**Academic Program Link to College Mission**

Feather River College provides high-quality, comprehensive student learning and education and workforce preparation in a small college environment. The College provides general education, Associate’s Degrees, transfer programs, and life-long learning for a diverse student population. The College serves as a community, cultural, and economic leader encompassing all communities that lie within the District and embraces the opportunities afforded by its natural setting.

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

**Outdoor Recreation Leadership Program Review**

###### A. Staffing

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

Over the past two calendar years (2014 and 2015), the ORL program has produced an average of 75 FTES per year with 1.5 full-time faculty. Full-time faculty teach an equated load of 45 units per year. The remaining 30 units of load – the equivalent of a full position – is taught by associate faculty.

For most ORL courses, there are implications related to budget, equipment, travel, course fees, risk management, and logistical planning. Many ORL courses are single unit classes, making scheduling and management unruly. The full-time faculty remain very involved in courses taught through Instructional Service Agreements and some Associate Faculty, creating a heavy administrative work-load beyond normal teaching responsibilities.

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

Currently, ORL staff are working at capacity. With the addition of the new climbing wall and its relationship to community service learning, community education, student activities, and instruction, staffing hours will be insufficient to fulfill the needs of current program activites.

Staffing structure is working well overall, however, we feel somewhat vulnerable if one of the program faculty / staff were to leave. It would be difficult to replace the unique skillset of any of the staff in ORL.

We are able to produce a large amount of FTES with very few full-time faculty. However, full-time faculty attention is, at times, drawn away from direct student contact due to the disproportionate FTES generated via part-time faculty.

1. What are the objectives and goals in staffing to make this program more effective?

* Instructional Assistant position needs to become 60% and include benefits to match the increasing responsibilities of the position.
* Empower part-time faculty to participate in Student Learning Outcome Assessment Cycle.
* For the program to grow, additional qualified part-time faculty need to be identified.

###### B. Curriculum, Instruction & Assessment

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

The ORL program offers a very unique A.A. degree; the only one of its kind in the state of California. We also offer a Certificate of Achievement, and an Area D general education course offering (ORL 110), along with a menu of Area F general education course offerings (technical skills courses). Skills and certification for employment in the industry are provided through the program, and transfer is enhanced as a result of articulation agreements with a variety of four-year institutions, including Southern Oregon University, Western State College of Colorado, and Chico State University.

1. Describe any changes in the following since the last program review. Explain the reasons for those changes, and their impact on the program.
   1. Curriculum (including articulation and course scheduling)

We implemented “families of courses” (e.g., Beginning and Intermediate Backcountry Skiing) and offer those courses concurrently in response to the state’s elimination of course repeatability. This strategy has been very effective, increasing efficiencies in staffing and allowing students to further develop skills, including in leadership and teaching.

We implemented two new certificates in response to recommendations from our Advisory Board: Search & Rescue and Trail Building. Besides offering one course in the Fall 2015 semester in Trail Building and two in Fall 2016, neither certificate has had significant impact on the program.

* 1. Instructional methodology (i.e., distance education)

Instructional methodology remains consistent since the last Comprehensive Program Review. In 2014, Instructional Service Agreements represent 58% of ORL’s FTEF. FTEF generated through faculty working on campus account for the remaining 42%. Full-time faculty deliver 69% of the on-campus FTEF leaving 31% to be delivered by part-time faculty.

* 1. Assessment

The SLOAC cycle continues for all courses; a goal is to have associate faculty participate fully in SLOAC. We also aim for the ORL program to meet all deadlines related to SLOAC.

1. What has been achieved in program- and course-level Student Learning Outcomes (SLO) Assessment Cycle since the last program review? Describe the successes or difficulties the program has faced in SLO assessment.

The student evaluation of courses and the blog assignment in Adventure Based Outdoor Recreation (ORL 130) has allowed us to keep our finger on the pulse of program- and course-level SLOs. In Professional Development Seminar (ORL 280), a final survey (now administered through Survey Monkey) asking students to evaluate their progress on program-level SLO’s. Using Survey Monkey will improve response rates and evaluation of results.

We have a high number of 1-unit courses, which requires a great deal of SLOAC effort. It is hard to measure progress towards SLOs in short-term courses (often just one weekend), as there is little time establish a baseline and reflect on a student’s headway. Finally, it is difficult to evaluate outcomes like attitudes that are not readily observable but rely on students’ self-evaluations.

1. What are the program’s weaknesses and strengths in the area of curriculum and instruction?

Our strengths lie in our unique course offerings, our partnerships, and our alignment / articulation with nationally recognized four-year programs. Our program relies on an interdisciplinary, experiential, and contemporary model that develops cohesion among our students and promotes personal, social, and environmental responsibility. Applying leadership theories in real settings with real consequences is a hallmark of our program. Experiential learning is the foundation of our program, including a diversity of instructional methods, but relying most heavily on field expedition learning, which sets it apart.

Our equipment is sufficient to outfit all of our classes for a wide range of technical activity courses. An additional strength includes access to special use permits that allow us to take advantage of the Plumas National Forest and other exceptional regional public lands as a teaching laboratory. We have demonstrated an ability to manage risk while maximizing learning in a high risk environment.

Our new facility will allow us to better serve our students and the community.

These strengths demonstrate the scope of the ORL program – and the challenge of administering it.

1. What are the objectives and goals in curriculum and instruction to make this program more effective?

###### The goals from our previous APR have largely been met. Looking forward, our goals, include:

###### Diversifying our modes of delivery, particularly as they relate to the new climbing wall. These modes will benefit the college and community in a variety of ways and benefit ORL students by allowing for increased opportunities for teaching and leading. Modes of delivery include:

###### Community Education

###### Community Service Learning

###### Student Activities Programing

###### Increased Instruction (as it relates to the climbing wall)

###### Remain dynamic and flexible to address seasonal environmental changes. We recognize that our curricular offerings may need to be adjusted in response to lack of regional snowpack or spring runoff, for example.

###### Continuing to adjust to contemporary industry standards in outdoor recreation leadership.

1. Continue to attract students who are a good fit for the program and the community.

**C. Physical Resources**

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

The completion of “The Big Move” will mark and exciting time for the program. It seems that all the effects will be positive, including recruiting, retention, efficiency, and new offerings. Having a place for students to gather and study together between classes will create even more of a community among the ORL program.

* 1. information technology

We request. three computers in the ORL Building student study area to allow students to work on group projects, plan course expeditions, and watch instructional videos.

* 1. library holdings

Library staff have provided sufficient resources for ORL program needs.

* 1. instructional equipment and supplies

While the program currently has sufficient climbing harnesses, shoes, and ropes needed to support the climbing wall, we anticipate heavy use of this facility, requiring updated and upgraded instructional equipment for the climbing wall.

1. Have there been significant changes in the program’s facilities, technical infrastructure, or other resources since the last review?

The new ORL / Art Building will consolidate the program’s gear, instruction, personnel, and student activity.

1. What are the program’s projected needs in facilities, technology, or other resources, and how are these needs related to program goals?

Construction of a shed roof to cover both shipping containers and provide secure trailer program gear storage.

We request. three computers in the ORL Building student study area to allow students to work on group projects, plan course expeditions, and watch instructional videos.

Finally, we request supplies for finishing equipment storage area in ORL Building (shelves, work benches, storage cubbies, etc.).

###### D. Student Retention and Success

1. Describe any significant trends within the student demographics of the program.

While our ratio of on-campus male to female students for the last 2 years is 60:40, these demographics are encouraging, given that industry wide, the ratio is much more skewed toward males.

Our program largely serves white non-Hispanic students. We would like to continually address this and make opportunities for a more ethnically diverse cohort of students.

1. What are the program’s strengths or weaknesses in the area of student retention and success?

The nature of our program builds student relationships with each other, faculty and place. Anecdotally, students who complete Adventure Based Outdoor Recreation (ORL 130) tend to graduate.

Every other year, the ORL program tends to have a larger graduating cohort. We struggle to understand this trend.

1. What objectives and goals are needed to better ensure student retention and success?

Encouraging our students to spend time pursuing their academic goal while they have free time should support student retention and success. Our new facility, particularly if it includes student computers, will accommodate this activity.

**E. Community Service**

If program faculty and staff are tasked with community service, which can include outreach, consulting or technical assistance, service-based instruction, or economic development, please respond to the following.

1. In what types of community outreach does the program engage, and how is the program’s academic and professional expertise extended to the local communities?

The ORL program values community service, requires it in our classes, and is involved in a number of partnerships, including:

* California State Parks & Recreation: Whitewater Safety Video
* Plumas Unified School District: 6th Grade Rafting, Forestry Camp Watershed Education
* Recreation Program Planning Events: Gear Sale, Plumas Paddle Fest, Bike to Work Week, Earth Day Kids Activities, Recruiting Adventure Activities
* Winter Wildlands Alliance Backcountry Ski Stoke
* Bike Barn
* Plumas Earth Days
* Sierra Buttes Trails Stewardship: Adopt-a-Trail Program
* Copper Creek Camp
* Feather River Land Trust
* Indian Valley Academy
* Plumas Audubon Society

**F. Advisory Committees**

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

Barry Hutton – Chair of Board, Little-Kittinger Foundation

Greg Williams – Executive Director, Sierra Buttes Trail Stewardship

Jared Stein – Owner / CEO, Walton’s Grizzly Lodge

Jenna Walker – Program Director, Adventure Outtings, CSU-Chico

Joe Jackson – Journalist, Outside Magazine, Canoe & Kayak

The ORL Advisory Committee met on January 7th, 2016. The agenda included discussion of:

* Recruiting, including highlights of ORL website and social media
* ORL Risk Management Plan
* Repeatability and Families of Courses
* APR Objectives
* Public Lands Permitting
* Tour of future new facility

**G. Appendices**

1. SLO Assessment Forms should be attached for the previous years, depending on the program’s review cycle.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Key** | **Subject** | **CrseNumber** | **SLOAC Done** | **DONE** | **Due Next** |
| **STOCK/DERUITER** |  |  |  |  |  |
| ORL045 | ORL | 045 | Done | 10/9/2014 | 10/8/2018 |
| ORL046 | ORL | 046 | Not Complete |  |  |
| ORL047 | ORL | 047 | Not Complete |  |  |
| ORL110 | ORL | 110 | Done | 1/23/2012 | 1/22/2016 |
| ORL116 | ORL | 116 | Done | 1/23/2012 | 1/22/2016 |
| ORL120 | ORL | 120 | Done | 6/3/2013 | 6/2/2017 |
| ORL130 | ORL | 130 | Done | 8/18/2011 | 8/17/2015 |
| ORL140 | ORL | 140 | Done | 1/10/2013 | 1/9/2017 |
| ORL142 | ORL | 142 | Done | 1/10/2013 | 1/9/2017 |
| ORL144 | ORL | 144 | Done | 9/28/2012 | 9/27/2016 |
| ORL145 | ORL | 145 | Not Complete |  |  |
| ORL150 | ORL | 150 | Done | 10/2/2012 | 10/1/2016 |
| ORL152 | ORL | 152 | Done | 9/28/2012 | 9/27/2016 |
| ORL153 | ORL | 153 | Not Complete |  |  |
| ORL154 | ORL | 154 | Done | 9/29/2014 | 9/28/2018 |
| ORL156 | ORL | 156 | Done | 1/16/2013 | 1/15/2017 |
| ORL158 | ORL | 158 | Not Complete |  |  |
| ORL160 | ORL | 160 | Infrequently Offered |  |  |
| ORL161 | ORL | 161 | Not Complete |  |  |
| ORL162 | ORL | 162 | Done | 9/28/2012 | 9/27/2016 |
| ORL166 | ORL | 166 | Done | 1/16/2013 | 1/15/2017 |
| ORL168 | ORL | 168 | Done | 9/29/2014 | 9/28/2018 |
| ORL170 | ORL | 170 | Done | 9/28/2012 | 9/27/2016 |
| ORL171 | ORL | 171 | Not Complete |  |  |
| ORL172 | ORL | 172 | Done | 10/10/2011 | 10/9/2015 |
| ORL174 | ORL | 174 | Done | 4/26/2011 | 4/25/2015 |
| ORL180 | ORL | 180 | Done | 2/26/2012 | 2/25/2016 |
| ORL182 | ORL | 182 | Done | 4/26/2011 | 4/25/2015 |
| ORL184 | ORL | 184 | Done | 10/10/2014 | 10/9/2018 |
| ORL188 | ORL | 188 | Not Complete |  |  |
| ORL190 | ORL | 190 | Done | 10/2/2012 | 10/1/2016 |
| ORL192 | ORL | 192 | Not Complete |  |  |
| ORL200 | ORL | 200 | Done | 1/23/2012 | 1/22/2016 |
| ORL280 | ORL | 280 | Done | 2/27/2015 | 2/26/2019 |
| ORL291 | ORL | 291 | Not Complete |  |  |
| ORL299 | ORL | 299 | Not Complete |  |  |

1. DATA SETS
2. Program FTES

Academic year 2013-14: 77.77

2014-15: 76.00

1. Demographic Information (duplicated headcount): Gender, Age, Ethnicity
2. Number of Students with Declared Majors in Program
3. Number of Courses Offered
4. Number of Sections Offered
5. Duplicated Headcount
6. Average Enrollment per Section
7. Course Completion Rate (# of students who received a grade/total students enrolled at census)
8. Student Success Rate (# of students with C or better/total students enrolled at census)

Data can be found here:

<http://frc-sps-01/Admin/IR/PowerPivot%20Gallery/Forms/Gallery.aspx>

The Program Review Process

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

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

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

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

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