



COMPREHENSIVE PROGRAM REVIEW DISTANCE EDUCATION 2019

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

MISSION & VISION STATEMENTS

Feather River College Distance Education will enhance the course schedule and access to the college curriculum to help FRC students meet their educational goals. It will supplement courses taught in the face-to-face mode as well as offer courses taught entirely in the distance education mode. FRC DE will reflect the college Statement of Mission, FRC Institutional Code of Ethics, instructional standards and practices for ensuring quality, and reinforce campus values. FRC DE will enable the efficient use of college resources and facilities, and make every reasonable effort to ensure its instructional technology is accessible, reliable, and user friendly for both students and instructors.

DE offers flexible learning paths, and can contribute significantly to making higher education more accessible to students, especially working adults. As many adults are unable to participate in on-campus education, distance education offers flexibility that greatly enhances accessibility to higher education.

There is the potential for increased access to more experts in the field and to other students from diverse geographical, social, cultural, economic, and experiential backgrounds.

DE can increase communication, particularly communication amongst students and their classmates. Students, who would not otherwise speak in class, might feel less inhibited online.

Students are able to learn in ways that traditional classrooms might not be able to provide. For example, students can review their lessons more than once according to their need. Students can manipulate the coursework to fit their learning by focusing more on their weaker topics while breezing through concepts that they already have or can easily grasp.

DE can provide equal access regardless of socioeconomic status, area of residence, gender, race, or age. Applying universal design strategies to distance learning courses can increase the accessibility of such courses to students with a range of abilities, disabilities, learning styles, and native languages.

Students have the ability to collaborate, share, question, infer, and suggest new methods and techniques for continuous improvement of the content.

SUMMARY OF RESPONSIBILITIES/SERVICES PROVIDED

- The development of new online courses and/or programs
- Provide assistance with course design

- Provide training on the LMS, Canvas
- Provide training on making courses accessible
- Develop online student support services
- Provide the technical support necessary for the technology required for each specific course including but not limited to software, and learning management system
- Maintain and revise policies to ensure ongoing compliance with state and federal regulations
- Supporting faculty through professional development related to online course design and facilitation
- Supports instructional design for faculty teaching on-campus and distance learning courses including development of instructional strategies, course materials, assessment techniques, appropriate integration of instructional technologies and best practices
- Assists with the evaluation process of Distance Learning support services and operations
- Designs, develops, and delivers workshops and online training to faculty and staff in the use of instructional technologies and educational best practices, instructional resources, instructional technologies and multimedia hardware/software to support teaching and learning
- Serve as the college distance education coordinator and primary contact for the college to the California Community College Chancellor's Office, as well as to other external organizations such as the California Virtual Campus @ONE, CCCConfer; provide accurate and appropriate information for internal and external reports; and oversee the maintenance of distance learning records and files
- Participates on four committees; President's Staff, Council on Instruction, Curriculum and Strategic Enrollment

STAFFING PATTERNS

The Distance Education (DE) Department is part of the Office of Instruction. There is one administrator, the Assistant Dean of Instruction, which was new a position created in 2017. As part of the Office of Instruction, DE has access to support and assistance from the Chief Instructional Officer, an Administrative Assistant and the information specialist.

VARIABLES AFFECTING STUDENT LEARNING

A variety of student support services has been added to DE. Students are able to obtain tutoring assistance through NetTutor, Worldwidewhiteboard, which allows for instructor led group or one-to-one sessions, study groups in a synchronous modality. We have implemented Smarter Measure, which indicates the degree to which a student possesses the attributes, and skills that contribute to success in an online learning environment. We have also added Cranium Café, which is an online advising tool. Students who are unable to meet face-to-face for a variety of reasons can schedule meetings with advisors or counselors.

FRC currently uses Canvas as its learning management system (LMS). Canvas is a cloud-based LMS that allows teachers and students to make an engaging and interactive learning environment. Canvas integrates nicely with many of the tools instructors may use in the classroom, such as clickers or Turnitin. It enables students to find quickly documents, quizzes, or discussion groups. Canvas also provides a bird's-eye view of the course where one can easily ascertain the details of an event, an assignment or a quiz. Students are able to interact with each other and their instructor in a class wide discussion group or in assigned study groups. Canvas offers instructors the ability to create rubrics for each assignment, which are created with the assignment. This allows students to understand fully what is expected of them.

Instructors have control over how their specific course is designed within the LMS. DE strives to ensure that all courses meet the standards set by the Chancellor's Office, the state guidelines, such as Title 5 and standards set by the college. An effective course design can determine the success or failure of a student. A poorly constructed course almost invariably will impede the success of a student. To aid in student success, we provide ongoing training opportunities for faculty members to improve the design of their course.

Factors that are not necessarily with the control of the department or the instructor might include external responsibilities, such as family, job, or a student's own limitations.

RESEARCH AND DATA TOOLS

The institution evaluates the effectiveness of its distance learning programs and uses the findings to improve the programs and services. Data is reviewed in Council on Instruction Committee.

The institution has a process in place to monitor and evaluate the effectiveness of all aspects of its distance learning programs on a regular basis.

The evaluation results are used for continuous program improvement, such as implementing equity and inclusion within course curriculum, providing training on including videos in a course to engage all learning styles and reformatting courses to incorporate the use of modules or units to enable students to traverse easier through a course.

Program evaluation procedures include a determination that distance learning programs result in learning outcomes appropriate to the rigor and breadth of the college degree or certificate awarded.

Our goal is to offer comparable student support services to what face-to-face students receive. DE has increased the online student support services since 2017. In an effort to effectively enhance and support the student online experience, we introduced a new online student orientation course and an online tutoring service, NetTutor. The demand for some of these online services has increased. Student satisfaction has been high, comments have been overwhelmingly positive, and early signs suggest our online services are positively contributing to student success and completion rates.

PROGRAM EFFECTIVENESS

DE, although not a new department, has recently experienced some major transformations. In addition to having the new position of Assistant Dean of Instruction to oversee the day-to-day operation of DE, there have been several accomplishment that should be noted:

- The formation of a DE committee
- Participation in the Online Education Initiative (OEI)
- Implementation of NetTutor (Online tutoring service)
- Implementation of Smarter Measure (Online student readiness indicator)
- Implementation of the Worldwide Whiteboard (Allows for student/instructor led study sessions)
- Development of the Online student handbook
- Faculty training for making courses 508 compliant
- Draft of the Substantive Change Proposal to allow for the implementation of a fully online program
- Implementation of an online Canvas tutorial for faculty

DE hopes to have more faculty using the online student support services. DE intends to provide monthly training on either Canvas or online support services. Additionally, DE intends to offer more online courses and eventually a fully online program.

Once the program to be implemented is identified, DE and the department of instruction will assess the available resources and what resources are needed if any.

The success rate of the various courses offered through DE vary with Anthropology having an 88.2% success rate, followed by Biology with 83.7%. Oddly, ICT had the lowest success rate of 34.1%. The majority of the classes had a success rate above 50%.

GOALS AND OBJECTIVES FOR THE NEXT THREE YEARS

- To close achievement gaps. As DE increases its online course offerings and student support services, DE intends to implement those strategies necessary to improve the online student-learning environment
- To implement an online advising portal
- To ensure that all online courses meet guidelines for quality and consistency and accessibility in their design and facilitation
- Provide more training for teaching online

RECOMMENDATIONS

- Ensure online usage of the early intervention program
- Continue a needs assessment of student support learning and support services available to online students
- Implement the OEI course design rubric campus wide for online courses
- Develop and implement recommendations related to instructor preparation for teaching online.
- Develop and/or revise policies and procedures as related to DE

APPENDIX

- NetTutor usage Data
- Online course enrollment and success rates
- Approval of Substantive Change Proposal to develop fully online programs

frCNT_08/01/2019_to_01/06/2020

Type	Sessions	Time (minutes)
NetTutor Li	4	45
NetTutor P	65	1804
NetTutor D	5	82
	74	1931

Customer ID	Group	Sessions	Time (minutes)
frCNT	English and	11	240
frCNT	History	39	1054
frCNT	Anatomy a	12	441
frCNT	Music	3	44
frCNT	Political Sci	1	29
frCNT	Math (Stati	5	82
frCNT	Math (Alge	1	28
frCNT	Geology	1	9
frCNT	Anthropolc	1	4
		74	1931

Customer ID	Group	Type	Student Name	Student Email	Board ID	Start	Stop
frCNT	English and	NetTutor P	Jaykob Hale	jhale@frc.edu	ntp661618	#####	#####
frCNT	English and	NetTutor P	Kyle Kieth Goodma	kkgoodman@frc.	ntp672978	#####	#####
frCNT	English and	NetTutor P	Kyle Kieth Goodma	kkgoodman@frc.	ntp679670	#####	#####
frCNT	English and	NetTutor P	Angelina Raquel W	arwilson@frc.edu	ntp721313	#####	#####
frCNT	History	NetTutor P	Micah Nico Butler	mnbutter@frc.ed	ntp721353	#####	#####
frCNT	History	NetTutor P	Payton William Bir	pwbirch@frc.edu	ntp724806	#####	#####
frCNT	History	NetTutor P	Alexander Dean Sai	adsaunders@frc.	ntp724902	#####	#####
frCNT	History	NetTutor P	Mackenzie R Moor	mmoore@frc.edu	ntp724920	#####	#####
frCNT	History	NetTutor P	Kristen Elizabeth El	keelliott@frc.edu	ntp725263	#####	#####
frCNT	History	NetTutor P	Mark P Earnest	mpearnest@frc.e	ntp725600	#####	#####
frCNT	History	NetTutor P	Chaney Lyn Tidwell	cltidwell@frc.edu	ntp725766	#####	#####
frCNT	History	NetTutor P	Ayana Alexis Weiss	aaweissenfluh@f	ntp725827	#####	#####
frCNT	History	NetTutor P	Cierra Renee Schw	crgroover@frc.ed	ntp726142	#####	#####
frCNT	History	NetTutor P	Madison Reese Ho	mrhood@frc.edu	ntp726148	#####	#####
frCNT	Anatomy a	NetTutor P	Cierra Renee Schw	crgroover@frc.ed	ntp726218	#####	#####
frCNT	History	NetTutor P	Madisen M Truebl	mmtrueblood@fr	ntp726956	#####	#####
frCNT	History	NetTutor P	Ashlyn G Wingfield	agwingfield@frc.	ntp726987	#####	#####
frCNT	History	NetTutor P	Kynlee Jo Penney	kjpenney@frc.ed	ntp727137	#####	#####
frCNT	History	NetTutor P	Erik Alden Schwart	easchwartz@frc.	ntp727251	#####	#####
frCNT	History	NetTutor P	Gracie Anne Yates	gayates@frc.edu	ntp727391	#####	#####
frCNT	History	NetTutor P	Rich The Dude"	koirjkoirba@frc.edu	ntp727486	#####	#####
frCNT	History	NetTutor P	Samantha Michelle	smhewitt@frc.ed	ntp727998	#####	#####
frCNT	History	NetTutor P	Jason D Hutchins	jdhutchins@frc.e	ntp728100	#####	#####
frCNT	English and	NetTutor P	Jason D Hutchins	jdhutchins@frc.e	ntp728109	#####	#####

frcNT	Geology	NetTutor Li Vicente Isaias Bece	vibecerra@frc.edu	ntt119795	#####	#####
frcNT	English and	NetTutor Li Kim Beaton	kbeaton@frc.edu	ntt120423	#####	#####
frcNT	Anthropolc	NetTutor Li Kim Beaton	kbeaton@frc.edu	ntt120587	#####	#####

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ONLINE	Enrollment	Success	Success rate
All terms, 93 sections	1936	1220	63.0%
2018 (4 terms)	911	599	65.8%
2019 (4 terms)	1025	621	60.6%
ANTH	17	15	88.2%
BIOL	98	82	83.7%
BUS	29	12	41.4%
ECE	95	58	61.1%
ENGL	208	132	63.5%
HES	316	225	71.2%
HIST	112	76	67.9%
HLTH	80	51	63.8%
HUMN	13	8	61.5%
ICT	44	15	34.1%
MATH	289	153	52.9%
MUS	131	75	57.3%
NURS	85	58	68.2%
PHIL	23	9	39.1%
POL	114	61	53.5%
PSY	143	95	66.4%
SOC	139	95	68.3%



December 11, 2019

Dr. Kevin Trutna
President
Feather River College
570 Golden Eagle Avenue
Quincy, CA 95971

Dear President Trutna,

The Committee on Substantive Change of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges met December 11, 2019, to review the Substantive Change Application from Feather River College to offer:

- Distance Education

The Committee acted to **approve** the substantive change.

On behalf of the Commission, I wish to express appreciation for the work that the College undertook to prepare this Application for Substantive Change. The Commission encourages the College's continued work to ensure educational quality and to support student success.

If you should have any questions concerning this letter or the Commission action, please don't hesitate to contact me. We'd be glad to help you.

Sincerely,

Stephanie Droker, Ed.D.
Senior Vice President

Cc: Dr. Derek Lerch, Accreditation Liaison Officer
Ms. Martina Fernandez-Rosario, U.S. Department of Education
Dr. Sonya Christian, Chair, Substantive Change Committee