COMPREHENSIVE PROGRAM REVIEW
OFFICE OF INSTRUCTION
FALL 2009

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

MISSION & VISION STATEMENTS

Mission
The mission of the Office of Instruction is to develop and support educational programs that meet the needs of students for transfer, career and technical education, and lifelong learning. The Office of Instruction is at the heart of the institution and responsible for every aspect of teaching and learning. This administrative unit works collaboratively with the other areas of the college to foster and promote faculty and student success.

Vision
The vision of the Office of Instruction mirrors the vision of the College: "…to enhance, through learning, the unique potential of every person entering our doors…". The fulfillment of this vision involves the collective in- and out-of-class learning that leads to the following college-wide student learning outcomes (see Appendix A-1):
- Effective communication abilities
- Demonstrated critical thinking skills
- Competency in utilizing information technologies
- Developed personal and professional ethics
- Personal skills necessary for goal achievement
- Teamwork and collaboration skills
- Understanding and value for civil service

SUMMARY OF RESPONSIBILITIES/SERVICES PROVIDED

The Office of Instruction has six staff members: 1) a chief instructional officer (CIO), 2) a director of distance education, 3) a basic skills/ESL coordinator /instructional assistant, 4) an administrative assistant to the CIO, 5) a technical administrative assistant, and 6) a faculty/instructional services secretary. Their responsibilities, when taken together, are quite extensive and significant. A very brief summary of core duties is provided next. [Note: two other important positions that are within the umbrella of the Office of Instruction, but specific to individual programs and not the college as a whole, include the hatchery director /instructional assistant and the ISP administrative position / instructional assistant.]

Chief Instructional Officer (CIO)

- Provides leadership and serves as a resource for curriculum and program development
- Ensures that quality instruction is accessible to all students and meets California Education Code legal requirements
- Supports and facilitates the Districts' strategic initiatives
- Compiles and facilitates the preparation of Accreditation reports
- Manages several budgets, including the large instructional budget for Associate Faculty
- Co-leads strategic enrollment management
- Collaborates with union representatives on contractual issues
- Supervises and evaluates full- and part-time faculty
- Oversees the development and implementation of class schedules that meet student needs and are fiscally sound
- Guides completion of program reviews for all academic and career-technical programs
- Works hand-in-hand with Admissions and Records and Student Services personnel to ensure that state and district policies are enforced for the protection and well-being of students
- Seeks to forge new, and strengthen existing partnerships with community stakeholders
- Serves as a liaison between the College and Foundation

Director of Distance Education

- Works with the CIO to plan and design the College's distance education practices
- Develops and maintains all faculty distance-education platform (MOODLE) sites
- Meets with faculty to train in all aspects of educational technology in teaching
- Designs and maintains College website functionality
- Writes software programs for important projects such as data extraction from Banner
- Serves as articulation office and member of the Curriculum Committee
- Sets up database structure for instruction projects such as course outline tracking

Basic Skills/ESL Coordinator / Instructional Assistant

- Works with the CIO and Director of the Learning Center to plan and design the College's basic skills/ESL education practices
- Works with the CIO to write and implement Basic Skills Initiative,
- Meets with faculty to provide support in all aspects of basic skills pedagogy
- Develops basic skills/ESL handouts for students and faculty
- Provides group and individual student tutoring
- Oversees basic skills inventory, such as the Learning Express Library software

Administrative Assistant (AA) to the CIO

- Provides support and coordination of assignments for CIO
- Assists in the development and monitoring of instructional budgets
- Helps in the tracking of contract/calendar deadlines

- Organizes and coordinates materials and outcomes of Curriculum Committee and Council on Instruction actions
- Tracks community service programs, including Ed-2-Go on-line program

Technical Administrative Assistant

- Produces all class schedules
- Works with MIS specialist, Director of Admissions and CIO to trouble-shoot Banner system and develop better data-management processes
- Ensures accuracy of database and software system related to course implementation
- Initiates, develops, adjusts and distributes associate-faculty class loads and contracts per union contract
- Works with faculty and staff on facility needs as requested and required
- Produces enrollment reports and other data requests

Faculty/Instructional Services Secretary

- Provide secretarial assistance to Academic Senate officers and AS committee chairpersons involving meetings, agendas, minutes, research, and special projects
- Provide secretarial assistance to individual full- and part-time faculty members, involving letters/memos, reports, course outlines and syllabi, fliers, forms, research, and special projects
- Create and update materials that support the planning, organization and workload production of the Academic Senate, its committees, and the Office of Instruction
- Provide assistance to the CIO as department head, and committee chairperson by emailing reminders and drafting communications to faculty
- Provide assistance to Mini-Corps Director, and cooperate with Tech. AA to CIO and Admissions/ Records staff, in completing qualification and registration process for Mini-Corps instructors

STAFFING PATTERNS

List staffing patterns within the program or service area. For example: an organizational chart.

The Office of Instruction is led by the chief instructional officer who ultimately supervises all faculty and staff in the instruction unit. Staffing has remained fairly consistent over the last several years, including the latest comprehensive program review. However, it is important to note a couple things are important for staffing in the Office of Instruction. First, the faculty secretary position has been vacant for several months due to an employee illness. The impact of this loss is still being felt, and it is hoped that a personnel action will result in the position being filled. Second, the director of distance education is currently filled at a half-time. As the role of distance education grows it is hoped that this position become full-time. Third, an instructional assistant has been hired to help the CIO and Director of the Learning Center in coordinating basic skills/ESL. Both the director of distance education and basic skills/ESL coordinator are new positions for the Office of Instruction.

VARIABLES AFFECTING STUDENT LEARNING

[Describe the ways in which the department and its services affect student learning at FRC.]

There are several complex variables that individually or together impact student learning, either in positive or negative ways. This comprehensive program review will look at progress made on variables studied in the last Office of Instruction comprehensive program review (2006) and add three more areas (basic skills, student learning outcomes, and class advising and availability) that should be addressed.

The 2006 Office of Instruction comprehensive program review focused on three areas: 1) the teaching and learning environment (including facilities), 2) professional development, and 3) instructional support services. Much progress has been made on the future needs and recommendations sections of this report. A brief summary of progress for each of the three areas is given next and included with wording from the 2006 report.

- **Teaching and Learning Environment**

  2006
  "Future Needs: The Educational Plan will be completed and approved by the Board in Spring 2007. Budget development will rely heavily on this planning document. Based on the findings of institutional research and student outcomes, the current methodologies and scheduling of instruction for basic skills may need to be modified. The new Learning Center/Library should be developed to allow for more distance-education teaching and learning."

Progress Update: An Education Plan was completed and adopted by the Board of Trustees. This plan has been a driving force for all instruction-based Strategic Plan initiatives. In particular, two areas of substantive development and progress based upon this plan are improving basic skills and creating student learning outcomes for programs and courses, both of which are expanded upon later as new areas to be addressed.

  2006
  "Future Needs: New buildings such as a humanities center and a more accessible student services center are going to be big future goals. A larger lecture hall / presentation facility will part of the future goals, along with the addition of at least 2 large class rooms (60 + students). The Division of Health, Physical Education and Exercise Studies noted that a field house, human performance lab, and playing fields are key to its divisions' future growth."

Progress Update: Facilities work takes much longer to achieve than typical instruction goals, but progress from the last comprehensive review has been achieved. The Health and Exercise Studies program helped with the completion of an initial project proposal for a new multipurpose building that would meet its program goals in the fall of 2009. New practice fields are currently in construction as well. The new Library construction project is on track and will provide more distance-education technology for classroom usage. The Facilities Committee is also working on

plans for space utilization of the library to be vacated. The CIO will request that strong consideration be given to adding at least one large classroom.

- **Professional Development**

  "<u>Future Needs</u>: The professional development governance committee has reviewed a professional development survey of 2006-2007 and will create a plan for future training opportunities. Training for distance-education courses and web-page development will likely be in high demand."

<u>Progress Update</u>: A Professional Development Committee and a Diversity Committee have been established since the last Office of Instruction program review. Both of these committees have been instrumental in providing professional development opportunities for faculty and staff. The Professional Development Committee completed a survey of training needs for employees in 2008 and it has led to professional development days for staff during the regular workweek (i.e., classes not held). Another solid example of professional development was the hiring of Dr. Thomas Brown to give a campus-wide training on student differences and needs.

- **Instructional Support Services**

  "<u>Future Needs</u>: The development of a teacher-assistant program that has student workers in a cooperative-work experience course will allow for increased student support (especially in basic skills) while also generating noncredit course apportionment that can allow for a strong increase in the budget for student workers/tutors. The improvement of a supervised-tutoring process will also increase State apportionment and provide for more tutor money being allocated."

<u>Progress Update</u>: The teacher-assistant program was added to the Strategic Plan as an initiative, but has been tabled due to budget constraints. However, additional supervised tutoring sections have been added to the class schedules, where athletic study halls have been greatly improved.

Since the last Office of Instruction comprehensive program review three significant variables affecting student learning have come to the forefront: basic skills, student learning outcomes, and class advising and availability. Like the last program review, each of these areas will have a current status section and a future needs section.

- **Basic Skills**

<u>Current Status</u>: A Basic Skills Committee has been developed since the last comprehensive review. The lead members of the committee represent the current leaders of the basic skills curriculum and direction of the college, and they include: 1) Dr. Jeanette Kokosinski, full-time faculty member and Director of the Learning Center, 2) Joan Jarrett, full-time instructional assistant and Coordinator of Basic Skills and ESL, and 3) Dr. Michael Bagley, chief instructional officer. The State's Basic Skills Initiative has brought forth funding and direction. The Basic Skills Committee has overseen the development and implementation of Feather River College's basic skills / ESL plan. Major steps that have occurred include the development of basic skills

support material (e.g., handouts for students available at the Learning Center), the acquisition of Learning Express Library software that gives continuous access to students from any location self-paced learning modules in all areas of basic skills, and the increase in one-on-one support for ESL learners at the Learning Center.

Future Needs: The Learning Center is experiencing unprecedented student demand (and faculty requests for supporting students) while having similar staffing levels as the last program review. The addition of the basic skills / ESL coordinator heightened the awareness of students and staff of what basic skills support can do for students. This, combined with the fact that 97% of Feather River College require some sort of basic skills training, has created a pressing need for more Learning Center staff. In particular, an instructional assistant dedicated to math and science basic skills is needed.

The increase in demand for distance-education courses also merits more instructional support staff. The large failure and attrition rates of students in on-line classes compared to in-person classes shows that students need more support to succeed.

▪ Student Learning Outcomes

Current Status: A Student Learning Outcome and Assessment Cycle (SLOAC) Committee has been developed since the last comprehensive review. This committee has been very productive and has since produced key products pertaining to student learning outcomes and their role at Feather River College, including: 1) a Statement on Assessment – an internal document that reflects the College's overall stand on what assessment is and how it should be used, 2) a time-line for SLO implementation – a guiding document that lists dates and responsible parties for implementing the necessary steps for Feather River College to achieve "sustainable continuous quality" (a term used by the Accrediting Commission for Community and Junior Colleges in evaluating colleges' progress on SLOs), and 3) a mapping instrument to help map college activities (courses, support services, etc.) to SLOs.

The College has student learning outcomes for all of its courses, allowing students the ability to see what they are expected to get out of a course. The SLOAC committee has placed current progress for Feather River College in its SLO progress as somewhere between the "Development" and "Proficiency" stages for a college's SLO adoption and usage (again, terms used by the ACCJC's rubric on evaluating colleges for their SLO progress). The College has completed college-wide student learning outcomes for students who graduate with a degree or certificate, and most degree programs have program-level SLOs completed. In short, students, in general, are much more attuned to their learning expectations than at the time of the last comprehensive Office of Instruction program review.

Future Needs: Feather River College needs to be at the "sustainable continuous quality" level of SLO adoption by the fall of 2011. This will require all campus constituencies to work together to meet each of the goals listed on the SLO time-line established by the SLOAC committee. Professional development in assessment needs to be provided to administrators, faculty and staff for a successful SLO implementation. Many colleges have hired SLO experts to visit campuses and give presentations to all campus members for a true understanding and culture of SLOs to take hold. It is believed that this would be beneficial for Feather River College to do.

▪ **Class Advising and Availability**

Current Status: Feather River College had its only faculty counselor retire since the last comprehensive program review and consequently, it has been more difficult to serve student needs for developing class schedules and degree plans. The two staff advisors for students are still here and working at exempt status and are taking a majority of the student advising load. The Student Support Services program recently began to have staff advise students which has helped.

However, to compound the challenge for students to get appropriate classes to meet their educational needs, the State budget cuts have made it necessary to reduce the number of course offerings. This has required careful review of what classes will be offered each semester and likely for the next several years.

The CIO has been working collaboratively with instructional leaders (e.g., the division chairs) and student service leaders to find ways to affectively serve students' needs. Working groups to study class schedule development and student counseling/advising have met in the fall of 2009 and will continue to meet in the spring of 2010.

Future Needs: Additional counseling and advising positions are needed to meet the current student demand for services. The actual job orientations to meet this need are still undergoing study, but it is expected that a faculty counselor / articulation officer position will be a top possibility. It is hoped that such a future position will be part of the leadership necessary to support more structured faculty advising of students.

RESEARCH AND DATA TOOLS

List data tools utilized and research conducted—surveys of service users, etc.; include professional standards/benchmarks or information from outside agencies, if appropriate.

Significant research has been conducted regarding the overall performance for the Office of Instruction and Feather River College as a whole. The first study, a faculty survey of the staff of the Office of Instruction, will be looked at first. Next, results tabulated from the State Chancellor's Office will be given and briefly discussed. Last, measures of efficiency will be presented from the hand-calculations of the Chief Instructional Officer (with raw data included in the Appendix).

Office of Instruction performance survey – summer 2009
The chief instructional officer met individually with 18 full-time faculty to personally interview them on the performance of the Office of Instruction. In particular, this study was done to seek feedback on the following questions: 1) Do we need the Faculty Secretary Position? (are we impacted without it?), 2) How is the communication between faculty and the Instructional Scheduler?, 3) Is the Administrative Assistant to the CIO able to respond to your requests? And 4) What advice do you have for the CIO?

It should be noted that any feedback concerning the CIO would be biased due to the personal interview nature of the survey. However, some feedback was given directly to the CIO concerning the CIO's performance. Due to the sensitive nature of the findings, only summary statements and findings is presented here.

The survey results were consistent and compelling. Though some of the findings for each staff member had positive feedback many responses were negative, indicating that professional development and improvement needs to take place. These data were used to guide the professional development objectives in the Goals and Objectives section of this comprehensive program review.

The results for question three regarding the need for a faculty secretary were consistent and passionate in response – a resounding yes for the need for the position. Question four also saw some consistent themes, including advice for the CIO to be "more direct", to request more staff due to the serious workload, and to "be tougher on faculty". Professional development objectives relating to the CIO have also been included partly-based upon these results.

ARCC 2010 Report

An Introduction to the College Level Indicators
The Accountability Reporting for the Community Colleges (ARCC) framework specifies that community college performance data should be aggregated, analyzed, and reported at two levels: the individual college level (college level indicators) and across the community college system (State-Wide Target).

As a reference for a Feather River College self-assessment, I have taken the data from the ARCC project to compare Feather River College to the State-Wide Target for the following items:
1. Student Progress and Achievement Rate
2. Percent of Students Who Earned at Least 30 Units
3. Persistence Rate
4. Annual Successful Course Completion Rate for Credit Vocational Courses
5. Annual Successful Course Completion Rate for Credit Basic Skills Courses
6. Improvement Rates for Credit ESL Courses
7. Improvement Rates for Credit Basic Skills Courses
8. Career Development and College Preparation Progress and Achievement Rate

College Level Performance Indicator
State Rate
6. Basic Skills Course Improvement (2006-07 to 2008-09) 53.8%
7. ESL Course Improvement (2006-07 to 2008-09) 50.2%

Table 1.1   Student Progress and Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status.

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009	State Rate
Student Progress and Achievement Rate	56.9 %	64.5 %	57.2 %	52.3 %

Table 1.1a   Percent of Students Who Earned at Least 30 Units

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009	State Rate
Percent of Students Who Earned at Least 30 Units	66.5 %	74.7 %	73.4 %	72.4 %

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System.

Table 1.2   Persistence Rate

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	State Rate
Persistence Rate	62.2 %	77.7 %	57.5 %	68.7 %

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system.

Table 1.3   Annual Successful Course Completion Rate for Credit Vocational Courses

	2006-2007	2007-2008	2008-2009	State Rate

Vocational Course Annual Success Completion Rate	83.8 %	82.4 %	81.2 %	77.6 %

The cohorts for vocational course completion rate consisted of students enrolled
in credit vocational courses in the academic years of interest (2006-2007, 2007-2008, 2008-2009). These cohorts excluded "special admit" students, i.e., students currently enrolled in K-12 when they took the vocational course. Vocational courses were defined via their SAM (Student Accountability Model) priority code. SAM codes A, B, and C indicate courses that are clearly occupational. Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

**Table 1.4   Annual Successful Course Completion Rate
                      for Basic Skills Courses**

	2006-2007	2007-2008	2008-2009	State Rate
Annual Successful Course Completion Rate for Credit Basic Skills Courses	75.6 %	63.5 %	49.0 %	61.5 %

The cohorts for basic skills course completion rate consisted of students enrolled
in credit basic skills courses in the academic years of interest (2006-2007, 2007-2008, 2008-2009). These cohorts excluded "special admit" students, i.e., students currently enrolled in K-12 when they took the basic skills course. Basic skills courses were those having a course designation of B in CB08 (basic skills course). (Note that the CB08 = P for "Pre-collegiate basic skills" designation is no longer used under Title 5 or in COMIS and has been eliminated from these specifications). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

Table 1.5   Improvement Rates for ESL and Credit Basic Skills Courses

	2004-2005 to	2005-2006 to	2006-2007 to	State Rate

	2006-2007	2007-2008	2008-2009	
ESL Improvement Rate	NA	NA	NA	NA
Basic Skills Improvement Rate	26.3 %	30.9 %	62.8%	53.8 %

A quick review of the ARCC data shows that, in general, Feather River College is performing above the State rates. It can also be seen that there is variation across academic years that merits further research to see what may have caused such changes in performance. These data can be very useful in studying trends and impacts to students, and will be part of the baseline data for a new institutional researcher.

In addition to the ARCC measure of college performance, the Chancellor's Office has completed a three-year study known as the "Student Right-to-Know Rates" that measures completion and transfer rates as an indicator of a college's success in helping students. A table that compares Feather River College to other small colleges and colleges in its service region (North, Far-North) is given next.

Student Right-to-Know Rates*

Organization	Completion Rate**	Transfer Rate**
Statewide Average	24.1 %	17.91 %
Feather River College	**32.57 %**	**38.31 %**
Lassen College	14.93 %	27.08 %
College of the Redwoods	17.40 %	21.82 %
Butte College	22.91 %	19.81 %
College of the Siskiyous	29.33 %	23.67 %
Barstow	21.55 %	13.43 %
Palo Verde College	24.03 %	11.04 %

* In compliance with the Student-Right-to-Know and Campus Security Act of 1990(Public Law 101-542), it is the policy of our college district to make available its completion and transfer rates to all current and prospective students. Beginning in Fall 2005, a cohort of all certificate-, degree-, and transfer-seeking first-time, full-time students were tracked over a three-year period. Their completion and transfer rates are listed above.

These rates do not represent the success rates of the entire student population at the College nor do they account for student outcomes occurring after this three-year tracking period.

** Based upon the cohort defined above, a Completer is a student who attained a certificate or degree or became 'transfer prepared' during a three year period, from Fall 2005 to Spring 2008. Students who have completed 60

```
transferable units with a GPA of 2.0 or better are considered 'transfer-
prepared'. Students who transferred to another post-secondary institution,
prior to attaining a degree, certificate, or becoming 'transfer-prepared'
during a five semester period, from Spring 2006 to Spring 2008, are transfer
students.
```

The next set of research data demonstrates the quantity of students served by TOP codes and Feather River College defined programs.

FTES per TOP Code --- Chancellor's Office Data Mart*

TOP code	Title	2008-2009 Credit FTES	2007-2008 Credit FTES	2006-2007 Credit FTES	2005-2006 Credit FTES
1	Agriculture and Natural Resources	246.12	231.49	161.72	188.80
4	Biological Sciences	131.82	53.18	104.32	74.27
5	Business and Management	90.60	73.32	86.42	84.13
8	Education	679.86	628.29	533.19	553.21
9	Engineering and Industrial Tech	11.10	5.47	6.10	16.25
3	Environmental Sciences and Tech	25.10	15.23	19.18	12.03
13	Family and Consumer Sciences	55.19	52.43	34.14	46.14
10	Fine and Applied Arts	103.63	59.99	57.61	63.69
11	Foreign Language	7.66	10.86	6.21	7.20
12	Health	48.34	40.85	60.53	59.85
15	Humanities (Letters)	189.00	130.71	96.43	88.21
7	Information Technology	13.63	14.37	13.61	15.89
49	Interdisciplinary Studies	113.62	29.64	53.47	55.85
14	Law	0.70	0.31	0.41	0.10
17	Mathematics	78.78	102.20	75.41	84.68
6	Media and Communications	16.98	19.71	16.97	18.56
19	Physical Sciences	20.54	16.66	14.27	19.65
20	Psychology	12.69	11.75	11.43	19.04
21	Public and Protective Services	46.06	54.86	46.81	75.81
22	Social Sciences	211.04	240.99	189.78	171.41
	Total FTES	2102.46	1792.31	1588.00	1654.77

* Note: FTES is calculated by summing the "Total Hours" (refer to SXD4 in CCCCO MIS Data Element Dictionary) in all the enrollment records reported to CCCCO MIS during the requested time period, then dividing by 525. If "Total Hours" cannot be derived because data is missing or set to "Unknown/Unreported", the enrollments are not included. Only enrollments in classes that are eligible for state apportionment payments are included. **This methodology is not the same as the methodology used in calculating FTES for 320 report.**

It can easily seen above that the Education TOP code has the highest students served. This TOP code includes Feather River College programs such as Health and Exercise Studies, Outdoor Recreation Leadership, and Mini Corps. The next top student programs are in the Agriculture

and Social Science TOP codes. These findings made sense given the large population of agriculture and student-athletes at Feather River College.

In addition to utilizing State produced data, it is important to generate and analyze local data on measures of efficiency, including FTES per FTEF by program and WSCH per FT faculty by program. This data is given below in table form:

| Fall 2009 -- FTES Efficiency Measures and Full-Time versus Part-Time | | | | | |
PROGRAM	FTES per FTEF	FT Faculty Cost per FTE	PT Faculty Cost per FTE	FT Faculty WSCH*	PT Faculty WSCH*
Administration of Justice	15.67	$2,777	$1,083	417	572
Agriculture	11.18	$2,928	$944	327	386
Allied Health	7.12	$7,677	$1,345	150	239
Administraive Office Mgmt.	16.03	$2,347	$792	548	411
Arts and Humanities	14.54	$2,138	$944	444	412
Biology - Life Science	15.62	$1,985	$948	477	453
Business	15.30	$3,715	$754	336	538
College-LSKL	13.30	NA	$912	NA	399
Culinary	5.18	NA	$2,094	NA	156
Cooperative Work Experience	NA	$521	NA	NA	NA
Early Childhood Education	14.01	$2,564	$822	414	434
Environmental Studies	10.42	$3,552	$1,032	340	358
Health and Exercise Studies	16.74	$1,610	$701	620	723
Language Arts	10.00	$3,296	$1,226	380	270
Mathematics and Comp.Sci.	22.73	$1,867	$555	568	754
Outdoor Recreation Leadership	10.29	$4,377	$989	309	308
Physical Science	13.33	$2,381	$1,690	417	270
Social Science	18.19	$2,179	$542	516	540
Average Numbers for each =	**12.76**	**$2,551**	**$965**	**348**	**401**

The data demonstrate that there is significant variation across programs for students served and the cost to serve such students. This was expected and programs such as nursing are generally more expensive than programs such as social science due to the technical nature and needs of nursing programs. Data on efficiency is essential for study by campus governance groups such as Strategic Enrollment Management in their role to make recommendations to other planning groups like Strategic Planning.

PROGRAM EFFECTIVENESS

A self analysis using the data above leads to the conclusion that the Office of Instruction is succeeding in its mission to develop and support educational programs that meet the needs of students. In a nutshell, Feather River College is meeting its FTES enrollment targets and programs are doing it in a cost-effective manner. Students are graduating and transferring at above-State-average rates. Faculty are being supported in providing quality education to students in her or his programs.

It is important that on-going assessment of program health and productivity continue to take place. The new annual program review process for all campus units (administrative, student services, and academic) is part of this on-going assessment, and further, this comprehensive program review process gives strength to the annual program review process by ensuring that comprehensive data is utilized and future goals and objectives formulated in advance so that each fiscal year's goals can be prepared for in advance. The current planning process has been implemented in a timely manner to allow Feather River College to meet the ACCJC's rubric of planning excellence.

Though the conclusion is that the Office of Instruction is performing well, improvement is always possible and needed. The current structure of Academic Affairs makes it difficult to spend the time working with the faculty to address issues of improvement. Much of the time is devoted to every-day operational issues and decreasing the time necessary to spend with units to discuss long range issues related to the improvement of student learning. Recommendations for additional staff members and facilities to bring increased excellence are provided later in this comprehensive program review.

GOALS AND OBJECTIVES FOR THE NEXT THREE YEARS

Provide an action plan with goals and objectives for the next three years.

Goal: Provide necessary professional development for the Office of Instruction team

Current Situation: A summer 2009 in-person survey with full-time faculty revealed and confirmed areas of potential growth for Office of Instruction staff members. Each area of suggested growth and improvement was noted by several faculty and will require training and follow-up evaluation. The specific training is noted in the objectives section below.

Objectives
> **FY 11**
>> ➢ Administrative Assistant to the CIO: participate in one or more trainings associated with task management and handling stress and complete one or more trainings in MS EXCEL and budget development
>> ➢ Instructional Scheduling Specialist: participate in one or more trainings associated with interpersonal communication and concentration techniques for accuracy improvement
>> ➢ Faculty Secretary: participate in job duty analysis with Academic Senate President, HR Director and CIO to determine any needs
>> ➢ Chief Instructional Officer: participate in HR sponsored supervisor trainings and at least one State-level conference to keep current with CIO issues. If possible, participate in resource-development trainings.

> **FY 12**

- ➢ Survey and evaluate progress from fiscal year 2011 to determine next professional development steps
- ➢ Administrative Assistant to the CIO: continue trainings associated with task management and handling stress and complete one or more trainings in MS EXCEL and budget development
- ➢ Instructional Scheduling Specialist: continue trainings associated with interpersonal communication and concentration techniques for accuracy improvement
- ➢ Faculty Secretary: participate in at least one professional development training as determined by mutual agreement between faculty secretary and CIO
- ➢ Chief Instructional Officer: continue to participate in HR sponsored supervisor trainings and at least one State-level conference to keep current with CIO issues. Study if resource development certification is possible and participate in one or more activities related to certification.

FY 13
- ➢ Survey and evaluate progress from fiscal year 2012 to determine next professional development steps
- ➢ Administrative Assistant to the CIO: continue trainings associated with task management and handling stress and complete one or more trainings in MS EXCEL and budget development. Implement any new training(s) needed as mutually determined by the AA and CIO.
- ➢ Instructional Scheduling Specialist: continue trainings associated with interpersonal communication and concentration techniques for accuracy improvement Implement any new training(s) needed as mutually determined by the ISS and CIO.
- ➢ Faculty Secretary: participate in at least one professional development training as determined by mutual agreement between faculty secretary and CIO
- ➢ Chief Instructional Officer: continue to participate in HR sponsored supervisor trainings and at least one State-level conference to keep current with CIO issues. Continue toward resource development certification and participate in one or more activities related to certification.

Goal: Plan for successful faculty and program updates

Current Situation: There is much activity in the full-time faculty ranks and program development areas, including: 1) the retirements of the counselor (fall 2009) and director of Allied Health and Nursing (spring 2010), 2) the leave of absence of the Administration of Justice Program (spring 2010 and fall 2010), 3) the current vacancy of the Anthropology/Sociology position and need to make the soccer position permanent, 4) the furlough of the Fall River Mills vocational nursing program (2009-2010 year), 5) the State and Federal activities to promote green technology programs, and 6) the next wave of likely retirements of key faculty. It requires strategic planning to maintain quality academic programs while meeting the changing needs of students under tough economic times. The following objectives reflect the above goal to plan for successful faculty and program updates:

Talk about mentor plan when hired
Talk about adding section to Ed Plan about prioritizations and/or program redesign (such as AOM and Business and Allied Health

Objectives
  FY 11
   ➢ Help ensure faculty success by establishing a new-faculty mentor program
   ➢ Maintain Allied Health program through hire and mentor of new Allied Health Director
   ➢ Maintain intercollegiate Soccer program through the hire and mentor new Soccer Head Coach
   ➢ Maintain articulation and counseling program through hire and mentor of new Counselor
   ➢ Develop and implement student internship program / CWEE model
   ➢ Implement Fall River Nursing program
   ➢ Develop updated faculty and program prioritization list via the Council on Instruction and Academic Senate approval
   ➢ Study potential development of student activity programs such as cycling, skiing, and ultimate disc

  FY 12
   ➢ Study current faculty and program needs and update faculty and program prioritization list.
   ➢ Implement prioritization list and mentor any new faculty members.
  FY 13
   ➢ Study current faculty and program needs and update faculty and program prioritization list.
   ➢ Implement prioritization list and mentor any new faculty members.

Goal: Improve the Course Scheduling Process

Current Situation: For the most part, room usage has been simply rolled over and/or manually scheduled by the Instructional Scheduling Specialist with input from the Division Chairs and advisors. While this accomplishes the bottom line of housing classes, it doesn't necessarily result in optimal room utilization and course development. The implementation of Banner allows for the potential acquisition of R-25 software for room placement. The use of R-25 allows for engineering-level optimization of room usage; a critical outcome given the limited classroom availability during the peak hours of 9am to noon. The use of R-25 eliminates "ownership" of classrooms by certain departments based on preference or office location. That loss of room ownership, while potentially difficult for faculty to adjust to, will expand opportunities for more creative and efficient space utilization. Efficiency of classroom utilization is also key for the transition to a 16-week calendar.

The current demand for intercollegiate practice space, especially during inclement weather and with our limited athletic trainer hours, reduces the number of optimal hours for class scheduling.

If more practice space were made available, the class schedule hour usage would be opened significantly. Lastly, the need to plan budgets and faculty workloads makes it important to schedule at least one year in advance. The need for collaboration and communication is key for successfully developing multiple schedules in a tight time frame with limited staffing, and thus, the ad-hoc scheduling workgroup is imperative.

Objectives
  FY 10
- ➢ Follow new Title V regulation to include book ISBN # and cost to fall 2010 schedule and going forward
- ➢ Continue scheduling work group meetings to review and implement 1-year advanced scheduling
- ➢ Improve room utilization efficiency through purchase and implementation of R-25 software
- ➢ Finalize and send 16-week calendar request to Chancellor's Office
- ➢ Study feasibility of adding community education section to course schedule
- ➢ Provide continued student access to courses necessary for degree and certificate completion (despite section cuts due to budget reductions)

  FY 11
- ➢ Continue scheduling work group meetings to review and implement 1-year advanced scheduling
- ➢ Develop ad-hoc catalog development committee to review automated catalog option
- ➢ Continue to improve room utilization efficiency through utilization of R-25 software and evaluation with Division Chairs
- ➢ Implement 16-week calendar
- ➢ Provide continued student access to courses necessary for degree and certificate completion (despite section cuts due to budget reductions)

  FY 12
- ➢ Continue scheduling work group meetings to review and implement 1-year advanced scheduling
- ➢ Continue to improve room utilization efficiency through utilization of R-25 software and evaluation with Division Chairs
- ➢ Evaluate success of 16-week calendar
- ➢ Provide continued student access to courses necessary for degree and certificate completion (despite section cuts due to budget reductions)
- ➢ Complete automated College catalog

Goal: Hit State-funded FTES Target Each Year with Reduced Budget

---

Current Situation: The State has not provided FTES growth opportunities, and in fact, have reduced apportionment levels to 1559 FTES. It is expected that no growth funds will be provided and current strategies have been to cut non-essential courses. The reduced State

allocation has made it mandatory for most Feather River College units to cut their budgets. The Office of Instruction is also working to reduce spending while still achieving paid FTES targets.

Objectives
> **FY 10**
>> ➢ Utilize data from FY 09 to determine what courses are efficient and essential and make cuts and additions accordingly
>> ➢ Continue scheduling leadership meetings with Division chairs and advisors to review all course enrollments and class cuts and additions
>> ➢ Develop FTES prediction model that utilizes available data to predict annual FTES – in conjunction with institutional researcher
>> ➢ Meet with President to share FTES prediction results at different times of the year to formulate plans for class and budget allocation
>> ➢ Study all instructional agreements to determine cost effectiveness and instructional value/need
>> ➢ Present class and budget efficiency data to the Strategic Enrollment Management Committee
>> ➢ Study and implement ways to increase WSCH per program

> **FY 11**
>> ➢ Utilize data from FY 10 to determine what courses are efficient and essential and make cuts and additions accordingly
>> ➢ Continue scheduling leadership meetings with Division chairs and advisors to review all course enrollments and class cuts and additions
>> ➢ Continue to utilize and improve FTES prediction model to predict annual FTES – in conjunction with institutional researcher
>> ➢ Meet with President to share FTES prediction results at different times of the year to formulate plans for class and budget allocation
>> ➢ Present class and budget efficiency data to the Strategic Enrollment Management Committee
>> ➢ Study and implement ways to increase WSCH per program

> **FY 12**
>> ➢ Utilize data from FY 11 to determine what courses are efficient and essential and make cuts and additions accordingly
>> ➢ Continue scheduling leadership meetings with Division chairs and advisors to review all course enrollments and class cuts and additions
>> ➢ Continue to utilize and improve FTES prediction model to predict annual FTES – in conjunction with institutional researcher
>> ➢ Meet with President to share FTES prediction results at different times of the year to formulate plans for class and budget allocation
>> ➢ Present class and budget efficiency data to the Strategic Enrollment Management Committee
>> ➢ Study and implement ways to increase WSCH per program

Goal: Improve Planning and Tracking Process for Instruction and Accreditation

Current Situation: There has been significant increases in State-required activities for faculty and staff, especially in regard to student-learning outcome assessment and demonstrating evidence of integrated planning and data utilization. This increase in workload makes it imperative to provide more support and organization to all such activities. The higher expectations and demands of the Accrediting Commission for Community and Junior Colleges also make it essential to plan, track, and organize more affectively.

Objectives

FY 10
- ➤ Establish accreditation self-study ad-hoc committee representing all campus constituencies
- ➤ Develop self-study guide templates to help campus with answering self-study questions
- ➤ Update and improve accreditation website to include all time-lines and templates needed to complete self-study process
- ➤ Develop and improve SLOAC website to include all time-lines and templates needed to complete ACCJC rubric for SLOAC excellence
- ➤ Develop and improve Instructional Planning website to include all time-lines and templates needed to complete ACCJC rubric for planning excellence
- ➤ Develop and improve Curriculum tracking website

FY 11
- ➤ Complete accreditation self study and send it to the ACCJC
- ➤ Find and organize self-study evidence library
- ➤ Update and improve accreditation website to include completed self-study and evidence list
- ➤ Develop and improve SLOAC website to include all time-lines and templates needed to complete ACCJC rubric for SLOAC excellence
- ➤ Develop and improve Instructional Planning website to include all time-lines and templates needed to complete ACCJC rubric for planning excellence
- ➤ Develop and improve Curriculum tracking website

FY 12
- ➤ Review response to self-study from the ACCJC and plan accordingly
- ➤ Update and improve accreditation website to include ACCJC response
- ➤ Develop and improve SLOAC website to include all time-lines and templates needed to complete ACCJC rubric for SLOAC excellence
- ➤ Develop and improve Instructional Planning website to include all time-lines and templates needed to complete ACCJC rubric for planning excellence
- ➤ Develop and improve Curriculum tracking website

RECOMMENDATIONS

Make recommendations for improving program effectiveness.

The following recommendations are based upon the analysis and study that was required to complete the Office of Instruction comprehensive program review.

To further meet and exceed the mission of the Office of Instruction to develop and support educational programs that meet the needs of students for transfer, career and technical education, and lifelong learning, this administrative unit would benefit from:

➢ Increased attention and support to the career-technical field and grant opportunities often found within it – it is recommended that in the future a new position is created to be able to take advantage of these opportunities, such as the re-instatement of the former Dean of Vocational Education and Grant Monitoring and Development position that was lost in 2002.

➢ Increased attention and support to the challenging accreditation process, especially in regard to tracking and evaluating student-learning outcome assessment – it is recommended that a full-time faculty member position be created to oversee student learning outcome progress and improvement.

➢ Increased attention and support for course articulation and student counseling – it is recommended that a full-time faculty Counselor be hired to replace the retired counseling position.

➢ Increased attention and support for distance education and the campus website -- it is recommended that the current 50% time position of Director of Distance Education and Webmaster be converted to a 100% time position.

➢ Increase attention and support for student activities – it is recommended that stipends be developed for staff and faculty to work with student clubs and projects, including oversight of internships (new CWEE model).

➢ Increased attention and support for class scheduling – it is recommended that budget monies be made available for R-25 software and the automated catalog process.

➢ Increased attention and support for updating and increasing learning facilities – it is recommended that we continue to pursue the MPB FPP and the development of an FPP for a humanities building.

APPENDIX

A-1

Feather River College
College-Wide General Student Learning Outcomes

1. Students will communicate effectively by:
   - Writing clearly and accurately in a variety of contexts and formats
   - Articulating thoughts, ideas, concepts, and opinions verbally
   - Reading, comprehending, and applying published ideas
   - Listening and responding to others

2. 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
   - Utilizing a variety of academic lenses to develop and employ a multidisciplinary worldview
   - Applying knowledge and skills in real-life settings

3. Students will demonstrate competency in locating, evaluating, and utilizing a wide variety of information technologies.

4. Students will demonstrate a sense of personal and professional ethics by:
   - Accepting responsibility for their own actions
   - Respecting and honoring diversity of individuals and ideas
   - Exhibiting personal, professional, and academic honesty

5. Students will develop a clear sense of self, purpose, and ability to achieve goals by:
   - Developing autonomy
   - Prioritizing skills
   - Advocating for self
   - Delaying self-gratification
   - Setting goals
   - Using time management skills
   - Accessing resources

6. Students will demonstrate skills in relationships through interpersonal communication, compromise, teamwork, and collaboration.

7. Students will value their education, understand its privilege, and become responsible citizens by:
   - Participating in community service
   - Respecting and questioning authority
   - Expressing themselves creatively
   - Being proactive in learning

A-2

<div align="center">

Feather River College
Measures of Efficiency – Class-Specific Data and More

(see Microsoft EXCEL data spreadsheets)

</div>