of credits to four-year institutions may be a concern.</p> <p>Resources/ Budget needed (if applicable): I’ve made a list of basic equipment to supply four lab stations hosting groups of two to three students. The total cost comes to approximately \$40,000. As physics does not use consumables, this would be a one-time cost. It is feasible for this amount to be reduced by half if equipment is purchased for only two lab stations which, considering low enrollment, would work for the next semester or two but would need to be revisited once enrollment increases. The main objective is to have a full set of lab equipment for physics 102/202 prior to the start of the Spring 2022 semester and a full set of equipment for 104/204 by the start of the Fall 2022 semester (assuming 104 will be offered).</p> <p>Budgeting for an astronomy course must include funds to address the state of the two telescopes. One FRC telescope is in a state of disrepair and will need to be fixed or replaced before PHSC 120 can be added to the course catalog. Costs for this repair will be known once the extent of the damage is professionally assessed, so I am currently calling around for quotes. The other FRC telescope seems to be in good condition and I will need help from an expert to assemble it – possibly former astronomy faculty who have used it previously. Currently, there are no assembly instructions, and I am not sure which repairs, if any, are needed as the</p>
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pieces of the telescope are scattered all around the store room in the physics laboratory.

Costs associated with the development of Physics of Cooking and Physics of Sports will become clearer as the curricula are developed and will be address in next year's APR.

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

Physics budget code: 1100-22120-4325-190200

Expected Outcomes:

New equipment would bring the physics lab up to date for the next five years. Repair and/or replacement of the two FRC telescopes will allow the college to offer PHSC 120 in future semesters. Development of non-major electives will promote interest in the physics program.

Uncontrollable Increase:

N/A

Safety: The safety of students and staff is always a concern. Safe laboratory practices will be followed while working with heavy objects, electricity, chemicals, and equipment that operates at high temperatures.

New Student Attraction: An upgraded lab capable of supporting interesting scientific experiments will make the physics program more appealing to students already curious about the STEM pathway. Exciting new demos can be used in elementary, middle, and high school outreach efforts to encourage an interest in science. Presentations held in related STEM field classrooms and at campus career and science events can promote interest by sparking curiosity and dispelling commonly held beliefs that physics is daunting, boring, and inaccessible. A working telescope, in particular, will enable us to have viewing labs and possibly hold astronomy viewing nights open to the general student population and public. Lastly, new equipment supports the development of fun, new classes that are accessible to the "science curious". Courses exploring topics such as astronomy, athletics, and the culinary arts are attractive to a broader range of students and serve as a "back door" through which potential physics converts can be lured.

Student Success and Retention: It is no secret that physics has a reputation as the "killer" class and many students avoid it like the plague. Exciting demos, up-to-date equipment, and well-designed laboratories will facilitate understanding of class material in a face-to-face setting. Furthermore, a hands-on lab experience will be attractive to students who have found a year and a half of online labs frustrating and unengaging. Improving the curriculum, adding interesting new classes, and adapting it to meet the needs of FRC students will help students succeed and, hopefully, dispel negative beliefs about the subject.

Relation to Student Learning: It is my experience that students learn by doing and tend to perform better when lectures are followed by a good lab experience to reinforce key concepts. Certain basic equipment is essential to accomplish this. Fiddling with equipment that functions poorly or is not designed for the experiment is a major distraction to student learning because it gives the false impression that physics is about getting equipment to work rather than exploring the fundamental laws of nature. Furthermore, the new courses I am proposing target students who want to “try out” physics without committing to the rigors of a general physics course. Here, students can learn to think critically about the world around them, a skill that is important in all aspects of their education.

Support for employees to be effective: The main factor here is funding. Purchasing physics equipment is expensive and a great deal of it needs to be purchased in a short amount of time if we want to be able to teach physics in the Spring and Fall of 2022. Support from the budget committee and the dean of instruction will be necessary to accomplish this.

Feasibility: Pasco and Vernier products (my suppliers of choice) work out of the box and are easy for students to assemble. Parts are also interchangeable and designed to work together, so products can be used for many types of experiments. The main barrier to feasibility is funding. A large amount of equipment must be purchased at once to support a semester’s worth of face-to-face experiments for the physics 102 section offered in Spring 102. As of now, my main goal is to obtain equipment that can support 102/202 labs first with the aim of purchasing equipment to support 104/204 labs by the start of the Fall 2022 semester.

In regards to proposing new physics classes, feasibility would depend on whether the college thinks students will enroll in these courses. A possible roadblock would be their non-transferability. Students intending to transfer to a four year university may not be able to fit a non-transferable elective into their schedules dictated by their graduation timelines.

Objective 2:

Increase enrollment in physics classes

Action Plan and timeline (include who is responsible):

Physics 102 was canceled this semester after the only enrolled student dropped and plans to offer physics 104 in the Spring 2022 semester were subsequently scrapped. For the physics program to survive, a major effort is necessary to increase enrollment. To accomplish this, over the next year I will be working towards the following goals:

Propose a schedule change so physics and chemistry labs do not overlap. Currently, students must choose between chemistry and physics because they cannot be taken concurrently. Because physics 102 is only offered in the Fall, choosing chemistry means students must wait an entire year to begin first semester physics. Moving either lab to a different day would fix this issue and, if approved, can be implemented by Fall 2022.

Work with advisors to ensure physics classes are recommended for students considering careers in STEM. I have already reached out to Greg McCarthy, Monica Potter, and Michelle Petroelje about this and will continue to keep an open line of communication.

Update physics course listings to show the minimum math requirements to succeed in each class. Physics courses have no math prerequisites so students with weak math skills struggle and either drop or fail the course. Because prerequisites cannot be added, proficiency in trigonometry and, for 202/204, calculus, should be added to the listing as a suggestion so student can decide whether they are prepared before they enroll. I've already reached out to Derek Lerch and Lisa Noia about this and hope to have this updated by the end of the year.

Active recruiting for the physics program. This would involve posting flyers and participating in career fairs. I've also spoken with Sean Conry about guest lecturing in his culinary classes. I am working on a presentation that explains the physics of cooking, which I think students will find fun, informative, and be inclined to talk to their peers about it. The culinary program is struggling with enrollment issues as well, so arranging this presentation will be an ongoing effort.

Develop interesting new physics courses targeting non-majors to attract a broader range of students (See Objective 1).

Connection to results from assessment of student learning and/or other plans:

N/A

If new resources are requested, address the following criteria:

N/A

Resources/ Budget needed (if applicable):

None

Budget code -if applicable (include Fund, Organization, and Account codes):

N/A

Expected Outcomes:

Items listed in the Action Plan will help increase enrollment in the physics program.

Uncontrollable Increase: N/A

Safety: N/A

New Student Attraction: See Action Plan.

Student Success and Retention: See Action Plan.

Relation to Student Learning: Physics teaches critical thinking and problem-solving skills that can help students succeed in any career path, not just science. A physics degree also helps prepare graduates for a variety of exciting careers in engineering, healthcare, finance, data analysis, and technology and makes them eligible for some of the highest starting salaries in the job market.

Support for employees to be effective:

Recruiting students will require the help of faculty advisors. An open dialogue with administration will be necessary to edit course listings and make changes to the Fall 2022 schedule.

Feasibility: This is difficult to assess because there are factors affecting enrollment that are out of my control. I do think making students aware of the benefits of taking physics and making it easier for them to do so will have a positive effect.

Objective 3:

Work on physics website.

Action Plan and timeline (include who is responsible):

The current website has no content so building it will be an ongoing effort. The website can be used to talk about the physics program, advertise classes being offered, and inform students about science-related events. A template would be useful as would a campus suite workshop.

Connection to results from assessment of student learning and/or other plans:

N/A

Resources/ Budget needed (if applicable):

N/A

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

N/A

Expected Outcomes:

A department website will allow students easy access to information about faculty, classes, pathways to majors, and department events. Giving physics its own separate page will also make it easier to find on the FRC website. Currently, it shares real estate on the physical science page with the much larger chemistry and geology programs, and finding

information that is strictly about the physics program can be confusing.

Uncontrollable Increase: N/A

Safety: N/A

New Student Attraction: A department website is an easy way to reach current and potential students and can serve as a valuable recruitment tool. Websites are great places to host digital media (e.g. photos, videos, links to cool simulations, etc.) that allow students to “see” and experience all of the cool things we do in physics class.

Student Success and Retention: A website is a great place to advertise external learning resources, such as Khan Academy, physics YouTube channels, and interactive simulations, all of which can help students gain a better understanding of class material. It is my experience that everyone learns differently, and providing multiple resources helps students to fill in the places where my lectures might fall short for them. Making these resources available on a website also serves students who may need something explained in a different way but are too shy to speak up in class.

Regarding student retention, students who feel like they have the resources they need to succeed in a class generally stay enrolled, even if the class is challenging. A program website is a great way to deliver these resources.

Relation to Student Learning: See Student Success and Retention

Support for employees to be effective: Training in Campus Suite will be necessary to build a decent page in a timely manner. I plan to attend the biweekly Campus Suite workshops offered by the college to acquire skills.

Feasibility: The only limiting factor I see is having the time to actually do this. As a new hire, my plate is pretty full so progress will be made as time permits.

Objective 4:

Organize extracurricular activities related to the physics program

Action Plan and timeline (include who is responsible):

Start a science club for students interested in STEM majors. Science faculty would work together to support students in their science classes, give specialized advising to those interested in pursuing careers in science, work on various projects, and participate in fun activities.

Organize a weekly science speaker series. Science faculty and outside speakers would be invited to give presentations on interesting topics to an audience of FRC students, staff, and faculty.

Connection to results from assessment of student learning and/or other plans:

N/A

Resources/ Budget needed (if applicable):

This would depend on the types of activities we choose to do. Presentations given by students and faculty and activities involving equipment already available at FRC wouldn't require funding. Activities involving the Maker Space in the library would require various consumables covered by the physics budget. Outside speaker fees can vary and would normally include the cost of food and lodging which I've estimated to be between \$250-\$1000 per visit which could be covered by the FRC Foundation Mini Grant.

If new resources are requested, address the following criteria:

N/A

Budget code -if applicable (include Fund, Organization, and Account codes):

Physics budget code: 1100-22120-4325-190200
Funds for Maker Space will be requested through categorical funds (lottery, instructional block grant, etc.)
Funds for outside speakers will be requested through an FRC Foundation Mini Grant.

Expected Outcomes:

Increased interest in the physics program as well as programs in other STEM fields. Talks can increase awareness of various scientific topics and speakers coming from a broad range of background can serve as potential role models for underrepresented students. Extracurricular activities associated with a physics club give students a way to become more engaged in their learning, meet like-minded peers, and explore interesting topics that might not be part of the curriculum in their science classes.

Uncontrollable Increase: N/A

Safety: Safety is always a concern when performing any scientific experiment. Good lab practices are always followed and only qualified faculty, staff, and students are permitted to operate potentially dangerous equipment.

New Student Attraction: A physics club and a science speaker series sends the message to current and potential students that Feather River College is an institution that values science education which can impact future enrollment. For example, opportunities to participate in activities not offered by other colleges can influence a student's decision to enroll in FRC or transfer in from another institution.

Student Success and Retention: Participation in fun, learning-orientated extracurricular activities help to keep students engaged.

Relation to Student Learning: A speaker series gives students the opportunity to learn about a wide variety of science topics they might not otherwise learn about in their regular classes. Participation in extracurricular science activities provides students an opportunity to have fun with the subject in an environment where they are not assessed. This gives them the freedom to explore topics and pursue answers to questions they themselves are interested in, rather the topics and questions they are required to learn in their formal classes.

Support for employees to be effective: Establishing a science club and/or a speaker series would require approval from administration. Both activities would require support and participation from other (hopefully interested) members of the science faculty on an ongoing basis. Collaboration with Darryl Swarm would be necessary for any use of the Maker Space.

Feasibility: Both of these projects are huge endeavors which won't pass "go" unless they are approved by FRC administration. If approval is granted, then the next two hurdles would be (a) to determine whether or not members of the science faculty would be interested in adding another commitment to their plate and, (b) to determine whether FRC students would be interested in a science club or speaker series. It will likely take time to establish this interest which would mean that progress for both of these projects would be an ongoing effort over the course of several semesters.

If completing your program's objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
<i>Example: Staff training on effective written communication</i>	Professional Development	See current year objective 2

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

It is my understanding that the program has not had a full-time instructor in many years and, thus, lacks a cohesive curriculum for basic physics classes. The physics lab is also in a state of disrepair and needs to be brought up to snuff over the next year to support core classes. Enrollment in physics has declined over the past several years so a major recruiting effort will be necessary to revive the program.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

N/A

3. Briefly explain significant changes expected during the upcoming year.

A new chemistry faculty member will be hired. While this faculty member will not participate in the physics program directly, they will teach courses required by students hoping to pursue physical science related majors.

APPENDIX

The list of basic physics laboratory equipment mentioned in Objective 1 is attached.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: POLITICAL SCIENCE

NAME OF PERSON SUBMITTING THIS REVIEW: Desmond

DATE OF SUBMISSION: 11/01/2021

MANAGEMENT AREA (check one):

<input type="checkbox"/>	Administrative Services
<input checked="" type="checkbox"/>	Instruction
<input type="checkbox"/>	Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

Objective 1:

Increase interest in the sociology transfer degree among FRC students.

Action Plan and timeline (include who is responsible):

Updates to webpages are ongoing. Desmond oversees the sociology page. Interesting, creative, and exciting content should be created. The web presence of this program remains underdeveloped and amateurish. The content is there, however.

Institutional interest in getting students into LAS degree programs would also be helpful. The key is to get students who are already on campus and who are currently in the general studies degree path to declare a sociology degree. It's not clear how webpages, Instagram or Tik Tok posts about

the academic reality of this program will attract students already on campus.

Connection to results from assessment of student learning and/or other plans:

Resources/ Budget needed (if applicable):
N/A – Sociology does not have a budget line.

Strategic Plan:

I.2: The College will develop and support academic programs that allow the College to competitively market itself to prospective students

II.1: The College will develop and sustain experiences that promote student skills development, improved student course choices, and a sense of community at all levels.

II.2: The College will further efforts to be equity minded and inclusive in all learning services and experiences. This will be demonstrated by (3) increasing persistence, success, and completion across course/ curriculum delivery modes for all student populations.

II.4: The College will develop and implement tools to promote student exploration, ownership, and understanding of educational planning by (1) developing and distributing generalized four-semester program plans that include both major and recommended general education requirements (2) exploring and establishing program alignment (aka, meta-majors) documents that demystify program exploration and aid students in developing educational plans

II.5: The College will monitor enrollment by program and delivery mode and make recommendations on marketing, recruitment, and retention strategies to manage enrollment. This will be achieved by (1) increasing the college's digital presence (through marketing strategies such as targeted campaigns, social media, maintaining fresh and relevant information on the college's website) (2)

utilizing advertising and promotional media to reach specific audiences (radio, newspaper, magazine, print material, etc.)

III.3: The College will emphasize social media efforts to connect and engage with current and potential students by establishing structure, roles and responsibilities, and college-wide standards.

III.8: Meet the needs of the diverse and evolving student population, particularly those who are traditionally underrepresented, by providing professional development opportunities to learn innovative practices that can be applied to instruction

Education Plan:

Section II, Goal A: Increase student understanding of career and transfer pathways.

Section II, Goal B: Align workforce needs, student interests, and academic and career pathways.

Equity Efforts:

Sociology is a discipline known for its critical engagement with problems of inequality and exclusion based on race, ethnicity, class, gender, sexual orientation, and religion. This discipline reaches a diversity of students: race, class, gender, particularly those from marginalized groups.

Guided Pathways Scale of Adoption plans:

1: HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY

Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.

3: KEEPING STUDENTS ON THE PATH

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can

complete their programs in as short a time as possible.

FRC Mission:

This is related the college's mission and role of higher education, as well as the charge of California Community Colleges; specifically evident in the creation and offering of transfer degrees.

FRC College-Wide SLO

Students will:

1. communicate effectively
2. demonstrate critical thinking skills...
6. demonstrate skills in relationships through interpersonal communication, compromise, teamwork, and collaboration.
7. Value their education, understand its privilege, and become responsible citizens.

If new resources are requested, address the following criteria:

New resources are not part of this objective, only institutional support and interest are requested.

Budget code -if applicable (include Fund, Organization, and Account codes):

N/A Sociology does not have a budget line.

Expected Outcomes:

- Increase students transferring to CSUs.
- Improve sense of social responsibility and community among FRC students.

Uncontrollable Increase: N/A

Safety: N/A

New Student Attraction: A more exciting and visually appealing web presence will attract student attention and interest. Advertising around campus? Make the sociology program visible to parents who come to sporting events on campus?

Student Success and Retention: Increasing awareness of the program and directing students to faculty and staff in these programs will help them feel connected, supported, and know where to go for resources.

Relation to Student Learning: It is important that FRC students have this opportunity to learn about social institutions, the diversity in society, and prepare themselves to be informed and active citizens in society.

Support for employees to be effective: Have staff, coaches, and other faculty encourage students into this degree; when events related to the discipline are organized, student-athletes should be required to attend.

Feasibility: Unsure.

Objective 2:

Market online sociology degree program and track students who are pursuing the online sociology degree.

Action Plan and timeline (include who is responsible):

Currently, the only information on the FRC website about the online sociology degree option is on the rudimentary sociology webpage. It is not evident elsewhere on the FRC site. Also, there currently no way to know if students are sociology majors pursuing the degree online. As a result, it is difficult to know which courses these students need, and when or if to schedule them online. Program lead; Academic Advisors; Online Application Process (??).

This also involves oversight of the online GE courses and assurance these are predictably offered so students can complete their online degree in two-years.

Connection to results from assessment of student learning and/or other plans:

Resources/ Budget needed (if applicable):

N/A

Strategic Plan:

I.2: The College will develop and support academic programs that allow the College to competitively market itself to prospective students

II.1: The College will develop and sustain experiences that promote student skills development, improved student course choices, and a sense of community at all levels

II.2: The College will further efforts to be equity minded and inclusive in all learning services and experiences. This will be demonstrated by (3) increasing persistence, success, and completion across course/ curriculum delivery modes for all student populations.

II.5: The College will monitor enrollment by program and delivery mode and make recommendations on marketing, recruitment, and retention strategies to manage enrollment. This will be achieved by (1) increasing the college's digital presence (through marketing strategies such as targeted campaigns, social media, maintaining fresh and relevant information on the college's website) (2) utilizing advertising and promotional media to reach specific audiences (radio, newspaper, magazine, print material, etc.)

III.8: Meet the needs of the diverse and evolving student population, particularly those who are traditionally underrepresented, by providing professional development opportunities to learn innovative practices that can be applied to instruction

Education Plan:

Section II, Goal A: Increase student understanding of career and transfer pathways.

Equity Efforts:

Sociology is a discipline known for its critical engagement with problems of inequality and exclusion based on race, ethnicity, class, gender, sexual orientation, and religion. This discipline reaches a diversity of students: race, class, gender, particularly those from marginalized groups.

Guided Pathways Scale of Adoption plans:

1: HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY

Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.

3: KEEPING STUDENTS ON THE PATH

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can

complete their programs in as short a time as possible.

FRC Mission:

This is related the college's mission and role of higher education, as well as the charge of California Community Colleges; specifically evident in the creation and offering of transfer degrees.

If new resources are requested, address the following criteria:

Expected Outcomes:

- **Courses are offered regularly and consistently for students to complete the online degree.**
- **Increase student interest and completion of online sociology degree.**

Uncontrollable Increase:

Safety: N/A

New Student Attraction: Students in the region who are unable to come to campus may benefit if they hear about this program.

Student Success and Retention: If courses can be consistently scheduled, and there is greater faculty involvement in connecting with students, students are more likely to be drawn to, and complete the programs in a timely manner.

Relation to Student Learning: See above.

Support for employees to be effective: Assistance with determining online course scheduling needs for the sociology courses, as well as the online creation, review, and assessment of other courses required for degree completion (in all areas).

Feasibility: Not clear.

Objective 3:

Host a lunch for sociology majors every year or semester.

Action Plan and timeline (include who is responsible):

Annually, there are between 10-15 students who declare a sociology major. It would be nice to host a lunch for these students every semester so the on-site faculty members can connect with them. Desmond.

Connection to results from assessment of student learning and/or other plans:

Resources/ Budget needed (if applicable):

Strategic Plan:

II.1: The College will develop and sustain experiences that promote student skills development, improved student course choices, and a sense of community at all levels

II.4: The College will develop and implement tools to promote student exploration, ownership, and understanding of educational planning...

II.6: The College will improve student success and retention by institutionalizing a proactive and holistic approach to the student intervention and support processes

Education Plan:

Section II, Goal A: Increase student understanding of career and transfer pathways.

Equity Efforts:

Sociology is a discipline known for its critical engagement with problems of inequality and exclusion based on race, ethnicity, class, gender, sexual orientation, and religion. This discipline reaches a diversity of students: race, class, gender, particularly those from marginalized groups.

Guided Pathways Scale of Adoption plans:**1: HELPING STUDENTS CHOOSE AND ENTER A PROGRAM PATHWAY**

Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.

3: KEEPING STUDENTS ON THE PATH

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

\$10 per student (15) = \$150. Access to Eagle's Perch.

Sociology doesn't have a budget line.

Expected Outcomes:

- **Students will feel supported**
- **The sociology degree will be more visible to interested students.**

Students will gain a clearer idea of degree expectations and transfer opportunities.

Uncontrollable Increase:

Safety: N/A

New Student Attraction: Other students will see this connection with faculty and support AA-T students receive and be drawn to the program.

Student Success and Retention: Students who are not on campus regularly can put this in their calendar and use it as a time to connect with the sociology instructor(s). Students will feel supported, recognized, and celebrated.

Relation to Student Learning: See above.

Support for employees to be effective:

Feasibility: Seems doable.

If completing your program's objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
<i>Example: Staff training on effective written communication</i>	Professional Development	See current year objective 2

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

As of September 2021, there were about 15 declared AA-T majors on campus (unknown in ISP). ISP seems to be fine, though oversight of these courses and student learning assurance is unclear. It is challenging to assure online courses are scheduled and staffed as well as the in-person sections that students need for GE and majors need for transfer.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

The pandemic disruption has been the obvious issue in the past two years. The addition of the ethnic studies requirement is also significant.

3. Briefly explain significant changes expected during the upcoming year.

The need to offer SOC/ETHN/POL 140 each semester rather than once a year. An online section will also be required for online students, at least once a year. SOC 100 may also be in more demand as student interest in the SOJU degree increases.

APPENDIX

Attach supporting documents as appropriate.

SOCIOLOGY DOES NOT HAVE BUDGET LINE.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: AGRICULTURE: RODEO

NAME OF PERSON SUBMITTING THIS REVIEW: Russell Reid

DATE OF SUBMISSION:

MANAGEMENT AREA (check one):

<input type="checkbox"/>	Administrative Services
<input checked="" type="checkbox"/>	Instruction
<input type="checkbox"/>	Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

Objective 1:

Have a winning, successful rodeo team by providing quality staff and resources for student support and development.

Action Plan and timeline (include who is responsible):

Hire talented assistant coaches (Tess Turk)
Hold local rodeo in Quincy (Tess Turk)
Provide students with liability insurance (Tess Turk)
Provide students with practice stock (Tess Turk)
Provide students and employees with travel funds to participate in NIRA Rodeos (Tess Turk)

Connection to results from assessment of student learning and/or other plans:

Past APRs and CPRs, connection to Program level SLOs, Degree level SLOs, and course level SLOs

Resources/ Budget needed (if applicable):

General Fund Instruction

<p>If new resources are requested, address the following criteria:</p> <p><u>Uncontrollable Increase:</u> Increase in fuel prices <u>Safety:</u> Qualified rodeo coaches help to keep the students safe <u>New Student Attraction:</u> A championship rodeo team helps to attract new students <u>Student Success and Retention:</u> When students can be part of a successful team they are more likely to be successful in their other courses and want to return to finish their degrees. <u>Relation to Student Learning:</u> Helps student apply soft skills and learn competitive techniques <u>Support for employees to be effective:</u> Additional coaching staff will help the existing employees to be more effective in supporting such a large rodeo team. <u>Feasibility:</u></p>	<p>Budget code -if applicable (include Fund, Organization, and Account codes):</p> <p>1100-25510-1240-010240 \$9,500 1100-25510-3000-010240 \$2,431 1100-25510-5031-010240 \$2,290 1100-25510-5073-010240 \$6,300 1100-25510-5100-010240 \$5,387 1100-25510-7910-01240 \$18,000 1100-25510-5905-01240 \$850</p> <p>Expected Outcomes: To be competitive on the National and Regional intercollegiate rodeo level.</p>
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<p>Objective 2: Provide resources for existing FRC livestock (horses and cattle) taking into consideration inflation and cost of living increases.</p> <p>Connection to results from assessment of student learning and/or other plans: Past APRs and CPRs, connection to Program level SLOs, Degree level SLOs, and course level SLOs Adhere to standards of ethical animal care</p> <p>If new resources are requested, address the following criteria:</p>	<p>Action Plan and timeline (include who is responsible): Feed livestock a balanced ration (Tess Turk) Provide veterinary care to livestock (Tess Turk) Employ students to feed and care for livestock (Tess Turk)</p> <p>Resources/ Budget needed (if applicable): General Fund Instruction Student employment hours</p> <p>Budget code -if applicable (include Fund, Organization, and Account codes): 1100-25510-4310-010240 \$9,750 1100-25510-4311-010240 \$18,750</p> <p>Expected Outcomes: Continue to operate at current level of providing reasonable care of livestock.</p> <p><u>Uncontrollable Increase:</u> Inflationary increase dependent by year. Hay vendors adjusting prices.</p>
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Safety: Preventative care of disease (such as vaccines) is essential. Some diseases are contagious to people but this can be prevented if animals have received vaccines.

New Student Attraction: If the public see sick or malnourished animals, it prevents the attraction of new students and reflects negatively on the college.

Student Success and Retention: If current students are exposed to sick or malnourished animals or cannot use livestock because they are sick, it has negative effects on retention.

Relation to Student Learning: Student learning outcomes at the course level as well as the degree and program level incorporate principles of excellent, practical livestock management.

Support for employees to be effective: If employees are not provided with the resources they consider necessary to care for the livestock in their charge then they are not able to adequately be effective.

Feasibility: Yes, very feasible to perform tasks if provided resources.

Objective 3:

Develop and provide improved facilities, equipment and supplies

Action Plan and timeline (include who is responsible):

- Purchase new rodeo truck for hauling the school's stock trailer (Russell Reid).
- Provide reliable feed vehicles for student employees (Nick Boyd)
- Improve feed lot pens, feeding areas, and manure piles (Nick Boyd)

Connection to results from assessment of student learning and/or other plans:

Past APRs and CPRs, connection to Program level SLOs, Degree level SLOs, and course level SLOs

Resources/ Budget needed (if applicable):

General Fund

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

1100-25510-6410-010240 \$72,000

1100-25510-5999-010240 \$11,500

Expected Outcomes:

Improve student experiences and learning opportunities.

Uncontrollable Increase: Inflationary increase in cost of fuel and vehicle upkeep. Deferred maintenance

Safety: Safety is always a concern. When dealing with livestock and students, maintaining equipment in a safe condition is a priority and is vital for student learning. Trucks and other vehicles breaking while transporting students is not a safe situation.

New Student Attraction: Keeping up with industry standards is essential for new student attraction. Students have many options so if the Agriculture Department programs fall behind the industry standard, students will not be attracted to the Agriculture Department Programs.

Student Success and Retention: Student learning outcomes include maintaining up to date technologies. Students are more likely to be successful and remain in the Agriculture Programs when they have a chance to utilize new technologies, apply the information learned.

Relation to Student Learning: This objective relates to program level as well as course level student learning outcomes such that improved facilities, equipment, and supplies are required for effective student learning.

Support for employees to be effective: providing improved facilities, equipment, and supplies are essential for not only improving instructional student learning outcomes but for the employee to be effective.

Feasibility: Yes. It is feasible.

If completing your program's objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
Repair feed vehicles	Facilities	See current year objective 3
Improve feed lot pens, feeding areas, manure piles	Facilities	See current year objective 3

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

This past Summer the College hired Tess Turk as our new Head Rodeo coach. She has proven to be very enthusiastic and talented new Ag Faculty member who also instructs some of our equine courses. She already has and will positively affect future Ag student success, retention, and the recruiting of new Rodeo students. Our current Ag Rodeo enrollment is up well over 25% over last year's Fall enrollment. The Agriculture Rodeo Program's budget has many ways in serving the students success in the Rodeo program and is currently confronted with the inflationary price increases in every expense area. The program emphasizes basic principles of horsemanship, theories and fundamentals of intercollegiate women and men's rodeo events, and safety precautions associated with handling and utilizing livestock. Our Rodeo program allows the students the opportunities to study, learn, and practice the skills and techniques necessary to compete at a collegiate level in the National Intercollegiate Rodeo Association (NIRA). To Tess's credit after just the first two Fall Intercollegiate Rodeos, the FRC Men's Rodeo team is in first in the West Coast Region with a significant 600-point lead over second place CSU Fresno. The College is currently dealing with the Covid-19 pandemic as is the Rodeo program which has added a new level of leadership challenges for Tess and the Ag Dept. to maintain a safe learning environment for her Rodeo students... we all have stepped up to the task.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

Jesse Segura our founding Rodeo program Head Rodeo coach took "early" retirement but not without being awarded the prestigious National Intercollegiate Rodeo Association's (NIRA) "Rodeo Coach of the year" award. Jesse also coached FRC's Men's Rodeo team to a National Championship, which was unprecedented for a startup Rodeo program in a small rural 2-year College like FRC. The Rodeo program had a difficult time after Jesse retired in continuing with all our past Rodeo successes; however, Jesse has agreed to come back, advise, and work with Tess to make sure we return to all our past Rodeo accomplishments and we already have with our current standings in our Region. We have improved our Rodeo facilities with grant money and private donations this includes all new Rodeo arena heavy-duty panels, modern bucking chutes and a new roping box and improved arena footing. We also have purchased a new John Deere Tractor and arena groomer. All these upgrades have provided a safer practice situation with a real professional Rodeo environment. Another significant change that occurred since the previous CPR are found in the escalation of the Rodeo program expenses primarily

caused by inflationary costs. It has been challenging to work within the current budgets areas of Student Travel Expenses, Employee Travel Expenses, Other Rents & Leases, Liability Insurance, Instructional Supplies, Instructional Supplies- Hay, and the Events and Programs accounts. As the cost of hay, insurance, fuel, food, motels, and other expenses have increased tremendously over the past several years.

3. Briefly explain significant changes expected during the upcoming year.

The Ag Dept and the Rodeo program plans to deal with the same issues for the upcoming year; Covid - 19, drought conditions, higher prices for everything, challenges of returning and recruiting new students with very limited student housing options. These all are challenges with complex solutions; however, we all are ready and willing to tackle them. The major change will be in the enormous improvement of our Rodeo program. Tess will only get better and better with each semester of experience. The Rodeo program has an amazing opportunity to reach the same level of successes and have the real possibility to exceed what we have achieved in the past.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA:

NAME OF PERSON SUBMITTING THIS REVIEW:

DATE OF SUBMISSION:

MANAGEMENT AREA (check one): ☐ **Administrative Services**
☒ **Instruction**
☐ **Student Services**

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

The Personnel Requisition Request is completed and sent to HR on 10/28.

- **Objective 1:** Update AS-T transfer course to meet CAP (Curriculum Alignment Project) state requirement in Early Childhood Education, including both Infant Toddler classes and for a future class in Transitional Kindergarten.

Action Plan and timeline (include who is responsible):

Fall:

- Approval of 20% release time to complete project
- Begin work on transitioning existing CORS and submit to the Early Childhood Training Consortium for approval.
- Join statewide collegiate work groups, both CCCECE and ACCCTEP

Connection to results from assessment of student learning and/or other plans: Student Success/Guided Pathways

Resources/ Budget needed (if applicable):
Associate Teacher - Approx. \$6000 based on \$1,000 per unit - Salary and Fringe

Program and Student Learning Outcomes

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

1100-20120-1315 and 1100-20120-3000– Salary Fringe

Expected Outcomes: Increase enrollment and completion rates for both the ECE and ETE degree program, to include Certificates of Specialization and Achievement

Uncontrollable Increase: A modest wage increase in the Instructional budget.

Safety: NA

New Student Attraction: Absolutely, students will see Feather River College classes on a statewide forum indicating quality classes available and state approved.

Student Success and Retention: On completion of the Curriculum Alignment Project, class will provide updated content approved through The Department of ED and the Child Care Training Consortium. In addition, students will have an opportunity to request expanded Educational Financial Incentives from CDTC. Networking with statewide groups will provide valuable insights into student success as well and changes occurring at the state level which directly impact ECE and ETP

Relation to Student Learning: Improved course design and delivery.

Support for employees to be effective: Yes, release time will provide time for program coordinator to focus on updating all of the ECE AS-T degree and both Infant Toddler classes.

Feasibility: The amount requested is relatively low compared to the overall gains of new student enrollment and success.

Objective 2:

To increase student enrollment and completion in ECE and ETE degree pathways.

Action Plan and timeline (include who is responsible):

Fall and Spring

- Approval of 20% release time to complete project
- Work with Carolyn Shipp, Site Director Kinderlin Hoznour, and facilities to create a timeline to execute building site, hire staff, advertise community open enrollment into the Infant Toddler School and enrollment in a Specialization in Infant Toddler Education
- Create and maintain a presence at PCOE for student placement and success.
- Community Outreach - October Parent Meetings in Plumas County
- Senior Class career pathway local options in Education.
- Work with FRC Academic advisors, both semesters, to provide follow up for students in ECE and ETE degree pathways.

- Professor visibility during student lab hours.
- Work with K. Beaton on how to provide online and in person opportunities to bolster enrollment.

Connection to results from assessment of student learning and/or other plans: Student Success/Guided Pathways
Program and Student Learning Outcomes
Plumas Early Education and Childcare Council
Annual Report
FRC ECE Advisory Committee
recommendation

Resources/ Budget needed (if applicable):
Associate Teacher - Approx. \$6000 based on \$1,000 per unit - Salary and Fringe

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):
1100-20120-1315 and 1100-20120-3000

Expected Outcomes: Increase enrollment and completion rates for both the ECE and ETE degree program, to include Certificates of Specialization and Achievement.
Student employment and retention
Community Need for expanded Infant Toddler Services met.

Uncontrollable Increase: Modest wage increase for an Associate Faculty member in the Instructional Budget. Possible future increases involved with completing the Infant Toddler Center through its grand opening.

Safety: NA

New Student Attraction: Absolutely, Californian is having a teacher and provider shortage and Plumas County is struggling to hire teachers in both Early and Elementary Education. Completion of an Infant Toddler lab school is wonderful draw for future FRC students. The possibility for future employment or student worker placement is also an brilliant attraction

Student Success and Retention: Yes, there is expanded opportunity for student employment and diversity in field placement options.

Relation to Student Learning: Increased Professor visibility and engagement at field sites will be possible in addition to the work of Go Teach coaches.

Support for employees to be effective: Without release time, it is impossible to go out and recruit in the county, be a member of both CCCECE and ACCTEP, and provide consultation in the Strong Work Force project to create an Infant Toddler Lab School.

Feasibility: The amount requested is relatively low compared to the overall gains of new student enrollment and student success.

If completing your program’s objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

NA - At this time, I do not think my objectives will affect the above-mentioned entities.

Need	Resource Type	Rationale (include connection to other plans)

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

3. Briefly explain significant changes expected during the upcoming year.

APPENDIX

Attach supporting documents as appropriate.



Feather River College

ANNUAL PROGRAM REVIEW

NAME OF PROGRAM/DEPARTMENT/SERVICE AREA: THEATER ARTS

NAME OF PERSON SUBMITTING THIS REVIEW: Desmond

DATE OF SUBMISSION: 10/28/2021

MANAGEMENT AREA (check one):
☐ Administrative Services
☒ Instruction
☐ Student Services

NEXT YEAR'S NEW OBJECTIVES (FISCAL YEAR 2022-23)

In the box(es) below, describe the objectives and tasks planned for the 2022-23 year? (You may continue objectives from the prior year.)

Note on review process: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request's impact on safety, the request's impact on student attraction, the request's impact on student success and retention, the request's impact on student learning, the request's impact on improving employee effectiveness, and the feasibility of the request.

Note on personnel requests: if your APR includes personnel requests you are required to complete an personnel requisition. Please contact Human Resources so they can help you create a personnel requisition that will be used to organize personnel requests. Requests should be sent to hr@frc.edu, the form can be found [here](#).

Objective 1:

Maintain or increase operational budget to keep pace with facilities and script rentals/leases.

Connection to results from assessment of student learning and/or other plans:

This connects to the College's mission: *"The College also serves as a cultural and economic leader for all communities that lie within the District...."*

Education Plan:

Action Plan and timeline (include who is responsible):

Bryan and LAS Division Chair will continue to advocate for increased operational budget as costs change.

Resources/ Budget needed (if applicable):

\$2800 – Facility lease

\$3400 – Script and other rentals

Goal B, strategic direction: *Modify existing programs and develop new programs to meet the needs of students, the community, and region. GP #8, GP #12, GP #14*

Goal C, strategic direction: *Increase student awareness and participation in cultural and civic life.*

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

1100-22060-5070: \$2800

1100-22060-5073: \$3400

Expected Outcomes:

- **Ensure student experience to collaborate in a “team” to complete the production and participate in ensemble work;**
- **Students will participate effectively in public performance.**

Uncontrollable Increase: This requested budget is a response to increases related to facility and rights (scripts) leases and rentals.

Safety: Not applicable.

New Student Attraction: Being able to successfully host annual theater production is part of the college’s overall service to the community and raises attention on the arts. This serves as a recruitment tool for students interested generally in the arts.

Student Success and Retention: Not applicable.

Relation to Student Learning: Continuation of successful theater productions will contribute to achieving the student learning outcomes for the theater courses.

Support for employees to be effective: Responding to fluctuating costs will support the successful production an annual drama or musical for Feather River College and community.

Feasibility:

Objective 2:

Compensate musicians and choreographers as facilitating the education and success of students.

Action Plan and timeline (include who is responsible):

Drama instructor will oversee recruiting and supervising these roles.

Connection to results from assessment of student learning and/or other plans:

Using musicians facilitates student exposure to the arts; local musicians add much dimension to productions not otherwise accomplished with

Resources/ Budget needed (if applicable):

\$1900 – cost of temporary hires

\$200 – fringes

recorded music. The majority of productions require employment of a trained choreographer.

If new resources are requested, address the following criteria:

Budget code -if applicable (include Fund, Organization, and Account codes):

1100-22060-2125: \$1900

1100-22060-3000: \$200

Expected Outcomes:

- **Recruitment of qualified musicians and choreographers;**
- **Enhance student experience to collaborate in a “team” to complete the production and participate in ensemble work;**
- **Students will participate effectively in public performance.**

Uncontrollable Increase: Increase wage expectations.

Safety:

New Student Attraction: Show students opportunities in the arts.

Student Success and Retention:

Relation to Student Learning:

Support for employees to be effective: Use of trained musicians and choreographers enhance productions and allow the theater instructor to add depth and dimension to successful productions.

Feasibility:

If completing your program's objectives will require resources from **IT, Facilities, or Professional Development** please include your request below. This section is for a **future need** (2022-23 fiscal year). If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

Need	Resource Type	Rationale (include connection to other plans)
<i>Example:</i> Staff training on effective written communication	Professional Development	See current year objective 2

SUMMARY UPDATE FROM COMPREHENSIVE PROGRAM REVIEW

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

The program is excited to offer next spring's production of "I Love You, You're Perfect, Now Change" after postponing production in 2020 and 2021 due to the pandemic. The program director's diligent and frequent communication with Public Health to ensure the health and safety of performers, crew, and audiences will likely assure a successful spring event. The show must go on!

2. Explain significant issues and/or changes that have occurred since the last comprehensive review.

The pandemic disruption has been the obvious issue in the past two years.

3. Briefly explain significant changes expected during the upcoming year.

Theater 114 has been updated to include the discipline of stagecraft, which will broaden the instructor qualifications for staffing this course. Assuring the staffing and scheduling of THEA 114 will make set-design a greater possibility, and increases the possibility of offering a wider range of future productions.

APPENDIX

Attach supporting documents as appropriate.