



Feather River College

**Feather River College
Education Plan
2018-2023**

**Prepared by the Council on Instruction
K. Beaton, K. Desmond, T. Heaney, J. Kokosinski, D. Lerch, D. Swarm, J.P. Tanner**

Section I: Context and Purpose

I. Purpose

The intent of this Education Plan, constructed by the Council on Instruction (COI) in consultation with Student Services, is to provide direction for the future improvement and identity of the College's instructional and student services programs. Through this plan, COI attempted to capture the current status of FRC's programs and to describe strategic needs as they relate to instructional and student services. The plan also connects these needs to guidance for program and staffing development. Additionally, the College's challenge to maintain and grow enrollment is ongoing, which means that the College should be aware of practical limitations related to sustaining a broad range of educational programs. This plan identifies instructional and student services resources for advancing student achievement, and offers guidance for addressing challenges.

Reliable and potential enrollment continues to direct much of the College's planning and academic programming. Recruitment efforts, both in Plumas County and beyond, will depend on student services offered and assurance of academic quality in general education and academic programs. The College continues to evaluate programs for currency and competitiveness, and strategically develops academic programs that will attract students to the College (both in-person and through distance education), by maintaining high academic quality across disciplines (for both in-person and distance education courses).

In writing this Education Plan, the Council on Instruction and the Student Services Council chose to maximize its long-term usefulness by identifying themes that have emerged from program needs, while leaving details related to program requests in the annual program reviews where they will be evaluated per the established budget allocation mechanism. This plan is tied heavily to other guiding plans and documents including the Strategic Plan, the ACCJC Quality Focus Essay, the Integrated Plan, and the Guided Pathways Plan. As a result of this approach, this document serves to guide the broad maintenance and development of instruction and student support services at Feather River College. It is the intent of the Council on Instruction and the Student Services Council to use this Education Plan as a framework with which to envision, track, and monitor progress in these other plans related to student success and achievement.

II. Mission, Vision, and Values

A. Mission Statement

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

leader for all communities that lie within the District and embraces the opportunities afforded by its natural setting.

B. Vision Statement

Feather River College cultivates engaged citizens striving for a resilient, solution-based society. As a campus community, we aim to foster the values of education, service, and stewardship in our students, staff, and community. We will continue to develop our educational and co-curricular offerings to support our students' pursuit of sustainable, fulfilling, and dynamic lives.

C. Values Statement

Develop the Mind: We believe that diversity of opinion on all issues helps develop the minds of our students so that they may make sound judgments of value in the continuing pursuit of lifelong learning.

Celebrate the Individual: We celebrate the uniqueness of the individual by affirming that personal identity and cultural heritage are the base from which each person may aspire to any height.

Strive for Excellence: We are committed to the creation of a quality learning environment, striving for excellence at all levels, fully supported by adequate resources, so that our students will have the best chance to learn.

Open Doors: We pledge that the doors of opportunity and encouragement will be open to everyone who can benefit and that our guiding principle in approaching students is to provide accessibility to all that the college has to offer.

Nourish the Community: As a member of our community, we take pride in affirming an active partnership in improving the quality of life and economic development in our area.

III. Approach to Organizing the Goals in this Education Plan

In order to strategically connect goals in this plan with core values of the institution, the Council on Instruction organized this plan around the principal elements of the Values Statement above. Specifically, the goals and action plans that follow are grouped together by their relation to the College's values in the following way:

- A. Striving for excellence and opening doors of opportunity
- B. Nourishing the community
- C. Developing the mind and celebrating the individual

Section II: Goals and Connections to Other Plans

A. Striving for excellence and opening doors of opportunity

Feather River College's mission statement states: "Feather River College provides high-quality, comprehensive student education as well as opportunities for learning, workforce preparation, and achievement in a small college environment."

In alignment with its mission, Feather River College can provide opportunities and equity by meeting student, society, and workforce development needs through rigorous, responsive, and innovative instructional and learning support services. Feather River College plays an important role in student academic success and employment training by providing pathways for transfer and basic skills education (*connected to 2018 Quality Focus Essay themes; 2016-2020 Strategic Plan, Strategic Direction II; BSI/SSSP/Equity Plan*). Additionally, the Council on Instruction was deliberate in connecting these directions and measures to relevant elements of the College's Guided Pathways Plan (included below as *GP #X*).

Strategic Directions

- Improve programs and resource allocation that support key strategic institutional goals through guidance of cross-functional working groups and integrated plans. *GP #3; GP#4*
- Streamline and improve access to academic and non-academic student services. *GP #9*
- Improve student and faculty access to academic opportunities and instructional support. *GP #11*
- Increase student understanding of career and transfer pathways. *GP #5, GP #6, GP #8*
- Increase on and off campus enrollment that will sustain enhanced instructional and support services.

Potential Performance Measures

- Use data from multiple measures (MMAP) to inform the creation of pathways to facilitate student progress and completion rates. *GP #1; GP#7*
- Course, program, certificates, and degree completion rates.
- Communicate a holistic picture of student learning using qualitative and quantitative results (gathered from course, program, and college-wide student learning outcomes assessment) in the Annual Report on Assessment of Student Learning. *GP #12, GP #13, GP #14*
- Improved processes and activities that assist student navigation through college. *GP #4; GP#9*
- Professional development opportunities that address areas for improvement informed by student learning outcomes results. *GP #1; GP #11*
- Accessibility to low-cost and open educational resources (OERs).
- Students able to purchase textbooks or other instructional supplies through SSSP and Equity funds.
- Strategies to increase enrollment in on-campus programs that have unused capacity.

- Informing course scheduling that enables students to complete their program of study in a timely manner using analysis of scheduling gaps, redundancy in scheduled courses, and data such as Weekly Student Contact Hours (WSCH). *GP #8*
- Explore software solutions to address ways to improve clarity of course scheduling and student educational planning. *GP #10*
- Identify areas for potential FTES growth.
- Connections to high schools that increase student access and enrollment. *GP #5*
- Increase online DE presence to better serve students across Plumas County, and students with scheduling restrictions. *GP #5*
- Coopertative Work Education Experience (CWEE) and/or internship opportunities. *GP#14*

B. Nourishing the community

Feather River College's mission statement states: "The College also serves as a cultural and economic leader for all communities that lie within the District and embraces the opportunities afforded by its natural setting."

Feather River College provides services that are responsive to community and economic needs and that meet these needs in the College's service area (*connected to 2018 Quality Focus Essay, Theme 1*). To continue these efforts, the College will need to develop programs and processes to encourage enrollment potential, keeping in mind local, regional and national workforce requirements and projections. Such efforts highlight responsiveness to a changing economic landscape and will address the needs of a diverse student population.

Strategic Directions

- Identify courses and co-curricular opportunities where students can improve skills that meet local and regional workforce needs. *GP #12, GP #14*
- Align workforce needs, student interests, and academic and career pathways. *GP #5; GP#6*
- Modify existing programs and develop new programs to meet the needs of students, the community, and region. *GP #8, GP #12, GP #14*

Potential Performance Measures

- Workplace training to surrounding communities to address local businesses' needs and those of adult learners within Plumas County. *GP #5*
- Instructional offerings with enrollment potential. *GP #5*
- CWEE and/or internship opportunities. *GP #12, GP #14*

C. Developing the mind and celebrating the individual as part of creating a culture of success.

Feather River College's mission statement states: "The College provides general education, associate and bachelor's degrees, certificates, transfer programs, and life-long learning for a

diverse student population by serving local, regional, national and international students through traditional face-to-face instruction as well as distance education.”

Feather River College has a strong culture of scholarly curiosity. This includes respect for the uniqueness of individuals, and for a diversity of perspectives and opinions. This commitment includes providing opportunities to build basic skills through basic skills courses, that will prepare students for college completion and attainment of their educational goals. The College’s values , college-wide SLOs, and its location also emphasize a knowledge and understanding for civic participation, the environment and sustainability. Feather River College works continuously to refine services that are fundamental to students and the campus’s culture of success (*connected to 2018 Quality Focus Essay, Theme 2; 2016-2020 Strategic Plan, Strategic Direction II; BSI/SSSP/Equity Plan*).

Strategic Directions

- Plan to increase student awareness and participation in cultural and civic life.
- Improve environmental/sustainability presence in student learning and campus activities. *GP #13*
- Provide basic skills courses that meet student demand/need.
- Provide necessary course and learning support in and outside of class.

Potential Performance Measures

- Student surveys to measure student understanding of and investment in local, national, and global issues.
- Student knowledge and activities emphasizing civic engagement, as well as integration into college curriculum.
- Transformative opportunities that emphasize campus and social participation.
- Centrality of environmental/sustainability focus/themes in College practices and student activities and college curriculum.
- First-year experience. *GP #6, Integrated Plan*
- Remedial progress rates.
- Online tutoring. *GP #9*
- Writing across the curriculum programs to enhance student written communication proficiency and professional development. *GP #12*
- Supplemental instruction, especially related to the English and math sequences. *GP #7*

Section III: Guiding Process for Instructional Programs and Staffing

The College's educational goals and strategies discussed in this document will inform program development and staffing. In addition to criteria previously developed by the Council on Instruction, the goals in this plan also shape these criteria and considerations.

A. New Instructional Programs

Proposals for new academic programs will be considered according to these conditions:

- The purpose of the proposed program is consistent with the mission and goals of the College.
- The proposed program enhances student success as described in campus planning documents.
- Resources needed to initiate, support, and sustain the new program are identified clearly in the proposal.¹

When reviewing new instructional programs (as outlined in BP/AP 4020), the Council on Instruction considers whether:²

- The program supports the College's mission.
 - The program enhances or grows liberal arts and sciences (including general education and transfer), vocational education and developmental education, as defined in the College's mission.
- The program increases full-time student enrollment in general education.
- The program can be integrated into the College's Guided Pathways plan, and assist students in meeting transfer or employment requirements.
- The program is a quality addition to comprehensive general education/transfer curriculum.
- The program has potential to build or increase partnerships with businesses, employers and industry.
- The program is unique to the Plumas County environment.
- The program provides instruction that addresses labor market and local employment needs.
- The program contributes to student retention and success.
- The program is the best use of the College's financial resources.
- The program enhances student civic engagement and involvement (i.e., internship opportunities or cooperative work experience; aligns to campus sustainability commitment).

¹ Resources include qualified teaching personnel, facilities, instructional and non-instructional equipment, supplies, library materials in print and non-print formats, and needs related to travel if relevant.

² Developed by the Council on Instruction

B. New Full-Time Faculty

Guiding Process for Faculty Prioritization

Considering the significance and investment involved with selecting full-time faculty, Feather River College shall utilize a faculty prioritization process to recommend faculty positions to the Superintendent/President.

Although in many instances a faculty retirement or departure will be replaced by a faculty member in the same discipline, such a replacement is not guaranteed. New directions in programs and budget issues, among other factors, may lead to the selection of a different discipline for faculty hire. The Council on Instruction developed and reviews these basic questions when determining faculty prioritizations (updated in spring 2012):

- How does the full-time faculty hire support the Faculty Obligation Number under AB 1725?
- Is the full-time faculty hire necessary for efficient program direction and coordination, as well as program capacity? This considers how the absence of a full-time faculty member (due to resignation or retirement) impacts a proposed or existing program.
- Will the full-time faculty hire directly relate to student need? Empirical data to be considered include:
 - Student enrollment figures, FTES
 - Enrollment management (cost and revenue per student)
 - Number of full-time faculty teaching in an instructional area/program
 - Number of associate faculty teaching in an instructional area/program
 - Faculty load
- How will the full-time faculty hire support student success in the program, or contribute to students' basic skill development or factor into supplemental instruction demands?
- Is the full-time faculty hire necessary for developing and sustaining enrollment within the program?

The empirical data and qualitative principles listed above shall be a guide for prioritizing faculty positions. Instructional program reviews will be a primary place for such information to be available and justifications to be given in detail. Faculty positions are identified through collegial consultation and utilizing the College's planning documents. Full-time, tenure-track faculty hiring requests begin within the appropriate division, which creates a prioritized list that is brought to the Council on Instruction (COI) for discussion. After further discussion and data analysis in COI, the Dean of Instruction/CIO (CIO) will forward a recommendation to the Academic Senate for discussion and a vote. The approved recommendation from the Academic Senate will be forwarded to the Superintendent/President. Approval from the Board of Trustees will authorize the final decision to implement a faculty hire (from AP 7121).