



Feather River College

Midterm Accreditation Report

March 2015

**Submitted by:
Feather River College
570 Golden Eagle Avenue
Quincy, CA 95971**

**Submitted to:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

Certification Page

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Feather River College
570 Golden Eagle Avenue
Quincy, CA 95971

This institutional Midterm Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and believe the Midterm Report accurately reflects the nature and substance of the institution.

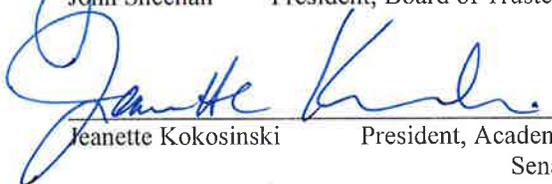
Signed:

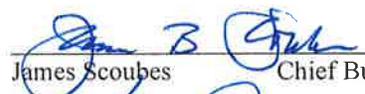

Kevin Trutna President/Superintendent


Valerie Campa President, CSEA


John Sheehan President, Board of Trustees


David Burris Human Resources Director


Jeanette Kokosinski President, Academic Senate


James Scoubes Chief Business Officer


Cynthia Hall President, Classified Senate


Karen Pierson Chief Student Services Officer


Michael Welser President, FRC Federation of Teachers, Full-time


Derek Lerch Chief Instructional Officer/ALO


Michelle Fulton President, FRC Federation of Teachers, Part-time

Table of Contents

TABLE OF CONTENTS	1
REPORT PREPARATION	2
RESPONSE TO THE COMMISSION ACTION LETTER	5
RECOMMENDATION ONE	5
RECOMMENDATION TWO.....	6
RECOMMENDATION THREE.....	8
RECOMMENDATION FOUR.....	10
RECOMMENDATION FIVE.....	12
RECOMMENDATION SIX	13
RECOMMENDATION SEVEN.....	15
RESPONSE TO SELF-IDENTIFIED IMPROVEMENT PLANS	17
STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS	17
EVIDENCE INVENTORY	35

Report Preparation

Feather River College's preparation of this Midterm Report has occurred steadily since the comprehensive site visit to the College in March 2012. Since this time, the College successfully prepared and submitted a follow-up report in March 2013 and has steadily made progress on the long list of improvement plan (formerly "planning agenda") items that were identified in the 2012 self-study.

Response to the Recommendations

With regard to the recommendations from the 2012 comprehensive site visit, the College had already taken steps to address Recommendations Two and Five prior to the Commission's 2012 decision as they were identified in campus planning documents and/or planning agenda items in the College's self-study prior to the site visit (see responses to Recommendations Two and Five that appear later in this document). The College's response to the Commission's recommendations was systematic: in working with President's Cabinet and President's Staff, the College established a work plan that included the schedule for policy and planning revisions that followed the College's already robust shared-governance process. The President's Cabinet consists of presidents of the Academic and Classified Senates, presidents of the three bargaining units, the chief student services officer, chief business officer, human resources director, chief instructional officer, and president. This committee exists to obtain constituent opinions and advise the president regarding policy recommendations, as well as serving as a sounding board for college-wide initiatives and provides communication within the college. Because of this representative composition and far-reaching charter, the President's Cabinet acts as the College's Accreditation Steering Committee.

A plan that included a broad-based participation was developed during summer 2012 and was presented to Cabinet at its September and October meetings [EV63; EV65; EV66]. In order to ensure broad involvement in the development of the follow-up report, individuals from Cabinet volunteered to lead the writing process for individual recommendation responses:

- Recommendation 1: Chris Connell, academic senate president
- Recommendation 2: Brian Murphy, director of institutional research and planning
- Recommendation 3: Karen Pierson, chief student services officer
- Recommendation 4: Derek Lerch, chief instructional officer
- Recommendation 5: Derek Lerch, chief instructional officer
- Recommendation 6: Nick Boyd, director of facilities/chief technology officer
- Recommendation 7: Mike Welser, full-time faculty and union president.

The President's Cabinet selected a simple template to use in the report preparation [EV62]. Draft responses to the recommendations were completed and presented at the December meeting of Cabinet. The Follow-Up Report was subsequently reviewed and revised by Cabinet in two separate meetings in January, then approved by Cabinet in February [EV60; EV61]. Finally, the Follow-Up Report was reviewed and approved by the Board of Trustees at their February 21, 2013 meeting [EV28].

In addition to the mechanical steps taken to complete the Follow-Up Report, the president established a series of monthly reports to the Board of Trustees that described the College's response to the recommendations and to the required ACCJC report on student learning assessment:

- September 2012: Recommendations 1 and 4 [EV22]
- October 2012: Recommendations 2 and 5 [EV21]
- November 2012: Assessment of Student Learning [EV20]
- December 2012: Recommendation 6 [EV18]
- January 2012: Recommendations 3 and 7 [EV19]

These reports served to communicate to multiple constituencies the campus-wide involvement and progress toward completing the Follow-Up Report. The presentations of these reports informed board members about important steps taken by the College related to the recommendations, but also effectively reached the entire campus as well as the surrounding community through dissemination by the president via email and through the local newspaper [EV37; EV38; EV41; EV42; EV43; EV103].

For the Recommendations 1, 2, 4, and 6, at least part of the College's response required shared governance approval for their completion due to established college policy. In these cases, the shared governance bodies that played a role in their completion worked quickly and collaboratively to address the deficiencies noted by the site-visit team. Despite the efficiency with which the Academic Senate, Classified Senate, and Cabinet worked, important insight and alteration occurred during this process. Of note are the addition of the prioritization matrix that was added to the Technology Plan (Recommendation 6) and the modifications to the mission statement from the senates and the Board of Trustees (Recommendation 1); these changes were identified by campus constituents as the College responded to the Commission's recommendations.

The response to the Commission's recommendations was submitted to the Commission in March 2013 in the form of a follow-up report. The acceptance of this follow-up report at the ACCJC's June 2013 meeting signified the College's success in meeting these recommendations.

Response to the improvement plan items

The College self-identified a large number of improvement plan items in the 2012 self-study. In order to effectively address these items, the institutional researcher categorized them by standard, area of responsibility, and theme during spring 2012. The categorized items were first reviewed by the president, CIO, and institutional researcher, then distributed to the College's administrative team and assigned tentative timelines for completion. Simple items that didn't require significant resources or shared governance approval were addressed quickly, while more complex items required additional time to be addressed.

As the College prepared this midterm report, various employees were called on to provide an update to the progress that had been made on the improvement plan items, providing broad participation from the campus community. This began in fall 2013, when the CIO worked with the other members of the administration to collect information on these items. Also in

fall 2013, the Accreditation Steering Committee presented the timeline for the completion of the midterm report and established the format for the report. All goals associated with the production were met or exceeded. As can be seen in the Response to Self-Identified Improvement Plans (beginning on pg. 20), the College addressed a total of 130 items of which 113 have been completed, 6 will be completed within the 2014-2015 year, 4 have been abandoned for various reasons, and 7 are still being pursued but have indefinite completion dates. The high completion rate of these items and the breadth of campus improvements they represent is a testament to the earnestness and efficiency with which the College approached them.

Completion and approval of midterm report

This report was reviewed both by the Accreditation Steering Committee and the campus as a whole. The final draft of the report was reviewed for a first read by the Accreditation Steering Committee in October 2014 and distributed to the academic and classified senates for review and approval [EV2; EV64; EV75]. The document was then reviewed one final time by the Accreditation Steering Committee and then reviewed and approved by the Board of Trustees [EV30; EV59].

Exemplified by the certification page that begins this document, the College's response to the Commission's recommendations and the subsequent preparation of this report involved broad participation as established processes were followed. The planning that produced this document met all internal deadlines and enabled the production of a report that allowed for thoughtful reflection and dialogue.

Response to the Commission Action Letter

Recommendation One

A. Recommendation:

In order to meet the Standards, the team recommends that the College review the mission statement to ensure that it accurately reflects the College's intended student population, and that the College prominently publishes the mission statement to all constituencies (Standards I.A, I.A.1, I.A.2).

B. College Response:

In response to this recommendation, a sub-committee of the Strategic Planning Committee was designated on May 16, 2012, and during the summer months this subcommittee revised the mission statement (BP 1200) [EV148]. The mission was re-written primarily to accurately reflect the wide range of students who attend Feather River College (FRC), and secondarily to fine tune the role of the college in the community. In addition, an administrative procedure was created that outlines the timeline and method of review and revision of the mission statement. In September 2012, the mission statement in the form of board policy (BP) and administrative procedure (AP) 1200 was brought to Cabinet for review, and then routed to the Academic Senate and the Classified Senate for review and approval [EV65]. Both senates approved BP 1200 and AP 1200 with minor changes at their October meetings [E1; EV3; EV76; EV77]. In early November, Cabinet again reviewed the statement and the suggestions from the senates and approved both, adding its own minor changes to wording [EV62]. Additionally, the AP was modified to include directions to post the mission statement in prominent locations on campus (e.g., Library, Student Center, Administration Building); and to include the mission statement on the agendas of prominent committees such as the senates and Board of Trustees. Subsequently, the Board of Trustees approved the BP/AP 1200 Mission Statement at their meeting on November 15, 2012 [EV8; EV33; EV54]:

Feather River College provides high-quality, comprehensive student education and opportunities for learning and workforce preparation in a small college environment. The College provides general education, Associate'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.

C. Summary of Progress and Achievements:

The College has met this standard by revising its mission statement using a participatory approach that involved representation from all constituencies. Additionally, the College has developed a clear policy to guide future revision of the mission statement, and to publicize the mission statement prominently on campus, on the website, and on agendas for lead shared governance committees. Per policy, the College will review the mission statement in fall 2015.

Recommendation Two

A. Recommendation:

In order to meet the Standards, the team recommends that the College regularly evaluate its program review, planning, and resource allocation processes in a systematic manner, and that the results of these evaluations be widely communicated and used for continuous improvement (Standards I.B.3, I.B.5, I.B.6, I.B.7).

B. College Response:

The College's planning process was established in 2009 and has been the subject of continuous reflection and improvement over the past six years [EV10; EV55]. Despite this continuous improvement, there existed no formal process for this evaluation when the ACCJC site visit occurred in March 2012. Since that time, the College has established a regular and systematic process for evaluating its program review, planning, and resource allocation processes.

In October 2010, the College established objectives to achieve its 2010-2013 Strategic Plan that have been assessed every year and included the following:

Objective 1.1.1: An evaluation of the annual planning process will be conducted and findings used to improve overall integrated planning. This will include the development of a timeline for regular evaluation of core values, ethics, mission and vision. [EV140]

This objective had seven separate action items that were to be met in order to ensure completion of this evaluation, five of which were completed prior to the March 2012 site visit. The remaining two tasks involved (1) using feedback from participants in the annual program review (APR) process to revise the planning process, and (2) integrating campus input into the College's planning policy [EV140, see Tasks 1.1.1.1.d and 1.1.1.1.f]. To this end, the institutional researcher solicited feedback from the APR contributors in January 2012 [EV127]. The results of this feedback were presented to the Strategic Planning Committee (SPC) in spring 2012 [EV143]. Additionally, the institutional researcher and president have reported on the progress of these planning goals annually through presentations to the campus community at Institutional Days [EV113; EV114].

To further cement the College's process/planning evaluation strategy, the Strategic Planning Committee (SPC) revised AP 3250 (Institutional Planning) to include a statement on the timeline and criteria with which the College will evaluate its planning process:

“Evaluation of Institutional Planning Effectiveness Institutional planning practices will be quantitatively and qualitatively evaluated every three years to ensure effectiveness and efficiency. Quantitative assessment will include measuring college performance in critical areas (e.g., fiscal solvency, student success). Qualitative feedback from appropriate campus members (e.g., Strategic Planning Committee) will be solicited. The results of this evaluation will be used to make as-needed modifications to the college's planning process.”

The results of this evaluation have been and will continue to be communicated to the campus through existing channels (e.g., constituent feedback to campus groups from the Strategic Planning Committee, reports given to the campus community at Institutional Day). AP 3250 was presented to Cabinet in September 2012, discussed and subsequently approved by the Academic and Classified Senates in October, and ultimately approved by Cabinet in November. Further, the governing board incorporated the evaluation of the College's

planning process and shared governance effectiveness in the president's objectives for 2013-2014 [EV3; EV4; EV62; EV65; EV76; EV77].

Ahead of the required evaluation cycle that is established to occur every three years, the College surveyed the campus in January 2014 on the effectiveness of multiple campus processes, including planning and decision making. The results of this survey were discussed in President's Staff in April 2014 and distributed to the governing board at its annual retreat in June 2014. Additionally, the results were used to inform the development of a shared governance handbook.

C. Summary of Progress and Achievements:

The College has met this recommendation by establishing and adhering to a regular and systematic process for evaluating its program review, planning, and resource allocation processes as prescribed in AP 3250. Additionally, the College has widely communicated the results of its program review, planning, and resource allocation evaluation processes by leveraging existing communication channels, having the institutional researcher and president report on the progress of planning goals at Institutional Days where all permanent campus employees are updated on important college issues, and developing AP 3250 using the College's established participatory governance structure. Finally, the College has been using the results of its program review, planning, and resource allocation processes for continuous improvement by seeking feedback from APR contributors in spring 2012 and using the results of this feedback to adjust the planning process to better prioritize resource requests as described below. This reflection was repeated in fall 2013 as the Strategic Planning Committee adjusted the criteria used in budget prioritization and communicated to the campus as program leaders prepared their APRs [EV147; EV149].

Related to this recommendation, the College is currently developing the 2014-2019 Strategic Plan as led by the president and the institutional researcher who, based on collected evidence, argued that the Strategic Plan should be more accessible and inclusive by (1) soliciting input from appropriate shared governance committees and (2) then using consensus to arrive at a suite of goals that reflect the dynamic nature of educational planning [EV139]. The level of involvement in the creation of the Strategic Plan has been broadened to formally include shared governance committees. This has encouraged existing shared governance committees to take ownership over the progress of strategic goals and will improve the regularity of feedback on the feasibility and applicability of said goals. The benefits of this improved feedback are three-fold: first, implementation plans can change quickly so strategic goals will be realized quickly; second, stakeholders as a whole will have better access to information and can evaluate the effectiveness of the college; and third, resources can be shifted more quickly to rapidly create improvement in reaching strategic goals. Utilizing this process, the College is building a culture of evaluation and action that supports the institutional mission and vision. Since writing the 2013 follow-up report, the SPC has prioritized budget requests identified in annual program reviews and has communicated these priorities to the president and the Budget Committee. The prioritized list showing both funded and unfunded requests is disseminated every spring as the College's year-long planning process is concluded [EV124]. As established in AP 3250, the College regularly evaluates the effectiveness of this planning process and makes adjustments as needed. Further, a shared governance handbook is being developed that the College hopes will better communicate the processes by which policies and procedures are developed, and will clarify the roles of the various shared governance components in this development.

Recommendation Three

A. Recommendation:

In order to meet the Standards, the team recommends that the College regularly communicate and make easily accessible information about institutional quality and performance to all constituencies (Standards I.B.5, IV.A.1).

B. College Response:

The College communicates information related to its institutional quality and performance through multiple avenues that include local media, the website, and campus meetings held in off-campus locations within the district. The weekly local paper is produced by Feather Publishing, a media company that publishes newspapers in five of the largest towns served by FRC. In this suite of newspapers, FRC is frequently featured through events and programs, student success stories, athletic events, and coverage of the Board of Trustees meetings [EV99; EV100; EV101; EV102; EV103; EV108]. Occasionally, the president uses an op-ed entitled “Where I Stand” to communicate with local communities, especially during budget reductions or in response to significant legislative changes affecting the community college system [EV105; EV106; EV107]. In addition to print media, program development and student success stories are regularly featured on the locally owned radio station KQNY [EV116], and also featured on JDX radio during live radio broadcasts at special events. These reporting mechanisms have been in place for years and provide effective communication about FRC’s performance and activities due to the large role the College plays in the small communities that it serves.

Another primary source for information is the FRC website where a wealth of information is posted on the Institutional Research page. As a response to this recommendation, the College has improved the content and clarity of this webpage to better communicate institutional data. A variety of institutional data are available on this webpage including a wide range of student demographic and performance data. In many instances there are cohort groups that can be used for comparison and perspective. Documents include college-wide FTES data, the results of the Campus Climate survey, links to the California Community Colleges Chancellor’s Office Data Mart and ARCC, and IPEDS. Constituents may also access the “presentations” link that includes PowerPoint slides from presentations made to the Board of Trustees (ARCC 2011), to faculty and staff at Institution Day (fall 2011) and to Quincy Rotary (fall 2012). All presentations include information and analysis about performance measures such as persistence, transfer, and graduation rates. Also under the link entitled “Planning” constituents will find the Education Plan, the Student Services Plan, the Technology Plan, the Distance Education Plan, and the Transfer Plan, all of which contain information about student performance and college direction [EV93; EV94; EV155; EV157; EV158]. Both internal and external constituents have access to Annual and Comprehensive program reviews that focus on student achievement and program evaluation (www.frc.edu/administration/planning.htm). These reviews are summarized by administrative area, and are then reviewed by the Strategic Planning Committee [EV142; EV143; EV144; EV145; EV146].

The College has renewed efforts to report more directly to the communities served within the district boundaries by periodically holding Board of Trustees meetings in off-site locations around the county. At these meetings, the College provides a “Report to the Community”

that is focused on the College's service to that specific community [reports for Indian Valley, Portola]. Additionally, the College hosts a lunch meeting that precedes the Board of Trustees meeting that allows for community leaders to talk with college administrators about the community's needs. The College cycles through the four primary communities (Chester, Indian Valley, Portola, and Quincy) in a two-year rotation that includes one "Report to the Community" every semester.

The College also provides regular internal reports during staff development days [EV113; EV114], and to its Board of Trustees. In July 2012, Dr. Kevin Trutna was hired as president and has prepared a monthly "Report to the Board of Trustees" that is shared with all employees and at every board meeting. This new report series has improved internal and external communication by highlighting student achievements, outreach to the community, and updates about state funding and new initiatives [EV37; EV38; EV39 EV41; EV42; EV43]. College-wide plans are regularly written or updated, and are reviewed and approved by various shared governance committees, as well as presented to the Board of Trustees. These reports typically include data about student achievement, and other measures of institutional effectiveness. Beyond these reports, the College also involves the community in college decisions through community involvement in academic and support services advisory committees and in select shared governance committees such as the Sustainability Action Team.

C. Summary of Progress and Achievements

The College has met this recommendation through a comprehensive approach to communicating both internally and externally, and by improving the frequency and clarity of such reporting. The College will continue to offer public presentations to service groups across the district, and develop performance indicators available to both internal and external constituents through the College website. The College decided in 2013 to improve its website by hiring a company to design, build, host and maintain the website. As a result, the website was updated in 2014 to include a more accessible and intuitive content management system and a clearer website structure and maintenance plan.

Additionally, the College has improved its efforts to communicate with the surrounding communities by hosting periodic board meetings and informational lunches around the county. In fall 2013 and spring 2014 the Board of Trustees held meetings in the communities of Portola and Indian Valley and invited community leaders to a lunch where the College presented on available services and degrees and received input from the community on additional services that should be considered. The College prepared community reports for these meetings that highlighted student usage and success statistics and detailed the College's outreach programs to the areas [EV32, EV34, EV80, EV81, EV104].

Recommendation Four

A. Recommendation:

In order to meet the Standards, the team recommends that the College develop appropriate course prerequisites to ensure the depth, rigor, and sequencing of its courses (Standards II.A.2.a, II.A.2.c, II.A.2.e, II.A.2.f, IV.A.2.b).

B. College Response:

Both in the time leading up to the March 2012 site visit and in the time following, the College initiated and completed multiple steps to improve the appropriateness and clarity of course prerequisites, with significant effort from the Curriculum Committee, Catalog Committee, articulation officer, institutional researcher, chief instructional officer, and faculty within pertinent disciplines. These efforts can be broadly categorized into two areas: (1) refining course prerequisites and (2) communicating prerequisite information effectively to staff and students.

In order to ensure that appropriate prerequisites are in place, the College's institutional researcher completed prerequisite studies for English and mathematics courses before the March 2012 comprehensive site visit [EV5; EV6; EV7]. Results from these studies were disseminated to appropriate personnel (e.g., CIO, division chair) to help inform the prerequisite discussions. Through subsequent conversations, it became clear that the prerequisites for English and mathematics needed to be clarified, followed more consistently, and in the case of mathematics, updated to reflect the statistical data presented in the report. As a result, English department faculty updated the prerequisite information through the Curriculum Committee in the 2011-2012 academic year, consistent with local policy (AP 4260) [EV11; EV90]. In mathematics, prerequisite scores from placement exams were adjusted to better match the success rates demonstrated in the prerequisite study [EV7]. Additionally, the prerequisite for statistics (MATH 202) was revised to include intermediate algebra, a response to a prerequisite expectation from the California State University (CSU) system [EV118]. Prerequisites in other disciplines beyond English and mathematics were reviewed by the articulation officer to ensure transferability to the CSU and University of California (UC) systems. Finally, the College submitted its prerequisite inventory to the Chancellor's Office in summer 2012 [EV120; EV121]. The College also recognizes that prerequisites for certain course areas continue to evolve at the CSUs and UCs, especially as common course descriptors (C-ID) are developed intersegmentally as transfer model curricula are established. For example, an increasing number of business programs at four-year schools are adopting the prerequisite of intermediate algebra for their courses. If this practice becomes widespread, it will necessitate the local adoption of a comparable prerequisite to maintain the integrity of articulation agreements. The College has continued to revisit and assess established prerequisites through communication with the articulation officer (a member of the Curriculum Committee) and through regular review of prerequisites and course outlines of record that occur every four years for traditional academic programs and every two years for career and technical education (CTE) programs.

In the past, communication of prerequisite information had been incomplete and/or inconsistent in some course areas due to misinformation in the catalog (see Recommendation Five). To address this issue, the College improved the accuracy of the course description and prerequisite information in the 2012-2014 and 2014-2016 catalogs [EV71]. Prerequisite

information is also included in the online class schedule (Banner) to more completely communicate course requirements to students and advisors.

C. Summary of Progress and Achievements:

The College has met this recommendation through a multi-pronged approach and the effectiveness and clarity of prerequisites are appropriate. The College will continue to revisit course prerequisites as appropriate in the wake of new title 5 (California Code of Regulations) changes and evolving prerequisite expectations at the CSUs and UCs.

Despite the progress made in the accuracy and visibility of prerequisite information, some errors have persisted since the 2012 site visit. In order to address remaining errors, the College is currently implementing a comprehensive curriculum management system (CurricUNET) to further clarify the interrelatedness of curriculum, including prerequisites, and to more effectively communicate that information to staff and students. Coupled with this implementation is the development of a student advising module that will also be served by the parent company of CurricUNET (Governet). The Board of Trustees has played an active role in learning about the impact of this implementation on the College's operations [EV23].

Recommendation Five

A. Recommendation:

In order to meet the Standards, the team recommends that College catalogs and course schedules contain precise, accurate, and current information (Standards II.A.6.c, II.B.2.a, II.B.2.b).

B. College Response:

The College worked proactively to address this recommendation before the comprehensive site visit in March 2012. Starting in July 2011, an ad hoc catalog committee was created by the chief instructional officer and met regularly to develop a work plan to complete the production of the 2012-2014 catalog. This committee included the chief instructional officer, chief student services officer, academic advisors, administrative assistants to instruction and student services, registrar, articulation officer, and the class scheduler. Through regular meetings, the committee thoroughly revised the catalog to include current course, degree, and policy information. When needed, members of the catalog committee brought portions of the catalog to the appropriate shared governance bodies for input and approval (e.g., general education requirements). Additionally, the catalog now includes a consistent template for academic programs to reduce student and advisor confusion about major requirements [EV70]. Course information (catalog descriptions, prerequisites) was compiled directly from the course outlines of record (CORs) and course articulation status was assembled by the articulation officer directly from the Assist database to ensure that the most accurate information was included [EV71]. The class schedule was modified to include improved formatting for readability, and was made more comprehensive by including instructor contact information for online classes and course fees where applicable [EV73].

Similarly, the production of the 2014-2016 catalog also included a year-long process of setting the timeline, developing/revising the content, and providing for thorough campus review. In this process, the College met all of its internal deadlines and produced a more accessible, clearer, and accurate catalog in time for the College's annual registration event (Day in the Mountains) in April 2014 [EV68, EV69, EV72].

C. Summary of Progress and Achievements:

The College has met this recommendation as a result of its proactive work during the 2011-2012 academic year as well as subsequent years, the catalog and class schedule have improved substantially to contain accurate, current, and accessible information. Maintaining precise, accurate, and current information in the catalog is ensured by (1) using a template for program development and communication that is maintained, distributed, and adhered to, (2) convening an ad hoc committee every two years made of key constituents to review and update catalog contents, (3) compiling catalog entries directly from course outlines, (4) confirming articulation status by articulation officer, and (5) providing final review of the pre-press catalog by committee members. Systematic feedback from academic advisors, the establishment of an academic program template, a more inclusive and timely process for catalog development, and the reliance on central databases for course and degree information ensure the continued improvement of the catalog. Additionally, as mentioned in Recommendation Four, the College has invested in CurricUNET to further improve the accuracy and availability of curricular information by providing a central and accessible database for its course and program curriculum inventory [EV23].

Recommendation Six

A. Recommendation:

In order to meet the Standards, the team recommends that the College complete a technology plan integrated with the strategic plan and budget to advance student learning and success (Standards I.B., II.A.1, II.A.1.b, II.A.2, II.A.2.d, II.A.3.b, II.B.1, II.B.1.a, II.C.1, II.C.1.c, III.C.1, III.C.1.a, III.C.1.b, III.C.1.c, III.C.1.d, III.C.2, IV.A.1).

B. College Response:

The chief technology officer chairs the Strategic Technology Committee (STC), an administrative committee that includes shared-governance representatives and is responsible for identifying, addressing, and recommending policy on technology issues across the College [EV9]. In spring 2012, the STC designated an ad hoc subcommittee consisting of the chief technology officer, institutional researcher, and webmaster to write a technology plan [EV152]. This subcommittee drafted a technology plan that addressed planning, budgeting, and evaluation issues by formalizing the role of the STC in these processes.

In August 2012, the ad hoc subcommittee presented the first draft of the Technology Plan to the STC and to Cabinet for preliminary review [EV65; EV151]. Suggestions from these representative bodies were incorporated into the draft Technology Plan and submitted for discussion to the Academic and Classified Senates at their September meetings. Three noteworthy elements were added to the Technology Plan as a result of this shared governance feedback: (1) the addition of a criteria analysis matrix (CAM) to help improve prioritization and clarity of technology-related efforts, (2) a schedule to effectively communicate the approximate project timeline to the campus community, and (3) a flow chart to visually show how technology requests made in annual program reviews (APRs) flow through the planning, budgeting, approval and prioritization processes through the STC. The Technology Plan was approved at the October meetings of the Academic and Classified Senates, and then approved by Cabinet at their November meeting [EV3; EV62; EV76]. Finally, the Technology Plan was approved by the Board of Trustees at their November 2012 meeting [EV33; EV157].

Per the Technology Plan, the chief technology officer receives and reviews technology requests that have been prioritized through the College's APR process. In this review, the chief technology officer ensures that the requests are logistically and technically realistic, and then communicates the impact of these requests on other technology projects and operations to the STC. The chief technology officer gathers input from the STC on the preferred, but not necessarily required, order for implementing the various projects.

C. Summary of Progress and Achievements:

The College has met this recommendation through a focused effort to produce a technology plan that addressed the site-visit team's concerns and also garnered campus interest, adjustments to the original draft, and acceptance. The STC has used and is currently following the processes established in the Technology Plan.

Specifically, the College has completed several significant items from the STC's CAM prioritization since fall 2012. These include:

- replacing and upgrading wireless access points on campus and at off-campus housing,

- purchasing and deploying Adobe's Creative Suite through a campus-wide license,
- establishing and funding a schedule to replace staff and laboratory computers to maintain effectiveness of these machines,
- implementing a data disaster recovery strategy,
- upgrading the campus internet to a high-speed fiber-optic connection and establishing a redundant connection.

These projects have provided significantly improved technology support for employees and students. Despite these improvements, the College continues to identify additional challenges and bottlenecks within the technology area. The CTO will continue to bring such issues to the STC for review and discussion as the College works to find tractable solutions to improve technology services.

Recommendation Seven

A. Recommendation:

In order to meet the Standards, the team recommends that the College develop and sustain participation in a training program for the Board of Trustees and all governance group leaders to remain current on roles and responsibilities, governance, accreditation, and national and state educational issues, and to engage in self-reflective dialogue for continuous improvement (Standards IV.A.1, IV.A.2.b, IV.B.1.a, IV.B.1.f, IV.B.1.g, IV.B.1.i).

B. College Response:

The College responded to this recommendation by (1) developing a systematic approach for training and reporting to the board, and (2) by providing sustained additional resources and training opportunities for campus leaders.

To improve board training, the College augmented its established annual board retreat schedule by providing pertinent training opportunities and reports in a systematic way [EV47; EV48; EV49]. This consisted of a series of presentations for the Board of Trustees that included training with Doug Houston (Chancellor for Yuba CCD) on board operations [EV51; EV52; EV53], training with Kim Aufhauser (emergency management advisor to the California Community Colleges Chancellor's Office) on emergency preparedness and board responsibilities [EV50], training with Nathan Tharp on his doctoral research regarding campus culture and accreditation, training with William Duncan (Superintendent/President for Sierra CCD) on budget development within the California Community College system, and training with Craig Settemire on ethics and conflict of interest reporting through Form 700. Additionally, the emergency preparedness training was made available to other campus employees who wished to attend. In December 2012, the board elected a new president of the board from among its existing membership. The president, Trustee John Sheehan enhanced his leadership ability by attending the Effective Trusteeship and Board Chair Workshop sponsored by the Community College League of California in January 2013. Trustee Dana Ware and President Kevin Trutna also attended the League's workshop. In January 2014, new trustee Guy McNett attended the Effective Trusteeship Workshop and board president John Sheehan attended the legislative workshop.

Reports to the board that increase its knowledge of campus processes have been made more formal by providing monthly written reports and developing a year-long calendar of special reports to the board. The president's written monthly reports highlight student achievements, outreach to the community, events on the campus, updates about state funding and new initiatives, and relevant updates on the president's yearly objectives as set by the Board of Trustees [EV37; EV38; EV41; EV42; EV43]. These reports are sent to all employees following the board meetings to ensure broad communication. The president also established a calendar of special reports to the board to ensure proper education on key campus matters such as the submission of the Follow-Up and Midterm Reports, assessing student learning, and operational information related to the management of campus facilities [EV44]. This report series included reports to the board that described the College's response to the recommendations and to the required ACCJC report on student learning assessment. These reports served to communicate to multiple constituencies the strategy for and progress toward completing the Follow-Up and Midterm Reports. The presentations of these reports informed board members about important steps taken by the College related to the

recommendations, but also effectively reached the entire campus as well as the surrounding community through dissemination by the president via email and through the local newspaper [EV103; EV122; EV123].

To better train and educate campus leaders, the College increased the allocation for professional development assigned to the President's Office for the 2012-2013 year and beyond to support critical training opportunities [EV57]. On-campus professional development opportunities have also continued to be fine-tuned and marketed by the Professional Development Committee [EV110; EV126]. Additionally, the College has convened regular Management Council meetings to provide guidance and support for campus managers. These monthly meetings include administrators and classified managers and are used to address topics such as evaluating and supervising employees [EV40; EV117]. These Management Council meetings have filled a critical gap by improving communication and clarifying expectations between campus managers.

In order to remain current with changing legislative and regulatory statutes, leaders from instruction and student services meet regularly to discuss the College response to such changes. Representing instruction, the Council on Instruction (COI) consists of the chief instructional officer, division chairs, library director, learning center director, and academic senate president. For student services, the Student Services Council (SSC) consists of the chief student services officer, registrar, financial aid director, DSP&S director, academic advisors, and matriculation personnel. These committees play a central role in interpreting and disseminating changing laws and regulations. For example, COI created a distance education plan in the 2011-2012 year to respond to increased scrutiny and tighter standards at state and federal levels regarding distance education [EV93; EV119], and the SSC established new standards for establishing California residency for students in the 2011-2012 year to meet stricter audit requirements in this area [EV154].

C. Summary of Progress and Achievements:

The College has met this recommendation through a series of regular trainings, informational meetings and regular meetings that include trustees, college administrators, shared governance leaders, and other campus employees. A yearly calendar of training activities and reports to be included in the regular Board of Trustees meetings is developed during the annual board retreat in June. The board has decided to include one training session every semester on pertinent topics and has reinitiated a regular rotation of board meeting locations to bring the campus leadership to all of the communities served by the College. Additionally, the board retreat includes the board's self-evaluation that helps to bring to the surface ideas for board training [EV45; EV46]. The College recognizes the need to support these efforts in the future and views professional development as an on-going process.

Response to Self-Identified Improvement Plans

Standard I: Institutional Mission and Effectiveness		
Actionable Improvement Plan	Progress (and associated evidence)	Timeline for completion
Present evidence that a change brought about by the SLOAC and Planning Process led to improved institutional effectiveness (I.A)	<ul style="list-style-type: none"> • Student Learning Outcome Assessment Cycle (SLOAC) Committee meets annually with programs who have completed a comprehensive program review (CPR) to discuss assessment results and strategies [EV134; EV135; EV137] • Assessment Plan created by SLOAC Committee which clarifies relationships between assessment practices on campus and prescribes reporting methodology on campus assessment [EV12] • In Fall 2013, the Strategic Planning Committee established “relation to student learning” as a criterion for the prioritization of program proposals [EV149] 	Completed
Publish updates of the Mission and Vision Statements consistently in the catalog, on the website, and in planning documents (I.A)	<ul style="list-style-type: none"> • Guiding statements updated for consistency in all occurrences 	Completed
Review and revise the Mission and Vision statements according to policy (I.A, I.A.1, I.A.2)	<ul style="list-style-type: none"> • Mission statement revised in fall 2012 [EV33] • Procedure on revision process for mission statement developed and approved in fall 2012 [EV33] 	Completed
Work with Sustainability Action Team (SAT) to identify service learning and sustainability components in courses (I.A.1)	<ul style="list-style-type: none"> • SAT developed FRC’s Sustainability Management Plan, approved by the Board of Trustees, which includes planning objectives related to sustainability in the College’s curriculum [EV34; EV156] 	Completed
Create tools to evaluate the alignment of learning programs and support services with SLOs (I.A.1)	<ul style="list-style-type: none"> • SLO assessment tools at the course and program level include linkage to the college-wide SLOs, strengths and gaps are identified and summarized by the SLOAC Committee prescribed by the Assessment Plan [EV12] 	Completed
Expand institutional research and apply data to program growth and development (I.A.1)	<ul style="list-style-type: none"> • Office of Institutional Research developed an in-house “data mart” available through the intranet site that provides a wide range of institutional and 	Completed

programmatic data that are used in program planning [EV24]

SLO assessment should occur at the course level, not the individual course section level (I.B)	<ul style="list-style-type: none"> • Course-level SLO assessment process clarified in Assessment Plan [EV12] • SLO assessments completed at course level [EV86; EV87] • SLOAC Committee meetings with program leaders who have submitted program reviews allows for reflective dialog about course-level assessment [EV134; EV135; EV137] 	Completed
Continue developing procedures and training concerned with SLOs (I.B.1)	<ul style="list-style-type: none"> • Assessment Plan created to clarify purpose and procedures of SLO assessment [EV12] • Assessment training provided at faculty flex events [EV14; EV15; EV16] • SLOAC Committee met with program leaders from student services to discuss assessment strategies and processes [EV137] 	Completed
Continue developing the faculty/staff portal (I.B.1)	<ul style="list-style-type: none"> • Intranet site (SharePoint) deployed in spring 2013 	Completed
Evaluate the planning cycles and make adjustments to the process if needed (I.B.3, I.B.6, IV.A.1)	<ul style="list-style-type: none"> • Comprehensive program review (CPR) cycles standardized for instructional, student services, and administrative programs • Annual program review (APR) process modified to rely on criteria analysis matrix (CAM) for prioritization of programmatic requests [EV149] • College merged comprehensive program review template with program-level SLO assessment template [EV141] 	Completed
Finish developing policy and procedure 2511: Internal Communication of Participation in Local Decision-Making (I.B.4)	<ul style="list-style-type: none"> • BP 2511 approved in December 2011 [EV25] • AP 2511 approved in December 2011 [EV58] 	Completed
Continue training on Banner to ensure quality data is entered and extracted (I.B.5)	<ul style="list-style-type: none"> • FRC User Needs (FUN) Committee began to meet shortly after FRC adopted the new MIS system Banner in 2008 - 2009. Originally it consisted of staff from Records, Financial Aid, Human Resources, Payroll, Finance, Student Accounts, and Information Technology. The group addressed issues during the implementation of Banner, reviewed the impact of using an integrated system, and identified training needs. Trainings were set up using the Strata Information Group (SIG) to assist staff to fully utilize all the modules. While the FUN committee no longer meets, the Student Services Council regularly discusses the need to remain current in the use of Banner, and identifies training needs for staff. Most recently FRC 	Completed

contracted with SIG to provide training in writing queries, and has also assisted the Outreach Department set up a communication system for prospective students [EV17; EV111; EV112; EV153]

<p>Implement remaining modules in Banner: Recruitment, Faculty Load, etc. (I.B.5)</p>	<ul style="list-style-type: none"> • Banner/Ellucian modules analyzed for need and cost, although some modules would provide operational efficiencies, the cost of implementation was initially prohibitive; the College is currently exploring partnerships with other schools to implement these modules in a cost-effective manner 	<p>Unknown</p>
<p>Continue the implementation of the SLO assessment process (I.B.7)</p>	<ul style="list-style-type: none"> • All course, program, and institutional-level SLOs were assessed prior to the College's submission of the 2013 SLO report to the ACCJC [EV13] • Development and approval of Assessment Plan has clarified SLO assessment expectations and processes [EV12] 	<p>Completed</p>
<p>Complete three-year planning cycle (I.B.7)</p>	<ul style="list-style-type: none"> • Current planning cycle began in 2009 and the College reached the three-year mark of its existence in 2012 • Minor modifications to the planning cycle have occurred, including establishing a criteria analysis matrix (CAM) for prioritization of programmatic requests through the annual program review process [EV124; EV149] 	<p>Completed</p>
<p>Continue compiling longitudinal data using the Banner system (I.B.7)</p>	<ul style="list-style-type: none"> • Office of Institutional Research developed an in-house "data mart" available through the intranet site that provides a wide range of institutional and programmatic data that extend back to the College's implementation of Banner in spring 2009 	<p>Completed</p>
<p>Implement the Strategic Enrollment Management "matrices" (I.B.7)</p>	<ul style="list-style-type: none"> • The Strategic Enrollment Management Committee developed matrices with which to review program performance in 2008-2009. These matrices have been abandoned as the criteria analysis matrix (CAM) was adopted for prioritizing programmatic requests through the Strategic Planning Committee's evaluation of annual program reviews [EV124; EV149] 	<p>Completed</p>

Standard II: Student Learning Programs and Services

Actionable Improvement Plan	Progress (and associated evidence)	Timeline for completion
<p>Since comprehensive assessment reports of SLOs do not exist for all courses, the College is not at proficiency level. SLOACs need to be completed for all courses (II.A)</p>	<ul style="list-style-type: none"> • All course, program, and institutional-level SLOs were assessed prior to the College’s submission of the 2013 SLO report to the ACCJC [EV13] • Development and approval of Assessment Plan has clarified SLO assessment expectations and processes [EV12] 	<p>Completed</p>
<p>FRC needs to accelerate assessment of program-level SLOs to achieve proficiency (II.A)</p>	<ul style="list-style-type: none"> • Assessment training provided at faculty flex events [EV14; EV15; EV16] • SLOAC Committee met with program leaders from student services to discuss assessment strategies and processes [EV137] • All course, program, and institutional-level SLOs were assessed prior to the College’s submission of the 2013 SLO report to the ACCJC [EV13] 	<p>Completed</p>
<p>Finish developing Distance Education Plan (II.A.1)</p>	<ul style="list-style-type: none"> • Distance Education Plan completed and approved by Board of Trustees in fall 2012 [EV26; EV93] 	<p>Completed</p>
<p>Update Education Plan (II.A.1, II.A.2.c)</p>	<ul style="list-style-type: none"> • Education Plan completed and approved by Board of Trustees in fall 2012 [EV35; EV94] 	<p>Completed</p>
<p>Office of Institutional Research needs to continue to provide more data demonstrating demographic variables as they relate to student success (II.A.1.a)</p>	<ul style="list-style-type: none"> • Office of Institutional Research developed an in-house “data mart” available through the intranet site that provides disaggregated on student success 	<p>Completed</p>
<p>Assessment of the effectiveness of online and correspondence courses needs to occur to ensure that all courses are comparable no matter the delivery mode (II.A.1.b)</p>	<ul style="list-style-type: none"> • All course, program, and institutional-level SLOs were assessed prior to the College’s submission of the 2013 SLO report to the ACCJC [EV13] • Course-level SLO assessment process clarified in Assessment Plan [EV12] • SLO assessments completed at course level [EV86; EV87] • SLOAC Committee meetings with program leaders who have submitted program reviews allows for reflective dialog about course-level assessment [EV137] 	<p>Completed</p>
<p>Seek to eliminate delays in the delivery of course material in the ISP in order to maximize student-</p>	<ul style="list-style-type: none"> • Staffing change was made in fall 2013 to provide more consistency in personnel presence [EV125] 	<p>Completed</p>

instructor contact in courses that use the correspondence mode of instruction (II.A.1.b)	<ul style="list-style-type: none"> ISP staff record date stamps on all instructional materials that are either sent from or returned to the office, allowing for delays to be identified and addressed 	
Evaluate the effectiveness of Moodle learning management system for courses (II.A.1.b)	<ul style="list-style-type: none"> Use of Moodle for in-person, hybrid, and online classes has increased steadily There are approximately 50 instructors who are registered in Moodle with 175 course areas; there are approximately 1500 students registered in Moodle Distance Education Director created a handbook for Moodle use in spring 2014 that provides better teacher training and clarifies use of key components of the LMS 	Completed
Instructional service agreement (ISA) programs should have a collective comprehensive review every four years to provide optimal planning and improvement implementation (II.A.2)	<ul style="list-style-type: none"> ISAs underwent comprehensive program review in April 2013 [EV82; EV128; EV129] 	Completed
Develop a process for administrative or shared governance review of completed SLOAC reports (II.A.2.a)	<ul style="list-style-type: none"> Assessment Plan created to clarify purpose and procedures of SLO assessment and to formalize the review process for completed assessments [EV12] SLOAC Committee meetings with program leaders who have submitted program reviews allows for reflective dialog about course and program-level assessment [EV137] 	Completed
Complete development of a new faculty evaluation policy and instrument (II.A.2.a, III.A.3.a, III.A.1.b, III.A.1.c)	<ul style="list-style-type: none"> Faculty peer evaluation instrument was approved by subcommittee of the Academic Senate, approved by Academic Senate in spring 2014, and distributed for use in fall 2014 [EV98] 	Completed
Finalize rubrics for college-wide SLOs (II.A.2.b)	<ul style="list-style-type: none"> Rubrics created with full-time and part-time faculty input for three of the college-wide SLOs College-wide SLO rubrics were noted by the 2012 comprehensive site-visit team and earned the College a commendation 	Completed
Engage associate faculty in the SLO assessment process (II.A.1.c, II.A.2.b, II.A.2.e, II.A.2.h, II.A.2.i, II.A.6)	<ul style="list-style-type: none"> Assessment Plan created to clarify purpose and procedures of SLO assessment [EV12] Assessment training provided at faculty flex events [EV14; EV15; EV16] Completion of all course, program, and institutional-level SLOs assessments prior to the College's submission of the 2013 	Completed

SLO report to the ACCJC required broad involvement by the associate faculty [EV13]

Offer additional evening, summer, and online course sections when state funds permit (II.A.2.c)	<ul style="list-style-type: none"> • Intersession, evening, and online offering have all increased or remained steady as the College has worked to meet its enrollment targets in 2011-2012, 2012-2013, and 2013-2014 	Completed
Post articulation agreements in the public folders area of the campus email system (II.A.2.c)	<ul style="list-style-type: none"> • Articulation agreements were scanned and uploaded to the public folders in February 2014 	Completed
Expand ESL offerings to include academic, credit courses for ESL students (II.A.2.d)	<ul style="list-style-type: none"> • Non-credit ESL offerings have increased due to instructional service agreement providing English instruction to migrant farmworkers • For-credit ESL classes have not been created due to low demand • College received Chancellor's Office approval for Certificate of Competency for the non-credit ESL sequence 	Completed
Develop SLOAC Committee web page (II.A.2.f)	<ul style="list-style-type: none"> • SLOAC Committee is developing a website on the College's new content management system 	Spring 2015
Complete general education assessment as part of Education Plan update (II.A.2.f)	<ul style="list-style-type: none"> • 2012-2016 Education Plan completed and approved in fall 2012, includes assessment of general education offerings [EV94] 	Completed
Encourage departmental meetings to review exams and assignments to ensure consistent and reliable grading standards (II.A.2.g)	<ul style="list-style-type: none"> • English Department meets relatively regularly to discuss expectations on course content, rigor, and grading standards • Math Department faculty have experimented with building common exams by sharing test questions between sections 	Completed
The full-time faculty and participating associate faculty should continue the mapping exercises (II.A.2.h)	<ul style="list-style-type: none"> • Mapping exercises from course to program to college-wide SLOs have been completed [EV130; EV131; EV133] 	Completed
Increased resources should be allocated to the articulation function and dedicated personnel assigned (II.A.2.h)	<ul style="list-style-type: none"> • Articulation officer role permanently assigned to the Director of Distance Education/Webmaster in fall 2013 	Completed
Investigate creating a Curriculum Committee web page to enhance communication and information retrieval concerning course	<ul style="list-style-type: none"> • Categorical funding used to purchase CurricUNET which will allow for greater transparency and accuracy in the College's curriculum-approval process 	Completed

revision/approval and other curricular changes (II.A.2.i)		
Standardize the format of program and certificate presentation in the catalog (II.A.2.i)	<ul style="list-style-type: none"> The College adopted a standardized catalog layout for all programs in summer 2012 	Completed
Align the review process for UC and UNR general education transfer courses with the process for CSU (II.A.3)	<ul style="list-style-type: none"> CSU Breadth, IGETC, and UNR transfer patterns are reviewed by the Curriculum Committee in preparation for catalog production [EV91] 	Completed
Analyze the consequences of SB1440 on general education, degree programs, and transfer curricula (II.A.3)	<ul style="list-style-type: none"> Scheduling impacts for overlapping transfer degrees mapped and discussed [EV85] 	Completed
An ad hoc group should be appointed to complete a new campus review of the seven college-wide SLOs, especially with regard to the information technology outcome (II.A.3.a)	<ul style="list-style-type: none"> Through the development of the Assessment Plan, the SLOAC Committee will play the central role in gathering evidence on how well the college is meeting the CWSLOs and will report this information annually [EV12] 	Completed
Explore more direct assessment measure of students' learning of the college-wide SLOs (II.A.3.a)	<ul style="list-style-type: none"> Rubrics created with full-time and part-time faculty input for three of the college-wide SLOs College-wide SLO rubrics were noted by the 2012 comprehensive site-visit team and earned the College a commendation 	Completed
Program-level SLOAC data should be reviewed to assess student learning in these areas and how these skills are built in programs, and then revisit comprehensive college-wide SLOs (II.A.3.a)	<ul style="list-style-type: none"> SLOAC Committee meetings with program leaders who have submitted program reviews allows for reflective dialog about course and program-level assessment [EV137] Through the development of the Assessment Plan, the SLOAC Committee will play the central role in gathering evidence on how well the college is meeting the CWSLOs and will report this information annually [EV12] 	Completed
Continue moving the SLOAC timeline and close the assessment loop related to college-wide SLOs (II.A.3.a, II.A.3.b)	<ul style="list-style-type: none"> The relevance of the SLOAC timeline waned as the College met its targets needed to reach proficiency in assessing SLOs and was replaced by the Assessment Plan which addresses all levels of SLO assessment within the College 	Completed
Continue to work on efforts to track graduates and get specific feedback from employers on the	<ul style="list-style-type: none"> Student leaver/completer survey completed in 2012 for CTE programs [EV89] 	Completed

performance of graduates in their jobs (II.A.5)	<ul style="list-style-type: none"> Follow-up survey planned for 2014-2015 in partnership with the Research & Planning Group 	
Develop AP 4102 Occupational, Vocational, Technical Programs (II.A.5)	<ul style="list-style-type: none"> Draft of AP 4102 presented to Standards and Practices Committee in fall 2013, discussed at CTE division in fall 2014 	Spring 2015
Amend existing policy and contracts to clearly require syllabi to include SLOs and require that the Office of Instruction confirm that each syllabus conforms to these requirements (II.A.6)	<ul style="list-style-type: none"> Syllabus standards developed in the Council on Instruction and approved by the Academic Senate in fall 2012, these standards require the inclusion of SLOs on all syllabi 	Completed
The Catalog Committee should meet during the early production phase of the next catalog during the 2011-2012 year (II.A.6)	<ul style="list-style-type: none"> In the production of the 2012-2014 and 2014-2016 catalogs, the Catalog Committee started work in the preceding summer on catalog content, formatting, and design [EV68; EV69; EV72] 	Completed
Develop transfer of credit policy for Board Policy Manual (II.A.6.a)	<ul style="list-style-type: none"> BP/AP 4224 approved in fall 2014 	Completed
Formalize the existing practice by creating a policy on program discontinuance (II.A.6.b)	<ul style="list-style-type: none"> Preliminary discussions occurred in 2013-2014 between CIO and Academic Senate President 	Unknown
Provide Adobe Contribute to key staff and faculty in order to update and improve website content (II.A.6.c)	<ul style="list-style-type: none"> Contribute-based content management system was replaced in spring 2014 for a proprietary CMS 	Abandoned
Finalize the Student Rights and Responsibilities Handbook (II.A.7.b, III.A.4)	<ul style="list-style-type: none"> Student Rights and Responsibilities Handbook was replaced with an updated and more accessible webpage that includes all of the previously contained information (http://www.frc.edu/studentservices/student-policies.cfm) 	Completed
Update Board Policy 7.5.22.2 to the new Community College League of California format for Policies and Procedures (II.A.7.c)	<ul style="list-style-type: none"> AP 7255 approved in spring 2012 	Completed
Measure student access, progress, learning and success regularly by using a tool that provides trend data (II.B)	<ul style="list-style-type: none"> Office of Institutional Research developed an in-house "data mart" available through the intranet (SharePoint) site that provides a range of student success information SLO assessment process improved to include a form-based submission process which allows for summarization of assessment results Through the development of the Assessment Plan, the SLOAC Committee 	Completed

will play the central role in gathering evidence on how well the college is meeting the CWSLOs and will report this information annually [EV12]

Assess student services for distance education students (II.B)	<ul style="list-style-type: none"> The ACCJC approved the College's Substantive Change Proposal in 2011 for its delivery of correspondence programs The College is developing a Substantive Change Proposal for spring 2015 to allow the offering of online degrees 	Completed
Provide a kiosk with campus map at a central location on campus and conduct a review of campus signage to ensure students and visitors can readily access services (II.B.1)	<ul style="list-style-type: none"> Updated campus maps were printed and hung at select location on campus in spring 2014, more maps are likely still needed in additional locations 	Partially complete, unknown completion date for map at top of campus
Include student academic integrity policy in future editions of the college catalog (II.B.2)	<ul style="list-style-type: none"> Academic integrity has been included in the catalog starting in 2012 [EV72, pg. 64] 	Completed
Create a more effective table of contents for catalog (II.B.2)	<ul style="list-style-type: none"> Catalog has been improved to include a more complete table of contents starting in 2012 [EV72] 	Completed
Re-examine opportunities for learning communities (II.B.3)	<ul style="list-style-type: none"> The College initiated its first "common book" program in spring 2014, has expanded the scope and visibility for the 2014-2015 year 	Completed
Improve student awareness of student services offered at FRC (II.B.3.a)	<ul style="list-style-type: none"> Student orientation events at the start of the fall and spring semesters have been redesigned to improve awareness of student services Development of college website has included special attention to the visibility of student support services Students receive emails when events are planned such as visits from four-year schools. 	Completed
Investigate hiring a student activities director or service learning coordinator (II.B.3)	<ul style="list-style-type: none"> The CSSO assumed responsibility for providing student activities along with responsibility for ASFRC Student activities are provided through a general fund budget 	Completed
Address issues revealed by the CAPP testing process (II.B.3.c)	<ul style="list-style-type: none"> The Athletic/Academic Advisor meets regularly with the Instructional Scheduler to assure that all degree requirements are entered properly, and that the CAPP system provides accurate information to students 	Completed

- Issues related to unclear information, or various ways to interpret CAPP results are discussed at the Advising Task Force meetings

Define the role of faculty in the advising/counseling process (II.B.3.c)	<ul style="list-style-type: none"> • Two new advisors were hired in fall 2012, one assigned specifically to athletes. Two counselors serve EOPS/CARE students, and two advisors serve TRiO/Student Support Services students. These staff meet regularly with the Registrar and the Director of Financial Aid to share issues and learn new procedures and policies. • Faculty with new curriculum are asked to share such changes with the advisors/counselors. Faculty make presentations on their programs and career/transfer opportunities at New Student Orientation. • Through Advising Task Force meetings, there is relatively efficient exchange between advisors/counselors and faculty regarding degree requirements, course scheduling, degree requirements, and transfer opportunities. 	Completed
Create and distribute a California Residency Brochure (II.B.3.e)	<ul style="list-style-type: none"> • California Residency Information brochure produced to clarify expectations [EV67] 	Completed
Implement CCCApply (II.B.3.e)	<ul style="list-style-type: none"> • Implementation is being conducted as part of a shared project between the College's Banner consultant and other colleges 	Spring 2015
Create and distribute International Student informational packet (II.B.3.e)	<ul style="list-style-type: none"> • International student information packet posted to website [EV115] 	Completed
The registrar and the director of financial aid will establish a FERPA task force to reassess the campus practices related to the privacy of student records and the release of those records under FERPA (II.B.3.f)	<ul style="list-style-type: none"> • Admissions and Records and Financial Aid processes were examined and are in compliance with FERPA standards • Students are emailed every semester about FERPA requirements [EV109] 	Completed
Investigate adopting a campus wide imaging system to lessen the need for space for storage of paper records and to reduce the staff time in working with the filing paper, as budget constraints allow (II.B.3.f)	<ul style="list-style-type: none"> • Document scanning system proposed through the annual program review (APR) process, but unfunded at this time 	Unknown

Create benchmarks in student services (II.B.4)	<ul style="list-style-type: none"> The Student Services Student Learning Outcomes include measures of how well the outcomes are being met. Each Student Services Department now uses one or several of these outcomes along with their measures to demonstrate improvement in their departments. They are also used to write goals and objectives, and results are used to improve services to students. [EV132] 	Completed
Ensure adequate access to the library and learning center (Instructional Resource Center, IRC) resources for students regardless of the means of delivery of their courses (II.C)	<ul style="list-style-type: none"> Library website and electronic access were improved in 2013-2014, including expanded electronic resources IRC website will be updated when the campus website transition occurs in summer 2014 	Completed
Develop a more comprehensive, widely distributed student survey to accurately assess the Instructional Resource Center's SLOs as they relate to the College's courses or programs (II.C)	<ul style="list-style-type: none"> IRC staff have developed surveys to assess student learning and satisfaction related to the tutoring services provided [EV160] 	Completed
Update the Tutor Training Manual (II.C)	<ul style="list-style-type: none"> Tutor Training Manual updated and available [EV159] 	Completed
Implement a tracking mechanism such as Accutrack to quantify the services provided to students entering the Instructional Resource Center	<ul style="list-style-type: none"> Tracking mechanism purchased and deployed in the IRC 	Completed
Track library database usage (II.C, II.C.1)	<ul style="list-style-type: none"> Library database usage is monitored by the library director and included in program planning [EV83] 	Completed
Develop a long-term plan to ensure that the Instructional Resource Center's educational equipment and materials are continually updated (II.C.1.a)	<ul style="list-style-type: none"> Through the development of multi-year basic skills reports, the IRC director has established a long term plan for staffing and instructional support materials [EV56] 	Completed
Develop a method for evaluating the performance level of instructional assistants as it relates to SLOs (II.C.1.a, II.C.2)	<ul style="list-style-type: none"> Instructional assistants are evaluated through the use of the updated CSEA evaluation tool, but are not evaluated on SLO results [EV74] 	Abandoned
Develop guidelines to clarify expectations on information competencies for student learning (II.C.1.b)	<ul style="list-style-type: none"> Rubrics created with full-time and part-time faculty input for the college-wide SLO on information literacy/competency 	Completed

	<ul style="list-style-type: none"> College-wide SLO rubrics were noted by the 2012 comprehensive site-visit team and earned the College a commendation 	
Restore the Senior Library Assistant's work assignment to 12 months (II.C.1.c)	<ul style="list-style-type: none"> Position was restored to 12 months as of summer 2012 	Completed
Develop and implement a method for evaluating the tutoring effectiveness taking into account SLOs (II.C.2)	<ul style="list-style-type: none"> Effectiveness of tutors has not been included in the SLO assessment process, nor have SLOs been used as a yardstick with which to measure the effectiveness of student tutors 	Abandoned

Standard III: Resources

Actionable Improvement Plan	Progress (and associated evidence)	Timeline for completion
Faculty and Curriculum Handbooks should be updated (III.A)	<ul style="list-style-type: none"> Handbooks updated annually and distributed at faculty orientation events [EV92; EV97] 	Completed
Finalize EEO Plan (III.A, III.A.3.a, III.A.4.b)	<ul style="list-style-type: none"> EEO Plan updated in spring 2012 [EV95] 	Completed
Update desk audit of classified positions (III.A.1, III.A.6)	<ul style="list-style-type: none"> Desk audit completed during the 2013-2014 year [EV88] 	Completed
Discuss a formal evaluation procedure for the hiring process (III.A.1.a)	<ul style="list-style-type: none"> Procedure for hiring of classified staff updated in spring 2014 (classified hiring policy), further updated and returned to Cabinet in fall 2014 Procedure for hiring of faculty is being reviewed by a subcommittee of the academic senate [EV1] 	Partially complete, remainder to be finished in the 2014-2015 year
Train more employees as EEOs (III.A.1.a)	<ul style="list-style-type: none"> EEO recruitment and training has increased and the college now has twelve trained EEOs 	Completed
Classified evaluations are not being completed as scheduled (III.A.1.a)	<ul style="list-style-type: none"> Negotiation of current CSEA collective bargaining agreement included standardization of the CSEA evaluation timeline. As of spring 2014, all CSEA members had been evaluated per the revised timeline 	Completed
Classified evaluation form does not adequately measure performance (III.A.1.b)	<ul style="list-style-type: none"> Negotiation of current CSEA collective bargaining agreement included revision of the evaluation form as of summer 2012 [EV74] 	Completed
Institute a management leadership program (III.A.1.b)	<ul style="list-style-type: none"> Management Council has met monthly since fall 2012 [EV117] 	Completed
Re-examine the linkage between individual goals, program goals, SLOs, and strategic planning goals in evaluation instruments (III.A.1.b)	<ul style="list-style-type: none"> Faculty evaluation instrument revised in 2014 to include assessment of evaluatee's participation on the SLO assessment process, but no formal connection exists in this document that ties the individual's evaluation to broader planning documents SLO assessment and strategic planning goals are not part of the CSEA evaluation tool that was revised in 2013 	Completed
Include the Institutional Code of Ethics on the College's webpage (III.A.1.d)	<ul style="list-style-type: none"> Code of Ethics added to website (www.frc.edu/administration/) 	Completed
Continue to develop data on staffing priorities in relation to student needs, environmental	<ul style="list-style-type: none"> Classified staffing priorities reviewed as needed in President's Staff [EV125] 	Completed

factors, and instructional goals (III.A.2, III.A.6)	<ul style="list-style-type: none"> Faculty staffing priorities reviewed in light of criteria established in the Education Plan in Council on Instruction, Academic Senate regularly [EV84] 	
Not enough faculty to function efficiently (III.A.2)	<ul style="list-style-type: none"> The College currently meets the Faculty Obligation Number (FON) and the “50%” rule. Full-time faculty hires have been completed in every staffing vacancy since 2009. Additional positions are being discussed in the Academic Senate and Council on Instruction [EV84] 	Completed
Improve new employee orientation program (III.A.4.b)	<ul style="list-style-type: none"> All employees undergo HR orientation upon hire Faculty have additional orientation events at the start of each semester Mandatory safety training provided for all employees hired after July 2013 	Completed
Examine data and determine what diversity statistics can be collected (III.A.4.b)	<ul style="list-style-type: none"> Office of Institutional Research developed an in-house “data mart”) available through the intranet site (SharePoint) that provides a wide range of institutional and programmatic diversity data that extend back to the College’s implementation of Banner in spring 2009 Political Science students complete the Student Climate Survey every other year and present these data to the campus [EV27] 	Completed
Complete and approve AP 5530 (III.A.4.c)	<ul style="list-style-type: none"> Student Complaints and Grievance Procedures (AP 5530) merged with the revised Standards of Conduct (AP 5500) and approved in February 2014 (AP 5500) 	Completed
Ensure congruency of the Facility Master Plan, Strategic Plan, and Program Plans (III.B.1)	<ul style="list-style-type: none"> The approval of all significant campus planning documents begins with thorough review by the appropriate shared governance body (e.g., Facilities Committee), then includes broader review and approval by other decision-making bodies (e.g., Classified Senate, Academic Senate, Cabinet) 	Completed
Complete and submit Facilities Master Plan (III.B.2, III.b.2.b)	<ul style="list-style-type: none"> Facilities Master Plan reviewed by Board of Trustees in fall 2013, approval expected in the 2014-2015 year [EV96] 	Spring 2015
Complete stage 2 planning for the current library/student services building (III.B.2.b)	<ul style="list-style-type: none"> This plan was presented and approved by pertinent shared-governance committees, the Facilities Department is currently implementing the plan 	Completed
Finalize Strategic Tech Plan and communicate it to the	<ul style="list-style-type: none"> Completed in fall 2012, see Recommendation 6 for more detail 	Completed

campus (III.C.1.a, III.C.1.d, III.C.2)

Increase IT training opportunities and participation for FRC employees related to current technology trends (III.C.1.b)	<ul style="list-style-type: none"> The Professional Development Committee has assessed technology training needs of campus employees and has included training events in the professional development workshops [EV110] 	Completed
Improve notification and delivery methods of IT training for students (III.C.1.b)	<ul style="list-style-type: none"> Help desk for online courses established (http://www.frc-de.com/hesk/knowledgebase.php) 	Completed
Consider having faculty undergo training and certification before offering online courses (III.C.1.b)	<ul style="list-style-type: none"> Distance Education Plan approved in fall 2012, includes training and proficiency requirements for instructors [EV93] 	Completed
Create new job description for the director of information services (III.C.1.c)	<ul style="list-style-type: none"> Job duties of director of information services formally incorporated into the duties of the facilities director in Feb. 2012 	Completed
Continue preparations to migrate from Windows XP OS to an alternate OS (III.C.1.d)	<ul style="list-style-type: none"> Campus computers updated to current Microsoft and Apple operating systems 	Completed
Convey information about the budgeting process to the campus community more prolifically (III.D.1)	<ul style="list-style-type: none"> As of fall 2013, the Budget Committee receives monthly financial updates from the chief business officer Planning and budgeting decisions are reported to the campus annually at the completion of the planning process [EV124] 	Completed
Complete a Strategic Enrollment Management Plan (III.D.1)	<ul style="list-style-type: none"> Strategic Enrollment Management Committee (SEM) has created an analysis matrix to review proposals to increase enrollment [EV138] SEM discusses target enrollment by category (in-person, distance ed) to meet the College's enrollment target 	Abandoned, replaced by other SEM activities
Make APR and budget request process entirely electronic in nature and submitted via Banner, if practicable (III.D.1.d)	<ul style="list-style-type: none"> Annual program reviews are submitted via forms to a database on the College's intranet site 	Completed
Use SEM plan to guide strategic planning and budget prioritization (III.D.1.d)	<ul style="list-style-type: none"> Although SEM plan was abandoned, enrollment potential is analyzed in the prioritization of planning and budgeting requests [EV150] 	Completed
Create a Business Office handbook and make it available to campus staff (III.D.2, III.D.2.a)	<ul style="list-style-type: none"> Handbook completed by Business Office staff 	Completed

Standard IV: Leadership and Governance

Actionable Improvement Plan	Progress (and associated evidence)	Timeline for completion
Faculty leaders have not participated in development programs that would provide practical information regarding appropriate faculty roles and responsibilities relative to the accreditation standards and governance processes (IV, IV.A)	<ul style="list-style-type: none"> As of summer 2012, the College designated an increased allocation for professional development in the President's budget, primarily for the purpose of training opportunities that have broad campus impact. Faculty participation has included events centering on sustainability, SLO assessment, and library practices. 	Completed
College struggles with maintaining accuracy and consistency in external communication to the public (IV, IV.B.2.e)	<ul style="list-style-type: none"> Catalog accuracy improved as of summer 2012 (see Recommendation 5 for detail) President provides monthly reports on campus activities and achievements to the Board of Trustees and the regional newspaper [EV106; EV108] College migrated to a new website platform in summer 2014 that promotes more accurate content through an improved CMS interface 	Completed
Lack of widespread distribution of essential survey documents and reports represents a missed opportunity for self-reflective dialog regarding improvements, and celebrating institutional achievements. (IV.A.1)	<ul style="list-style-type: none"> Survey information posted more completely on the Institutional Research webpage (http://www.frc.edu/institutionalresearch/) President provides monthly reports on campus activities and achievements to the campus community, the Board of Trustees and the regional newspaper [EV106; EV108] 	Completed
Administration and board have abrogated processes in Ed Plan for identifying, prioritizing and hiring of new faculty (IV.A.2.b)	<ul style="list-style-type: none"> A process for evaluating faculty positions using the criteria in the Ed Plan was completed in spring 2013 [EV84] 	Completed
Develop an employee handbook that will include Administrative Procedures and Board Policies (IV.A.3)	<ul style="list-style-type: none"> Instead of creating employee handbook, new employees are given a copy of their unit's collective bargaining agreement upon hire Administrative procedures and board policies are included on the College's website and through the College's SharePoint intranet site (http://www.frc.edu/administration/board-of-trustees.cfm) 	Completed
Establish and initiate the necessary training for the Associated Students at FRC to educate them on the shared	<ul style="list-style-type: none"> ASFRC activity was rekindled in spring 2014. This includes more regular presence of the student trustee at board meetings, but student attendance in other shared governance settings is still lacking 	Completed

governance committees' roles and responsibilities (IV.A.3)	<ul style="list-style-type: none"> • Allocation of work-study hours made to ASFRC for the 2014-2015 year to improve support • CSSO meets regularly with the ASFRC leadership to discuss campus issues and organize student activities 	
Adopt committee meeting schedules that are supportive of active student participation (IV.A.3)	<ul style="list-style-type: none"> • While some standing committees meet during peak class times, many meet during less impacted times for students. Despite this, the College has struggled to maintain steady student representation 	Unknown
Improve monitoring of new initiatives to ensure timely submittal of Substantive Change Proposals, when appropriate (IV.A.4)	<ul style="list-style-type: none"> • Substantive Change Proposal for College's correspondence program was submitted and approved in 2012 • Substantive Change Proposal for distance education programs is being developed for submission in spring 2015 	Fall 2015
College has not established a process or procedures to regularly evaluate its governance and decision-making processes (IV.A.5, IV.B.2.b)	<ul style="list-style-type: none"> • College established regular evaluation of planning process in AP 3250 in fall 2012 (see Recommendation 2 for detail) • President implemented a shared governance self-assessment 2014 in which committees reflect upon achievements and set goals for the coming year, template to be used in 2015-2016 [EV79] 	Completed
Policy language does not clearly define the selection process for superintendent/president (IV.B.1, IV.B.1.j)	<ul style="list-style-type: none"> • The Board of Trustees reviewed the policy on presidential hiring and decided to maintain the flexibility allowed therein [EV31] 	Completed
Board policy does not provide direction for a systematic process of program discontinuance that ensures a dialogue will take place and consensus reached prior to the termination of an academic program that provides general education requirements and transferable units (IV.B.1)	<ul style="list-style-type: none"> • Program discontinuation policy has not been created 	Unknown
Vacate outdated policies from Old Policy Manual and update or eliminate policies with the old number system (IV.B.1.b)	<ul style="list-style-type: none"> • BPs and APs are continuously being updated from the Old Board Policy Manual as the College creates a comprehensive Board Policy and Procedure Manual 	Unknown
At the Board's discretion, the superintendent/president should continue to present sections from the Board Policy and Procedure Manual periodically	<ul style="list-style-type: none"> • Selected board policies reviewed with Board periodically, but formal review schedule has not been implemented 	Completed

for informational review by the Board, and keep track of the progress on this review process (IV.B.1, IV.B.1.b, IV.B.1.e)

<p>There is no formal program for board orientation or development (IV.B.1.f)</p>	<ul style="list-style-type: none"> • Training materials for new trustees created in summer 2013 • Board training schedule established in fall 2012 to clarify and coordinate board development topics [EV44] 	<p>Completed</p>
<p>A formal record should be kept by the Office of the President that includes all training sessions and League meetings. These should also be addressed in the Board Self Evaluation process (IV.B.1.f)</p>	<ul style="list-style-type: none"> • Board training opportunities are communicated regularly and include both on and off-campus events. Board members attended the League's trustee workshop in January 2013 and 2014 [EV28; EV29] 	<p>Completed</p>
<p>All board members expressed an interest to have more retreats in order to be kept current with Accreditation Standards (IV.B.1.f, IV.B.1.i)</p>	<ul style="list-style-type: none"> • Board training schedule established in fall 2012 to clarify and coordinate board development topics [EV44] • Board training on Accreditation Culture in California Community Colleges occurred in September 2013 [EV36] • Board training on ACCJC institutional set standards in November 2013 [EV34] 	<p>Completed</p>
<p>The effectiveness of the board self-evaluation will be increased if accompanied with a self-reflective dialogue (IV.B.1.g)</p>	<ul style="list-style-type: none"> • The Board has used its annual retreat to discuss the implications of their self-evaluation and identify areas for improvement 	<p>Completed</p>
<p>Stabilize the administrative structure of the College and fill interim positions with permanent assignments, completing the constituency review of proposed administrative reorganization prior to implementation (IV.B.2.a)</p>	<ul style="list-style-type: none"> • All administrative positions have been filled in a permanent capacity 	<p>Completed</p>
<p>Administrators are awarded one-year contracts. This may account for some of the frequent turnover in executive level positions (IV.B.2.a)</p>	<ul style="list-style-type: none"> • President has discussed the possibility of two-year contracts with Board of Trustees, no decision at this time 	<p>Completed</p>
<p>The board did not follow its policy regarding board evaluation in 2008 and 2009</p>	<ul style="list-style-type: none"> • Board has undergone a regular evaluation since 2011, typically centered on the board retreat that occurs every summer [EV45; EV46] 	<p>Completed</p>

Evidence Inventory

- EV1 Academic Policies minutes, Jan. 2015
- EV2 Academic Senate minutes, Nov. 2014
- EV3 Academic Senate minutes, Oct. 2012
- EV4 Academic Senate minutes, Sept. 2012
- EV5 Accuplacer data, English scores
- EV6 Accuplacer memo, English scores
- EV7 Accuplacer study, math scores
- EV8 AP 1200
- EV9 AP 2510
- EV10 AP 3250
- EV11 AP 4260
- EV12 Assessment Plan
- EV13 Assessment Report, ACCJC, March 2013
- EV14 Associate faculty training, fall 2012
- EV15 Associate faculty training, spring 2012
- EV16 Associate faculty training, spring 2015
- EV17 Banner training, Feb. 2015
- EV18 Board of Trustees accreditation report, Dec. 2012
- EV19 Board of Trustees accreditation report, Jan. 2013
- EV20 Board of Trustees accreditation report, Nov. 2012
- EV21 Board of Trustees accreditation report, Oct. 2012
- EV22 Board of Trustees accreditation report, Sept. 2012
- EV23 Board of Trustees Curricunet report, Sept. 2014
- EV24 Board of Trustees Enrollment report, Oct. 2013
- EV25 Board of Trustees minutes, Dec. 2011
- EV26 Board of Trustees minutes, Dec. 2012
- EV27 Board of Trustees minutes, Dec. 2013
- EV28 Board of Trustees minutes, Feb. 2013
- EV29 Board of Trustees minutes, Feb. 2014
- EV30 Board of Trustees minutes, Jan. 2015
- EV31 Board of Trustees minutes, March 2012
- EV32 Board of Trustees minutes, March 2014
- EV33 Board of Trustees minutes, Nov. 2012

EV34 Board of Trustees minutes, Nov. 2013
EV35 Board of Trustees minutes, Oct. 2012
EV36 Board of Trustees minutes, Sept. 2013
EV37 Board of Trustees president's report, Aug. 2012
EV38 Board of Trustees president's report, Dec. 2012
EV39 Board of Trustees president's report, Feb. 2014
EV40 Board of Trustees President's Report, June 2014
EV41 Board of Trustees president's report, Nov. 2012
EV42 Board of Trustees president's report, Oct. 2012
EV43 Board of Trustees president's report, Sept. 2012
EV44 Board of Trustees report schedule, 2012-2013
EV45 Board of Trustees retreat minutes, June 2014
EV46 Board of Trustees retreat minutes, Sept. 2013
EV47 Board of Trustees retreat, June 2010
EV48 Board of Trustees retreat, June 2011
EV49 Board of Trustees retreat, June 2012
EV50 Board of Trustees training, Nov. 2012
EV51 Board of Trustees training, Oct. 2012, Part I
EV52 Board of Trustees training, Oct. 2012, Part II
EV53 Board of Trustees training, Oct. 2012, Part III
EV54 BP 1200
EV55 BP 3250
EV56 BSI report, 2013
EV57 Budget Committee minutes, Aug. 2012
EV58 Cabinet minutes, Dec. 2011
EV59 Cabinet minutes, Dec. 2014
EV60 Cabinet minutes, Feb. 2013
EV61 Cabinet minutes, Jan. 2013
EV62 Cabinet minutes, Nov. 2012
EV63 Cabinet minutes, Oct. 2012
EV64 Cabinet minutes, Oct. 2014
EV65 Cabinet minutes, Sept. 2012
EV66 Cabinet: Follow-up work plan
EV67 California residency brochure
EV68 Catalog Committee agenda, Jan. 2014
EV69 Catalog Committee agenda, June 2013

EV70 Catalog template email
EV71 Catalog, 2012-2014
EV72 Catalog, 2014-2016
EV73 Class Schedule, Spring 2013
EV74 Classified evaluation instrument
EV75 Classified Senate minutes, Nov. 2014
EV76 Classified Senate minutes, Oct. 2012
EV77 Classified Senate minutes, Sept. 2012
EV78 COI minutes, Feb. 2012
EV79 Committee goal and report form (sample)
EV80 Community Report, eastern Plumas County, fall 2013
EV81 Community Report, Indian Valley, spring 2014
EV82 Comprehensive program review, ISAs
EV83 Comprehensive program review, Library
EV84 Council on Instruction minutes, Feb. 2014
EV85 Council on Instruction minutes, March 2013
EV86 Course-level assessment, Bio 100
EV87 Course-level assessment, Soc 160
EV88 CSEA desk audit MOU
EV89 CTE outcome survey, spring 2011
EV90 Curriculum Committee minutes, Dec. 2011
EV91 Curriculum Committee minutes, Jan. 2014
EV92 Curriculum handbook
EV93 Distance Education Plan
EV94 Education Plan
EV95 EEO plan
EV96 Facilities Master Plan, January 2015
EV97 Faculty handbook
EV98 Faculty peer evaluation instrument
EV99 Feather Publishing article, Aug. 2012
EV100 Feather Publishing article, Jan. 2013
EV101 Feather Publishing article, Nov. 2012
EV102 Feather Publishing article, Oct. 2012
EV103 Feather Publishing article, Sept. 2012
EV104 Feather Publishing letter, April 2014 (Indian Valley)
EV105 Feather Publishing letter, California budget

EV106 Feather Publishing letter, Education in California
EV107 Feather Publishing letter, FRC budget
EV108 Feather Publishing letter, Sept. 2014 (Housing)
EV109 FERPA message to faculty
EV110 Flex Day agenda, Oct. 2012
EV111 FUN minutes, Apr. 2010
EV112 FUN minutes, Oct. 2009
EV113 Institutional Day presentation, Aug. 2011
EV114 Institutional Day presentation, Jan. 2011
EV115 International student brochure
EV116 KQNY radio shows
EV117 Management Council meeting notes, Fall 2012
EV118 Math 202 Course Outline of Record
EV119 Moodle knowledge-base
EV120 Prerequisite Inventory, approved by Chancellor's Office
EV121 Prerequisite Inventory, submitted to Chancellor's Office
EV122 President's email to campus, BOT report, Nov. 2012
EV123 President's email to campus, BOT report, Oct. 2012
EV124 President's memo to campus, APR funding, Apr. 2014
EV125 President's memo to campus, staffing additions, Oct. 2013
EV126 Professional Development Calendar
EV127 Program review feedback request
EV128 Program review, FIELD
EV129 Program review, Mini-Corps
EV130 SLO assessment, ECE program
EV131 SLO assessment, History program
EV132 SLO assessment, Student Services
EV133 SLO mapping, college-wide
EV134 SLOAC Committee minutes, April 11, 2013
EV135 SLOAC Committee minutes, April 25, 2013
EV136 SLOAC Committee minutes, Nov. 2011
EV137 SLOAC Committee minutes, Nov. 2013
EV138 Strategic Enrollment Management minutes, Feb. 2014
EV139 Strategic Plan goal worksheet
EV140 Strategic Plan objectives
EV141 Strategic Planning Committee minutes, Dec. 10 2014

EV142 Strategic Planning Committee minutes, Dec. 2012
EV143 Strategic Planning Committee minutes, Feb. 2012
EV144 Strategic Planning Committee minutes, Jan. 2012
EV145 Strategic Planning Committee minutes, Jan. 2013
EV146 Strategic Planning Committee minutes, Mar. 2012
EV147 Strategic Planning Committee minutes, Mar. 2014
EV148 Strategic Planning Committee minutes, May 2012
EV149 Strategic Planning Committee minutes, Sept. 2013
EV150 Strategic Planning Committee ranking matrix, 2014-2015
EV151 Strategic Technology Committee minutes, Aug. 2012
EV152 Strategic Technology Committee minutes, Feb. 2012
EV153 Student Services Council minutes, Nov. 2014
EV154 Student Services Council, Sept. 2012
EV155 Student Services Plan
EV156 Sustainability Management Plan
EV157 Technology Plan
EV158 Transfer Plan
EV159 Tutoring manual
EV160 Tutoring satisfaction survey