



PROGRAM REVIEW, 2014

OFFICE OF INSTRUCTION

ACADEMIC PROGRAM LINK TO COLLEGE MISSION

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

OFFICE OF INSTRUCTION PROGRAM REVIEW

A. STAFFING

1. What is the full- to part-time ratio of faculty within the program? (Determine the ratio by counting up the number of sections taught by full-time faculty and the number of sections taught by part-time faculty in the most recent semester for which the data is available).
 - *Although the current course offerings are supported by existing faculty, there are some areas that are stretched to the limit. Evidence of this includes large faculty overloads in Agriculture, Math, and Biology. In some areas, creative solutions have been identified to teach more students without hiring more faculty (e.g., in biology labs an instructional assistant has allowed us to serve more students).*
 - *Most programs have the benefit of full-time faculty leadership to ensure consistency in planning and scheduling although there are some cases where the absence of this leadership has led to instability in program numbers and confusion in curricular direction. Clear examples are Nutrition and Culinary Arts, Anthropology, and Liberal Studies Teacher Preparation. In the cases of Anthropology and Liberal Studies Teacher Preparation, full-time faculty from other programs have invested their expertise to help provide program leadership but this arrangement may not be a sustainable solution for maintaining a quality program.*
2. How does the current staffing structure positively and/or negatively affect the program?
 - *The Office of Instruction continues to suffer from limited staffing resources. Work is being done to identify technology-based solutions that may streamline operations. For example, through a generous partnership with the Student Services Office the college is moving forward with the implementation of CurricUNET.*
 - *The Office of Instruction formally absorbed the articulation duties of the college in 2013-2014, creating greater responsibility within the office but also giving the office more control and clearer communication on articulation issues.*
 - *Office of Instruction received only 47 work-study hours for the 2013-2014 year, better than nothing but not sufficient to provide assistance for key projects. Also, student employment in academic programs (AG, BIOL, ENVR, Hatchery, Library) has been minimally sufficient. The development of internships through the CTE Transitions grant has alleviated the minimal work-study hours in some areas.*
 - *Although not directly part of the Office of Instruction, academic advising has become more consistent and closely tied to instruction, at least partly due to regular meetings of the Advising Task Force. The college has begun to implement a web-based advising module that will connect to Banner and*

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CurricUNET to provide students with a more accessible and accurate means to plan their academic careers.

3. What are the objectives and goals in staffing to make this program more effective?
 - *Although staffed at minimum levels, the Office of Instruction is generally capable of handling the wide variety tasks it faces with current staffing levels. Additional staffing or improvements in technology related to information handling would likely improve office accuracy and allow the office to be more forward thinking in its operations, thus improving office effectiveness.*

B. CURRICULUM, INSTRUCTION & ASSESSMENT

1. Describe the educational path(s) that the program's course offerings provide (basic skills, general education, certificate, associate degree, and/or transfer).
 - *The college offers a total of 85 educational degrees and certificates, 57 of which fall in the Career Technical Education (CTE) area. The college has increased the number of degrees awarded from 123 in 1995 to 244 in 2013.*
2. Describe any changes in the following since the last program review. Explain the reasons for those changes, and their impact on the program.
 - a. Curriculum (including articulation and course scheduling)
 - *New transfer programs: a total of ten transfer degrees have been approved locally in Administration of Justice, Anthropology, Business Administration, Early Childhood Education, English, History, Kinesiology, Political Science; Sociology, and Studio Arts.*
 - *Other new instructional programs: new degrees and certificates have been developed in Information and Communication Technologies (ICT) including Media Technology, Office Technology, Mobile Application Development, and Web Development.*
 - *Articulation agreements that allow FRC students to complete bachelor degree programs online have been developed for ECE (Southern Oregon University), Agriculture (Colorado State University), and Business (Northern State University). These agreements are too new to accurately estimate their future popularity, but they have the potential to provide meaningful access to a bachelor degree for some FRC students.*
 - *Although course scheduling continues to have timing and accuracy issues, the office has reached its target of producing the schedule one year in advance. There continues to be delinquency of information in some areas, but the overall accuracy has improved due to a personal and proactive approach between the Class Scheduler and Information Specialist and the faculty.*
 - b. Instructional methodology (i.e., distance education)
 - *The college has written and approved a Distance Ed Plan that serves to clarify how DE courses are to be offered, what services are available to DE students, and what training/expertise faculty should have before teaching DE courses. This plan is due for revision in 2014. Additionally, the college is preparing a Substantive Change Proposal for the ACCJC on distance education programs that should be submitted in fall 2014.*
 - c. Assessment

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- *The college is currently reviewing an assessment plan that clarifies and integrates our assessment efforts. Key to this assessment plan are defining goals, establishing the evidence-collection process, acting on evidence to improve student learning, and reporting on the assessment results. More specifically, The Student Learning Outcomes Assessment Cycle (SLOAC) is predicated upon FRC's ability to collect evidence of student learning. Assessment includes both qualitative and quantitative evidence of demonstrable student competency in skills, knowledge, and attitudes in an outcome area. This is done at the course, program, degree and certificate, student services, and institutional (college-wide) levels. Student learning is improved through both informal and formal mechanisms. Informally, campus employees constantly reflect upon their effectiveness in helping students learn and adjust their processes. This informal adjustment happens in an ongoing manner, and is reported on periodically in the established mechanisms with which employees reflect on their assessment of student learning. Formally, the campus is committed to improving student learning by tying planning and budgeting decisions to the assessment of student learning. As such, program-level resource requests are judged in part on the request's impact on student learning. The Strategic Planning Committee established this criterion for its review of annual program reviews (APRs) in September 2013. Every fall semester, the SLOAC Committee will produce a brief report to the campus on noteworthy qualitative and quantitative aspects of the campus's assessment efforts. This report will include basic information on the number of course-level SLO assessments completed and will capture information on the nature of the changes being made across the campus to improve student learning. Additionally, it will include highlights from the meetings between the SLOAC Committee and the CPR submitters, decisions on any awarded "mini-grants", and summary information from the student exit survey related to the assessment of CW-SLOs that is completed at the end of every spring semester. This report will be mailed electronically and will be available on the SLOAC Committee's webpage.*
3. What has been achieved in program- and course-level Student Learning Outcomes (SLO) Assessment Cycle since the last program review? Describe the successes or difficulties the program has faced in SLO assessment.
- *The SLOAC Committee has assisted the college as a whole to integrate and verify assessment practices, although much room for improvement still exists. Part of this improvement has come from a steady increase in the amount of dialog that occurs across campus. While the processes of SLO assessment extend beyond instruction, the Office of Instruction has played a central role in defining and establishing campus processes in this area. Dialog about assessment practices, assessment results, and gap identification has occurred in multiple environments at Feather River College for several years. The SLOAC Committee has served as the central point of discussion about SLO assessment. It is at this committee that key conversations about assessment processes and results occur. The SLOAC Committee communicates assessment strategies, exercises, and deadlines to the rest of the campus community through professional development activities, activities at campus-wide meetings, focused meetings with program leaders, and through email correspondence.*
- As part of the college's established planning process, instructional and non-instructional programs submit APRs and CPRs every four years. Every CPR cycle, programs revisit their assessment of SLOs (course- and program-level) and submit this assessment along with other program planning documents. The SLOAC Committee meets with program leaders both before and after their CPRs are due to*

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provide guidance in the assessment process and to discuss results, including resultant changes to teaching and learning processes, thus ensuring broad discussion about assessment strategies and meaning.

The college has initiated and maintained campus-wide dialogue about assessment through discussions and activities at campus-wide meetings. Beyond discussing the need and importance of SLO assessment at these meetings, the campus has participated in mapping exercises in which course-level outcomes have been mapped to college-wide outcomes (CWSLOs) and where course-level outcomes have been mapped to program-level outcomes. The results from these mapping exercises included a revision to the CWSLOs and the hiring of a full-time faculty member to address an identified gap in the overall college curriculum.

Other discussions about SLO assessment have occurred in regularly scheduled professional development activities, student surveys, and through email correspondence. Through these pervasive and steady communication channels, campus members have been continually involved in assessment dialog.

- *Related to decision making, the college has developed processes for integrating SLO assessment and campus planning. The College continues to support SLO assessment and dialog through the established governance structure that includes the SLOAC Committee, and through ongoing workshops, meetings, and presentations.*
- *Regarding financial resources, the College consistently focuses on student learning as a central criterion in determining how to best use its scarce resources through the program review process which leads to the development of budget priorities. Examples of this financial commitment include the hiring of a full-time faculty in Digital Technology to address a gap identified in mapping of CWSLOs, the targeting of new technology and facilities to improve student learning in CTE programs, and space reassignment and renovation to improve the matriculation process.*

4. What are the program's weaknesses and strengths in the area of curriculum and instruction?

- *The office has helped develop and approve ten new transfer degrees (ADTs), new degrees in Information and Communication Technologies, and significant revisions in multiple degree areas. The content and communication of these degrees occurs through the Catalog and through the website. The accuracy of catalog content has been improved due to the diligence of an ad hoc catalog committee that was created 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. 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. 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.*

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

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all of its internal deadlines and produced a more accessible, clearer, and accurate catalog in time for Day in the Mountains in April 2014.

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

C. PHYSICAL RESOURCES

1. How is the program affected by the size, type and quality of available:
 - a. physical space and facilities
 - *For the Office of Instruction, current physical space is sufficient to support operations. There may be some operational improvements necessary by moving Office of Instruction staff into closer proximity, but this is difficult to do given current office allocations on the upper campus.*
 - b. information technology
 - *The OOI uses Banner, shared network resources, and shadow systems to manage a wide variety of tasks such as class scheduling, curriculum management, budgeting, and faculty load. The large number of places where information is stored and used increases the complexity of information management and communication. This complexity has led to errors in many aspects of office operations. This complexity has only been made worse by the loss of the faculty secretary to played an important role in managing OOI information. Despite these hurdles, the office has managed to keep up with critical tasks and is making steps to improve information accuracy in scheduling, curriculum, and articulation. The office is looking forward to the implementation of CurricUNET as a way to better track curricular revisions and approvals, communicate better with advisors and student services staff, and to provide a more accessible avenue for students to develop educational goals and plans.*
 - c. library holdings
 - *Library holdings for instruction have suffered in recent years due to budget cuts and the inability to update the collection effectively. An improved budget at the state level has allowed for the reintroduction of Block Grant funding which will allow the Library's modest general fund allocation to be augmented and will allow the Library to pursue a variety of new educational resources.*
 - d. instructional equipment and supplies
 - *The office has a modest (\$3K) annual budget for instructional supplies. This is augmented by state Lottery proceeds. Additionally, the Block Grant funding for instructional support was reinitiated in the 2013-2014 year and provides an additional source for instructional equipment and supplies.*
2. Have there been significant changes in the program's facilities, technical infrastructure, or other resources since the last review?
 - *A number of changes have occurred in the past few years: the introduction of the Learning Resource Center building (including new Library and Instructional Resource Center spaces), completion of the Rodeo classroom, the creation of a new dual-boot computer lab, the introduction of CurricUNET, and the creation of FRC's new DataMart in 2013 by the Office of Institutional Research and Planning.*
3. What are the program's projected needs in facilities, technology, or other resources, and how are these needs related to program goals?

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- *For the office, facilities needs are currently satisfied. In terms of technology, the implementation of CurricUNET will improve the office's handling of curriculum, program, scheduling, advising, and articulation duties. Additionally, one of the office's most error-prone and time-consuming tasks is the management of associate faculty assignments, load, and pay. Although some improvements have been made in this area, finding a way to use Banner to handle these processes and avoid the troublesome shadow systems that have been developed over time. For broader facilities and infrastructure needs, please see program-level CPRs/ APRs or the Education Plan.*

D. STUDENT RETENTION AND SUCCESS

1. Describe any significant trends within the student demographics of the program.
 - *As recorded in the Student Success Scorecard data, FRC falls near the statewide averages in most measures of student success and persistence. When compared to comparable small, rural colleges, FRC ranks near the top of the group in most measures.*
2. What are the program's strengths or weaknesses in the area of student retention and success?
 - *One limitation of the Scorecard data is its age. Data provided in a given year reflect the performance of a cohort that started six years earlier. The college has made significant improvements in academic advising and placement over the past few year, it is expected that these improvements will translate to improved student performance.*
3. What objectives and goals are needed to better ensure student retention and success?
 - *The college has begun to implement CurricUNET and its associated advising module to allow students to better plan their educational careers. The college has clarified its prerequisite requirements in a number of areas. 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. 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). In mathematics, prerequisite scores from placement exams were adjusted to better match the success rates demonstrated in the prerequisite study. 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. 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. 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*

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revisit and assess established prerequisites through communication with the articulation officer 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 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 which had been built independent of the database of course outlines of record. To address this issue, FRC improved the accuracy of the course description and prerequisite information in the 2012-2014 and 2014-2016 catalogs. Prerequisite information is also included in the online class schedule (Banner) to more completely communicate course requirements to students and advisors.

E. COMMUNITY SERVICE

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

1. In what types of community outreach does the program engage, and how is the program's academic and professional expertise extended to the local communities?
2. *The office participates in community outreach on multiple levels. First, class scheduling and regional partnerships allow for the college to support and interact with various groups. For example, the college is pursuing instructional partnerships with the Chester Chorus, the Plumas County Sheriff's Office, the U.S. Forest Service, and local fire departments. Additionally, office staff teach community education classes in art and physical education and are involved in altruistic activities with local land management and cultural organizations.*

F. ADVISORY COMMITTEES

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

Not applicable.

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G. APPENDICES

1. SLO Assessment Forms should be attached for the previous years, depending on the program's review cycle.
2. DATA SETS
 - a. Program FTES
 - i. *Total FTES production has averaged 1847 FTES over the past three years. A growing percentage of this FTES has come from non-resident students which has in turn reduced our resident FTES. The primary reasons for this FTES shift are the loss of Good Neighbor and tightening residency requirements.*
 - b. Demographic Information (duplicated headcount): Gender, Age, Ethnicity
 - i. *Over the past three years, 51% of the students served by the college have been female. The ethnic breakdown of these students has been 53% white, 22% Hispanic, 7.5% African American, 2.1% American Indian/Alaskan Native.*
 - c. Number of Students with Declared Majors in Program
 - i. *Not applicable.*
 - d. Number of Courses Offered
 - e. Number of Sections Offered
 - i. *The total sections have averaged 840 over the past three years.*
 - f. Duplicated Headcount
 - g. Average Enrollment per Section
 - h. Course Completion Rate (# of students who received a grade/total students enrolled at census)
 - i. *Student Success Rate (# of students with C or better/total students enrolled at census)*
 - i. *Average course success rate has been 79%.*

Data can be found here:

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

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THE PROGRAM REVIEW PROCESS

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

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

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

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

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

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