



**Institutional Self-Evaluation Report
of Educational Quality and
Institutional Effectiveness in Support
of Reaffirmation of Accreditation**



Feather River College

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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

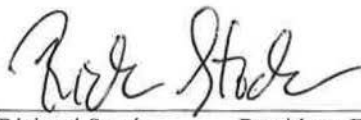
This institutional Self-Evaluation Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

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

Signed:



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An Introduction to Feather River College as Told Through the Mission



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

Feather River College's mission captures important themes: (1) the College's unique setting and natural surroundings that define its service area and inform the learning environment for a diverse student population; (2) the College's provision of high-quality, comprehensive education; and (3) the College's role as an economic leader in providing workforce preparation. These themes frame the following introductory material giving the reader a meaningful and comprehensive introduction to the College. Together, the themes provide context and data that illuminate practices and tell the story of Feather River College.

Mission Theme One

FRC's unique setting and natural surroundings that define its service area and inform the learning environment for a diverse student population

Figure 1: Location of Plumas County

Feather River College is located in a beautiful, rural region of northeastern California. The College serves Plumas County, a large county of approximately 2,600 square miles of land and approximately 20,000 residents. It is this setting and service population that give the College its unique identity.



Early History and Foundations of the Mission

In 2018, Feather River College will recognize its 50th year in Plumas County. The College's identity, comprised of its planning processes and program offerings, have foundations in its unique history. Based on a need for accessible community college education for the people of rural Plumas County, Feather River College was founded in July 1968 with the annexation of the Plumas Unified School District with the Peralta Community College District in Oakland, California. This action, connecting two institutions 250 miles apart (Feather River and Peralta), was the beginning of a unique and innovative educational experiment. FRC offered its initial academic program in September 1968, holding classes in the high schools of

Plumas County. The College was established at its permanent location in April 1971. In July 1988, the College was de-annexed from the Peralta District based on the determination that the future of FRC and the needs of the citizens of Plumas County would best be served by an individual, locally controlled community college district.

During the ten years between July 1988 and June 1998, student enrollment nearly doubled due to faculty and student recruitment and the development of additional curriculum and programs. The College built on-campus residence halls, and to this day is one of the few California Community Colleges to offer on-campus living. Given its proximity to the Nevada state line, FRC enrollment was bolstered by Nevada's Good Neighbor Policy legislation that allowed students from Nevada to attend FRC at reduced nonresident tuition. This policy ended in 2011 due to a change in the Nevada legislation.

Innovation has always characterized FRC's enrollment strategies, both on and off-campus. Additional programs and updates to established programs have continually contributed to the growth of the College in size and scope. One example of this was the program created with California's Mini-Corps to educate the children of migrant workers. This program continues today and has broadened in scope to respond to the changing demographics of California. The College's natural settings also lend themselves to consistent and relevant programming. Early programs in natural resources management gave way to an environmental studies program that includes theory classes, practical experience with policy making, and experience in the local forest and watersheds. The region's ranching and farming culture informed the inception of equine studies and development of a comprehensive agriculture program, including most recently the Bachelor's Degree in Equine and Ranch management. Continually capitalizing on the opportunities afforded by the natural environment and regional economic needs, the unique outdoor recreation leadership program emphasizes training students to work in the recreation industry as guides, leaders, and business people. Since its inception, the College has embraced its natural setting which serves as a living laboratory for student learning and inspires curricular innovation.

Natural Setting

The College's natural setting and the characteristics of its service area cannot be understated. The more than 420 acre campus includes a riparian corridor as the headwaters of the Feather River, oak woodland, conifer forest, meadows and wetlands, natural aquifers, as well as cultural archeological sites, etc. The FRC campus located in the town of Quincy is situated within 1.2 million acres of the Plumas National Forest, comprising more than three-fourths of the county. The region is generally mountainous, located at the junction of the Cascade Range and the Sierra Nevada. Typically, the region's landscape includes steep mountain terrain bordering small valleys or narrow river canyons. It varies in elevation from about 2,000 feet above sea level to more than 7,000 feet above sea level at the tops of the highest peaks.

Service Area and Population

Among the county's mountains are high elevation valleys and meadows, are a number of population centers. Quincy, the county seat, is near the geographical center of Plumas County.

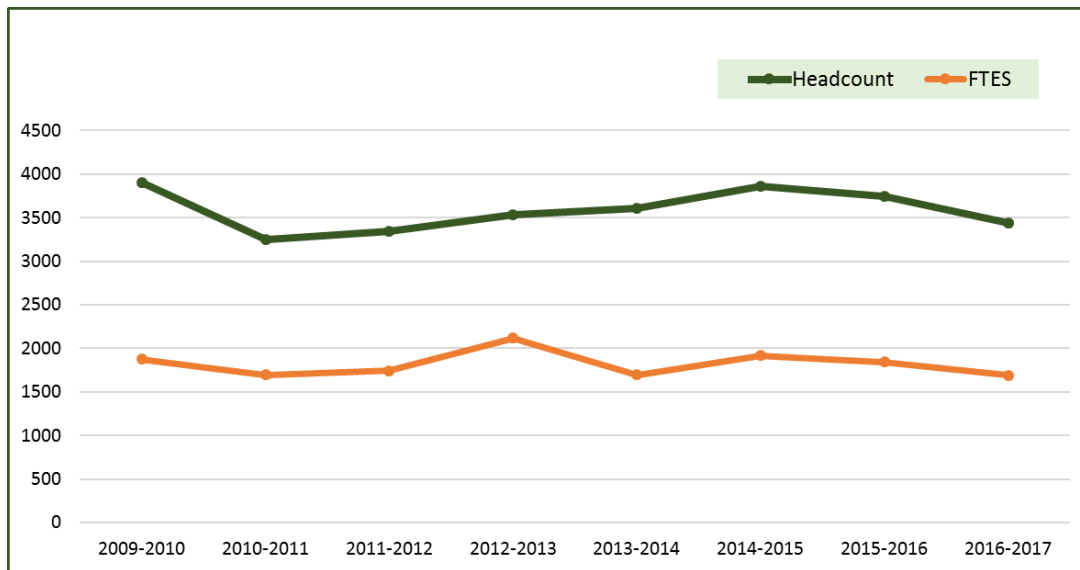
Plumas County is one of three counties in California with declining population over the past decade. The American Community Survey data from 2015 show important characteristics of the county’s population, such as the above state-average percentage of veterans, the much lower median income of households, and age of the population compared to the rest of the state. The 65 and older population is twice the state average and the median age in the county is 51 years. These variables factor into the falling enrollment in the Plumas Unified School District: from 3,397 in 2000 to 2,133 in 2016. At this time, the county’s population cannot sustain FRC’s enrollment needs, thus leading the College to pursue student enrollment through non-traditional programs such as the Incarcerated Student Program (ISP) and attracting students to campus.

By responding to regional, community, and program needs, FRC has maintained enrollment in spite of these demographic trends. However, sustaining this enrollment is increasingly challenging and the College continues to pursue innovative ways to provide learning and workforce preparation opportunities. These opportunities have resulted in shifting demographics among FRC’s student population and its enrollment figures since 2000.

Historic Trends: Student Count and Full-Time Equivalent Students (FTES)

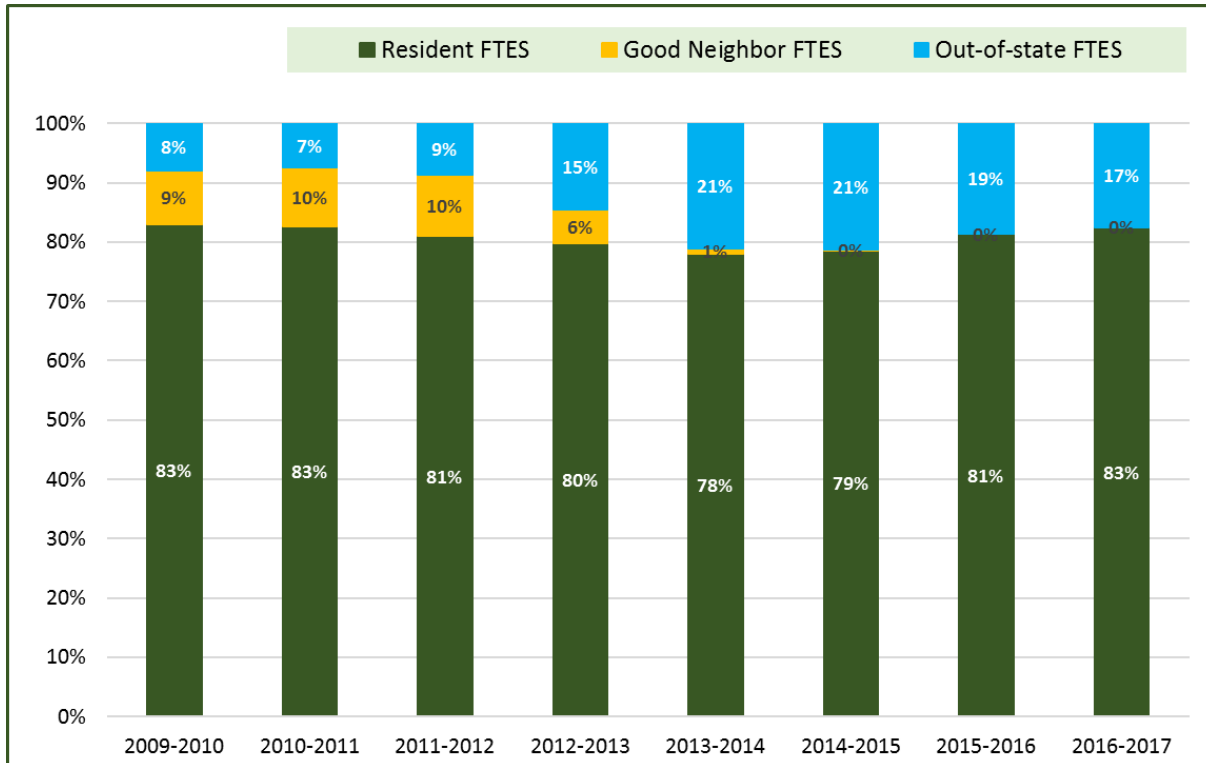
Since an anomalous enrollment spike in 2001-2002 that was a result of a brief foray into boosting enrollment through athletic camps, the College has stabilized and continues to realize moderate growth as noted in Figure 3.

Figure 3: Student Enrollment and FTES trends



While out of state student enrollment has increased over the past decade, loss of the Good Neighbor Policy with the state of Nevada in 2011 impacted the College’s FTES and an increased percentage of the enrollment came from students categorized as out-of-state. The College has consistently served California residents and with its unique programming and size, and has also attracted out of state and international students, consistent with the College’s mission.

Figure 4: Enrollment by Residency Classification



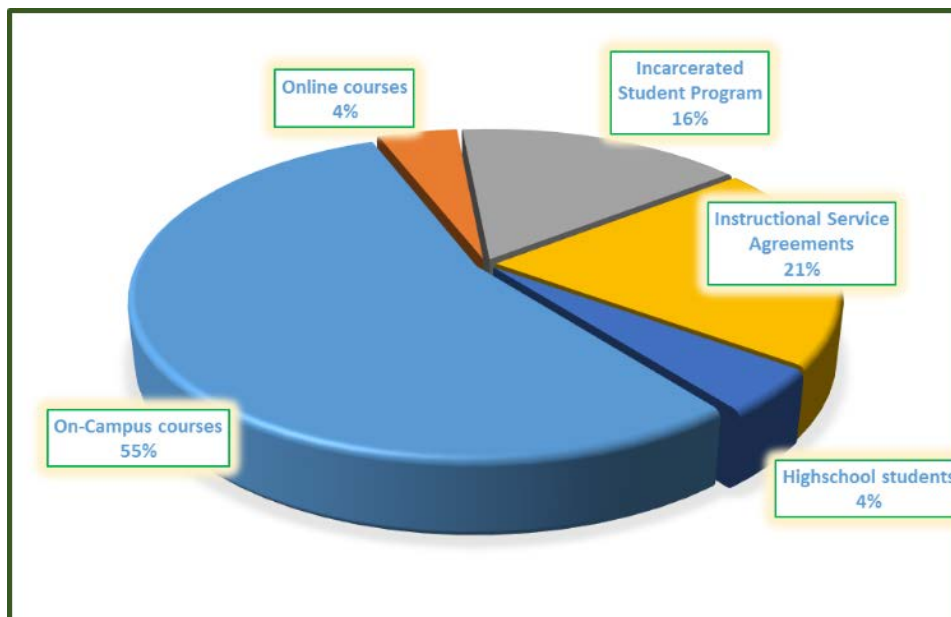
While remaining committed to a brick and mortar education, Feather River College also offers a variety of on and off campus programs, further diversifying the College’s enrollment sources. In the 2015-2016 reporting period, enrollment in on-campus courses slightly superseded enrollment in other delivery modes. This figure shows that sustaining FTES numbers remains a challenge to which the College has committed efforts. Plans to address this challenge are discussed in theme one of the Quality Focus Essay.

Enrollment by Delivery Mode

The diversity of programs and range of delivery modes has increased the diversity of FRC students. The ethnic composition of on-campus FRC students, including distance education, is 67% Caucasian, compared to 24% for ISP students, and 47% in the ISA programs. Among on-campus students, 25% are Hispanic. Hispanic students comprise 34% of ISP students, and 38% of students in ISA programs. The most significant difference between on-campus and ISP students is in the percentage of African-American students: 10% on campus and 27% in ISP. Similarly, 2015-2016 figures show a gap in student median age by delivery mode: among on-campus students it was 23 years old, and 36 years old among incarcerated students.

The majority of on campus students are female, 53%, compared to 47% male. This is quite different in ISP where 78% of students are male. Among on-campus students, residents are the significant majority, and 15% and 2% are out of state and international students, respectively.

Figure 5: FTES by Delivery Mode and Student Population, 2015-2016



Reaching a diverse population is central to FRC's outreach and recruitment efforts. FRC's diversity is certainly enhanced by the Incarcerated Student and ISA programs. Additionally, the College's range of programs attract a variety of students who seek out FRC's unique setting and opportunities. These programs include FRC's successful athletic program in which many students tend to pursue degrees and transfer. FRC boasts one of only four educational fish hatcheries on the west coast as well as the outdoor recreational leadership program, which attracts students from several states. Courses and degrees in the Education Program also draw students from the region and beyond, as do the range of course and degree offerings in the General Studies and Liberal Arts. FRC's unique agricultural program, with its lower division and upper division courses and the bachelor's degree, appeals to California and out-of-state students. All of these programs lend to a campus population that is much more diverse than the demographics of Plumas County.

Feather River College's enrollment numbers can be analyzed in many ways and inform the College's practices, planning, recruitment strategies, and educational delivery. They also underscore the unique environment of small class sizes and personal attention that are part of the FRC student experience. From the College's inception and through its de-annexation and to the present day, FRC's small size has lent itself to an environment where mentorship, informality, and collegiality have been among its defining qualities. One of the most positive aspects of life and education at FRC is that faculty and staff have an opportunity to get to know their students and work with them individually in classes, on projects, in advising, etc. This student-centered climate, engendered by the location's environment as well as staff and faculty commitment, and on-campus housing, has informed the College's commitment to providing a comprehensive education and supporting student achievement.

Mission Theme Two

The College provides high-quality, comprehensive education

Addressing enrollment challenges through outreach efforts, expansions of program offerings and instructional delivery, have also enhanced FRC's quality educational offerings and student achievement. Part of its commitment to providing a quality education has included diversifying the campus culture and providing learning spaces to meet student academic interests and needs on and off campus. In 2000, FRC embarked on a series of changes that had a long lasting-effect on FRC's infrastructure and student body. Between 2000 and 2010 athletic teams were added to the then-existing basketball program. These included baseball, football, softball, soccer, volleyball, cross country and track, and rodeo. Sports were added in an attempt to stabilize student enrollment and to meet Title IX requirements. Not only did these additions help with student enrollment as the county's population declined, they have diversified the student body, bringing to campus a large number of students with a wide range of experiences, perspectives, abilities, preparation, and interests, and backgrounds from throughout the United States and world. Even as a small college, FRC had 42 students from 8 different countries and 69 students from 19 different states in 2014. FRC routinely ranks at the top for the highest degree completion, retention, and transfer rates of all small California community colleges.

The athletic programs have become a central part of campus life, culture and program development. Robust athletic programs have attracted students from out of the area, and the positive reputation of these programs has helped maintain enrollment. Many student-athletes have identified a transfer pathway in their education plans. These student goals have enriched and at the same time, informed the Health and Exercise Studies (HES) program and courses as well as the general education course offerings and scheduling.

The College has been able to extend student opportunities in other meaningful and innovative ways. Instructional service agreements that serve regional and Plumas County populations have also helped sustain and stabilize enrollment, and ISAs with organizations outside the region have proven beneficial to enrollment and to the College's mission. In 2006, FRC inaugurated the Incarcerated Student Program (ISP). This program began with the California Correctional Center in Susanville, California, and now serves students in numerous correctional facilities throughout California who can earn an associate degree while incarcerated. The educational coordinator at each site helps to provide oversight, exam proctoring, and tutoring services. The ISP operates in a correspondence format where lessons, materials, and completed assignments are mailed between correctional facilities and the College. At least once each semester, ISP coordinator and many instructors visit the correctional facilities to further enhance the services to students. Other expansions of learning opportunities have occurred with the addition of more online courses over the past ten years.

Additionally, the Federal TRiO grants awarded to FRC in the 2000-2010 decade, which have been continually renewed, have enabled FRC to serve first-generation and at-risk students in a more comprehensive fashion, and to reach out to high school-aged and at-risk youth in Plumas, Lassen, and Sierra counties. Disadvantaged students from the community and region also benefit

from TRiO outreach programs that include Educational Talent Search, Upward Bound, Student Support Services, and Title III grant programs.

All the College's programs and courses are supported by infrastructural and technological resources. While most of the original 1971 building remains as the core campus, in 2008 the California Community College Chancellor's Office released funds to begin construction of the Learning Resource Center, which opened in fall 2011. The Learning Resource Center contains a state-of-the-art multimedia classroom, a seminar room, ample library space to serve students, the Instructional Resource Center, and the campus's information technology servers and infrastructure. These updates and improvements have carried over into all the College's course offerings and academic programs.

Feather River College offers transfer and career technical education programs, as well as workforce development certifications. The College also offers community service classes which provide lifelong learning opportunities and serves as the lead agency for Adult Education efforts in Plumas County. In addition, Feather River College students can fulfill lower division general education and major requirements for transfer to California State University, University of California, and private college baccalaureate degree programs. Students may also obtain an associate of arts or associate of science degree.

Comprehensive general education offerings are the cornerstone of Feather River College. These offerings provide lower division courses for IGETC or CSU breadth pathways for students seeking transfer, and options for completed associate degrees. The College offers 12 associate degrees for transfer, a number of associate degrees, in addition to a Bachelor of Science in Equine and Ranch Management which will graduate its first class in May 2018. The following figures show degree completion since 2010. The trend in degree and certificate awards depicted in Figure 6 reflects enrollment changes over the past ten years. Figure 7 breaks down these awards by program.

Figure 6: Total Awards by Year, 2009-2017

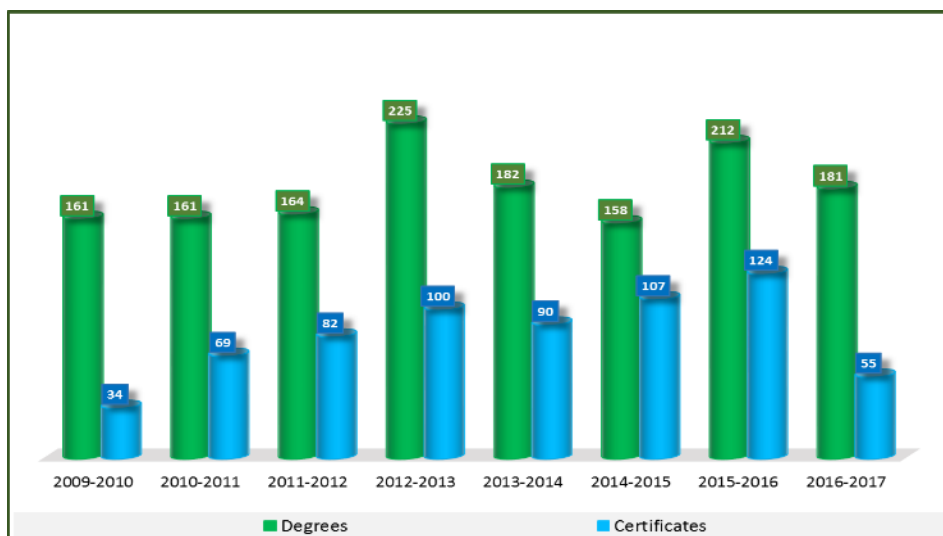


Figure 7: Degree Awards by Program, 2010-2017

ASSOCIATE DEGREES									
MAJOR	2010	2011	2012	2013	2014	2015	2016	2017	Total
Arts & Humanities	5	5	10	7	12	9	32	42	122
Administration of Justice	8	7	0	7	7	2	11	6	48
Agriculture	14	24	19	19	43	36	24	23	202
Life Science	2	2	3	2	2	4	5	5	25
Business	7	6	6	6	3	7	6	8	49
Early Childhood Education	5	5	8	4	3	3	2	3	33
Environmental Studies	3	5	6	6	3	6	5	7	41
Health & Exercise Studies	7	12	4	3	6	9	10	7	58
Information & Computer Tech.	0	0	0	0	1	1	9	0	11
English/Language Arts	1	0	1	0	1	1	1	2	7
Licensed Vocational Nursing	1	1	12	7	3	1	16	0	41
Mathematics	1	2	0	0	0	0	0	1	4
Nutrition & Culinary Arts	0	0	0	1	5	1	0	1	8
Outdoor Recreation Leadership	5	5	8	7	5	4	4	6	44
Physical Science	1	0	1	0	1	1	1	0	5
Social Sciences	101	87	86	156	87	73	86	70	746
TOTAL	161	161	164	225	182	158	212	181	1444

	2010	2011	2012	2013	2014	2015	2016	2017	Total
AA	132	115	118	188	122	93	120	118	1006
AA-T	0	0	0	0	3	7	13	13	36
AS	29	46	45	37	56	53	65	38	369
AS-T	0	0	1	0	1	5	14	12	33
	161	161	164	225	182	158	212	181	1444

Associate degrees remain popular among FRC students, and since their inception, there has been an increasing trend of transfer degree (AA-T and AS-T) completion.

Student Success and Progress as Measured Through Student Success Scorecard and Institutional-Set Standards

The California Community College Chancellor’s Office provides standardized metrics focused on student progress and success. These data are publicly available and provide meaningful and accessible information by college: they are reviewed annually and reported on to the various constituent groups and the Board of Trustees. To provide context to the data, Feather River College has chosen to provide a comparison of its performance to both the statewide average for each metric, and to a group of peer colleges (small, rural community colleges in California). This comparison to statewide and peer averages is included annual reports to the Board of Trustees in its regular public meetings. The peer college comparison group (titled “small colleges” in the

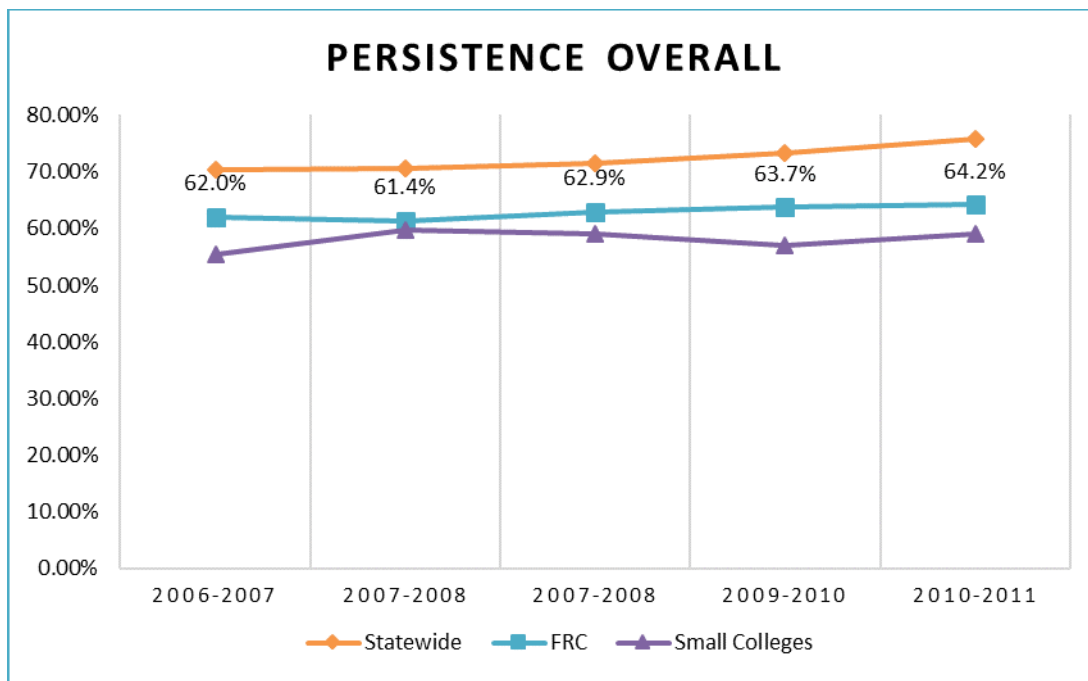
subsequent figures) includes Barstow College, Copper Mountain College, Lassen Community College, Lake Tahoe Community College, Mendocino College, Palo Verde College, and College of the Siskiyous. The Chancellor’s Office defines six-year cohorts for these metrics, and the dates included in the figures below correspond to the start date of each cohort.

The data that follow reflect FRC’s commitment to student learning and its concomitant success in providing a supportive and effective learning environment. Although the College recognizes that there will always be room for improvement, these data provide a quantitative picture of the College’s ability to meet its mission in providing high-quality education for its students. Specifically, FRC students have higher progress and achievement rates than both the peer comparison group and the statewide average in nearly all measures. Particularly impressive is the significant (+7.7%) improvement in overall completion rate in the last five cohort years while statewide and peer rates decreased.

It is worth noting that these data highlight FRC’s success in delivering instructional and support services, as well as reflect general statistical volatility experienced by the College (and small peer institutions) due to the small student population.

The data in the figures below show the persistence of students seeking degrees or pursuing transfer. This data represents six-years of tracking students who enrolled in the first three consecutive terms (Figure 8), students who have achieved 30 units (Figure 9), and students who have completed a degree or transfer related outcome (Figure 10).

Figure 8: Percentage of Degree and/or Transfer-Seeking Students (overall persistence over six years)



Similarly, Figure 9 depicts data on persistence rates of students who have achieved at least 30 units.

Figure 9: Percentage of Degree and/or Transfer Seeking Students (persistence over six years of those achieving at least 30 units)

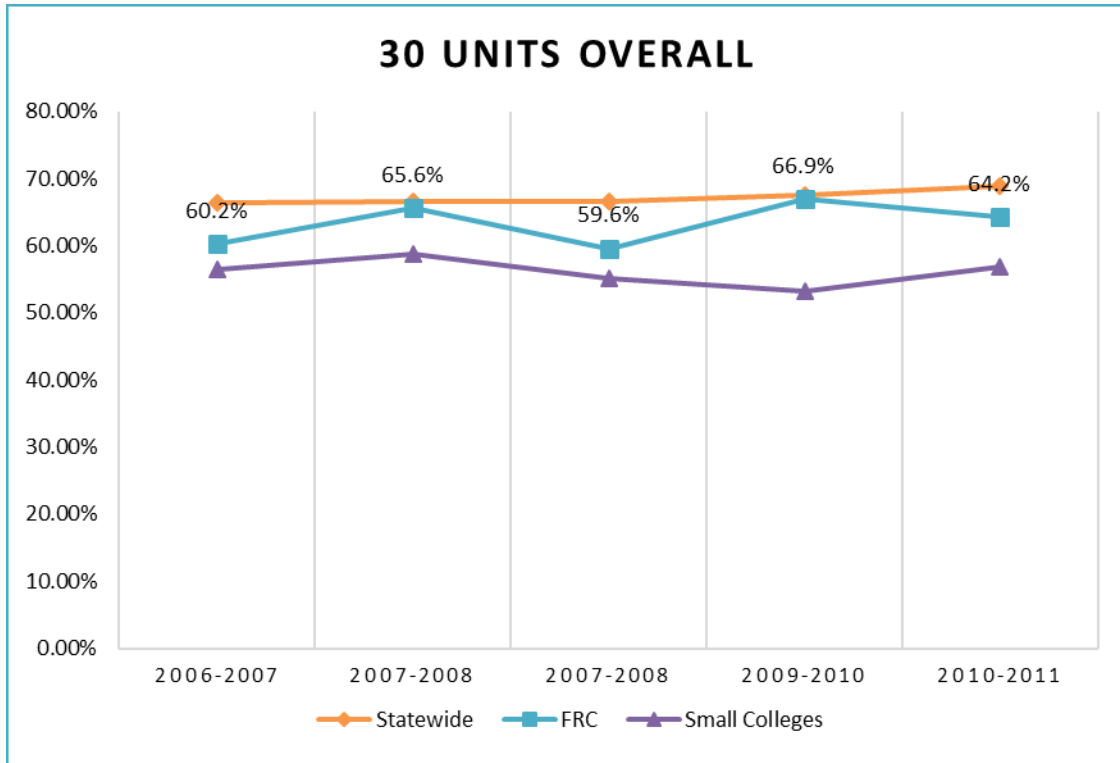
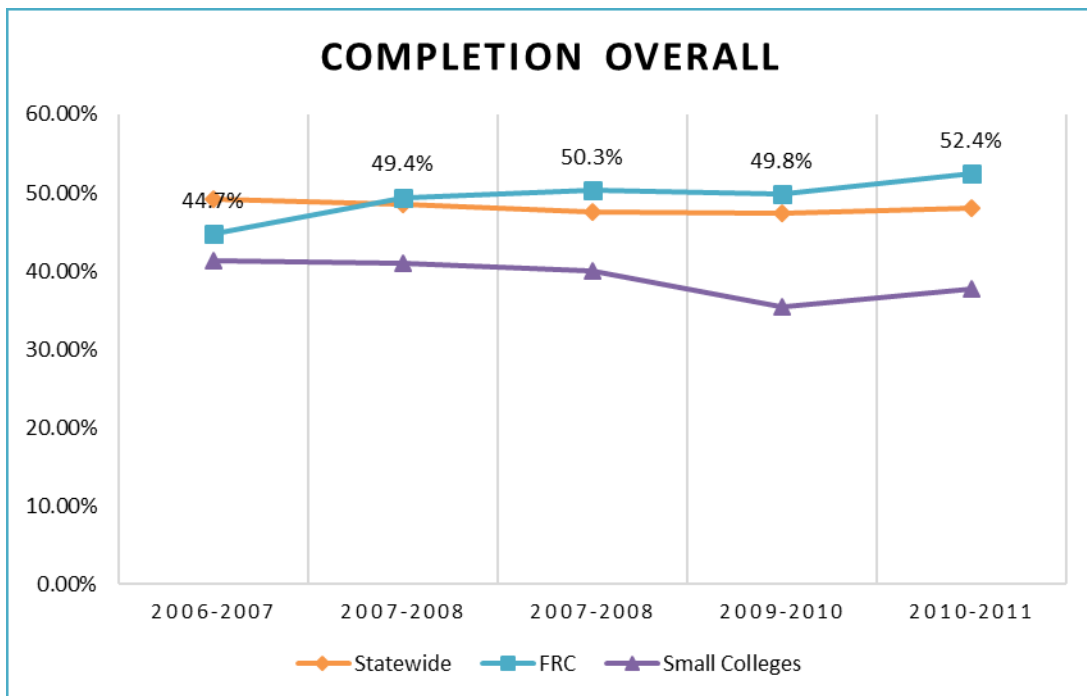


Figure 10: Percentage of Degree and/or Transfer-Seeking Students (students who have completed a degree, certificate or transfer-related outcome)



In most cases, the percentage of FRC student completion and persistence is higher than or on-par with statewide and small college averages.

Data in Figures 11 and 12 show the percentage of credit students who complete transfer-level English and math coursework within two years. Overall, the percentage of FRC students completing transfer level English and math coursework in two years is higher than statewide and small college averages.

Figure 11: Transfer Progress (coursework in English)

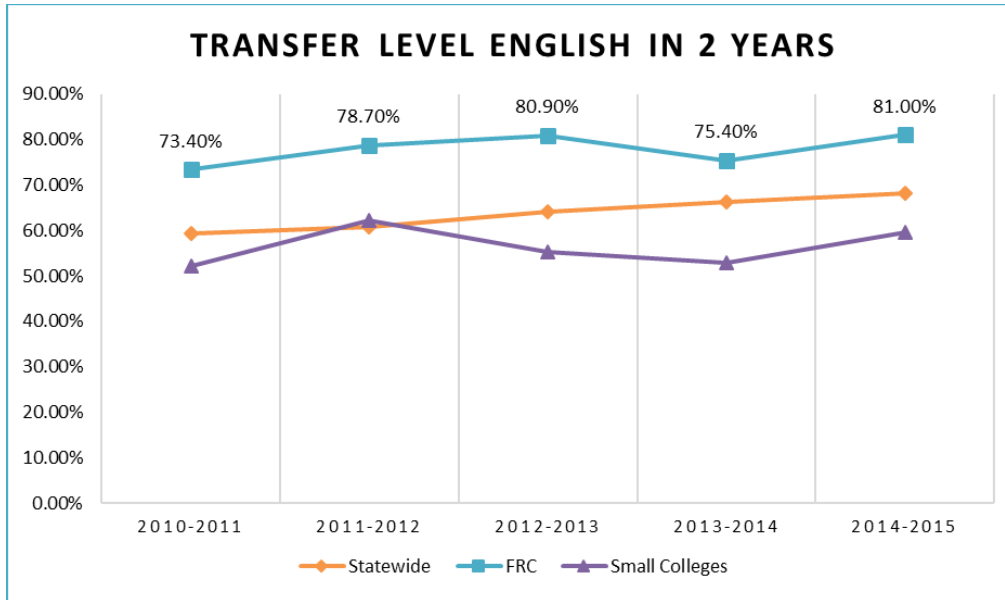
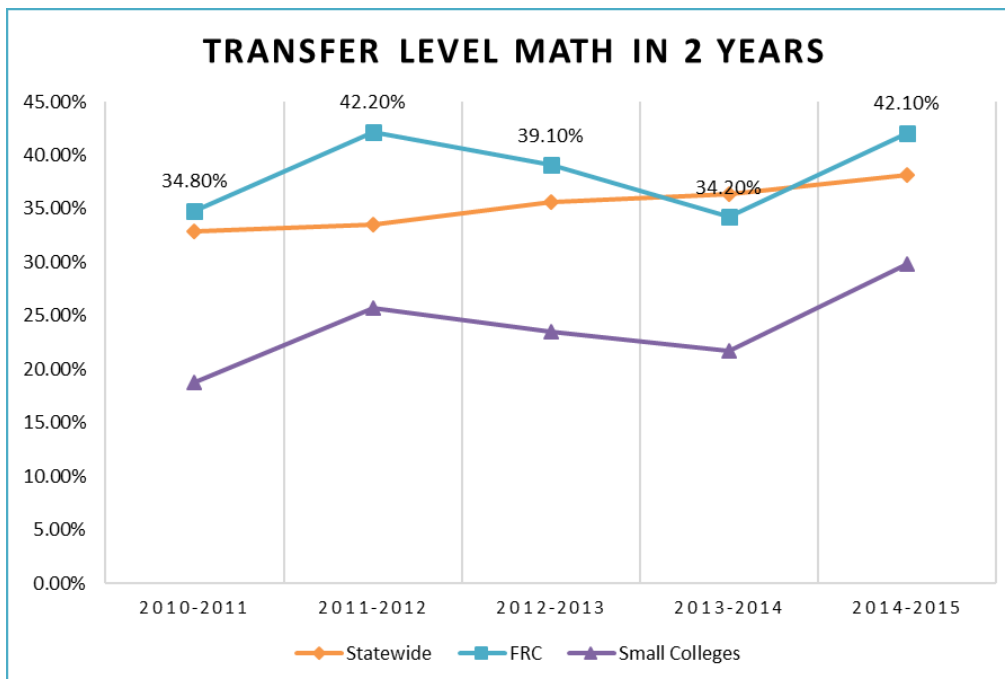


Figure 12: Transfer Progress (coursework in math)



Finally, FRC students who completed CTE (vocational) coursework without completing a formal degree or certificate fare better compared to the statewide or small college averages (Figure 13).

Figure 13: 2017 Scorecard Skill Builder (2010-2011 cohort)

Wage increase	
FRC	43.7
Small college avg.*	31.3
Statewide avg.	22.6

Institutional-Set Standards

In 2014, the California legislature established a system of indicators and goals that is intended to encourage improvement in institutional effectiveness at California community colleges. In 2015, the Chancellor’s Office started tracking each college’s performance along the selected indicators. As required by the ACCJC, FRC has adopted goals and set, reviewed, and reported institutional-set standards since 2011. FRCs performance relative to these institutional-set standards are depicted in Figure 14 below.

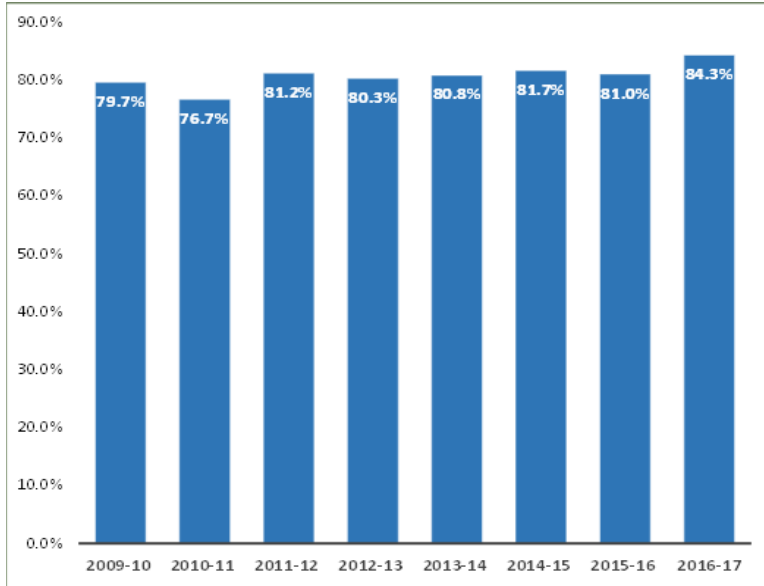
These standards were initially set using the early guidance from the ACCJC that the standards were intended to be a “floor” with which to evaluate performance as opposed to an aspirational (or stretch) goals. In so doing, the College used a simple method of taking a running average of each metric (e.g., degree completers) and set its standard at one standard deviation below this average. Outcomes against the institutional-set standards are shared campus-wide and presented to the Board of Trustees. Although the Commission expects that colleges set standards for employment rates for certificate programs with more than 10 graduates per year, FRC’s only certificate program with numbers that great on an annual basis is the Fundamentals of Ranch Skills certificate. The institutional-set standard for employment for this program is 39.75%, the actual employment rate for the 2015 cohort year was 42.8%.

Figure 14: Recent College Performance Relative to Institutional-Set Standards

	ISS	2013-2014	2014-2015	2015-2016	3-Year Average
Course Success Rate	76.14%	80.9%	81.8%	81.1%	81.3%
Degree Completion Rate	151	182	158	212	184
Number of Certificate Completions	91	90	107	124	107
Licensed Vocational Nursing Exam Pass Rate	75%	86%	88%	80%	84.7%

The success rates among Feather River College students have surpassed the institutional set standards for course success as well as degree and certificate completion. The data in Figure 15 depicts course success rates compared to statewide averages over the past two decades.

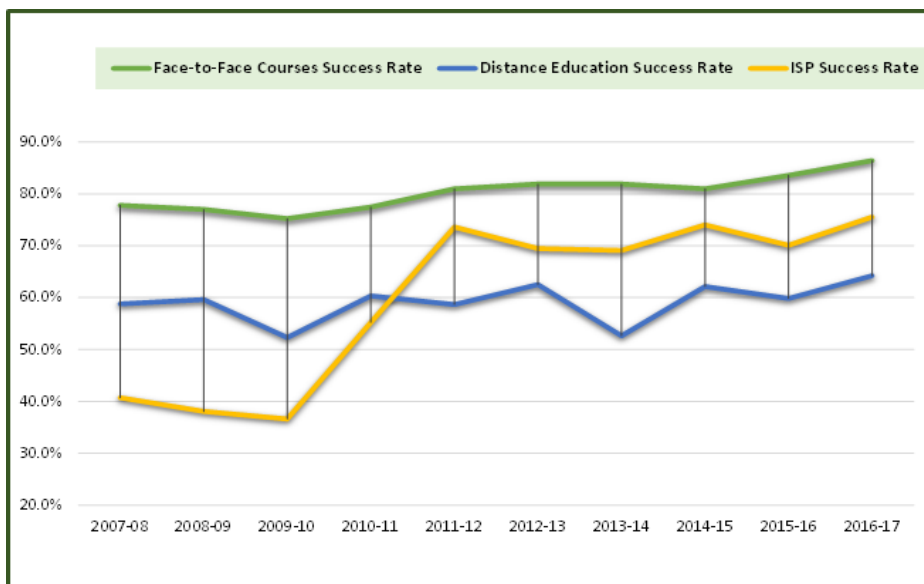
Figure 15: Course Completion Success Rates Since 2009



Course completion success rates among FRC students has been consistently higher than statewide averages.

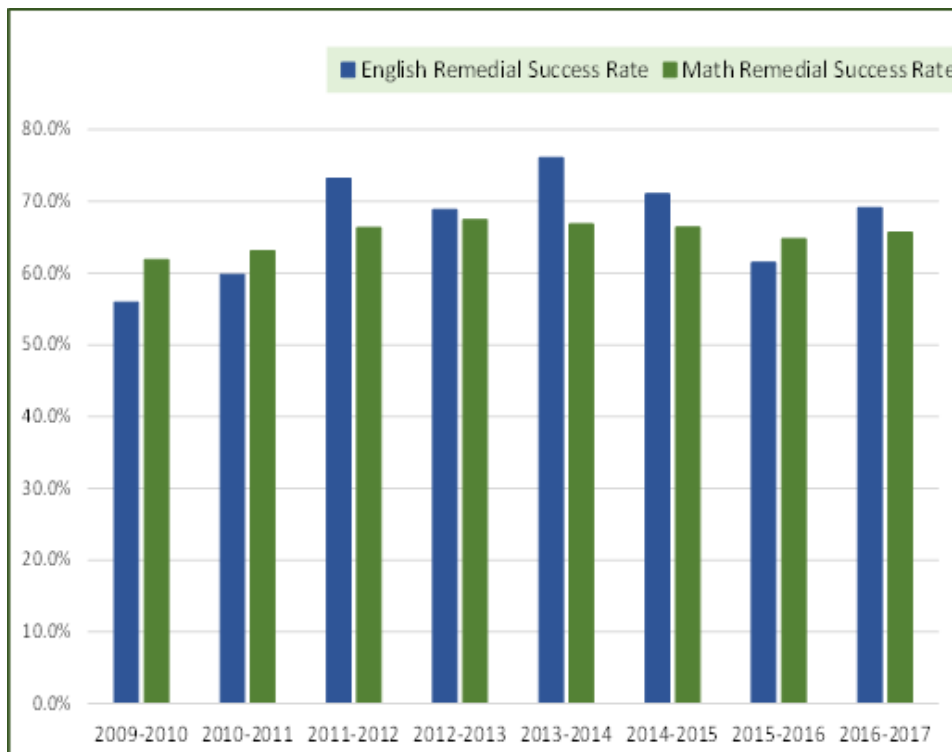
Because of its small size, meaningful data for planning at FRC includes disaggregation along delivery mode: face-to-face, online, and correspondence. Disaggregated by learning modality, Figure 16 shows increasing success rates among student in all delivery modes over the years.

Figure 16: Course Success Rates by Academic Year and Delivery Mode



Success in all areas, particularly in in ISP has improved during this timeframe. This success can be attributed to SSSP efforts in ISP, such as creation of education plans, the creation of midterm student progress reports, greater access to in-person tutoring, and the creation of a part-time SSSP position in in ISP. Although success rates for online learners trail other delivery modes, there have been minor improvements over time that may be attributable to increased familiarity with online courses among students and instructors, and to the College’s adoption of an improved learning management system: Canvas.

Figure 17: English and math remedial success rates



The College has reviewed disaggregated data along instructional programs but these data proved to be too statistically unreliable due to the small sample size in each instructional program. The College’s academic leadership committee, the Council on Instruction, is currently developing appropriate “stretch” institutional-set standards goals and incorporate these into institutional planning efforts such as the Education Plan. Such data are important to student success services and equity efforts, as described in the Quality Focus Essay, theme two.

In line with system-wide initiatives in California and to evaluate the College’s effectiveness in meeting the needs of all student, FRC has reviewed and reported on disaggregated student performance. The last Student Equity Plan was completed in the 2015-2016 year (an updated plan will be included in the College’s Integrated Plan due in 2018). In these data, the College analyzed student performance against the “80% index rule” for data disaggregation. These statistics do not show significant disproportionate impact affecting any gender, ethnic, or other subpopulation group. In the tables below, the Feather River Total was used as the benchmark and divided by the success rate of the other groups to determine the 80% index. According to the

rule, if the index is greater than 80%, there is no significant disproportionate impact among that subgroup. Figure 18 shows a slight disadvantage of men compared to women, and Figure 19 shows some disadvantage of African-Americans compared to other ethnicities. According to the table, the two ethnic groups of most concern are the African American and the Multi-Ethnicity. Though the 80% rule does not show either group suffering from significant disproportionate impact, their course completion rates are below other groups.

As shown in Figure 21, the Foster Youth have the largest equity gap followed by the African American group and the disabled students. According to the 80% rule, the Foster Youth group is the only group experiencing disproportionate impact.

Figure 18: Course success rates by gender

2014-15	Enrollment Count	Success Count	Success Percentage	Success Rate	80-Percent Index
Female	6,343	5,120	0.45751	0.807	1.020
Male	7,789	6,056	0.54115	0.778	0.983
Unknown	17	15	0.00134	0.882	1.115
Feather River Total	14,149	11,191		0.791	base

Figure 19: Course success rates by ethnicity

2014-15	Enrollment Count	Enrollment Percentage	Success Percentage	Success Rate	80-Percent Index
African-American	2,109	0.14906	0.12966	0.68800	0.86986
Amer. Indian/Alaskan Native	396	0.02799	0.02788	0.78788	0.99613
Asian	465	0.03286	0.03574	0.86022	1.08759
Hispanic	2,875	0.20319	0.20945	0.81530	1.03080
Multi-Ethnicity	38	0.00269	0.00250	0.73684	0.93160
Pacific Islander	189	0.01336	0.01474	0.87302	1.10377
White Non-Hispanic	7,283	0.51474	0.52221	0.80242	1.01451
Unknown	794	0.05612	0.05781	0.81486	1.03024
Feather River Total	14,149	1.00000	1.00000	0.79094	base

Figure 20: Course success rates by disability

2014-15	Enrollment Count	Enrollment Percentage	Success Percentage	Success Rate	80-Percent Index
No Disability	13,489	0.95335	0.95863	0.795	base
Disabled	660	0.04665	0.04137	0.702	0.882
Feather River Total	14,149			0.791	

Figure 21: Course success rates by foster youth status

2014-15	Enrollment Count	Enrollment Percentage	Success Percentage	Success Rate	80-Percent Index
Not Foster Youth	14,074	0.99470	0.99598	0.792	base
Foster Youth	75	0.00530	0.00402	0.600	0.758
Feather River Total	14,149			0.791	

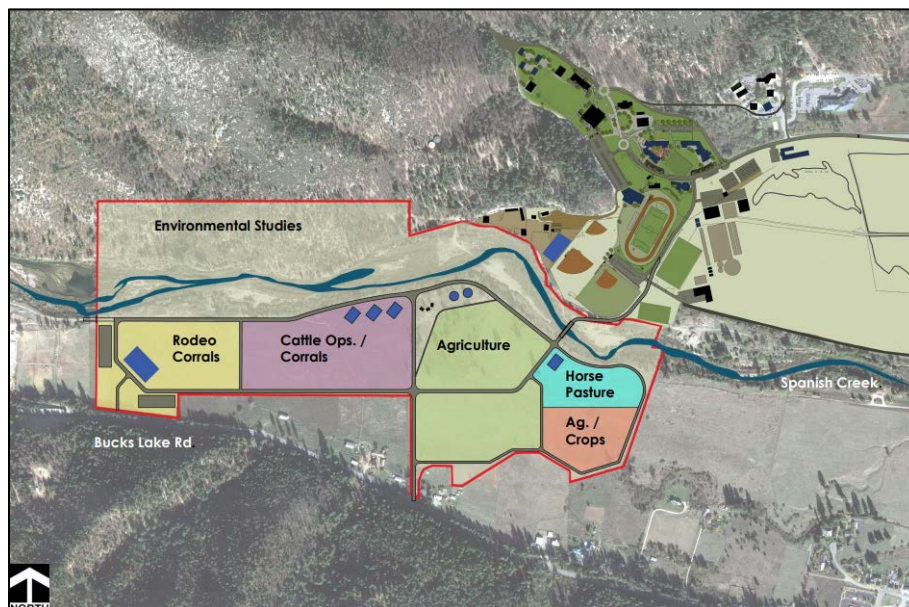
Figure 22: Course success rates by veteran status

2014-15	Enrollment Count	Enrollment Percentage	Success Percentage	Success Rate	80-Percent Index
Not a Veteran	14,105	0.99689	0.99723	0.791	base
Veteran	44	0.00311	0.00277	0.705	0.890
Feather River Total	14,149			0.791	

A new area where data will increasingly be important to College planning and for measuring student success is the recently created baccalaureate program in Equine and Ranch Management. The College was successful in its application to be part of the pilot project within California to offer bachelor’s degrees at fifteen community colleges. FRC was chosen to offer a Bachelor of Science in Equine and Ranch Management for which the upper-division coursework began in August 2016. As required, the College completed a substantive change proposal with the ACCJC for this new degree program. As a corollary to the development of the bachelor’s degree and growth in the Agriculture Program, the College seized an opportunity to nearly double the size of the campus by purchasing a 180-acre ranch adjacent to the campus in 2016. This acquisition, which did not add any long-term debt, provides instructional opportunities for the Agriculture Program through the additional learning laboratory space and the Environmental Studies Department through the addition of forest and riparian land on campus.

The map in Figure 23, from the Facilities Master Plan Addendum, shows the new property (bordered by red) south of Spanish Creek and the main campus. Areas for the Environmental Studies Program are highlighted along the creek and conifer forest, and the areas for agricultural studies east of Spanish Creek.

Figure 23: Campus Map Including Recent Property Acquisition



Even with educational innovations and successes, the lack of available student housing in Quincy and the surrounding area presents ongoing challenges that the College has resourcefully addressed within its means. As part of a continued effort to stabilize and grow on-campus enrollment (see theme one in the Quality Focus Essay), the College has worked with the FRC Foundation to acquire additional student housing. Since 2012, the Foundation has purchased two separate properties now used for student housing. These new properties, the Meadows and the Pines, provide housing for approximately 80 students in addition to the student housing adjacent to campus occupied by 160 residents. Alleviating the lack of available student housing is a component of the first theme identified in the Quality Focus Essay. FRC has demonstrated leadership in addressing the housing needs of its students.

Student Learning Outcomes

Feather River College assesses student learning outcomes to inform continued and systematic improvement at the course, program, and institutional levels. Course-level SLOs are communicated in every course syllabus; program-level SLOs are printed in the College catalog along with the college-wide SLOs. Student learning outcome data is collected at the course level by faculty. These data are analyzed and reported, and these reports are available on the College's SharePoint page. Faculty use this data to inform course-level revisions, and to assess program-level outcomes. In this process, assessment data is analyzed in the annual program review (APR) process in relation to program budgeting needs. Information and data compiled from APRs comprise the foundation of College planning.

The Student Learning Outcomes Assessment Cycle (SLOAC) Committee meets with comprehensive program review (CPR) submitters to discuss the program's assessment findings such identified shortcomings, and collaborate on the program's opportunities to enhance student

learning. Throughout these conversations, student learning outcomes are reviewed for relevancy and alignment to course, program, and college-wide levels, as appropriate.

In 2017, the College created an in-house, online tool for course-level SLO assessment reporting. Faculty will be able to use this tool to report their assessment of student learning from each course section. This form will enable the institutional researcher to compile previously unavailable assessment data, and report course-level trends.

Mission Theme Three

The College's role as a cultural and economic leader in its community

Throughout its history, FRC has responded to the needs of the community. Feather River College is a central part of the region's economic and cultural vibrancy. The College recognizes its leadership capacity in providing educational, cultural, and economic services and opportunities and does so in many ways. Since the 2012 accreditation report, the College has strengthened its role in the community by instituting outreach efforts that include instructional service agreements with the Chester Chorus, the United States Forest Service, Lake Almanor Fitness, Plumas County Behavioral Health, Future Educators Support, the Plumas County Sheriff's Office, and Sierra Rescue and Wilderness First Responder training.

One of the most important needs of Plumas County is for a skilled and available workforce. The County's unemployment rate follows statewide trends, but at 9.6% is higher than the statewide average. This is due to a number of factors including seasonal employment opportunities and workforce skills. Workforce development is an important charge of the College, which designs and offers certificates in areas to meet many regional labor demands. Currently, FRC is part of the Feather River Consortium developing plans to use state adult education funding for improving and offering relevant courses, trainings, and workshops through adult education programs. The consortium's goals include strengthening the local workforce and provide life skills preparation to adult learners.

The College has also capitalized on grant opportunities to further serve its community. Recent and relevant examples include FRC's role as the host for the regional employment sector lead (Deputy Sector Navigator) for global trade and logistics. Through this role, the College has communicated the benefits of tapping into the global economy through e-commerce, agriculture and foreign direct investment for the purpose of increasing Plumas County's revenue streams, while creating new opportunities for its businesses, residents, and students. With its secluded location and logistics challenges, encouraging connection and interaction with consumers outside the county, region and perhaps country, has the potential to improve Plumas County's economic sustainability. Additionally, the College serves as the host for the county's adult education efforts and partners with the local school district to provide career and educational services for adult learners across the county.

According to the Plumas County Labor Market Profile and Industry/Sector Analysis published by the Northern Rural Training and Employment Consortium, the sectors with the greatest job growth are construction and nursing. The report also notes the county's need for qualified workers in high-skilled positions, and overall workforce development in job skills to fill seasonal openings in the tourist industry. There has also been job growth in other areas such as social services and manufacturing. According to the report, education is the most desired attribute identified by employers (<https://www.ncen.org/images/documents/lmi/regional-profiles/Plumas%20County%20Labor%20Market%20and%20Industry-Sector%20Analysis.pdf>).

Many programs at FRC are the result of well-established partnerships with community agencies and organizations that give students an opportunity to work in the areas where there is growing labor demands. Feather River College offers Home Health Aid courses, Certified Nurse Assistant courses, and a certificate in Licensed Vocational Nursing. The College's Nutrition and Culinary Program offers an A.A. in Culinary Arts as well as certificates in Baking Entrepreneurship, Catering Entrepreneurship, and Restaurant Management. This program has successfully placed students in a number of local restaurants. Additionally, students in the Outdoor Recreation Program have worked locally in the recreation and tourism sector. Government is another large county employer, specifically the United States Forest Service. FRC courses have trained and/or retrained students to succeed in such jobs. In collaboration with the Environmental Studies program, the internship coordinator who oversees the Business 171 internship course, and the United States Forest Service, have created summer internship opportunities where students work in the field and develop job skills for careers in natural resources, public policy, or within government agencies.

Cultural outreach is bolstered by the role FRC employees and students play in community leadership and service. These outreach efforts are numerous and are captured partially by this list:

- Administrators' activities and roles in the community including regular reports to the community by the superintendent/president, Rotary membership, chamber of commerce membership, newspaper coverage and guest columns.
- The community hospitality (Community Host) program sponsored by the FRC Foundation, involving FRC employees, students, and community members
- The College's annual spring theater production
- Student work with local schools: Outdoor Recreation Leadership, Agriculture
- Community supper
- Phi Theta Kappa (PTK) service activities: winter clothing drive, food pantry drive, annual Children's Fair participation, annual college project.
- Speakers: Book in Common speakers, Civic Impact speaker, spring Sustainability Series
- Student art exhibits around the community
- The College's environmental, land and regional stewardship: fire prevention and trails building program in partnership with the local Native American population (Tribal EQIP grant)
- Back Country Film Festival – Ski Stoke
- Board of Trustee meetings throughout the county in conjunction with local community leaders luncheon and a college report to each specific community served by FRC

Glancing Back and Looking Ahead

Feather River College is accredited through the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and is part of the California Community College system. The College received its last comprehensive accreditation evaluation in 2012. At the time of the 2012 visit, the superintendent/president was Dr. Ron Taylor. In the summer following the accreditation visit, Dr. Taylor accepted a similar position of superintendent/president at Merced College. The FRC (or more accurately FRCCD) board hired Dr. Kevin Trutna as his successor in 2012; Dr. Kevin Trutna has remained in this position and has provided stable and committed leadership.

Other staffing changes within the administration since 2012 was the retirement of the chief student services officer, Dr. Karen Pierson, in January 2017. Dr. Karen Pierson was succeeded by Carlie McCarthy who formerly served the College as the SSSP/Equity director. Dr. Derek Lerch, the interim chief instructional officer during the 2012 site visit, became the permanent chief instruction officer in 2013. In 2017, the College created the assistant dean of instruction position to oversee distance education and instructional service agreements due to growth in these areas.

Integrating new and improved technology and software continue to be a part of Feather River College's outlook. When the learning management system moved to Canvas, many FRC instructors were among the first adopters. Since the last comprehensive self-evaluation, the College implemented a curriculum database, CurricUNET, to improve the accuracy of the curriculum inventory and to provide clearer tracking of curriculum actions. In 2017, FRC purchased and implemented the online employment application system, Hire Touch, to centralize and automate the hiring process.

FRC has a strong commitment to shared-governance including its structure of "senate as the whole" whereby both the Classified Senate and the Academic Senate include all members without electing representatives. Campus committees have defined work areas and outcomes, all of which serve as a structure for shared-governance across campus. The President's Cabinet serves as the highest level shared-governance committee where policy and procedures are recommended to the Cabinet by both Senates.

Continuous improvement in communication among shared-governance committees and clarity in decision making (Quality Focus Essay, theme three) will contribute to the College's overall mission and plans. Progress in this area is evident in the creation of the 2016-2020 Strategic Plan. Strategic directions in the Plan are the result of systematic input from campus shared-government committees. This process also resulted in Strategic Direction IV, which specifies desired improvements in campus communication, leadership and governance. One example of progress in this area is the campus' increasing use of SharePoint to centralize campus workflow and communication.

Organization of the Self-Evaluation Process

In 2012, Feather River College's accreditation status was reaffirmed with seven recommendations. The College submitted a 2013 follow-up report that discussed how these recommendations were addressed.

2012 Recommendations	College's Responses
Recommendation One: the frequency of reviewing the College's mission	In 2012, the mission statement was reviewed approved.
Recommendation Two: a systemic evaluation and communication of program review processes	Evaluation and communication of planning processes was addressed by improving input into these processes, specifically soliciting feedback on the APR process, which was then reviewed in the Strategic Planning Committee. This process of evaluating institutional planning effectiveness was also included in AP 3250. There are now annual presentations to the campus on the status of planning goals. The involvement of shared governance committees providing input on strategic planning goals has also improved the planning process. 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 and using the results of this feedback to adjust the planning process to better prioritize resource requests as described below.
Recommendation Three: the regular communication of institutional quality and performances	A new college website, including a more extensive institutional research and planning page with accessible data has improved communications with the campus and public. FRC frequently provides institutional information for publication in the local newspaper, and planning documents as well as institutional data are regularly shared with the campus community and board of trustees.
Recommendation Four: the development of appropriate course prerequisites	The work of the curriculum and catalog committees, the articulation officer, institutional researcher, chief instruction officer, and faculty, assured the appropriateness of English and math prerequisites. A process for the regular review of course outlines of record was adopted to continually assure the accurateness of course prerequisites.

2012 Recommendations	College's Responses
Recommendation Five: improving catalog and course scheduling	As a result of collaborative efforts across campus and creation of a systematic review process, the course catalog and class schedule have been significantly improved.
Recommendation Six: completion of a technology plan	The technology plan was approved in 2012 and includes processes for technology requests, and evaluation and approval of these requests by the Strategic Technology Committee.
Recommendation Seven: developing and sustaining participation in a training program for the board of trustees.	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

The Commission's response to the 2013 follow-up report verified that the College had adequately responded to these recommendations. In 2015, the College began the substantive change process with the ACCJC for the bachelor's degree in Equine and Ranch Management. This process culminated with a site visit in December 2016 and the Commission's approval of the substantive change proposal in May 2017.

Throughout the accreditation cycle, shared-governance committees have regularly engaged in planning agendas and compiled evidence and feedback on accreditation standards (i.e., strategic planning input). This approach to the self-evaluation has facilitated communication between shared governance committees and with campus leadership and has likewise addressed the themes in Strategic Planning Direction IV; the College has strived to improve effective shared-governance and communication around planning (QFE theme three).

The 2017 self-evaluation process began in 2015. The shared governance committees reviewed the relevant standards and focused on the gathering notes and evidence of their work around the standards. The following table depicts the standards assigned to the various committees.

Standard	Principal Campus Group	Team Leads	2015-2016 writing leads
I.A (Mission)	Strategic Planning Committee	Kevin Trutna	David Burris, Darryl Swarm
I.A.1	Strategic Planning Committee	Kevin Trutna	David Burris, Darryl Swarm
I.A.2	Strategic Planning Committee	Kevin Trutna	David Burris, Darryl Swarm
I.A.3	Strategic Planning Committee	Kevin Trutna	Derek Lerch, Chris Connell
I.A.4	Strategic Planning Committee	Kevin Trutna	Derek Lerch, Chris Connell

Standard	Principal Campus Group	Team Leads	2015-2016 writing leads
I.B (Academic quality)	Council on Instruction, Student Learning Outcomes Assessment Committee	Derek Lerch	Derek Lerch
I.B.1	Council on Instruction	Derek Lerch	Derek Lerch
I.B.2	SLOAC	Derek Lerch	All members
I.B.3	Council on Instruction	Derek Lerch	Derek Lerch
I.B.4	SLOAC	Derek Lerch	All members
I.B (Inst. Effectiveness)	Strategic Planning Committee, COI, Student Services Council	Kevin Trutna, Derek Lerch, Karen Pierson	
I.B.5	Strategic Planning Committee	Kevin Trutna	Derek Lerch, Chris Connell
I.B.6	Student Services Council	Karen Pierson	Carlie McCarthy
I.B.7	Strategic Planning Committee	Kevin Trutna	Karen Pierson, Jim Scoubes
I.B.8	Strategic Planning Committee	Kevin Trutna	Karen Pierson, Jim Scoubes
I.B.9	Strategic Planning Committee	Kevin Trutna	Bryon Hughes, Valeria Campa
I.C (Inst. Integrity)	Cabinet, SSC, COI, Catalog, Curriculum, SLOAC	Kevin Trutna, Derek Lerch, Karen Pierson	
I.C.1	Catalog	Derek Lerch, Karen Pierson	Derek Lerch, Karen Pierson
I.C.2	Catalog	Derek Lerch, Karen Pierson	Derek Lerch, Karen Pierson
I.C.3	COI	Derek Lerch	Jeanette Kokosinski
I.C.4	Catalog	Derek Lerch	Derek Lerch, Karen Pierson

Standard	Principal Campus Group	Team Leads	2015-2016 writing leads
I.C.5	Cabinet	Kevin Trutna	Karen Pierson, Valeria Campa
I.C.6	COI	Derek Lerch	Jesse Segura
I.C.7	Cabinet	Kevin Trutna	Karen Pierson, Valeria Campa
I.C.8	Cabinet	Kevin Trutna	Karen Pierson, Valeria Campa
I.C.9	COI	Derek Lerch	Jesse Segura
I.C.12	Cabinet	Kevin Trutna	Derek Lerch, Sara Frigo
I.C.13	Cabinet	Kevin Trutna	Derek Lerch, Sara Frigo
II.A (Instructional programs)	COI, Curriculum	Derek Lerch	
II.A.1	COI	Derek Lerch	Michael Bagley
II.A.2	Curriculum	Derek Lerch	Michael Bagley, Jesse Segura
II.A.3	Curriculum	Derek Lerch	Michael Bagley, Jesse Segura
II.A.4	Curriculum	Derek Lerch	Jeanette Kokosinski, Carlie McCarthy
II.A.5	Curriculum	Derek Lerch	Jeanette Kokosinski, Carlie McCarthy
II.A.6	COI	Derek Lerch	Michael Bagley
II.A.7	Curriculum	Derek Lerch	Joan Parkin, Mick Presnell
II.A.9	Curriculum	Derek Lerch	Leslie Mikesell, JP Tanner
II.A.10	COI	Derek Lerch	Michael Bagley
II.A.11	Curriculum	Derek Lerch	Joan Parkin, Mick Presnell
II.A.12	Curriculum	Derek Lerch	Joan Parkin, Mick Presnell
II.A.13	Curriculum	Derek Lerch	Leslie Mikesell, JP Tanner
II.A.14	Curriculum	Derek Lerch	Leslie Mikesell, JP Tanner
II.A.15	COI	Derek Lerch	Jeanette Kokosinski
II.A.16	COI, SLOAC	Derek Lerch	Jesse Segura, Derek Lerch

Standard	Principal Campus Group	Team Leads	2015-2016 writing leads
II.B (Library and learning support services)	COI	Derek Lerch	
II.B.1	COI	Derek Lerch	Darryl Swarm
II.B.2	COI	Derek Lerch	Darryl Swarm
II.B.3	COI	Derek Lerch	Jeanette Kokosinski
II.B.4	COI	Derek Lerch	Darryl Swarm
II.C (Student support services)	Student Services Council	Karen Pierson	
II.C.1	Student Services Council	Karen Pierson	Marci Lang, Tracee Dunmore, Connie Litz
II.C.2	Student Services Council	Karen Pierson	Cindy Barrett, Greg McCarthy
II.C.3	Student Services Council	Karen Pierson	Carlie McCarthy, Tracee Dunmore
II.C.4	Student Services Council	Karen Pierson	Carlie McCarthy, Jan Prichard, Sarah Ritchie
II.C.5	Student Services Council	Karen Pierson	Advising Task Force, Jan Prichard
II.C.6	Student Services Council	Karen Pierson	Andre van der Velden, Leslie Mikesell
II.C.7	Student Services Council	Karen Pierson	Gretchen Baumgartner, Carlie McCarthy
II.C.8	Student Services Council	Karen Pierson	Leslie Mikesell, Cathy Riley, Andre van der Velden
III.A (Human resources)	President's Staff, Professional Dev. Comm.	David Burris	
III.A.1	President's Staff	David Burris	David Burris, Morgan Turner
III.A.2	President's Staff	David Burris	David Burris, Morgan Turner
III.A.3	President's Staff	David Burris	David Burris, Morgan Turner
III.A.4	President's Staff	David Burris	David Burris, Morgan Turner
III.A.5	President's Staff	David Burris	David Burris, Morgan Turner
III.A.6	President's Staff	David Burris	David Burris, Morgan Turner
III.A.7	President's Staff	David Burris	David Burris, Morgan Turner

Standard	Principal Campus Group	Team Leads	2015-2016 writing leads
III.A.8	President's Staff	David Burris	David Burris, Morgan Turner
III.A.9	President's Staff	David Burris	David Burris, Morgan Turner
III.A.10	President's Staff	David Burris	David Burris, Morgan Turner
III.A.11	President's Staff	David Burris	David Burris, Morgan Turner
III.A.12	President's Staff	David Burris	David Burris, Morgan Turner
III.A.13	President's Staff	David Burris	David Burris, Morgan Turner
III.A.14	Professional Development Committee	David Burris	David Burris, Morgan Turner
III.A.15	President's Staff	David Burris	David Burris, Morgan Turner
III.B (Physical resources)	Facilities	Nick Boyd	
III.B.1	Facilities	Nick Boyd	Nick Boyd, Megan Morris
III.B.2	Facilities	Nick Boyd	Nick Boyd, Megan Morris
III.B.3	Facilities	Nick Boyd	Nick Boyd, Megan Morris
III.B.4	Facilities	Nick Boyd	Nick Boyd, Megan Morris
III.C (Technology resources)	Strategic Technology Committee	Nick Boyd	
III.C.1	Strategic Technology Committee	Nick Boyd	Nick Boyd, Megan Morris
III.C.2	Strategic Technology Committee	Nick Boyd	Nick Boyd, Megan Morris
III.C.3	Strategic Technology Committee	Nick Boyd	Nick Boyd, Megan Morris
III.C.4	Strategic Technology Committee	Nick Boyd	Nick Boyd, Megan Morris
III.C.5	Strategic Technology Committee	Nick Boyd	Nick Boyd, Megan Morris

Standard	Principal Campus Group	Team Leads	2015-2016 writing leads
III.D (Financial resources)	Budget, Strategic Planning Committee	Jim Scoubes, Kevin Trutna	
III.D.1	Budget	Jim Scoubes	Jim Scoubes
III.D.2	Strategic Planning Committee	Kevin Trutna	Bryon Hughes, Valerie Campa
III.D.3	Budget	Jim Scoubes	Jim Scoubes
III.D.4	Budget	Jim Scoubes	Jim Scoubes
III.D.5	Budget	Jim Scoubes	Jim Scoubes
III.D.6	Budget	Jim Scoubes	Jim Scoubes
III.D.7	Budget	Jim Scoubes	Jim Scoubes
III.D.8	Budget	Jim Scoubes	Jim Scoubes
III.D.9	Budget	Jim Scoubes	Jim Scoubes
III.D.10	Budget	Jim Scoubes	Jim Scoubes
III.D.11	Budget	Jim Scoubes	Jim Scoubes
III.D.12	Budget	Jim Scoubes	Jim Scoubes
III.D.13	Budget	Jim Scoubes	Jim Scoubes
III.D.14	Budget	Jim Scoubes	Jim Scoubes
III.D.15	Budget	Jim Scoubes	Jim Scoubes
III.D.16	Budget	Jim Scoubes	Jim Scoubes
IV.A (Decision-making roles and processes)	Cabinet	Kevin Trutna	
IV.A.1	Cabinet	Kevin Trutna	David Burris, Mike Welser
IV.A.2	Cabinet	Kevin Trutna	David Burris, Mike Welser
IV.A.3	Cabinet	Kevin Trutna	David Burris, Mike Welser
IV.A.4	Cabinet	Kevin Trutna	David Burris, Mike Welser

Standard	Principal Campus Group	Team Leads	2015-2016 writing leads
IV.A.5	Cabinet	Kevin Trutna	Jim Scoubes, Jeanette Kokosinski
IV.A.6	Cabinet	Kevin Trutna	Jim Scoubes, Jeanette Kokosinski
IV.A.7	Cabinet	Kevin Trutna	Jim Scoubes, Jeanette Kokosinski
IV.B (CEO)	President's Staff	Kevin Trutna	
IV.B.1	President's Staff	Kevin Trutna	Nick Boyd, Agnes Koos, Merle Trueblood
IV.B.2	President's Staff	Kevin Trutna	Derek Lerch, Karen Pierson
IV.B.3	President's Staff	Kevin Trutna	Derek Lerch, Karen Pierson
IV.B.4	President's Staff	Kevin Trutna	Derek Lerch, Karen Pierson
IV.B.5	President's Staff	Kevin Trutna	Nick Boyd, Agnes Koos, Merle Trueblood
IV.B.6	President's Staff	Kevin Trutna	Nick Boyd, Agnes Koos, Merle Trueblood
IV.C (Governing board)	President's Staff, Board of Trustees	Kevin Trutna	
IV.C.1	President's Staff	Kevin Trutna	Jim Scoubes, David Burris
IV.C.2	President's Staff	Kevin Trutna	Jim Scoubes, David Burris
IV.C.3	President's Staff	Kevin Trutna	Jim Scoubes, David Burris
IV.C.4	President's Staff	Kevin Trutna	Jim Scoubes, David Burris
IV.C.5	President's Staff	Kevin Trutna	Derek Lerch, Karen Pierson
IV.C.6	President's Staff	Kevin Trutna	Nick Boyd, Agnes Koos, Merle Trueblood
IV.C.7	Board of Trustees	Kevin Trutna	Kevin Trutna, Katie Desmond
IV.C.8	Board of Trustees	Kevin Trutna	Kevin Trutna, Katie Desmond
IV.C.9	Board of Trustees	Kevin Trutna	Kevin Trutna, Katie Desmond
IV.C.10	Board of Trustees	Kevin Trutna	Kevin Trutna, Katie Desmond
IV.C.11	Board of Trustees	Kevin Trutna	Kevin Trutna, Katie Desmond
IV.C.12	Board of Trustees	Kevin Trutna	Kevin Trutna, Katie Desmond
IV.C.13	Board of Trustees	Kevin Trutna	Kevin Trutna, Katie Desmond

Committee members were assigned areas from the questions outlined in ACCJC’s Guide to Evaluating Institutions. In their monthly or bi-monthly meetings, committee meetings included time to discuss the standards and questions, and gather evidence for committee chairs to report back to the standard lead for purposes of drafting the report. Standard responses were uploaded to SharePoint folders which facilitated collaboration on writing the drafts. The Office of Institutional Research and Planning provided information and supporting evidence for the standards and the administrative assistant for the superintendent/president and Accreditation Committee member gathered and stored physical and electronic evidence in a database.

The accreditation committee met regularly to review the progress of the self-evaluation report. A first draft of the report was completed in spring 2017 and distributed to the campus for feedback. Employees were emailed the draft, and hard copies were available on campus. Feedback was sent to the chief instruction officer, who integrated the feedback in the spring, and assigned further revisions to the committee. Various shared-governance and leadership committees were then asked to re-examine report sections in fall 2017, and a final draft was sent to the campus in October for feedback. Edits and suggestions received were synthesized into the report in late October, early November. Also during the fall 2017, evidence was finalized and collected. The final report was completed, reviewed, and signed off by the Board of Trustees at the November 16, 2017 meeting. An electronic version of the report was sent to the Accreditation Commission and visiting team members in January, 2018.

Throughout this process, the self-study was discussed at every campus Institution Day meeting, in the various senate meetings, and in shared-governance committees. The Quality Focus Essay was given particular attention in these forums where discussions contributed to the identification and finalization of the essay’s themes.

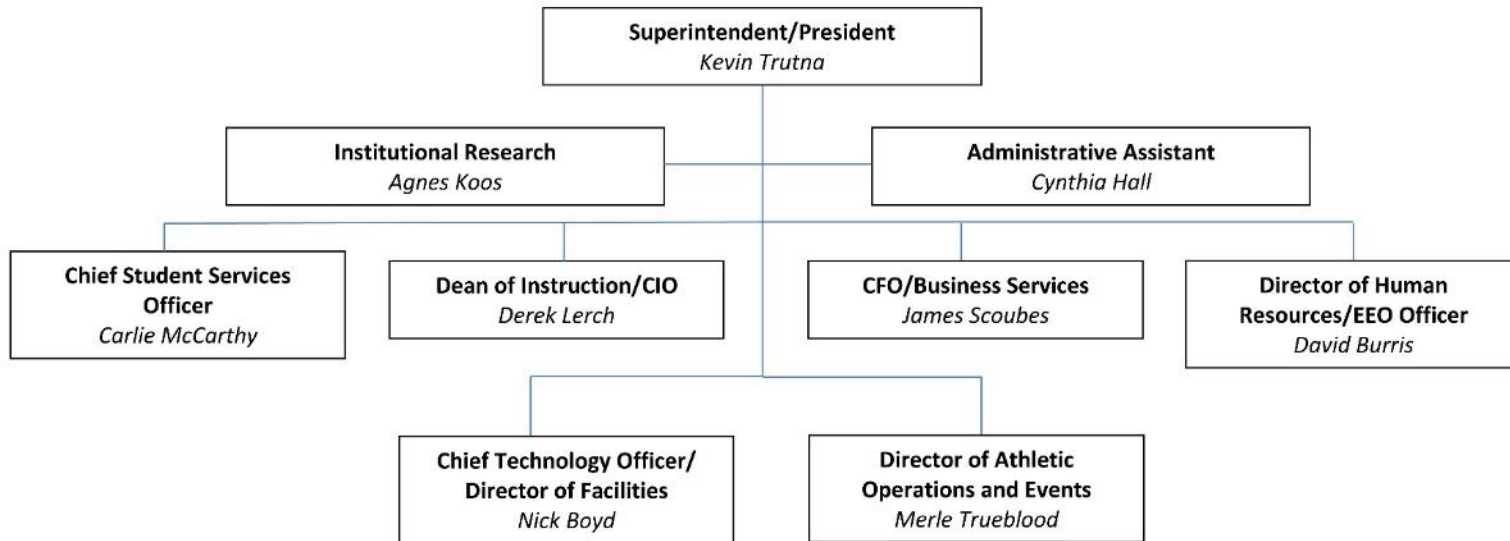
The timeline for the report preparation is presented in the following table.

Accreditation Timeline	
Spring 2015	<ul style="list-style-type: none"> • Cabinet (Accreditation Steering Committee) established committee structure for self-evaluation • Accreditation Leadership Team: Kevin Trutna, Derek Lerch, Cindy Hall, Katie Desmond • Standards assigned to committees
Fall 2015	<ul style="list-style-type: none"> • Committees familiarized themselves with standards, developed work plans, identified, collected, and submitted preliminary evidence
Spring 2016	<ul style="list-style-type: none"> • Committees drafted preliminary responses to assigned standards
Summer 2016	<ul style="list-style-type: none"> • Accreditation Leadership Team edited preliminary responses for accuracy and consistency of message, began assembling catalog of evidence

Summer-Fall 2016	<ul style="list-style-type: none"> • Review SE completed • Accreditation Leadership Team outlined principal areas for improvement, within the SE for the Quality Focus Essay (QFE) • Principal areas for improvement presented to campus for feedback (Institutional Day) • Revised preliminary responses returned to original committees by late September to review for clarity and connectivity between standards and development of QFE
Spring 2017	<ul style="list-style-type: none"> • Campus-wide review of draft SE • Completed draft of QFE
Summer 2017	<ul style="list-style-type: none"> • Accreditation Leadership Team completed review/revision based on campus input, striving for seamless connection between Standards and QFE
Fall 2017	<ul style="list-style-type: none"> • Accreditation Leadership Team shared SE with campus and gathered feedback • Completion of evidence inventory • Accreditation Leadership Team shared QFE for campus feedback • Accreditation Leadership Team finalized QFE • Accreditation Leadership Team incorporated feedback into final SE draft • Accreditation Leadership Team submitted SE to trustees for approval • SE prepared for final layout and formatting
Spring 2018	<ul style="list-style-type: none"> • Send copies to visiting team • Make arrangements for visiting team • Provide copies of evidence • Host site visit (March 2018)

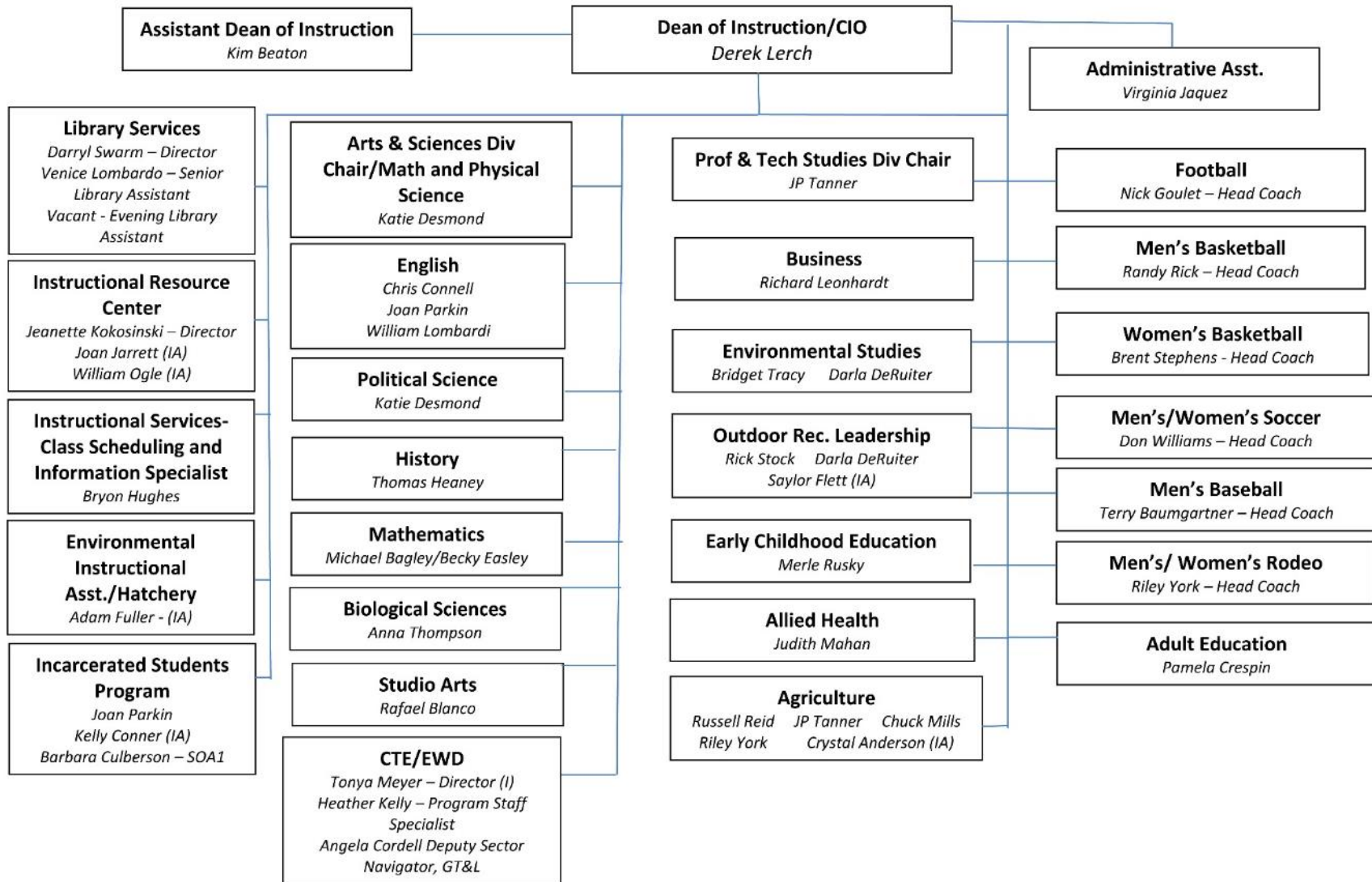
Organization of the College

Superintendent/President's Staff



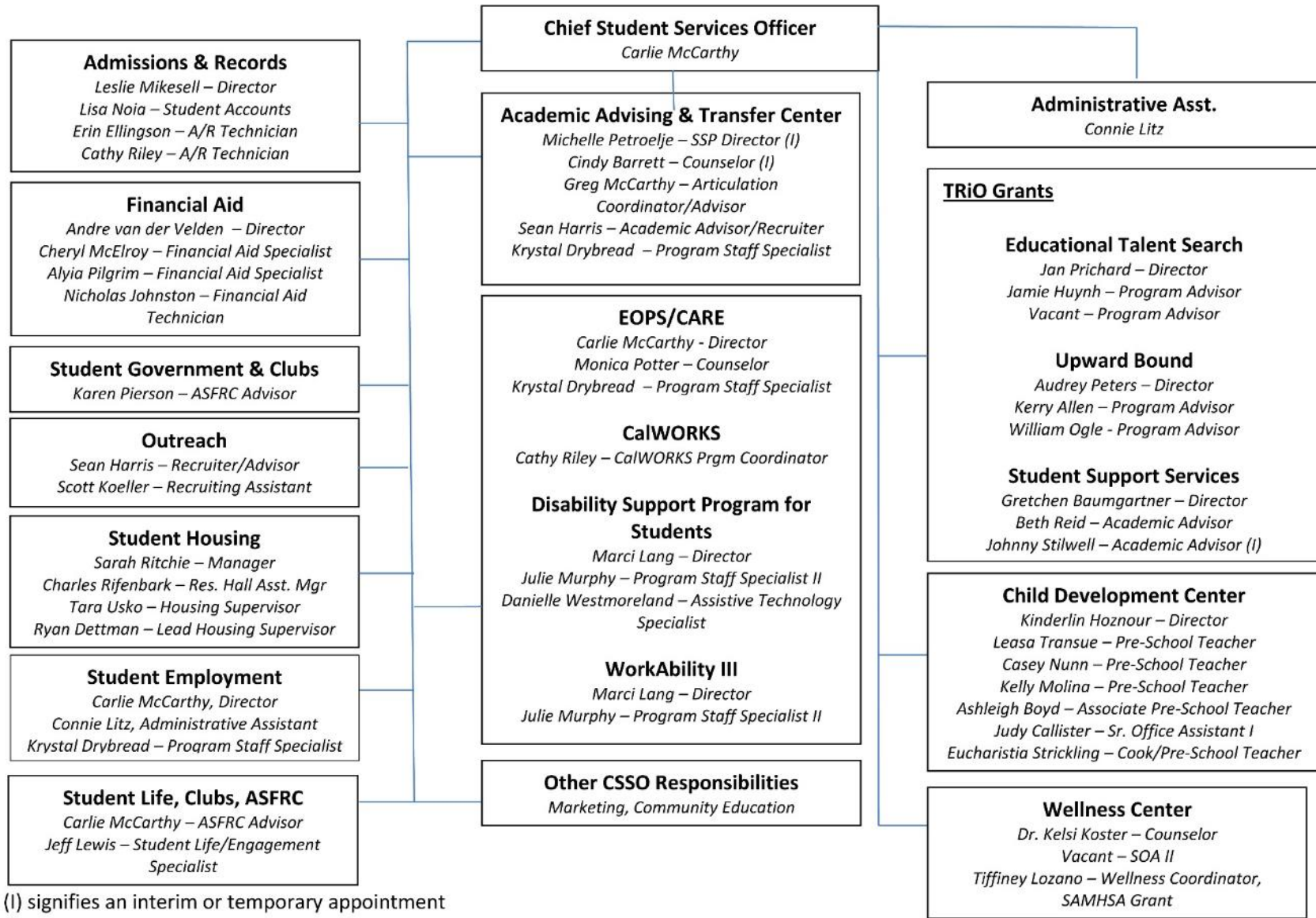
(I) signifies an interim or temporary appointment

Instruction



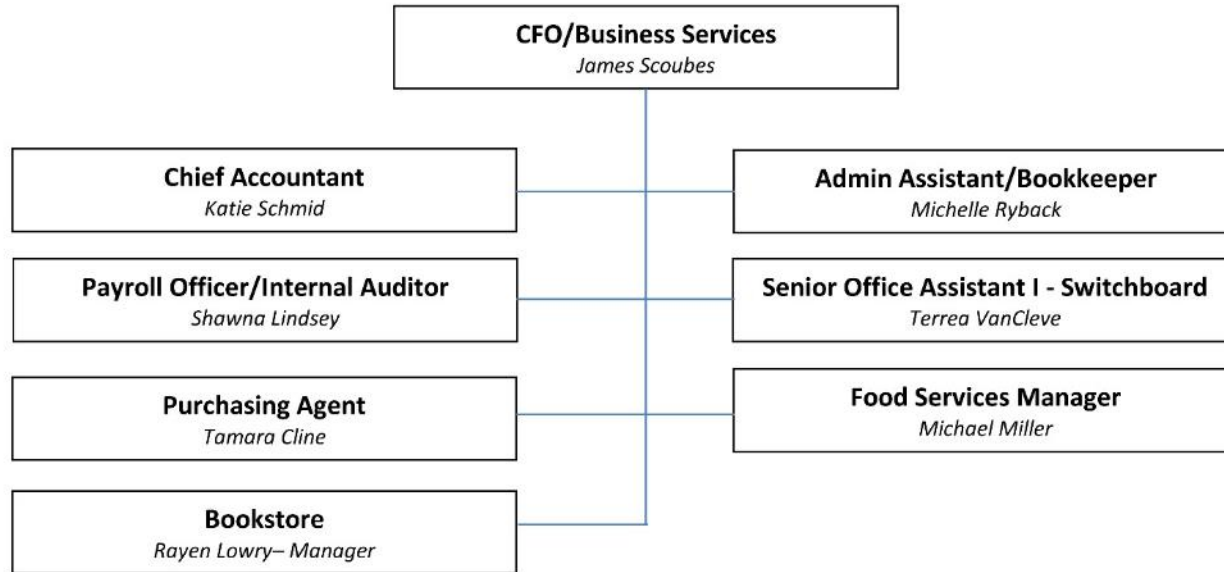
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Student Services



(I) signifies an interim or temporary appointment

Business Services



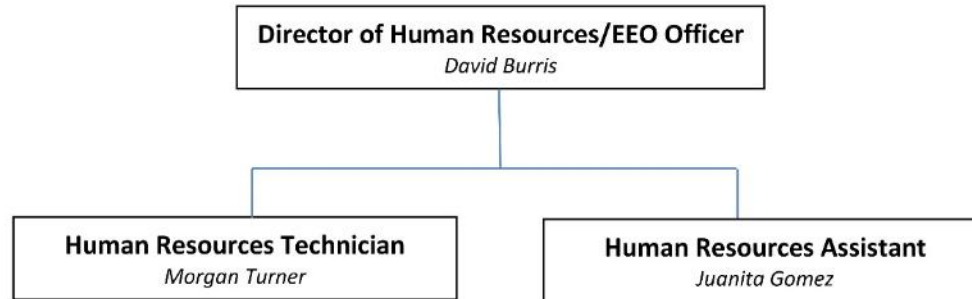
(I) signifies an interim or temporary appointment

Information Services



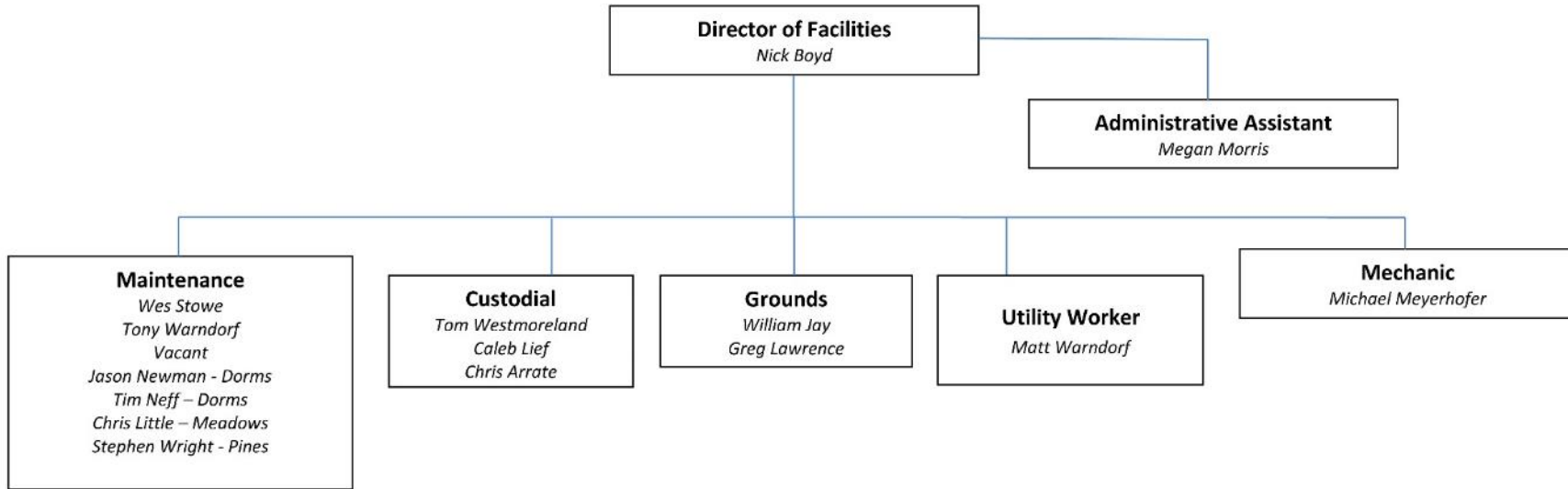
(I) signifies an interim or temporary appointment

Human Resources



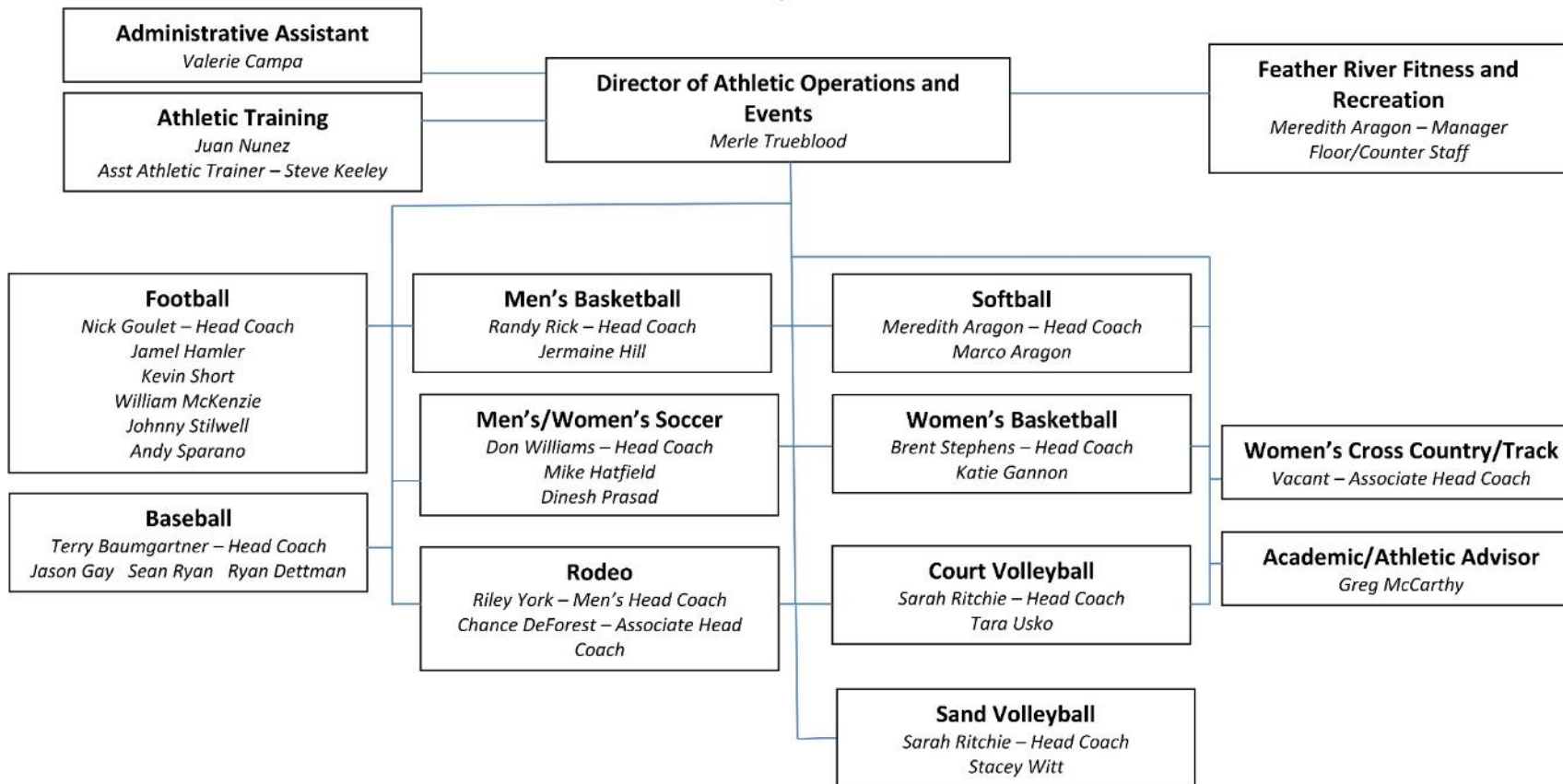
(I) signifies an interim or temporary appointment

Facilities



(I) signifies an interim or temporary appointment

Athletic Operations



(I) signifies an interim or temporary appointment

Eligibility Requirements

Certification of Continued Institutional Compliance with Eligibility Requirements

Eligibility Requirement 1. Authority

The institution is authorized and licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Feather River College is a public two-year community college that operates within the California Community Colleges system and is authorized by the State of California. The College is governed by a five-member, locally elected board of trustees. The College has been recognized as a degree-granting institution since 1973, and is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, 415.506.0234, which is recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

EVIDENCE

Reaffirmation of Accreditation Letter, July 2, 2012:

http://www.frc.edu/accreditation/documents/ACCJC_Letter_07_05_12.pdf

Eligibility Requirement 2. Operational Status

The institution is operational, with students actively pursuing its degree programs.

Students enrolled at Feather River College pursue a variety of educational goals including transfer education, degree and certificate achievement, and life-long learning. Institutional information and data are published through the Institutional Research and Planning office. The schedule of classes is available online.

EVIDENCE

Institutional Research and Planning: <http://www.frc.edu/institutionalresearch/>

Eligibility Requirement 3. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant portion of its students are enrolled in them. At least one degree program must be two years in length.

As listed in the Feather River College catalog, the College offers a range of degree and certificate programs that serve its student population, including the Bachelor of Science in Equine and Ranch Management. A significant proportion of FRC students are pursuing degrees or certificates.

EVIDENCE

College catalog

Eligibility Requirement 4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The superintendent/president of Feather River College is appointed by the Board of Trustees and has primary responsibility for the College, including instructional/distance education programs, and has executive responsibilities for administering board policies. The superintendent/president may delegate any powers and duties entrusted to him or her by the board but will be specifically responsible to the board for the execution of such delegated powers and duties.

EVIDENCE

Board Policy 2430

Academic Policy 2430

Eligibility Requirement 5. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Feather River Community College District (FRC) is audited on a yearly basis by Crowe Horwath LLP, a certified public accountancy firm. Their audit includes an initial and a final audit to verify adherence to policies and procedures set forth for the function of the institution in all aspects of business for an institution of higher learning. The final audit report is completed after the final audit visit at the conclusion of closing the books for the Fiscal Year. The final audit report includes district prepared financial statements, which are held to the Governmental Accounting Standards Board (GASB) standards and include the financial data of the Feather River College Foundation, Inc. Part of the completed audit is a list of any findings for the new audit year, and the prior year's list, if any, and the measures taken to address those findings. The certified audit is sent to the appropriate governmental officials for reporting requirements. At no time has the institution shown an annual or cumulative operating deficit. The College makes its audit reports publicly available on the College's website.

EVIDENCE

Business Office webpage: <http://www.frc.edu/businessservices/>

Compliance with Federal Regulations and Commission Policies

Feather River College complies with Commission policies and federal regulations as demonstrated in previous comprehensive evaluations and as described in this section.

Public Notification of an Evaluation Visit and Third-Party Comment [Regulation citation: 602.23(b)]

The Institution has made an appropriate and timely effort to solicit third party comment in advance of the comprehensive evaluation visit.

The College made significant efforts to share the document with the community and to solicit feedback. This occurred by posting the final draft of the self-evaluation on the College's website in October 2017, with feedback requested to be sent to the ALO in sync with the campus's review at the same time. Additionally, the document was shared in public meetings with the Board of Trustees several times over a period of more than a year prior to the submission to the Commission.

The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.

The College has not received any third-party comments. The College will work with the site-visit team in the event of any third-party comments.

The Institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comments.

Through normal operations, as well as the processes involved in the completion of this self-evaluation, the College has provided sufficient access to the college constituencies and to the community it serves so that the third-party comments can be made to improve college operations. For more information, see Standard I.C.12.

Standards and Performance with Respect to Student Achievement [Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.

As required by Commission policy, and as encouraged through the California Community College system's Scorecard and Institutional Effectiveness Partnership Initiative, the College defines and publicly reports institutional-set and system-set standards and metrics related to

student achievement. The College initially established these standards in 2013 and they include course completion, degree completion, certificate completion, and transfer. These standards are established and revisited in the College's academic leadership committee, the Council on Instruction, leveraging the existing shared governance structure.

The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

Instructional programs in career and technical education (CTE) at Feather River College have standards for job placement as well as licensure pass rates for appropriate fields. In addition, the College analyzes disaggregated data on student success and achievement in various contexts such as the Commission's Annual Report, the Student Equity Plan, and the Student Success Scorecard. Resulting from the low numbers and correspondingly low statistical stability at the individual instructional program level, the College has chosen to analyze and disaggregate student success and achievement on factors such as delivery mode (on campus vs. off campus) that have sufficient statistical stability to provide meaningful results.

The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

The College reviews its performance against various metrics that directly reflect student achievement, including institutional-set standards, regularly and through appropriate governance structures so that they may be used to guide improvement. Notably, results are presented with the academic leadership committee (Council on Instruction), the Board of Trustees, and the campus at-large through President's Reports.

The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

The College has met its institutional-set standards and has not yet had to address persistent or problematic shortcomings. In the 2017-2018 year, the College will set more aggressive "stretch" goals for the institutional-set standards and respond appropriately when instructional areas demonstrate a continued inability to meet these standards. For more information, see Standard I.B.3.

Credits, Program Length, and Tuition [Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

Credit hours are equivalent to units of credit offered at other semester-based institutions, both for community colleges and those offering higher degrees. The awarding of credit also conforms to regulations of the state of California.

The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

The College has established policies and processes to ensure systematic and thorough review of course and program lengths (and associated units) to ensure consistency across the curriculum and compliance with California laws and regulations. These processes include review and approval by the Curriculum Committee, Academic Senate, Board of Trustees, and the Chancellor's Office. The College requires a minimum length of 60 units for all associate degrees and 120 units for the Bachelor of Science in Equine and Ranch Management.

Tuition is consistent across degree programs (or there is a rational basis for any program specific tuition).

Tuition, both for in-state and non-resident students, is set by California law and the Chancellor's Office and is standardized across all courses and programs.

Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.

The College does not offer clock hour based courses.

The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

The College requires a minimum length of 60 units for all associate degrees and 120 units for the Bachelor of Science in Equine and Ranch Management. These requirements are set through an established, rigorous, and inclusive process that includes review and approval by the Curriculum Committee, Academic Senate, Board of Trustees, and the Chancellor's Office. For more information, see Standards II.A.5 and II.A.9.

Transfer Policies [Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Transfer policies are appropriately disclosed to students and to the public.

The College has established policies and procedures related to transfer of credit. These documents are publicly available on the College's website and are summarized in the Catalog.

Policies contain information about the criteria the institution uses to accept credits for transfer.

These policies specify the need for transfer credit to originate from regionally accredited institutions and to be presented to the College on an official transcript. The policies also prescribe the circumstances under which transfer credit will be awarded for both course completion at regionally accredited institutions and through alternate means of earning credit such as military service and Advanced Placement (AP) exams.

The institution complies with the Commission Policy on Transfer of Credit.

To evaluate and grant transfer credit, college faculty, counselors, students, and staff use articulation practices established in the California college systems (CCC, CSU, UC). Additionally and when applicable, the College aligns its courses with the Course Identification Numbering System (C-ID). For more information, see Standard II.A.10.

Distance Education and Correspondence Education [Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

The College's distance education courses conform to the course outlines of record (CORs) that are vetted through an established, rigorous, and inclusive process that includes review and approval by the Curriculum Committee, Academic Senate, Board of Trustees, and the Chancellor's Office. All courses that will be taught through distance education or correspondence education must specifically address critical elements for student success and engagement through an additional section (distance education addendum) to the COR. Distance education and correspondence education designations are made consistent with both federal and state definitions.

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

All class sections, regardless of delivery mode, adhere to the course outline of record approved through the established curriculum-approval process. Faculty who teach through all delivery modes, including distance education and correspondence education, must meet the minimum qualifications for the discipline in which they teach as prescribed by the

Chancellor's Office and the Academic Senate for California Community Colleges. Instructors are required to follow the Distance Education Handbook in designing and delivering their courses to ensure regular and effective contact, accessibility for students, and clarity of course expectations.

The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

The College uses software and other internal practices (such as single sign-on) for online, hybrid, and web-enhanced classes. The learning management system (Canvas) and the College's enterprise system (Banner) are established for communication, progress tracking, and evidence of stored information.

The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

The College's infrastructure continues to meet the needs of distance education and correspondence education programs. Because Canvas is hosted remotely, the technology requirements on the College's technology infrastructure are limited and manageable.

Student Complaints [Regulation citations: 602.16(a)(1)(ix); 668.43.]

The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.

The College has established policies and procedures related to student complaints and grievances. These policies and procedures are available publicly in whole on the College's website and are also included in summarized form in the catalog.

The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedure.

The College maintains student complaint records in the office of the chief student services officer. The student complaint files for the previous six years (since the last comprehensive site visit are available to the site team for review.

The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.

The College is prepared for any inquiry that the team members may have about the complaint files, procedures, or policies.

The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.

The College lists all of the required information from the ACCJC on the College's main accreditation page. The College lists all the programmatic accreditors and licensing agencies that accredit, approve, or license the institution, and identifies a link for any student complaints.

Institutional Disclosure and Advertising and Recruitment Materials [Regulation citations: 602.16(a)(1)(vii); 668.6.]

The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

The College provides accurate and current information to current students, prospective students, and the public at-large through its website and the catalog. The catalog contains all of the elements required by the Commission's Standards.

The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

Student recruitment is directed by college employees who accurately represent the College and its services.

Title IV Compliance [Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.

The College receives independent annual audits that test for compliance with the Title IV Program. These audits have confirmed that the College has sufficient and appropriate structures to ensure the integrity of student aid education, disbursement, and collection. In addition to the counseling services provided to student aid recipients by employees, the College contracts with third-parties to provide follow-up services to students who are having difficulty in meeting their loan repayment responsibilities. Recent audits of the College's financial aid programs have not included findings.

The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

No issues have been addressed with the financial aid procedures and processes by the United States Department of Education.

The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

The College's default rates on student loans fall within the acceptable range under federal guidelines and parameters. According to the Department of Education, institutions with a three-year cohort loan default rate of 30 percent or greater for three consecutive years may be subject to the loss of the Direct Loan Program and/or the Federal Pell Grant Program. The College's 3YR cohort default rates are 13.6% for 2014, 16.9% for 2013, and 21.9% for 2012.

Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

All contracts with outside companies, software providers and service providers are reviewed and approved by the governing board and all power of termination remains with the College as a condition of contract approval.



STANDARD I

**Mission; Academic Quality;
Institutional Effectiveness
and Integrity**



Standard I

Standard I.A: Mission

Standard I.A.1.

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

Evidence of Meeting the Standard

The Feather River College (FRC) mission (BP 1200) describes the institution's broad educational purposes, identifies its intended student population, the types of degrees and credentials offered, and the College's commitment to student learning and achievement. BP 1200 reads:

Feather River College provides high-quality, comprehensive student education as well as opportunities for learning, workforce preparation, and achievement in a small college environment. The College provides general education, associate and bachelor's degrees, certificates, transfer programs, and life-long learning for a diverse student population by serving local, regional, national and international students through traditional face-to-face instruction as well as distance education. The College also serves as a cultural and economic leader for all communities that lie within the District and embraces the opportunities afforded by its natural setting. [\[IA1.01\]](#)

Feather River College's commitment to providing learning opportunities is captured in its mission statement. The mission statement identifies the College's educational purpose, which is to provide general education, transfer programs, lifelong learning options, and offer associate or bachelor's degrees, and certificates. The mission statement also describes the College's diverse student population drawn from local, regional, national, and international locations, and how the College provides both traditional face-to-face instruction and distance education. The mission statement embodies the institutional values and college-wide student learning outcomes generally, in that the College is committed to its students and their academic achievement [\[IA1.02\]](#).

In addition, FRC works together collegially through its governance process when updating or modifying the College's mission statement, which occurs at least once every three years [\[IA1.03\]](#). On September 3, 2015 the Cabinet met to discuss an update to the College's mission statement and forward the mission statement in the approval process as outlined in AP 2510 [\[IA1.04\]](#). During its review, the Academic Senate discussed various components of the mission statement and acted to include the bachelor's degree and academic achievement in the revised version of BP 1200 [\[IA1.05\]](#). After the mission statement was approved at both the Academic

Senate and the Classified Senate, it was returned to Cabinet on December 3, 2015 for final approval before being sent to the BOT [[IA1.06](#)]. On January 21, 2016 the Board approved the updated mission statement [[IA1.01](#); [IA1.07](#); [IA1.08](#)]. Offering the baccalaureate degree conforms to the mission of the College to provide high-quality, comprehensive student learning and education and workforce preparation by offering students a chance to receive an upper division education in a small college environment with all of the opportunities afforded by its natural setting.

Analysis and Evaluation

The mission statement identifies FRC's educational purposes, its intended student population, the types of degrees and other credentials it offers, its commitment to student learning and student achievement, and its role within the community in which it resides. Revisions to the mission statement are made in accordance with the College's collegial shared governance process. Recently, this revision process included the addition of the baccalaureate degree program.

Evidence

IA1.01	BP 1200: Mission
IA1.02	2016-2018 FRC Catalog, pages 5-7
IA1.03	AP 2510: Participation in Local Decision Making
IA1.04	Minutes, Cabinet, 9/3/15
IA1.05	Minutes, Academic Senate 11/11/2015
IA1.06	Minutes, Cabinet 12/3/15
IA1.07	Minutes, BOT, 1/21/16
IA1.08	AP 1200: Mission

Standard I.A.2.

The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

FRC has processes in place to facilitate the use of data to meet its mission and other institutional priorities, and has made strong and sustainable progress in using data to drive planning and decisions. Data provided in ACCJC annual reports that include Institution-Set Standards, as well as reports on the Chancellor's Office Student Success Scorecard are used for planning and for directing how the College provides for and meets the educational needs of students. Data such as these from the assessment of institutional effectiveness are discussed in various committees, and shared with the campus community and Board of Trustees. The analysis of this data is used to update and revise institutional set standards. Data are also included in various reports such as Annual Program Reviews and Comprehensive Program Reviews (APRs and CPRs) which inform campus planning. Additionally, campus climate and focus group data are regularly collected, most recently in Spring 2016 [IA2.01]. The Year End Student Survey (YESS) to students provides data on student experiences at FRC, including their evaluation of their achievement of campus-wide student learning outcomes [IA2.02]. The Board of Trustees also receives regular presentations on data for discussion and policy-level decisions such as the Student Success Scorecard presentations described above and enrollment summaries [IA2.03]. These regular data presentations to the board are scheduled in a yearly planning calendar developed by the superintendent/president [IA2.04].

In 2009 the College hired a full-time institutional researcher to assist in managing the integrated planning and budgeting processes and to improve the accuracy and availability of data for program and institutional projects and actions. This has contributed significantly to the collection of meaningful data on student success and achievement, which more directly informs institutional priorities and budgeting [IA2.05].

The College's planning and budgeting process rests heavily upon annual program reviews that are submitted by program leaders and capture program health and requests for future program needs. In writing their APRs, program leaders use the College's internal data warehouse to pull and display information from the student information system (Banner), available on employee computer desktops or through the Useful Information link for faculty on the library website. This tool provides program leaders with extensive data on student performance such as retention, unit completion, and grades.

With their program goals and objectives in mind, and their alignment with the institutional mission, program leaders work with the institutional researcher to use this data to assess student success, and propose plans for program development. These APRs are submitted to the Strategic Planning Committee for discussion, from which recommendations are made to the Budget Committee for the coming year's budget funding priorities. In this process, particular attention is given to how requests link to broader campus directions and initiatives such as the mission, the Strategic Plan, and student learning outcomes (SLO) assessments. This process is central to the

College's planning and development, and members of the Strategic Planning Committee who review APRs evaluate them in light of the requests' impact on improving student learning and success, as well as their contributions to institutional effectiveness. The Strategic Planning Committee also considers themes and ideas presented in APRs in its periodic review and revisions of the College's mission and Strategic Plan (see Standard I.A.1). This process is part of the overall decision-making structure of the institution [\[IA2.06\]](#).

The CPR process and student learning outcomes assessments are also mechanisms by which institutional data is reported, analyzed, and used to drive decisions and planning. CPR submitters meet annually with the Student Learning Outcomes and Assessment Cycle Committee (SLOAC) to collaboratively review program effectiveness related to student learning. The SLOAC uses this information to make recommendations for funding based on demonstrated student learning needs. For example, the SLOAC Committee made recommendations in the 2015 Assessment Report to prioritize funding for the Early Childhood Education, Library, and Chemistry programs. This resulted in the allocation of categorical funding for these specific programs based on results of program-level assessment discussions [\[IA2.07a; IA2.07b\]](#).

A refined level of assessment occurs within the Strategic Planning Committee, President's Staff and the Curriculum Committee. The SPC's review of APRs includes criteria on student learning and student retention for use in resource and budget allocations. President's Staff, a group with campus-wide representation, meets weekly and makes recommendations on staffing and other key issues related to the College mission [\[IA2.06\]](#). On curriculum issues, College faculty provide insight while conducting a comprehensive review and approval process for curricular additions, revisions, and deletions. Curriculum adjusts, evolves and improves to respond to student needs, considering transfer, employment and lifelong learning, as discussed in the 2016-2020 Strategic Plan [\[IA2.08\]](#). Specifically, the Strategic Plan was developed to build upon data and work from the College's established shared-governance committees across campus through visioning and goal setting in the areas of expertise and jurisdiction of these various committees. Committees set goals related to the broad strategic directions of the College, goals that were related to each committee's charge, and indicated how the progress related to each goal would be measured. Recently, an annual Strategic Plan report was developed to communicate progress on the goals established in the Strategic Plan [\[IA2.09\]](#).

The Campus Climate survey and Focus Groups, and the YES Survey, provide another layer of data to inform planning around diversity, equity, academics and student life. The institution has recently made a number of enhancements as a result of student surveys and campus focus groups, including: 1) hiring an Academic Support Specialist to coordinate the book voucher program, provide support for online classes, and to offer library computer lab hours on weekends to support the need for Internet access and computing resources; 2) hiring a Student Life and Engagement Specialist to help coordinate projects and activities like the new student lounge and First Year Experience; and 3) integrating feedback and data into conceptual discussions resources, planning, and scheduling in key committees such as Council on Instruction [\[IA2.01; IA2.02\]](#).

In addition to the College's annual process in setting institutional priorities and reviewing student and program achievement and success, the Board of Trustees reviews student

performance and college health indicators in the Student Success Scorecard provided by the California Community College Chancellor's Office, which captures information about student progress in six-year cohorts that have begun their studies at FRC [IA2.10]. The information contained and disseminated in the Scorecard includes degree/certificate completion, student momentum toward the completion of a degree, progress in moving from remedial to college-level coursework, and success in learning career and technical skills. This information all relates directly to the College's mission, so it is used in reports to the campus, the BOT, and published on the College's website where the College's performance is presented in comparison to statewide and individual campus measures [IA2.11].

Specifically related to the Bachelor of Science in Equine and Ranch Management, the College evaluated student interest and labor market demand as it developed its application to the Chancellor's Office and its subsequent Substantive Change Proposal to the ACCJC [IA2.12; IA2.13]. This analysis indicated both interest and need for this new bachelor's degree, consistent with the College's mission to provide high-quality education and workforce preparation.

Analysis and Evaluation

The College reviews and makes accessible data that are used in determining how well it is accomplishing its mission. Data are reliable and available for use by program leaders as they advocate for program improvement through the College's planning and budgeting process. Additionally, institutional data are regularly reviewed and communicated through various mechanisms including presentations to the Board of Trustees on student performance, success, and the College's contributions to the community. The analysis of data and the resultant decisions occur throughout the College and at many levels including annual program reviews, staffing recommendations, and the board's policy and budget decisions.

Evidence

IA2.01	Campus Climate and Focus Groups, 2016
IA2.02	YES Survey, 2017
IA2.03	Minutes, BOT 3/9/2017
IA2.04	BOT planning calendar, 2016-2017
IA2.05	Institutional Research and Planning Office website
IA2.06	Committee Policy and Budget Decision Making Flowcharts
IA2.07a	SLOAC Assessment Report, 2015-2016
IA2.07b	SLOAC Assessment Report, 2016-2017
IA2.08	Strategic Plan
IA2.09	2016-2017 Strat Plan Annual Report
IA2.10	Student Success Scorecard
IA2.11	Scorecard presentation to BOT, 7/21/16
IA2.12	BDP Application to Chancellor's Office
IA2.13	Special report to ACCJC on Substantive Change

Standard I.A.3.

The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

As described in the introductory material for this self-evaluation, FRC's mission informs the College's programs, services, and processes. The mission captures the College's commitment to educational quality, and informs the decision-making process regarding resource allocation. The mission statement also highlights the College's role in the broader community.

The College has used the same integrated planning and budget process since 2009. Over the last decade the College's integrated planning process has undergone minor revisions but has largely remained unchanged in its basic structure. This planning process, outlined in Administrative Procedure (AP) 3250, relies primarily on annual program reviews (APRs) and comprehensive program reviews (CPRs) [IA3.01]. The APR process is the foundation for the development of the College's annual budget. In this process, programs submit reviews that capture progress towards significant goals and they identify future goals and projects expected to improve the programs. The reviews then link these goals to student learning outcomes (SLOs) and campus planning documents. Program resource requests in the APRs are annually reviewed and ranked by the Strategic Planning Committee. The Strategic Planning Committee (SPC) is composed of representatives from the Academic Senate, the Classified Senate, and the administration as prescribed by local policy, AP 2510 [IA3.02]. The ranking of requests from the Strategic Planning Committee is based on criteria established and refined by the committee, and includes scoring the requests based on the impact on student learning, student retention, and other mission-critical criteria [IA3.03; IA3.04]. This ranking informs the recommendation made to the Budget Committee, which makes a recommendation to the Chief Executive Officer (CEO) based on the estimated general fund revenue that can be committed to program requests for the upcoming fiscal year. The results of this integrated planning process are communicated to the campus through reports from the CEO that capture the funding priorities for the coming year [IA3.05].

As a corollary to the integrated planning and budget process, the Strategic Planning Committee is also responsible for organizing and communicating key campus goals through the periodic development of the Strategic Plan. The College's Strategic Plan is organized into four strategic directions that align with the ACCJC's Standards. These strategic directions are fleshed out with various goals that are based on the goals established by campus governance committees as related to their charge and jurisdiction (as described in I.A.2).

Examples of institutional decision-making that support and embody the College's mission are the new academic programs in key areas adopted since the last comprehensive site visit to better support student goals and achievement. Specifically, the College has developed associate degrees for transfer (ADTs) in partnership with the California Community College and California State University systems. These degrees have further supported students seeking transfer to the

California State University system [[IA3.06](#)]. In meeting the needs of terminal degree seeking populations, which reflect many in the College's district, AA degrees have been added in the social sciences. For example, students seeking employment in Plumas County social work positions may now complete an AA in Sociology [[IA3.07](#)].

In keeping with providing its service populations with opportunities for learning, the College proposed and developed a bachelor's degree in Equine and Ranch Management, largely based on preexisting student interest in agriculture. This degree is an opportunity resulting from the implementation of SB 850 in California, allowing 15 California community colleges to offer bachelor's degrees starting in 2016. The College offered its first courses in the bachelor's degree program in Fall 2016. The degree serves students seeking employment opportunities in ranching and agriculture [[IA3.08](#)].

An improved commitment from the State to better support student services and close achievement gaps for disadvantaged populations has allowed the College to develop and expand new services beyond the classroom. Categorical funding in the form of Student Success and Support Programs (SSSP) and Student Equity has given rise to more defined and supportive structures within the College, including new and extended new-student orientation programs, better integration of advising services across various categorical programs, more visible academic support services in key campus locations such as the library, and a project to incentivize course adaptations to improve cultural responsiveness [[IA3.09](#)].

Beyond programs and support services provided to students, the College celebrates a tradition of close community ties, and it fosters a collaborative working relationship with the surrounding community in its roles as a cultural and economic leader in the region [[IA3.10](#)]. This commitment to the community is evident in a number of partnerships and practices. For example, the College offers training and educational opportunities through regional agencies and organizations such as the U.S. Forest Service, the Chester Community Chorus, Sierra Rescue, and the Lake Almanor Fitness Center [[IA3.11a](#); [IA3.11b](#); [IA3.11c](#)]. Additionally, the College maintains a less formal presence in the community by running a small community education program (noncredit), by having college staff in leadership roles within the community (e.g., Rotary, Chamber of Commerce, Audubon Society), and by presenting informational and artistic events. Workshops and trainings are also offered such as Suicide Prevention training, and presentations on the 21st Century Workforce [[IA3.12a](#); [IA3.12b](#); [IA3.13](#)]. The College informs the community of learning opportunities, workshops, trainings and events through newsprint, radio, the internet, and social media.

Analysis and Evaluation

Programs and services offered by the College align with the student and community-centered mission. The effective continuity in planning and decision-making processes have been successful in ensuring that employees understand and participate in resource requests, and that resources are allocated and used effectively in promoting student learning and success.

Evidence

<u>IA3.01</u>	<u>AP 3250: APR and CPR process</u>
<u>IA3.02</u>	<u>AP 2510: Participation in Local Decision Making</u>
<u>IA3.03</u>	<u>SPC CAM spreadsheet sample</u>
<u>IA3.04</u>	<u>SPC minutes from early Fall 2015 showing discussion of criteria</u>
<u>IA3.05</u>	<u>President's report to BOT showing funded APR requests</u>
<u>IA3.06</u>	<u>2016-2018 Catalog, ADT degrees, page 48</u>
<u>IA3.07</u>	<u>2016-2018 Catalog, Sociology A.A., page 115</u>
<u>IA3.08</u>	<u>2016-2018 Catalog, Bachelor of Science, Equine and Ranch Management, page 53</u>
<u>IA3.09</u>	<u>SSSP/Equity course adaptation application, Spring 2016</u>
<u>IA3.10</u>	<u>BP 1200: Mission</u>
<u>IA3.11a</u>	<u>Instructional service agreement: Lake Almanor Fitness</u>
<u>IA3.11b</u>	<u>Instructional service agreement: Chester Chorus</u>
<u>IA3.11c</u>	<u>Instructional service agreement: USFS</u>
<u>IA3.12a</u>	<u>SAFE trainings, fall 2017: flyer</u>
<u>IA3.12b</u>	<u>SAFE trainings, fall 2017: attendance</u>
<u>IA3.13</u>	<u>Flex Day agenda, October 2017</u>

Standard I.A.4.

The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

Evidence of Meeting the Standard

The mission of the College is widely disseminated in official publications and around campus. The mission statement appears in the catalog and on the College website. The mission statement is included in all planning documents (such as the Strategic Plan and Education Plan) and is also printed on every top-level committee agenda, including those of the Strategic Planning Committee, Strategic Enrollment Management Committee, Curriculum Committee, Budget Committee, Academic and Classified Senates and Board of Trustees [[IA4.01](#); [IA4.02](#)]. The mission statement is also displayed in the library, the student center, and the main administrative building.

The mission statement is developed by the Strategic Planning Committee with input from campus committees and constituencies. The drafted statement is approved by the Academic and Classified Senates and the by the Board of Trustees. Board Policy (BP) 1200 contains the current version of the mission statement, which appears in the BP as a result of Board of Trustees approval [[IA4.03](#)]. AP 1200 outlines the procedure for developing, approving, and displaying the mission statement, and also indicates that the mission statement is to be reviewed and revised every three years, or more often if needed [[IA4.04](#)].

The most recent revision of the mission statement was approved by the Board of Trustees on January 21, 2016 [[IA4.05](#)]. A necessary revision was made to reflect the adoption of the College's new bachelor's degree program and the inclusion of academic achievement [[IA4.06](#)]. Language was retained that describes the spectrum of programs and degrees offered, as well as modes of course delivery such as distance education (DE) courses. The mission statement emphasizes the College's commitment to higher education, its small size, the population it serves, and its role within the local community.

Analysis and Evaluation

The College revises its mission statement using a participatory process that involves representation from all constituencies. Additionally, the College has a clear policy to guide revision of the mission statement and to publicize the mission statement prominently on campus, on the website, and in shared-governance committees.

Evidence

IA4.01	Agenda, SPC, 9/16/15
IA4.02	2015-2016 Catalog, Mission, page 5
IA4.03	BP 1200: Mission

<u>IA4.04</u>	<u>AP 1200: Mission</u>
<u>IA4.05</u>	<u>BOT meeting minutes, 1/21/16</u>
<u>IA4.06</u>	<u>Minutes, Academic Senate 11/11/2015</u>

Standard I.B: Assuring Academic Quality and Institutional Effectiveness

Standard I.B.1.

The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

FRC fosters ongoing, collegial, and effective dialog on student outcomes, equity, academic quality, institutional effectiveness and the continuous improvement of student learning and achievement through various established structures and processes that range from departmental-level discussions to college-level committees that exist within the shared-governance structure. This shared-governance structure is the basis for all recommendations and decisions as committees are knowledgeable and responsible in their roles to help inform decision making. The following areas and associated structures are vital to the College's discussion and consideration of student learning and achievement and include representation from all pertinent constituent groups.

STUDENT LEARNING OUTCOMES

The Student Learning Outcome Assessment Cycle (SLOAC) Committee typically meets twice per month and is chaired by the chief instructional officer (CIO) and includes the chief student services officer (CSSO), faculty, and classified staff from both instruction and student services [IB1.01]. The role of the committee has evolved over its ten-year existence. Initially, the committee focused on developing processes for assessing SLOs at the course, program, and college levels. In recent years, the committee has continued to refine the College's approach to these assessment areas and has broadened its scope to include discussion and assessment for non-instructional SLOs. Additionally, the SLOAC Committee has become the central forum for dialog among program leaders about assessment strategies and results. To this latter point, the committee meets annually with program leaders who have completed their comprehensive program reviews (CPRs) based upon the established four-year review cycle. In these meetings, with instructional programs or student services programs, the SLOAC Committee solicits feedback from the CPR submitters on the assessment processes: what strategies they have identified and implemented to assess student learning, what they have learned from their assessment of student learning that may inform program needs, and what program strategies they have identified to improve student learning [IB1.02a; IB1.02b]. These meetings are held in a collegial, round-table format to encourage program leaders to learn from each other and discuss their programs' successes and challenges, primarily as they relate to student learning. Since the 2014-2015 academic year, the SLOAC Committee has used the results of these discussions to recommend funding allocations to improve student learning as identified by program leaders [IB1.06].

In addition to these annual meetings with program leaders, the SLOAC Committee has made steady progress in raising the visibility and awareness level of SLO assessment on campus. To this end, the committee wrote an Assessment Plan in 2014 which was subsequently approved through the College's shared-governance structure [IB1.03; IB1.04; IB1.05]. As described in the Assessment Plan, the SLOAC Committee writes and distributes an annual report on the College's activities and results related to SLO assessment. The SLOAC Committee writes the annual report every spring after meeting with CPR submitters (described above) and uses these reports to communicate noteworthy developments related to SLO assessment at all levels (e.g., college-wide, program) with the campus and the Board of Trustees [IB1.06; IB1.07].

STUDENT EQUITY

FRC fosters broad dialog on student equity through a number of shared-governance venues. The principal body charged with this dialog is the Student Services Council (SSC). This committee includes broad representation from student services, is chaired by the CSSO, and includes the CIO and faculty representation to ensure strong integration between student services and instruction [IB1.01]. The SSC includes the College's SSSP/equity director and provides opportunity for regular reports and subsequent discussion on student equity [IB1.10]. Here, disaggregated data on student equity and achievement are discussed broadly and strategies are identified and vetted to address any performance gaps. The dialog from these meetings is used to inform the College's Equity Plan, which is then presented for discussion to the academic leadership committee (Council on Instruction) and the student services leadership committee (Student Services Council) before review and approval by the Board of Trustees [IB1.11; IB1.12]. As directed by the state, Equity planning will be integrated with Basic Skills and the Student Success and Support Programs starting in the 2017-2018 academic year.

ACADEMIC QUALITY

Academic quality is established, reviewed, and improved through multiple processes and governance bodies. Central to ensuring academic quality are the roles of the Curriculum Committee, the Academic Senate, and the Council on Instruction. The CIO chairs both the Curriculum Committee and the Council on Instruction, providing consistent communication between administrators and broad faculty representatives. The Curriculum Committee has the primary responsibility of reviewing course and program requirements, ensuring compliance with applicable regulations, and establishing appropriate academic expectations [IB1.01]. Here, when committee members feel that a particular topic warrants it, substantial discussion occurs. In the case of the Academic Senate, the CIO, CSSO, and CEO attend and participate in nearly all meetings to further ensure collegial dialog and decision-making around academic matters. Additionally, due to FRC's small size, the Academic Senate is a senate of the whole: all full-time faculty and two part-time faculty are voting members. The Council on Instruction is chaired by the CIO and includes faculty leadership in the form of the Academic Senate president, the College's two division chairs, the learning center director, and the library director. This council meets twice per month and discusses broad academic issues for the College. The Academic Senate president and the division chairs serve as liaisons to the faculty on topics discussed in the committee. Topics covered in Council on Instruction meetings are far-ranging, including review and approval of academic programs, prioritization of faculty staffing, and development of the Education Plan [IB1.13; IB1.14]. Through the work of these standing committees, which draw on broad and inclusive participation, academic quality is discussed and improved.

Beyond established governance bodies, dialog on academic quality also occurs through program review and SLO assessment processes. All academic programs submit annual program reviews (APRs) and comprehensive program reviews (CPRs) where systematic program reflection and goal setting occur. As described above in I.B.1, the CPRs also reflect on program-level and college-wide SLO assessment [[IB1.15](#)]. These program reviews are used by the Strategic Planning Committee in setting budget priorities for the coming year and by the SLOAC Committee to discuss the results of SLO assessment as described in this section above [[IB1.16](#); [IB1.17](#)].

Academic quality is also enhanced by the work of the Professional Development Committee that supports training and utilizes surveys to best fit the needs of employees on a broad spectrum of topics including those centering on instructional methods (see III.A.14 for more detail). Instructional programs also draw upon the expertise of outside organizations to ensure academic quality through active advisory committees. For example, the Environmental Studies program has worked closely with the U.S. Forest Service to develop coursework in wildland fire fighting and has established a highly successful and innovative program that provides paid internship opportunities for FRC students. Similarly and more recently, faculty from the Agriculture Department worked with the program's advisory committee as well as agricultural faculty from the California State University and University of California systems to create the degree requirements for the bachelor's degree in Equine and Ranch Management.

INSTITUTIONAL EFFECTIVENESS

While FRC's institutional effectiveness is the central focus of all shared-governance committees, there are a few principal committees where dialog is most clearly recorded and have the greatest college-wide impact. The College's integrated planning and budget process is designed to allow for broad input, representative review, and clear decision-making in the context of campus priorities and budgetary realities [[IB1.08](#); [IB1.09](#)]. Central to this effort are the roles of the Strategic Planning Committee and the Budget Committee. The Strategic Planning Committee plays the lead role on reviewing and prioritizing budget requests annually. Specifically, the Strategic Planning Committee reviews and refines the criteria with which it prioritizes budget requests that appear in annual program reviews (APRs). These criteria include consideration of a request's impact on areas such as student learning outcomes, student retention, and employee effectiveness. These criteria are communicated to program leaders at the College who complete and submit their APRs every fall [[IB1.18](#)]. The criteria used for evaluating requests in the 2016-2017 year were: (1) the proposed augmentation's budget impact, (2) the urgency or uncontrollable nature of the request, (3) the request's impact on safety, (4) the request's impact on student attraction, (5) the request's impact on student success and retention, (6) the request's impact on improving student learning outcomes, (7) the request's impact on employee effectiveness, and (8) the request's feasibility. The Strategic Planning Committee then reviews and prioritizes budget requests that appear in the APRs based on these established criteria and makes recommendations to the Budget Committee on spending priorities for the upcoming year. After estimating the College's expected revenue for the upcoming year, the Budget Committee makes funding recommendations to the CEO. In order to ensure meaningful and sustained dialog on institutional effectiveness, both the Strategic Planning Committee and the Budget Committee have broad representation from the administration, faculty, and classified constituencies.

The Strategic Planning Committee also organizes and leads the development of the Strategic Plan. In this process, the Strategic Planning Committee solicits goals and recommendations from all shared-governance committees about significant campus goals that each committee can work toward and track progress on as related to their committee's charge. In this model, the Strategic Planning Committee developed a Strategic Plan to improve institutional effectiveness based on broad campus dialog, specifying the appropriate shared-governance committee to oversee each goal. A significant outcome of the Strategic Plan is to integrate the work of shared-governance committees throughout the college to support the goals of the plan.

CONTINUOUS IMPROVEMENT OF STUDENT LEARNING AND ACHIEVEMENT

While student learning and achievement are the focus of nearly all campus activities, they are principally central to the work of a number of key standing committees. Specifically, the role of the academic (Council on Instruction) and student services (Student Services Council) leadership committees is to provide a consistent and clear setting for dialog on student learning and achievement with representation from administration, faculty, and classified constituent groups. These committees meet at least monthly during the academic year and focus on short and long-term topics that underlie the College's support of student learning and achievement. As examples, key discussions on faculty hiring, academic program implementation, and class scheduling occur regularly in the Council on Instruction. Recent decisions on faculty staffing priorities that included adding new math (fall 2016) and English (fall 2017) faculty resulted in part from the collective leadership from the Council on Instruction. Similarly, the Student Services Council provides a vehicle for interdepartmental dialog on wide-ranging topics within student services and includes the CSSO, leaders from all student services programs, faculty representation, and the CIO. For example, the new position of Student Life and Engagement Specialist was created in response to student survey information that indicated a need to bolster student connectivity.

Critically important to student learning and achievement, the Advising Task Force meets monthly and is chaired by the Student Success and Support Programs (SSSP) director and includes the CSSO, CIO, and all academic advisors. This task force discusses advising processes and strategies, makes recommendations on class scheduling, and provides a forum for clear communication between the Curriculum Committee (on which the SSSP director sits) and the advising corps [IB1.19]. Additionally, the Advising Task Force reviews the performance of advising functions through student feedback and identifies strategies to improve service [IB1.20].

Analysis and Evaluation

The College fosters substantial and sustained dialog on student outcomes, equity, academic quality, institutional effectiveness and the continuous improvement of student learning and achievement through established and effective governance structures and practices. Because of the small nature of FRC, collegial shared-governance takes place across campus in several forms and is led by a small number of committees that have broad responsibility such as the Council on Instruction, Student Services Council, Academic Senate, and the Strategic Planning Committee.

The Strategic Plan integrates the work of these committees, plus other more focused committees, toward the overall goals of the institution.

Evidence

<u>IB1.01</u>	<u>AP 2510: Participation in Local Decision Making</u>
<u>IB1.02a</u>	<u>Minutes, SLOAC with CPR submitters, 9/25/14</u>
<u>IB1.02b</u>	<u>Minutes, SLOAC with CPR submitters, 10/9/14</u>
<u>IB1.03</u>	<u>2014 Assessment Plan</u>
<u>IB1.04</u>	<u>Minutes, Academic Senate, 2014 Assessment Plan approval, 5/14/14</u>
<u>IB1.05</u>	<u>Minutes, Classified Senate, 2014 Assessment Plan approval, 5/19/14</u>
<u>IB1.06</u>	<u>2015-2016 Assessment Report</u>
<u>IB1.07</u>	<u>Minutes, SLOAC, work on Assessment Report, 1/25/16</u>
<u>IB1.08</u>	<u>BP 3250: Institutional Planning</u>
<u>IB1.09</u>	<u>AP 3250: Institutional Planning</u>
<u>IB1.10</u>	<u>Minutes, Student Services Council, 10/14/15</u>
<u>IB1.11</u>	<u>Minutes, Council on Instruction, 3/9/16</u>
<u>IB1.12</u>	<u>Minutes, Board of Trustees, 3/19/15</u>
<u>IB1.13</u>	<u>Minutes, Council on Instruction, discussion of Graphic Design degree 1/2016</u>
<u>IB1.14</u>	<u>Minutes, Council on Instruction, 12/17/15</u>
<u>IB1.15</u>	<u>2017 ENVR CPR as example</u>
<u>IB1.16</u>	<u>Minutes, Strategic Planning Committee, 1/20/16</u>
<u>IB1.17</u>	<u>Minutes, SLOAC, 10/5/15</u>
<u>IB1.18</u>	<u>SPC CAM example</u>
<u>IB1.19</u>	<u>Minutes, Advising Task Force, schedule discussion, 1/12/16</u>
<u>IB1.20</u>	<u>Minutes, Advising Task Force, discussion of advising survey, 2/16</u>

Standard I.B.2.

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

INSTRUCTIONAL PROGRAM ASSESSMENT

The composition of the Curriculum Committee is clearly established in AP 4020 [IB2.01]. This shared-governance committee makes recommendations on all educational curricular issues to the Academic Senate, including the development and establishment of course and program-level SLOs. Faculty program leaders receive updates every fall that document the status of course-level SLO assessment in their area and which courses need to be assessed to keep pace with the College's established timelines [IB2.02]. At the program-level, instructional programs assess their program-level SLOs every four years and integrate that assessment with both college-wide and course-level SLOs in their comprehensive program reviews (CPRs) [IB2.03]. Annual program reviews (APRs) include a linkage to SLOs as part of the integrated planning and budget process. Programs that have completed a CPR meet with the Student Learning Outcome Assessment Cycle (SLOAC) Committee to discuss their findings and to provide feedback to this shared-governance committee on improving the SLO assessment process [IB2.04]. In addition, the full-time faculty collective bargaining agreement outlines a process of assessing effective teaching through an evaluation system [IB2.05]. Based on a review of self-evaluation materials completed by the faculty member, peer faculty rate the faculty member on a scale of 1-5 in various areas. One such area includes the faculty member's completion of an assessment of student learning outcomes for courses and degrees/certificates (if applicable), using data and/or reflective practices as one method of improving student learning [IB2.06].

As part of the College's development of the Bachelor of Science in Equine and Ranch Management, student learning outcomes for the upper division baccalaureate courses were defined to reflect higher levels of depth and rigor consistent with expectations across higher education. The Agriculture Department faculty created the student learning outcomes for the baccalaureate degree by careful research and review of current industry standards and comparison of similar courses at other institutions. During the planning and development of the bachelor's degree program, course level student learning outcomes were developed through Agriculture Department meetings as well as collaboration with other universities, including CSU, Chico and UC Davis [IB2.07; IB2.08]. Course-level student learning outcomes reflect a greater complexity of depth, rigor, breadth, and specialization than what is expected for lower division courses. To ensure that each upper division course was designed based off of industry preferences, the Agriculture Department identified four reoccurring themes often stated in agriculture job descriptions, and these Skill and Knowledge Themes were incorporated into the student learning outcomes for each course [IB2.09]. These themes were developed during the program planning phase and in consultation with the Agriculture Department advisory committee and agriculture departments at other four-year colleges in the region.

Examples of techniques that will ensure the attainment of student learning outcomes include application of knowledge in agriculture or equine industry specific situations, analysis and evaluations of performance, and assignments that develop and demonstrate critical thinking

through writing, oral communication or computation, and other types of independent learning projects. These techniques will delve into a deeper level of learning and focus on areas that are beyond the scope of lower division outcomes.

STUDENT SERVICES PROGRAM ASSESSMENT

The Student and Learning Support Services are required to complete an annual program review (APR) and a comprehensive program review (CPR) every four years. All programs identify how they met the previous year's goals, what goals they have set for the current year, and what goals they have set for the upcoming fiscal year [IB2.10a; IB2.10b]. When a program requests additional funding, one criteria it must address is the degree to which the funding contributes to student learning. What may constitute student learning within the Student Services Division is discussed frequently at Student Services Council meetings. As a result of these discussions, six broad Student Services Student Learning Outcomes (SSSLOs) have been identified. These describe the impact the division has on:

1. teaching prospective students about the College's unique programs,
2. teaching students how to utilize their Math and English assessment results to build a student education plan,
3. teaching students to take financial responsibility,
4. teaching students how to set and reach their goals,
5. teaching students how to use community resources, and
6. teaching students how to plan for life after graduation.

The viability of these six SSSLOs is reviewed regularly as program managers choose applicable SLOs for their program. At the 2015 Student Services retreat, attended by all Student Services staff, program managers provided information on how their program outcomes are evaluated. Each manager first identified which of the six Student Services Student Learning Outcomes (SSSLOs) they measured. The selected outcome was then cross-walked to a college-wide SLO and an APR objective. Each manager then identified what evidence they found related to measuring the SSSLO. The final step was to identify how this data/evidence was used to improve program delivery and if the change was effective [IB2.11a; IB2.11b]. Program managers also use survey data to assess if students have learned what staff intended them to learn in their experience or interactions with the services. An example question is: *My advisor/counselor helped me develop an education plan and understand its usefulness in keeping me on track towards my goal.*

As is the case for instructional programs, the SLOAC Committee reviews assessment reports and meets with Student Services program leaders who have completed their program-level assessment and CPR on a four-year cycle to provide a forum for discussion and collaboration between programs in regards to student learning and program effectiveness [IB2.12]. The SLOAC Committee also learns about the various assessment strategies and approaches to student success taken by the Student Services areas. A summary of this interaction, and any significant results or suggestions for follow up are noted in the Annual Assessment Report prepared by the SLOAC Committee that is shared with the campus and the Board of Trustees [IB2.13a; IB2.13b].

COLLEGE-WIDE ASSESSMENT

The assessment of college-wide student learning outcomes (CWSLOs) is conducted primarily through a student survey where students are asked to consider and rate their personal competence in each of the seven CWSLOs. This data has been gathered since 2010 and is described annually in the College's Report on Assessment of Student Learning that is produced by the SLOAC Committee that is described above [[IB2.13a](#); [IB2.13b](#)].

There are many examples that demonstrate improvements in student learning and success garnered from the College's numerous sources of assessment data. For instance, faculty in the Business Program identified a weakness in students' ability to collaborate. As a result, instructors worked together to design assignments that require students to integrate projects with businesses in the local community. Additionally, discussions between faculty, Student Services staff, and the SLOAC Committee led to recommended funding to improve the teaching space in the Child Development Center, update library holdings in key areas, update computers in the chemistry lab, purchase educational materials for students and children in the Child Development Center to learn new techniques on teaching and learning math, and improve the teaching space in the Information and Communication Technologies program [[IB2.13a](#); [IB2.13b](#)].

Analysis and Evaluation

The College has developed and maintained regular and effective methods for establishing and assessing SLOs across instructional and student services programs. The results of this assessment are communicated broadly: first by inviting program leaders who have completed their program-level assessments to discuss their results with each other and the SLOAC Committee, and second through the annual publication of the Report on Assessment of Student Learning. As described in greater detail in I.B.4, the goal of improving student learning as informed by the results of assessment of SLOs at various levels is integrated throughout the College's integrated planning and budget processes.

Evidence

IB2.01	AP 4020: Program and Curriculum Development
IB2.02	SLO Assessment Plan
IB2.03	CPR template
IB2.04	Minutes, SLOAC, 4/21/17
IB2.05	AFT Contract, page 10
IB2.06	Faculty peer evaluation forms
IB2.07	Minutes from U.C. Davis Peer Collaboration, 5/5/2015
IB2.08	Minutes from Chico State Peer Collaboration, 4/24/2015
IB2.09	Skill and Knowledge Themes for Ag BDP
IB2.10a	Sample student services APR
IB2.10b	Sample student services CPR
IB2.11a	Student Services matrix 2015
IB2.11b	Student Services matrix 2016

[IB2.12](#) [Minutes, SLOAC, 4/21/17](#)
[IB2.13a](#) [Assessment Report, 2015](#)
[IB2.13b](#) [Assessment Report, 2016](#)

Standard I.B.3.

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

FRC first established institution-set standards in spring 2013 as a requirement of the Annual Report for the Commission. In establishing these standards, the CIO worked with the Council on Instruction, the academic leadership committee that includes the Academic Senate President, the two division chairs, the library director, and the learning center director. The Council on Instruction used data provided by the institutional researcher to review performance from recent years. Upon this review, the Council on Instruction chose to set the standards at one standard deviation below the average value from the previous three years for each of the required metrics: course completion, degree completion, certificate completion, and licensure pass rate for the Vocational Nursing Program.

The Council on Instruction regularly reviews the institutional-set standards required by the ACCJC as well as the Chancellor's Office Scorecard metrics. The chief instructional officer reports on the institution-set standards yearly in the Annual Report to the ACCJC, to the Council on Instruction, and to the board of trustees and the public [[IB3.01](#); [IB3.02](#); [IB3.03](#); [IB3.04](#); [IB3.05](#); [IB3.06](#)]. FRC's performance relative to these metrics reflect its commitment to student learning and its concomitant success in providing a supportive and effective learning environment. Although the College recognizes that there will always be room for improvement, these data provide a quantitative picture of the College's ability to meet its mission in providing high-quality education for its students. Specifically, FRC students have higher progress and achievement rates than both the peer comparison group and the statewide average in nearly all measures. Particularly impressive is the significant (+7.7%) improvement in overall completion rate in the last five cohort years while statewide and peer rates decreased (see Scorecard metrics in the Introductory Materials at the start of this document).

In developing the bachelor's degree in Equine and Ranch Management, faculty from the Agriculture Department worked with the CIO and the institutional researcher reviewed data and established institution-set standards for the upper-division coursework. At the time of the College's submission of the Substantive Change Proposal for this new degree program there was insufficient longitudinal data from which to set standards as the upper-division courses had not yet completed their first semester. As a result, faculty and administrators chose to set standards based on the historical performance of lower-division coursework within this department [[IB3.07](#); [IB3.08](#)]. Related, the Agriculture Department relied heavily on its advisory committee and employment expectations of the industry to establish the program learning outcomes and the associated course structure for the bachelor's degree in Equine and Ranch Management

Analysis and Evaluation

The College has established appropriate institution-set standards and assesses and publishes these standards annually. Although the College has used a statistical floor (one standard deviation below the three-year mean) for setting these standards, clarifying guidance from the ACCJC has raised the need to set more aggressive (stretch) goals for these standards. The Council on Instruction will work with the institutional researcher to revise the standards in the 2017-2018 academic year. FRC is committed to closing identifiable performance gaps highlighted in institutionally-set standards data and other achievement data. The College sees an opportunity to integrate SLO assessment data with student achievement goals, especially as they relate to the various delivery modes that the College offers such as face-to-face, online courses, and courses delivered to incarcerated students. This will involve creating plans to meet established standards and reduce performance gaps through improved service to students as part of the College's efforts around Equity and SSSP and is described in more detail in theme two of the Quality Focus Essay at the end of this document.

Evidence

<u>IB3.01</u>	<u>ACCJC annual reports, 2014</u>
<u>IB3.02</u>	<u>ACCJC annual reports, 2015</u>
<u>IB3.03</u>	<u>ACCJC annual reports, 2016</u>
<u>IB3.04</u>	<u>Minutes, Council on Instruction, 3/27/15</u>
<u>IB3.05</u>	<u>Minutes, Council on Instruction, 4/11/17</u>
<u>IB3.06</u>	<u>Minutes, Board of Trustees, June 2015</u>
<u>IB3.07</u>	<u>BDP Substantive Change Proposal</u>
<u>IB3.08</u>	<u>ACCJC response letter to BDP Substantive Change, 5/1/17</u>

Standard I.B.4.

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

FRC's shared-governance structures are geared towards incorporating data at each step of policy development and decision making. Information on student learning outcomes is considered during the course level, program level, and institutional level academic assessment and planning processes, such as the annual program review (APR) and comprehensive program review (CPR) development, as stipulated in BP 3260 and AP 3260 [IB4.01a; IB4.01b]. The Strategic Plan also incorporates yearly outcomes from several committees across the College which are communicated broadly through an annual report [IB4.02].

COURSE LEVEL ASSESSMENT AND PLANNING

Each course has student learning outcomes identified in the course outline of record (COR). These are constructed by the program faculty with program and campus-level SLOs in mind, as well as state-wide approved outlines when applicable. Once identified, SLOs in each COR are approved by the Curriculum Committee. All CORs are reviewed, updated or revised every four years. Individual faculty members use SLOs to continuously assess their classes and student learning in their classes. Discussion around course-level SLO assessment occurs among class section instructors, including distance education sections, in order to formulate an aggregate picture of student learning in the course. From their assessments, discussions, and from course evaluations, instructors constantly revise instructional and assessment strategies. When weaknesses in student learning are identified, assessment data is used to evaluate instruction strategies, course material, assessment mechanisms, and improvements to the course are made with the intent to improve student learning [IB4.03]. Course-level data can also be aggregated and examined quantitatively or qualitatively at the program-level [IB4.04]. Instructors may also benefit from program or institutional-level data. The latter are widely publicized for instructor use and consideration when assessing student learning and planning at the course-level. FRC's new electronic SLO assessment reporting system connects course level SLOs and the campus-wide SLOs, and allows quantitative analysis of the course-level assessments, discussed in the Quality Focus Essay, theme two, at the end of this document [IB4.05].

PROGRAM LEVEL ASSESSMENT AND PLANNING

All programs at Feather River College complete annual program reviews (APRs), as well as a comprehensive program review (CPR) every four years. Programs that submit CPRs meet to discuss their program-level assessment results with the Student Learning Outcomes Assessment Cycle (SLOAC) Committee, these results inform the Report on Assessment of Student Learning [IB4.06]. Both APR and CPR reports review learning outcome data to identify strong and weak points in program courses and areas for improvement. These reviews are used to inform program funding requests and visions for future budget allocations [IB4.07; IB4.08]. Annual and comprehensive reviews include basic data on student performance in courses, such as retention rates and grades. Faculty may compare these data with student success and achievement

indicators in other courses and programs using the intranet's Data Warehouse or the files posted at the Office of Institutional Research's website. Additionally, faculty may make comparisons with state-wide data available through the California Community College Chancellor's Office (CCCCO's) Datamart [IB4.09a; IB4.09b]. Program faculty may also request custom-made reports from the institutional researcher through verbal or emailed requests [IB4.10a; IB4.10b; IB4.10c]. Students also provide feedback on courses and reflection of their own learning as related to course SLOs in the course evaluation process or in instructor-developed mechanisms. This course-level feedback then helps inform program-level SLOs. One such mechanism that assesses student skill development and improvement is the Business program's exit survey upon the student's entrance into and completion of the program [IB4.11a; IB4.11b]. Similarly, the Agriculture Department relied heavily on its advisory committee and employment expectations of the industry to establish the program learning outcomes and the associated course structure for the Bachelor of Science in Equine and Ranch Management. Data from the Year End Student Survey may also be accessed and considered in program reviews [IB4.12].

INSTITUTIONAL LEVEL ASSESSMENT AND PLANNING

As part of the California Community College system, FRC is involved with the extensive data management instrument commonly referred to as the MIS reporting system. Once reported, the CCCCCO's Datamart and Data-on-Demand display the College's results, making comparisons across the state possible. The CCCCCO also provides information on best practices and suggestions for improvements, such as accelerating remedial courses. Recently, the CCCCCO set up the IEPI framework to provide incentives for institutions to set goals based on data. Additionally, FRC reports to federal institutions, and benefits from some national-level comparative data such as IPEDS. The CCCCCO has recently developed its own publicly available dataset on student progress and completion data called the Scorecard. Scorecard results are mandatorily discussed in a BOT meeting each year, as well as other relevant shared governance venues such as the Council on Instruction (COI) and the Student Learning Outcomes Assessment Cycle (SLOAC) Committee [IB4.13]. The deliberation may also involve custom-tailored internal information, such as data disaggregated by course delivery mode, or surveys that address institutionally set goals such as the campus-wide learning objectives [IB4.14; IB4.15a; IB4.15b; IB4.15c; IB4.16]. Discussions in these committees may result in recommendations to other committees or the larger campus community [IB4.06].

STUDENT SERVICES ASSESSMENT AND PLANNING

Student Services (SS) programs participate in the APR and CPR processes with their own system for tracking SLOs, which is also discussed in I.B.2. In addition to supporting student learning and success, SS programs also pursue goals around student equity and integration [IB4.17a; IB4.17b]. Student Services programs use information and data in their APR process to identify the accomplishment of service goals and the needs of the groups they serve [IB4.18a; IB4.18b]. In addition, they rely on targeted surveys, such as the Campus Climate Survey and Year End Student Survey to inform budgeting decisions and funding allocation necessary to better meet students' needs in the various service areas. It is important to note that the Campus Climate Survey began as a project of a political science/sociology class that established a regular timeline for conducting this survey to inform the campus about student perceptions of campus diversity, campus inclusiveness, and their overall feelings of happiness. Additionally, the Student Equity Plan uses data mandated by the Chancellor's Office to define the underserved groups and find

tools and venues to help foster youth, students with disabilities, low-income students, first-generation students, and students belonging to vulnerable race or ethnic groups [IB4.19]. There were significant changes to the student services area over the last few years that have included relocating and grouping services into a larger, easy-to-navigate common space, and new personnel were hired (such as counselors, academic support and student engagement specialists) in the areas where survey data indicated need for improvement.

Analysis and Evaluation

Assessment data in academic and Students Services areas inform conversations around student learning and achievement at the course, program, and institutional levels. The system for reporting and feedback on course-level assessments continues to be refined as noted in the Quality Focus Essay at the end of this document in theme two [IB4.06].

As future funding will hinge on the extent and efficiency of the services offered, the College is also in the process of expanding its efforts to measure the impact of Student Services on SLOs and incorporating these results into improving Student Services and student learning support services.

Evidence

<u>IB4.01a</u>	<u>AP 3260 on Integrated Program Review</u>
<u>IB4.01b</u>	<u>BP 3260 on Integrated Program Review</u>
<u>IB4.02</u>	<u>Strategic Plan Annual Report, 2016-2017</u>
<u>IB4.03</u>	<u>Sample course level SLO assessment report BIOL</u>
<u>IB4.04</u>	<u>Sample CPR showing aggregated SLO data (Biology, 2015)</u>
<u>IB4.05</u>	<u>Link to the SurveyMonkey electronic SLO Assessment Reporting system</u>
<u>IB4.06</u>	<u>2015-2016 Report on Assessment of Student Learning</u>
<u>IB4.07</u>	<u>Minutes, SLOAC, 10/5/15</u>
<u>IB4.08</u>	<u>Minutes, Strategic Planning Committee, 12/9/16</u>
<u>IB4.09a</u>	<u>Agriculture APR 2016-17</u>
<u>IB4.09b</u>	<u>ORL APR 2015</u>
<u>IB4.10a</u>	<u>Sample request for data addressed to the Institutional Researcher</u>
<u>IB4.10b</u>	<u>Sample request for data addressed to the Institutional Researcher</u>
<u>IB4.10c</u>	<u>Sample request for data addressed to the Institutional Researcher</u>
<u>IB4.11a</u>	<u>Business Program entrance and exit surveys: data</u>
<u>IB4.11b</u>	<u>Business Program entrance and exit surveys: sample</u>
<u>IB4.12</u>	<u>YES Survey results posted to the web</u>
<u>IB4.13</u>	<u>Minutes, BOT discussing Scorecard results 5/18/17</u>
<u>IB4.14</u>	<u>Minutes, Council on Instruction, 8/24/16</u>
<u>IB4.15a</u>	<u>Report, BOT on remedial success, Sept. 2016</u>
<u>IB4.15b</u>	<u>Report, BOT on remedial success, Sept. 2016</u>
<u>IB4.15c</u>	<u>Report, BOT on remedial success, Sept. 2016</u>
<u>IB4.16</u>	<u>Report, SLOAC on Year-End Student Survey results</u>
<u>IB4.17a</u>	<u>Student Services Matrix, 2015</u>
<u>IB4.17b</u>	<u>Student Services Matrix, 2016</u>

<u>IB4.18a</u>	<u>Sample Student Services APR</u>
<u>IB4.18b</u>	<u>Sample Student Services APR</u>
<u>IB4.19</u>	<u>Student Equity Plan</u>

Standard I.B.5.

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

The College assesses the accomplishment of its mission through an array of processes, all of which provide meaningful feedback on FRC's success in providing high-quality education to a broad spectrum of students and on its role as a cultural and economic leader in the community it serves. This assessment occurs through established policies and practices and guides institutional improvement as it relates to attaining the College's mission.

As discussed in 1.B.1, the College's integrated planning and budget process integrates student learning assessment to student learning needs, budget allocation, and the overall mission [IB5.01a; IB5.01b]. The roles of the representative Strategic Planning Committee and the Budget Committee are to review and prioritize budget requests submitted through the College's annual program review process in support of student learning and success. This prioritization is based on criteria meant to assure institutional improvement as consideration of a request's impact on areas such as student learning outcomes, student retention, and employee effectiveness are part of a scoring rubric. As they compose their APRs for fall submission, program leaders refer to and reflect on these criteria [IB5.02a; IB5.02b]. In their review, the Strategic Planning Committee prioritize budget requests based on the criteria and recommend spending priorities to the Budget Committee. Based on future revenue estimates, the Budget Committee recommends areas of funding to the CEO. In order to assess the effectiveness of this integrated planning and budget process, the Strategic Planning Committee reflects annually on the results of its prioritization in light of campus needs [IB5.03]. This assessment allows the Strategic Planning Committee to refine processes and criteria related to institutional improvement.

All programs undergo a comprehensive program review (CPR) every four years. The program review process also looks at how departments are utilizing SLOs and student achievement data to assess the effectiveness of their courses, including those offered online, and to evaluate accomplishment of their goals and objectives. This program review process is orchestrated by the Strategic Planning Committee but the results of the self-assessment included in these reviews is integral to the work of the Student Learning Outcome Assessment Cycle (SLOAC) Committee. This committee was originally established to create the College's approach to assessment in general but has broadened its scope to include a thorough review of program-level assessments as captured in each program's CPR as explained in I.B.1. To summarize, these annual meetings between the SLOAC Committee and instructional and/or student services CPR submitters is an opportunity to dialog collegially and collaboratively about how the programs are assessing student learning, what they have learned from these assessments, and how these results have informed their future plans and program development that may better support the College's mission [IB5.04]. The SLOAC Committee creates an annual report on assessment activities across the campus, including these discussions with program leaders, which is disseminated to the campus and the Board of Trustees.

The feedback provided by program leaders from these discussions with the SLOAC Committee has helped refine the CPR process and driven the reconfiguration and alignment of program reviews and program-level SLO assessment in the 2014-2015 academic year for instructional programs, and in the 2015-2016 academic year for student services programs [[IB5.05](#); [IB5.06](#); [IB5.07](#); [IB5.08](#)].

Program leaders utilize the College's internal data-warehouse to compile a quantitative assessment of program effectiveness as part of annual and comprehensive program reviews. The College's data-warehouse provides extensive disaggregated information regarding student enrollments by course, major, program, ethnicity and race, gender, age, full-time or part-time enrollment, units attempted, grades, time period, and other variables. The data-warehouse is available to all employees on the College's intranet and is maintained by the institutional researcher. In addition, the institutional researcher undertakes more detailed or specialized data inquiries and information gathering tasks as data needs arise that cannot be answered through the data-warehouse.

As discussed in I.B.1, the campus's strategic planning is informed by recommendations from all shared-governance committees and broad campus dialog. When composing the Strategic Plan, the shared-governance committees identify their role in moving the institution towards each goal. The Strategic Planning Committee then gathers information from committees about progress towards goals, and from this information compiles an assessment of how to improve institutional effectiveness. The assessment of these goals is later shared in campus forums for discussion. This ownership allows for ease and clarity in the assessment of progress related to goals in the Strategic Plan.

While student learning and achievement as they relate to the improvement of the College are the focus of nearly all campus activities, they are principally central to the work of a number of key standing committees. Specifically, the role of the academic (Council on Instruction) and student services (Student Services Council) leadership committees is to provide a consistent and clear setting for interaction and dialog on student learning among representation from administration, faculty, and classified constituent groups. These committees meet at least once per month during the academic year and focus on short and long-term topics that underlie the College's support of student learning and achievement, as central to the College's mission. For example, key discussions on faculty hiring, student success, academic program implementation, and class scheduling occur regularly in the Council on Instruction which is comprised of the CIO, Academic Senate president, division chairs, and the library and learning center directors. Similarly, the Student Services Council provides a vehicle for interdepartmental dialog on wide-ranging topics within student services and includes the CSSO, leaders from all student services programs, faculty representation, and the CIO.

Analysis and Evaluation

The College effectively assesses its ability to realize its mission. The College's planning processes include multiple points where discussion occurs around student learning and program assessment, and their connection to the mission. The campus community and the board support

the College's role in delivering high-quality and comprehensive instruction and in serving the community in which FRC resides. The College uses a variety of practices and mechanisms to assess and track accomplishments related to institutional improvement and the attainment of the College's mission. Focused assessment occurs as part of the program review processes and the Council on Instruction and the Student Services Council are lead standing committees for broad discussions on student success and services across the College. The SLOAC Committee reviews outcome assessments and communicates these results to the College. Plans to improve this area include the adoption of a new SLO reporting tool for course-level assessment in fall 2017 will create a more streamlined process, resulting in SLO and student achievement data that can be more efficiently disaggregated based on mode of delivery. The College will have its initial data from this tool for fall 2017 courses, which will be compiled in the SLOAC Committee's Annual Report on Assessment of Student Learning. An important component of this plan will be the disaggregation of SLO assessment data from ISP courses (QFE theme two).

Evidence

<u>IB5.01a</u>	<u>AP 3250: Institutional Planning</u>
<u>IB5.01b</u>	<u>BP 3250: Institutional Planning</u>
<u>IB5.02a</u>	<u>Minutes, Strategic Planning Committee</u>
<u>IB5.02b</u>	<u>Strategic Planning Committee, CAM example</u>
<u>IB5.03</u>	<u>Minutes, Strategic Planning Committee, 9/21/16</u>
<u>IB5.04</u>	<u>Minutes, SLOAC, 4/21/17 with CPR submitters</u>
<u>IB5.05</u>	<u>Minutes, SLOAC, 10/9/14 showing review of instructional CPR</u>
<u>IB5.06</u>	<u>Minutes SLOAC, 11/23/15 showing review of student services CPR</u>
<u>IB5.07</u>	<u>Minutes, Strategic Planning Committee, 12/10/14 showing approval of instructional CPR template</u>
<u>IB5.08</u>	<u>Minutes, Strategic Planning Committee, 12/16/15 showing approval of student services CPR template</u>

Standard I.B.6.

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Feather River College uses multiple platforms to analyze disaggregated data on student success and achievement such as the Student Equity Plan, the Student Success Scorecard, and ad-hoc reports on focused topics as requested by instructional or student services committees. Resulting from the low numbers and correspondingly low statistical stability at the program level, the College has chosen to analyze and disaggregate student success and achievement on factors such as delivery mode (on campus vs. off campus) that have sufficient statistical stability to provide meaningful results.

As a result of California's recent focus on closing achievement gaps through student equity, FRC disaggregates and analyzes learning outcomes and achievement for various populations of students in the College's Student Equity Plan. The Student Equity Plan was developed and is reviewed by a subcommittee of the Student Services Council, and as required by the California Community College Chancellor's Office (CCCCO), the governing board. The subcommittee includes representation from the following programs:

- Disability Support Program for Students (DSPS)
- Extended Opportunity Programs and Services (EOPS)
- Student Success and Support Program (SSSP)
- Programs for foster youth
- Programs for veterans
- California Work Opportunity and Responsibility to Kids (CalWORKs)
- Student Financial Aid Administration, Board Financial Assistance Program (BFAP)
- Basic Skills Initiative (BSI)

The Plan was approved by the College's Board of Trustees and the CCCCCO and is updated annually, or in accordance with the CCCCCO requirements. The subcommittee meets each semester to discuss progress and activities. The director of SSSP, the student life and engagement specialist, the academic support specialist, and others involved with implementing activities and strategies communicate frequently to analyze the Plan's effectiveness and make revisions when necessary.

The Student Equity Plan focuses on five specific indicators: increasing access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer for all students as measured by success indicators linked to the CCCCCO Scorecard and the College's own research. Success indicators are used to identify and measure areas for which disadvantaged populations may be experiencing disproportionate impact. California Title 5 regulations specify that colleges must review and address the following populations when looking at

disproportionate impact: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities. In addition, foster youth, veterans, and low income students were added in 2014 under the State Budget Trailer Bill, SB 860.

The 80% rule is used to determine the degree to which populations are experiencing disproportionate impact. Through the College's research in developing the Equity Plan, it was found that the majority of the disadvantaged populations had less than 20 points difference as compared to the base group, suggesting that they are not experiencing significant disproportionate impact along any of the five indicators as defined by the CCCCCO. However, the Plan includes goals specific to each of the target populations and activities, and strategies to accomplish the goals in an effort to lessen the gaps. The current Plan includes the goal of reducing any identified gap in equity and success by 2-3% by the year 2020. Due to FRC's small size, many populations have very few students. While this may hinder the collection of statistical data, it also is an opportunity to effectively identify needs and target services and strategies such as outreach and more intrusive advising to reach students and get them back on track toward completion of courses, certificates, degrees, or transfer [\[IB6.01\]](#).

In addition to the Student Equity Plan, FRC identifies performance gaps through academic probation/dismissal and an early alert process called Student Intervention [\[IB6.02\]](#). The Student Intervention process allows faculty and staff to proactively notify a designated academic counselor when they have academic or behavioral concerns about a student. The counselor is responsible for following up on Student Intervention requests and provides outreach to students on probation or dismissal in order to identify barriers to their success. When necessary, referrals are made to support services such as tutoring, DSPS, student success workshops, and/or services in the community. This counselor was added as a new position in 2015 as a result of an identified need to provide more comprehensive follow-up services to students and is funded through the Student Success and Support Program. The counselor is also primarily responsible for providing academic counseling services to some of the populations identified in the College's research and Student Equity Plan, including veterans, foster youth, and students with disabilities [\[IB6.01; IB6.03\]](#).

The College uses several other strategies to mitigate the achievement gaps for target populations. Activities and outcomes of the 2015-2016 Student Equity Plan included allocating human resources that included positions of SSSP director, student life and engagement specialist, and academic support specialist, whose responsibilities are to implement the activities listed in the Plan and assess the effectiveness of the strategies. The SSSP director and specialists collaborate with appropriate staff on campus such as the basic skills coordinator and instructors, foster youth liaison, veterans' liaison, director of Disability Support Program for Students, advisors, counselors, and faculty. The director also attends committee meetings including the Council on Instruction, Academic Senate, and the Student Services Council to share updates regarding activities and solicit feedback [\[IB6.04; IB6.05; IB6.06\]](#).

Agencies in the community and campus liaisons representing the target populations identified in the Plan are also consulted regularly regarding activities and strategies to help students succeed. In fall 2015, the Student Equity staff met with the foster youth and veterans liaisons and a

community agency to develop an Independent Living Skills program for the target populations. A survey was given to the group during the first meeting to determine valuable and salient topics. The results were used to build a calendar of monthly workshops where attendance has been high and end-of-the-year feedback has indicated support for program continuance [IB6.07; IB6.08].

Other strategies to help target populations include providing book vouchers that supplement the cost of required course materials; a variety of textbooks, as requested by the librarian, were added to the library reserves; a textbook lending library was created in the fall of 2016; access to the reserves and to computers was increased by opening the computer lab on Sunday evenings; more co-curricular activities such as cultural experiences, guest speakers, and field trips have been created to support student learning; a Campus Climate Survey and focus groups were held with the target populations to better understand their challenges and barriers; a First Year Experience Program, which started with a Summer Bridge and proceeded with student engagement activities, has been implemented; common topic weeks in all English sections have been instituted; and success workshops and other activities to connect students with their peers, staff and faculty began in the spring of 2016 [IB6.01].

Based on the College's research, low-income students are a significant target population. Many students on-campus are low-income and all of the students in the Incarcerated Student Program (ISP) fall into this category. Access to the ISP population is much more restricted and requires different outreach strategies. Through Student Success and Support Program (SSSP) funding, a program staff specialist was hired in 2015 to focus on orientation, assessment, education planning, and follow-up services for ISP students [IB6.03]. Equity funding has supported an ISP tutoring program, supplemental instruction, books, and supplies [IB6.01]. An early alert system is in place for the ISP, progress reports are done for each student every semester, and communication with the students has significantly improved.

The College has a large student-athlete population and many of the athletic teams include populations defined as "at-risk" through the Equity Plan. The College has an academic/athletic advisor who meets with the majority of the athletes and reviews transcripts for all athletes each semester. This advisor provides outreach to students and groups of students to help them improve their academic performance. For example, in spring 2016, this advisor presented information on maintaining eligibility (good academic standing) to the football team [IB6.09]. All student athletes are required to participate in supervised tutorial/study hall so they have time built into their schedule to focus on academics. Student athletes as well as EOPS participants, TRiO participants, and students on probation are required to complete a progress report seven weeks into the semester. When issues arise, students meet with their advisor or counselor to discuss options, often resulting in referrals to services. The College uses many means to assess the effectiveness of these newly designed strategies such as the annual program review and comprehensive program review, and through focus group outcomes and satisfaction surveys.

As described in detail in I.B.4, the College's course and program-level assessment processes provide the backbone for capturing reflection on student learning and for indicating future needs for improvement. Here, assessment instruments encourage thorough reflection on student learning and forward thought on how to better serve students across multiple course sections and

delivery modes [IB6.10a; IB6.10b]. For FRC specifically, much of the potential for disaggregation related to student learning and achievement has been most effective when disaggregated at the level of instructional delivery type (e.g., on campus, DE, ISP). At this level there is sufficient stability and predictability in performance trends to draw meaningful conclusions about program efficacy. At a more granular level, the number of students in specific instructional programs are typically so small that statistical analysis is difficult and potentially misleading [IB6.11]. This outlook applies to the College's work related to SLO assessment and to other measures of achievement including the institutional-set standards.

Analysis and Evaluation

The College disaggregates and analyzes learning outcomes and achievement for subpopulations of students, identifies performance gaps, implements strategies to mitigate the gaps and regularly evaluates the efficacy of the strategies. This occurs through multiple avenues such as the Equity Plan on a college-wide level and at more nuanced levels through disaggregated analysis along delivery modes in the Council on Instruction. The College's Equity Plan is developed using current and pertinent institutional research, collaboration with Student Services, Instruction, and community agencies, and is approved by the Board of Trustees and the California Community College Chancellor's Office. The College uses information collected in surveys and focus groups to identify strategies for addressing barriers to student success. Being a small college, FRC is advantaged with the ability to reach individual at-risk students, and provide specific opportunities. The College will continue to monitor and evaluate the progress of the students who have not succeeded at expected rates. Effective strategies will be sustained and new strategies based on research and/or student feedback will be implemented. Ongoing evaluation for the efficacy of the strategies and activities will also continue.

Although the College effectively establishes, communicates, and assesses learning outcomes across instructional and student services programs, more can and should be done to disaggregate learning outcomes assessment. Specifically, the College plans to explore and implement methods to systematically capture sufficient resolution in learning outcomes assessment to enable disaggregation that can illuminate indicators of differential learning among student populations. This may be achieved by better integrating rubrics and the use of technology available through the College's learning management system (Canvas) to more sustainably capture data related to this assessment. Based on preliminary analysis of disaggregated student achievement, this endeavor will likely be most meaningful for the College when done at a level that includes sufficiently large student samples, such as those defined by delivery mode. A new Assistant Dean position was created in 2017 to address these needs and improve services in distance education and the Incarcerated Student Program. This topic is included as a focused area for future improvement in the Quality Focus Essay, theme two.

Evidence

IB6.01	2015-2016 Student Equity Plan
IB6.02	AP 4250: Probation
IB6.03	2014-2015 Student Success and Support Program Plan
IB6.04	Meeting Minutes, Council on Instruction, 10/8/15

<u>IB6.05</u>	<u>Meeting Minutes, Academic Senate, 8/20/15</u>
<u>IB6.06</u>	<u>Meeting Minutes, Student Services Council, 10/14/15</u>
<u>IB6.07</u>	<u>ILP Survey Results</u>
<u>IB6.08</u>	<u>ILP Workshop Schedule</u>
<u>IB6.09</u>	<u>Student Athlete Profile Presentation</u>
<u>IB6.10a</u>	<u>Sample CPR: Biology</u>
<u>IB6.10b</u>	<u>Sample course-level SLO assessment: PoliSci 101</u>
<u>IB6.11</u>	<u>Minutes, COI, 3/8/17</u>

Standard I.B.7.

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

POLICIES

The College's policy on Participation in Local Decision Making (AP2510) describes the composition, role, and function of each standing committee [IB7.01]. The Cabinet is a standing committee, and consists of the CEO (chair), Associated Students president, Classified Senate president, Academic Senate president, chief instructional officer, chief student services officer, chief financial officer, director of human resources, Full-time Faculty Union president or designee, CSEA president or designee, and the Associate Faculty Union president or designee. The Cabinet is the College's central governance committee for policy review and recommendations, other than academic and professional matters enumerated in statute. The Cabinet obtains constituent opinions, and advises the CEO regarding policy recommendations. It also serves as a sounding board for college-wide initiatives and provides communication within the College. Policy and procedure changes may be required because of changes in state law or internal practices. The Cabinet relies heavily on the Community College League of California for updates to policies, and it typically begins reviewing policies using the League's suggested template based on law and best practices. As a result, the College reviews policies regularly and as needed.

The Cabinet committee meets monthly during the academic year to review and update board policy and administrative procedures taking into consideration suggestions from committee members and other College committees and councils such as the Strategic Planning Committee, Budget Committee, Academic Senate, Classified Senate, Associated Students, Student Services Council, and Council on Instruction. When a policy is under review, Cabinet refers it to these committees for additional input, suggestions, and necessary updates, which enables a process of collaboration and continuous effective review with positive results for the College. This review by multiple committees leads to necessary updates to practices based on needs and requirements identified in areas of instruction, student services, and resource allocation [IB7.02]. Central to discussions in policy and procedure review is alignment to the College's mission. Policies are reviewed by committees and councils prior to final approval by the Cabinet before presentation to the Board of Trustees for approval [IB7.03].

The Board of Trustees added a formal review of all Board Policies to the superintendent/president's objectives starting in the 2016-2017 academic year. By August 2017, the board had reviewed approximately one-third of the BPs through this systematic review process and will continue this review going forward.

PRACTICES

The College regularly evaluates its practices through formal and informal processes. The College has used the same integrated planning and budget process since 2009. Over the last decade, the College's integrated planning process has undergone minor revisions but has been largely unchanged in its basic structure. As described in I.A.3, this planning process consists primarily of annual program reviews (APRs) and comprehensive program reviews (CPRs) [IB7.04]. The APR process forms the basis for the development of the annual budget. In this process, programs submit reviews that capture past progress on significant goals and identify future goals and projects that are expected to improve the program, linking these goals to student learning outcomes and campus planning documents. Resource requests that appear in programmatic APRs are reviewed and ranked annually by the Strategic Planning Committee. The ranking of requests from the Strategic Planning Committee is based upon criteria established and refined within this committee and includes scoring requests based on their impact on student learning outcomes and student retention, among other mission-critical criteria [IB7.05a; IB7.05b]. Importantly, this process is evaluated annually by the Strategic Planning Committee where the criteria used in the prioritization are discussed and revised as needed before the Strategic Planning Committee sends out the formal call to the campus to prepare and submit programmatic APRs. This allows for reflection and adjustment within the Strategic Planning Committee to focus the committee's attention on the greatest needs for the College in the coming year.

Analysis and Evaluation

The College continually and regularly evaluates policies and procedures, and makes updates or changes where necessary to meet legal requirements, internal changes, and most importantly, to provide support in the accomplishment of the College's mission, the quality of its academic programs, and student success. This occurs through existing shared-governance processes and constituency representation in Cabinet, as well as through the board's active and systematic review of BPs. Additionally, the College uses an effective and flexible planning and budgeting process that includes regular evaluation of criteria used in prioritizing expenditures across the institution.

Evidence

IB7.01	AP 2510: Participation in Local Decision Making
IB7.02	Minutes, Academic Senate, 5/10/17 example of policy discussion
IB7.03	Minutes, Board of Trustees, 5/18/17 policy approval
IB7.04	AP 3250: Institutional Planning
IB7.05a	CAM spreadsheet
IB7.05b	Minutes, Strategic Planning Committee, 9/16/15

Standard I.B.8.

The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

The College employs multiple methods to share the results of its assessment and evaluation activities. This occurs primarily through the shared-governance committees where the Cabinet, Strategic Planning Committee (SPC), and Student Learning Outcomes Assessment Cycle (SLOAC) Committee share a variety of assessment and evaluation outcomes [IB8.01]. The Cabinet includes key administrators along with constituents from both the Classified Senate and the Academic Senate where policy changes and college-wide initiatives are reviewed thoroughly [IB8.02]. The SPC is chaired by the superintendent/president and includes constituents from both the Classified Senate and the Academic Senate along with key administrators. The SPC reviews all annual program reviews (APRs) according to criteria reviewed and adjusted every year. Once requests for funding are rank-ordered, the SPC reviews the results and considers input which may point out nuances in the system that led to certain areas being scored high or low. Recommendations for funding are then sent to the Budget Committee for consideration [IB8.03]. The SPC also asks all shared-governance committees to submit long-range goals to be included in the Strategic Plan, and requires that each committee report back regarding the accomplishment of their submitted goals. The SLOAC Committee is chaired by the chief instructional officer (CIO) and members include constituents from the Classified Senate and the Academic Senate along with the chief student services officer (CSSO) and the institutional researcher. Every instructional program and Student Services program is required to submit a comprehensive program review (CPR) every four years, and is invited to share their plans with the SLOAC Committee the semester prior to submission for guidance and perspective. Once the CPR is submitted, the SLOAC Committee meets with each submitter to provide feedback focused on the assessment of their student learning outcomes [IB8.04]. Related to employee development, goals and objectives identified from the planning process also inform campus flex and professional development activities. The shared governance, professional development committee organizes flex days in October and April around the goals embodied in the College mission, and planning documents. For example, flex day activities have included topics on completing annual and comprehensive program reviews, training in Canvas, presentations on student mental health, and workforce expectations and dynamics in the 21st century.

In conjunction with the work completed during the actual shared-governance meetings, communication is shared across campus by posting documents on the website, inclusion in the catalog, college-wide distribution, and discussions on Institution Day. An example is the Report on Assessment of Student Learning prepared by the SLOAC Committee which is posted on the website and shared widely with all employees and the Board of Trustees [IB8.05; IB8.06]. This report contains information on the assessment of college-wide SLOs, several examples of assessment of program-level outcomes, and information on assessment of course-level outcomes. Course-level assessments can be found through the Office of Instruction, although these will be more readily available as the College transitions to the new course-level assessment platform

(see theme two in the Quality Focus Essay). The Office of Instruction submits an Annual Report to the ACCJC on course, program, and student services SLOs each spring [[IB8.07](#)]. In addition, the monthly CEO's report to the board, the Scorecard and student learning outcome assessment results are also presented to and reviewed by the Board of Trustees [[IB8.08](#); [IB8.09](#)]. In addition, results of student surveys and focus groups are shared at Institution Day which is attended by all permanent and contract employees, as well as made available through the College's website [[IB8.10](#)].

Analysis and Evaluation

There are several means through which the results of assessment and evaluation activities are shared widely. The primary means are the shared-governance committees including Cabinet, Strategic Planning, and the SLOAC. In addition, the College shares results of assessment and student learning outcomes through the web page, by inclusion in the catalog, via emails and meetings with all employees, at board meetings, and reports to the public.

Evidence

IB8.01	AP 2510: Participation in Local Decision Making
IB8.02	Minutes, Cabinet, 5/5/16, accreditation on the agenda
IB8.03	Minutes, SPC, 2/15/17, APR rankings are reviewed
IB8.04	Minutes, SLOAC, 4/21/17, CPR submitters provided feedback
IB8.05	FRC website with Assessment Report, screenshot
IB8.06	Email from CIO to employees with attached Assessment Report, 5/15/17
IB8.07	Annual Report to ACCJC
IB8.08	President's Report to BOT, 5/18/17
IB8.09	Minutes, Board of Trustees, ScoreCard discussed by the Board, 5/18/17
IB8.10	YESS and focus group results shared at Institution Day, 8/17/16

Standard I.B.9.

The Institution engages in continuous, broad based, systematic evaluation and planning. The Institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology and financial resources.

Evidence of Meeting the Standard

Through its shared-governance processes, several committees facilitate the institution's broad-based systematic evaluation and planning processes. The cyclical annual program review (APR) process traditionally initiates all programmatic evaluation processes including staff, physical, technological, and financial resources [IB9.01a; IB9.01b]. As previously described, APRs are submitted to the Strategic Planning Committee and are classified as within either Instructional, Student, or Administrative Services categories. The Strategic Planning Committee receives the APRs by an established deadline, and then evaluates and measures all APRs and budget requests against standards and criteria determined through a Criteria Analysis Matrix (CAM). Individualized requests in APRs are then formally scored and prioritized based on the degree to which those requests align institutional goals, mission, and with consideration of the request's feasibility [IB9.02a; IB9.02b; IB9.02c; IB9.03].

In this process, Strategic Planning sub-committees also supply subjective recommendations based on their evaluations of the APRs and budget requests. These are then brought forward to the whole Strategic Planning Committee for additional discussion and decision on which recommendations to forward to the Budget Committee for further evaluation [IB9.04a; IB9.04b; IB9.04c]. Requests are then reviewed by the superintendent/president whose final decisions are based on a culmination of recommendations, and any additional information brought to light or not readily available during the initial evaluation. In the APR process, short-range, one-time and ongoing program requests are reviewed and identified for all general fund allocations [IB9.05]. The comprehensive program review (CPR), which occurs every four years, captures the long-range planning and goals for a program [IB9.06a; IB9.06b; IB9.06c; IB9.06d; IB9.06e]. The APR process, which considers integrated resource and budget allocations, facilitates the incremental implementation of the long-range goals identified in the CPR. For "emergency" requests (requests that occur within a fiscal year but were not captured in the APR or were unexpected), a contingency fund was created in 2014 giving the superintendent/president the ability to fund those requests in a limited capacity at their discretion [IB9.07a; IB9.07b].

In addition to Strategic Planning, other supportive shared-governance committees such as Academic Policies, Curriculum, Strategic Technology, Facilities, Budget, Cabinet, Safety, Student Services Council, Strategic Enrollment Management, Student Intervention, and Equal Employment Advisory, largely contribute to planning around short- and long-range needs of educational programs and services. These shared-governance committees also assist in identifying needs for staff, technology, and physical and financial resources. Traditionally, these committees meet once a month. Unless otherwise defined, these committees are created by

Academic and Classified Senate volunteers, or membership composition is determined through elections. These selection processes and committee compositions are based on the goal of equal representation. Classified Senate members serve two-year terms on committees, while Academic Senate members serve one-year terms. Neither senate limits the number of terms a member may serve on a given committee. In developing the Strategic Plan, committees were involved by describing how their yearly work supports the broad goals of the plan to firmly integrate campus activities with overall college goals.

Analysis and Evaluation

The APR and CPR processes are clearly defined, and the evaluation of planning submissions involves a defined and rigorous process. Budget allocations are determined after robust sub-committee, committee, and CEO review. APRs and budget requests are evaluated on a matrix that aligns with the College's mission and values through criteria such as the request's impact on campus safety, student success and retention, and student learning.

Evidence

<u>IB9.01a</u>	<u>AP 3250: Institutional Planning</u>
<u>IB9.01b</u>	<u>BP 3250: Institutional Planning</u>
<u>IB9.02a</u>	<u>APRs: sample</u>
<u>IB9.02b</u>	<u>APRs: template</u>
<u>IB9.02c</u>	<u>APRs: sample</u>
<u>IB9.03</u>	<u>Criteria Analysis Matrix (CAM) used by Strategic Planning Committee</u>
<u>IB9.04a</u>	<u>Minutes, Budget 4/15/16</u>
<u>IB9.04b</u>	<u>Minutes, SPC 2/15/17</u>
<u>IB9.04c</u>	<u>Minutes, SPC 12/10/14</u>
<u>IB9.05</u>	<u>Superintendent/president's memo on APR funding, 5/10/17</u>
<u>IB9.06a</u>	<u>CPR sample: Student Services</u>
<u>IB9.06b</u>	<u>CPR sample: Social Science</u>
<u>IB9.06c</u>	<u>CPR sample: Child Development Center</u>
<u>IB9.06d</u>	<u>CPR template instructions</u>
<u>IB9.06e</u>	<u>CPR template</u>
<u>IB9.07a</u>	<u>Contingency fund created in 2014 giving the CEO/President funding discretion: budget form</u>
<u>IB9.07b</u>	<u>Contingency fund created in 2014 giving the CEO/President funding discretion: evidence</u>

Standard I.C: Institutional Integrity

Standard I.C.1.

The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

Evidence of Meeting the Standard

The College catalog is published every two years and is considered a primary source of information for students, prospective students, employees, and outside organizations. The mission, vision, statement of values, accreditation status, and college-wide student learning outcomes are clearly stated in the front of the catalog [IC1.01]. Student learning outcomes for Student Services can be found in the section on Student and Instructional Services, and student learning outcomes for each instructional program are included after each program description [IC1.02]. Information about the baccalaureate program's fees, program requirement, and student learning outcomes are also published in the catalog [IC1.03]. The accuracy of all catalog information is overseen by the CIO who convenes a Catalog Committee meeting with the administrative assistant for instruction, the CSSO, the administrative assistant for Student Services, the registrar, the director of financial aid, and several academic advisors. During the year the catalog is published, the committee meets several times to determine who is responsible for the catalog sections and to determine a process for proofreading each section [IC1.04a; IC1.04b; IC1.04c]. The catalog is available through the Instruction Office documents at www.frc.edu.

The processes to ensure clarity, accuracy, and integrity of information conveyed to the campus and public through email and other communiqués are overseen by the Communications Committee [IC1.05a; IC1.05b]. This Committee oversees the consistency and content of campus information disseminated in a variety of formats and is a standing committee in the College's shared-governance structure. The College website (www.frc.edu) is also a primary source of information for all campus constituents and the general public. Various content managers who have expertise in a specific area, such as program faculty who maintain program webpages or classified staff who manage programs such as admissions and records, are responsible for the content and accuracy of their program pages. College-wide student learning outcomes and assessment reports are available on the Academics webpage, and the Student Services webpage includes information about Student Services student learning outcomes and assessment. Current institutional data including student achievement, graduation rates, etc. are available to the public on the Research and Planning webpage [IC1.06]. More broadly, FRC student achievement data in comparison to other colleges and statewide averages are available through the Chancellor's Office Datamart (<http://datamart.cccco.edu/datamart.aspx>). The Administration section of the College's website includes information about accreditation available to both campus constituents and the public [IC1.07].

Student learning outcomes are communicated to instructors, students and potential students on all course outlines of record, and course SLOs appear on every course syllabi [[IC1.08](#); [IC1.09](#)].

Additional means are also used by the College for communicating with employees, students, the public and outside organizations. Email is a primary means of communication between staff, with students, and between instructors and students. News and information about College events are also posted around campus, sent in press releases and articles to the local newspaper, included on the College website, and on the FRC mobile application [[IC1.10](#)]. Campus meetings are held at the beginning of every semester to share annual goals, plans and pertinent campus information [[IC1.11](#)].

Analysis and Evaluation

Under the direction of the CIO, the process of catalog production and review is regular and cyclical. The catalog review process allows multiple points of input from program leaders [[IC1.12](#)]. Annual and comprehensive program reviews are processes where program leaders can ensure that SLOs on course syllabi align with those on CORs and reflect program SLOs.

The College adequately communicates its accreditation status on the College website, at board meetings, and through press releases to the local newspaper. Since the last comprehensive site visit in 2012, the College transitioned to a new website and standardized template was developed through the Communications Committee to ensure consistency in look and navigation and has developed and implemented a mobile application (app).

Evidence

IC1.01	2016-2018 catalog, pages 5-7
IC1.02	2016-2018 catalog, page 27
IC1.03	2016-2018 catalog, pp. 12-13, 53
IC1.04a	Sample agenda for catalog meeting
IC1.04b	Sample agenda for catalog meeting
IC1.04c	Sample agenda for catalog meeting
IC1.05a	Minutes, Communications Committee, 11/19/15
IC1.05b	Minutes, Communications Committee, 3/17/16
IC1.06	Institutional Research and Planning webpage, screenshot
IC1.07	Accreditation webpage, screenshot
IC1.08	Sample COR, GEOL 102
IC1.09	Sample course syllabi, GEOL 102
IC1.10	Email about campus speaker on water in California from Bridget Tracy, 4/4/16
IC1.11	Institution Day Agenda, 1/7/16
IC1.12	Email from Virginia Jaquez, to campus for catalog review, 2/23/16

Standard I.C.2.

The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

Evidence of Meeting the Standard

The College provides a catalog in both print and online formats for the students and the public [IC2.01]. The electronic version of the catalog can be downloaded as a PDF from the College’s website, and hardcopies of the catalog are made available to prospective students on campus, mailed if requested, and distributed at orientation events. When the College transitioned to its new website, the decision was made to include the catalog as a “top-level” link to provide students with direct access by including it in the frequently used links in the upper-right corner of the homepage.

The catalog is created through a partnership between the Office of Instruction and the Students Services Office, both of which coordinate the content for their respective portions of the document. To ensure the accuracy and currency of this document, the CIO convenes an ad hoc Catalog Committee that meets regularly to develop a work plan to complete the production of the upcoming catalog. This committee includes the CIO, CSSO, academic advisors, administrative assistants to instruction and student services, the registrar, and articulation officer. Through regular meetings, the committee revises the catalog to include current course, degree, and policy information. When needed, members of the Catalog Committee bring portions of the catalog to the appropriate shared-governance bodies and program leaders for input and approval (e.g., general education requirements). Additionally, the catalog includes a consistent template for academic programs to make major requirements clear to students and advisors [IC2.02]. Course information (i.e., catalog descriptions, prerequisites) is compiled directly from the course outlines of record (CORs), and course articulation status is assembled by the articulation officer directly from the Articulation System Stimulating Institutional Student Transfer (ASSIST) database to ensure that the most accurate information is included.

General Information

Content Description	Location
Official name, addresses, telephone number, and website address	Inside front cover
Educational Mission	p. 5
Representation of accredited status with ACCJC, and with programmatic accreditors	p. 2
Course, program, and degree offerings	All program pages
Student learning outcomes for programs and degrees	All program pages
Academic calendar and program length	N/A
Academic freedom statement	p. 6
Available student financial aid	p. 21-26
Available learning resources	p. 31
Names and degrees of administrators and faculty	p. 164-166
Names of governing board members	p. 163

Requirements

Admissions	p. 10-13
Student tuition, fees, and other financial obligations	p. 13-14
Degrees, certificates, graduation, and transfer	p. 27-28

Major Policies and Procedures Affecting Students

Academic regulations, including academic honesty	p. 35-36
Nondiscrimination	p. 38
Transcripts	p. 13
Grievance and complaint procedures	p. 37-38
Sexual harassment	p. 37-38
Refund of fees	p. 14

Locations or publications where other policies may be found

Additional college policies	p. 38-39
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Analysis and Evaluation

FRC provides a print and online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” from the Commission. The catalog production process has improved since the last site-team visit. Catalog sections are more consistent due to the use of templates for each program section.

Evidence

IC2.01	2016-2018 Catalog
IC2.02	Email from Virginia Jaquez to faculty to review majors section in catalog, 12/18/15

Standard I.C.3.

The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The College collects and publicizes the assessment of student learning outcomes through a variety of formats. At the program level, faculty and staff reflect on program-level outcomes as they complete their comprehensive program reviews (CPRs) and use this reflection to guide their assessment of program strengths and weaknesses. All CPRs (as well as all annual program reviews, or APRs) are posted to the College's program review web page that is managed and maintained by the institutional researcher. This page is readily found through the administration webpage [[IC3.01](#)].

Related, the Student Learning Outcome Assessment Cycle (SLOAC) Committee meets annually with program leaders who have completed their CPRs based upon a four-year review cycle. In meetings with instructional programs and with student services programs, the SLOAC Committee solicits feedback from the CPR submitters about how they feel the assessment processes work, what strategies they have identified and implemented to assess student learning, what they have learned from their assessment of student learning, and what program needs they have identified to improve student learning [[IC3.02](#)]. These meetings are held in a collegial, round-table format to encourage program leaders to learn from each other and discuss their successes and challenges. Starting in the 2014-2015 academic year, the SLOAC Committee has used the results of these discussions to recommend funding allocations to improve student learning as identified by program leaders. In addition to these annual meetings with program leaders, the SLOAC Committee has made steady progress in raising visibility and awareness of SLO assessment on campus and beyond. To this end, the committee wrote an assessment plan in 2014 which was subsequently approved through the College's shared-governance structure [[IC3.03](#); [IC3.04](#); [IC3.05](#)]. As described in the Assessment Plan, the SLOAC Committee writes and distributes an annual report on the College's activities and results related to assessing SLOs. The SLOAC Committee writes these reports every spring after meeting with the CPR submitters and uses these reports to communicate with the campus about noteworthy developments related to SLO assessment at all levels (e.g., college-wide, program) [[IC3.06](#); [IC3.07](#); [IC3.08](#); [IC3.09](#)]. The past and current assessment reports are publicly available on the College's website and are included in the president's report to the Board of Trustees [[IC3.10](#)].

Beyond the formal assessment of SLOs, various data that indicate academic quality are reported and made available to the public. These include established reports from agencies external to FRC such as the California Community College's Student Success Scorecard and the Integrated Postsecondary Education Data System (IPEDS) reports [[IC3.11](#)]. Additionally, the College completes its Year End Student Survey (YESS) annually and posts these results to the FRC website as well [[IC3.12](#); [IC3.13](#)]. These reports, as well as the College's achievement relative to the Student Success Scorecard and institutional-set standards, are included as regular reports in the board's annual planning calendar [[IC3.14](#)].

The Institutional Researcher is responsible for collecting and compiling information from submitted program reviews and other matters of academic progress and achievement. This information is used in decision-making processes, especially in prioritizing budgets and in the implementation of the Strategic Plan. The Strategic Plan supports the College's mission, and provides the basis for planning around annual and long-term goals.

Analysis and Evaluation

The College documents and publishes assessment information of student learning and evaluation to inform current and prospective students and the public. These data are available on the Planning and Research site and the Instruction site. Reports on student achievement are also available on the College website, in reports to the community, and in presentations at board meetings. The yearly report on student achievement is easily available on the College home page, and the annual SLO report on the Instruction page. Institutional and student data are also available on the Planning and Research site.

Evidence

<u>IC3.01</u>	<u>Annual program review webpage, screenshot</u>
<u>IC3.02</u>	<u>SLOAC minutes with CPR submitters, 10/5/15</u>
<u>IC3.03</u>	<u>2014 Assessment Plan</u>
<u>IC3.04</u>	<u>Minutes, Academic Senate, approval of Assessment Plan, 5/14/14</u>
<u>IC3.05</u>	<u>Minutes, Classified Senate, approval of Assessment Plan, 5/19/14</u>
<u>IC3.06</u>	<u>2014-2015 Report on Assessment of Student Learning</u>
<u>IC3.07</u>	<u>2015-2016 Report on Assessment of Student Learning</u>
<u>IC3.08</u>	<u>2016-2017 Report on Assessment of Student Learning</u>
<u>IC3.09</u>	<u>Minutes, SLOAC Committee, 3/21/16</u>
<u>IC3.10</u>	<u>SLO Assessment Webpage screenshot</u>
<u>IC3.11</u>	<u>Student Success Scorecard, screenshot</u>
<u>IC3.12</u>	<u>Institutional Research webpage, institutional data screenshot</u>
<u>IC3.13</u>	<u>Institutional Research webpage, Year End Survey screenshot</u>
<u>IC3.14</u>	<u>Minutes, Board of Trustees, 5/18/17</u>

Standard I.C.4.

The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The College describes its certificate and degree programs on program webpages, in the printed catalog, and through promotional materials [[IC4.01](#)]. Faculty program leaders work with the Office of Instruction to produce documents that accurately describe the purpose, content, requirements, and learning outcomes for academic programs.

Analysis and Evaluation

FRC provides print and electronic resources to students and the public that describe the purpose, content, requirement, and learning outcomes for all academic programs [[IC4.02](#)]. This also includes published information on the baccalaureate program The Agriculture Department program guide and bachelor's degree program packet thoroughly describe the purpose, content, course requirements and learning outcomes of the baccalaureate degree [[IC4.03](#); [IC4.04](#)]. Individual course outlines describe individual student learning outcomes and requirements which, as for all courses at FRC, are conveyed to students in the course's syllabi and are available for instructors and College staff for reference.

Evidence

IC4.01	Catalog, 2016-2018
IC4.02	ENVR Program webpage
IC4.03	Agriculture Department program guide
IC4.04	Bachelor's Degree program packet

Standard I.C.5.

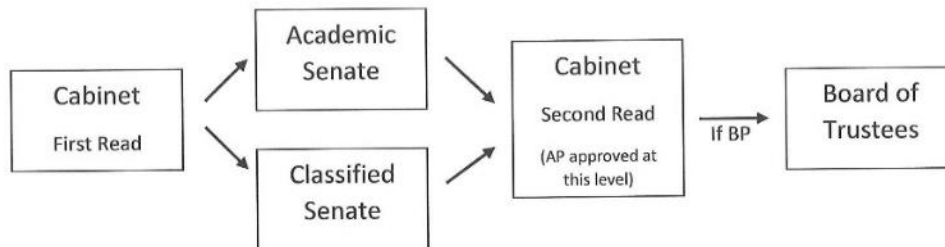
The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The Cabinet is the shared-governance committee responsible for deliberating on policy recommendations exclusive of academic and professional matters outside of their purview that rest with the Academic Senate [IC5.01]. The superintendent/president chairs the meetings which include representatives from the Classified and Academic Senates, the classified and faculty unions, the Associated Students, and the CSSO, CIO, and the chief financial officer (CFO). The Cabinet serves as a sounding board for college-wide initiatives, and opinions and advice from all constituents are discussed in Cabinet meetings. The Cabinet is a focal point from which communication is spread to the campus.

To inform and guide the campus in creating and revising policies, the College subscribes to the Community College League of California, which provides regular updates to new laws and regulations and legal opinions provided by the law firm Liebert Cassidy Whitmore [IC5.02; IC5.03].

The updates the League provides are reviewed by the administrator responsible for that area, who uses the League’s recommended language as a basis for policy creation and revision and also where to include local procedures. In addition to League suggestions, any constituent can suggest a certain policy be reviewed based on information gleaned from conferences or news and information from other colleges. As time allows, the Cabinet also reviews older or out-of-date policies when deemed necessary or timely. New policies and revisions progress through the Senate review process, and are forwarded back to the Cabinet for approval; a process that is tracked along the way. Board policies are then forwarded to the Board of Trustees for final review and approval [IC5.04]. Starting in the 2016-2017 academic year, the Board of Trustees added the review of board policies (BPs) to the superintendent/president’s objectives. Since that time, the board has systematically reviewed BPs as part of their regular meetings.



College publications are reviewed in a variety of ways. The College relies on a decentralized approach to review all publications. The superintendent/president is responsible for the monthly report to the board and any press releases or editorials released to the Feather River Bulletin (local newspaper) or other media [IC5.05]. The Office of the Superintendent is responsible for the “News” portion of the College home page where information is conveniently available to the

public [[IC5.06](#)]. The chief student services officer (CSSO) has general responsibility for marketing and overseeing the marketing budget, which is used for placing advertisements in newspapers and various publications. The CSSO also chairs the Communications Committee which oversees communication issues, including external and internal communications on college-wide matters such as website improvements, email communication issues, signage, advertisements and marketing plans [[IC5.07](#)]. The Office of Instruction and the Office of Student Services are responsible for the accuracy of the College catalog, which is published every two years, and for the class schedule, which is published twice a year. The Student Services Office, Instruction Office, President's Office and the Athletic Office are responsible for posting events to the website [[IC5.08](#)].

Analysis and Evaluation

Policies, procedures, and publications are reviewed through existing and effective structures by an appropriate and balanced range of campus members [[IC5.09](#)]. All policy and procedure creation and revision follows a predictable and transparent path to ensure accuracy and integrity. Likewise, the standard formatting of campus publications is established by the Communications Committee and campus publications are reviewed thoroughly to minimize error and present an accurate picture of the College to students, employees, and the public [[IC5.10](#); [IC5.11](#); [IC5.12a](#); [IC5.12b](#); [IC5.12c](#)].

Evidence

IC5.01	AP 2510: Participation in Local Decision Making
IC5.02	Community College League of California communication
IC5.03	Liebert Cassidy Whitmore communication
IC5.04	Minutes, Cabinet, 3/3/16
IC5.05	Superintendent's monthly report to the BOT, 5/19/16
IC5.06	FRC website – news section
IC5.07	Feather River Bulletin ads
IC5.08	FRC website – Athletics
IC5.09	Minutes, Communications Committee, 12/18/14
IC5.10	Minutes, Communications Committee, 2/19/15
IC5.11	Minutes, Communications Committee, 1/21/16
IC5.12a	Catalog Committee agenda, 6/6/15
IC5.12b	Catalog Committee agenda, 9/7/17
IC5.12c	Catalog Committee agenda, 10/30/15

Standard I.C.6.

The Institution accurately informs current and prospective students regarding the total costs of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

Feather River College informs current and prospective students regarding the total cost of their education by including current information on tuition, fees, and textbooks through a variety of media, including the FRC catalog, schedule of classes, and departmental webpages such as Admissions and Records, Financial Aid and certificate program costs. The multi-faceted approach is intentional, and students may find the cost information via different types of inquiries. Students familiar with financial aid may look for fee information published by that office, while general inquires may be directed to Admissions & Records. General information is available every semester in the schedule of classes.

The costs outlined in the college catalog are inclusive of all fees that students may be required to pay. Each fee is described in terms of the amount, explanation and definition as well as information regarding specific fee waivers and refund processes [\[IC6.01\]](#). The published fees include:

- Enrollment fee
- Non-resident tuition
- Health fee
- Parking permits
- Textbooks
- Transcript fee
- Instructional materials fees

Additionally, the General Information section of the Schedule of Classes lists the enrollment fee, nonresident tuition, health fee, materials charge, and parking permit fee [\[IC6.02\]](#). In accordance with California law and regulation, FRC updates and approves its fees annually through the shared-governance process that includes Cabinet and Board of Trustees approval.

The Admissions and Records webpage offers a fee chart for quick reference for students. It highlights the State Education Code regarding each fee, the fee amount, the population the fees apply to and refund information specific to each amount. The fees listed on the fee chart are the same as those in the College Catalog [\[IC6.03\]](#). The Financial Aid webpage offers information to current and prospective students regarding the cost of education at FRC as well as a “Net Price Calculator” tool for students to use when considering costs. This tool outlines the expected costs associated with tuition and fees, room and board [\[IC6.04\]](#). The costs of certificate programs are presented on the Gainful Employment page which lists the College’s certificate programs, the length of time to complete the program, and the fees for each [\[IC6.05a; IC6.05b\]](#).

The FRC student portal (Banner) informs students of the fees assessed to their account. Current students may review their fees at any time. Each fee and the corresponding amount are listed as well as the status of the fee in regards to payment. The link to the student portal is called “pay your bill” and linked to the Admissions webpage [[IC6.06](#)].

The estimated cost of textbooks generalized at the institutional level is available on the Financial Aid webpage using the Net Price Calculator and on the Cost of Attendance Table [[IC6.07](#)]. Information about the cost of assigned textbook(s) for specific classes is provided by the FRC Bookstore on semester booklist publications [[IC6.08](#)].

Analysis and Evaluation

FRC provides current and accurate information regarding student costs through multiple methods in order to clearly communicate to students the true cost of their education. This information is available to students in catalog and schedule publications, as well as on multiple pages on the College website. Fees are updated and approved annually through the College’s transparent shared-governance structure.

Evidence

IC6.01	2016-2018 Catalog, pp. 12-13
IC6.02	Fall 2016 Schedule of Classes, p. 4
IC6.03	Admissions and Records, Enrollment fees webpage, screenshot
IC6.04	Financial Aid, Cost of Attendance webpage, screenshot
IC6.05a	Certificate Programs webpage screenshot, showing link to Gainful Employment webpage
IC6.05b	Gainful Employment webpage screenshot
IC6.06	Admissions and Records webpage, “Pay your Bill” screenshot
IC6.07	Cost of Attendance Table, 2016-2017
IC6.08	Bookstore, textbook list webpage screenshot

Standard I.C.7.

In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

Board Policy 4030 defines academic freedom and states that it applies to all members of the FRC community including faculty, students, classified and administrative staff, and trustees. It also states that academic freedom is necessary throughout the bargaining process with the College's various bargaining units [\[IC7.01\]](#). Board Policy 3900, which covers speech and the use of College facilities, states, "Students shall be free to exercise their rights of free expression, subject to the requirements of this policy." It further states that "speech shall be prohibited that is defamatory, obscene according to current legal standards, or which so incites others as to create a clear and present danger ..." [\[IC7.02\]](#). Administrative Procedure 3900 provides guidance on where limited public forums can be found, and places no restrictions on what information can be distributed [\[IC7.03\]](#).

Analysis and Evaluation

The College's board policy on academic freedom is available on the College's website with all other board policies. These policies, the Faculty Handbook, and the College catalog clearly communicate the importance of academic freedom in education, and applies this freedom to all constituencies on the campus [\[IC7.04; IC7.05\]](#).

Evidence

IC7.01	BP 4030: Academic Freedom
IC7.02	BP 3900: Speech: Time, Place and Manner
IC7.03	AP 3900: Speech: Time, Place and Manner
IC7.04	2016-2017 Faculty Handbook, p. 11
IC7.05	2016-2018 College Catalog, p. 6

Standard I.C.8.

The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

Board Policy 4245 establishes a set of expectations for students including clear guidelines for taking responsibility for their behavior and following the instructions provided by faculty [IC8.01]. Administrative Procedure 4245 clearly describes the complaint and hearing procedures for incidents where a faculty member suspects a student of academic dishonesty [IC8.02]. While resolving the issue, the faculty member makes reference to the College's Student Code of Conduct (AP 5500) which lists the following as being subject to disciplinary procedures: dishonesty, including but not limited to: cheating, plagiarism, knowingly furnishing false information to the College, forgery, alteration or misuse of College documents and records [IC8.03]. BP 4245 explains the sanctions for violating the Code of Conduct, which range from verbal or written reprimands to disciplinary probation, suspension, and expulsion. Faculty members may choose to submit a Student Intervention Referral or an Incident Report to the CSSO who maintains a file by name to discover any pattern of students who have been reported as violating this policy across academic divisions [IC8.04; IC8.05]. The reporting mechanisms allow faculty members to recommend to the administration whether or not further action may be necessary, and they may address the incident by issuing a lower grade on the particular assignment. In addition, the faculty member may file an Academic Dishonesty Report with the CSSO and CIO using the Student Incident Report form. In the case of two reports of a repeat offender, the CIO forwards the information to the CSSO who issues disciplinary sanctions under AP 5500. All of the above policies can be found on the website under Student Services/Student Policies (<http://www.frc.edu/studentservices/student-policies.cfm>). They are also included on course syllabi [IC8.06].

The College strives to maintain academic integrity in its distance education offerings. The Distance Education Plan outlines how online instructors need to verify enrolled students and users. The Handbook provides ways to verify that the person who is actually doing the online work is the student who is registered [IC8.07]. This is also addressed during training using the learning management system (Canvas). It is suggested that "regular and effective contact" be used, including live interaction through texting, synchronous discussions, or in a chat room to assure student identity. It is further suggested that security questions could be periodically asked, and assigning multiple short essays may allow a faculty member to compare them for consistent content and style. Additionally, for both in-person and distance education classes, the College subscribes to "Turnitin," a widely used tool to verify originality of student work.

Finally, the College has an Institutional Code of Ethics (AP 3050) that clearly outlines the high ethical standards that are expected of all FRC employees and students. This code of ethics, available in the catalog, handbooks and replicated in course syllabi, describes values such as a

respect for persons, esteem for education, collegiality and individual responsibility, honesty and openness, freedom, and environmental stewardship [[IC8.08](#); [IC8.09](#); [IC8.06](#)].

Analysis and Evaluation

In its Board and Academic Policies, as in other guidelines and criteria, the College has established and published clear expectations on academic integrity, as well as the repercussions associated with a student's failure to meet these expectations. Additionally, the College has established clear and meaningful ethical standards for all students and employees and publishes them in handbooks and course syllabi.

Evidence

IC8.01	BP 4245: Academic Integrity
IC8.02	AP 4245: Academic Integrity
IC8.03	AP 5500: Standards of Student Conduct
IC8.04	Student Intervention Referral form
IC8.05	Student Incident Report form
IC8.06	Sample syllabus, HIST 110
IC8.07	Distance Education Faculty Handbook, pp. 23-24
IC8.08	AP 3050: Institutional Code of Ethics
IC8.09	2016-2018 College Catalog, pp. 5-6

Standard I.C.9.

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

Academic freedom is defined and protected in policy as stated in this excerpt from BP 4030:

Academic freedom is defined as the freedom to teach and learn in an atmosphere of free inquiry and expression, including freedom in presenting and discussing subjects, as well as any other relevant matters, including controversial matters, as long as the difference between personal opinion and factual information is clearly delineated. This applies to all members of the Feather River College community: faculty, students, classified and administrative staff, and trustees [[IC9.01](#)].

This board policy lays the framework by which academic freedom is defined and judged at the College. It is corroborated by the Institutional Code of Ethics and the inclusion of statements on academic freedom in the faculty collective bargaining agreements that specify that faculty have the right to discuss their subject areas and relevant matters in order to provide a balanced view to the students as long as they distinguish between personal opinions and factual information [[IC9.02](#)].

The review of course outlines of record (CORs) by the Curriculum Committee also ensures that courses contain relevant and objective subject area content appropriate to the discipline. While in the learning environment, instructors will share their knowledge, insights and views with students. Instructors also encourage students to think critically as they form their own world view and opinions based on the material learned in the class, rather than indoctrinating students of their world view. This topic is included on the faculty evaluation instrument in order to provide students with an opportunity to communicate concerns on faculty expressing personal opinions as fact [[IC9.03a](#); [IC9.03b](#)]. Here, the evaluation forms completed by students as part of the faculty evaluation process include topics related to fairness and objectivity such as “textbook and supplementary materials are relevant to the course,” “(the instructor) keeps personal opinions out of the classroom,” “(the instructor) listens to class opinions in matters affecting the students as a class,” and “(the instructor) is tolerant of students who question his/her statements.”

Analysis and Evaluation

FRC has appropriate and clear expectations in policy and collective bargaining agreements that communicate the need to all employees, including faculty, the importance of distinguishing between personal opinion and professionally accepted views.

Evidence

IC9.01 BP 4030: Academic Freedom

IC9.02 Full-Time Faculty: AFT/CFT, AFL-CIO, CBA, Article 4

IC9.03a Form: Student evaluation of faculty

IC9.03b Form: Student evaluation of faculty

Standard I.C.10.

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the Catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Feather River College is a public California Community College, which does not require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views.

Analysis and Evaluation

This Standard is not applicable to FRC.

Standard I.C.11.

Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

Feather River College does not operate in foreign locations.

Analysis and Evaluation

This Standard is not applicable to Feather River College.

Standard I.C.12.

The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

FRC consistently demonstrates respect for and compliance with all requirements of the Commission as required by board policy [IC12.01]. This commitment is evident in documents prepared for and submitted to the Accreditation Commission for Community and Junior Colleges (ACCJC). Since the last comprehensive site visit in 2012, the College has completed a follow-up report and a midterm report, both of which were submitted on time and were accepted by the Commission [IC12.02; IC12.03]. Additionally, FRC has submitted substantive change proposals for its program on incarcerated education and the Bachelor of Science in Equine and Ranch Management [IC12.04]. All of the principal documents submitted to the Commission, as well as the various action letters issued by the Commission are publicly available on the College's website. The accreditation webpage within the College's website is available within one click of the homepage.

Analysis and Evaluation

The College adheres to a professional relationship with the ACCJC through clear and timely communication. Since the last comprehensive site visit, the College has met all requirements of the Commission and has had all reports accepted without substantial follow-up required. The College discloses all required reports and action letters to the public through its website. Beyond the College's conformance with Commission requirements, numerous FRC staff and faculty have participated in comprehensive site visits for other member colleges. Campus employees who serve on visiting teams are asked to share their experiences and knowledge gained with the Board of Trustees.

Specifically, the following campus members have served on external site visit teams since FRC's last site visit:

- William Ogle, instructional assistant in Instructional Resource Center Dr. Kevin Trutna, CEO/Superintendent/President
- Dr. Derek Lerch, CIO/ALO
- Cynthia Hall, administrative assistant to the CEO, Classified Senate president, classified accreditation chair
- Dr. Katie Desmond, faculty member, faculty accreditation chair
- Dr. Karen Pierson, CSSO
- Dr. Michael Bagley, faculty member

Evidence

<u>IC12.01</u>	<u>BP 3200: Accreditation</u>
<u>IC12.02</u>	<u>2013 Follow-up Report</u>
<u>IC12.03</u>	<u>2015 Midterm Report</u>
<u>IC12.04</u>	<u>Ag. Substantive Change Proposal</u>

Standard I.C.13.

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

The College upholds honesty, clarity, and integrity in its relationships with external agencies. As part of the California Community College system, FRC complies with extensive laws and regulations (e.g., California Education Code, California Code of Regulations) that govern the way the College operates. Accordingly, the College functions in a manner consistent with these laws and regulations and contracts with an independent audit firm to provide annual certification of this compliance as required by California law. These audit reports are provided to the Board of Trustees annually in a public meeting and are provided to the Commission as part of the College's Annual Report [[IC13.01a](#); [IC13.01b](#)]. Additionally, the College's Licensed Vocational Nursing (LVN) program has a relationship with the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) and must disclose information on exam pass rates and receive periodic accreditation in order to maintain the program [[IC13.02](#)]. The College's Child Development Center is regulated through California Community Care Licensing, which includes specifications on teacher training and director qualifications [[IC13.03](#)]. Accurate information regarding the College's accredited status is clearly available to the public in the catalog and on the College website [[IC13.04](#); [IC13.05](#)].

Analysis and Evaluation

FRC maintains open and collegial relationships with external agencies as required for the maintenance of accredited programs and for the College's overall compliance with applicable laws and regulations. The College makes accreditation information publicly available through the catalog and the webpage.

Evidence

- [IC13.01a](#) [Minutes, BOT, 12/8/16](#)
- [IC13.01b](#) [Minutes, BOT, 12/10/15](#)
- [IC13.02](#) [Allied Health webpage screenshot](#)
- [IC13.03](#) [Child Development Center webpage screenshot](#)
- [IC13.04](#) [College Catalog, accreditation statement, p. 2](#)
- [IC13.05](#) [Accreditation webpage screenshot](#)

Standard I.C.14.

The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Feather River College is a publicly funded institution and does not generate financial returns for investors nor contribute to any parent organization.

Analysis and Evaluation

This Standard is not applicable to Feather River College.



STANDARD II
**Student Learning Programs
and Support Services**



Standard II

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard II.A: Instructional Programs

Standard II.A.1.

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Congruent with its mission statement (BP 1200), Feather River College has instructional programs that lead to certificates and degrees in a variety of programs of study. These instructional programs are appropriate to higher education which are created and maintained according to local policy consistent with ACCJC Standards and the laws and regulations governing the California Community College system [[IIA1.01](#); [IIA1.02](#)]. The curricular composition of all degrees and certificates posted to student transcripts have been reviewed and approved by FRC's Curriculum Committee, the Academic Senate, the Board of Trustees, and the California Community College Chancellor's Office. The College's suite of degrees and certificates includes locally-developed associate degrees, "Transfer" degrees (ADTs), and a range of low and high-unit certificates in career and technical education (CTE) fields. For CTE certificates and degrees, all have been presented and supported by the CTE regional approval organization: North Far-North. Of significance, the College developed a bachelor's degree in agriculture since the 2012 comprehensive site visit. In January 2016, the Board of Trustees approved an update to the College mission statement, expanding the mission to include the bachelor's degree offering [[IIA1.03](#)]. This degree was approved by the ACCJC through the Substantive Change process. The baccalaureate degree builds upon the institution's goal of student learning and student achievement in the field of Equine and Ranch Management and caters to a student population that may not have otherwise continued their education beyond the associate degree level.

All programs and the courses that comprise them are approved and reviewed through the College's established and rigorous curriculum approval process [[IIA1.01](#); [IIA1.02](#)]. These programs and courses include student learning outcomes developed by faculty and approved by the Curriculum Committee, which are assessed regularly by both full-time and part-time faculty who teach within a program. Student attainment of established learning outcomes is central to the program review process for all instructional programs. Here, annual and comprehensive program reviews are completed by faculty to ensure quality and appropriate updates to meet industry, transfer, and student needs. These program reviews include assessment of program-level and college-level student learning outcomes [[IIA1.04a](#); [IIA1.04b](#); [IIA1.04c](#)].

Courses at Feather River College are offered using various delivery methods. In addition to traditional in-person classes, the College offers a number of distance education courses to students both within and beyond the District's boundaries. Courses that are to be taught through distance education modalities meet quality standards that are established by the Academic Senate, the Curriculum Committee, and the Council on Instruction. Additionally, the College's distance education policy [[IIA1.05](#); [IIA1.06](#)] and the Distance Education Handbook describe the requirements for compliance with state and federal requirements for distance education practices [[IIA1.07](#)]. The FRC Curriculum Committee, as a designee for the Academic Senate, has also established guidelines for distance education approval for any course. These guidelines are captured in a distance education addendum to the course outline of record that requires the faculty member to speak explicitly to the components of the course that will promote student learning such as teaching modalities and examples of ways to maintain regular and effective contact with students. These guidelines are described in the FRC Curriculum Handbook that is updated annually [[IIA1.08](#)].

All courses, including those offered through distance education modalities (both correspondence and online), are reviewed and approved through the curriculum process established and governed by the Curriculum Committee, then forwarded to the Academic Senate for approval before being forwarded to the FRC Board of Trustees. This process applies to additions, deletions, and both substantive and technical course revisions. No separate course outlines exist to differentiate between courses offered in distance education and those taught in an in-person traditional manner. This ensures that all sections of courses taught at FRC, regardless of delivery modality, maintain the same goals, objectives, student learning outcomes, and academic rigor.

In addition to curriculum development, teaching excellence is ensured for all educational delivery methods. Both full-time and part-time faculty are regularly evaluated in courses that are on-campus, online, and correspondence. The Office of Instruction has both paper and electronic methods to collect student evaluations of courses offered at Feather River College [[IIA1.09](#)]. In addition to traditional evaluation and quality control measures, the College has placed special emphasis on improving and ensuring quality courses delivered to inmates in prisons through correspondence. To this end, the administration has assigned a faculty member to evaluate and make recommendations for improvement for all courses in this program. In this process, a lead faculty member works with faculty within the program to review and revise all course materials delivered to students in the prisons to ensure clarity of course expectations, accuracy in grading criteria, and excellence in teaching and communication.

The effectiveness of FRC's instructional programs in preparing students for transfer or employment is measured through multiple means. As a California Community College, FRC's performance in relation to student success and attainment is captured annually through the Chancellor's Office's Student Success Scorecard. These results are publicly available and are presented to the Board of Trustees annually [[IIA1.10](#)]. The College ensures the transferability of courses and programs through the rigorous and formal articulation processes that exist within California such as the C-ID course alignment project, the development of standardized associate degrees for transfer (ADTs), and in working with peer departments at colleges within the California State University, University of California, and the University of Nevada, Reno, all of which regularly receive transfer students from FRC. This work is guided principally by the College's articulation officer who serves as a standing member of the Curriculum Committee. Programs that lead directly to employment are analyzed for their ability to provide applicable job skills to the College's students. This occurs through multiple methods including the regular convening of programmatic advisory committees, reviewing labor market information (LMI) from various data sources, reviewing and using Perkins core indicator information in programmatic spending decisions, and collecting post-FRC employment and wage information for CTE students through the CTE Outcome Survey administered by Santa Rosa Junior College. Specifically, the application and subsequent development of the bachelor's degree in Equine and Ranch Management relied heavily upon LMI in order to establish program need.

Analysis and Evaluation

FRC uses established and effective procedures and practices to provide ongoing review, evaluation and improvement of its instructional programs that include broad campus participation and reflection on the connection of instructional programs to the College's mission. These include the Curriculum Committee review process, Academic Senate and BOT approval, and the annual and comprehensive program review processes. These processes ensure that student learning outcomes are consistently applied, communicated, and assessed from the course to the program to institutional level. The BOT is updated annually on student learning achievement, and the adoption of new degrees or certificates, as evident in their recent approval of the bachelor's degree program [[IIA1.11a](#); [IIA1.11b](#)].

The College relies on established and inclusive processes to assure that courses and academic programs meet appropriate standards for rigor, transferability, and pertinence to workforce demands. As a result of these processes, the College generally outperforms similar "peer" institutions in metrics such as academic progress, academic completion, and wage increases post-graduation as demonstrated in the Introductory Materials of this Self Evaluation [[IIA1.12](#); [IIA1.13](#)].

Evidence

[IIA1.01](#) [AP 4020](#)

[IIA1.02](#) [BP 4020](#)

[IIA1.03](#) [BOT Meeting Minutes 1/21/16, approval of mission statement](#)

[IIA1.04a](#) [CPR for Agriculture](#)

<u>IIA1.04b</u>	<u>CPR for Biology</u>
<u>IIA1.04c</u>	<u>CPR for ORL</u>
<u>IIA1.05</u>	<u>BP 4105</u>
<u>IIA1.06</u>	<u>AP 4105</u>
<u>IIA1.07</u>	<u>Distance Education Handbook</u>
<u>IIA1.08</u>	<u>Curriculum Handbook, page 25</u>
<u>IIA1.09</u>	<u>Sample course evaluation</u>
<u>IIA1.10</u>	<u>BOT Meeting Minutes, Student Success Scorecard presentation 6/18/2015</u>
<u>IIA1.11a</u>	<u>Update on curriculum development in BA program</u>
<u>IIA1.11b</u>	<u>BOT Meeting Minutes, 1/19/2017, update on curriculum development in BA program</u>
<u>IIA1.12</u>	<u>Transfer Plan, 2016-2017</u>
<u>IIA1.13</u>	<u>BOT Meeting Minutes, Student Success Scorecard presentation 7/21/2016</u>

Standard II.A.2.

Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

Feather River College faculty and staff regularly assess and improve courses, programs and student support services. Established processes include curriculum review, annual program review, comprehensive program review, student learning outcome assessment at the course and program levels, and the full- and part-time faculty evaluation process.

Curriculum review is a faculty-driven process that fits within the Strategic Plan of the College [[IIA2.01a](#); [IIA2.01b](#)]. The Curriculum Committee, a subcommittee of the Academic Senate, has the responsibility to review and oversee new courses, new programs, modifications to existing courses and programs, and graduation requirements for degrees and certificates in support of the College's mission. It is chaired by the chief instructional officer and members include the Academic Senate president and the two division chairs. The first line of Feather River College's Statement of Mission, "Feather River College provides high quality, comprehensive student education," emphasizes the priority of quality instruction [[IIA2.02](#)]

The process of curriculum review and new course adoption begins with CurricUNET. Through CurricUNET, a full- or part-time faculty member submits a course, degree, or certificate for review by the Curriculum Committee (<https://frc.curricunet.com/>). After a feedback and approval process, the Curriculum Committee will vote on every submission and those approved are moved to the Academic Senate for further review before being forwarded to the Board of Trustees for final approval.

Another important process to ensure systematic evaluation of teaching and learning strategies is led by the College's Student Learning Outcome and Assessment (SLOAC) Committee. This group provides leadership and insurance that SLO assessment is supported and its dialog maintained. All faculty are required to include SLOs on course syllabi. All instructional programs have identified SLOs at the course, degree, certificate, and program levels. SLOs are required in all new or revised courses and programs [[IIA2.03](#)]. The Curriculum Committee reviews SLOs as a component of the integrated COR, ensuring alignment between outcomes statements and other curricular elements, including course objectives, methods of instruction, evaluation, and grading standards.

The College ensures that content and methods of instruction continue to meet academic and professional expectations through the program review and planning process [[IIA2.04a](#); [IIA2.04b](#)]. As discussed in detail in Standard I.B.5, the review and planning process incorporates qualitative and quantitative data, including the results of student learning assessments, student success and equity data, and retention data [[IIA2.05](#)]. Whether courses are for credit or not, for

degree transfer or for community education, instructional quality is assured by the standardized procedures of the Academic Senate and Office of Instruction.

Finally, instructional quality and currency is assured through the faculty evaluation process. Faculty evaluation, which occurs every three years for both full-time and part-time faculty after yearly reviews during a probationary timeframe, permits other faculty and the chief instructional officer to review course syllabi and student evaluations and to observe classroom instruction [[IIA2.06a](#); [IIA2.06b](#)]. This allows the evaluation committee to reflect on the currency and relevancy of class content, to ensure alignment with the student learning outcomes, and to have a discussion with the faculty member being evaluated regarding teaching and learning strategies.

Analysis and Evaluation

The College's faculty participate in ongoing review, evaluation and improvement of all of its instructional programs and courses. Processes used assure quality and rigor, as evident in the review of Course Outlines of Record, course curriculum in various modes of delivery, and in course and teaching evaluations.

Evidence

IIA2.01a	Program and Curriculum Development, BP 4020
IIA2.01b	Program and Curriculum Development, AP 4020
IIA2.02	College Mission Statement, College Catalog, p. 5
IIA2.03	Minutes, business and ICT program SLO review, SLOAC minutes, 10/5/2015
IIA2.04a	Integrated Program Review, AP3260
IIA2.04b	Integrated Program Review, BP3260
IIA2.05	Agriculture Department 2016 CPR, p. 6, use of direct assessment data
IIA2.06a	Student Survey Instrument for Instructor/Course
IIA2.06b	Student Survey Instrument for Instructor/Course

Standard II.A.3.

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

FRC identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures as evidenced in the regular review and assessment of outcomes by program faculty as discussed in I.B.5. The Curriculum Handbook explains the components of course outline of record (COR) development, which includes the development of course level SLOs [IIA3.01]. With leadership from the Office of Instruction, the College's Student Learning Outcomes and Assessment Committee (SLOAC) oversees the assessment timeline and tracking for programs and courses, works with faculty on the development of SLOs, and facilitates assessment procedures. The chief instructional officer and SLOAC Committee facilitate, support and dialog about student learning achievement and assessment [IIA3.04].

Feather River College has processes of course design and evaluation for all modes of course delivery (in-person, correspondence, or online). This process ensures quality instruction and improvement. This begins at the course level where faculty are required to include SLOs in their course syllabi, and these are consistent over sections of the same course [IIA3.02a; IIA3.02b]. All courses, degrees, certificates, and instructional programs have defined SLOs, and SLOs are required for all new or revised courses and programs [IIA3.03]. The Curriculum Committee reviews SLOs as a component of the integrated COR, ensuring alignment between outcomes statements and other curricular elements, including course objectives, methods of instruction, evaluation, transfer requirements, and grading standards [IIA3.05]. Changes to SLOs are submitted to the Curriculum Committee for review and approval by the faculty member.

When a course is identified for distance education offering, additional information is required on the COR, specifically addressing student learning outcomes and assessment among a host of other elements relevant to distance education. In addition, correspondence course materials undergo individual review by a tenured professor who is experienced in SLO assessment. Five correspondence courses are reviewed every semester, and over thirty reviews have been completed. The course syllabus, SLOs, assessment methods, content delivery, and format are all reviewed in this process, and the instructors work collaboratively on course improvement [IIA3.06; IIA3.07]. In addition, a new position of assistant dean of instruction was created to increase oversight for online and correspondence courses.

The assessment of student learning in the area of instruction begins at the course level. All courses offered are assessed by program faculty who submit SLOAC reports to the Office of Instruction [IIA3.08]. In these reports, program faculty identify and plan any course changes and the next date of SLO assessment based on course changes, if any. The Office of Instruction

maintains a database of course SLO assessment, and using a timeline associated with the assessment of each course, assures SLO assessment completion at the course level. The CIO communicates annually with division chairs, lead program faculty, and part-time faculty about which courses have and haven't been assessed and when the SLOAC reports are due. At the program level, the assessment of student learning is integrated with the comprehensive program review (CPR) process. Programs submit CPRs, and meet with the SLOAC Committee to discuss the student learning assessment component [[IIA3.09a](#); [IIA3.09b](#); [IIA3.09c](#)].

Analysis and Evaluation

Feather River College's Statement of Mission reads, "Feather River College provides high quality, comprehensive student education" [[IIA3.10](#)]. This sentence embodies the College's priority for quality instruction. All courses begin with COR development. CORs include the identification of student learning outcomes, and the integrated COR review by the Curriculum Committee ensures the accuracy and thoroughness of all course components and their relation to the College's mission of quality instruction. The assessment process is monitored and overseen by the Office of Instruction, the SLOAC Committee, division chairs, and lead program faculty. Collaborative and constructive dialog over student learning and student achievement occurs annually between CPR submitters and the SLOAC Committee. Through ongoing review and evaluation of its instructional programs and courses, the College engages in continuous improvement in all its programs.

Evidence

- [IIA3.01](#) [Curriculum Handbook, discussion of COR development, Student Learning Outcomes and assessment, pages 8-12; 21-23](#)
- [IIA3.02a](#) [English 101 syllabus, Connell 2017](#)
- [IIA3.02b](#) [English 101 syllabus, Parkin 2017](#)
- [IIA3.03](#) [Program Level SLOs – e.g., Biology program level SLOs, p. 63 catalog](#)
- [IIA3.04](#) [Meeting Minutes, SLOAC Committee, 10/5/15](#)
- [IIA3.05](#) [Meeting Minutes, Curriculum Committee, 2/18/15](#)
- [IIA3.06](#) [ISP Course Review list \(Desmond\)](#)
- [IIA3.07](#) [ANTH 100, fall 2015 review for ISP \(Desmond\)](#)
- [IIA3.08](#) [Faculty Handbook, 2016-2017, pp. 83-91](#)
- [IIA3.09a](#) [Notification of SLO assessment status from CIO](#)
- [IIA3.09b](#) [Training presentation for faculty on SLO assessment tool](#)
- [IIA3.09c](#) [Minutes, SLOAC Committee, 4/21/17](#)
- [IIA3.10](#) [BP 1200: Mission statement](#)

Standard II.A.4.

If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

FRC distinguishes pre-collegiate level curriculum by clearly identified course titles and numbering of those courses in the disciplines of English, English as a second language, mathematics and supervised tutoring. The pre-collegiate courses at FRC follow an established and clear numbering system consistent with the College's broader course numbering as described in the catalog [[IIA4.01](#)]. These pre-collegiate courses are designed for students: needing a review in reading and/or the writing process; needing speaking, reading, and writing skills to gain confidence in basic English; and requiring a basic math review or having a very limited math background. All of these courses are designed to prepare students for advancement to college-level courses. The Curriculum Committee, as part of the established course development process, reviews and approves all pre-collegiate coursework for appropriate content.

Additionally, to support students in learning the skills and knowledge necessary to advance and succeed in college-level curriculum, the College provides clear pathways through pre-collegiate to college-level courses through the sequencing of courses in basic skills reading, writing, grammar, and mathematics. The College also offers an accelerated and condensed basic skills math course, providing students an opportunity to complete the equivalent of two courses in one semester. During the summer, the College offers an accelerated and condensed pre-collegiate level English course. When completed, students begin the fall semester prepared for college level English.

Historically, new students have been required to take an assessment exam to determine appropriate course placement in English and mathematics. This model is currently shifting to align with California's initiative to move away from standardized placement tests and rely more heavily on high school grade point averages (see II.C.7 for more detail). An advisor meets with the student to discuss the selection of the student's first semester courses and to outline the student's education plan based on the assessment results and the student's high school transcripts [[IIA4.02](#)]. Students who have placed into pre-collegiate level curriculum are encouraged to participate in the Summer Bridge Program which consists of English, math and successful student workshops. Upon completing the program, students may "re-assess" or the faculty may approve accelerating the student to a higher level course in the sequence.

Analysis and Evaluation

The College clearly differentiates pre-collegiate level curriculum from college-level by course titles and numbering [[IIA4.03a](#); [IIA4.03b](#); [IIA4.03c](#); [IIA4.03d](#); [IIA4.03e](#); [IIA4.03f](#); [IIA4.03g](#)]. The sequencing and scheduling of these courses allow students to advance and succeed in college. Curriculum in these courses is designed and delivered by faculty who are attuned to

students' learning needs, with the content reviewed and approved through the curriculum process.

The College performs yearly analyses on the progress of basic skills students in a variety of formats, and this information is disseminated to the campus and the Board of Trustees [[IIA4.04](#); [IIA4.05](#); [IIA4.06a](#); [IIA4.06b](#); [IIA4.06c](#)].

Evidence

IIA4.01	Basic Skills courses, Catalog, page 16
IIA4.02	SSSP catalog description, student information on website
IIA4.03a	Basic Skills CORS, ENGL 001
IIA4.03b	Basic Skills CORS, ENGL 002
IIA4.03c	Basic Skills CORS, ENGL 003
IIA4.03d	Basic Skills CORS, ENGL 004
IIA4.03e	Basic Skills CORS, MATH 003
IIA4.03f	Basic Skills CORS, MATH 004
IIA4.03g	Basic Skills CORS, ENGL 005
IIA4.04	Basic Skills Allocation Goals/Action and Expenditure Plans, 2015-2016
IIA4.05	Equity Plan
IIA4.06a	Remedial Education Analysis, presented to COI and BOT in September, 2016
IIA4.06b	Remedial Education Analysis, presented to COI and BOT in October, 2016
IIA4.06c	Remedial Education Analysis, presented to COI and BOT in November, 2016

Standard II.A.5.

The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

Through established policy and governance structures, the College develops and approves academic programs, including degrees and certificates, which conform to practices common to American higher education. These policy and governance structures enable the College to ensure that all programs consist of curriculum that provides for appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. Additionally, all of the degrees awarded by FRC meet California legal and regulatory requirements for program length, including 60 units for the completion of an associate degree (California Code of Regulation, Title 5, §55060 et seq) and 120 units for the completion of a bachelor's degree [IIA5.01; IIA5.02]. Standards for associate degrees and credit courses are detailed in the FRC Curriculum Handbook [IIA5.03]. The College's baccalaureate degree is aligned to meet ACCJC accreditation standards as well as the requirements of the California Community Colleges and the Academic Senate. The baccalaureate degree and course content was created with significant input from four-year college agriculture departments, including those in the California State University and University of California systems. The degree layout follows minimum degree requirements of 120 units, with a minimum requirement of 42 units of upper division course work and nine units of upper-division general education units.

As a matter of policy and practice, all academic programs undergo regular review through established policy and procedure on curriculum development [IIA5.04]. All existing programs must be reviewed and revised through the Curriculum Committee. In this process, curriculum proposals and revisions typically begin from the lead faculty within a specific program. If the proposal includes new program additions (certificates or degrees), this proposal is discussed at the division level before being forwarded to the College's academic leadership committee, the Council on Instruction [IIA5.05]. All program proposals and revisions are then forwarded to the Curriculum Committee for review and approval. The Curriculum Committee is chaired by the chief instructional officer and includes broad representation from the Academic Senate and the division chairs from the Liberal Arts and Sciences and the Professional and Technical Studies (FRC's CTE division) divisions. The Curriculum Committee has the authority to approve curriculum proposals as established through mutual agreement between the Board of Trustees and the Academic Senate [IIA5.04]. All degrees awarded by the College must include general education coursework to ensure appropriate breadth of student learning and to meet California regulatory requirements (California Code of Regulation, Title 5, §55063). The California Community College Student Success and Support Program mandates that students who have completed 15 units, unless identified as exempt, must meet with an Academic Advisor or Counselor to develop a comprehensive Student Education Plan. The plan outlines the appropriate course sequencing and provides the student with a visual of time to completion. All programs list

student learning outcomes in the catalog which is available as a hard copy and accessible on the College's website [[IIA5.06](#)].

Analysis and Evaluation

Through established policy and governance structures, the College does an exemplary job in developing and approving academic programs, including degrees and certificates, and conforming to practices common to American higher education. Internal processes are in place to ensure degrees and programs adhere to appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. Furthermore, all degrees meet California regulatory requirements for program length.

As pertinent examples of programs created since the College's last comprehensive site visit in 2012, the College added degrees and certificates through its curriculum-approval process in the 2015-2016 year in Equine and Ranch Management (B.S.), Graphic Design (A.S.) and Ecological Farming (certificate). These program proposals originated with lead faculty, and were presented at division meeting, routed to the Council on Instruction for review, approved by the Curriculum Committee, and ratified by the Academic Senate and Board of Trustees before final approval by the California Community Colleges Chancellor's Office. Additionally, the Bachelor of Science in Equine and Ranch Management required that a Substantive Change Proposal be submitted to the Commission. This Substantive Change Proposal was approved by the Commission in December 2015 [[IIA5.07](#)].

Evidence

- [IIA5.01](#) [BP 4100: Graduation Requirements for Degrees and Certificates](#)
- [IIA5.02](#) [AP 4100: Graduation Requirements for Degrees and Certificates](#)
- [IIA5.03](#) [Curriculum Handbook, page 7](#)
- [IIA5.04](#) [AP 4020: Program and Curriculum Development](#)
- [IIA5.05](#) [Curriculum Handbook, The Curriculum Development and Approval Process, pp. 10-11](#)
- [IIA5.06](#) [2016-2018 College Catalog, program and degree pages, excerpts](#)
- [IIA5.07](#) [Approval action letter from ACCJC, May 1, 2017](#)

Standard II.A.6.

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

FRC's curriculum, course, and program development includes processes for class scheduling which takes into consideration students' degree and certificate program goals to allow them to complete their goals in timeframes consistent with expectations in higher education. Specifically, this means providing college-ready students pathways through educational planning (student education plans) that allow them to complete certificates in an appropriate amount of time based on the unit requirement, associate degrees in two years and bachelor's degrees in four years. The program leaders and Curriculum Committee, which includes the articulation officer, ensure that programs and courses closely articulate with the CSU and UC requirements for transferability, and the course sequencing in these programs generally reflects the same sequencing in place at transfer universities. Furthermore, since the College has a number of student athletes, the academic athletic advisor works with student-athletes to ensure transferability to institutions out of state as well.

The chief instructional officer, in conjunction with the College's division chairs, leads a class schedule development process to maximize the likelihood that students can get the classes needed to graduate in a timely manner. The chief instructional officer attends monthly meetings with the academic advisors (Advising Task Force) to gather feedback on issues with student advising that may involve scheduling [[IIA6.01](#)]. When feasible, the chief instructional officer takes recommendations from the academic advisors to the division chairs to explore scheduling adjustments with program leaders [[IIA6.02](#)]. If enrollment management decisions result in cancelling a course that is key to students fulfilling program requirements, the chief instructional officer works with advisors, the affected students, and program faculty to identify substitutions or to create independent-study options for students to keep them on track in completing their goals in a timely manner.

The College's exceptionally strong integration of instructional and student support services ensures that curricular and scheduling decisions are informed by the input of the academic advisors who have a strong understanding of student academic needs. In addition to the chief instructional officer attending Advising Task Force meetings, the Curriculum Committee includes the College's advising lead, the SSSP Director, and the articulation officer to provide student services' perspective on curricular changes. Furthermore, academic advisors and faculty work collaboratively to produce Major Advising Worksheets which outline program requirements including which semester courses will be offered [[IIA6.03a](#); [IIA6.03b](#); [IIA6.03c](#)]. These worksheets are shared with students during their academic advising appointments. As part of the matriculation process, and in order to receive priority registration, students are required to meet with an advisor or counselor to develop a comprehensive student education plan. The plan maps out the required course work to complete their education goal as well as which semester

each course will be taken. Due to an exceptional ratio of students to advisor/counselors, most students meet with their advisor at least once a semester to make sure they are staying on track.

Specific course sequencing for the completion of programs is outlined in the FRC College Catalog [[IIA6.04](#)]. Faculty members review program completion data and reflect on obstacles, including class scheduling, that may present barriers to student completion. The program review processes (annual and comprehensive program reviews) allow for thoughtful consideration of how course sequences in programs facilitate students earning certificates and degrees in a timely manner, allowing them to enter the workforce quickly and/or transfer in a reasonable amount of time to allow continuity toward the completion of higher degrees [[IIA6.05](#)].

In addition to the program review processes, the SLOAC reporting process is another avenue where faculty may identify scheduling needs and revisions. Given the College's small size and scheduling restrictions, thoughtful consideration of discontinuing a course that has not been offered in a two-year cycle occurs. In this case, faculty members will discuss the possibility of course retirement with the chief instructional officer and if appropriate, will present the course discontinuation for Curriculum Committee review. Central to this process is the need of students in the program or degree pursuits, and if the discontinuation may affect certificate or degree completion [[IIA6.06](#)].

Analysis and Evaluation

The College uses ongoing review and evaluation in order to improve its scheduling processes. Both student services leaders and instructional leaders work together to optimize student success via coordinated scheduling, major advising worksheets, a comprehensive college catalog, and education planning processes. When course scheduling challenges occur, academic leaders work within the constraints to offer a solution such as a course substitution or independent study arrangements to meet the students' needs and allow them to complete their academic goals in a timely manner. This is evidenced by a 77.5% completion rate for college-prepared students on the 2016 Student Success Scorecard [[IIA6.07](#)] and transfer rates at above comparable (in size and/or location) California Community Colleges [[IIA6.08](#)].

Evidence

IIA6.01	Minutes, COI, 1/27/16
IIA6.02	Minutes, COI, 4/27/16
IIA6.03a	Advising worksheet: Art
IIA6.03b	Advising worksheet: ECE
IIA6.03c	Advising worksheet: ENVR
IIA6.04	Catalog, pp. 48-118
IIA6.05	Instructional CPR template, question B.8.a
IIA6.06	Minutes, Academic Senate 10/12/2016
IIA6.07	Student Success Scorecard
IIA6.08	Transfer Plan, 2016

Standard II.A.7.

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

FRC is committed to meeting the needs of its diverse population of learners and their educational goals. This is demonstrated in the College's Mission Statement and Strategic Plan which identifies an increased demand for distance, correspondence, and noncredit courses [[IIA7.01](#)].

The College provides general education, associate and bachelor's degrees, certificates, transfer programs, and life-long learning for a diverse student population by serving local, regional, national and international students through traditional face-to-face instruction as well as distance education.

The College delivers courses in a number of ways to meet the needs of its student population and their diverse interests. This includes classes offered in-person, in laboratory settings, in hybrid and web-enhanced format, weekend classes, and correspondence classes, to name a few. The College's delivery to a broad spectrum of students through varied instructional modes has led to the deliberate development of curricular review and approval mechanisms relevant to these varied modes. In addition, the College takes advantage of its unique surroundings to develop programs, classes, and activities that utilize "the million-acre classroom" that surrounds the College.

The FRC Curriculum Committee reviews all course outlines of record individually to ensure the delivery modes and teaching methodologies are appropriate for the course content, level of difficulty, and expected or required student preparation. In addition, the Distance Education Addendum developed by the Council on Instruction (COI) in collaboration with the director of distance education (now titled assistant dean of instruction), provides a detailed review to be completed and approved by the Curriculum Committee for any substantive changes in a course's mode of delivery [[IIA7.02](#)]. Guidelines stipulated in the FRC Distance Education Handbook explain the requirements on the DE Addendum and how they can be met in course development, including meeting accessibility guidelines and considering student readiness, and how instructors can assure regular and effective contact [[IIA7.03](#)]. The Academic Senate has also approved a process allowing Disability Support Program for Students (DSPS) personnel, the director of distance education, faculty evaluation committee members, and the CIO access to online course areas for evaluation purposes, including the assurance of accessibility and pedagogical standards [[IIA7.04](#)].

Several staffed computer labs on campus support accessibility to online courses and course material, and provide assistance with the use of instructional technology. Among these is the DSPS Office computer lab, which offers assistive technology and staff trained in the use of assistive software and hardware. They also have rooms in which students on campus with learning or other disabilities can be given extra time to take exams or provided the needed

technical assistance. For online course users, the Help Desk and Frequently Asked Questions features are available on all pages of the online Learning Management System (LMS) [[IIA7.05](#)]. A video series produced by the CCCCO-supported Online Education Initiative on being a successful online student is also available on the home page of the FRC LMS. Online instructors are encouraged to begin their courses by including a brief quiz asking students questions about the videos to verify they have watched them. Training and help desk support are available to all faculty and staff for issues regarding online course design, policies, accessibility requirements, and technologies, and online course development and best-practices workshops are offered annually during professional development days [[IIA7.06a](#); [IIA7.06b](#)].

In Fall 2016, FRC began using a new LMS, Canvas, as part of its participation in the Online Education Initiative of the CCCCO. Faculty training and courses began in 2016, and continued through 2017. Vendor phone support is continuously available for users. Support is tracked and made available to the FRC Canvas administrator and two “field administrators” who support the form- and email-based Help Desk so that patterns of problems can be detected and addressed by both the LMS vendor and local staff [[IIA7.05](#)].

Student and instructor evaluations of all courses, regardless of the mode of delivery, are conducted on a regular schedule to provide feedback to instructors for course improvement. As part of the evaluation process, faculty are reviewed in relation to their ability to “demonstrate sensitivity to diverse learning styles/challenges (i.e., uses a variety of instructional methods/media to address student learning styles).” [[IIA7.07](#)]

Another delivery mode that serves FRC’s diverse student body is the Incarcerated Student Program (ISP), which delivers instruction to inmates, primarily in California State Prisons. This program meets the criteria for delivery of distance education courses in the structure of courses, feedback provided by instructors, the grade checks/progress reports process, and in the interaction that occurs through the regular and frequent exchange of documents. The Faculty Handbook guides instructors in the delivery format and process [[IIA7.08](#)]. Courses and course related material are monitored by staff, the ISP director, and in the student course evaluations. Like on-campus and other distance education courses, ISP courses are held to the same quality criteria and content standards. The pace and order of ISP courses are determined by the instructor, and there are regular assignment and exam deadlines. All courses are structured using seven “learning modules,” which facilitate tracking the exchange of material and progress of students. When possible and considering each prison’s regulations, alternative methods of delivery are employed including flash drives and CDs of videos, audio files, and electronic documents. These include many videos and lectures produced by instructors for the different modules in their courses. Video production has been supported by grant money and current SSSP/Equity Program support for course adaptation for diverse learners [[IIA7.09](#)]. The videos supplement other modes of delivery which include text material, instructor comments on each lesson, and exams and practice quizzes for many courses, especially mathematics.

The College also uses Flex Day workshops and professional development forums to discuss various teaching methodologies including how to reach a diverse student population [[IIA7.06a](#); [IIA7.06b](#)]. Working with diverse learners is a part of all faculty job descriptions, and faculty are

asked to include how they stay current in their fields on their faculty evaluation forms [[IIA7.10](#); [IIA7.07](#)].

Analysis and Evaluation

The College employs comprehensive course review and approval processes, adequate technology and user support, and staff and faculty training, all of which are informed by processes that evaluate students' needs, respond to the needs of diverse learners, and promote equity. The Online Education Initiative is providing new technology with features familiar to today's students. Student readiness is supported by both on campus and online assistance through live and asynchronous modes of delivery including several computer labs staffed with lab assistants. Support for students with special learning needs is available through a well-staffed computer lab and DSPS learning facility. SSSP/Equity funding has supported instructor revision of courses to meet the changing needs of students and better serve the needs of diverse learners [[IIA7.11](#)].

Evidence

- [IIA7.01](#) [Strategic Plan](#)
- [IIA7.02](#) [CurricUNET example of DE Addendum](#)
- [IIA7.03](#) [Distance Education Faculty Handbook](#)
- [IIA7.04](#) [Distance Ed Plan, showing authorized review of online classes](#)
- [IIA7.05](#) [Online Help Desk and Frequently Asked Questions](#)
- [IIA7.06a](#) [Flex schedule, Spring 2016](#)
- [IIA7.06b](#) [Flex schedule, October 2016](#)
- [IIA7.07](#) [Faculty self-evaluation template](#)
- [IIA7.08](#) [Faculty Handbook](#)
- [IIA7.09](#) [SSSP/Equity application by Desmond for recording SOC 102 lectures, June 2016](#)
- [IIA7.10](#) [English job description](#)
- [IIA7.11](#) [Copy of SSSP/Equity course revision and adaptation criteria \(from Carlie McCarthy\)](#)

Standard II.A.8.

The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

No department-wide examinations exist at FRC.

Analysis and Evaluation

This standard is not applicable to FRC.

Standard II.A.9.

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10).

Evidence of Meeting the Standard

FRC awards credit at the course, degree, and certificate level consistent with local policies and procedures that govern the development of credit curriculum that align with standard practices in higher education and in compliance with all state and federal laws. Course and program-level student learning outcomes (SLOs) are developed by program faculty and approved through the College's rigorous and established curriculum-approval process [[IIA9.01](#)]. In this process, SLOs are presented to the Curriculum Committee for discussion as they are included in the integrated course outline of record (COR) or program proposal documentation. These SLOs are reviewed in conjunction with all pertinent course information such as the course objectives and topic outline to ensure congruity between the critical course components. Upon approval from the Curriculum Committee, the course and program proposals are forwarded for review and approval to the Academic Senate and the Board of Trustees. Finally, all course and program proposals, including those for the baccalaureate degree, are submitted to the Chancellor's Office for approval and inclusion in the curriculum inventory.

The College offers associate in arts degrees, associate in degrees for transfer (ADTs), and associate in science degrees, and a bachelor's degree that have been approved by the California Community College Chancellor's Office. All courses within the degree for transfer programs have been aligned with state approved C-ID descriptors. Transferable courses not included in degree for transfer programs have been approved by the Curriculum Committee, and reviewed by the articulation officer who compares the course outline to UC, CSU, and private institutions, using the California Intersegmental Articulation Council's handbook as a guide to statewide transfer policies. Open communication with University of Nevada, Reno occurs regularly as this is the second-largest transfer university for FRC students.

Course and program-level outcomes are assessed by program faculty, reported on through the College's assessment process (see Standard I.B.2), and communicated to the campus through the College's annual Assessment Report [[IIA9.02](#); [IIA9.03](#)]. Course SLO assessment is conducted through a variety of widely accepted mechanisms such as course assignments, exams, skill demonstrations, applicable practical experience, and research projects which are used to determine student grades as measured through performance using assessment tools. Through established assessment processes, program faculty provide regular reflection on student attainment of course and program-level learning outcomes. These include the systematic review of course-level outcomes as prescribed by the Assessment Plan, and the more holistic assessment of program-level outcomes and their connection to college-wide SLOs that is included as part of the comprehensive program review (CPR) process [[IIA9.04](#); [IIA9.05](#)]. Throughout these assessment processes, program faculty lead the exploration, evaluation, and summarization of

assessment results and make these results available for broader campus review and consideration.

FRC determines the appropriate units of credit for each course during the curriculum approval process as describe above based on formulas that are compliant with the parameters set forth in federal regulations (34CFR 600.2) and state regulations (§55002.5 of the California Code of Regulations, Title 5, Division 6, Chapter 6). The FRC formula is based on an 18-week semester, with the assumption that every unit of credit represents a minimum of 54 total hours of student work, inclusive of in-class and outside-of-class work.

Feather River College does not offer courses based on clock hours.

Analysis and Evaluation

The College has established practices and policies that ensure an appropriate focus on SLOs at the course and program level for all programs. SLOs are proposed and approved through the College's rigorous curriculum review process and are guided by lead faculty who are also responsible for regularly assessing SLOs to ensure effective student learning. Degrees are awarded after students apply for graduation, and their transcripts are assessed. Finally, as a California Community College, FRC conforms to applicable federal and state codes and regulations regarding credit awarded.

Evidence

- [IIA9.01 AP 4020: Program and Curriculum Development](#)
- [IIA9.02 Assessment Report, 2015](#)
- [IIA9.03 Instructional CPR samples \(ENVR\)](#)
- [IIA9.04 Instructional CPR template](#)
- [IIA9.05 Assessment Plan](#)

Standard II.A.10.

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

Feather River College publishes its transfer-of-credit guidelines and procedures, BP/AP 4224, both online and in the College catalog [[IIA10.01](#); [IIA10.02](#); [IIA10.03](#)]. Students seeking transfer of credits must submit a *Request for Evaluation of Transfer Coursework/Credit* to the Admissions and Records Office at FRC for review [[IIA10.06a](#); [IIA10.06b](#)]. These guidelines include transferring credits from other institutions, military credits, and the admission requirements for international students with transfer transcripts. Trained academic advisors promptly review and process such requests, and work closely with specific discipline faculty to ensure that student learning outcomes for transferred courses are comparable to the student learning outcomes of FRC courses. Students may also earn credit by examination, advanced placement credit, and College Level Examination Program (CLEP) [[IIA10.04](#); [IIA10.05](#); [IIA10.03](#)].

The catalog also provides credit transfer information, for the individual associate degrees for transfer (ADTs), and information regarding the Course Identification Numbering System in the College catalog [[IIA10.07](#); [IIA10.08](#); [IIA10.09](#)]. The Articulation Officer, as a member of Curriculum Committee, maintains courses in the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST) database that provides online transfer and course articulation information. Upon Curriculum Committee approval, the articulation officer submits courses and descriptors to the Course Identification Numbering System (C-ID) for approval to ensure their comparability and equivalency to CSU courses.

The College regularly analyzes student graduation and transfer trends and as a result, has created articulation agreements with institutions that help streamline and facilitate students' transfer and graduation pathways. The College has standing articulation agreements with the University of California system and the California State University system which cover general education requirements and various majors as documented in the ASSIST articulation database (www.assist.org). Articulation agreements with Southern Oregon University (SOU), Colorado State, and Western State Colorado University (WSCU) were created due to the alignment of specialty programs between the institutions. For example, FRC's Outdoor Recreation Leadership program developed articulation agreements with Southern Oregon University and Western State Colorado University to provide focused transfer opportunities for students who complete this unique program. Additionally, extensive and intensive workshop opportunities related to transfer beyond FRC are provided regularly by various staff within the Student Services arm of the College [[IIA10.10](#)].

Analysis and Evaluation

The College has clear and effective policies and procedures related to transfer of academic credit, and articulation agreements. FRC's examination of student enrollment patterns, especially in unique programs, leads to the development of articulation agreements with four-year institutions, which assists student transfer to California and out of state institutions. FRC offers 12 ADT degrees that include courses that have undergone C-ID review and approval to ensure student transfer to CSU schools.

Information on transfer by credit, and transfer degrees and courses, is readily available to students in the FRC Catalog. Information and assistance provide by the Advising and the Admissions and Records Offices assist students in their transfer and degree pursuits.

Evidence

<u>IIA10.01</u>	<u>BP 4224: Transferring Academic Credit to Feather River College</u>
<u>IIA10.02</u>	<u>AP 4224: Transferring Academic Credit to Feather River College</u>
<u>IIA10.03</u>	<u>2016-2018 Catalog, pages 18, 19, and 28</u>
<u>IIA10.04</u>	<u>BP 4235: Credit by Examination</u>
<u>IIA10.05</u>	<u>AP 4235: Credit by Examination</u>
<u>IIA10.06a</u>	<u>Admissions & Records, Request for Evaluation of Transfer Coursework/Credit</u>
<u>IIA10.06b</u>	<u>Admissions & Records, Forms</u>
<u>IIA10.07</u>	<u>Catalog, transfer advising, pp. 27-28</u>
<u>IIA10.08</u>	<u>Catalog, Course Number, page 16</u>
<u>IIA10.09</u>	<u>Catalog, A.A.T in Anthropology, pp. 60-61</u>
<u>IIA10.10</u>	<u>E-mail, on transfer workshops</u>

Standard II.A.11.

The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

The college-wide SLOs provide an overarching framework for all academic and student support programs and explicitly include communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives [[IIA11.01](#)]. Degree programs also include both major requirements and general education (GE) coursework, which require students to complete coursework that includes direct instruction in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. These outcomes are reflected in the broad range of topics in the local (FRC), CSU Breadth, and IGETC requirements that students complete as part of their degree requirements [[IIA11.02](#); [IIA11.03](#); [IIA11.04](#)]. Additionally, all academic degree and certificate programs include program-level SLOs created by program faculty are established as part of the College's curriculum approval and revision process, then periodically reviewed by the Student Learning Outcome Assessment Cycle (SLOAC) Committee.

In the development of SLOs, programs consider the requirements for liberal arts education set by the Chancellor's Office, as well as the expectations of the receiving transfer institutions of the CSU and UC. This consideration includes how student learning will include competency in critical thinking, analytic skills, language skills, and exposure to a diversity of both academic subjects and cultural values in their courses and in their interactions with all College programs.

Analysis and Evaluation

FRC has given significant attention over the years to the development of college-wide SLOs, and the alignment between these and program and course level SLO development. All degree programs also include program specific and general education SLOs.

Evidence

IIA11.01	2016-2018 College Catalog, pp. 6-7
IIA11.02	2016-2018 College Catalog, p. 42 (FRC GE)
IIA11.03	2016-2018 College Catalog, p. 43 (CSU Breadth)
IIA11.04	2016-2018 College Catalog, pp. 44-45 (IGETC)

Standard II.A.12.

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Evidence of Meeting the Standard

As established by board policy (BP 4100: Graduation Requirements for Degrees and Certificates), Feather River College has made an institutional commitment to provide general education (GE) as an integral component of all degree curricula [[IIA12.01](#)]. The philosophy that underlies the provision of an undergraduate breadth requirement for students at Feather River College is that education should be based upon an essential or prescribed body of knowledge dealing with academic traditions and cultural heritages. FRC students are awarded degrees upon completion of GE credits in addition to major or area of emphasis program requirements. Board Policy and Administrative Procedure 4025 provide the under-lying philosophy and criteria for Associate Degrees and GE, stating:

The awarding of an associate or baccalaureate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of Feather River College to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times, to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. These topics are embodied in the college-wide student learning outcomes. In addition to these accomplishments, a student being awarded an associate or baccalaureate degree shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

FRC's rationale for a general education component is based on the objectives set forth in AP 4025, including areas of emphasis in Communication (includes English Composition and Critical Thinking), Natural Science (includes Life or Physical Science and Math), Humanities, Social and Behavioral Science, American Institutions, and Health and Exercise Studies [[IIA12.02a](#); [IIA12.02b](#)].

A number of FRC degree applicable courses fulfill one or more areas of GE, as prescribed by the FRC General Education Requirements reviewed and approved by the Curriculum Committee (CC), the Academic Senate, and the Board of Trustees. Faculty work closely with the articulation officer, the division chair, and the Curriculum Committee during the development of their

curriculum to determine the appropriate GE category assignment(s) based on FRC, CSU, and IGETC GE requirements. These GE requirements are clearly outlined and published in the College Catalog [[IIA12.03](#)].

- Complete a minimum of 60 semester units (or greater if required by the major). In order to submit a Degree/Certificate Graduation Application, a student must either: 1) have completed a minimum of 12 semester units at FRC and be enrolled at FRC during the semester the student submits the application, OR 2) have previously completed a minimum of 32 units of associate degree applicable units at FRC
- A minimum of 24 semester units of FRC General Education Core courses selected from areas A through F must be completed or completion of either the CSU Breadth Requirements or the IGETC. FRC Associate Degrees for Transfer to CSU (AA-T, AS-T or ADTs) require completion of the CSU GE-Breadth pattern or the IGETC pattern requirements in addition to a minimum of 18 units of courses in the area of emphasis
- University of Nevada, Reno Requirements

The baccalaureate degree program requirements include courses intended to ensure competency at the degree level. The degree requires 42 to 43 units of lower division general education and nine units of upper division general education courses. Many of the general education courses are also requirements to move on to the upper division level. Both the upper division and the lower division general education courses are distributed throughout the major subject areas, and the distribution ensures that students will have the tools necessary to accomplish the baccalaureate-level student learning outcomes [[IIA12.04](#)].

In addition to the requirements for the baccalaureate degree, FRC general education, CSU, IGETC, and UNR requirements are regularly reviewed and approved by the Board of Trustees, Curriculum Committee and Academic Senate.

The primary function of the Curriculum Committee is to foster faculty leadership in the context of student learning in the curriculum decision-making processes [[IIA12.05a](#); [IIA12.05b](#)]. The Curriculum Committee is a standing committee that is charged with guaranteeing that all courses and programs meet the standards for approval stated in Title 5 and the Chancellor's *Program and Course Approval Handbook*. The committee's responsibilities include approving all new and revised courses, programs certificates and majors, recommendations from advisory committees, interpreting and communicating all curriculum standards and requirements to the college, consulting with faculty who are developing and revising courses and programs, and maintaining communication with the Academic Senate. [[IIA12.06](#)].

The Curriculum Committee, Academic Senate, and Board of Trustees review and approve GE designation for courses in collaboration with the articulation officer (who is a voting member of Curriculum Committee). The responsibilities of the articulation officer include:

- reviewing course curriculum and SLOs and determining inclusion in the appropriate GE category;
- submitting credit courses for articulation and inclusion in GE requirement areas for CSU, UC and other 4-year institutions;

- reviewing and verifying GE requirements for AATs, ASTs;
- maintaining and editing the GE pattern documents published in the Catalog, Schedule of Classes, and College website; and
- serving as a consultant to counselors and instructional faculty on issues related to GE and articulation [[IIA12.07a](#); [IIA12.07b](#)].

Analysis and Evaluation

FRC includes, in all of its degree programs, general education requirements as described in the catalog. Through an established governance structure, faculty provide expertise in determining the appropriateness of each course to be included in the general education course sequencing that will count towards degree matriculation. Courses, and their included student learning outcomes, that are considered for general education are reviewed by the Curriculum Committee and follow generally accepted norms in higher learning that provide students with skills that prepare them for responsible engagement in civil society, including understanding and application of the arts, humanities, mathematics, physical social, and social sciences.

Evidence

IIA12.01	BP 4100: Graduation Requirements for Degrees and Certificates
IIA12.02a	AP 4025: Philosophy and Criteria for Associate and Baccalaureate Degrees and General Education
IIA12.02b	BP 4025: Philosophy and Criteria for Associate and Baccalaureate Degrees and General Education
IIA12.03	2016-2018 Catalog, pp. 40-45
IIA12.04	2016-2018 Catalog, pp. 53-54
IIA12.05a	AP 4020: Program and Curriculum Development
IIA12.05b	BP 4020: Program and Curriculum Development
IIA12.06	Feather River College Curriculum Handbook
IIA12.07a	AP 4050, Articulation
IIA12.07a	BP 4050, Articulation

Standard II.A.13.

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

FRC offers a broad array of degrees and certificates, all of which have been approved through the College's locally-established curriculum approval process. In this process, lead faculty work within their departments, their broader divisions, and with College administration to develop, propose, and refine degrees and certificates. This process is outlined in policy, augmented by guiding documents, and conforms to legal and regulatory requirements set forth by California and the California Community Colleges Chancellor's Office [[IIA13.01a](#); [IIA13.01b](#); [IIA13.02](#)].

All associate degrees offered by the College must contain two distinct but important components: (1) an established core of at least eighteen units that provides significant focus in an area of inquiry or an interdisciplinary core; and (2) a general education sequence that provides breadth to the student education (see Standard II.A.12 for more on the general education sequence) [[IIA13.03](#)].

In 2015, the College was selected to be one of the first California Community Colleges to offer a bachelor's degree: a Bachelor of Science in Equine and Ranch Management. This degree was developed in partnership between program faculty and the chief instructional officer, routed through the College's curriculum-approval process, and first offered in fall 2016. As required by state regulations, this degree includes a focused area of study of at least 42 units (at least 24 upper-division units, at least 18 lower-division units) [[IIA13.04](#)].

Additionally, all associate and bachelor's degree proposals and revisions include program-level SLOs that are reviewed and approved by the Curriculum Committee as part of the curriculum approval process. These SLOs are discussed as necessary to ensure proper alignment between the degree's course sequence and the intended academic or vocational goal, as well as their relation to the college-wide SLOs. All program-level outcomes are assessed by lead faculty as part of the College's established assessment process.

Analysis and Evaluation

FRC adheres to local policy, state laws and regulations, and accreditation requirements when formulating and offering degrees. All degrees offered by the College contain a focused core that is developed by program faculty and reviewed through the College's shared-governance processes. All degrees have program-level outcomes that are developed and assessed by lead faculty and approved as part of the curriculum-approval process.

Evidence

[IIA13.01a](#) [AP 4020: Program and Curriculum Development](#)

[IIA13.01b](#) [BP 4020: Program and Curriculum Development](#)

[IIA13.02](#) [Curriculum Handbook](#)

[IIA13.03](#) [FRC catalog, pp. 47-118](#)

[IIA13.04](#) [BDP Handbook](#)

Standard II.A.14.

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Career and technical education (CTE) programs and courses are housed within the Professional and Technical Studies Division at Feather River College, including the Bachelor of Science in Equine and Ranch Management. All program and course proposals and revisions that come from the College's CTE division adhere to established policies and procedures that require faculty input and broad participation before being approved as part of the College's curriculum. This includes the requirement that all academic programs and courses undergo regular review through established policy and procedure on curriculum development [[IIA14.01a](#); [IIA14.01b](#)]. Through this review, lead faculty consider course and program requirements to ensure that students completing CTE programs at FRC gain sufficient competencies to be able to secure employment and/or certification. As is described elsewhere in Standard II.A in greater detail, this process involves discussion, review, and approval by the CTE division, the Council on Instruction, the Academic Senate, the Board of Trustees, the regional CTE consortium (North-Far North), and the Chancellor's Office. As required by local policy and California regulations, all CTE programs convene advisory committees that provide industry input to program leaders to ensure that course sequences lead to appropriate career competencies [[IIA14.02](#)].

Each area of study is rigorously reviewed through institutional program reviews (annual and comprehensive program reviews) and course outline of record (COR) reviews. The Curriculum Committee has the authority to approve curriculum proposals as established through mutual agreement between the Board of Trustees and the Academic Senate [[IIA14.01a](#); [IIA14.01b](#)]. Additionally, the College produces a catalog every two years which ensures a thorough review of the courses, degree requirements, and program-level student learning outcomes. As pertinent examples, the College added degrees and certificates in the 2015-2016 year in Equine and Ranch Management (B.S.), Graphic Design (A.S.) and Ecological Farming (certificate). The College's Agriculture Department studied job descriptions for a variety of farm and ranch managers to identify and develop the central themes in the curriculum. Additionally, the College consulted with the Agriculture Department Advisory Committee and agriculture departments at CSU, Chico and UC Davis to identify and clarify these themes. The themes led curriculum development and created a foundational structure and framework that ensured that each theme, and therefore workplace requirement, would be sufficiently covered. Once the program was developed, the draft curriculum was also vetted through the program's advisory board, which included local agriculture industry leaders and peer faculty from other four-year schools.

Despite its small size, Feather River College offers a relatively diverse and innovative range of degrees and certifications for its students. Students that graduate and receive these various certifications demonstrate the ability and competence to achieve employment status and professional certifications. This includes mandated licensure examinations for graduates of the College's Licensed Vocational Nursing (LVN) Program through the Board of Vocational

Nursing and Psychiatric Technicians (BVNPT) [[IIA14.03](#)]. Additionally, the College has used its Perkins funding to participate in the CTE Outcome Survey administered annually by Santa Rosa Junior College. This survey provides broad assurance that the students completing CTE programs are advancing in their career and income goals [[IIA14.04](#)]. Additionally, the College has outperformed state and regional averages in student wage gains as measured by the California Community College's Scorecard: the 2017 Scorecard results showed a 43.7% wage increase for the category of "skill builders" compared to a 22.6% increase statewide and a 31.3% increase for small (comparable) colleges.

Analysis and Evaluation

All CTE programs at FRC are required to meet and complete the FRC program and planning process. As an integral part of this, each program has developed and established SLOs under the guidance of lead faculty and with broad faculty and administrative review. These course and program-level SLOs are captured on the College's CORs and in the College catalog [[IIA14.05a](#); [IIA14.05b](#); [IIA14.05c](#); [IIA14.06](#)]. Some programs are required to receive external reviews from accrediting agencies (nursing). All CTE programs undergo the regular program review through the established annual and comprehensive program review processes. Additionally, all CTE programs have advisory committees that include industry representatives. Finally, all CTE courses and programs undergo the College's rigorous and established curriculum review and approval process.

Evidence

IIA14.01a	AP 4020: Program and Curriculum Development
IIA14.01b	BP 4020: Program and Curriculum Development
IIA14.02	AP 4102: Advisory Committees for Occupational/Vocational Technical Programs
IIA14.03	BVNPT pass rates
IIA14.04	Santa Rosa, CTEOS, 2016
IIA14.05a	Comprehensive program reviews by lead faculty (sample)
IIA14.05b	Comprehensive program reviews by lead faculty (sample)
IIA14.05c	Comprehensive program reviews by lead faculty (sample)
IIA14.06	Business CPR survey results from graduates

Standard II.A.15.

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner.

Evidence of Meeting the Standard

Feather River College utilizes curriculum and program review processes to systematically evaluate courses and programs. The purpose of these processes is to ensure academic and instructional quality, program relevance and appropriateness, achievement of student learning outcomes, and future program needs. The College has a defined procedure, AP 4021, to review programs that may need improvement or face discontinuance. This procedure delineates a transparent and data-driven process to consider the relevant issues and bring to an appropriate and timely resolution regarding program improvement or discontinuance. For example, as a standing member on the Curriculum Committee, an academic advisor provides input and guidance on the potential impact to students regarding how curricular changes may affect students' ability to complete program and general education requirements. Additionally, the Council on Instruction receives input on student needs from academic advisors on an as-needed basis related to curriculum and scheduling decisions [[IIA15.01](#)]. For programs that require substantive change, the process begins at the department level with initial discussions originating between the lead faculty member in the discipline and the department/division chair.

Substantive changes require a full review and are forwarded to the Curriculum Committee for further vetting of the changes and subsequent approval of the modifications. A full review means a complete analysis of the entire course outline of record by the complete Curriculum Committee and a motion for approval by the full committee.

The intent of the procedure is to outline a proactive process in order to provide recommendations to the College for implementation. It is understood that the Board of Trustees has ultimately authority independent from this procedure as may be necessary in the event of fiscal emergencies or extraordinary circumstances.

Although the College has had very little experience with program eliminations, the institution understands the importance of making appropriate arrangements for students, currently in program facing discontinuance, to be accommodated or to have an opportunity to complete the program in a timely manner with minimum disruption. In order to provide a framework for inclusive decision making regarding program elimination the Academic Policies committee, a subcommittee of the Academic Senate, approved AP 4021 related to program revitalization and discontinuation in September 2017.

Analysis and Evaluation

The College informs students of any significant changes to programs or if programs have been eliminated. Students are notified in a timely manner to ensure that the students complete their educational requirements. Collaboration is a key component when any programs are ended or

modified significantly. Faculty, advisors, and the Office of Instruction work closely together to identify and develop curricular alternatives to address the changes and to minimize any potential negative impact on the students.

Evidence

[IIA15.01 Minutes, Council on Instruction with advising, 11/4/16](#)

Standard II.A.16.

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

FRC encourages and ensures systematic improvement of all instructional programs through a variety of established policies, procedures, and practices. Collectively, these activities are built upon the expertise of lead faculty in all academic programs and subsequently reviewed and approved using broad perspective from other College faculty and administrators. The College has consistently approached program evaluation and improvement through these varied mechanisms to create high-quality and student centered academic programs that fit the mission of the College. These include Curriculum Committee review, student learning outcomes assessment, and annual and comprehensive program reviews.

As a matter of policy and practice, all academic programs and courses, regardless of delivery mode or location, undergo regular review through established policy and procedure on curriculum development [[IIA16.01a](#); [IIA16.01b](#)]. All existing courses must be reviewed and revised at least once every four years through the Curriculum Committee in accordance with California regulation. In this process, curriculum proposals and revisions typically begin from the lead faculty within a specific program. If the proposal includes new program additions (certificates or degrees), this proposal is discussed at the division level before being forwarded to the College's academic leadership committee, the Council on Instruction. All program and course proposals and revisions are then forwarded to the Curriculum Committee for review and approval. The Curriculum Committee is chaired by the CIO and includes broad representation from the Academic Senate and the division chairs from the Liberal Arts and Sciences and the Professional and Technical Studies (FRC's CTE division) Divisions. The Curriculum Committee has the authority to approve curriculum proposals as established through mutual agreement between the Board of Trustees and the Academic Senate [[IIA16.01a](#); [IIA16.01b](#)]. As pertinent examples, the College added degrees and certificates in the 2015-2016 year in Equine and Ranch Management (B.S.), Graphic Design (A.S.) and Ecological Farming (certificate). In all of these examples these program proposals were originated by lead faculty, presented at CTE division meetings, directed to the Council on Instruction for review, approved by the Curriculum Committee, and finally ratified by the Academic Senate and Board of Trustees before final approval by the CCCC. Additionally, the Bachelor of Science in Equine and Ranch Management required that a Substantive Change Proposal be submitted to the Commission. This Substantive Change Proposal was approved by the Commission in December 2015 [[IIA16.02](#)].

The College also has a small but stable program for community education that is coordinated by the Student Services office. Although this function is coordinated by Student Services, the CIO and appropriate division chair review and approve all course proposals to minimize overlap with the College's credit curriculum and to review instructor qualifications.

When a course is identified for offering through distance education, additional information is required on the course outline of record, specifically addressing student learning outcomes and assessment. In addition, correspondence course materials undergo individual review by a full-time faculty member. Five correspondence courses are reviewed every semester, and over thirty reviews have been completed. The course syllabus, SLOs, assessment methods, content delivery, and format are all reviewed in this process, and the instructors work collaboratively on course improvement.

Academic program evaluation includes multiple mechanisms in addition to the course and program proposal and review process described above, one of the most central being the course and program SLO assessment that is completed by faculty within the program. The details of this process are prescribed by the College's Assessment Plan, a document that was written by the Student Learning Outcomes Assessment Cycle (SLOAC) Committee and subsequently approved by the Academic and Classified Senates and the Board of Trustees [IIA16.03]. As outlined in this plan, course SLO assessment is conducted through a variety of widely accepted mechanisms such as course assignments, exams, skill demonstrations, applicable practical experience, and research projects which are used to determine student grades as measured through performance on these assessment tools. Program faculty provide regular reflection on the course and program-level SLO attainment of students through established assessment processes. These include the systematic review of course-level outcomes at least once every four years, and the more holistic assessment of program-level outcomes and their connection to college-wide SLOs that is included as part of the comprehensive program review (CPR) process that occurs for every academic program once every fourth year [IIA16.03].

Throughout these assessment processes, program faculty lead the exploration, evaluation, and summarization of assessment results and make these results available for broader campus review and consideration. The SLOAC Committee meets annually with program leaders who have completed their comprehensive program reviews (CPRs). In these meetings the SLOAC Committee solicits feedback from the CPR submitters about how they feel the structure of the assessment processes works, what strategies they have identified and implemented to assess student learning, what they have learned from their assessment of student learning, and what program needs they have to improve student learning. These meetings are held in a collegial, round-table format to encourage program leaders to learn from each other and discuss their successes and challenges. Starting in the 2014-2015 academic year, the SLOAC Committee has used the results of these discussions to recommend funding allocations to improve student learning in these academic programs as identified by program leaders. After meeting with CPR submitters, the SLOAC Committee writes and distributes an annual report on the College's activities and results related to assessing SLOs. These reports raise the visibility and awareness level of SLO assessment on campus and communicate with the campus about noteworthy developments related to SLO assessment at all levels (e.g. college-wide, program) [IIA16.04; IIA16.05; IIA16.06].

The annual program review (APR) process is a yearly evaluation of each program as part of the budget-development process. Programs assess their goals and achievements and use this information to inform budget requests in order to improve educational offerings and services.

Analysis and Evaluation

The College engages in regular evaluation and improvement of all academic programs. The College consistently uses programmatic expertise through lead faculty, as well as broad and rigorous participatory review, to ensure the quality and currency of its programs. Additionally, the College's assessment processes are effective while not being onerous, providing an opportunity for lead faculty to reflect and capture their assessment of course and program-level SLOs and for those assessment results to be communicated widely to the campus.

Evidence

[IIA16.01a AP 4020: Program and Curriculum Development](#)

[IIA16.01b BP 4020: Program and Curriculum Development](#)

[IIA16.02 ACCJC action letter on BDP, May 1, 2017](#)

[IIA16.03 Assessment Plan](#)

[IIA16.04 Assessment Report, 2014-2015](#)

[IIA16.05 Minutes, SLOAC 1/25/16](#)

[IIA16.06 Minutes, SLOAC 1/27/15](#)

Standard II.B: Library and Learning Support Services

Standard II.B.1.

The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing library instruction for users of library and other learning support services.

Evidence of Meeting the Standard

The FRC library provides quality and relevant resources in a variety of formats that support the dynamic information needs of its diverse users. The library's mission is to educate users for the information literacy challenges of the 21st century and empower patrons to identify, collect, and critically evaluate a diverse array of scholarly information sources while applying learning and scholarship to the intellectual growth of their academic and professional lives [IIB1.01]. These ideals are, in part, drawn from the ACRL Framework for Information Literacy for Higher Education and best practices in academic libraries. Aligning library services, programs and resources with these ideals informs how the library equips the diverse student population with skills to succeed in their degree completion, transfer and workforce objectives.

The library is housed in the Learning Resource Center which opened in 2011 and has proven to be a central hub for student activity. The library supports the College curriculum with a collection comparable to many larger institutions of approximately 23,852 print books, 10,633 purchased electronic books, 135,964 subscription electronic books, close to one hundred periodical subscriptions, several state, local and national newspapers, and hundreds of videos and DVDs. Despite a book budget reduction a few years ago, generous allocations from the Instructional Support Block Grant since 2015 has made up for prior decreases in collections [IIB1.02]. Strategic deselections of outdated resources have been made in areas of science, technology and healthcare, replaced by more appropriate additions to maintain currency and relevance in the collections. The library's periodical collection has been refined to accommodate best practices in collection management. The print periodical collection now includes more popular titles while the full-text electronic resources have increased to include areas that were previously less represented, including new databases in movement and sports science and nursing. In 2015, students viewed about 23,495 full text articles to support their academic research and writing. Since 2013, the FRC library has also augmented audio/visual collections to include over 25,000 academic streaming videos. Working closely with FRC faculty members to develop support for curriculum, 237 titles were added to the DVD collection in the areas of film studies, environmental science, and history. Additionally, subscription e-book collections were added to dramatically increase the availability of current book resources for student research [IIB1.03]. High quality scholarly research can be performed using the electronic databases [IIB1.04], streaming video collections, and e-book collections [IIB1.05] accessible to students

from the library, learning center, computer labs, as well as from off-campus computers with an Internet connection. The library's collections are detailed in the table below.

LIBRARY COLLECTIONS AT A GLANCE

Holdings in collection			
Print books	23,852	Electronic databases	35
E-book holdings titles	10,633	Full-text database journal titles	28,376
E-book subscription titles	135,964	Electronic database articles	18,000,000+
Streaming video segments	261,853	Streaming video titles	25,855
Print periodicals (includes newspapers, magazines and journals)	98		
Currency of print and e-book collection			
Over 20 years old as of 2012	>80%	Over 20 years old as of 2014	<5%

The library building has been tremendously popular with the students, resulting in dramatic increases in patron assistance requests. In the 2013-2014 academic year, patron count totaled 52,125 (up from approximately 8,200 in 2011 prior to the construction of the new library building) and circulation activity (print books, reserves, holds, A/V circulation and renewals), totaled 8,331 (up from 1,850 in 2011). Reference transactions, directional questions, technical assistance requests and classroom research/instruction questions have also increased, in some cases over 800% from recent prior years, largely due to popular study areas, computing areas, study rooms and improved opportunities to serve students. Service to students includes off-site access to the library, especially for distance education students. The library webpage link is prominently located on the College's homepage, the campus mobile application, and the Library's social media site. These links facilitate the ease of access to library resources, including subject guides in every area of study at. The Library also accommodates diversity and accessibility needs for on and off campus students through ADA-accessible collections, including an OCR text-to-speech magnifier, web accessibility features and displays on a diverse range of topics exhibited physically in the Library and virtually on the Library homepage.

To help accommodate increases in library use, student work-study allocations were increased through support from the Office of Student Services, which improved services. Additionally, the Office of Student Services worked with the library to provide an academic support specialist to staff the computer lab assisting patrons with student services-related technology needs during peak hours. As a result, the library is now open from 8:00am to 9:00pm Monday through Thursday and 8:00am to 4:30 Friday, with the library computer lab also available to patrons from 4:00pm to 8:00pm Sunday [[IIB1.02](#)].

The FRC library plays a key role in the academic success of students. The library staff engage in instructional activities which include reference transactions, research appointments, technical assistance requests, student support inquiries, and classroom library instruction sessions. These

activities follow criteria and guidelines modeled from the Association for College and Research Libraries Information Literacy Competency Standards for Higher Education. Each instruction session affords an opportunity to address one or more information literacy concept, and cumulatively they lead to the development and demonstration of these competencies as documented and assessed in the FRC library student learning outcomes.

In addition to the library, Feather River College supports student learning and achievement through its Instructional Resource Center (IRC), which is located in the lower floor of the Learning Resource Center. The staffing of the IRC consists of a faculty basic skills director, who oversees the operations of the IRC, and two classified instructional assistants, who provide supplemental instruction, primarily in English, mathematics, and the sciences. Additionally, paid student tutors are employed to provide subject specific assistance to students needing one-on-one tutoring. The IRC plays an important role in the academic success of students in the form of supplemental instruction, tutoring, and access to fourteen computers [[IIB1.06](#)].

The FRC Library and IRC also offer a rich collection of information resources in print and online to support the students and instructors in the Equine and Ranch Management baccalaureate program. After the Baccalaureate Program was approved by the Chancellor's Office, the College librarian researched appropriate reference materials and standards expected at four-year Agriculture degree institutions. Findings were presented to the departmental faculty and the acquisition process for the appropriate materials was launched. The College library staff have been integrated and briefed on the development and planning of the baccalaureate degree program.

Learning support services have also been expanded the College's incarcerated student program (ISP). In 2016, an SSSP Program Specialist was hired for the ISP program to assist with student education plans and coordinate ISP efforts with the 2015-2016 Student Equity Plan. This has included working on course sequencing and scheduling to facilitate meeting student plans [[IIB1.07](#); [IIB1.08](#)].

Analysis and Evaluation

Students, faculty and staff enjoy library and computer lab access for more hours than many comparable college libraries. The library website is linked directly from the top of the FRC home page. Patrons have 24/7 access to a wide range of electronic resources including an extensive e-book collection (over 136,000 titles), electronic journals (millions of articles in over 28,376 full text journal titles), and a bank of over 23,000 streaming video titles. As a member of the North State Cooperative Library System, patrons requiring materials not present in the library collections are either able to request materials via interlibrary loan or participate in patron-driven acquisition program, and promptly obtain almost any document. The off-campus accessibility to the library resources serves the learning and research needs of online students and instructors. SSSP/Equity planning and resources resulted in the hiring of an SSSP Program Specialist in ISP who oversees the process or student progress reports, and coordinates course sequencing and scheduling with student education plans.

The library also serves as an important location for students, both culturally and in terms of service. Exhibits at the library include themes such as celebrate diversity, sustainability or other educational features or student interests throughout the year. Featured displays include topics such as women’s history, Arbor Day/Earth Day, National Arab American Heritage Month, stress management, sexual assault awareness, LGBT Pride, and National Poetry Month. The library also houses a book reader for vision-impaired patrons, a language lab, video projector smart boards, a film studies screening room, and a multimedia lab.

Evidence

<u>IIB1.01</u>	<u>Faculty subject guide</u>
<u>IIB1.02</u>	<u>Library APR, 2016</u>
<u>IIB1.03</u>	<u>Library Website-Fast Facts: Library Status at a Glance document</u>
<u>IIB1.04</u>	<u>Library database list</u>
<u>IIB1.05</u>	<u>Library search interface</u>
<u>IIB1.06</u>	<u>IRC CPR, 2017</u>
<u>IIB1.07</u>	<u>SSSP APR, 2015-2016</u>
<u>IIB1.08</u>	<u>2015-2020 Student Equity Plan</u>

Standard II.B.2.

Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Feather River College relies on appropriate expertise to maintain instructional equipment and materials that support student learning. The Library/Learning Resource Center and Instructional Resource Center directors are members of the Council on Instruction where important instructional resources and equipment are explored and discussed in consultation with the chief instructional officer and the division chairs. These discussions consider key institutional research data, input from Strategic Planning, the use of lottery funds, DSPS equipment, mini-grants, trending Student Services initiatives, and other statewide and local factors.

The FRC library actively consults faculty in key areas of instruction to assist in identifying materials and library resource selections. The library director confers with instructional faculty on a regular basis to identify helpful materials that support classes and programs [IIB2.01]. The library director then assesses and prioritizes the recommended materials, ultimately selecting those requested by faculty or those deemed most relevant and pertinent to the curriculum. In 2016, Feather River College began offering a bachelor's degree in Equine and Ranch Management; collection development in this field was prioritized and the appropriate areas of the library collections and databases, after faculty consultations, were expanded significantly [IIB2.02a; IIB2.02b]. The library director also consulted with four-year university programs to develop appropriate collections to serve the new degree.

In addition to increasing the library's collection, materials deselection ensures collection quality. In summer 2016, a comprehensive inventory and weeding project was conducted, specifically targeting duplicate material [IIB2.03]. After duplicates were identified, each title was assessed on a number of criteria, including: accuracy of content, frequency of circulation, state of physical condition and relevance of content. Items that did not merit retaining multiple copies were withdrawn from the collection, making room for the addition of fresh, higher quality items [IIB2.04]. The electronic book collections were also reviewed collaboratively in a statewide e-book deselection project, refining collection holdings primarily in the time-sensitive subject areas of legal matters, healthcare, science and technology. In 2016, the library focused on improving its paperback fiction area, a collection dedicated to leisure reading, thereby improving literacy and promoting an attitude of reading for pleasure. Paperbacks in poorer condition were replaced and new titles were added. The library supports the College's Book in Common effort by acquiring titles related to the book chosen for campus use each year.

The library has also acquired equipment to facilitate student learning, including: an OCR text-to-speech magnifier for vision-impaired patrons; a 65" flat-panel monitor, Mac-Mini workstation and DVD/Blu-ray player to support film studies classes and media post-production projects; a language-lab computer equipped with Ouino and Fluenz software to support Spanish and French language classes; Kurzweil literacy software for adult learners; two Wi-Fi capable projector smart-boards to support tutoring, group collaboration, and presentation rehearsals; two additional

Mac-Mini workstations integrated into the group study rooms for web-based connectivity, teleconferencing, and online course support; a duplexing photocopier and scanner, which supports the reproduction of library print materials and has the capability to be networked to the thirty library computer lab workstations; a library subject guide Content Management System subscription to promote faculty collaboration on library research subject guides and to facilitate the research of campus-based and distance learners; a 55” interactive digital information kiosk and an 18” motion-sensing digital sign to enhance information literacy and student awareness for important campus initiatives; and an integrated library system upgrade to promote information discovery combining search functionality for print, non-print media, and electronic database resources.

Between 2009 and 2012, the library moved into a new building. This resulted in an increase in seating capacity from 71 to 104 and an overall increase in the usable square footage from 3,308 square feet to 9,957 square feet. It also afforded greatly enhanced computer lab capacity, multimedia and study room facilities and usable group and personal study areas. The increase in square footage also allowed for improved shelf space capacity for library materials and enhanced work areas for patron services and processing.

LIBRARY FACILITIES IMPROVEMENTS AT A GLANCE

Physical space		
	2010	2017
Library area	3,308 sq. ft.	9,957 sq. ft.
Study rooms	2	2
Total library seating capacity	71	104
Study room seating	12	15
Student computer workstations	12	30
Internet-accessible ports	0	93

In addition to the Library, the College’s learning center, named the Instructional Resource Center, is located on the ground floor of the same building that houses the Library. The director of the Instructional Resource Center is a full-time faculty member who works closely with the tutoring coordinators as they rely on the faculty members’ expertise to identify and recommend tutors for participating in the College’s tutoring program. Tutors are hired as student employees and are required to be enrolled in six units and to have at least a B grade in each class that they are tutoring. Tutors are trained and learn how to facilitate learning by incorporating a variety of study, time management, and test-taking skills during each tutoring session.

Analysis and Evaluation

Overall, the Feather River College Library engages in comprehensive, faculty-driven collection development activities. Library staff work together with faculty to ensure the collection is of high quality and to identify materials of use to the student body. Actions taken in 2016 improved the collection by supporting the new Equine and Ranch Management bachelor’s program,

weeding out unnecessary duplicates and enhancing the paperback fiction collection. Furthermore, the library acquired a number of pieces of equipment that facilitate student learning and enhance awareness of student life activities. Faculty members also play the lead role in identifying and recommending tutors to support students who need supplemental instruction in their courses.

Evidence

- [IIB2.01 Faculty Request for Library Resources](#)
- [IIB2.02a New physical titles for Bachelor's \(sample, 1 of 5 pages\)](#)
- [IIB2.02b New ebooks for Bachelor's \(sample, 1 of 6 pages\)](#)
- [IIB2.03 Internal records of inventory](#)
- [IIB2.04 Internal records of deselection project](#)

Standard II.B.3.

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College supports student learning and achievement by providing library and other learning support services to students and to staff members responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support the College's educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, instructional resource or student services centers, computer laboratories, and instructional learning technologies for users of the library and other learning support services.

The Learning Resource Center building opened in 2011 and houses the library and the college's learning center (named the Instructional Resource Center). The building, along with the progress on equipment installation and new library initiatives, ultimately led to a 600-800% increase in student traffic, circulation/reserves use, computer lab use and library staff instruction [[IIB3.01](#)].

The Instructional Resource Center supports student learning by providing staff and student tutors for an array of academic disciplines. The faculty director, two staff members, and approximately fifteen student employees meet with students seeking additional supplemental instruction regularly or on an as-needed basis. Student tutee participation is tracked through an open entry/open exit non-credit course whereas student tutors are tracked through login records and time sheets [[IIB3.02](#)]. All of these services are provided free of charge to students.

Tutees provide feedback to the tutor coordinator or the staff on received tutoring services or on any other problems that may arise such as computer or printing malfunctions. The IRC staff members regularly communicate with one another to address any problems or issues so that the areas of concerns are corrected as soon as possible. After each semester, the IRC director compiles information on the performance of each tutee by comparing the tutee's time spent in tutoring sessions with the grade received in his/her class. Additionally, analysis of tutoring needs, especially in high demand subject areas, is completed so that the IRC can respond more readily to unmet student need by working with faculty to identify new tutors.

The College evaluates library and other learning support services to assure their adequacy in meeting identified student needs through the APR, CPR and SLOAC processes, which consider how these services contribute to the attainment of student learning outcomes. These reports inform the selection and maintenance of educational equipment and materials to support student learning and enhance the achievement of the College's mission. Additionally, library CPRs examine the library's mission/purpose, hours of operation, facilities, staffing, resources, services and funding. The recommendations of these CPRs led to the addition of several important library

databases, including SportDiscus (a science database supporting kinesiology and sports medicine-related research) and CINAHL (a nursing database). Streaming video content and e-book subscriptions were also added to augment the existing print book and media collections, providing 24/7 access to books, articles and media for both on- and off-campus students. Compared to the 2009-2010 fiscal year, the budget for the 2015-2016 fiscal year is larger, and regular Sunday hours for the computer lab have been established [[IIB3.01](#)].

The library collects student learning outcome data on every reference transaction. These outcomes are used to make refinements to library collections and improve practices. The overwhelming majority of reference requests result in completion and satisfaction, and requests that show a satisfaction or completion gap are followed-up on with extended reference consultation, to discover relevant resources and/or completion through interlibrary loan [[IIB3.03](#)].

The college-wide student learning outcome (CWSLO) of information literacy is assessed by the Student Learning Outcome Assessment Cycle (SLOAC) Committee. The annual student survey asks students to evaluate their mastery of seven CWSLOs. Over the past six years, a majority of students (63%) have indicated that they feel competent or very competent in their information literacy. These numbers are attributable, in part, to a hands-on and knowledgeable library staff who work both in the library and classroom settings to provide instruction on information literacy. This figure of 63% is a six-year average, showing that the information literacy skills of FRC students are consistently strong. The amount of “Somewhat/Not at all competent” responses also decreased during this time, from about 28% in 2010 to about 21% in 2015 [[IIB3.04](#)].

Analysis and Evaluation

Program reviews include an assessment of the library and learning support services, and these are used to inform decisions about meeting student learning needs. As a result of internal data and program review, the College has expanded services to students in these areas since the last self-evaluation and has kept pace with increasing student interest in these services by allocating additional financial and human resources to the library and learning support programs. The increased size of the computer lab may lead to an increased strain on IT staff of which the library is acutely aware, and will continue to monitor and document.

Evidence

[IIB3.01](#) [Library APR, 2015](#)

[IIB3.02](#) [Tutor Log Sheets](#)

[IIB3.03](#) [Example of SLO driven collection development](#)

[IIB3.04](#) [Report on Assessment of Student Learning, 2015-2016](#)

Standard II.B.4.

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

FRC belongs to the Community College Library Consortium. The consortium evaluates resources and “conducts a program of cooperative buying” ensuring these resources are available to its member libraries [[IIB4.01](#)]. Through the consortium, the FRC library has purchased high quality electronic database packages chosen by the library director after being recognized as useful for supporting FRC’s academic programs and student research. These packages allow student access to peer-reviewed journals.

Feather River College is also a member of the NorthNet Library System, which allows member institutions to engage in inter-library loans. Inter-library loans allow patrons to access resources not available in the FRC library. The FRC library is also prepared to loan items in its collections to other NorthNet members [[IIB4.02](#)].

The library also uses the Library Solution Integrated Library System (ILS) from The Library Corporation (TLC). This allows the library to access and edit records created by other librarians for cataloging purposes. The FRC library makes available records it creates as well. Because librarians at some 4,500 different institutions may view and edit the records, accuracy and consistency are assured. This collaborative approach allows easier maintenance of many libraries’ catalogs. The library also benefits from a statewide arrangement with EBSCO, which allows access to state held resources, and to some products at a discounted price. Through EBSCO, the library currently subscribes to over 136,000 e-books as well as 98 print and 28,376 electronic periodicals, including academic as well as leisure material. The library has also purchased approximately 10,000 e-books, bringing the total number of e-books to over 146,000, available even when the library is closed.

The Chief Technology Officer, in conjunction with LAN Logic and other third parties, ensures the security, maintenance and reliability of FRC’s technology-based instructional support platforms, including: Campus Suite (FRC website); Instructure’s Canvas (FRC courseware); EZProxy (patron authentication for off-campus access to databases and streaming video content); Springshare (library website and subject guides); Microsoft and other productivity application platforms (FRC email, word processing, spreadsheets, presentations, database creation, portable document file viewer, image editing, etc.); Papercut (print server); TechSmith (visual communication software); Kurzweil Education (literacy software); iParadigms’ Turnitin (grading, writing improvement and plagiarism technology); and related hardware, networking

and hosting. The accessibility and utilization of these services are routinely evaluated by the IT Committee to ensure their effectiveness.

The library works with other institutions in matters of funding. Thanks to 2014-2015 and 2015-2016 funding made available through the Instructional Support Block Grant, the library received between \$20,000 and \$25,000 allowing the library to improve its physical book and film collections. These acquisitions assisted in Feather River College's creation and implementation of a four-year Bachelor of Science in Equine and Ranch Management beginning in fall 2016. With the Instructional Equipment and Library Materials (IELM) grant support, the library boosted its equine and ranch-related holdings to support incoming baccalaureate students [[IIB4.03](#)].

External funding to the library has assisted the College in acquiring hardware and software to support learning services. The library received a grant through the Vocational and Technical Education Act (VTEA) that was used to purchase iPads. Library staff are currently evaluating and selecting applications appropriate to the educational needs of FRC students and hope to make the iPads available for library-use-only in the near future. Funds from the California State Lottery were used to replace some of the library's aging VHS collection with DVD or Blu-ray versions. Lottery funds were also used to purchase a display cabinet and digital sign. The display cabinet allows the library to create educational displays related to academic, cultural, social and local topics and the library director is currently acquiring specimens for an initial display about geology. The digital sign will replaced paper signage posted near the library's main entrance and includes information such as summer hours and upcoming College events.

Analysis and Evaluation

FRC works directly and through contractual agreements with a number of parties to provide a variety of library and instructional learning support services. Looking towards the future, the library hopes to become a member of QuestionPoint, a collaborative reference service. QuestionPoint allows member institutions to create and share their own "knowledge bases" with other participating institutions. Should the FRC library join, it will gain access to further resources, providing its patrons with a wider wealth of information, and since the Library will be able to share its knowledge base, the library will also be able to assist patrons of other institutions. QuestionPoint also allows for the provision of virtual reference services 24 hours a day, seven days a week. Library patrons will therefore be able to contact library staff at any time without ever having to leave home, also providing additional support to on-campus and distance learners (connected to Quality Focus Essay, theme two).

Evidence

[IIB4.01](#) [Community College Library Consortium website screenshot](#)

[IIB4.02](#) [NorthNet Library Roster](#)

[IIB4.03](#) [Bachelor's purchases made with IELM funds](#)

Standard II.C: Student Support Services

Standard II.C.1.

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

Evidence of Meeting the Standard

The Student Services Division at Feather River College offers a wide range of services to assist students in meeting their educational goals. Operating under the leadership of the chief student services officer (CSSO), this division includes the following programs:

- Advising/Counseling and Transfer Center,
- Admissions and Records,
- Associated Students and Student Clubs,
- CalWorks/TANF, Child Development Center,
- College Work Study (Student Employment),
- Community Education,
- Disability Support Program for Students (DSPS)/WorkAbility III,
- Extended Opportunity Program & Services (EOPS)/Cooperative Agencies Resources for Education (CARE),
- Equity programming (including Academic Support and Student Engagement activities),
- Financial Aid,
- Student Housing,
- Marketing and Outreach,
- Student Success and Support Programs (SSSP),
- TRiO/Education Talent Search, TRiO/SSS, and TRiO/Upward Bound [[IIC1.01](#)].

All student services programs are available to all students either in person, through email correspondence, through the FRC website, or via phone conversations [[IIC1.02a](#); [IIC1.02b](#)].

The quality of student support services are regularly evaluated to ensure that they support student learning and enhance accomplishment of the mission of the College. This is demonstrated through the following:

Comprehensive program review (CPR) – Each program within the Student Services Division must complete a CPR every four years in line with the College’s planning process. In the fall of 2015, the Student Learning Outcomes Assessment Cycle (SLOAC) Committee reviewed the current CPR form used by all programs in the Student Services Division. Input for the form had been solicited from the Student Services Council and reviewed by the committee [[IIC1.03](#); [IIC1.04](#); [IIC1.05](#)]. As a result the new form is now different from that used by instructional programs and includes components more applicable to student services.

The five sections now include: 1) a description of program services; 2) any student board policies (BPs) or administrative procedures (APs) related to the program that have been updated since the last CPR; 3) the identification of which Student Services Student Learning Outcomes are applicable to the program and what strategies are used to measure them; 4) what program improvements have been made to the program based upon information gathered from the measurements; and 5) identification of the long range vision for the program in the following four years. To promote dialog beyond the student services level, student services program leaders who complete CPRs meet with the SLOAC Committee to discuss program assessment strategies and results [[IIC1.06](#); [IIC1.07a](#); [IIC1.07b](#)].

Annual program review (APR) – Each student services program completes an annual program review every fall. These APRs contain five sections: 1) an assessment of past progress; 2) current year progress and objectives; 3) the next year’s objectives; 4) new resource requests for the following year; and 5) a summary update from the program’s last CPR. The section used to identify the objectives for the following year (3, above), specifically ties the program goals to College SLOs and/or other plans, thus substantiating the ways the program supports student learning and enhances the mission of the College. Additionally, challenges or weaknesses a program faces are often identified within the body of an APR. The subsequent APR follows up on or demonstrates how the weaknesses or challenges were addressed or eliminated. The APR process forms the basis for college-wide budget development [[IIC1.08](#)].

Student Services Matrix – Occurring annually since 2015, the CSSO has tasked each of the Student Services programs with identifying one or two Student Services Student Learning Outcomes (SSSLOs) that most closely align with their program. They looked back at their respective annual program reviews (APRs) to find examples of evidence that pointed to the needed improvement. Then action was taken to make the improvement and this was documented under the column “use of data to improve.” The matrix was completed and then discussed at the student services retreat held on August 7, 2015. Each program was directed to review the data or evidence again during the upcoming year to determine if the improvements had indeed impacted the relevant SSSLOs. On August 12, 2016, a student services retreat was held to review the re-populated and updated matrix containing new evidence of program improvement. Likewise, at the annual retreat on August 11, 2017, program managers again shared their updates and improvements as described in the matrix. [[IIC1.09](#); [IIC1.10a](#); [IIC1.10b](#); [IIC1.11a](#); [IIC1.11b](#)].

Student Services Council (SSC) – The Student Services Council is a shared-governance committee that provides a forum where all student services department leaders collaborate, discuss, resolve issues, share pertinent information, review and revise student services policies, and coordinating efforts to better serve all students. They then communicate this information within the Student Services Division and across the College. This committee meets monthly and is chaired by the CSSO. Along with the program leaders from each student services program, membership on the SSC includes a student representative from the associated student body, the director of athletic operations and events, faculty from the Academic Senate, and the administrative assistant to the CSSO. The CIO also participates regularly in the SSC meetings. In addition to addressing the scheduled agenda items, each

meeting closes with “department information sharing” when leaders from each program may share updates, program successes, etc. [[IIC1.12](#); [IIC1.13a](#); [IIC1.13b](#); [IIC1.13c](#); [IIC1.14](#); [IIC1.15a](#); [IIC1.15b](#); [IIC1.15c](#); [IIC1.16](#); [IIC1.17a](#); [IIC1.17b](#); [IIC1.18](#)].

Student Services Retreat – The CSSO organizes periodic division-wide staff retreats where all student services employees participate in various team-building and communication-centered activities. This fosters camaraderie and cooperation among staff members that is critical for effective, cohesive services [[IIC1.11a](#); [IIC1.11b](#)].

Categorical and Grant Program Reviews – Student services programs that are categorically or grant funded are also required to submit a program review to the state or federal entity from which it receives funding. These reviews further ensure that programs are meeting identified goals and objectives relative to services provided. These reports are reviewed with the CSSO before submission [[IIC1.19](#); [IIC1.20a](#); [IIC1.20b](#); [IIC1.20c](#); [IIC1.20d](#)].

Employee Evaluations – Each classified staff member is evaluated by their supervisor annually, and each classified manager is evaluated by the CSSO once a year for the first two years and biennially thereafter. The evaluation ties the employee’s performance of duties to the level of service provided and the overall success of the College. The evaluation tool reaffirms the strengths and weaknesses of the employee, and plays a major role in the development of employee productivity and enthusiasm to do a good job. It is also the tool through which an employee dismissal can occur if it is determined that standards necessary to meet student needs in an effective manner are not met [[IIC1.21a](#); [IIC1.21b](#)].

Other Committee Membership – Student services program employees serve on various shared-governance and other general committees in order to coordinate/integrate student services program activities and services with other College entities, and/or within the Student Services Division, program to program. During these meetings, the effectiveness of the various student services programs is frequently discussed, suggestions are made for improvement, and subsequent follow-up/reporting on these changes occurs. This information is captured in meeting minutes [[IIC1.22](#); [IIC1.23a](#); [IIC1.23b](#); [IIC1.23c](#)].

Year End Student Survey (YESS) – Toward the end of each academic year, the director of institutional research (in conjunction with the SLOAC Committee) distributes a survey to all students regarding their experience while attending FRC. While this survey is not generated by the Student Services Division, questions regarding student support services are included and programs are able to learn from the responses and make changes to services in order to serve students more successfully [[IIC1.24](#); [IIC1.25](#)].

Other Student and/or Staff Surveys – Student services programs also administer various student and/or staff surveys to evaluate the quality of services provided. In the spring of 2016, the director of student success and support programs assumed responsibility for the Campus Climate Survey. In addition, student focus groups were organized to gain further insight into student survey responses. Feedback from these surveys is used to modify/adjust services to increase effectiveness and student satisfaction. [[IIC1.26](#)]

Analysis and Evaluation

The quality of student support services programs and the degree to which they support student learning, are assessed from a long-term perspective as well as annually. The College has developed specific strategies for each program to assess student learning using methods that fit each unique program and service. The results of each assessment strategy are shared and feedback is gathered for the development of new strategies that enhance student learning.

Evidence

<u>IIC1.01</u>	<u>Student Services Organizational Chart</u>
<u>IIC1.02a</u>	<u>Webpage Example of Service Outreach to Distance Students</u>
<u>IIC1.02b</u>	<u>Webpage Example of Service Outreach to Distance Students</u>
<u>IIC1.03</u>	<u>Comprehensive program review template, developed fall 2015</u>
<u>IIC1.04</u>	<u>Minutes, Student Services Council, 11/11/15</u>
<u>IIC1.05</u>	<u>Minutes, Student Services Council, 4/1/15</u>
<u>IIC1.06</u>	<u>Minutes, SLOAC Meeting, 10/26/15</u>
<u>IIC1.07a</u>	<u>Sample Student Services CPR: Admissions and Records</u>
<u>IIC1.07b</u>	<u>Sample Student Services CPR: DSPS</u>
<u>IIC1.08</u>	<u>Student Services APRs repository, screenshot</u>
<u>IIC1.09</u>	<u>Minutes, Student Services Council, 5/13/15</u>
<u>IIC1.10a</u>	<u>Student Services Matrix, 2015</u>
<u>IIC1.10b</u>	<u>Student Services Matrix, 2016</u>
<u>IIC1.11</u>	<u>Student Services Retreat Agenda – August 9, 2013</u>
<u>IIC1.11</u>	<u>Student Services Retreat Agenda – August 12, 2016</u>
<u>IIC1.12</u>	<u>AP 2510: Participation in Local Decision Making</u>
<u>IIC1.13a</u>	<u>Minutes, Student Services Council, 1/13/16</u>
<u>IIC1.13b</u>	<u>Minutes, Student Services Council, 2/10/16</u>
<u>IIC1.13c</u>	<u>Minutes, Student Services Council, 12/9/15</u>
<u>IIC1.14</u>	<u>Minutes, Student Services Council, 1/4/15</u>
<u>IIC1.15a</u>	<u>Minutes, Student Services Council, 1/13/16</u>
<u>IIC1.15b</u>	<u>Minutes, Student Services Council, 2/11/15</u>
<u>IIC1.15c</u>	<u>Minutes, Student Services Council, 11/12/14</u>
<u>IIC1.16</u>	<u>Minutes, Student Services Council, 2/11/15</u>
<u>IIC1.17a</u>	<u>Minutes, Student Services Council, 11/12/14</u>
<u>IIC1.17b</u>	<u>Minutes, Student Services Council, 12/10/14</u>
<u>IIC1.18</u>	<u>Minutes, Student Services Council, 12/10/14</u>
<u>IIC1.19</u>	<u>TRiO Program Annual Program Reviews</u>
<u>IIC1.20a</u>	<u>DSPS program review</u>
<u>IIC1.20b</u>	<u>CalWORKS program review</u>
<u>IIC1.20c</u>	<u>EOPS program review</u>
<u>IIC1.20d</u>	<u>Equity program review</u>
<u>IIC1.21a</u>	<u>AP 7153: Evaluation – Assessment of Managers by the Classified Senate</u>
<u>IIC1.21b</u>	<u>Classified Employee Evaluation Instrument</u>
<u>IIC1.22</u>	<u>Minutes, Student Intervention Committee, 11/8/13</u>

<u>IIC1.23a</u>	<u>Minutes, Strategic Enrollment Management Committee, 5/21/15</u>
<u>IIC1.23b</u>	<u>Minutes, Strategic Enrollment Management Committee, 10/17/14</u>
<u>IIC1.23c</u>	<u>Minutes, Strategic Enrollment Management Committee, 12/11/15</u>
<u>IIC1.24</u>	<u>YES Survey</u>
<u>IIC1.25</u>	<u>Minutes, Student Services Council, 2/10/16</u>
<u>IIC1.26</u>	<u>Campus Climate Survey and Focus Group Results</u>

Standard II.C.2.

The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

In 2011, under the leadership of the CSSO, six student services student learning outcomes (SSSLOs) were reviewed by the Student Services Council and were affirmed as representing all the programs under the Student Services Division [IIC2.01]. In 2012, as part of the Office of Student Services comprehensive program review, the CSSO defined several numerical measures for each SSSLO, and provided a summary of findings and conclusions [IIC2.02]. The data come from a variety sources which include: Banner MIS system, the Chancellor's Office DataMart, ARCC report, IPEDS, Campus Climate Survey, Year End Student Survey (YESS), Transfer Report, FRC website statistics, and locally designed surveys.

While this approach seemed relevant for a division-wide approach to measuring SSSLOs, it did not prove meaningful for individual managers from distinctly different programs who rely more heavily on conversations with individual students, and discussions from department meetings and Student Services Council meetings where issues are identified. While anecdotal information from individual students may be helpful, this falls short of providing a comprehensive measure of student learning outcomes. In an attempt to capture meaningful data specific to individual programs and their unique needs, departments solicited feedback from students about their services by posting signage inviting them to complete a "How Was My Service" survey [IIC2.03]. However, very few students filled out the surveys. At this time some departments were also relying on satisfaction surveys collected at the conclusion of various events [IIC2.04]. Another approach to understanding student learning outcomes was used by Financial Aid as they sought to better understand the demographics of the students who used their services. However, none of this was providing meaningful insight into what student services departments were teaching students, and if students were learning what was being taught. The annual program review (APR) process was designed to demonstrate the use of assessment data to measure student learning while at the same time serving as the basis for budget development. Few managers filled out this section of the APR since most programs are categorically or federally funded and additional resource requests from the general fund are not typically necessary [IIC2.05]. Managers were also struggling with how to identify and measure student learning outcomes as the APR process appeared more relevant to instruction than to student services.

This misunderstanding was addressed in May of 2015 when the CSSO created a new tool to bring all the programs under one umbrella to avoid the fragmented approach taken to measure student services student learning outcomes. The Student Services Matrix required each program manager to provide at least one example of evidence they had used that indicated a need for program improvement, and how they used the data to improve their process. Each example was then cross-referenced to a college-wide SLO, a student services SLO, and an APR objective. The first completed matrix was reviewed in 2015 at the student services retreat attended by all staff in the division. Each manager presented their example and received feedback [IIC2.06; IIC2.07].

The matrix was updated in fall 2016 and was discussed at a Student Services Council meeting [[IIC2.08](#); [IIC2.09](#)]. This process has helped student services programs measure and communicate their SLOs.

In addition to assuring that each student services program uses assessment data to continuously improve, the Student Services Council takes a broad look at what additional services FRC could offer to improve overall service and meet the needs of all students. One example of this was the development of a mental health counselor position due to an unusually high number of student deaths and suicides. The development of this position was discussed at Student Services Council and the CEO followed up to secure the funding from a grant [[IIC2.10a](#); [IIC2.10b](#); [IIC2.11](#)]. The Student Services Council was also made aware of an audit finding showing a high level of unpaid student accounts. This led to identifying a core group of staff who met with a consultant to create a flow of information in the student portal describing payment and financial aid options [[IIC2.12a](#); [IIC2.12b](#); [IIC2.12c](#); [IIC2.13](#)]. The Student Services Council was again used as the forum to develop the student equity plan where services were developed to address the needs of students whose success rates were disproportionately lower than the majority of students. This was accomplished by inviting students, community members, and other college staff to engage in a broader conversation about what additional services were needed [[IIC2.14](#); [IIC2.15](#)]. Implementation of the Student Equity Plan led to hiring a student engagement specialist and an academic support specialist [[IIC2.16a](#); [IIC2.16b](#)]. Many new initiatives were launched by these new staff including a First Year Experience, a new Week of Welcome, social events for all employees and students, and an entire week of activities focused on school spirit [[IIC2.17](#); [IIC2.18](#); [IIC2.19](#); [IIC2.20](#)]. The SSSP academic support specialist also developed a Summer Bridge program and provided outreach services to students through the Learning Resource Center [[IIC2.21](#)].

In spring 2016, focus groups were formed to analyze student responses to the Campus Climate Survey and Year End Student Survey [[IIC2.22](#)]. In the fall of 2016, the Student Services Council reviewed survey responses related to student goal setting, engaging in civic responsibility, the benefit of coming to FRC, the importance and promotion of diversity, feelings of safety, why students chose FRC, and how satisfied students were with their choices. The Student Services Council also discussed common themes mentioned by students, including a desire for better Wi-Fi at the dorms, better communication about resources (both on campus and in the community), and frustration over parking issues [[IIC2.23](#)].

Analysis and Evaluation

The Student Services Division has relied on a set of broad outcome measures which have stood the test of time. The division has sought and found meaningful ways to measure student learning outcomes in their individual programs while tying them back to division-wide and college-wide outcomes. This approach has resulted in the use of a variety of assessment strategies that are meaningful to each department. The division as a whole consistently uses assessment data to improve, and loop back to assessment for continuous improvement.

Evidence

<u>IIC2.01</u>	<u>Minutes, Student Services Council, 9/14/11</u>
<u>IIC2.02</u>	<u>Student Services Student Learning Outcomes with Measures</u>
<u>IIC2.03</u>	<u>How Was My Service survey example</u>
<u>IIC2.04</u>	<u>New Student Orientation Survey Results, example</u>
<u>IIC2.05</u>	<u>Student Services Annual Program Review for Financial Aid</u>
<u>IIC2.06</u>	<u>Student Services Matrix – original 2015</u>
<u>IIC2.07</u>	<u>Student Services Retreat Agenda 2015</u>
<u>IIC2.08</u>	<u>Student Services Matrix – updated 2016</u>
<u>IIC2.09</u>	<u>Minutes, Student Services Council, 9/14/16</u>
<u>IIC2.10a</u>	<u>Minutes, Student Services Council, 4/13/16</u>
<u>IIC2.10b</u>	<u>Minutes, Student Services Council, 5/11/16</u>
<u>IIC2.11</u>	<u>Mental Health Counselor job description</u>
<u>IIC2.12a</u>	<u>Minutes, Student Services Council, 12/9/15</u>
<u>IIC2.12b</u>	<u>Minutes, Student Services Council, 1/13/16</u>
<u>IIC2.12c</u>	<u>Minutes, Student Services Council, 2/10/16</u>
<u>IIC2.13</u>	<u>Payment Agreement in Banner</u>
<u>IIC2.14</u>	<u>Minutes, Student Services Council, 3/3/15</u>
<u>IIC2.15</u>	<u>Student Equity Plan</u>
<u>IIC2.16a</u>	<u>Academic Support Job Description</u>
<u>IIC2.16b</u>	<u>Student Life Engagement Job Description</u>
<u>IIC2.17</u>	<u>First Year Experience</u>
<u>IIC2.18</u>	<u>Week of Welcome</u>
<u>IIC2.19</u>	<u>Mixer at Greenhorn Creek Guest Ranch</u>
<u>IIC2.20</u>	<u>Spirit Week</u>
<u>IIC2.21</u>	<u>Summer Bridge</u>
<u>IIC2.22</u>	<u>Campus Climate Survey and YES Survey review by focus groups</u>
<u>IIC2.23</u>	<u>Minutes, Student Services Council, 9/14/16</u>

Standard II.C.3.

The institution assures equitable access to all its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Evidence of Meeting the Standard

The Student Services Division is comprised of a core of standard services including Admissions and Records, Financial Aid, Student Employment, Counseling and Advising, Disability Support Program for Students (DSPS), Extended Opportunity Program and Services and Cooperative Agencies Resources for Education (EOPS/CARE), CalWORKS, student government and student activities, Community Education, and additional services provided through Student Equity. These services are available to students in person, through email correspondence, through the FRC website, via FAX, or by phone conversations. Print materials detailing these services clearly identify the various means through which students can access program staff including phone and FAX numbers, email addresses, and websites [[IIC3.01](#); [IIC3.02a](#); [IIC3.02b](#); [IIC3.02c](#); [IIC3.02d](#); [IIC3.02e](#)].

The MyFRC online portal provides students with a wide range of information and services including registration, account balance and payment options, financial aid award status, and class schedules and transcripts [[IIC3.03](#)]. Advisors and counselors will accept assessment scores from other institutions as well as high school transcripts through mail, email, FAX or in person. All students also have access to the College catalog and advising worksheets both online and in print [[IIC3.04a](#); [IIC3.04b](#)]. New Student Orientation, one of the requirements for priority registration, can be completed at any time online or through multiple in-person opportunities [[IIC3.05](#)].

In addition, student services provides outreach and recruitment, assessment, advising, and financial aid services to all area high schools within the College's service area [[IIC3.06](#)]. A listing of community education courses are on the FRC website, along with instructions on how to register. In addition to completing the registration online, the form can be completed over the phone, or be sent by mail. Evaluations of these courses are conducted through email and can be submitted online [[IIC3.07](#)].

The Student Equity Program, DSPS (Workability III), and EOPS provide book vouchers for students who qualify for these programs. Students can go directly to the College bookstore with a voucher, or online students can have the books mailed to them. An interactive process is required by DSPS when determining which accommodations and "above and beyond" services are necessary in order for the student to participate equally in the instructional offerings. This interaction can be completed in person, by phone, Facetime, or Skype [[IIC3.08](#)]. If an on campus student qualifies for test accommodations, the student is entitled to complete exams in a distraction-reduced environment (the DSPS Testing Room) with additional time and with additional support (reader, scribe, etc.), if applicable. If an online/distance student qualifies for test accommodations, DSPS contacts the online instructor with a request to modify computer settings to allow for additional time, and DSPS staff schedules time to be available to work remotely with the student for any other accommodations needed (reader, scribe, etc.). Audio

books are available for students with reading disabilities, as are laptops for students to access online courses from off-campus locations [[IIC3.09a](#); [IIC3.09b](#)].

Students enrolled through the Incarcerated Student Program (ISP) are limited to mail access when corresponding with their instructors. However, person-to-person service is provided through a staff member assigned to the Incarcerated Student Program to deliver orientation, assessment, student education planning, and follow up services [[IIC3.10](#)]. Due to time and travel constraints, a video covering these services was produced for use at the prisons with the smallest enrollment. This video can be used to supplement or reinforce resource offerings at all sites. Each student also receives an ISP catalog with program and degree information as well as other orientation information mandated by California regulations. The assessment/ placement test and a non-cognitive questionnaire are given through a pencil and paper format at the prison sites.

Analysis and Evaluation

The College provides appropriate, comprehensive, and reliable services to all students through a variety of delivery methods. The College has developed innovative strategies to serve all students by relying on various forms of technology and serves students who participate in both on-campus and off-campus programs.

Evidence

IIC3.01	Student Services Fact Sheet
IIC3.02a	Student Services Program Brochure
IIC3.02b	Student Services Program Brochure
IIC3.02c	Student Services Program Brochure
IIC3.02d	Student Services Program Brochure
IIC3.02e	Student Services Program Brochure
IIC3.03	MyFRC Portal
IIC3.04a	FRC Academic Advising
IIC3.04b	FRC Equity
IIC3.05	New Student Orientation link on website – Comevo
IIC3.06	FRC website and Link to FA Cash for College
IIC3.07	Community Education
IIC3.08	DSPS Facetime and Skype account user names
IIC3.09a	DSPS use of audio book service
IIC3.09b	DSPS use of audio book service
IIC3.10	Job description of Student Services ISP staff

Standard II.C.4.

Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The mission calls for Feather River College to serve as a cultural leader, and to embrace the opportunities afforded by its natural setting. There are many entities that organize cultural and social events for students, and many events are open to the surrounding communities. The events are designed to enhance and support the curriculum and are developed in conjunction with faculty. Events are promoted by faculty and student services staff. Several organizations, departments, and committees organize co-curricular programs. They include the Diversity Committee, the Associated Students, academic departments, FRC Foundation, Student Support and Success Program, student equity, and intercollegiate athletic teams. Below are examples of events each organization has hosted.

The Diversity Committee is a shared-governance committee whose goal it is to promote campus dialog related to race, sexual orientation, age, gender, disability, religion, and socioeconomic status. One strategy used to further dialog and understanding of these issues are panel presentations held on Flex Day, which are attended by many employees and feature student participation. One example includes a panel of adult and returning students who shared their experiences of returning to college as an adult [[IIC4.01](#)]. Another panel consisted of faculty and staff who told the stories of disabled students they had known or worked with. A speaker from the Stonewall Alliance engaged participants in dialog about LGBTQ issues, and Plumas County Mental Health directors led a session on the most common mental health issues experienced by college students [[IIC4.02](#); [IIC4.03](#)]. Women's History Month has been celebrated by providing a workshop focused on women's empowerment for women employees and community members [[IIC4.04](#)]. The International and Culture Club organizes an annual interactive Cultural Fair featuring food from various countries and cultures, as well as an exchange of information between cultural representatives and participants through conversation and through question and answer games resulting in prizes [[IIC4.06](#)].

The Associated Students of FRC sponsors on and off campus dances; campus events; films both on and off campus; field trips to football games; and events in conjunction with student clubs [[IIC4.07a](#); [IIC4.07b](#); [IIC4.07c](#); [IIC4.08](#); [IIC4.09](#); [IIC4.10](#); [IIC4.11](#)].

Academic departments and other initiatives regularly sponsor events related to the Book in Common initiative [[IIC4.12a](#); [IIC4.12b](#); [IIC4.12c](#)]; film festivals [[IIC4.13](#)]; Earth Week [[IIC4.14](#)]; Phi Theta Kappa community service activities [[IIC4.15](#)]; Student Art in the community [[IIC4.16](#)]; an annual play or musical performed at a downtown theater [[IIC4.17a](#); [IIC4.17b](#)]; and field trips [[IIC4.18a](#); [IIC4.18b](#)]. On occasion, departments sponsor events that explore contemporary issues in society through an academic lens, such as "Black Lives Matter,"

and “Take a Knee.” In 2016 the Political Science Program received a Civic Engagement grant to support voter registration and to instill an interest in national and state issues [[IIC4.19a](#); [IIC4.19b](#)]. The Sociology Program has also sponsored several films shown downtown at the local theater [[IIC4.05](#)]. These screenings included discussions with attendees, led by faculty or students, and were open to the public.

The FRC Foundation sponsors the “Quincy Star Follies,” “Dancing with the Stars,” and the “Mystery Murder Dinner” as part of its mission to “enrich the college’s student life, programs, and events” [[IIC4.20a](#); [IIC4.20b](#); [IIC4.20c](#)]. All these events are hosted at the County Fairgrounds where several hundred community members attend, and over 100 FRC students perform alongside members of the community. Student groups are sometimes invited to work at the events to earn money or recognition for their groups. The Community Host Program pairs over 40 students who have moved to FRC from out of the area with local host families to help the transition into living in Quincy by providing additional support and extra-curricular activities.

Student Success and Support Programs include New Student Orientation and Network Fair with representatives from the community along with FRC instruction, and FRC’s student services programs. Students attend sessions on paying for college, creating an education plan and how to access their portal, support services, and are informed about student policies, and important dates [[IIC4.21](#)]. These sessions are followed by a barbeque, interactive activities, and entertainment [[IIC4.22](#)]. A full Week of Welcome (WOW), the first week of classes, includes interactive and social activities such as hiking, horseback riding, swimming, and bowling with the goal to integrate students into campus activities and the surrounding community [[IIC4.23](#)].

Equity-based strategies include the launching of a First Year Experience (FYE) which includes many social activities designed to get students engaged at the beginning of the school year as well as seminars throughout the semester that coincide with common themed weeks in first year English courses [[IIC4.24](#)].

Intercollegiate athletic teams include: Sand and court volleyball, football, softball, baseball, men’s and women’s rodeo, soccer, and basketball [[IIC4.25a](#); [IIC4.25b](#)]. Attendance at the numerous games and events throughout the year is low cost or free to students with a student ID. Spirit week events are frequently organized in conjunction with athletic events [[IIC4.26a](#); [IIC4.26b](#)]. Athletic teams perform service activities in the community such as the community supper held at the Methodist Church and participate in the annual Fair Parade [[IIC4.27](#)].

All these events require the presence of an FRC employee who is responsible for supervision and monitoring student behavior. The Standards of Student Conduct policy (AP5500) is applicable to all on campus events as well as College-sponsored events off campus [[IIC4.28](#)]. Student athletes receive a Student Athlete Handbook which includes the Student Athlete Code of Conduct and citizenship responsibilities [[IIC4.29](#)]. This content is discussed at an athletic orientation at the beginning of the semester [[IIC4.30](#)]. In addition, the CSSO organizes mandatory orientation sessions prior to the start of the semester, and again regularly during the school year related to diversity issues, drug and alcohol use, preventing sexual assault, and tips for maintaining mental health.

All FRC programs fall under the annual program review procedure which includes complete budget disclosure and review. Budget supervision for athletics falls under the director of athletics and the budget for the Associated Student organization falls under the chief student services officer. Staff are responsible for specific student activities to ensure that they support the College's mission and enhance the student experience at FRC.

Analysis and Evaluation

All social and cultural co-curricular events are organized and sponsored by shared-governance committees, instructional and student services departments, in conjunction with the athletic department, or in association with the FRC Foundation. They are designed with consideration of curriculum goals, and are widely attended by faculty, staff, and students. All College policies apply to and during these activities, and with the expectation of student compliance. Finances for all these programs are overseen and controlled by the appropriate administrators.

Evidence

<u>IIC4.01</u>	<u>October 14, 2014 Flex Day Agenda</u>
<u>IIC4.02</u>	<u>April 26, 2016 Flex Day Agenda</u>
<u>IIC4.03</u>	<u>October 18, 2016 Flex Day Agenda</u>
<u>IIC4.04</u>	<u>March 25, 2014 Flex Day Agenda</u>
<u>IIC4.05</u>	<u>Movie Flyers</u>
<u>IIC4.06</u>	<u>Cultural Fair 2016</u>
<u>IIC4.07a</u>	<u>Off campus dance</u>
<u>IIC4.07b</u>	<u>Off campus dance</u>
<u>IIC4.07c</u>	<u>On campus dance</u>
<u>IIC4.08</u>	<u>Halloween Costume Contest</u>
<u>IIC4.09</u>	<u>Films shown in the Student Lounge, and downtown, <i>Unbranded</i></u>
<u>IIC4.10</u>	<u>Field Trip to UNR Football Game</u>
<u>IIC4.11</u>	<u>Pi Day Flyer</u>
<u>IIC4.12a</u>	<u>Book in Common Schedule, email</u>
<u>IIC4.12b</u>	<u>Book in Common Schedule, email</u>
<u>IIC4.12c</u>	<u>Book in Common, flyer</u>
<u>IIC4.13</u>	<u>Wild and Scenic Film festival and Environmental Film series</u>
<u>IIC4.14</u>	<u>Earth Week Activities</u>
<u>IIC4.15</u>	<u>PTK Coat and Food Drive</u>
<u>IIC4.16</u>	<u>Student Art event at the Plumas County Museum and Plumas Arts</u>
<u>IIC4.17a</u>	<u>Play/Musical – Dead Man's Cellphone</u>
<u>IIC4.17b</u>	<u>Play/Musical – <i>Into the Woods</i></u>
<u>IIC4.18a</u>	<u>Art Field Trip to Reno</u>
<u>IIC4.18b</u>	<u>Art Field Trip to San Francisco</u>
<u>IIC4.19a</u>	<u>Civic Engagement Activity</u>
<u>IIC4.19b</u>	<u>Civic Engagement Activity</u>
<u>IIC4.20a</u>	<u>Dancing with the Stars Flyer</u>
<u>IIC4.20b</u>	<u>Quincy Star Follies Flyer</u>

<u>IIC4.20c</u>	<u>Quincy Star Follies Flyer</u>
<u>IIC4.21</u>	<u>New Student Orientation Schedule of Activities</u>
<u>IIC4.22</u>	<u>Other New Student Orientation Evening Activities</u>
<u>IIC4.23</u>	<u>Week of Welcome Flyer</u>
<u>IIC4.24</u>	<u>First Year Experience Flyer</u>
<u>IIC4.25a</u>	<u>Athletic Schedule, Beach Volleyball</u>
<u>IIC4.25b</u>	<u>Athletic Schedule, Softball</u>
<u>IIC4.26a</u>	<u>Spirit Week, Pajama Day</u>
<u>IIC4.26b</u>	<u>Spirit Week, Office Competition</u>
<u>IIC4.27</u>	<u>President's Report including news on intercollegiate athletics</u>
<u>IIC4.28</u>	<u>Standards of Student Conduct (AP 5500)</u>
<u>IIC4.29</u>	<u>Student Athlete Handbook</u>
<u>IIC4.30</u>	<u>Athletic Orientation Schedule</u>

Standard II.C.5.

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The counseling and advising staff consists of one EOPS counselor, one part-time counselor for general students, an academic/athletic advisor, an academic advisor/recruiter who also meets with bachelor's degree-seeking students, and a director. The College also has a Student Support Services/TRiO Program with two academic advisors and a director [IIC5.01]. There is a low counselor/advisor to student ratio in relation to other community colleges. The Student Services building has been remodeled to house counseling/advising staff in one building along with other Student Services departments including Admissions and Records, Financial Aid, the Transfer Center, and the Assessment Center to provide a one-stop location for all student services. Students can schedule appointments in various ways including using the web-based program Scheduling and Reporting System (SARS), by phone, by email, or in person. Contact information is available on the FRC website or through the mobile application. In accordance with the Counseling Policy, academic counseling is available to all students on a drop-in or appointment basis [IIC5.02]. Students can meet with a counselor/advisor either by phone, in person, or through email/mail dialog. Due to the small size of FRC, most students meet with their counselor/advisor at least once each semester. During meetings, students learn about the course requirements related to their programs of study, graduation and transfer requirements and policies, and they build a student education plan that maps out the courses necessary to meet their goals.

Members of the Advising Task Force, which meets monthly, includes the director of SSSP, counseling/advising staff, the chief student services officer, the chief instructional officer, the director of Disability Support Program for Students (DSPPS), the registrar, and the director of the Upward Bound program. The Advising Task Force ensures consistency in communication with students regardless of which counselor/advisor they see. Instructional faculty also attend these meetings to share information about their academic programs and to solicit feedback on course offerings and sequencing [IIC5.03]. The CIO's presence on the Advising Task Force allows for feedback to be brought to academic leadership regarding issues related to program requirements or class scheduling. Additionally, the SSSP director, who convenes the Advising Task Force meetings, is a member of the Curriculum Committee and helps ensure communication is clear between Instruction and Student Services.

Students learn about programs of study, academic requirements, and graduation and transfer requirements in a number of ways such as through individual counseling/advising appointments, orientation events, during annual priority registration events for new students (e.g., Day in the Mountains, Home Field Advantage), and through faculty knowledgeable about career and transfer options in their programs of study. Faculty are included throughout the registration

events as major contributors. Faculty and advisors communicate regularly to develop and update program-specific informative material and worksheets [IIC5.04]. Programs of study, academic requirements, graduation requirements, and transfer requirements are available on the Advising webpage and listed in the College catalog [IIC5.05; IIC5.06]. Free catalogs are available at each orientation and registration event, in all Student Services offices, in the bookstore, and the catalog is accessible through a link on the website. Catalogs are also mailed to current and prospective students upon request. During registration events, orientation, and individual advising appointments, students are shown how to access advising resources and the catalog on the website.

In addition, there are five sections of a Successful Student course taught each year. Sections are offered on campus, on-line, in a hybrid format, and through correspondence with the Incarcerated Student Program. The multiple delivery methods allow students various ways to access the course. Outcomes of the course include developing strategies to be successful in college, how to navigate the educational experience such as program and transfer requirements, and explore transfer institutions that fit their specific major interest. Students are acquainted with resources and student services that are available to them. The sections of Successful Student also integrate career exploration. Students in this class develop a “10 Year Plan” and work to discover their current interests, their future goals, and strategies for accomplishing these goals. Counselors and advisors encourage students who need more time for exploration to enroll in this course [IIC5.07].

In addition to the on-campus student population, the College has programs to provide services to the Incarcerated Student Program (ISP) and students who only take classes online. Through the Student Success and Support Program (SSSP) funding, a new position was created in 2016 to ensure that students in the ISP receive support services and information equivalent to that received by on-campus students [IIC5.08; IIC5.09]. Programs of study and academic requirements (including graduation and transfer) are included in the ISP orientation, the ISP catalog, and addressed during site visits and through correspondence throughout the student’s program of study. Students in the ISP also receive assessment testing, an education plan, advising services, and follow-up services such as tutoring. For other distance education students, including those who only take online classes, all necessary information previously described is accessible on the website. Students can complete online orientation and receive advising and counseling services, including assistance with transfer applications, by phone and email.

Surveys are administered at orientation and registration events as well as after individual advising appointments to determine if the objectives for the event or meeting were met. For instance, students are asked if the services received helped them to understand the academic requirements related to their program of study, graduation, and transfer. The Advising Task Force reviews and discusses these survey results [IIC5.10a; IIC5.10b; IIC5.10c; IIC5.10d]. One of the questions asks, “What can be done to improve services?” Responses to this question are typically very positive, and when a suggestion is made, the counselors/advisors do what they can to accommodate the request.

Analysis and Evaluation

FRC provides multiple and effective opportunities for students to access counseling and advising services. Access is facilitated by a low counselor/advisor to student ratio so students are able to drop in or schedule an appointment and be seen in a timely manner. Students are oriented to the College and learn about the requirements related to their programs of study and academic requirements, including graduation and transfer policies, during various orientation and registration events, through individual advising appointments, in meetings with faculty, and through resources given to them such as the catalog. Multiple events are held throughout the year to facilitate these interactions. The catalog, advising worksheets, and policies are available to students in print and on the FRC website. Advisors, counselors, faculty and other staff who assist with advising functions are adequately trained and participate in training and professional development opportunities to update their knowledge and improve services. Students have an opportunity to evaluate their advising experience each semester and the survey results are reviewed by the Advising Task Force.

Evidence

<u>IIC5.01</u>	<u>Student Services Organization Chart</u>
<u>IIC5.02</u>	<u>BP 5110: Counseling</u>
<u>IIC5.03</u>	<u>Advising Task Force Minutes, October 20, 2016</u>
<u>IIC5.04</u>	<u>Environmental Studies Major and Certificate Overviews</u>
<u>IIC5.05</u>	<u>Advising webpage</u>
<u>IIC5.06</u>	<u>FRC Catalog</u>
<u>IIC5.07</u>	<u>College 100 Syllabus – Stone</u>
<u>IIC5.08</u>	<u>SSSP Plan</u>
<u>IIC5.09</u>	<u>BP 5050: Student Success and Support Program</u>
<u>IIC5.10a</u>	<u>Minutes, Advising Task Force, April 12, 2016</u>
<u>IIC5.10b</u>	<u>Minutes, Advising Task Force, May 10, 2016</u>
<u>IIC5.10c</u>	<u>Minutes, Advising Task Force, November 10, 2016</u>
<u>IIC5.10d</u>	<u>Minutes, Advising Task Force, December 8, 2016</u>

Standard II.C.6.

The institution has adopted and adheres to admissions policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

Evidence of Meeting the Standard

As a California Community College, the admissions policy of FRC is open enrollment, unless specifically exempted by statute or regulation. Every course, course section, or class reported for state aid, wherever offered and maintained by the College, is fully open to enrollment and participation by any person who is admitted to the College and who meets any course prerequisites [[IIC6.01](#); [IIC6.02](#)]. To be eligible for admissions a person must be 18 years old, if under 18 must have graduated from high school, passed the California High School proficiency test, or have a General Education Development (GED) Certificate. Students currently enrolled in the K-12 school system must have the approval of their parent/guardian and school principal. The College has two special admittance programs: the Equine and Ranch Management Bachelor Program and the Vocational Nursing Program, both of which have a supplemental application process in addition to the college application [[IIC6.03a](#); [IIC6.03b](#); [IIC6.04](#)].

Through the Student Success and Support Program (SSSP), all students have access to services for the purpose of providing equality in educational opportunity and academic success [[IIC6.05](#)]. The SSSP Plan details how students are informed through multiple avenues, of clear pathways to complete their educational goal, whether it be a degree, certificate and/or transfer.

In accordance with the Counseling Policy (BP5110) [[IIC6.06](#)], academic advising is available to all students on a drop-in or appointment basis, whether they have defined goals in a specific major or vocational subject area or are undecided and need help selecting a program or major. New students meet with a counselor/advisor to develop a Student Education Plan (SEP) and they are encouraged to meet each semester to update their plan. A SEP ensures that students follow a clear pathway to complete their degree, certificate, and/or transfer goals. Also, in accordance with the SSSP Plan, students must have an SEP on file in order to receive priority registration. With its small student body and high advisor-to-student ratio, FRC has robust and effective advising and counseling programs. Staff responsible for providing academic advising services also form the Advising Task Force to share information, maintain consistency, and communicate with instructional programs. The counselors/advisors also have formal and meaningful ties to instruction and collaborate with faculty to produce advising resources.

The College recognizes transfer as one of its primary missions (Title 5 regulations) [[IIC6.07](#)]. The Transfer Center is located in the Counseling and Advising Office which is in close proximity to all counseling and advising programs. As described in the College's Transfer Plan, transfer is a college-wide effort to ensure that students are set on clear pathways to complete their long-term educational goals [[IIC6.08](#)]. Integral to the Transfer Plan, Student Education Plans provide a framework for meeting the degree requirements for the California State University (CSU) system, the University of California (UC) system, and the University of Nevada, Reno (UNR) for every major. In an effort to prepare students for a seamless transfer, the

College currently offers ten Associate Degrees for Transfer (ADT) – also known as the degree with a guarantee into the CSU system. Advisors/counselors also help students complete a Transfer Admission Guarantee Application into the UC System. The Transfer Center sponsors field trips to regional four-year colleges/universities in the fall and spring. Student feedback and transfer trends influence which institutions to visit. Each year the College reports transfer activities to the California Community Colleges Chancellor’s Office through a transfer plan that is approved by the Board of Trustees. FRC has one of the highest CSU transfer rates compared to other small colleges. Furthermore, according to the College’s research, data from a sample of 13,896 students enrolled at FRC between fall 2009 and spring 2015, 51.14% went on to either a two-year institution, four-year institution, or both, and 43.66% of those who enrolled in a four-year institution graduated completed their degree goal. The College has been recognized as a “Top Small Community College” based on a number of factors including transfer rates [[IIC6.08](#)].

Analysis and Evaluation

The admissions policies reflect the College’s mission as an open enrollment college. The Bachelor’s Degree Program in Equine and Ranch Management and the Licensed Practical Nursing Program require special admission processes that are discussed and maintained through collaboration with the specific instructional program and Admissions and Records. The advising staff has worked together to develop Student Education Plan templates, and to promote the transfer option to all students.

Evidence

- [IIC6.01](#) [BP 5010: Admissions](#)
- [IIC6.02](#) [BP 4260: Prerequisites and Co-requisites](#)
- [IIC6.03a](#) [LVN website, admissions requirements](#)
- [IIC6.03b](#) [Allied Health website, admissions requirements](#)
- [IIC6.04](#) [Equine and Ranch Management BDP website, admissions requirements](#)
- [IIC6.05](#) [BP 5050: Student Success and Support Program](#)
- [IIC6.06](#) [BP 5110: Counseling](#)
- [IIC6.07](#) [BP 5120: Transfer Center](#)
- [IIC6.08](#) [FRC Transfer Plan 2016-2017](#)

Standard II.C.7.

The institution regularly evaluates admissions and placement instruments to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Feather River College's Student Success and Support Program (SSSP) plan ensures practices conform to the regulations of section 78212 of California Education Code, and title 5 sections 55520 and 55522 of the Seymour-Campbell Student Success Act of 2012 to facilitate student success and ensure appropriate course placement for students. All new students are assessed and placed using multiple measures. The College uses Accuplacer, a state approved standardized test, for both English and mathematics. The tests evaluate the student's skill level in reading comprehension, sentence skills, arithmetic and algebra. In addition to being approved by the CCCCCO, all standardized tests must be validated locally to determine effectiveness and minimize biases. As described in the SSSP Plan, in 2011-2012 the institutional researcher completed a rigorous evaluation of Accuplacer cut scores to assess placement validity in order to support a student's likelihood of being successful in English and math courses based on the cut scores [IIC7.01]. In 2013, at the request of mathematics faculty, the cut scores were updated for the algebra portion of the course placement recommendation. The request from faculty was derived based on student success in math courses [IIC7.04]. Consistent with practices at other California Community Colleges, the College began using high school transcripts and the multiple measures model from the Research and Planning Group as a guide for course placement for the Fall 2017 semester. At the time of this writing, the first semester using this new placement system was unfinished. The College plans to review student success in its assessment of this new placement model in the coming year as included in theme two of the Quality Focus Essay.

The Equine and Ranch Management bachelor's program and the Vocational Nursing Program both have supplemental application processes with specific criteria that must be met in order to be admitted/accepted into those specific programs. Admissions criteria are outlined on the webpages describing those programs and are consistent with California laws and regulations that provide for equitable access to all populations [IIC7.02; IIC7.03]. These criteria are developed through consultation with instructional faculty, student services staff, and the chief student services officer and the chief instructional officer.

Assessment/placement is a core service that is part of the Student Success and Support Program (SSSP) and students are required to receive assessment/placement services in order to receive priority registration. Students are made aware of the College's placement processes through the Steps to Enrollment listed in the College catalog, on the website, through Day in the Mountains and Home Field Advantage promotional materials, and in the ISP catalog and enrollment information [IIC7.10a; IIC7.10b; IIC7.11; IIC7.12].

The placement processes for students enrolled in off-campus programs are handled slightly differently. For the students in the Incarcerated Students Program (ISP), the companion paper/pencil test for Accuplacer is used [IIC7.08]. The ISP students also complete a New Student Questionnaire implemented in fall 2017, which asks similar questions to those asked by a

counselor/advisor [[IIC7.09](#)]. The questionnaire is a multiple measurement helping the ISP coordinator and advisor place the students in the correct classes for English and math. Students who take classes only online are able to send high school transcripts to the College and complete an assessment test on site, or at their local community college, and send the scores to a counselor/advisor to interpret. A conversation with an advisor/counselor then occurs over the phone or via email. Research to assess validity and bias will be completed using fall 2017 and spring 2018 data.

Feather River College had planned to use the common assessment instrument (CCCAssess) as directed by the Chancellor's Office. The development of this instrument was abandoned by the Chancellor's Office at the time that this self-evaluation was completed. The College will continue to use the multiple measures framework for student placement.

Evaluations for cultural bias are conducted at the state level. Studies completed by community colleges throughout the state and the Research and Planning (RP) Group have determined that standardized tests cause disproportionate impact on minority populations, and if used, should be in conjunction with other assessment methods [[IIC7.05](#)]. The counselors and advisors use the "Multiple Measures Model" [[IIC7.06](#)] to make consistent and appropriate course placement recommendations. In addition to the Accuplacer assessment test, the model followed includes interpretation of a student's high school grade point average (GPA), courses completed, length of time since completion of courses, completion of Advanced Placement (AP) classes and AP test scores, the student's experiences, and the student's motivation. These measures are discussed during the counseling/advising meetings in which initial course placement occurs. The model was officially adopted in spring of 2017 and will be validated using fall 2017 and spring 2018 data [[IIC7.07](#)].

Analysis and Evaluation

FRC's admissions processes conform to comprehensive requirements in State law and regulation that minimize bias in providing access to higher education for a broad range of students. In accordance with Title 5, the College uses multiple measures, including a State-approved standardized test, Accuplacer, to determine appropriate course placement. The multiple measures model is regularly evaluated for bias by the Chancellor's Office and the RP group and will be validated locally as described in theme two of the Quality Focus Essay.

Evidence

IIC7.01	Assessment Scores and Recommendations
IIC7.02	LVN program application
IIC7.03	Agriculture bachelor's degree program
IIC7.04	Course Recommendation Description for Accuplacer Assessment Sheet
IIC7.05	SSSP Handbook, page 72
IIC7.06	Multiple Measures High School Variables Model summary
IIC7.07	SSSP/Transfer APR 2016
IIC7.08	Paper Accuplacer
IIC7.09	New Student Questionnaire

<u>IIC7.10a</u>	<u>DITM postcard</u>
<u>IIC7.10b</u>	<u>Home Field Advantage postcard</u>
<u>IIC7.11</u>	<u>College Catalog</u>
<u>IIC7.12</u>	<u>ISP Catalog</u>

Standard II.C.8.

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of files, regardless of the form in which those files are maintained. The institution published and follows established policies for release of student records.

Evidence of Meeting the Standard

The Admissions and Records department houses academic records for all students. Financial Aid student records are housed in the Financial Aid office, student discipline and student complaint records are housed in the Student Services Office, and categorical program student records such as Disability Support Program for Students (DSPS), CalWORKS, Student Success and Support (SSSP), and EOPS/CARE are housed in their respective offices or on a secure network where only qualified employees have access permission. Other student records for the federal TRiO programs are housed securely in those centers or offices.

The required retention for student records housed in the Admissions and Records office varies by the type of record. Paper student records are retained per the Admissions and Records Retention Schedule based on California's title 5 regulations that outline which records are retained permanently or on a three year cycle (Title 5 section 59020-41 & section 54600; and Ed Code 76200) [[IIC8.01](#)]. Faculty retain student course records for up to ten years. Financial Aid regulations require that records related to a student's financial aid eligibility, including portions of the student's academic record and additional financial aid records, must be kept for three years from the end of the award year or, in the case of students who take out student loans, three years from the end of the award year in which the student last attended.

Security of paper records is assured by keeping the file area locked when no authorized staff are present, and by two locked doors as well as an alarm system that is set overnight, on weekends, and on holidays when the campus is locked down. The Information Technology (IT) Department maintains the security of electronic Banner student records and other associated databases through the use of both an on-site storage device and a remote disaster recovery storage device via a secure network which is updated on an hourly basis. The IT Department also conducts a full backup of all servers to both locations on the weekends. Backup instances are maintained for approximately 45 days until they are overridden by a more recent backup.

Students, faculty, and staff are provided access to the Banner student records through the student module via the MyFRC portal with the use of a User ID that also requires a unique PIN. A security question is required if the user forgets his/her PIN. A user is locked out if they try to access their records three times with the wrong PIN. Approved staff members with the responsibility to modify student records are also given access to Internet Native Banner (INB). They must sign a statement agreeing not to release confidential student information. Some modules, such as financial aid, include log-keeping features so the data custodian can determine who is responsible for various data modifications in the system [[IIC8.02a](#); [IIC8.02b](#)].

The College follows all federal FERPA guidelines in regard to publishing information regarding the privacy of student records as well as how students can request a copy of their records. This

information is found under the Admissions tab on the FRC website and in the College catalog [[IIC8.03](#); [IIC8.04](#)]. This information is also presented by staff at New Student Orientation, Day in the Mountains (priority registration day), and in the Parent Handbook.

Analysis and Evaluation

Student records are maintained in a secure environment, and staff are trained on the necessity for keeping the records confidential. Robust back-up systems are in place for both electronic and paper files. The College publishes and adheres to FERPA guidelines.

Evidence

IIC8.01	Student Services Admissions and Records retention schedule by type of record
IIC8.02a	AP 5040: Student Records, Directory Information, and Privacy
IIC8.02b	BP 5040: Student Records, Directory Information, and Privacy
IIC8.03	FRC Catalog – 2016-2018, page 13
IIC8.04	FRC Website, Admissions



STANDARD III Resources



Standard III

Standard III.A: Human Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard III.A.1.

The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

FRC is committed to employing qualified faculty, staff, and administrators through a transparent and thorough examination of job descriptions and qualifications needed to perform the essential duties of all positions filled at the College. The College assures that the description and qualifications for each position clearly reflect the programmatic needs in order to hire strong and committed employees. This is accomplished by involving appropriate constituencies when developing job descriptions and filling positions. For example, for full-time faculty positions the process for developing the job description and establishing the search parameters is conducted in accordance with AP 7121 [III.A.1.01] which includes development of the job description by the Council on Instruction (FRC's academic leadership committee) and review by the Academic Senate [III.A.1.02]. This procedure was reviewed and updated in 2016-2017 starting from a discussion and recommendation from the Academic Policies committee (a subcommittee of the Academic Senate) and proceeding through the shared governance process and culminating with approval by the Board of Trustees. For other positions, the qualifications for the position are set by the recommending administrator, the director of human resources, and when appropriate, bargaining unit representatives. In all cases, minimum qualifications are set in accordance with the functions of the job and with the intent to minimize barriers to employment. Specific to the bachelor's degree program in Equine and Ranch Management, faculty who will be teaching baccalaureate degree courses hold a minimum of a master's degree and professional experience for the course content for which they will be assigned.

FRC adheres to minimum qualifications for all faculty and academic administrators as described in the Minimum Qualifications for Faculty and Administrators in California Community Colleges, a publication of the Chancellor's Office. Faculty job announcements include the requirement of sensitivity to and understanding of diverse academic, socioeconomic, cultural and ethnic backgrounds, and disabilities of the community college students. Additionally, these job announcements include participation in campus committees and departmental work such as curriculum development and participation in program review [IIIA1.03]. Requirements for faculty are outlined in the Feather River College Faculty Handbook [IIIA1.04]. The Handbook outlines the mission and vision of the College, duties and responsibilities of the instructor, course outlines, and faculty support. The AFT/CFT Agreement outlines the evaluation process, workload, College calendar and management rights [IIIA1.05].

For staff and other administrative positions not included in the "Minimum Qualifications" handbook, minimum qualifications are developed by the recommending administrator in conjunction with the director of human resources in relation to the essential duties of the position. Minimum qualifications are also set so as to reduce barriers to employment and provide qualified individuals the opportunity to compete for employment.

To ensure that positions are broadly seen and attract a wide variety of qualified candidates, positions are advertised at a minimum statewide through the California Community College Registry. Faculty, management, and administrative jobs are advertised nationally through The Chronicle of Higher Education or a comparable service, and targeted advertising also occurs for some specific positions.

The Human Resources Office verifies the qualifications of applicants and newly hired personnel by requiring applicants for faculty positions to submit copies of transcripts, two letters of recommendation, and a resume with the application package [IIIA1.03]. For positions which also require degrees, applicants must also submit transcripts and a resume with their application package [IIIA1.06]. If the candidate accepts an offer of employment, the candidate is asked to provide official copies of their transcripts to be included in their personnel file. Although it occurs only infrequently, the College checks the equivalency of degrees from non-U.S. institutions by requiring applicants with degrees from non-U.S. institutions to provide an evaluation by an agency that is a member of the National Association of Credentials Evaluation Service.

In all cases, members from the classified and academic senates (both senates of the whole) are asked to serve on search committees. AP 7121 describes the faculty involvement in the hiring process of new faculty, specifically that the Academic Senate elects four members to the search committees in addition to the division chair or Academic Senate president [IIIA1.01]. These representative committees develop interview questions using the job announcement and screen candidates on the basis of education, experience related to the position, and desirable qualifications. The processes for developing search committees, determining the questions, and managing the search itself are described in various policies that assure that hiring procedures are applied consistently [IIIA1.01; IIIA1.07; IIIA1.08; IIIA1.09; IIIA1.10]. Finally, each search committee includes a trained Equal Employment Opportunity (EEO) representative, predominantly as a non-voting member.

Analysis and Evaluation

By conforming to state, federal, and local laws and policies around hiring, the College develops clear and accurate job descriptions for needed positions and follows clear and effective procedures for conducting searches.

Evidence

- [IIIA1.01 AP 7121: Faculty Hiring Procedures](#)
- [IIIA1.02 Meeting Minutes, Academic Senate, 12/9/2015](#)
- [IIIA1.03 Faculty position announcements: Math, Business, Football](#)
- [IIIA1.04 Faculty Handbook](#)
- [IIIA1.05 CBA, full-time faculty](#)
- [IIIA1.06 Job announcement: Adult Education director](#)
- [IIIA1.07 AP 7120: Recruitment and Hiring](#)
- [IIIA1.08 AP 7122: Adjunct Faculty: Recruitment and Screening](#)
- [IIIA1.09 AP 7123: Classified and Classified Confidential Hiring Procedures](#)
- [IIIA1.10 AP 7124: Administrative and Management Hiring Procedures](#)

Standard III.A.2.

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

Evidence of Meeting the Standard

Candidates for faculty positions at FRC are required to demonstrate their expertise and accomplishments within their field by providing the College with documentation that demonstrates their ability to meet the minimum qualifications of the position and through an interview process. As described in III.A.1, FRC conforms to the minimum qualifications for faculty and academic administrators as described in the Minimum Qualifications for Faculty and Administrators in California Community Colleges, a publication of the system's Chancellor's Office. Additionally, the College conforms to the ACCJC expectations related to faculty qualifications for those providing upper-division instruction in the bachelor's degree program. That is, qualifications for faculty teaching upper division courses in the baccalaureate degree require at least a master's degree or academic credentials at least one level higher than the baccalaureate degree in an appropriate discipline. Faculty job announcements list qualifications, either as a minimum or preferred qualification. Faculty job descriptions include, as essential duties of the job: curriculum development and review; participation in learning outcomes and program assessment; and participation in campus and shared-governance committees [IIIA2.01]. The selection committee assesses candidate experience through carefully composed interview questions which are directly related to the job announcement and essential duties.

In the event that a candidate does not meet the minimum qualifications set by the Chancellor's Office, the candidate may submit an equivalency application. This application is reviewed by faculty and administrative leadership at the College through a process described in local policy [IIIA2.02; IIIA2.03]. This policy allows for pertinent information such as professional experience, related coursework and degrees, scholarly activities, and licensure to be used in determining equivalency for a formal degree.

Beyond the review of a candidate's credentials, candidates speak to their ability to provide effective subject-related knowledge through the interview process. Interview questions are derived from the job description and center on teaching and learning. All faculty interviews also include a teaching demonstration in order to assess the applicant's teaching abilities [IIIA2.04]. The search committee, made up primarily of faculty from the Academic Senate, judges the candidate's interview answers and teaching demonstration in their evaluation of the candidate's ability to teach effectively.

Analysis and Evaluation

Faculty qualifications include knowledge of the subject matter and relevant skills and experience needed to perform the teaching assignment. Additionally, the College has an established and

effective policy on granting equivalency and uses the interview process to evaluate the effectiveness of a candidate's teaching ability.

Evidence

- [IIIA2.01 Early Childhood Development job description](#)
- [IIIA2.02 BP 7211: Equivalency and Minimum Qualifications for Faculty and Administrators](#)
- [IIIA2.03 AP 7211: Equivalency and Minimum Qualifications for Faculty and Administrators](#)
- [IIIA2.04 Faculty interview questions](#)

Standard III.A.3.

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

As one of the smallest community colleges in California, FRC employs very few academic administrators. Specifically, the College employs a CEO, CIO, CSSO, and an assistant dean of instruction as the sole academic administrators. Of these, the CIO and the assistant dean of instruction play the largest roles in developing and improving educational programs. Qualifications for these administrative positions are clearly stated in the job announcements and in compliance with the Minimum Qualifications for Faculty and Administrators in California Community Colleges, published by the CCCCCO [[IIIA3.01](#)]. The most recent educational administrator searches were for the CEO in 2012, the CIO in 2013, the CSSO in 2016, and the assistant dean of instruction in 2017. [[IIIA3.02](#)]. These job announcements were vetted for minimum qualifications by the Academic Senate and the search committees. Job descriptions, including the identification of knowledge and abilities related to the positions, are developed with the goal of institutional effectiveness and academic quality. Human Resources, followed by the selection committees, initially assesses whether the candidate meets or exceeds the minimum and desirable qualifications to perform the job according to AP 7123 and AP 7124 [[IIIA3.03](#); [IIIA3.04](#)].

All administrators and classified staff continue to improve their institutional effectiveness and academic quality through continued professional development [see IIIA.14].

Analysis and Evaluation

Academic administrators possess the qualifications necessary to perform the duties required to sustain and improve institutional effectiveness and academic quality. Where appropriate, job descriptions for these positions are reviewed by appropriate campus constituencies such as the Academic and Classified Senates for input. Search committees for these academic administrator positions include broad representation from administrative, academic, and classified staff.

Evidence

- [IIIA3.01](#) [Minimum Qualifications handbook](#)
- [IIIA3.02](#) [President, CIO, and CSSO job announcements](#)
- [IIIA3.03](#) [AP 7123: Classified and Classified Confidential Hiring Procedures](#)
- [IIIA3.04](#) [AP 7124: Administrative and Management Hiring Procedures](#)

Standard III.A.4.

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

The Human Resources Office reviews the authenticity and relevance of all applications for positions that require the completion of a degree or degrees. This includes a review of all official transcripts to ensure that the degrees earned by candidates are issued by accredited institutions and that the degrees conferred reflect the actual descriptions listed by candidates on their applications. To do this, all applicants applying for a position which require a degree must submit a copy of transcripts with their application packet. The screening committee reviews the applicant's application materials including transcripts. If the candidate accepts an offer of employment, the candidate is asked to provide official copies of their transcripts to be included in their personnel file.

The assessment of degrees from non-U.S. institutions is established in AP 7211, which includes an equivalency application [\[IIIA4.01\]](#). Although it occurs infrequently, the College checks the equivalency of degrees from non-U.S. institutions by requiring applicants with degrees from non-U.S. institutions to additionally provide an evaluation by an agency that is a member of the National Association of Credentials Evaluation Service [\[IIIA4.02\]](#).

Analysis and Evaluation

The College recognizes degrees from regionally accredited institutions. In cases where non-U.S. institutions awarded degrees to an applicant, the College uses the expertise of recognized agencies to determine equivalency.

Evidence

[IIIA4.01](#) [AP 7211: Equivalency and Minimum Qualifications for Faculty and Administrators](#)

[IIIA4.02](#) [Faculty job announcements for spring 2016](#)

Standard III.A.5.

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

FRC follows established evaluation processes for all administrators, managers, faculty, classified staff, and confidential staff that conform to local policy, collective bargaining agreements (CBAs), and applicable laws and regulations. All evaluation processes use established criteria and aim to capture employee effectiveness and provide a constructive platform upon which employees can improve. All employees are evaluated on an array of topics that include the individual's effectiveness in performing their primary duties, the employee's broader contributions to the College, and their proficiency in working with campus staff and students. These evaluation guidelines are clearly set forth in policy and collective bargaining agreements, as applicable. Employee evaluations and associated documents such as improvement plans, are documented and placed in personnel files and maintained by the Human Resources Office.

With regard to evaluation of represented employees, FRC maintains three CBAs (AFT/CFT fulltime faculty, AFT/CFT part time faculty, and CSEA classified personnel) which contain procedures on personnel evaluations for associated unit members [[IIIA5.01](#); [IIIA5.02](#); [IIIA5.03](#)]. These procedures call for regular and effective evaluations of personnel included in the bargaining units and specify the frequency and depth of such evaluations. Full-time faculty are evaluated yearly during their four year probationary period, and then at least once every three years thereafter. Associate faculty are evaluated during their first semester and then at least once during the next six teaching semesters. Classified staff are evaluated twice during their 12-month probationary period and annually thereafter.

For non-represented employees, the College also has several policies and procedures which govern the evaluation of administrators and managers [[IIIA5.04a](#); [IIIA5.04b](#); [IIIA5.05](#); [IIIA5.06](#); [IIIA5.07](#)]. Managers and administrators are evaluated once a year for the first two years and biennially thereafter. Central to this process is the act of setting yearly objectives through consultation between the superintendent/president and the administrator being evaluated. The evaluation process is designed to recognize superior performance and encourage continued high-level job performance. Results of personnel evaluations and follow-up, if necessary, are placed in each employee's personnel file located in the Human Resources Office. In the event that an improvement plan is needed, each employee is provided with performance goals and timelines and provided with the additional training to achieve those goals in the agreed upon timeframe.

All the bargaining units have evaluation procedures which address processes for performance improvement. Specifically, the classified bargaining unit has a performance improvement plan built into the evaluation instrument and it is to be used if a member receives an unsatisfactory

evaluation. The improvement plan contains actionable goals for improvement if needed. Similarly, full-time and part-time faculty receiving an unsatisfactory evaluation are subject to additional follow-up evaluations where improvement plans are evaluated.

The evaluation of the superintendent/president, administrators, and managers includes specific guidelines and a timeline established in BP 7150. The evaluation of the superintendent/president occurs annually and is based on their identified objectives and performance of duties established in the job description. Similarly, the evaluation of administrators and managers is based on their performance of job duties and the accomplishment of their annual objectives, which are developed annually based on institutional objectives [[IIIA5.04a](#); [IIIA5.04b](#)].

Analysis and Evaluation

Employees are regularly, effectively, and fairly evaluated to promote quality of service and excellence in instruction for the College. Additionally, all evaluation actions follow established procedures, the results of which are documented as part of the school's permanent record in the Human Resources Office.

Evidence

IIIA5.01	FT Faculty CBA
IIIA5.02	AF Faculty CBA
IIIA5.03	CSEA CBA
IIIA5.04a	AP 7150: Evaluation of Administrators/Managers
IIIA5.04b	BP 7150: Evaluation of Administrators/Managers
IIIA5.05	AP 7151: Evaluation – Assessment of Administrators by Faculty
IIIA5.06	AP 7152: Evaluation – Assessment of Administrators by the Classified Senate
IIIA5.07	AP 7153: Evaluation – Assessment of Managers by the Classified Senate

Standard III.A.6.

The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

In order to maintain focus on improving teaching and learning, the College's faculty evaluation instrument includes an explicit criterion on the assessment of student learning outcomes (SLOs). Specifically, peer evaluators review the faculty member on the following: "Completes assessment of student learning outcomes (SLOAC) for courses and degrees/certificates (if applicable), using data and/or reflective practices as one method of improving student learning" [[IIIA6.01](#)]. This evaluation is informed by the teaching observation and self-evaluation materials provided by the faculty member including their required course syllabi. All syllabi must include course-level SLOs as approved by the Curriculum Committee.

Full-time faculty include course level SLOAC reports in their self-evaluation material. These reports show data, evidence, and reflection of student learning at the course level (or compilation of SLOs from all course sections). In the SLOAC report, faculty have the opportunity to identify achievements and/or shortcomings in student learning, and discuss course or pedagogical adjustments made as a result of their reflection on student learning. In subsequent SLOACs, course or teaching adjustments are re-visited for evaluation and reflection.

SLO assessment is central to the work of employees as they improve teaching and learning. All instructional and student services programs complete annual program reviews (APRs) and comprehensive program reviews (CPRs), both of which link programmatic goals/needs and how these goals will improve student learning [[IIIA6.02](#); [IIIA6.03](#)]. CPRs contain a more extensive and thorough reflection on the attainment of SLOs and how SLOs meaningfully connect course level, program level, and college-level student learning outcomes. This reflection is led by the full-time faculty in the program but includes input from part-time faculty as appropriate. Although academic administrators at FRC are not directly responsible for student learning, they complete and review annual and comprehensive program reviews for programs within their purview and reflect and capture SLO assessment results related to program health and direction.

Analysis and Evaluation

FRC employees who are directly responsible for student learning include their assessment of and reflection on student learning in their self-evaluation material, which is considered in the evaluation process. These employees also complete program reviews that capture their reflection on how well students are learning and what programmatic changes will improve student learning. As discussed elsewhere in this document and highlighted in Quality Focus Essay theme two, the College is developing an improved system for inputting, tracking, and summarizing (1) the results of course-level assessment in order to better capture how students are meeting the course-

level SLO, and (2) the improvement plans and associated changes that have arisen from this assessment.

Evidence

[IIIA6.01 Faculty peer evaluation instrument](#)

[IIIA6.02 Instructional APR template](#)

[IIIA6.03 Instructional CPR example](#)

Standard III.A.7.

The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

The College ensures that its faculty are qualified to teach in their respective disciplines through established and effective hiring policies. The College has developed curriculum and offers programs that are staffed by both full-time and part-time faculty. The ultimate goal is to have every program led by a full-time faculty member. However, course and program offerings are evaluated for the available pool of qualified part-time faculty and the Council on Instruction (the College's academic leadership committee) evaluates the need for new faculty. Division chairs work with the chief instructional officer to ensure that staffing levels are appropriate. Although not part of the ACCJC Standards, the California Community Colleges Chancellor's Office has regulations for the number of full-time faculty relative to each college's enrollment. The College has met and exceeded this Faculty Obligation Number (FON). The FON is updated and published annually by the Chancellor's Office and ensures that colleges in the system are adequately staffing full-time faculty positions based on each college's overall enrollment. For example, the College's FON in fall 2016 was 20.3 while FRC's actual full-time faculty numbered 25.

The College not only exceeds the state-set FON but also hires a qualified and committed pool of part-time faculty who teach in all programs across the curriculum. The qualifications required of part-time instructors are the same as those required for full-time faculty: all must meet the requirements set forth in the Minimum Qualifications for Faculty and Administrators in California Community Colleges, a publication of the system's Chancellor's Office. Part-time faculty who do not meet the minimum qualifications are required to follow the same equivalency process for approval as the full-time faculty members. Part-time faculty members at FRC provide a stable and high-quality instructional presence for the College's students.

The process for recommending new full-time faculty hires begins with the College's academic leadership committee, the Council on Instruction. This committee reviews staffing needs annually and after thorough vetting of new and replacement position recommendations, the Council on Instruction ranks the recommendations in order of importance after considering the impact upon program growth and student needs [[IIIA7.01](#); [IIIA7.02](#)]. This deliberation is informed by broad instructional perspectives including the chief instructional officer and division chairs due to their close working knowledge of the academic programs, the Academic Senate president, and the superintendent/president as necessary [[IIIA7.03](#)]. This recommendation is delivered to the Academic Senate which in turn forwards its recommendation to the superintendent/president, who then makes a hiring recommendation to the Board of Trustees [[IIIA7.04](#)].

Analysis and Evaluation

The College has consistently exceeded the state-mandated FON for full-time faculty positions and considers faculty staffing in a thorough and regular process that includes administrative and faculty input. All faculty, both full-time and part-time, must meet the same qualification expectations established by the Chancellor's Office.

Evidence

[IIIA7.01 Minutes, Council on Instruction, 10/22/2014](#)

[IIIA7.02 Minutes, Council on Instruction, 11/24/2015](#)

[IIIA7.03 Minutes, Council on Instruction, 11/11/2015](#)

[IIIA7.04 AP 7121: Faculty Hiring](#)

Standard III.A.8.

An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Part-time (associate) faculty play a significant and important role in delivering instruction and supporting the educational mission of the College. The College is committed to following established and fair policies and practices evident in its maintenance of a collective bargaining agreement (CBA) with associate faculty which outlines the employment policies and practices that provide for the orientation, oversight, evaluation, and professional development for the unit members [IIIA8.01]. This CBA is negotiated every three years during which time the associate faculty membership brings interests to the administration for consideration.

In addition to the practices detailed in the CBA, a specific associate faculty orientation is offered at the beginning of each semester during flex week. The content of these training activities is developed in partnership between the chief instructional officer and the Associate Faculty Union president to identify pertinent and valuable topics for the associate faculty as they begin the semester [IIIA8.02; IIIA8.03]. During orientation, the chief instructional officer, human resources, and various administrative services go over important information concerning College policies and instruction with new and continuing associate faculty. Associate faculty members who attend the flex orientation are compensated for their time.

Per the AF CBA and Ed Code, associate faculty are evaluated during their first semester and then once again during the next six teaching semesters, assuming a satisfactory initial evaluation (unsatisfactory evaluations are followed by an evaluation in the subsequent semester). Oversight is provided by the chief instructional officer, division chairs, and the full-time faculty in the discipline. Additionally, the CBA encourages and supports associate faculty professional development. Associate faculty can advance on the salary schedule through professional development obtained by attending flex activities, workshops and conferences, and through field work, publications, and continuing education.

Associate faculty are encouraged to participate in campus governance. The Cabinet, the body that makes policy recommendations to the superintendent/president, has a permanent seat for the Associate Faculty Union president. The Academic Senate has two permanent seats for representatives from the associate faculty. Associate faculty are also involved in other committees depending upon their interest and availability. For example, associate faculty members have participated regularly on the Student Learning Outcome Assessment Cycle (SLOAC) Committee and the Diversity Committee.

Analysis and Evaluation

The College employs a stable and qualified pool of associate faculty and follows local policy, state employment laws and regulations, and collectively bargained parameters in providing orientation, oversight, evaluation, and professional development. In the evaluation process, associate faculty report their professional development activities and provide evidence of teaching performance and student evaluations. The peer review element of the evaluation includes classroom visitations where full-time faculty and the chief instructional officer can observe associate faculty interactions with students [[IIIA8.01](#)]. Attendance at orientation flex is consistently high. Professional development activities offered during mid-semester Flex Days are planned for all campus employees and offer associate faculty opportunities to develop curriculum, strengthen teaching techniques in learning management systems, and gather information on employment benefits [[IIIA8.04](#); [IIIA8.05a](#); [IIIA8.05b](#)]. Associate faculty are also encouraged to participate in campus governance and have formal positions on key campus governance bodies to ensure their continued representation.

Evidence

[IIIA8.01](#) [Associate Faculty Collective Bargaining Agreement](#)

[IIIA8.02](#) [Letter to Associate Faculty members from chief instruction officer on upcoming flex activity, July 2016](#)

[IIIA8.03](#) [Associate Faculty Flex agenda, August 2016](#)

[IIIA8.04](#) [Spring 2016 Flex agenda](#)

[IIIA8.05a](#) [Fall 2016 Flex attendance record](#)

[IIIA8.05b](#) [Spring 2016 Flex attendance record](#)

Standard III.A.9.

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

The College has a sufficient number of staff with appropriate qualifications to support the effective educational, technical, physical, and administrative operations of the institution, according to the directive established in AP 3100 [IIIA9.01]. Cabinet and President's Staff annually review the College's organizational structure for needed updates and publish the AP 3100 [IIIA9.02]. Departments and programs also place any additional personnel requests in their annual program reviews. These requests are forwarded to the President's Staff for consideration [IIIA9.03].

Analysis and Evaluation

FRC successfully manages and completes the multitude of tasks involved in running a college. Processes are in place to ensure adequate and appropriate staffing that meet the College's needs and operations. The College's classified staff is a stable and committed component of the College's workforce that helps ensure its effective operation.

Evidence

[IIIA9.01](#) [AP 3100: Organizational Structure](#)
[IIIA9.02](#) [Minutes, Cabinet, 11/5/15](#)
[IIIA9.03](#) [Minutes, President's Staff, 2/1/16](#)

Standard III.A.10.

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

The College employs an adequate number of administrators with the appropriate level of preparation and experience to provide effective leadership and support to the institution's mission, and ensures this through sound hiring practices. Several administrators possess qualifications exceeding the minimum qualifications for their positions [[IIIA10.01](#)]. The administration had not had significant turnover between 2012 and 2017, thus providing continuity and stability to the campus with effective consistent leadership to support the institution's mission [[IIIA10.02a](#); [IIIA10.02b](#); [IIIA10.02c](#); [IIIA10.02d](#); [IIIA10.02e](#)]. In spring 2017, a new chief student services officer was hired to fill the retirement vacancy of the previous administrator. An assistant dean of instruction was hired in fall 2017 to direct distance education programs and to oversee Instructional Service Agreements. Similarly, a SSSP/Equity director was created in response to new categorical funding and relevant initiatives on campus.

Analysis and Evaluation

Due to its small size, FRC employs a small administrative staff with a flat administrative structure in that all administrators report directly to the superintendent/president. Conversations around workload and staffing occur in the weekly President's Staff meetings. This was the case with the influx of categorical grants concerning Student Support and Success Programs [[IIIA10.03](#)]. These meetings are an opportunity to discuss workload issues around such funding additions and come to a resolution around any staffing needs. Thanks to the small size of the administrative staff, the College's administration enjoys a close-knit and communicative working environment in which to direct the College's operations.

Evidence

- [IIIA10.01](#) List of Administrators (and degrees), page 164 of 2016-2018 College Catalog
- [IIIA10.02a](#) FRC Organization chart 2012-2013
- [IIIA10.02b](#) FRC Organization chart 2013-2014
- [IIIA10.02c](#) FRC Organization chart 2014-2015
- [IIIA10.02d](#) FRC Organization chart 2015-2016
- [IIIA10.02e](#) FRC Organization chart 2016-2017
- [IIIA10.03](#) Minutes, President's Staff, 11/03/14

Standard III.A.11.

The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The College has established personnel policies and procedures through its shared-governance structure and adheres to these policies in a consistent and equitable fashion. The College ensures consistent and equitable application of personnel policies and procedures through regular communication with leaders of the associations (unions) and the Management Council. On the College's website, board policies related to human resources and collective bargaining agreements are available to all employees and the public [[IIIA11.01a](#); [IIIA11.01b](#); [IIIA11.01c](#); [IIIA11.02](#)]. As with all campus policies and procedures, those pertaining to personnel matters are regularly reviewed and revised through the College's governance structure which includes review of both the Academic and Classified Senates before final recommendation of Cabinet. These policies and procedures draw from policy and legal recommendations from the Community College League of California (CCLC).

The Office of Human Resources has a variety of internal procedures, particularly related to the processing of personnel transactions. Procedures are available to employees, such as the Personnel Action Forms (PAFs) which are used to formally document and authorize hiring decisions and the Independent Contractor Requests which provide guidance to employees regarding the requirements of hiring contractors [[IIIA11.03a](#); [IIIA11.03b](#); [IIIA11.03c](#); [IIIA11.03d](#); [IIIA11.03e](#); [IIIA11.03f](#); [IIIA11.03g](#); [IIIA11.03h](#); [IIIA11.03i](#); [IIIA11.04](#)]. Human Resources staff meet individually with each new employee as a formal orientation and review policies and procedures related to their employment at FRC. The employee also receives their respective collective bargaining agreement, when applicable. Additionally, faculty members receive an annually updated Faculty Handbook which includes appropriate personnel processes and procedures [[IIIA11.05](#)].

The College consistently follows established hiring procedures for faculty and staff. The director of human resources is responsible for ensuring consistent interpretation and application of these policies, regulations, and agreements. This is achieved through regular training and consultation with managers and union representatives. Since the College practices interest-based problem-solving for labor negotiations, open dialog between employee groups helps ensure that personnel policies and procedures are equitably and consistently administered. Related, an Equal Employment Opportunity (EEO) representative is also included in each search committee to ensure compliance with statute, policy, and regulation.

Analysis and Evaluation

Through its governance structure, FRC has created, maintained, and followed effective personnel policies and procedures [[IIIA11.06a](#); [IIIA11.06b](#)]. These policies and procedures apply to all employee classifications and are equitably and consistently administered.

Evidence

- [IIIA11.01a](#) [Collective Bargaining Agreement, adjunct faculty](#)
- [IIIA11.01b](#) [Collective Bargaining Agreement, CSEA](#)
- [IIIA11.01c](#) [Collective Bargaining Agreement, full-time faculty](#)
- [IIIA11.02](#) [Board Policies and Administrative Procedures](#)
- [IIIA11.03a](#) [AP 7120: Recruitment and Hiring](#)
- [IIIA11.03b](#) [Disclosure and Confidentiality Statements](#)
- [IIIA11.03c](#) [Hiring Process Documentation](#)
- [IIIA11.03d](#) [AP 7121: Faculty Recruitment, Screening, and Hiring](#)
- [IIIA11.03e](#) [AP 7122: Adjunct Faculty Recruitment, Screening, and Hiring](#)
- [IIIA11.03f](#) [AP 7123: Classified and Classified Confidential Hiring Procedures](#)
- [IIIA11.03g](#) [AP 7125: Verification of Eligibility for Employment](#)
- [IIIA11.03h](#) [AP 7126: Applicant Background Checks](#)
- [IIIA11.03i](#) [AP 7124: Administrative and Management Hiring Procedures](#)
- [IIIA11.04](#) [Independent Contractor Paperwork](#)
- [IIIA11.05](#) [Faculty Handbook, Office of Instruction](#)
- [IIIA11.06a](#) [AP 7000 series](#)
- [IIIA11.06b](#) [BP 7000 series](#)

Standard III.A.12.

Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The College maintains policies and practices that support its diverse personnel. FRC's Equal Employment Opportunity (EEO) Plan addresses the diversity of the workforce [III.A.12.01]. In addition, all personnel serving on selection committees are required to go through training and pass a short quiz on the importance of a diverse workforce, bias awareness, and the elements of cultural competence [III.A.12.02].

The campus also has an EEO Advisory Committee that meets regularly to review the EEO Plan, hiring processes, protocol for serving on search committees, and participate in trainings [III.A.12.03; III.A.12.04].

A Diversity Committee is part of the College's governance structure and meets monthly to plan several diversity awareness events each year that involve students and employees alike. The charge of this committee is to "monitor, plan, and implement college activities that promote and encourage knowledge, awareness, and appreciation of cultural diversity on the campus and within the Plumas County community." Notable events include: the committee hosting the Tuskegee Airmen as part of Black History Month in February 2012, speakers in relation to Black History Month and African American heritage in February 2016, Women's History Month events, and annual Cultural Fairs [III.A.12.05a; III.A.12.05b; III.A.12.05c; III.A.12.05d; III.A.12.05e; III.A.12.05f]. On other occasions the Professional Development Committee and the Diversity Committee team up to present speakers, events, and trainings about diversity to the campus. SAFE Spaces training for campus employees was offered on the March 14, 2105 employee Flex Day, where employees learned how to improve support for the lesbian, bisexual, gay, and transgender community on campus [III.A.12.06]. In April 2016 the Professional Development Committee and the Diversity Committee also worked together to present a workshop on "Understanding and Working with LGBT*Q+ Populations," presented by the Stonewall Alliance from Chico, California [III.A.12.07].

Analysis and Evaluation

The College places a high value on a diverse workforce and strives to support its employees with training and events that celebrate diversity. The Human Resources Department tracks and assesses its statistics related to employment equity and diversity and reports these data to the Chancellor's Office through the College's EEO Plan [III.A.12.01]. The Campus Climate Report also assesses the accessibility and effectiveness of campus services and programs in serving the diverse campus community [III.A.12.08]. This data is presented annually to the campus, which then develops strategies to further increase diversity in hiring and support the existing diversity of campus employees.

Evidence

- [IIIA12.01 Equal Employment Opportunity Plan \(EEO\)](#)
- [IIIA12.02 Human Resources, Selection committee quiz](#)
- [IIIA12.03 Northern California CCD ERC Summit at Butte College registration](#)
- [IIIA12.04 Email from David Burris to EEO Advisory Committee, 2/19/16](#)
- [IIIA12.05a Black History Month events](#)
- [IIIA12.05b Black History and Women's History event](#)
- [IIIA12.05c Black History Month scavenger hunt](#)
- [IIIA12.05d Minutes, Diversity Committee, 4/11/17](#)
- [IIIA12.05e Minutes, Diversity Committee, 4/14/15](#)
- [IIIA12.05f International Women's Day event](#)
- [IIIA12.06 Flex Day Agenda, March 24, 2015](#)
- [IIIA12.07 Minutes, Professional Development Committee, 3/22/16](#)
- [IIIA12.08 Campus Climate Report](#)

Standard III.A.13.

The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The College maintains an institutional code of ethics for all personnel found in established policy and procedure [\[IIIA13.01\]](#). The administrative policy for the code of ethics calls for respect for persons, esteem for education, collegiality and individual responsibility, concern for personal development and community, doing no harm, fairness, honesty and openness, freedom, sense of place, and environmental stewardship. The College also has a code of ethics for the Board of Trustees [\[IIIA13.02\]](#) to establish a norm for trustee performance. This board policy and administrative procedure contains actions and consequences for violations. Related, Plumas County General Counsel Craig Settlemyre gave a training to the board in September 2014 regarding the history and intent of the California Conflict of Interest law and the required Form 700 – Statement of Economic Interest.

The full-time faculty collective bargaining agreement (CBA) includes the statement on professional ethics from the American Association of University Professors (AAUP) [\[IIIA13.03\]](#). This statement is included in the article on tenure process in order to highlight the ethical expectations of faculty.

Analysis and Evaluation

The College has established codes of ethics for the board and for employees. The board has explicit consequences for violation of the College’s code of ethics listed in BP/AP 2715. For employees, the willful and/or frequent violation of BP/AP 3050 (and all board policies and administrative procedures for that matter) is subject to disciplinary measures.

Evidence

- [IIIA13.01](#) [BP/AP 3050: Institutional Code of Ethics](#)
- [IIIA13.02](#) [BP/AP 2715: Code of Ethics/Standards of Practice for Board of Trustees; Violations of Code of Ethics/Standards of Practice](#)
- [IIIA13.03](#) [Full-time faculty Collective Bargaining Agreement](#)

Standard III.A.14.

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

FRC is committed to the professional development of faculty, staff, and administration. The Professional Development Committee is chaired by the director of human resources and includes the chief instructional officer, chief student services officer, and representatives from the academic and classified senates [III.A.14.01]. This committee collaborates with the College community to bring professional development activities to the campus during Flex Days each semester that are responsive to campus needs that are consistent with the mission. In addition, the faculty flex coordinator coordinates and audits faculty professional development activities centered on improving teaching and learning.

FRC provides a variety of campus professional development activities each year including two campus-wide professional development days, two institutional days, two structured faculty business/development days, and three individually-planned faculty professional development days [III.A.14.02; III.A.14.03; III.A.14.04; III.A.14.05]. Each spring the Professional Development Committee sends a Professional Development Survey to the campus in order to gather information on professional development activities that the campus is interested in attending. The committee looks at survey responses and committee ideas for future activities, and determines alignment to the Chancellor's Office professional development categories [III.A.14.06]. The committee recently included questions on the Professional Development Survey regarding the effectiveness of previous activities [III.A.14.08]. The annual survey is an opportunity for employees to identify potential professional development topics useful to their jobs or to the campus. The committee then builds the professional development activities based on this analysis.

The committee also gathers meaningful feedback from Flex Day events [surveys, response worksheet, Flex Day rating sheet summary]. Intended learning outcomes for each activity are listed on the Flex Day agenda. The post-activity survey, asks questions regarding the achievement of these outcomes. The annual survey includes questions regarding the impact of activities on teaching and learning. Also, when faculty report their Flex professional development activities, they report how they are implementing what they've learned [III.A.14.07; III.A.14.08]. Although many of these activities occur on campus, all employees may also report on their additional professional development activities. Additionally, the College provides online training for all employees through partnerships with organizations such as Keenan Safe Colleges [III.A.14.09]. Finally, the College distributes information related to professional development opportunities offered beyond FRC and uses various funding sources to allow employees to participate in these opportunities when possible and beneficial to the College.

In addition to college-wide activities, individuals are encouraged to attend professional development activities pertaining to their area of expertise. For example, managers have attended the Association of California Community College Administrators “Admin 101” and reported on their experience to the Board of Trustees. Key administrators attend their designated peer conferences (instructional officers, student services officers, business officers, human resources officers) and the chief instructional officer currently serves as the Region 1 representative the statewide CIO Executive Board.

Analysis and Evaluation

FRC uses a collegial, comprehensive, and inclusive process to gauge employee professional development needs, uses its modest resources to produce and sustain meaningful professional development activities, and effectively evaluates the impact of those activities for employee improvement and institutional effectiveness.

Evidence

- [IIIA14.01 AP 2510: Participation in Local Decision Making](#)
- [IIIA14.02 Campus-wide Flex Day agenda, 4/26/16](#)
- [IIIA14.03 Institutional Day presentation, 8/17/16](#)
- [IIIA14.04 Faculty Flex Day agenda, 8/16/16](#)
- [IIIA14.05 Spreadsheet on individual flex development activities](#)
- [IIIA14.06 Meeting Minutes, Professional Development Committee, 9/3/15](#)
- [IIIA14.07 Campus-wide Flex Day rating and response sheets \(summaries\) from 4/26/16](#)
- [IIIA14.08 Professional Development survey responses, spring 2016](#)
- [IIIA14.09 Sample of training from Keenan Safe Colleges](#)

Standard III.A.15.

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The College maintains locked, fire resistant cabinets for the security of personnel records. Keys to access the personnel records are maintained in the Human Resources Office in a separately locked file cabinet only accessible to HR personnel. College personnel wishing to review their personnel records can make a request with the HR personnel for access to their records. Access to the review of personnel files is limited to those employees described in policy or collective bargaining agreements (CBAs) [[IIIA15.01](#); [IIIA15.02a](#); [IIIA15.02b](#); [IIIA15.02c](#)].

Analysis and Evaluation

The College is compliant with state regulations for the security and protection of personnel records.

Evidence

[IIIA15.01](#) [AP 7145: Personnel Files](#)

[IIIA15.02a](#) [Article from SEAC Collective Bargaining Agreement](#)

[IIIA15.02b](#) [Article from adjunct faculty Collective Bargaining Agreement](#)

[IIIA15.02c](#) [Article from full-time faculty Collective Bargaining Agreement](#)

Standard III.B: Physical Resources

Standard III.B.1.

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

The College ensures and maintains the safety and sufficiency of its physical resources by regularly evaluating the adequacy, accessibility, and safety of these locations through established planning processes and practices. This maintenance and evaluation is monitored and implemented by the Facilities Department and related shared-governance committees including the Facilities Committee and the Safety Committee. FRC's facilities director manages a small but sufficiently staffed Facilities Department and chairs both the Facilities Committee and Safety Committee. Through these roles, the facilities director is intimately involved in all facilities operations, including facilities master planning, oversight of construction, and management of maintenance and improvement of all campus facilities [IIIB1.01]. Additionally, the facilities director sits on key shared-governance committees such as the President's Staff, the Strategic Planning Committee, and the Sustainability Action Team. This extended involvement provides the director with a regular and broad perspective on campus facility needs [IIIB1.02].

The safety of campus facilities is assessed and ensured through a variety of established processes and practices. At the highest level, all campus facilities are constructed to conform to California's Department of State Architect requirements, which include stringent expectations on safety and accessibility, as well as ADA requirements. More locally, FRC has established policies that outline requirements and expectations for the safe use and maintenance of campus facilities and their associated safety systems [IIIB1.03a; IIIB1.03b; IIIB1.04; IIIB1.05a; IIIB1.05b; IIIB1.06a; IIIB1.06b]. Safety concerns are also evaluated and addressed in the Safety Committee, which includes members from faculty, classified staff, human resources, as well as a representative from the insurance carrier, Keenan & Associates. The spring 2017 Flex Day included a presentation on ergonomics by a workplace ergonomic specialist from Keenan & Associates [IIIB1.07]. In 2016, an ad-hoc committee led by the director of the Disability Support Program for Students (DSPS) that included disabled students, completed an inventory of accessibility barriers on campus and presented a prioritized list of final recommendations to the Facilities Committee and the Board of Trustees [IIIB1.08a; IIIB1.08b].

The Safety Committee meets monthly to discuss safety and security needs, progress, and prioritization of projects given funding availability [IIIB1.09a; IIIB1.09b; IIIB1.09c]. With the Professional Development Committee, the Safety Committee also coordinates safety training for Flex activities and other times during the year [IIIB1.10]. The Facilities Department conducts regular inspections of buildings using a building maintenance and safety checklist to ensure their safety and accessibility for students, faculty, and employees [IIIB1.11a]. Any concerns noted during this inspection are addressed by the Facilities Department in a timely manner. The

College also undergoes the following assessments and inspections to monitor and evaluate campus safety:

- Keenan Safety and Risk Management Inspection [[IIIB1.11b](#); [IIIB1.11c](#); [IIIB1.11d](#)]
- Cal OSHA Inspection [[IIIB1.12](#)]
- Fire System Inspection and Service [[IIIB1.13](#)]
- ADA Compliance Assessment [[IIIB1.08a](#); [IIIB1.08b](#)]
- State Elevator Inspection [[IIIB1.14a](#); [IIIB1.14b](#)]
- Water System Testing and Inspection [[IIIB1.14c](#)]
- Hazardous Tree Inspection
- CHP Motorpool Program Assessment
- Hazardous Materials Inventory [[IIIB1.14d](#)]
- Certified Playground Safety Inspection [[IIIB1.14e](#)]
- Permit to Operate Liquefied Petroleum Gas Tank [[IIIB1.15](#)]

Analysis and Evaluation

The College has procedures in place to ensure physical resources are safe and adequately maintained in order to support academic programs. FRC has demonstrated a commitment to meeting state standards in both construction and day to day facilities management. The campus is dedicated to continuous improvement of physical resources and safety procedures both through its organizational structure and shared-governance committees.

Evidence

IIIB1.01	Facilities Master Plan
IIIB1.02	AP 2510: Participation in Local Decision Making
IIIB1.03a	AP 3500: Campus Safety
IIIB1.03b	BP 3500: Campus Safety
IIIB1.04	AP 3505: Fire Alarms, Fire Drills, and Facilities Evacuation
IIIB1.05a	AP 6700: Civic Center and Other Facilities Use
IIIB1.05b	BP 6700: Civic Center and Other Facilities Use
IIIB1.06a	AP 6600: Capital Construction
IIIB1.06b	BP 6600: Capital Construction
IIIB1.07	Flex Day agenda, 4/25/17
IIIB1.08a	ADA Compliance Assessment/Transition Plan
IIIB1.08b	ADA Compliance: Checklist for Existing Facilities
IIIB1.09a	Agenda and Minutes, Safety Committee, 3/7/16
IIIB1.09b	Agenda and Minutes, Safety Committee, 4/29/16
IIIB1.09c	Agenda and Minutes, Safety Committee, 11/15/16
IIIB1.10	Flex Day on active shooter, 10/20/15
IIIB1.11a	Inspection and Testing Form
IIIB1.11b	Annual Insurance carrier (Keenan) safety risk management assessment, 2014
IIIB1.11c	Annual Insurance carrier (Keenan) safety risk management assessment, 2016
IIIB1.11d	Insurance carrier (Keenan) safety risk follow-up audit, 2015
IIIB1.12	Voluntary Cal OSHA inspection

- [IIIB1.13 Fire Systems Service and Inspection](#)
- [IIIB1.14a Preliminary Survey of Elevator](#)
- [IIIB1.14b State Elevator Inspection](#)
- [IIIB1.14c Inspection Report for Public Water System](#)
- [IIIB1.14d Hazardous Materials Report](#)
- [IIIB1.14e Playground Safety Inspection Report](#)
- [IIIB1.15 Permit to Operate Liquefied Petroleum Gas Tank](#)

Standard III.B.2.

The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

Feather River College is located on 444 acres in rural Plumas County, at the northern end of the Sierra Nevada Mountains. The size of the campus allows for a unique combination of indoor and outdoor instructional areas. There are currently 63 campus buildings, totaling 209,268 sq. ft. The College continually evaluates the relevance and effectiveness of its resources and takes action based on these evaluations. The evaluation and planning process begins in shared-governance committees, primarily in the Facilities Committee [IIIB2.01]. This planning culminates in the formation of the Facilities Master Plan. The Facilities Master Plan is a site plan that incorporates the College's Strategic Plan and outlines the overall vision for the future of the campus as well as what projects are needed to achieve that vision [IIIB2.02]. This document provides guidance and focus for decision-making parties as funds become available to begin new projects. The Facilities Master Plan is approved through the College's shared-governance structure and ultimately approved by the Board of Trustees.

College facilities are diligently maintained by the Facilities Department. Maintenance specialists perform quarterly building inspections of all campus structures using a building inspection checklist, and then promptly address any concerns noted. Facilities also regularly completes larger scale preventative maintenance projects as funding allows. Recent projects include installing new siding on all upper campus buildings and adding a protective roof coating to all flat-roofed buildings to prevent leaks. The College also performs regular maintenance on all equipment and vehicles. The College employs a full time mechanic to maintain vehicles and equipment and to keep detailed records of services completed and track future service dates. Completion of these maintenance tasks on buildings, vehicles, and equipment ensures that these resources will be available and accessible to students, faculty, and staff when they are needed.

As assets age, FRC acknowledges that items need to be upgraded or replaced, subject to available funding [IIIB2.03]. Departments frequently pool their resources to replace furniture, computers, vehicles and instructional supplies when necessary. The College is also cognizant of aging campus buildings, many of which have surpassed their intended lifespan. The Facilities Master Plan addresses this and establishes plans for remodeling or replacing these buildings. In accordance with this plan, the College recently renovated an underutilized building into a new welding-shop facility. The relocation of the welding program vacated a building that was remodeled into an art studio and Outdoor Recreation Leadership space, complete with a climbing wall. Other areas that have been upgraded or remodeled include the Admissions and Records Office, financial aid area, an athletic training room and the men's basketball locker room in the multi-purpose building.

FRC also builds new structures when necessary. Due to the growth of the Equine Program, the College recently added a new classroom for the equine facility as well as a new mare care center where students can treat ill and injured horses. There is currently a new maintenance building under construction and improvements for pedestrian safety are underway in the main parking lot. All of these improvements are consistent with the Facilities Master Plan.

FRC seizes appropriate opportunities to make acquisitions that enhance instructional opportunities, improve student life, and enrich the overall educational experience. The College recently purchased an adjoining 188 acre ranch that will be used as an outdoor learning laboratory and enable expansion for the bachelor's degree program. Planned uses for this land include equine studies, the rodeo program, agriculture and environmental science laboratories, and annual crop production [IIB2.04]. As the new land was acquired, an addendum to the Facilities Master Plan was developed to guide its use.

Addressing student housing shortages have also been part of facilities planning. On-campus apartments house approximately 160 students and provide a convenient location relative to campus. These apartments are maintained by the College Facilities Department, in partnership with the FRC Foundation. The Foundation recently acquired the former Quincy Senior and Rehabilitation Center in the downtown area. Opened in fall 2017, this facility, named The Pines, provides housing for approximately 50 additional students. The College expects that this effort will help stabilize and grow on-campus enrollment as described in theme one of the Quality Focus Essay at the end of this document, theme one. In 2014, The FRC Foundation purchased another off-campus structure, The Meadows Apartments, to create additional housing. These apartments opened in the fall of 2015 and have been consistently filled to the 28-student capacity.

Analysis and Evaluation

The College has an established plan for the future of its facilities and makes progress on this plan every year. The Facilities Master Plan is reviewed and updated when necessary, as when the College purchased the Segura Ranch, to ensure that it is aligned with the mission and Strategic Plan. The additions, upgrades, and constructions listed above demonstrate FRC's commitment to continuous improvement of the effectiveness of its resources.

Evidence

- [IIB2.01](#) [AP 2510: Participation in Local Decision Making](#)
- [IIB2.02](#) [Facilities Master Plan](#)
- [IIB2.03](#) [Budget Requests from Facilities/APR Process](#)
- [IIB2.04](#) [FRC Planning Document for Segura Ranch Property](#)

Standard III.B.3.

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

The College has established procedures to evaluate the feasibility and effectiveness of its resources. The assessment of physical resources is conducted primarily by the director of facilities with analysis and input from administrators, the Office of Instruction, Student Services, and relevant shared governance committees including the Facilities Committee. The planning of facility usage, improvements, and new projects is driven by the Facilities Master Plan [IIIB3.01]. This plan was created, and is reviewed regularly, by administration, the Facilities Committee, and the director of facilities. This plan outlines the vision of the College's future use of facilities and provides direction for where funding should be spent when available. Especially relevant since the last comprehensive accreditation site-visit, to accommodate for the growing class room and facility needs related to the Agriculture Department and the Bachelor of Science in Equine and Ranch Management, the College purchased a 180-acre parcel of land adjacent to the College. This property acts as a pasture and grazing land for more livestock as well as a learning landscape for baccalaureate students.

Equipment utilization is evaluated by the Facilities Department using the vehicle/equipment inventory, maintenance logs and repair histories [IIIB3.02; IIIB3.03]. These evaluations are used to prioritize replacement of vehicles and/or equipment when funding is available. The Facilities Department is also responsible for evaluating campus facilities which is done biannually using a building inspection checklist. Any issues noted on inspection checklists are promptly addressed by the Facilities Department. The director of facilities also completes an annual Space Inventory which provides concrete information on how much space is being used by the College every year [IIIB3.04].

Analysis and Evaluation

The College evaluates its physical resources in the context of their ability to support institutional programs through the job duties of key personnel such as the director of facilities and the input from campus constituent groups through the established shared-governance process.

Evidence

IIIB3.01	Facilities Master Plan
IIIB3.02	Vehicle/equipment inventory
IIIB3.03	Maintenance reports/logs
IIIB3.04	Space inventory

Standard III.B.4.

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The College plans for long-range capital improvements to support and augment its institutional goals. The Facilities Master Plan provides broad guidance on the future development of physical resources to support instruction and other campus operations [[IIIB4.01](#)]. The Facilities Master Plan is approved through the College's shared governance structure and is finalized with approval from the Board of Trustees. Related to the development and approval of the Facilities Master Plan, the College works with architects to develop formal project proposals (FPPs) that are submitted to the Chancellor's Office as funding priorities. The most recent FPP approval was the Learning Resource Center that was built with funding from a state general-obligation bond. The College continues to submit FPPs as part of its strategy to develop the campus in the context of the Facilities Master Plan. Additionally, the superintendent/president's objectives for the 2017-2018 year include capital improvement plan and priorities for construction: both for state-funded projects and internal maintenance projects [[IIIB4.02](#)].

Through all of the College's capital planning and improvements, the director of facilities communicates needs regarding staffing and maintenance projects in order to operate the campus effectively. The director of facilities reports directly to the superintendent/president and updates the administrative staff on short-term and long-term needs for the facilities department.

Analysis and Evaluation

The College has continued to successfully improve its physical resources through realistic planning and through provided appropriate resources to maintain campus infrastructure and operations.

Evidence

[IIIB4.01](#) [Facilities Master Plan](#)
[IIIB4.02](#) [2017-2018 CEO objectives](#)

Standard III.C: Technology Resources

Standard III.C.1.

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The College ensures and maintains the appropriateness and adequacy of its technology resources and services by continually evaluating and improving these resources and services through established planning processes and practices [IIIC1.01]. As the campus infrastructure grows and updates are needed, technology resources have been increasingly integrated. The annual program review process allows programs to identify technology necessary for improving student services and student learning [IIIC1.02]. The planning process has resulted in updates to the College website, the online education platform, campus mobile applications, and more.

The campus's director of facilities also serves as the chief technology officer (CTO) and chairs the Strategic Technology Committee, a shared-governance committee with jurisdiction in evaluating campus needs and ensuring technology resources meet the needs of students and employees (e.g., Strategic Technology Committee, Communications Committee). FRC's CTO directs a small but sufficiently staffed Information Services Department (ISD) and chairs the Strategic Technology Committee (STC). Through this role, the CTO oversees technology operations including planning, purchase, installation, and maintenance of technology resources. Additionally, the CTO sits on key shared-governance committees such as the President's Staff, the Strategic Planning Committee, and the Sustainability Action Team which regularly provide the director with broad perspectives on campus technology needs [IIIC1.03]. The Strategic Technology Committee, which is comprised of administrators and representatives from both the Academic and Classified Senates, meets monthly to discuss technology needs, progress on current initiatives, and prioritization of new projects given funding availability [IIIC1.04]. In addition, the STC communicates with the Professional Development Committee to recommend and schedule any training needed for existing and new technology resources [IIIC1.05]. These trainings are subject to demand and prioritized to best serve the needs of the College. The CTO also attends meetings of other campus committees such as the Council on Instruction, the Student Services Council and the Banner Oversight Team to receive and provide input and remain aware of upcoming software initiatives of various campus departments [IIIC1.06; IIIC1.07].

The College currently has 198 staff computers, 115 student lab computers, and 27 classroom smart podium computers to support students and employees. Updates to the FRC website began in 2014 when the campus switched to Campus Suite, and the College has steadily increased the amount of information and services available to students online by implementing SARS (Scheduling and Reporting System). The website also includes links to CCCApply and the learning management system. The College transitioned the online learning management system from Moodle to Canvas in fall 2016. Canvas, which offers more features and is more intuitive

and user friendly than Moodle, improved the online learning experience for both students and faculty. Integrating Canvas to the Banner system was completed in summer 2016. A new administrative position, the assistant dean of instruction, was created in 2017 to oversee and coordinate online education. Additionally in 2017, a software support specialist was hired to aid in the implementation of multiple campus initiatives. The campus also added an application for mobile devices in 2016 [[IIC1.08](#)]. This application offers links to campus services including financial aid, advising, and courses, and it enhances student engagement with resources and the campus community.

Analysis and Evaluation

The College is constantly working to meet the needs of employees and students, and has strived to make sure that technology additions and updates to systems are thoroughly installed and integrated. A desktop support specialist is available to assist staff whenever there is a question or issue around software or hardware. The specialist works closely with employees and any software they need for their work. As students have increasingly needed access to the Internet and to online campus resources including the College's learning management system, the College has steadily improved Wi-Fi access and increased bandwidth, which is a challenge due to its remote location and campus topography.

Evidence

- [IIC1.01](#) [Technology Plan](#)
- [IIC1.02](#) [Information services APR, 2015-2016](#)
- [IIC1.03](#) [AP 2510: Participation in Local Decision Making](#)
- [IIC1.04](#) [Minutes, Strategic Technology Committee, October 2015, January 2016](#)
- [IIC1.05](#) [Flex agenda, Canvas training, 4/26/16](#)
- [IIC1.06](#) [Minutes, Council on Instruction, IT Director as invited guest, 1/27/16](#)
- [IIC1.07](#) [Minutes, Student Services Council, IT Director as invited guest, 2/10/2016](#)
- [IIC1.08](#) [FRC App: Oohlala](#)

Standard III.C.2.

The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

Feather River College has policies and procedures in place to ensure that technological systems and their ability to support the overall mission are continually evaluated and updated as needed. The annual and comprehensive program review (APR and CPR, respectively) processes provide an opportunity to review the updated Strategic Plan and make any necessary changes in planning and budget requirements for the upcoming year [IIC2.01; IIC2.02; IIC2.03]. The Strategic Technology Committee is the forum in which institutional needs are discussed and evaluated to ensure information technology is supporting the College's mission as well as various programs and services. This committee also allows the chief technology officer (CTO) to receive input from members of both the Classified and Academic Senates regarding planning and project prioritization [IIC2.04]. The Strategic Technology Committee drafted and implemented a Technology Plan to guide the process of prioritizing projects using a Criteria Analysis Matrix [IIC2.05]. The Technology Plan identifies the mission and vision of the Information Services Department (ISD), provides a five year road map, and outlines the critical projects in need of completion. The plan was adopted in 2012, and the Strategic Technology Committee is currently reviewing the success of this plan and the progress made on implementing previously identified projects. After review, the committee will write a new Technology Plan [IIC2.04]. As technological needs and capabilities are ever increasing, the College's Technology Plan is reviewed and updated to ensure these needs are adequately met [IIC2.05].

Analysis and Evaluation

The College has recently implemented many new software programs (e.g., CCC Apply, SARS, Canvas, Shibboleth, Not Anymore, e-IWO) and has steadily increased Wi-Fi bandwidth to both the campus and student housing. The Information Services Department has also implemented a plan to keep desktops on campus current while staying within budget by replacing twenty to thirty systems per year on a revolving basis. The College recognizes that its Technology Plan needs to evolve constantly as technology becomes increasingly integrated into all aspects of education. Since the prior Self-Evaluation, the College has completed the following projects to improve student learning and employee effectiveness:

- Migrated staff and student email to Office 365
- Refreshed file server
- Implemented Data Disaster Recovery Hardware and Backup Protocol
- Refreshed DNS server
- Continued to maintain Banner Ecosystem
- Replaced all classroom smart podium computers
- Upgraded all classroom projectors
- Implemented IT support (Computer & A/V) for new classrooms: AV219, Equine

- Meeting Room
- Deployed new Apple Lab in Room 600
- Deployed new computer labs in IRC, MPB, Rodeo and Housing
- Virtualized all servers except for four physical servers
- Gained new 1GB Internet connection
- Deployed five Smart Board Projectors
- Purchased and deployed Dell Firewall
- Deployed Adobe Enterprise on campus
- Solar winds Patch Manager/Helpdesk
- SharePoint Implementation
- Replaced two SAN with Cybernetics
- Deployed Video Surveillance
- Replaced Server Room APC Batteries
- Added Power Module to Server Room APC
- Athletic webpage, RFP/Implementation

Evidence

[IIC2.01 AP/BP 3260: Integrated Program Review](#)

[IIC2.02 Information Services APR, 10/31/15](#)

[IIC2.03 Information Services CPR](#)

[IIC2.04 Minutes, Strategic Technology Committee, 1/14/16, 4/28/16](#)

[IIC2.05 Technology Plan](#)

Standard III.C.3.

The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

FRC is committed to maintaining the safety and security of its network and ensuring its reliability for all programs. The College employs a firewall as the primary method of network protection, and the Information Services Department (ISD) continually updates rules that block potential threats. All desktops are scanned by Enterprise Antivirus weekly to detect any unwanted or harmful files. FRC also partners with LanLogic, who actively monitors the network, allowing for the College to quickly identify and repair any issues. This helps reduce any potential network down time. The College also has a Computer and Network Use policy that outlines safe and proper usage of district computers and handling of classified data, for administration, staff, and students [[IIIC3.01](#)]. If system issues occur, the department is notified and quickly responds to restore access. There is a Help Desk icon on every College computer to allow users to easily contact desktop support.

FRC has only one physical campus location. In addition, the College oversees and includes technology support for students living in the three student housing facilities owned by the FRC Foundation.

Analysis and Evaluation

Maintaining network access is of the utmost importance. The College has proactively purchased new servers to replace the aging servers that backup data for the Banner system. These new servers will backup remotely, allowing the College to restore vital functions more easily in the event of a disaster. The Strategic Technology Committee is also currently reviewing the system-wide backup and disaster recovery procedures to evaluate their effectiveness and make recommendations for improvement if applicable [[IIIC3.02](#)].

Evidence

[IIIC3.01](#) [BP/AP 3720: Computer and Network Use](#)
[IIIC3.02](#) [Minutes, Strategic Technology Committee, 4/28/2016](#)

Standard III.C.4.

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

FRC provides sufficient instruction, training and support with regards to technological systems and programs. Training for faculty, staff and administrators is coordinated by the Professional Development Committee [[IIIC4.01](#)]. The committee administers an annual survey soliciting feedback regarding what trainings employees are interested in and reviews survey feedback to draft the proposed training schedule for the coming year [[IIIC4.02](#); [IIIC4.03](#)]. These trainings are typically held on Flex Days which accommodates the schedules of most, if not all employees [[IIIC4.04](#)]. The Professional Development Committee also keeps staff apprised of additional development opportunities outside of Flex Days. The College also has a Banner User Support group comprised of administrators and various support staff who meet monthly to discuss data needs, data handling solutions, and prioritizing consultant work to train employees to better use the Banner system. To assist faculty and students with online learning technology, the College previously employed a distance education director which was increased to the assistant dean of instruction in 2017 due to a retirement and consolidation of duties. The updated the Distance Education Faculty Handbook for faculty reference in 2017 and is an available resource for both faculty and students when assistance is needed [[IIIC4.05](#)]. There are many other technology resources available to students as well. The online learning management system, Canvas, has extensive online training materials and a 24/7 helpline. There is also trained Canvas Field Administrator support staff for on-campus assistance [[IIIC4.06](#)]. Canvas provides many training videos and guides for both students and instructors. Students receive training during campus registration and orientation events such as Day in the Mountains and Homefield Advantage where staff assist students as they log on to the student information system (Banner), create email accounts, and obtain their student IDs. Technology training and assistance are also available for students in the library and IRC. The College is actively implementing new software initiatives that enhance ease of use and improve employee and student effectiveness.

Analysis and Evaluation

FRC and continuously adapts support and training programs as technological resources change.

Evidence

IIIC4.01	AP 7160: Professional Development
IIIC4.02	Minutes, Professional Development Committee, 3/22/16
IIIC4.03	Professional Development Committee Flex Day Survey, spring 2015
IIIC4.04	Flex Day Agenda, 10/20/15
IIIC4.05	Distance Education Handbook
IIIC4.06	Online Canvas guides and tutorials

Standard III.C.5.

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The College has policies and procedures in place to guide the appropriate use of technology for faculty, students, and employees. The Faculty Handbook outlines hardware and network information for faculty, available technology in campus classrooms, and Information Services Department (ISD) support contact information [[IIIC5.01](#)]. The Faculty Handbook also includes guidelines and instructions for online content and distance education. The College's Board and Administrative Policies include detailed procedures on Distance Education [[IIIC5.02](#)] and Computer and Network Use [[IIIC5.03a](#); [IIIC5.03b](#)]. These policies address usage, computing resources, licenses, and access and apply to all College students, staff, administrators and faculty both on and off campus. All employees and students agree to a computer usage agreement when they are assigned their email address that conforms to BP/AP 3720.

Analysis and Evaluation

The established policies and procedures listed above are sufficient in directing the appropriate use of technology in the College's programs. The Strategic Technology Committee also examines classroom technology and receives feedback from faculty regarding desired upgrades and uses the feedback to make recommendations for technology enhancements.

Evidence

IIIC5.01	Faculty Handbook
IIIC5.02	BP/AP 4105: Distance Education
IIIC5.03a	AP 3720: Computer and Network Use
IIIC5.03b	BP 3720: Computer and Network Use

Standard III.D: Financial Resources

Standard III.D.1.

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER18)

Evidence of Meeting the Standard

Feather River College manages the operational expenditures through funding of the unrestricted general fund with the use of reserves to maintain a balanced fiscal year budget. While maintaining a financially strong beginning fund balance of thirty-seven percent (37%) in the 2015-2016 fiscal year, the College continues to manage resources that support the overall financial stability of the institution [[IIID1.01](#)]. Although the College is expected to maintain a five percent reserve balance by the Chancellor's Office, FRC has chosen to maintain a reserve balance of ten percent (10%) of the beginning fund balance, which is reviewed throughout the year by the Budget Committee. The Budget Committee is a shared-governance body that is chaired by the chief financial officer and includes the superintendent/president, chief instructional officer, chief student services officer, facilities director/chief technology officer, director of human resources, and representatives from the Academic and Classified Senates [[IIID1.02](#); [IIID1.03](#)].

Revenues in the general fund are comprised of unrestricted as well as restricted funds and represented approximately \$21 million in the 2015-2016 fiscal year budget. Grant funding is received from various sources such as EOPS, SFAA, CARE, DSPS, CalWORKs, Student Success (Equity and Credit SSSP), and the Instructional Equipment and Deferred Maintenance Block Grant, which comprise approximately \$1.3M in the 2015-2016 fiscal year budget [[IIID1.04a](#); [IIID1.04b](#); [IIID1.04c](#); [IIID1.04d](#); [IIID1.04e](#); [IIID1.04f](#); [IIID1.04g](#)].

The Budget Committee serves in an advisory capacity, providing the superintendent/president with recommendations regarding the overall budget in relation to the College's mission to support and sustain student learning programs and services. The Budget Committee provides a projected revenue estimate for the budget year which forms the basis for the expenditures available for program allocation. This revenue projection serves as the basis with which the superintendent/president can commit to various projects and initiatives as prioritized through the Strategic Planning Committee's yearly review of annual program reviews (APRs) [[IIID1.05a](#); [IIID1.05b](#); [IIID1.03](#)]. The Strategic Planning Committee annually reviews the budgetary requests included in all program APRs which are then prioritized and presented to the Budget Committee for evaluation and recommendations depending on available funding [[IIID1.06](#); [IIID1.07](#); [IIID1.08](#); [IIID1.09](#)].

Analysis and Evaluation

The College has completed external financial audits with few to no findings in the past three years. The audits have met the reporting requirements and the results are distributed to the required agencies by the designated due dates [[IIID1.10](#); [IIID1.11a](#); [IIID1.11b](#)].

The College maintains an approximate thirty-one percent (31%) reserve balance, exceeding the expectation of maintaining a minimum ten percent (10%) reserve balance. The Budget Committee reviews the Beginning Fund Balance throughout the fiscal year to monitor the activity and the use of any funds.

Evidence

IIID1.01	Annual Fiscal Report: 311
IIID1.02	BP/AP 2510: Participation in Local Decision Making
IIID1.03	AP 6200: Budget Preparation
IIID1.04a	District Financial Budget, 2014-15, Part I
IIID1.04b	District Financial Budget, 2014-15, Part II
IIID1.04c	District Financial Budget, 2014-15, Part III
IIID1.04d	District Financial Budget, 2015-16, Part I
IIID1.04e	District Financial Budget, 2015-16, Part II
IIID1.04f	District Financial Budget, 2016-17, Part I
IIID1.04g	District Financial Budget, 2016-17, Part II
IIID1.05a	AP 3250: Institutional Planning
IIID1.05b	BP 3250: Institutional Planning
IIID1.06	Agendas, Strategic Planning Committee, 4/23/14, 1/20/16, 2/17/16
IIID1.07	Minutes, Strategic Planning Committee, 4/4/14, 12/16/15, 1/20/16, 11/16/16
IIID1.08	Agendas, Budget Committee, 8/22/14, 11/21/14, 8/27/15, 4/15/16
IIID1.09	Minutes, Budget Committee, 8/22/14, 8/27/15, 11/20/15
IIID1.10	BP/AP 6250: Budget Management
IIID1.11a	Audit report, 2014
IIID1.11b	Audit report, 2016

Standard III.D.2.

The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The College's mission, together with the Strategic Plan, are the keystones upon which all program and budget development is built. The College supports its mission and attains its goals through a collegial and transparent shared-governance structure. Established policies and procedures guide the College's financial decision making and planning and ensure its fiscal health.

The College has used the same integrated planning and budget process since 2009. Over the last decade the College's integrated planning process has undergone minor revisions to ensure consistency and transparency but has largely remained unchanged in its basic structure. This planning process relies primarily on annual program reviews (APRs) and comprehensive program reviews (CPRs) [IIID2.01]. The APR process is the foundation for the development of the College's annual budget. In this process, programs submit reviews that capture progress towards significant goals and they identify future goals and projects expected to improve the program. Program leaders then link these goals to student learning outcomes and campus planning documents such as the mission and the Strategic Plan. Program resource requests in the APRs are reviewed and ranked annually by the Strategic Planning Committee. The Strategic Planning Committee is composed of representatives from the Academic Senate, the Classified Senate, and the administration as prescribed by local policy [IIID2.02]. The ranking of requests from the Strategic Planning Committee is based on criteria established and refined by the committee, and includes scoring the requests based on the impact on student learning, student retention, and other mission-critical criteria [IIID2.03; IIID2.04]. Specifically, the criteria include (1) the proposed augmentation's budget impact, (2) the urgency or uncontrollable nature of the request, (3) the request's impact on safety, (4) the request's impact on student attraction, (5) the request's impact on student success and retention, (6) the request's impact on improving student learning outcomes, (7) the request's impact on employee effectiveness, and (8) the request's feasibility. This ranking informs the recommendation made to the Budget Committee, which makes a recommendation to the CEO based on the estimated general fund revenue for the upcoming fiscal year. The results of this integrated planning process are communicated to the campus through reports from the CEO that capture the funding priorities for the coming year [IIID2.05a; IIID2.05b].

In addition to the process for determining the annual budget, the College conducts a transparent and inclusive process for establishing the Strategic Plan. The development of the Strategic Plan occurs in four broad stages. First, the SPC reviews planning documents, APRs, projected enrollment, projected revenue, measures of effectiveness and related college-wide research. Next, a draft planning document that aligns with the four broad accreditation standards is created which includes major goals and the primary responsibility for said goals by shared-governance

entities [IIID2.06]. Then, the Strategic Plan undergoes campus-wide review by both the Academic and Classified Senates, the Associated Students, the Board of Trustees, and in campus community meetings. Finally, the Strategic Plan is approved by the Board of Trustees. Modifications to planning goals may be made based on APRs and relevant internal and external data. At the end of each academic year, shared-governance committees report on their activities and accomplishments that support the Strategic Plan.

The effectiveness of the College's planning and practices are quantitatively and qualitatively evaluated every three years to ensure effectiveness. The measurements include, but are not limited to, fiscal solvency, student success, and appropriate campus feedback. At the fall and spring Institution Days, the superintendent/president, chief financial officer, chief instructional officer, and other administrators provide an overall summary of the budget, the accomplishment and presentation of the College's goals, and current state-wide fiscal trends and/or legislation that may impact the campus. In anticipation of these potential budget-impacting issues, the Chancellor's Office requires that the College maintain a reserve balance of at least five percent, although the College has set its own more demanding minimum reserve balance of ten percent.

For 2015-2016 the overall General Fund Budget was \$15,186,247 with salaries and benefits projected to represent 70% of the total unrestricted budget. Restricted budgets, such as Federal and State grant funded programs, on average provide \$65,000 in indirect costs to offset the effort of supporting these grants. Additional resources are contributed the Feather River College Foundation, which plays a vital role in supplementing the College's financial stability. The partnership with the Foundation has allowed the College to operate one fitness center, which serves both the collective campus and community, and three student housing facilities located off-campus. In 2015 the Foundation began offering mini-grants to faculty and staff to directly support educational programs.

Analysis and Evaluation

The budget considerations are in support of all institutional planning and align with the College's mission and goals by having full representation from all campus constituencies as part of the College's commitment to broad participation in decision making. Annually, the Strategic Planning Committee receives and prioritizes each department's annual program reviews and budget requests in the context of criteria that support the mission and student learning. After analyzing and prioritizing the requests, the Strategic Planning Committee lists all additional funding requests above the current year funding limits for consideration to be funded in the next fiscal year.

The Budget Committee estimates the revenue projections for the upcoming budget cycle (next fiscal year) and determines if there are any projected funds available above the current year funding to fund the prioritized requests from the Strategic Planning Committee. Alternate sources of funding (e.g., categorical, grants) are reviewed to determine if any funding resources can be allocated to cover the increases. The Budget Committee then reviews and determines the appropriate recommendations based on available general funds.

The Budget Committee has determined goals, dates, and resources in facilitating the process and remaining on task in recommending funding resources as required. The Budget Committee constantly reviews the use of Beginning Fund Balance and maintenance of the agreed upon goal of a ten percent reserve balance.

The planning process is regularly communicated through various committees and the campus-wide employee email system. Financial reports are presented at every Board of Trustee meeting, and updated information is disseminated to the campus through monthly reports by the superintendent/president and at all-campus Institution Day (convocation) meetings.

Evidence

<u>IID2.01</u>	<u>BP/AP 3250: Institutional Planning</u>
<u>IID2.02</u>	<u>BP/AP 2510: Participation in Local Decision Making</u>
<u>IID2.03</u>	<u>SPC CAM spreadsheet sample</u>
<u>IID2.04</u>	<u>Minutes, Strategic Planning Committee, 9/21/16</u>
<u>IID2.05a</u>	<u>Budget, 2016-2017, Part I</u>
<u>IID2.05b</u>	<u>Budget, 2016-2017, Part II</u>
<u>IID2.06</u>	<u>Strategic Plan</u>

Standard III.D.3.

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The College has used the same integrated planning and budget process since 2009 with minor yearly revisions based upon feedback of the process. This planning process relies primarily on annual program reviews (APRs) and comprehensive program reviews (CPRs) [IIID3.01]. The APR process is the foundation for the development of the College's annual budget. In this process, faculty, staff, and administrative program leaders submit annual program reviews every fall that describe progress towards the attainment of objectives and identify future objectives or projects expected to improve the programs. The program leaders then link these objectives to student learning outcomes and campus planning documents such as the Strategic Plan. Program resource requests in the APRs are annually reviewed and ranked by the Strategic Planning Committee based upon criteria that are evaluated and shared widely in the APR process. The Strategic Planning Committee is composed of representatives from the Academic Senate, the Classified Senate, and the administration as prescribed by local policy [IIID3.02]. The ranking of requests by the Strategic Planning Committee are based on criteria established and refined by the committee, and include scoring the requests based on the impact on student learning, student retention, and other mission-critical criteria [IIID3.03; IIID3.04]. This ranking supports the recommendation made to the Budget Committee. The Budget Committee is a shared-governance body that is chaired by the chief financial officer and includes the superintendent/president, chief instructional officer, chief student services officer, facilities director/chief technology officer, director of HR, and representatives from the Academic and Classified Senates. The results of this integrated planning process are communicated to the campus through reports from the superintendent/president to both the Board of Trustees and the Budget Committee that capture the funding priorities for the coming year [IIID3.05].

Beyond having stable and inclusive processes for budget development, the College has enjoyed improved financial health since the state's last economic recession. This has come as a result of stabilized enrollment, the development of a bachelor's degree program, an influx of state funding to boost student success and support programs and student equity, and an established process for budget development and monitoring that ensures transparency.

Analysis and Evaluation

The College's established and inclusive budgeting process includes representation from all appropriate constituencies.

Evidence

[IIID3.01](#) [BP/AP 3250: Institutional Planning](#)

[IIID3.02](#) [BP/AP 2510: Participation in Local Decision Making](#)

- [IIID3.03 SPC CAM spreadsheet sample](#)
- [IIID3.04 Minutes, Strategic Planning Committee, 9/21/16](#)
- [IIID3.05 President's memo to campus on APR funding, 3/21/16](#)

Standard III.D.4.

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

The College's planning and budget resource allocation begins each year with the Strategic Planning Committee receiving annual program reviews (APRs) and proposed budget requests for the following fiscal year [[IIID4.01](#)]. After completing the review, the Strategic Planning Committee prioritizes the proposed budget requests using criteria that assist in evaluating the requested funding increases in comparison to the current year budget. After the prioritization step is completed, the administration and the Budget Committee attempt to find additional financial resources to support program requests. For instance, if specific requests are congruent with the requirements of grant or state-supported lottery funding, these alternative (restricted) funding sources are used to fund these requests [[IIID4.02](#)].

The Budget Committee projects revenues for the unrestricted general fund using estimates from enrollment, property tax projections, local revenue, and state apportionment, which includes FTES and base funding increases due to cost of living adjustments. The revenue projections are compared to the remaining unfunded budget requests to recommend the overall budget, including new items requested through the annual program review process. The College has made a practice of conservatively estimating future revenues to reduce the likelihood of unexpected budget shortfalls. The Budget Committee is charged with monitoring the available reserve and the chief business officer provides a monthly report to the Board of Trustees on year-to-date income and expenditures [[IIID4.03](#)].

Analysis and Evaluation

Under the leadership of the chief business officer, the College has consistently estimated future revenues in a conservative manner to provide stability to the College's reserve balance. The reserve balance of approximately thirty percent is a reflection of thoughtful and realistic financial planning and transparency in decision making.

Evidence

[IIID4.01](#) [BP/AP 6200 Budget Preparation](#)
[IIID4.02](#) [President's memo to Budget Committee from 3/21/2016](#)
[IIID4.03](#) [Monthly financial report to BOT, Oct. 2017](#)

Standard III.D.5.

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The requirements established by the Education Code and the California Code of Regulations, Title 5, are adhered to and followed in the management and reporting of the College's financial responsibilities.

To assure the financial integrity of the College, an annual audit is contracted with and performed by Crowe Horwath, LLP. This independent audit is comprehensive and includes a review and reporting of results as defined in the State Contracted District Audit Manual. The annual audit also includes review of compliance related to internal processes and procedures [[IIID5.01a](#); [IIID5.01b](#); [IIID5.01c](#); [IIID5.02](#)].

The Board of Trustees must approve quarterly and annual fiscal reports. In addition, the chief financial officer provides monthly reports to the board on year-to-date revenue and expenditures [[IIID5.03](#)].

Analysis and Evaluation

During the annual financial audit, processes are evaluated to determine that adherence to the policy and procedures is followed in maintaining the financial integrity of the organization. Budget Committee meetings are held when there is information to disseminate to the committee members and/or any action needs to be addressed in any financial matters. The Board of Trustees oversees the College's revenue and expenditures at the policy level.

Evidence

[IIID5.01a](#) [Annual Financial Audit, 2014](#)
[IIID5.01b](#) [Annual Financial Audit, 2015](#)
[IIID5.01c](#) [Annual Financial Audit, 2016](#)
[IIID5.02](#) [BP 6300 Fiscal Management](#)
[IIID5.03](#) [Monthly financial report to BOT, Oct. 2017](#)

Standard III.D.6.

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

To assure that financial reports reflect appropriate allocation and use of financial resources, the board oversees the College budget processes and engages Crowe Horwath, LLP, an independent certified public accounting firm to perform annual audits of the College's financial statements. The Budget Committee reviews and recommends the preliminary, tentative, and final budgets. After each review, there is opportunity for realignment as new information and resources become available [IIID6.01; IIID6.02]. To ensure accuracy, budget drafts are closely aligned with revenue estimates provided by the Chancellor's Office. The budget is developed using budget assumptions which evolve from the planning process. The planning process provides direction and guidance to assist in allocating valuable resources to support the educational mission of the College.

For example, as annual program reviews (APRs) and budget requests are submitted for review by the Strategic Planning Committee (SPC), the increases requested are reviewed against prior years' balances and are verified by the Business Office. As described elsewhere in Standard III.D, the prioritization of budget requests by the SPC is based upon established criteria to benefit the College's service to students. Specifically, the criteria include (1) the proposed augmentation's budget impact, (2) the urgency or uncontrollable nature of the request, (3) the request's impact on safety, (4) the request's impact on student attraction, (5) the request's impact on student success and retention, (6) the request's impact on improving student learning outcomes, (7) the request's impact on employee effectiveness, and (8) the request's feasibility [IIID6.03]. Upon completion of the review and prioritization of the requests, the proposed budget requests are generated and each program is required to review them for accuracy. After the Budget Committee has compiled the proposed budget requests by organization and program, each department is responsible to reallocate any funds within their responsibility to specific account codes. These reallocations of funds neither increase nor decrease the total proposed budget requests but only impact the individual account codes, thus allowing for the adopted budget to accurately capture the spending priorities and patterns of the College. Through the budgeting and planning process as driven by the annual program reviews, it is required that the financial resource requests be associated with the College's mission and strategic directions and initiatives.

Analysis and Evaluation

The Business Office maintains the expected credibility and accuracy in all financial matters under their authority by reviewing and following the Contracted District Audit Manual and the Budget and Accounting Manual. The Business Office works closely with the external financial auditors, following acceptable accounting practices by following established and approved policies and procedures. The chief financial officer regularly communicates with the Budget

Committee and the Board of Trustees on the status of revenues and expenditures in order to keep the campus community informed of the College's fiscal status and stability.

Evidence

[IID6.01 Agendas, Budget Committee, 8/22/2014 and 8/27/2015](#)

[IID6.02 Minutes, Budget Committee, 8/22/2014 and 8/27/2015](#)

[IID6.03 SPC CAM spreadsheet sample](#)

Standard III.D.7.

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

As a single-college district, the District contracts with Crowe Horwath, LLP for the external and independent audit that is performed annually as required by law. The financial results of the College and Feather River College Foundation are audited and any appropriate findings and action plans are implemented immediately and are reported in the audit findings section of the annual audit [[IIID7.01a](#); [IIID7.01b](#); [IIID7.01c](#)]. These results are communicated to appropriate area managers and to the Board of Trustees in a formal report [[IIID7.02a](#); [IIID7.02b](#); [IIID7.02c](#)]. The College has had a remarkably clean audit history.

Analysis and Evaluation

The external audit is performed based on acceptable accounting standards. The Contracted District Audit Manual, which is generated by the Chancellor's Office, includes specific review processes and includes all funds and programs. All findings are reviewed with the department(s) that are responsible and have authority in managing those areas, and an action plan is immediately set in place to address the issues.

Evidence

IIID7.01a	Annual Financial Audit, 2014
IIID7.01b	Annual Financial Audit, 2015
IIID7.01c	Annual Financial Audit, 2016
IIID7.02a	BOT minutes, 12/11/14
IIID7.02b	BOT minutes, 12/10/15
IIID7.02c	BOT minutes, 12/8/16

Standard III.D.8.

The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The College uses Banner© as its enterprise information system which is built around a layered security system that includes a data and network encryption package and an audit tool to help thwart external attacks. The College reports monthly and quarterly financial results to the Board of Trustees to verify that financial statements are in balance.

The College contracts with Crowe Horwath LLP in performing the annual audit. This auditing firm reviews policy and procedures and checks the processes in identifying weaknesses and strengths [[IIID8.01a](#); [IIID8.01b](#); [IIID8.01c](#)]. The Business Office uses this information to maintain the integrity of the internal controls necessary in reporting and accounting for financial data and non-financial data. The audit review consists of areas such as approval levels, access to processes, reporting authority levels, and segregation of duties. The audit evaluates the College's system of internal control over its financial reporting, compliance with laws, regulations, contracts, and grants applicable to federal and state programs. A review is also directed towards the expenditures of federal, state, and local funds. The audit tests and evaluates the internal controls to assess their effectiveness and identify when internal controls related to compliance requirements of programs are potentially ineffective in preventing or detecting noncompliance. The College also maintains an appropriate separation of duties to provide oversight and control of financial processes.

The independent auditors report on compliance and on internal control over financial reporting. The auditing requirements are provided by the California Community Colleges Chancellor's Office in the annual publication of the Contracted District Audit Manual (CDAM) [[IIID8.02](#)] as required both by California law and internal policy [[IIID8.03](#)].

Analysis and Evaluation

The external auditors visit the campus twice yearly as part of the audit process. The first visit is in June prior to the fiscal year end. During this visit the various processes are specifically addressed with the emphasis put on the internal controls that are in place for all areas and programs. Any suggestions to improve the process are immediately implemented. This process assists the College in remaining current in practices that provide necessary controls.

Evidence

[IIID8.01a](#) [Annual Financial Audit, 2014](#)
[IIID8.01b](#) [Annual Financial Audit, 2015](#)
[IIID8.01c](#) [Annual Financial Audit, 2016](#)
[IIID8.02](#) [Contracted District Audit Manual](#)
[IIID8.03](#) [BP/AP 6400: Financial Audits](#)

Standard III.D.9.

The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The College has maintained a strong reserve balance (beginning fund balance or BFB) and as of the end of the 2014-15 fiscal year, there was a reserve balance of \$4,040,690. The BFB has reflected year ending balances in 2012-2013 fiscal year of \$3,508,438 and the fiscal year of 2013-2014 of \$4,018,901. The beginning fund balance represents revenues that have exceeded expenditures in prior years. The BFB represents approximately 31% of the budgeted/actual expenditures for the last completed fiscal year. This is well above the state-mandated 5% reserve and the College target of a 10% reserve. The BFB is reviewed regularly by the Budget Committee to provide transparency on the topics of cash flow and reserves [[IIID9.01](#)].

With sufficient reserve balances, the College has been able to manage cash flow demands without having to participate in a tax revenue anticipation note (TRAN). With the increase in one-time funds appropriated from the State, the beginning fund balance should continue to increase, which will allow for effective and efficient handling of financial emergencies and month-to-month cash flow requirements.

Analysis and Evaluation

With more stable revenue appropriations from the State, the College has the ability to manage the cash flow, financial emergencies, and unplanned necessary expenditures effectively in the budget and committee processes. The College meets this standard by maintaining and reviewing cash needs and reserve balances to ensure financial stability. The College's strong beginning fund balance allows for emergency appropriations as necessary.

Evidence

[IIID9.01](#) [Budget Committee BFB review, 6/30/2014, 2/28/2015, 10/31/2016, 4/30/2017](#)

Standard III.D.10.

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The College's policies and procedures related to the oversight of finances are evaluated annually through the independent, external audit performed by Crowe Horwath LLP. Any weaknesses are identified and immediately addressed to restore effective controls over the College's financial operations. The external audit reviews the policies and procedures necessary to maintain compliance with federal and state law as addressed in the Contracted District Audit Manual [[IIID10.01](#)].

The Business Office reviews and certifies, as required, grants and externally funded program requirements. All grants are assigned a project grant director who manages and reports the use of funds in accomplishing the grant purpose [[IIID10.02](#)]. All personnel issues, purchasing, travel, and other operations conform to the College's standard procedures, including oversight.

The Feather River College Foundation is an independent tax-exempt corporation which was created to support and benefit Feather River College and its students. The Foundation's activities are primarily to raise funds for student scholarships and assist in meeting other educational needs. The Foundation's oversight includes a fitness center, which is leased by the College as a community education site. The Foundation assets also includes a dormitory and two recently acquired facilities to meet additional student housing needs (see Quality Focus Essay, theme one). The College has negotiated an agreement with the Foundation regarding the management of the three student housing complexes. The finances of the Foundation are included in the annual independent audit by Crowe Horwath LLP but are reviewed as a separate entity [[IIID10.03](#)].

The College invests all funds in the county pool managed by the Plumas County treasurer [[IIID10.04a](#); [IIID10.04b](#); [IIID10.04c](#)]. The College receives a monthly investment report filed by the Plumas County treasurer in accordance with the State of California [[IIID10.05](#)]. Plumas County contracts with Public Financial Management (PFM), Inc. as the source of the current market valuation. The portfolio has sufficient liquidity to meet the pool's customary expenditure requirements going forward six months, based on prior performances of cash flow.

Analysis and Evaluation

The Board of Trustees are presented the monthly financial results of the unrestricted general fund along with quarterly financial results of all the funds of the College. All grants, financial aid, and other externally funded programs are managed and reviewed in the same manner as other College operations. Certification Reports are provided to the various agencies in the Chancellor's Office, typically on a quarterly basis [[IIID10.06](#)].

Evidence

- [IID10.01 Contracted District Audit Manual](#)
- [IID10.02 BP/AP 3280: Grants](#)
- [IID10.03 Audits and Budgets, Business Services site](#)
- [IID10.04a Investment Report Managed by Plumas County Treasurer, January 2015](#)
- [IID10.04b Investment Report Managed by Plumas County Treasurer, June 2016](#)
- [IID10.04c Investment Report Managed by Plumas County Treasurer, April 2017](#)
- [IID10.05 Government Code, Section 53646](#)
- [IID10.06 BP 6300: Fiscal Management](#)

Standard III.D.11.

The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The College has managed its financial resources to meet both short and long-term financial planning. The major short-term and long-term issue currently for the College is the funding of the STRS and PERS liability obligation. These liabilities have seen significant increases each year and are projected to be in excess of 20% for the employer contribution in the next several years [[IIID11.01](#)].

The College has determined that setting aside funds as they become available above the annual budgeted increases related to the STRS and PERS retirement obligations will provide a contingency for future years when the College will potentially need to use such funds in the budget process as revenues potentially fall short of required expenditures [[IIID11.02](#); [IIID11.03a](#); [IIID11.03b](#); [IIID11.03c](#); [IIID11.03d](#); [IIID11.03e](#); [IIID11.03f](#)]. The Board of Trustees is presented a report of college debt at its annual retreat, this long-term debt is relatively minimal and will be serviced within three years [[IIID11.04](#)].

Analysis and Evaluation

Currently FRC is not burdened with excessive debt which enables the institution to meet expenditures. The long term debt of the College is approximately \$125,000 per year. This provides financial stability by having the resources for current and limited future obligations [[IIID11.05a](#); [IIID11.05b](#)].

Evidence

IIID11.01	STRS and PERS liability reported GASB 68
IIID11.02	OPEB obligations: Peralta, Other
IIID11.03a	External Audit for FRCCD, 2014
IIID11.03b	External Audit for FRCCD, 2015
IIID11.03c	External Audit for FRCCD, 2016
IIID11.03d	External Audit for FRC Foundation, 2014
IIID11.03e	External Audit for FRC Foundation, 2015
IIID11.03f	External Audit for FRC Foundation, 2016
IIID11.04	BOT retreat agenda #4 on long term debt, 7/26/2017
IIID11.05a	FRCCD Annual Budget, Part I
IIID11.05b	FRCCD Annual Budget, Part II

Standard III.D.12.

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

FRC maintains and allocates funds to cover three separate accounts to facilitate Other Post-Employment Benefits (OPEB) for qualified former employees. These accounts are described below. The College has a remarkably low OPEB obligation, primarily tied to employees who were working for Peralta Community College District when Feather River College de-annexed to become an independent district in 1989. Each account supports a different contractual group, which receives benefits through Tri-Counties School Insurance Group (TCSIG), the College's JPA for health care, along with participating employees.

The Peralta-18 are the 18 full-time faculty members who were employed by the District when FRCCD de-annexed from the Peralta District. The benefits negotiated for this group involve the College covering the cost for both the retiree and their spouse for the basic health insurance plan through TCSIG. If the retiree chooses to add in dental and/or vision, they are individually responsible for the additional cost. Funding for this account is also contractually stipulated and will cease 10 years after the retirement of the last Peralta-18 member. When the funds are exhausted the Peralta-18 account will be discontinued with no additional payout to those retirees. The calculation for the yearly contribution is based on employee exit salary and replacement faculty salary. Anticipated annual contribution for this group is \$80,000.

The Post-65 group includes six administrators who were employed by the Peralta CCD at the time of the deannexation in 1989 who they receive 100% benefits (health, vision, and dental) for life for themselves and their spouses. At the time a Post-65 retiree passes away, the surviving spouse has the option to fully self-pay for the insurance with no additional contribution from the College. There are currently three retirees and their spouses still receiving this benefit. As this cost is covered 100% by the College, the annual contribution is estimated at \$45,000.

The third group, the Non-Peralta Retirees, is actually two groups in one. A majority of the members of this group are 100% self-pay. The remaining members of this group are employees who were employed at the time of the Peralta split are entitled to a "Credit" that is calculated annually and paid by the College toward their health care cost. That "Credit" is currently \$359 and is being paid out to eighteen employees. The payouts can only be received by employees who retire between the ages of 55-65. Once they reach the age of 65, they can still opt into the College's TCSIG plan, but they are required to fully self-pay for their individual plan. The contractual match for this group is \$43,000.

Every three years the College contracts for an actuarial study regarding the College's OPEB liability. The independent auditors during their annual audit review the results of the study. The OPEB obligation is reflected each year in the annual audit report [[IIID12.01a](#); [IIID12.01b](#)].

Analysis and Evaluation

The College has a very small annual OPEB obligation of approximately \$200,000. The College is fully funded for part of this liability. The Peralta 18 group is based on a ten year liability when a former Peralta employee first retires. This obligation is now contingent upon one remaining employee to retire. After the ten year period, the liability ceases for FRC. The College is managing this expense [[IIID12.02a](#); [IIID12.02b](#)].

Evidence

[IIID12.01a](#) Actuarial Report (OPEB)

[IIID12.01b](#) Actuarial Report (OPEB), Peralta Group

[IIID12.02a](#) FRCCD Annual Budget, Part I

[IIID12.02b](#) FRCCD Annual Budget, Part II

Standard III.D.13.

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

FRC creates and maintains a schedule of changes in long-term debt which is updated annually and included in the independent financial audit report. This schedule reflects the most current year-end audit information regarding long-term debt, which includes principal and interest over the duration of the debt. The budget for this liability debt is included in the unrestricted general fund under the Fiscal Services organization and program [[IIID13.01](#)].

The College entered into an agreement offering employees a Supplemental Employee Retirement Plan (SERP) which began July, 2012. The SERP liability for the College was \$75,584 annually for a total of five years. This benefit offered employees an incentive to retire early by receiving a small annual benefit amount. The majority of the cost was budgeted and paid for using unrestricted general fund dollars [[IIID13.02a](#); [IIID13.02b](#)].

The Board of Trustees reviews debt at its annual retreat and as part of the audit report. Having recently paid off most of its debt, the College has very few remaining debt service obligations, all of which will be completed by 2020 [[IIID13.03](#)].

Analysis and Evaluation

The final SERP payment was made in July 2016, thus eliminating this liability. Long-term debt is reviewed by the College on a continual basis and a schedule is provided to the external auditors yearly. The College is in good standing, not having significant debt obligations.

Evidence

- [IIID13.01](#) [Annual Long Term Debt schedule](#)
- [IIID13.02a](#) [FRCCD Annual Financial Budget, Part I](#)
- [IIID13.02b](#) [FRCCD Annual Financial Budget, Part II](#)
- [IIID13.03](#) [BOT retreat agenda #4 on long term debt, 7/26/2017](#)

Standard III.D.14.

All financial resources, including short and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

Currently the College does not have any active debt instruments. Feather River College has not incurred any debt due to bonds or Certificates of Participation (COPs) notes.

The College is supported by the Feather River College Foundation which is a stand-alone organization that conducts a variety of fundraising efforts. The Foundation supports the College's mission by (1) serving as a liaison between the community and the college, (2) facilitating public contributions and fundraising efforts to help the college, and (3) enriching the college's student life, programs, and events. The Foundation is organized by an independent board that meets openly and regularly to discuss activities. As is the case with the College, the Foundation is audited annually by an independent corporation. The Board of Trustees holds a joint meeting annually with the FRC Foundation where both independent audits are presented [[IIID14.01a](#); [IIID14.01b](#); [IIID14.01c](#); [IIID14.01d](#); [IIID14.01e](#); [IIID14.01f](#)].

All grants are registered and set up in the Business Services department. A project grant director is assigned to manage the efforts and activities of each specific grant. The project grant director is accountable for compliance with the specific rules and guidelines dictated by the funding source. All grants are typically certified by the Business Office on a quarterly basis. Expenditures are reviewed and reported as required. Expenditures of grants follow the same policy and procedural review as all expenditures that are processed through the College [[IIID14.02](#)].

Typically the same rules that apply to the general fund also apply to the grants and restricted and categorical accounts. There are exceptions, as dictated by the individual grants, but in general board policies [[IIID14.03](#); [IIID14.04](#)] and administrative procedures outline the College's specific guidelines that are adhered to and maintained in providing the financial management of funds.

Analysis and Evaluation

The College reviews and applies policy and procedures related to purchasing guidelines and contracts in providing the financial support for all programs. Various programs/grants are certified on a quarterly basis regarding expenditures and activities associated with the funds. The external auditors review compliance by the College in administering the financial and operational support for funded programs per the Contracted District Audit Manual.

Evidence

<u>IID14.01a</u>	<u>External Audit for FRCCD, 2014</u>
<u>IID14.01b</u>	<u>External Audit for FRCCD, 2015</u>
<u>IID14.01c</u>	<u>External Audit for FRCCD, 2016</u>
<u>IID14.01d</u>	<u>External Audit for FRC Foundation, 2014</u>
<u>IID14.01e</u>	<u>External Audit for FRC Foundation, 2015</u>
<u>IID14.01f</u>	<u>External Audit for FRC Foundation, 2016</u>
<u>IID14.02</u>	<u>Categorical funding certifications and approvals</u>
<u>IID14.03</u>	<u>BP/AP 6330: Purchasing</u>
<u>IID14.04</u>	<u>BP/AP 6340: Bids and Contracts</u>

Standard III.D.15.

The institution monitors and manages student loan debt default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The College reviews the student loan debt default rate and reports the results to the appropriate agencies as required. Feather River College students participate in the following grant and loan programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Perkins Loan, Federal Subsidized and Unsubsidized Direct Loans.

Student loan funds are requested and distributed within the established guidelines and reported to the federal agencies as loan disbursements are issued.

The annual independent financial audit reviews and reports any deficiencies whereby the College addresses an action plan to rectify any weaknesses [[IIID15.01a](#); [IIID15.01b](#)]. The U.S. Department of Education requires the College, which participates in federal student aid programs, to submit data from its audited financial statements, typically within nine months of the fiscal year end.

Student loan default data is released by the U.S. Department of Education twice a year. In February, the draft cohort default rate is released and in September the official cohort default rate is released. The director of financial aid closely monitors this rate to ensure that the cohort default rate stays below 30% as the U.S. Department of Education can place sanctions on an institution if/when the official cohort default rate reaches 30% or more. In addition, as part of its default prevention efforts, FRC employs the services of a third party loan default management service, Wright International Student Services (WISS). WISS tracks borrowers that have gone into repayment and keeps them from going into default by getting them into forbearance or deferment status if they cannot afford to make their payments [[IIID15.02](#)].

The financial aid director also closely monitors and manages campus based funds (Federal Work Study (FWS) and Federal Supplemental Educational Opportunity Grant (FSEOG)) to make sure they are disbursed to only those students that are eligible to receive these funds.

Analysis and Evaluation

The College has successfully monitored and managed student loan default rates through various strategies including proactive communication and education with students and through third party default management services.

Evidence

[IID15.01a External Audit for FRCCD](#)

[IID15.01b External Audit for FRC Foundation](#)

[IID15.02 BP/AP 6250: Budget Management](#)

Standard III.D.16.

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

Contractual agreements with external entities for services exist to give direct support to the College's mission and goals, as well as for programs and services that directly support the effective operations of the institution. All contractual agreements of the College are governed by institutional policies, contain appropriate provisions to maintain the integrity of the institution, and are approved by the Board of Trustees [[IIID16.01a](#); [IIID16.01b](#); [IIID16.01c](#); [IIID16.02a](#); [IIID16.02b](#); [IIID16.03a](#); [IIID16.03b](#); [IIID16.03c](#)].

Board policies and administrative procedures address and specify what is acceptable and appropriate from the College's perspective regarding contractual agreements. It is the policy of the College that contracts are not enforceable obligations until they are ratified by the board. There are administrative procedures which support the board policy regarding general bids and contracts as well as procedures that address construction contracts and personal services [[IIID16.04](#); [IIID16.05](#); [IIID16.06](#)]. The administrative procedures address contracts and agreements with professional experts, independent contractors, and consultants.

The College has contracts and agreements with federal, state, and county agencies, as well as instructional service providers, independent contractors, private land owners, grantors, volunteers, employee unions, and non-government organizations (NGOs).

With established board policies and administrative procedures in place, all contracts and agreements are governed, reviewed, and administered according to the institution's needs in supporting programs, services, and operations [[IIID16.07](#)]. The College uses a standardized review form for all new contracts titled "Confirmation of Review" that requires the employee responsible for the contract to connect the contract's purpose with the College's mission and to review the contract with pertinent departments (e.g., human resources, facilities, business office) before the superintendent/president accepts the contract on behalf of the board [[IIID16.08](#)].

Analysis and Evaluation

Through its established processes and authority structure, the College engages in agreements with external entities that serve its mission and goals.

Evidence

[IIID16.01a](#) [Consent Agenda, Board of Trustees, 7/18/13](#)
[IIID16.01b](#) [Consent Agenda, Board of Trustees, 6/16/16](#)
[IIID16.01c](#) [Consent Agenda, Board of Trustees, 8/11/16](#)
[IIID16.02a](#) [Minutes, Board of Trustees, 8/11/16](#)

- [IIID16.02b Minutes, Board of Trustees, 6/15/17](#)
- [IIID16.03a Contracted Instructional Service Agreement: Chester Community Chorus](#)
- [IIID16.03b Contracted Instructional Service Agreement: LAFC](#)
- [IIID16.03c Contracted Instructional Service Agreement: Sierra Rescue](#)
- [IIID16.04 BP/AP 6340: Bids and Contracts](#)
- [IIID16.05 AP 6350: Contracts – Construction](#)
- [IIID16.06 AP 6370: Contracts – Personal Services](#)
- [IIID16.07 BP/AP 6100: Delegation of Authority](#)
- [IIID16.08 Confirmation of Review form](#)



STANDARD IV
Leadership and Governance



Standard IV

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Standard IV.A: Decision-Making Roles and Processes

Standard IV.A.1.

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Institutional leaders at Feather River College encourage an environment that empowers innovation and institutional excellence consistent with the mission [[IVA1.01a](#); [IVA1.01b](#)]. This environment is created through a process of shared decision making with clear roles for campus committees and constituent group representation as defined by board policy and administrative procedure [[IVA1.02a](#); [IVA1.02b](#)]. This policy and procedure defines the responsibilities of and provides for inclusive membership in each governance committee with the expectation that individual representatives will bring their constituent group's viewpoints and interests to the committee. As a small college with deeply interconnected roles between campus governance groups, institutional leaders come from all ranks of the college and often participate in multiple leadership roles.

To maintain open communication, committee representatives are expected to report back regularly to their constituent group (Academic and Classified Senates and Student Government) and gather additional input. Committee meeting agendas and minutes are posted in accessible intranet locations to provide access and review for all interested persons. Committee structures reflect the needs of the campus in areas such as instruction, student services, facilities, and budget. When substantive issues are brought to a committee, or are developed by a committee as part of its duties, the issue and any supporting documentation are deliberated and acted on, and then move through additional committees, including both the Academic and Classified Senates,

as the College works for resolution, improvement, or implementation. For issues of significant importance to the campus the superintendent/president may call for a campus community meeting [[IVA1.03a](#); [IVA1.03b](#); [IVA1.03c](#); [IVA1.03d](#); [IVA1.03e](#); [IVA1.03f](#); [IVA1.03g](#)].

Broad representation permeates the College’s planning and budgeting process. The College’s integrated planning and budget process is designed to allow for broad input, representative review, and clear decision-making in the context of campus priorities and budgetary realities [[IVA1.04a](#); [IVA1.04b](#)]. Central to this effort are the roles of the Strategic Planning Committee and the Budget Committee. The Strategic Planning Committee plays the lead role on reviewing and prioritizing annual budget requests. The Strategic Planning Committee reviews and prioritizes APR budget requests based on established criteria that are reviewed annually and makes recommendations to the Budget Committee on spending priorities for the upcoming year [[IVA1.05](#); [IVA1.06a](#); [IVA1.06b](#)]. In order to ensure meaningful and sustained dialog on institutional effectiveness, both the Strategic Planning Committee and the Budget Committee have broad representation from the administration, faculty, and classified constituencies.

The Strategic Planning Committee is also responsible for organizing and leading the development of the Strategic Plan. In this process, the Strategic Planning Committee solicits recommendations from all shared-governance committees about significant campus goals that each committee can work toward and track progress on as related to their charge [[IVA1.07a](#); [IVA1.07b](#)]. In this model, the Strategic Planning Committee developed a Strategic Plan to improve institutional effectiveness through broad campus dialog, specifying ownership of each goal related to an appropriate shared-governance committee. The Strategic Plan was reviewed and revised by campus committees before being approved by the Board of Trustees in March 2016 [[IVA1.08](#)].

Analysis and Evaluation

FRC is committed to an inclusive and empowering shared-governance model that provides for broad participation and input. The College relies on program leaders to reflect on programmatic needs as they relate to student learning and institutional improvement and to advocate for those needs through the established planning process. The campus shared-governance structure provides opportunity for input and participation in decision making, and effective communication between committees is facilitated through the integrated planning process.

Evidence

IVA1.01a	AP 1200: Mission
IVA1.01b	BP 1200: Mission
IVA1.02a	AP 2510: Participation in Local Decision Making
IVA1.02b	BP 2510: Participation in Local Decision Making
IVA1.03a	Campus Meeting email, 10/26/12
IVA1.03b	Document for Campus Meeting, 10/26/12
IVA1.03c	Document for Campus Meeting, 10/26/12
IVA1.03d	Document for Campus Meeting, 10/26/12
IVA1.03e	PowerPoint presentation for Campus Meeting, 10/26/12

- [IVA1.03f PowerPoint presentation for Campus Meeting, 10/8/15](#)
- [IVA1.03g Sample Campus Meeting emails](#)
- [IVA1.04a AP 3250: Institutional Planning](#)
- [IVA1.04b BP 3250: Institutional Planning](#)
- [IVA1.05 SPC CAM example](#)
- [IVA1.06a Minutes, Strategic Planning Committee 12/16/15](#)
- [IVA1.06b Minutes, Strategic Planning Committee 2/17/16](#)
- [IVA1.07a Minutes, Professional Development Committee, 9/3/15](#)
- [IVA1.07b Minutes, Professional Development Committee, 11/25/15](#)
- [IVA1.08 Minutes, Board of Trustees, 3/17/16](#)

Standard IV.A.2.

The institution establishes and implements policies and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special purpose committees.

Evidence of Meeting the Standard

As described in IV.A.1, the College has established and published policies and procedures that define the campus governance structure and representation on committees. Participation in local decision making policy and procedures allows for all constituencies to participate in many decisions through the work of established committees including, Budget, Cabinet, Facilities, Diversity, Strategic Enrollment Management, President's Staff, Safety, Professional Development, Strategic Planning, Strategic Technology, Student Services Council, Academic Senate, Academic Policies, Council on Instruction, Equivalency, Faculty Flex, Standards and Practices, and Calendar [[IVA2.01a](#); [IVA2.01b](#)]. Each committee has a defined charge, and all committees meet regularly. AP 2510 specifically defines areas of responsibility and authority of each committee in detail and also determines the membership composition of each committee. Minutes from these committees show inclusive and regular participation of all constituencies in the shared-governance process. The minutes also show opportunities for and any public testimony occurring during committee meetings. Every committee allows for public input as well as from any constituents not members of the committee. Although the College is committed to a participatory decision-making process and systematically captures important dialog and actions through committee minutes, committees have not used a single repository for minutes. In order to improve the campus's access to and knowledge of shared governance proceedings, the College is developing an intranet site (SharePoint) to be the single repository for governance work and records (see Quality Focus Essay, theme two at the end of this document for more detail).

Starting in 2016, each shared-governance committee has been asked to both create goals for the upcoming academic year as well as report on their specific contributions to the Strategic Plan. This process integrates the work of each committee with the goals of the College.

Students are encouraged to participate in the decision-making process. Formally, a student trustee is elected annually and serves on the Board of Trustees to bring student issues forward and to listen to and report on issues originating from the board's monthly meetings [[IVA2.02a](#); [IVA2.02b](#); [IVA2.03a](#); [IVA2.03b](#)]. Students are also encouraged to participate in other shared-governance committees and have designated roles according to policy [[IVA2.01a](#); [IVA2.01b](#)]. Beyond shared-governance committees, student representatives are included as committee members for full-time faculty search committees.

Analysis and Evaluation

Through policies, procedures, and the establishment of shared-governance committees that allow for all constituencies and the public to have a voice, the College allows for and encourages broad

participation in decision-making processes. The importance of student participation in committees is established in policy, and consistency in the Student Trustee position has been notable in recent years [[IVA2.04a](#); [IVA2.04b](#)]. However, while student participation is encouraged, the College has had difficulty maintaining active student participation on most committees.

Evidence

[IVA2.01a](#) [AP 2510: Participation in Local Decision Making](#)

[IVA2.01b](#) [BP 2510: Participation in Local Decision Making](#)

[IVA2.02a](#) [AP 2015: Student Member](#)

[IVA2.02b](#) [BP 2015: Student Member](#)

[IVA2.03a](#) [AP 2105: Election of Student Trustee](#)

[IVA2.03b](#) [BP 2105: Election of Student Trustee](#)

[IVA2.04a](#) [Minutes, Board of Trustees, 3/17/16](#)

[IVA2.04b](#) [Minutes, Board of Trustees, 3/9/17](#)

Standard IV.A.3.

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Administrators and faculty have well defined roles in College decision-making that are clearly stated in board-approved policies. The College superintendent/president, as the designee and representative of the Board of Trustees, directs the organizational and fiscal management of the College and presides over governance and administrative committees, except for those subject to the purview of the Academic Senate. This role is also specified in board policies, state statute, and in the employment contract of the superintendent/president.

Academic and classified administrators assume roles as specified in board policy and administrative procedure and as assigned by the College superintendent/president [[IVA3.01a](#); [IVA3.01b](#)]. These define the shared-governance processes and provide direction on each committee's purpose through which the Academic and Classified Senates select their own representatives to serve on the various committees. The administrative staff advises the superintendent/president regarding policy formation and implementation. The administration does this formally through meetings of President's Staff. Sometimes the drafting of policy is assigned to one or more administrators by the superintendent/president, if it is not primarily academic in nature, before it is considered by the College constituent groups. Policy is discussed and reviewed through the shared-governance system as described in AP 2510. The superintendent/president's Cabinet provides necessary review and action on all policies and procedures. The Office of the Superintendent/President processes, through the Cabinet, all policy recommendations that do not involve a joint agreement with the Academic Senate. If approved at that level, policy recommendations are forwarded to the Board of Trustees for its consideration.

The faculty is organized through its Academic Senate on the basis of California statute, state regulations, board policy and its own constitution and by-laws. The Academic Senate operates as a "senate of the whole," that includes all full-time faculty and two representatives of the associate (part-time) faculty. The chief instructional officer has a close and functional relationship to the faculty and is an ex-officio member of all standing committees of the Academic Senate.

All policies related to academic and professional matters originate as proposals in the standing subcommittees of the Academic Senate. If these policies pertain to curriculum, degree and certificate requirements, or grading policies, and are approved by the Academic Senate, they become recommendations to the Board of Trustees. All other educational policies proceed through the shared-governance process from the Academic and Classified Senates to Cabinet, and are subsequently recommended to the board [[IVA3.02](#)].

Consistent with the College's commitment to inclusive decision making, the planning and budgeting process involves representation from across the campus. Central to this are the roles of

the Strategic Planning Committee and the Budget Committee. Both committees are defined by AP 2510 and include administrative, faculty, and classified representation. The Strategic Planning Committee is charged with developing the Strategic Plan, as well as reviewing all budget requests through the annual program review (APR) process and prioritizing requests based on their alignment with campus needs and values. This prioritized list is forwarded to the Budget Committee for input on what spending levels are realistic for the coming year. The Budget Committee makes a recommendation to the superintendent/president who prepares a tentative budget for approval by the Board of Trustees. Administrators, faculty, and classified staff play clear and important roles throughout this process. Such roles are not only defined in BP/AP 2510 but are also widely accepted and understood across campus as the framework for participatory decision-making.

Analysis and Evaluation

As outlined by California Education Code and FRC policy, faculty and administration play significant roles in governance and policy creation. All academic and instructional policies are either generated by the Academic Senate or a sub-committee thereof, or if generated elsewhere are brought to the Senate for debate and discussion, and possibly referral to a Senate subcommittee. Policies are finalized through approval at Cabinet and the Board of Trustees, as appropriate.

Evidence

[IVA3.01a AP 2510: Participation in Local Decision Making](#)

[IVA3.01b BP 2510: Participation in Local Decision Making](#)

[IVA3.02 Section A of BP 2510: Participation in Local Decision Making](#)

Standard IV.A.4.

Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

The College has established policies and practices which delineate the roles of faculty and academic administrators in guiding the development and improvement of academic programs. FRC's policy on shared-governance clearly defines the responsibility and composition of all committees that control the curriculum and other student support programs and services [[IVA4.01a](#); [IVA4.01b](#)]. Specifically, curriculum is established, reviewed, and improved through multiple processes and governance bodies that includes review by the appropriate faculty division chair, and in the case of new instructional programs, the Council on Instruction, before review and approval by the Curriculum Committee. Central to this are the roles of the Curriculum Committee, the Academic Senate, and the Council on Instruction. The CIO chairs both the Curriculum Committee and the Council on Instruction, providing excellent communication between administration and broad faculty representation. The Curriculum Committee has the primary responsibility of reviewing course and program requirements, ensuring compliance with applicable regulations, and establishing appropriate academic expectations for the College's students [[IVA4.01a](#); [IVA4.01b](#); [IVA4.02a](#); [IVA4.02b](#); [IVA4.03a](#); [IVA4.03b](#)]. In the case of the Academic Senate, the CIO, CSSO, and CEO attend and participate in nearly all meetings to further ensure collegial dialog and decision-making around academic matters. Additionally, due to FRC's small size, the Academic Senate is a senate of the whole: all full-time faculty and two part-time faculty are voting members. The Council on Instruction is chaired by the CIO and includes faculty leadership in the form of the Academic Senate president, the College's two division chairs, the learning center director, and the library director. This committee meets twice per month and discusses broad academic issues for the college and uses the Academic Senate president and the division chairs as liaisons to the faculty. Topics covered in Council on Instruction meetings are far-ranging, including review and approval of academic programs, prioritization of faculty hires, and development of the Education Plan [[IVA4.04a](#); [IVA4.04b](#); [IVA4.04c](#)]. Through the work of these standing committees, curriculum and other student support programs are discussed and improved through broad and inclusive participation.

Analysis and Evaluation

Through established policies and practices, academic administrators and faculty guide the development and improvement of curriculum and other student support services. The Curriculum Committee, Council on Instruction, and SLOAC Committee meet on a regular basis to review curriculum, adopt new curriculum, delete old curriculum, review the effectiveness of programs, and determine if student learning outcomes are being met [[IVA4.05a](#); [IVA4.05b](#)].

Evidence

<u>IVA4.01a</u>	<u>AP 2510: Participation in Local Decision Making</u>
<u>IVA4.01b</u>	<u>BP 2510: Participation in Local Decision Making</u>
<u>IVA4.02a</u>	<u>AP 4020: Program and Curriculum Development</u>
<u>IVA4.02b</u>	<u>BP 4020: Program and Curriculum Development</u>
<u>IVA4.03a</u>	<u>Minutes, Curriculum Committee, 11/2/16</u>
<u>IVA4.03b</u>	<u>Minutes, Curriculum Committee, 9/20/17</u>
<u>IVA4.04a</u>	<u>Minutes, Council on Instruction, 11/11/15</u>
<u>IVA4.04b</u>	<u>Minutes, Council on Instruction, 12/17/15</u>
<u>IVA4.04c</u>	<u>Minutes, Council on Instruction, 10/22/15</u>
<u>IVA4.05a</u>	<u>Minutes, SLOAC Committee, 10/14/16</u>
<u>IVA4.05b</u>	<u>Minutes, SLOAC Committee, 1/13/17</u>

Standard IV.A.5.

Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspective; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The College is committed to shared-governance through established policies and processes that define the roles of various campus constituent groups as they relate to specific areas of College management and leadership. At the highest level, the Board of Trustees establishes its commitment to shared decision making in BP 2510 [IVA5.01]. The roles of constituent groups are outlined in AP 2510 which also defines the charge and composition of all standing shared-governance committees [IVA5.02]. Although composition varies between committees, most committees consist of representative from the administration, the Academic and Classified Senates, and often from the student body. This inclusive representation ensures that broad perspectives are part of committee work before recommendations or decisions move forward.

The established governance committees provide actions and recommendations that guide various aspects of institutional plans, policies, and curricular change whereby the college pays close attention to recommendations leading to institutional improvement. For example, curricular changes are initiated by program faculty, then reviewed and approved by the Curriculum Committee, the Academic Senate, and Board of Trustees. Similarly, campus planning efforts such as the Strategic Plan are initiated in the Strategic Planning Committee but are additionally reviewed and approved by the Academic and Classified Senates before final review and approval by the Board of Trustees [IVA5.03].

All standing committees make decisions in an open, participatory manner, conferring as needed with appropriate parties (programs, departments) affected by committee actions. Specifically, AP 2510 describes the need of each shared-governance committee to review its charge regularly, follow parliamentary procedure as appropriate (Robert's Rules of Order), and to forward the viewpoints and interests of the campus constituency they represent and to report back to their constituent groups on a regular basis. Further, it is common practice to allow for public comment at the start of each committee, giving anyone the opportunity to speak about issues on the agenda even if they are not a committee member.

After reviewing all draft policies and procedures, the Cabinet oversees the tracking of board policies and administrative procedures before referring them to the appropriate shared-governance committee (e.g., Academic Senate, Classified Senate). Once reviewed, the shared-governance committee returns the policy to the Cabinet for a second reading and approval. If the policy is a board policy, it is then forwarded to the Board of Trustees for final approval. Every quarter, the Cabinet reviews a tracking document of all policies and procedures to ensure timely action on policy additions and revisions [IVA5.04].

Analysis and Evaluation

Established policies and practices provide for broad representation of all employee groups in decision making. The College effectively tracks policy revisions through the Cabinet to ensure timely action. The College has historically enjoyed a familiar and somewhat informal culture related to the communication of decisions made through shared-governance. This has been possible through the College's small size and inclusiveness in shared-governance committees; the Academic Senate is a "senate of the whole" in that all full-time and two part-time faculty are sitting senators. Likewise the Classified Senate includes all classified and management employees. Additionally, President's Staff meets weekly which promotes information sharing amongst administrators. The College's small staff but extensive governance structure requires that a significant portion of FRC employees serve as members of the various committees. In recognizing areas for improvement, the development of a shared-governance will help in clarifying campus understanding of committee structures. Concurrently, creating visual depictions of decision-making flowcharts will assist in planning and tracking policy review. This identified need is captured in QFE theme three.

Evidence

- [IVA5.01 BP 2510: Participation in Local Decision Making](#)
- [IVA5.02 AP 2510: Participation in Local Decision Making](#)
- [IVA5.03 Minutes, Academic Senate, 1/8/16](#)
- [IVA5.04 Cabinet tracking document sample](#)

Standard IV.A.6.

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The decision-making processes are outlined in BP 2510, which provides general guidance and a description of the College's shared-governance structure. Through the established board policy and administrative procedure, administrators, faculty, staff and students have clearly defined roles for participating in the decision making processes [[IVA6.01](#); [IVA6.02](#)]. To maintain open communication, representatives are expected to report back to their constituencies (Academic and Classified Senates and the Associated Student Body) on a regular basis regarding committee actions and obtain feedback and additional input. Materials used in deliberations and discussions are distributed publicly and are available on the College's website, shared folders, and posted in Microsoft Outlook "public folders" that can be accessed by all campus employees.

The Academic Senate and all Academic Senate committees adhere to open meeting laws for public agencies as set forth in §54952 of the California Government Code, also known as the Brown Act. As Brown Act compliant entities, these committees identify action items in advance of their meetings and conduct their meetings in public. Any decisions made in these committees are communicated to the campus community through minutes, agendas, and packets of supporting documents [[IVA6.03a](#); [IVA6.03b](#); [IVA6.03c](#)]. The chairs of all Academic Senate committees and the Budget Committee provide monthly reports for the Academic Senate that are delivered orally and in writing at the Academic Senate's public meetings.

Other discussions and decisions made through administrative processes at the Council on Instruction, Student Services Council and the Cabinet are communicated to the campus through a variety of means [[IVA6.04a](#); [IVA6.04b](#); [IVA6.04c](#); [IVA6.04d](#); [IVA6.04e](#); [IVA6.04f](#)]. The College is divided into two instructional divisions that elect a faculty member to chair their division for two-year terms. The division chairs serve on the Council on Instruction and communicate discussions and decisions from that meeting directly to faculty in their divisions through regular division meetings or emails. Similarly, program coordinators and area administrators communicate actions and discussions from the Student Services Council to faculty and staff in their respective programs [[IVA6.05a](#); [IVA6.05b](#); [IVA6.05c](#); [IVA6.05d](#); [IVA6.05e](#); [IVA6.05f](#)].

The Office of the Superintendent/President is the primary liaison between the BOT and the campus community. This office provides summaries of BOT meetings and decisions made at the Cabinet, through direct emails of newsletters to the entire campus community or Campus Community Meetings [[IVA6.06](#); [IVA6.07a](#); [IVA6.07b](#)]. Additionally, the presidents of the Academic Senate, Classified Senate, and the Associated Student Body of FRC deliver monthly reports to the BOT in open session at regular board meetings [[IVA6.08a](#); [IVA6.08b](#); [IVA6.08c](#); [IVA6.08d](#)].

Analysis and Evaluation

The College documents decision-making processes and resulting decisions and communicates them widely across the campus through webpages, newsletters, emails, the Office of the Superintendent/President, public announcements at governing board meetings, and through regular communication with the public. As discussed previously in IV.A.5, the College enjoys a relatively simple communication structure due to its small size. Despite the ease of communication that the College enjoys, feedback received through the writing of this Self Evaluation indicated that there were inconsistencies around the storage and access to committee minutes and materials; this has hindered the ease with which the campus at-large locates and accesses these documents. Additionally, the College experienced a larger-than-normal influx of new employees in recent years due to increased categorical funding from the state and a series of faculty retirements. This fluctuation highlighted the need for improving the clarity of decision-making processes to employees, board members, and the public. Further, when recommendations and decisions were made, it was revealed that the informal communication practices did not always spread relevant information across the shared-governance structure. These findings did not necessitate a change in decision-making processes, but simply clearer and more consistent messaging on how decisions are made through the centrally important activities around (1) policy development and (2) the integrated planning and budgeting process. As a result of this reflection, the College chose to identify communication as theme three for improvement in the Quality Focus Essay included at the end of this document.

Evidence

IVA6.01	BP 2510: Participation in Local Decision Making
IVA6.02	AP 2510: Participation in Local Decision Making
IVA6.03a	Minutes, Academic Senate, 2/10/16
IVA6.03b	Minutes, Academic Senate, 8/16/16
IVA6.03c	Minutes, Academic Senate, 12/14/16
IVA6.04a	Agenda, Council on Instruction, 4/27/16
IVA6.04b	Agenda, Council on Instruction, 2/22/17
IVA6.04c	Agenda, Council on Instruction, 3/22/17
IVA6.04d	Minutes, Council on Instruction, 12/17/15
IVA6.04e	Minutes, Council on Instruction, 1/13/16
IVA6.04f	Minutes, Council on Instruction, 3/22/17
IVA6.05a	Agenda, Student Services Council, 4/1/15
IVA6.05b	Agenda, Student Services Council, 3/9/16
IVA6.05c	Agenda, Student Services Council, 3/8/17
IVA6.05d	Minutes, Student Services Council, 4/1/15
IVA6.05e	Minutes, Student Services Council, 3/9/16
IVA6.05f	Minutes, Student Services Council, 3/8/17
IVA6.06	Sample emails from president
IVA6.07a	Sample President's Report to BOT, 10/15/15
IVA6.07b	Sample President's Report to BOT, 5/19/16
IVA6.08a	Minutes, Board of Trustees, 2/19/15

[IVA6.08b Minutes, Board of Trustees, 1/21/16](#)
[IVA6.08c Minutes, Board of Trustees, 5/19/16](#)
[IVA6.08d Minutes, Board of Trustees, 9/14/17](#)

Standard IV.A.7.

Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Feather River College regularly evaluates leadership and governance in a variety of ways. BP 7150 and its accompanying administrative procedure define the philosophy of evaluation, methods, instruments, timelines, and remediation [[IVA7.01a](#); [IVA7.01b](#)]. The roles of various constituencies in the evaluation process are outlined in AP 7151, AP 7152, and AP 7153 [[IVA7.02](#); [IVA7.03](#); [IVA7.04](#)].

In 2012, the College reviewed all existing shared-governance committees to determine their organizational and institutional effectiveness, each committee membership, and the scope and responsibility of each committee. Each committee was asked to evaluate the policy or bylaws authorizing the committee membership and functions to identify areas for expansion, compression, or improvement. Based on this evaluation, the campus decided that these committees would remain in their current state.

In 2016-2017, the College decided to clarify and better communicate the roles of the shared-governance committees by establishing a shared-governance handbook. Each committee was asked to evaluate its purpose or mission, composition, communication format, goals, and connections or contributions to institutional planning documents such as the Strategic Plan. The results of these individual evaluations led to a broad review of the existing governance committees through AP 2510, with AP 2510 updated through the shared governance process in fall 2017.

The College is currently reviewing all board policies and procedures to clarify or update the policies or procedures to come into line with the proposed California Community College League language. The basis for periodic evaluation of the College's operational environment and institutional effectiveness is established in BP/AP 3225 [[IVA7.05a](#); [IVA7.05b](#)]. Further, AP 3250 describes procedures around institutional planning, specifically the evaluation of planning processes and the effectiveness of this process:

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. [[IVA7.06a](#); [IVA7.06b](#)]

An evaluation of shared decision-making through the governance structure is a goal of the campus and board. This goal was identified in the Strategic Plan and also the superintendent/

president's objectives for the 2017-2018 which are shared annually with the campus at the College's convocation, Institutional Day.

Analysis and Evaluation

The College has a tradition of collegial and effective participatory governance. The College evaluates, communicates, and revises its governance structure as appropriate. Improving the systematic review or evaluation of leadership roles, policies, procedures, and processes will better ensure institutional integrity and effectiveness in supporting the mission of the College and student learning and achievement.

Evidence

<u>IVA7.01a</u>	<u>BP 7150: Evaluation of Administrators/Managers</u>
<u>IVA7.01b</u>	<u>AP 7150: Evaluation of Administrators/Managers</u>
<u>IVA7.02</u>	<u>AP 7151: Evaluation – Assessment of Administrators by Faculty</u>
<u>IVA7.03</u>	<u>AP 7152: Evaluation – Assessment of Administrators by the Classified Senate</u>
<u>IVA7.04</u>	<u>AP 7153: Evaluation – Assessment of Managers by the Classified Senate</u>
<u>IVA7.05a</u>	<u>BP 3225: Institutional Effectiveness</u>
<u>IVA7.05b</u>	<u>AP 3225: Institutional Effectiveness</u>
<u>IVA7.06a</u>	<u>BP 3250: Institutional Planning</u>
<u>IVA7.06b</u>	<u>AP 3250: Institutional Planning</u>

Standard IV.B: Chief Executive Officer

Standard IV.B.1.

The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The superintendent/president of Feather River College is responsible for upholding the quality of educational services and operations of the institution, and for providing leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. BP/AP 2430 embody this overarching responsibility of the superintendent/president, stating:

The Superintendent/President is expected to perform the duties contained in his or her job description and fulfill other responsibilities as may be determined in an annual goal-setting session. The job description, annual goals and performance objectives shall be developed by the board in consultation with the Superintendent/President [[IVB1.01a](#); [IVB1.01b](#); [IVB1.02](#)].

The superintendent/president fulfills this responsibility through the College's governance structure, specifically by presiding over committees detailed in AP 2510. The superintendent/president oversees institutional effectiveness by reviewing data such as California Community College Scorecard metrics and coordinating reports on FRC's institutional effectiveness to the Board of Trustees. In addition to using these data, institutional effectiveness is assured through the superintendent/president's leadership capacity on the Strategic Planning Committee, and in coordination with the Budget Committee, the development of the College's four-year Strategic Plan [[IVB1.03a](#); [IVB1.03b](#); [IVB1.04](#)]. Additionally, the superintendent/president provides authority over the institution's fiscal affairs by overseeing College finances, including the assessment of needs and expenditures, and recommending the College's annual budget to the Board of Trustees [[IVB1.05a](#); [IVB1.05b](#); [IVB1.06a](#); [IVB1.06b](#); [IVB1.07a](#); [IVB1.07b](#)].

The selection and development of College personnel is also under the leadership purview of the superintendent/president who delegates this authority to the Human Resource director given the constraints of established laws, regulations, and policies [[IVB1.08a](#); [IVB1.08b](#)]. All faculty, classified, classified confidential, administrator, and management hires are reviewed by the superintendent/president who then forwards hiring recommendations to the Board of Trustees [[IVB1.09](#); [IVB1.10](#); [IVB1.11](#)].

Analysis and Evaluation

The superintendent/president is responsible for FRC's quality instruction and staffing by providing leadership in the College's operations, budgeting, planning, and assessment of the College's effectiveness. Broad involvement and leadership in the shared-governance structure

allows the superintendent/president to take an active role in not only leadership, but operational functions of the College.

The superintendent/president works with the elected Board of Trustees on policy-level decisions and the delegation of authority for college operations are detailed in the superintendent/president's job description, evaluations, and board policies.

Evidence

<u>IVB1.01a</u>	<u>BP 2430: Delegation of Authority – Policy</u>
<u>IVB1.01b</u>	<u>AP 2430: Delegation of Authority – Policy</u>
<u>IVB1.02</u>	<u>Superintendent/President Job Description</u>
<u>IVB1.03a</u>	<u>BP 3250: Institutional Planning</u>
<u>IVB1.03b</u>	<u>AP 3250: Institutional Planning</u>
<u>IVB1.04</u>	<u>2016-2020 Strategic Plan</u>
<u>IVB1.05a</u>	<u>BP 6100: Delegation of Authority – Fiscal</u>
<u>IVB1.05b</u>	<u>AP 6100: Delegation of Authority – Fiscal</u>
<u>IVB1.06a</u>	<u>BP 6150: Designation of Authorized Signatures</u>
<u>IVB1.06b</u>	<u>AP 6150: Designation of Authorized Signatures</u>
<u>IVB1.07a</u>	<u>BP 6200: Budget Preparation</u>
<u>IVB1.07b</u>	<u>AP 6200: Budget Preparation</u>
<u>IVB1.08a</u>	<u>BP 7110: Delegation of Authority – Human Resources</u>
<u>IVB1.08b</u>	<u>AP 7110: Delegation of Authority – Human Resources</u>
<u>IVB1.09</u>	<u>AP 7121: Faculty Hiring Procedures</u>
<u>IVB1.10</u>	<u>AP 7123: Classified and Classified Confidential Hiring Procedures</u>
<u>IVB1.11</u>	<u>AP 7124: Administrative and Management Hiring Procedures</u>

Standard IV.B.2.

The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The superintendent/president oversees an administrative structure, composed of both certificated and classified administrators, that manages the functions of the College. The certificated administrators are the chief instructional officer, the chief student services officer, and the assistant dean of instruction; classified administrators are the chief financial officer, human resources director, director of facilities, director of information services, and the director of athletic operations and events [[IVB2.01](#); [IVB2.02a](#); [IVB2.02b](#); [IVB2.02c](#); [IVB2.02d](#); [IVB2.02e](#); [IVB2.02f](#)]. The superintendent/president uses the weekly President's Staff meetings to review College functions, provide updates regarding progress on assignments, as well as prioritize future actions and assign new tasks. The superintendent/president also meets with the Cabinet, a committee of administrators and constituent leaders, to discuss policy and other crucial issues related to the ongoing health and quality of the institution. In these meetings, the institution's purposes, goals and challenges are reviewed. Further, the superintendent/president delegates authority to individual administrators and to committees over tasks determined in these meetings, based upon job descriptions and on committee charge as described in the College's policy on campus governance [[IVB2.03](#); [IVB2.04](#)].

Due to the size of the College, and the redundancy of membership on these committees, there is an underlying understanding of the College's purposes, values, and goals. Along this line, the superintendent/president meets weekly with all administrators in the above-mentioned President's Staff, resulting in a comprehensive and real-time picture of how work is being handled by the entire administrative staff. The superintendent/president presents goals to the board, then shares them with President's Staff members with the intent to develop cohesive alignment among the various administrators' goals. This approach ensures that the College will focus on priorities approved by the board, and that these priorities receive the greatest focus throughout the organization. Once goals are identified and tasks determined, the superintendent/president delegates authority and oversight over these to individual administrators, based upon job descriptions and on committee charge as described in the campus governance structure. Committees are also kept on task through the development of annual goals, some of which are recommended by the superintendent/president [[IVB2.05](#)]. The superintendent/president also uses monthly President's Reports and Institutional Day and Campus Community meetings to discuss planning and issues with the larger campus community. From these broad campus conversations, the superintendent/president solicits feedback which is helpful for delegating tasks or that may assist administrators in refining their approaches to duties. For example, prior to the College's purchase of additional student housing in 2014 ("The Meadows"), the superintendent/president convened a campus wide meeting to discuss the purchase and to solicit feedback from the campus.

The superintendent/president also reviews the evaluations of administrators from both the Classified and Academic Senate members. If/when there are concerns that certain administrative areas are falling short in fulfilling responsibilities, the superintendent/president can consider whether the administrative structure of the College adequately supports the administrator in achieving their goals [[IVB2.06a](#); [IVB2.06b](#)].

Analysis and Evaluation

The superintendent/president oversees and regularly communicates with a small and well-connected administrative staff. The superintendent/president meets weekly with the entire administrative staff, providing excellent vertical and horizontal organizational communication of tasks and issues of mutual interest. The committee structure, and the superintendent/president's leadership role in this structure, contributes to a process of regular review and assessment of administrator responsibilities related to identified goals and priorities around these goals. Administrator goals and roles are regularly communicated to the campus community. This structure allows for robust assessment of administrative structure.

Evidence

IVB2.01	AP 3100: Organizational Chart
IVB2.02a	Administrator job description, Assistant Dean of Instruction
IVB2.02b	Administrator job description, CFO
IVB2.02c	Administrator job description, CSSO
IVB2.02d	Administrator job description, CIO
IVB2.02e	Administrator job description, Facilities Director
IVB2.02f	Administrator job description, HR
IVB2.03	AP 2510: Participation in Local Decision Making
IVB2.04	Minutes, President's Staff, 10/2/17
IVB2.05	President's email on shared-governance goals
IVB2.06a	Minutes, Cabinet, 3/5/15
IVB2.06b	Minutes, Cabinet, 10/7/16

Standard IV.B.3.

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with the resource planning and allocation to support student achievement and learning; ensuring that the allocation of resources supports and improves learning and achievement; and, establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

Through policies and practices, the superintendent/president ensures institutional improvement by clearly communicating campus priorities and providing for input from a broad range of stakeholders from the campus staff to the Board of Trustees. At the highest level, the superintendent/president works collaboratively with the board to set and update annual performance goals. These goals arise out of discussions which have taken place at board retreats, through the annual board self-evaluation, or topics that arise at board meetings [[IVB3.01a](#); [IVB3.01b](#); [IVB3.01c](#)]. Once set, these goals are communicated to the College's administrators at President's Staff meetings and the various administrators are then directed to write their own goals in alignment with the superintendent/president's and board's goals as appropriate [[IVB3.02a](#); [IVB3.02b](#); [IVB3.02c](#); [IVB3.02d](#)]. Furthermore, these administrators are asked to report on their progress at board meetings. The goals set by the superintendent/president and the administrators are integrated into the evaluations for each of these employees. These goals are also widely shared at the College's convocation event each fall titled Institutional Day.

Beyond administrative goals, the superintendent/president has continuously relied on broad input in developing key planning documents. As a pertinent example, the superintendent/president used a distributed process to write the 2016-2020 Strategic Plan. In writing this document, the superintendent/president used the College's established practice of aligning the goals in the Strategic Plan with the four accreditation Standards. From these broad categories, the superintendent/president asked shared-governance committees to develop goals related to their area of purview and capture how the committees plan to measure their success in meeting these goals [[IVB3.03](#)]. The goals were written at the committee level, then reviewed and revised by the Strategic Planning Committee before being approved by the Academic Senate, Classified Senate, and the Board of Trustees [[IVB3.04a](#); [IVB3.04b](#); [IVB3.04c](#)].

The College's integrated planning process has been established for several years. Yearly feedback for improvement has resulted in minor revisions over its lifespan, but it has been largely unchanged in its basic structure. This planning process consists primarily of annual program reviews (APRs) and comprehensive program reviews (CPRs) [[IVB3.05a](#); [IVB3.05b](#)]. The APR process forms the basis for the development of the College's annual budget. In this process, programs submit reviews that capture past progress on significant goals and identify future goals and projects that are expected to improve the program, linking these goals to student learning outcomes and campus planning documents. Resource requests that appear in

programmatic APRs are reviewed and ranked annually by the Strategic Planning Committee, chaired by the superintendent/president. This ranking is presented as a recommendation to the Budget Committee which estimates expected general fund revenue for the upcoming fiscal year and makes a recommendation, in turn, to the superintendent/president on the amount of general funds that can be committed to program requests. The ranking of requests from the Strategic Planning Committee is based upon criteria established and refined within this committee and includes scoring requests based on their impact on student learning outcomes and student retention, among other criteria [[IVB3.06a](#); [IVB3.06b](#)].

Throughout these various practices and activities, the College relies on the institutional researcher to help shepherd the planning process and to provide accurate and meaningful data as appropriate. The College developed and frequently uses an internal datamart, allowing campus employees to query and view various reports on student success and achievement by various filters (e.g., program, delivery mode, special population). This datamart is regularly used by administrators to review key indicators of success but is also used by program leaders as they review program health and set goals for future improvement. Additional data related to student achievement, such as those included in institutional-set standards and the Chancellor's Office Scorecard, are shared systematically with the Board of Trustees and the campus at-large.

Analysis and Evaluation

Policies and procedures inform institutional improvement of the teaching and learning environment, under the guidance of the superintendent/president. The establishment of goals from the institutional to the administrative levels is informed by student learning achievement and success data, which then guide campus priorities and planning. This is assured by the integrated planning process, which prioritizes improvements to learning and achievement.

Evidence

- [IVB3.01a](#) [Agenda, Board of Trustees retreat, 6/22/14](#)
- [IVB3.01b](#) [Agenda, Board of Trustees retreat, 6/13/16](#)
- [IVB3.01c](#) [Agenda, Board of Trustees retreat, 7/26/17](#)
- [IVB3.02a](#) [Sample of administrative goals, CSSO](#)
- [IVB3.02b](#) [Sample of administrative goals, CIO](#)
- [IVB3.02c](#) [Sample of administrative goals, Director of Facilities](#)
- [IVB3.02d](#) [Sample of administrative goals, Superintendent/President](#)
- [IVB3.03](#) [2016-2020 Strategic Plan](#)
- [IVB3.04a](#) [Minutes, Classified Senate, 9/21/15](#)
- [IVB3.04b](#) [Minutes, Academic Senate, 1/8/16](#)
- [IVB3.04c](#) [Minutes, BOT, 3/17/16](#)
- [IVB3.05a](#) [BP 3250: Institutional Planning](#)
- [IVB3.05b](#) [AP 3250: Institutional Planning](#)
- [IVB3.06a](#) [SPC CAM spreadsheet \(sample\)](#)
- [IVB3.06b](#) [Minutes, SPC, 9/21/16](#)

Standard IV.B.4.

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The superintendent/president has the primary leadership role for accreditation at Feather River College [[IVB4.01a](#); [IVB4.01b](#); [IVB4.02](#)]. In addition to attending ACCJC training workshops, the superintendent/president chairs the Cabinet and Accreditation Leadership Team and assigns the accreditation liaison officer (ALO) responsibilities to the chief instruction officer [[IVB4.03](#)]. The Accreditation Leadership Team meets regularly with the superintendent/president to discuss Eligibility Requirements and Accreditation Standards, Commission policies, and the status of the College's progress in the self-evaluation process.

The administrative structure has leadership over the accreditation process, specifically in the various Accreditation Standards. Under the direction of the superintendent/president, writing for the 2018 self-evaluation was distributed to administrators as chairs of pertinent shared-governance committees. Standards were then subdivided among committee members and progress tracked by assigned administrators. The superintendent/president chairs the Strategic Planning Committee which was charged with drafting the Quality Focus Essay [[IVB4.04a](#); [IVB4.04b](#)].

The superintendent/president also ensures Board of Trustees participation and awareness of accreditation expectations and activities. The Board of Trustees also receives updates on the College's efforts and work plans related to accreditation through regular, agendaized reports typically provided by the ALO. Several employees have participated on ACCJC site-visit teams. When this occurs, the superintendent/president has them present their experiences to the Board of Trustees to let them know what they learned about accreditation expectations and requirements.

Analysis and Evaluation

The superintendent/president is intimately involved in all aspects of the leadership activities related to the Commission's requirements and delegates responsibility as appropriate to administrative staff who have expertise and authority over the various elements covered in the Eligibility Requirements, Accreditation Standards, and Commission policies. Additionally, the College's distributed writing process for the comprehensive self-evaluation ensures broad participation and awareness by faculty and staff regarding compliance with the Commission's Standards.

Evidence

[IVB4.01a BP 3200: Accreditation](#)

[IVB4.01b AP 3200: Accreditation](#)

[IVB4.02 Superintendent/president job description](#)

[IVB4.03 AP 2510: Participation in Local Decision Making](#)

[IVB4.04a Minutes, Cabinet, 2/5/15; writing assignments for self-evaluation; accreditation timeline](#)

[IVB4.04b Minutes, Cabinet, 3/5/15; writing assignments for self-evaluation; accreditation timeline](#)

Standard IV.B.5.

The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

Board policies clearly define the superintendent/president as the responsible party in implementing policies and procedures for the operation of the College that are consistent with the intent of Board Policy [IVB5.01]. Further, the board delegates to the superintendent/president the responsibility for administering policies adopted by the board and executing all decisions requiring administrative action [IVB5.02]. In this context, the superintendent/president is also in charge of implementing the policies and assuring compliance with the rules. The two competences reinforce each other synergistically. More specifically, the superintendent/president is in the position to notice inconsistencies between the policies and regulations, as well as between norms and practice. The main policy tool of the college is the Strategic Plan, guided by the superintendent/president as the chair of the Strategic Planning Committee. AP 3250 on Institutional Planning specifies (with reference to BP 3250) that the first scheduled sequence of the articulation of a new Strategic Plan, from August to November, is within the Strategic Planning Committee, which “determines strategic needs to be addressed and major planning goals within each area of need, based on review of the campus planning documents and guiding statements, program reviews, projected enrollment, projected revenue, measures of effectiveness and related college-wide research.” [IVB5.03a; IVB5.03b].

FRC formulates its institutionally set goals based on expected external changes and directives from state law or regulation, the California Community College system, and nation-wide policy, and while factoring in the college’s mission as well as past achievements. The CEO works on obtaining campus-wide consensus around these goals and presents them to the Board of Trustees every year [IVB5.04]. In order to establish regular and ongoing compliance with applicable laws and regulations, the College annually undergoes external audits, resulting in audit reports that have been consistently clean and without significant issues. The CCCCO especially follows the implementation of three basic types of audits. Information on audit cycles is made public by the Chancellor’s Office at <https://misweb.cccco.edu/ie/DistrictRates.aspx>.

All board policies are reviewed and approved by the board after sufficient and inclusive review through the College’s established shared governance structure. This includes a preliminary review (first read) by Cabinet, subsequent review as appropriate by the Academic and Classified Senates, and final review and approval (second read) by Cabinet as a recommendation to the superintendent/president. The superintendent/president then finalizes the board policies and submits them to the board.

All internal campus procedures and policies are reviewed in a similar fashion to the previously-described board policies. Typically, these come in the form of administrative procedures (APs). The creation of new APs or the revision of existing APs is informed by the College’s use of the policy and procedure service managed by the Community College League or California

(League). In partnership with legal counsel, the League regularly reviews policy and procedure language in the context of legal and regulatory changes, triggering work at FRC's level to respond appropriately in order to maintain compliance with these changes. All of these policy and procedure revisions are carried through the College's governance structure.

Numerous other internal plans and documents are created for various purposes through the College's governance structure. These plans are typically written at the committee-level where there is an appropriate amount of expertise and jurisdiction. Upon approval, these documents are made fully public by posting them on the FRC website (such as the Board Policies, Curriculum Handbook, Faculty Handbook, and Student Policies) [[IVB5.05a](#); [IVB5.05b](#); [IVB5.05c](#); [IVB5.05d](#)]. Monthly meetings of the Management Council are also used to discuss policies and explore revisions to procedures.

With competence to shape the organizational structure of the College, the superintendent/president chairs the editing process of a Shared-Governance Handbook, which is meant to govern the implementation of the vision stipulated in the Strategic Plan's Strategic Direction IV: Leadership and Governance. This document captures the activities and accomplishments of various shared-governance committees as they relate to realizing the goals of the Strategic Plan.

Additionally, the superintendent/president bears ultimate responsibility for all FRC payments and the overall financial health of the college. The superintendent/president's signature is imprinted on the checks; the chief financial officer reports to the superintendent/president regularly and in detail, and they jointly report to the BOT every month [[IVB5.06a](#); [IVB5.06b](#)]. A financial separation of duties has been established for payroll, purchasing, and approval and these processes are regularly audited by external auditors.

Analysis and Evaluation

The College draws on the superintendent/president's expertise in managing a structure that ensures successful implementation of laws, regulations, board policies, and administrative procedures. The superintendent/president relies on reputable services such as that of the Community College League of California, external audits, as well as a stable administrative team, to realize this obligation.

Evidence

IVB5.01	BP 2410: Policy and Administrative Procedures
IVB5.02	BP 2430: Delegation of Authority
IVB5.03a	BP 3250: Institutional Planning
IVB5.03b	AP 3250: Institutional Planning
IVB5.04	Superintendent/President's Report to Board of Trustees, September 10, 2015
IVB5.05a	Board Policies
IVB5.05b	Curriculum Handbook
IVB5.05c	Faculty Handbook

[IVB5.05d Student Policies](#)
[IVB5.06a Minutes, Board of Trustees, 8/11/16](#)
[IVB5.06b Minutes, Board of Trustees, 7/20/17](#)

Standard IV.B.6.

The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

FRC's policies ensure regular contacts between the college and the county's population through the monthly Board of Trustees meetings. Past traditions and the superintendent/president's own initiatives have widened the communication channels through adding more face-to-face meetings, collection of specific data for specific audiences, and an enhanced media presence. The superintendent/president is also personally involved in some local assemblies and helps them to design policies that result in better economic and quality of life outcomes for all residents of the county. As evidence of this activity, the superintendent/president ensures that the College meets this Standard in the following ways:

- The superintendent/president meets monthly with each Trustees in their own voter-elected area. Sometimes these meetings include a Board of Supervisors or community leader from that area. All of these meetings are documented in the superintendent/president's monthly report to the BOT [[IVB6.01a](#); [IVB6.01b](#); [IVB6.01c](#)].
- The BOT periodically holds its meetings in off-site locations around the county, typically once per semester. At these meetings, the College provides a "Report to the Community," which provides disaggregated data focused on the enrollment and success of the students from the four primary communities (Chester, Indian Valley, Portola, and Quincy). These site meetings are preceded by a lunch meeting that allows for community leaders to talk with college administrators about the community's needs. The schedule, agenda, and minutes of these meetings are posted on the FRC website [[IVB6.02](#)].
- Since July 2012, superintendent/president Dr. Kevin Trutna has prepared a report to the Board of Trustees every month. Also shared with all employees, this new report series has improved internal and external communication by highlighting student achievements, outreach to the community, college benchmark data, and updates about state funding and new initiatives [[IVB6.03](#)].
- The superintendent/president has a regular presence in local assemblies, such as the Quincy Chamber of Commerce Executive Council and the Quincy Rotary Club. Dr. Trutna meets weekly with members of Rotary.
- The superintendent/president has frequent contacts with members of the county's Board of Supervisors and contributes to the work of this board.
- FRC is present in the local press, mainly through coverage of events and programs and BOT meetings. The college fosters good relationships with the publisher (Feather Publishing), and sometimes the superintendent/president contributes op-eds 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. The College is especially present in the "Events Calendar for the Week of..." tab, which virtually always contains some event organized by FRC.
- The local radio station KQNY also covers FRC events and often broadcasts interviews with college leadership and other personnel.

Analysis and Evaluation

The superintendent/president has regular and frequent contacts with Plumas County's community, and FRC as a whole is an organic part of the local social fabric.

Evidence

[IVB6.01a President's Report to the BOT, 11/19/15](#)

[IVB6.01b President's Report to the BOT, 10/20/16](#)

[IVB6.01c President's Report to the BOT, 3/9/17](#)

[IVB6.02 Minutes, Board of Trustees, 10/15/15](#)

[IVB6.03 President's Reports to the BOT posted to the web](#)

Standard IV.C: Governing Board

Standard IV.C.1.

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The Feather River Community College District (FRCCD) is governed by a five member Board of Trustees (BOT) elected in the November general election. Through staggered elections, trustees are elected to staggered terms from county districts and represent the members of these areas, as well as all the voters of Plumas County [IVC1.01; IVC1.02]. The BOT has the ultimate decision-making responsibility for adopting policies necessary for the efficient operation of the College and consistent with law as defined by BP 2410 and BP 2513 [IVC1.03; IVC1.04]. BP 2430 defines the BOT's authority, and the board's delegation of authority to the CEO to administer policies and execute BOT action [IVC1.05]. BP 2510 defines the authority and responsibilities of the BOT, which has ultimate decision-making authority in areas designated by state and federal law [IVC1.06].

The BOT collaborates with campus constituencies on developing policy and procedures that assure the academic quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution [IVC1.07; IVC1.08]. The Cabinet is the shared-governance committee in which all policies and procedures are discussed by campus constituency representatives prior to making recommendations to the superintendent/president and the BOT. The BOT consults collegially with the Academic Senate on all academic and professional matters, such as educational program development, standards for student preparation and success, and faculty roles, tenure, and professional development, which ensures the integrity and quality of the College's academic services. In this relationship, the BOT relies primarily upon recommendations from the Academic Senate in the areas of curriculum, degree and certificate requirements, and other academic matters, which are brought to the BOT by the Academic Senate president [IVC1.09]. BP 3260 defines the BOT's role in directing the procedure by which all academic, student, and administrative service programs undergo review as part of a regular and continual institutional evaluation. Additionally, the board consults the Academic Senate and Classified Senate in budget development and implementation and institutional planning [IVC1.10]. The Code of Ethics and standards of practice in BP 2715 outlines the BOT's role to uphold the integrity of the College's delivery of student learning programs, to support the educational welfare and success of its students, and to ensure the prudent and ethical use of public funds to ensure student opportunities and the public interest [IVC1.11].

Analysis and Evaluation

Board policies clearly demarcate BOT authority and its role in collegial collaboration with administrators, faculty, staff and students to uphold and ensure the mission of learning

opportunity, standards, achievement, and evaluation or effectiveness. The BOT's authority in hiring, working closely with, and evaluating the superintendent/president assures financial responsibility and effective institutional performance.

Evidence

<u>IVC1.01</u>	<u>BP 2010: Board Membership</u>
<u>IVC1.02</u>	<u>BP 2100: Board Elections</u>
<u>IVC1.03</u>	<u>BP 2410: Policy and Administrative Procedures</u>
<u>IVC1.04</u>	<u>BP 2513: Policy Provisions Required By Law</u>
<u>IVC1.05</u>	<u>BP 2430: Delegation of Authority – Policy</u>
<u>IVC1.06</u>	<u>BP 2510: Participation in Local Decision Making</u>
<u>IVC1.07</u>	<u>Minutes, Board of Trustees, 9/10/15, Items 8.A, 9.A, C.1</u>
<u>IVC1.08</u>	<u>Minutes, Board of Trustees, 5/21/15, Item C.3</u>
<u>IVC1.09</u>	<u>Minutes, Board of Trustees, 11/17/16</u>
<u>IVC1.10</u>	<u>BP 3260: Integrated Program Review</u>
<u>IVC1.11</u>	<u>BP 2715: Code of Ethics/Standards of Practice</u>

Standard IV.C.2.

The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

Board members represent constituents from their specific trustee areas and bring this perspective to board discussions and decisions. Once the board takes action, such decisions are supported by all board members. Trustees have participated in training workshops presented by the Community College League of California and have invited trustees from other districts to further learn about the role of trustees.

The Board of Trustees (BOT) minutes illustrate the diversity of views, ideas and voices present on this multi-member body, as well as the collective decision making processes in which it engages. BOT agendas are publicly available a week prior to meetings, and the meetings are public where open discussions may occur around campus decisions (BP 2715) [[IVC2.01](#)]. BOT members achieve a collective voice in these public settings as defined in BP 2720 and evident in meeting minutes [[IVC2.02](#)]. Board meetings, discussions, public testimony, and decisions are made in an environment of respect and inclusiveness as outlined in the Code of Ethics, BP 2715. The BOT also follows the Ralph M. Brown Act (California Code §54950-54963) and thus cannot conduct or discuss College business with each other as a governing body when not occurring at a recognized and properly announced board meeting [[IVC2.03](#)]. This section of the code prohibits a broad range of conduct to ensure transparency in all board operations.

Analysis and Evaluation

Board meetings are open and subject to public participation and decisions subject to public and campus scrutiny. Meetings are conducted professionally, and conversations and deliberations amongst BOT members are conducted respectfully as indicated in BOT meeting minutes [[IVC2.04](#)]. Members of the public are invited to contribute to meetings. Board meeting agendas and minutes are widely disseminated to campus constituents, local media outlets, and available on the webpage under Administration, Board of Trustees [[IVC2.05](#)]. While individual board members represent their own geographical areas, the board as a whole supports decisions made by the both board regardless of individual viewpoints.

Evidence

IVC2.01	BP 2715: Code of Ethics/Standards of Practice
IVC2.02	BP 2720: Communications among Board Members
IVC2.03	Brown Act Compliance
IVC2.04	Minutes, Board of Trustees, joint meeting with FRC Foundation, 12/10/15
IVC2.05	FRC website, Administration, Board of Trustees

Standard IV.C.3.

The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

BP 2431 defines the BOT's role in selecting the superintendent/president (CEO) [\[IVC3.01\]](#). This policy is followed in searches and interviews for the superintendent/president. The policy briefly states: "In the case of a vacancy for the position of superintendent/president, the Board shall establish a search process to fill the vacancy. The process shall be fair and open, and comply with relevant regulations." When the superintendent/president was hired in 2012, the board hired an outside consultant who worked closely with the Director of Human Resources to develop a search process, screening criteria, and interview process that was similar to other hiring procedures on campus.

Evaluation of the superintendent/president is defined in BP 7150 [\[IVC3.02\]](#). The BOT enacts this policy annually as it works with the superintendent/president in establishing annual objectives that are then shared and approved by the board during their regular meetings. The BOT then evaluates the superintendent/president's accomplishments of these objectives with the intention of enhancing the superintendent/president's performance effectiveness and positive working relationships. The superintendent/president shares these objectives with the campus and includes these goals in the performance objectives of the other administrators who support the work of the superintendent/president.

Analysis and Evaluation

The BOT has effectively and successfully conducted superintendent/president searches in the times of position vacancy since 2012 using policy parameters. The BOT successfully applied this policy twice since the last self-evaluation in 2008 in the appointment of Dr. Kevin Trutna in the interim superintendent/president position, and with the selection and hiring of Dr. Kevin Trutna in the current superintendent/president position at FRC [\[IVC3.03\]](#). Each superintendent/president has been annually evaluated in accordance with BOT and Human Resources policies and procedures.

Evidence

[IVC3.01](#) [BP 2431: CEO Selection](#)

[IVC3.02](#) [BP 7150: Evaluation of Administrators/Managers](#)

[IVC3.03](#) [Minutes, Board of Trustees, 7/19/12, Closed Session selection of interim position](#)

Standard IV.C.4.

The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The FRC Board of Trustees is an independent, policy-making body elected by the voters in the District [[IVC4.01](#)]. Elections are staggered so that either two or three trustees are elected every two years on a rotating basis during general elections. Each elected member represents an area in the District, though they are elected by voters of the entire District (at-large). Adjusting the boundaries of trustee areas is defined in BP 2100, which authorizes the superintendent/president to submit recommendations regarding any adjustments based on federal census data [[IVC4.02](#)]. The student body selects the student trustee who serves on the board for one year and whose privileges are decided annually by the board [[IVC4.03](#)]. BP 2715 outlines the code of ethics that apply to board members including the responsibility to uphold academic standards, the educational welfare and opportunity of students, and to maintain judgment independent of undue influence of political pressure [[IVC4.04](#)].

Regular board meetings are open to the public and agendas are available and posted at least seventy-two hours prior to the meeting time, in accordance with California government code (BP 2340) [[IVC4.05](#)]. BP 2345 provides the opportunity for public participation at beginning of every regularly scheduled meeting [[IVC4.06](#)]. The public may also request an item be added to the agenda. Requests must be made in writing a week before a meeting of the board. These opportunities facilitate conversations between the board and the public about College functions and operations. All board agendas and minutes are available on the Board of Trustees webpage and updated by the administrative assistant to the superintendent/president.

Analysis and Evaluation

The board adheres to its policy on ethics and acts in the interest of the students' educational welfare and the well-being of the institution. All board meetings are open to the public and the board continues to participate in training workshops and self-evaluations for improvement. Board members are elected to represent the constituents of their respective communities but act as a single entity for the improvement of the College.

Evidence

IVC4.01	BP 2010: Board Membership
IVC4.02	BP 2100: Board Elections
IVC4.03	BP 2015: Student Member
IVC4.04	BP 2715: Code of Ethics/Standards of Practice, Board of Trustees
IVC4.05	BP 2340: Agendas
IVC4.06	BP 2345: Public Participation at Board Meetings

Standard IV.C.5.

The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

Actions of the Board of Trustees and the policies it establishes uphold the College's mission, promote the educational welfare of students, and uphold laws and codes that ensure the integrity of the institution (BP 2715) [IVC5.01]. The Board of Trustees approves the College's mission and reviews the mission at least once every three years (BP 1200) [IVC5.02]. The board also reviews the College's mission informally every month as it is included on the agenda for all meetings [IVC5.03]. BP 2715 outlines the board's responsibility for educational quality, legal matters, and financial integrity and stability. The Board of Trustees may adopt policies as authorized by law or as determined by the board to be necessary for the efficient operation of the College (BP 2410) [IVC5.04]. In accordance with these guidelines, the board establishes policies that are consistent with the College's mission and capture the board's intent on specific subjects described in policy. College policies align with the Community College League of California's (CCLC's) policy database and comply with state regulations and newly enacted legislation. The College establishes administrative procedures (APs) in order to codify processes that support the mission and goals of the College. The board relies heavily upon recommendations developed through the shared-governance process during their monthly meetings where they make final decisions regarding curriculum, personnel, and finances [IVC5.05].

Analysis and Evaluation

The FRC Board of Trustees meets regularly and approves all personnel, budget, and curriculum actions [IVC5.06]. The board approves the College's mission and sets board policies (BPs), consistent with the College mission and laws that guide institutional decision-making. Board policies established by the Board of Trustees meeting minutes show that the BOT is updated regularly on College financial matters and trustees make the final decisions on the allocation of funds and sufficient resources pertaining to the educational quality of student learning programs.

The Board of Trustees oversees College operations including the curriculum and planning processes, program continuance and discontinuance, and the approval of the Educational Master Plan, including student and academic standards [IVC5.07; IVC5.08; IVC5.09]. Reports from the Instruction and Student Services Offices are given at every board meeting. The BOT has oversight and authority regarding legal matters and meetings agendas include legal matters. Legal matters are discussed in BOT closed-session meetings with College legal counsel (BP2315) [IVC5.10]. Board meetings include thorough discussions of financial decisions including revenue, revenue forecasts, financial liabilities, and state and federal funding, and the board approves all budgets and financial plans [IVC5.11].

Evidence

<u>IVC5.01</u>	<u>BP 2715: Code of Ethics/Standards of Practice, Board of Trustees</u>
<u>IVC5.02</u>	<u>BP 1200: Mission</u>
<u>IVC5.03</u>	<u>Agenda, Board of Trustees, 11/19/15</u>
<u>IVC5.04</u>	<u>BP 2410: Policy and Administrative Procedures</u>
<u>IVC5.05</u>	<u>Minutes, Board of Trustees, 1/15/15</u>
<u>IVC5.06</u>	<u>Minutes, Board of Trustees, 2/19/15</u>
<u>IVC5.07</u>	<u>Minutes, Board of Trustees, 3/19/15</u>
<u>IVC5.08</u>	<u>Minutes, Board of Trustees, 4/18/13</u>
<u>IVC5.09</u>	<u>Minutes, Board of Trustees, 10/18/12</u>
<u>IVC5.10</u>	<u>BP 2315: Closed Sessions</u>
<u>IVC5.11</u>	<u>Minutes, Board of Trustees, 12/11/14</u>

Standard IV.C.6.

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

All policies and bylaws pertaining to the governing board are published on the College website under Administration, Board of Trustees/Board Policies. Hard copies are available through the Office of the President [[IVC6.01](#)]. Governing board bylaws covering the board's size, duties, responsibilities, structure, and operating procedures are encompassed in:

- BP 2010: Board Membership [[IVC6.02](#)]
- BP 2100: Board Elections [[IVC6.03](#)]
- BP 2305: Annual Organizational Meetings of the Board [[IVC6.04](#)]
- BP 2310: Regular Meetings of the Board [[IVC6.05](#)]
- BP 2330: Quorum and Votes [[IVC6.06](#)]

All policies related to board operations are found in the Board Policy Manual (Chapter 2) [[IVC6.07](#)].

Analysis and Evaluation

The Board of Trustees has established policies that specify its size, duties, responsibilities, structure, and operating procedures. These policies are published in the Board Policy Manual and area available on the College's website.

Evidence

IVC6.01	FRC Board of Trustees webpage
IVC6.02	BP 2010: Board Membership
IVC6.03	BP 2100: Board Elections
IVC6.04	BP 2305: Annual Organizational Meetings of the Board
IVC6.05	BP 2310: Regular Meetings of the Board
IVC6.06	BP 2330: Quorum and Votes
IVC6.07	Board Policy Manual, Chapter 2

Standard IV.C.7.

The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The board follows the policies and bylaws as contained in the Board Policy Manual, Chapter 2 [[IVC7.01](#)]. These policies include the organization of annual and monthly meetings, how meetings are conducted, as well as the authority of board members and the body's role in College governance and decision-making. Board policy review occurs as needed or in response to changes in legislation, accreditation, or to meet emerging issues. As specified in BP 2410, the superintendent/president shall update the board on new policies or revisions during regularly scheduled board meetings [[IVC7.02](#)]. The Board of Trustees systematically reviews board policies at regular meetings by including them as special items for review on the agenda.

Board policies align to the sample policies and administrative regulations in the Community College League of California's "Policy and Procedure." This assures compliance with state regulations, and the expected educational quality, academic integrity, and student program and service standards of California community colleges. BP 2513 also assures that College policy is automatically amended to comply with any changes or amendments to federal statute or state code [[IVC7.03](#)]. Every year, the BOT evaluates its annual goals and establishes new annual goals based on this assessment and on new and emerging College needs [[IVC7.04](#); [IVC7.05](#)].

Analysis and Evaluation

Meeting minutes and agendas evidence how that board acts in a manner consistent with policies and bylaws. The board, along with the College, reviews and revises policies on a regular and ongoing basis. Policies are reviewed by all constituent groups, and the board has final approval of policies.

Evidence

IVC7.01	Board Policy Manual, Chapter 2
IVC7.02	BP 2410: Policy and Administrative Procedures
IVC7.03	BP 2513: Policy Provisions Required by Law
IVC7.04	Agenda, Board of Trustees, Self-Evaluation Discussion, 6/16/14
IVC7.05	Agenda, Board of Trustees, Self-Evaluation Discussion, 6/13/16

Standard IV.C.8.

To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

In addition to monitoring academic quality in its monthly review of curriculum developments and changes, the BOT reviews plans for academic quality improvement included in the Educational Master Plan, Strategic Plan, and the Student Equity Plan [IVC8.01]. These plans include student learning and achievement goals and key indicators developed annually by the Council on Instruction and the Student Services Council. The indicators in these plans supplement the measures of student success established by the ACCJC and the Student Success Scorecard Reports on the College's achievement and are compiled by the Institutional Planning and Research Office and presented annually to the BOT [IVC8.02]. The board also reviews the annual Student Success Scorecard report required by the Chancellor's Office for California Community Colleges, which provides detailed analysis of student achievement [IVC8.03; IVC8.04]. These reports to the board also include data on the College's institutional-set standards and are widely shared with the campus as a whole through the superintendent/president's monthly reports to the board that are sent to all employees.

The board is also presented information on annual program reviews (APRs) and budget recommendations from the campus's prioritization of requests presented in the APRs [IVC8.05]. The final budget that is adopted by the board annually includes the superintendent/president's summary of the augmentations and changes based on the APR review [IVC8.06a; IVC8.06b]. The board also reviews monthly curriculum reports, including revisions or developments in academic programs [IVC8.07].

Analysis and Evaluation

The board is regularly informed on key indicators of student learning and achievement. Data on student success at the program and institution levels are regularly presented to the board which regularly reviews these data and monitors student learning and achievement [IVC8.08]. Discussion of this data, the College's academic quality, and areas for improvement are regular agenda items at monthly meetings of the BOT. Presentation of Student Success Scorecard data is an important annual conversation with the BOT, as are conversations around updates on and progress towards the established goals of the 2015-2020 Student Equity Plan [IVC8.09; IVC8.10]. The board approves the Strategic Plan every four years and other plans are reviewed as needed [IVC8.11]. The 2012-2016 Education Plan was approved by the board in 2012 and the College is currently revising this plan for adoption [IVC8.12].

Evidence

[IVC8.01](#) [Minutes, Board of Trustees, 10/18/12](#)

[IVC8.02](#) [Minutes, Board of Trustees, 6/18/15](#)

<u>IVC8.03</u>	<u>Minutes, Board of Trustees, 4/18/13</u>
<u>IVC8.04</u>	<u>Minutes, Board of Trustees, 2/21/13</u>
<u>IVC8.05</u>	<u>Minutes, Board of Trustees, 5/19/16</u>
<u>IVC8.06a</u>	<u>Final Budget, 2016-2017, Part One</u>
<u>IVC8.06b</u>	<u>Final Budget, 2016-2017, Part Two</u>
<u>IVC8.07</u>	<u>Minutes, Board of Trustees, 7/16/15</u>
<u>IVC8.08</u>	<u>President's Report to the Board, 2/25/16</u>
<u>IVC8.09</u>	<u>Student Equity Plan, 2015-2020</u>
<u>IVC8.10</u>	<u>Minutes, Board of Trustees, 3/19/15</u>
<u>IVC8.11</u>	<u>Minutes, Board of Trustees, 3/17/16</u>
<u>IVC8.12</u>	<u>Minutes, Board of Trustees, 10/18/12</u>

Standard IV.C.9.

The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

According to BP 2740, the Board of Trustees engages in ongoing development and education that further its understanding of its policy role [IVC9.01]. The regular, ongoing trainings for board development include annual board retreats that augment information provided through monthly reports and presentations from the superintendent/president and staff on topics to keep the board current on important aspects of board policies, as well as College programs and services, processes, budget, and shared-governance [IVC9.02]. Other training opportunities are available to board members through conferences provided by the Community College League of California (CCLC), and the Annual Legislative Conference [IVC9.03; IVC9.04a; IVC9.04b]. New members of the governing board are oriented into the board, both individually in meetings with the superintendent/president, and by attending the CCLC New Trustee Orientation [IVC9.05].

By state law, members of the FRC board of Trustees oversee the operations of Feather River College, are elected by their communities (five areas) in the county according to BP 2130 [IVC9.06]. Elections of board members are staggered so that every two years, in even numbered years, one half the trustees are elected [IVC9.07]. In the event of a board vacancy, the governing board follows BP 2110 and California Education Code 5090, which provide the board with the option of either appointing a trustee or holding a special election. An appointee will hold office until the next scheduled regular election [IVC9.08]. A student trustee is selected annually in the ASFRC elections. The student trustee's term is established in BP 2105, which stipulates the elected trustee is elected by May 15, and takes office June 1 until the following election. A student trustee vacancy must be filled within 30 days of vacancy notice [IVC9.09].

After the election, the superintendent/president prepares a New Trustee Orientation binder in addition to the CCLC Trustee Handbook. The superintendent/president meets with the newly elected official for an overview of College operations [IVC9.10]. This initial meeting provides an overview of the operations of FRC, Title 5 and Ed. Code, along with details of trustee responsibilities. The superintendent/president also meets individually with each trustee monthly or bi-monthly as needed to keep open lines of communication. After the initial meeting with the superintendent/president in November or December following the election, the trustee attends the CCLC Effective Trustee Conference in January, including a half-day seminar specifically for new trustees, after which the new trustee meets with superintendent/president's staff to go over the respective sections in the New Trustee Orientation packet.

Analysis and Evaluation

The trustees are oriented into the position locally, attend orientation at the state level, and have opportunities to attend trainings provided by state organizations. The institution encourages and

supports board member participation in development and educational opportunities, and fosters a culture of professional development by providing the board with monthly reports from programs at board meetings. Specific board training sessions are regularly scheduled as part of the board's yearly planning calendar. Regular review and discussion of policy also allow the board to stay abreast of policy developments and governing responsibilities. New board members receive a copy of the Board Handbook, orientation to campus processes, and overview of where to find Board policies and other College documents. Elections have ensured continuous membership of the BOT, and BP 2110 has guided appointment processes in occurrences of vacancies, and these member seats have been efficiently filled, followed by the cycle of regular elections. Upon the resignation of long-standing trustees, first in 2013 and then in 2015, the board opted for an appointment process to fill these mid-term vacancies [[IVC9.11](#); [IVC9.12](#)].

Evidence

IVC9.01	BP 2740: Board Education
IVC9.02	President's Report to the Board, 2/21/13
IVC9.03	Minutes, Board of Trustees, 2/20/14
IVC9.04a	Agenda, Board of Trustees, 2/25/16
IVC9.04b	Minutes, Board of Trustees, 2/25/16
IVC9.05	President's Report to the Board, 2/20/14
IVC9.06	BP 2130: Term Limits
IVC9.07	BP 2100: Board Elections
IVC9.08	BP 2110: Vacancies on the Board
IVC9.09	BP 2105: Election of Student Trustee
IVC9.10	New Trustee Orientation Binder
IVC9.11	Minutes, Board of Trustees, 4/18/13
IVC9.12	Minutes, Board of Trustees, 2/19/15

Standard IV.C.10.

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Board of Trustees (BOT) engages in self-evaluation to explore its strengths and weaknesses, and identify areas for improvement. The evaluation process is recommended to and approved by the board, and the evaluation is required to be carried out in June of every even-numbered year as described in BP 2745 but is typically conducted annually [IVC10.01; IVC10.02]. In their evaluations, board members are asked to score themselves on self-evaluation questions from a comprehensive array of topics, some taken directly from the board's role in accreditation and the ACCJC standards related to board operations [IVC10.03]. Additionally, trustees evaluate themselves against trustee competencies, and board and superintendent/president effectiveness, as aligned with the CCLC Effective Trustee Handbook and ACCT Handbook. In 2014, the BOT members were asked questions from three categories: Principles for Sound Fiscal Management taken from the California Community College Chancellor's Office Sound Fiscal Management Self-Assessment Checklist; Rubric for Evaluating Institutional Effectiveness – Student Learning Outcomes as listed in the ACCJC Rubric for Evaluating Institutional Effectiveness on Student Learning Outcomes; and Board and CEO Relationships, taken directly from a Survey to California Community College CEOs by Dr. Cindy Miles, Chancellor of the Grossmont-Cuyamaca CCD in January 2014 [IVC10.04]. Through all of these evaluation instruments, the board reflects upon its knowledge and performance in a wide array of topics. These instruments guide an informative conversation with the superintendent/president who uses perceived areas for improvement to set goals for the College, establish the upcoming year's objectives for the superintendent/president, and to establish the yearly board planning calendar.

Analysis and Evaluation

The FRCCD Board of Trustees has a well-established process of self-evaluation. This process has improved since 2013 with a clearer inclusion of accreditation standards for the BOT to use in its self-evaluation. The current process is more comprehensive and has occurred regularly since 2013. The annual evaluation includes an examination of board effectiveness regarding student learning, academic quality, and fiscal oversight, linking these areas to accreditation standards.

In addition to using the annual meeting in June to identify areas for further board training, the board also discusses and assesses the superintendent/president's vision for the coming year. The results from this discussion have been used to establish the yearly calendar and meeting topics schedule; to create goals for the College; and to develop the superintendent/president's annual objectives [IVC10.05; IVC10.06]. Recommendations for evaluation also come from discussions of board annual goals and objectives, BOT responsibilities, and accreditation standards

[\[IVC10.07\]](#). The results of this process have led to better defined board goals aligned to superintendent/president and institution-set goals and planning.

Evidence

- [IVC10.01](#) [BP 2745: Board Self-Evaluation](#)
- [IVC10.02](#) [Minutes, Board of Trustees, 6/16/14](#)
- [IVC10.03](#) [BOT, Self-Evaluation questions and results, 9/11/13](#)
- [IVC10.04](#) [BOT, Self-Evaluation questions and results, 6/16/14](#)
- [IVC10.05](#) [BOT, Planning Calendar, 2015-2016](#)
- [IVC10.06](#) [BOT Minutes, 9/11/13, Item III](#)
- [IVC10.07](#) [BOT, Self-Evaluation questions and results, 6/10/15](#)

Standard IV.C.11.

The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

BP 2715 provides clear standards for the ethical behavior and standards of practice of the board [IVC11.01]. AP 2715 clearly describes the process for dealing with behavior that violates these standards [IVC11.02]. BP 2710 is the policy regarding and handling conflict of interest situations [IVC11.03]. Board members' interests are disclosed so as to not interfere with the practice or carrying out of duties and responsibilities of the governing body. Plumas County General Counsel Craig Settlemire gave a training to the board in September 2014 regarding the history and intent of the California Conflict of Interest law and the required Form 700 – Statement of Economic Interest. No current board members have employment, financial, or family interests in the institution [IVC11.04].

Analysis and Evaluation

There have been no instances of code of conduct violations or conflict of interest cases. All Board of Trustees members annually file Form 700 (California Fair Political Practices Commission) listing any interest they have with a contract or corporation, and these are kept on file with the Office of the President. In the case of a conflict of interest, board members are expected to recuse themselves from the discussion of the vote.

Evidence

[IVC11.01](#) [BP 2715: Code of Ethics/Standards of Practice – Board of Trustees](#)
[IVC11.02](#) [AP 2715: Violation of Code of Ethics/Standards of Practice – Board of Trustees](#)
[IVC11.03](#) [BP 2710: Conflict of Interest](#)
[IVC11.04](#) [BOT Member list, 2017-2018](#)

Standard IV.C.12.

The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

The board follows BP 2430 in delegating full authority to the superintendent/president, who has executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action [[IVC12.01](#)]. The board holds the superintendent/president accountable by evaluating the superintendent/president's performance, a process specified in BP 2435. The superintendent/president's annual objectives and achievement of these objectives are presented to the board and this report is reviewed with the campus at Institutional Day. Using the approved evaluation instrument, each board member makes an individual determination of the superintendent/president's performance. The board president summarizes and presents the evaluation results to the board and superintendent/president, the results of which are used to establish superintendent/president and campus administrative goals for the coming year.

Analysis and Evaluation

The BOT follows the established policy regarding the delegation of authority to the superintendent/president. The governing body also follows the evaluation process, which holds the superintendent/president accountable for the operations of the College [[IVC12.02](#)].

Evidence

[IVC12.01](#) [BP 2430: Delegation of Authority – Policy](#)
[IVC12.02](#) [Agenda, Board of Trustees, 9/14/17](#)

Standard IV.C.13.

The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Board of Trustees is regularly updated on all accreditation issues, including Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status [[IVC13.01](#); [IVC13.02](#); [IVC13.03](#); [IVC13.04](#)]. The board reviews and approves all accreditation reports, such as the Midterm self-evaluation [[IVC13.05](#)]. While the BOT reviewed the entirety of the 2018 self-evaluation during the writing process and approved the final version in November 2017, it especially focused its efforts on Standard IV.C and made a review of this section at its June 2016 retreat. As with all substantial documents submitted to the ACCJC (comprehensive self-evaluations, midterm reports, follow-up reports, substantive change proposals), the BOT president verifies the reports and signs each report's certification page. Recommendations and improvement plans resulting from the self-evaluation process are integrated into planning, and are reviewed and approved by the board [[IVC13.06](#)]. During its annual self-evaluation, the board reviews and then constructs annual goals in accordance with accreditation standards. These goals help to inform the yearly board planning calendar which always includes reports related to accreditation efforts and requirements.

Analysis and Evaluation

The Board of Trustees members are regularly informed about and participate in the accreditation process. This has included participation in the ACCJC training in October 2015 which was attended by three BOT members. The board self-evaluation and discussion of annual goals are aligned to accreditation standards [[IVC13.07](#)].

Evidence

- [IVC13.01](#) President's Report to the BOT, 2/25/16
- [IVC13.02](#) Minutes, Board of Trustees, 10/15/15
- [IVC13.03](#) Minutes, Board of Trustees, 6/18/15
- [IVC13.04](#) BP 2510: Participation in Local Decision Making
- [IVC13.05](#) Minutes, Board of Trustees, 1/15/15, Regular Agenda, Motion Item 2
- [IVC13.06](#) President's Report to the BOT, 1/17/13
- [IVC13.07](#) BOT, Self-Evaluation questions and results, 9/11/13



Changes and Plans Implemented During the Self-Evaluation Process



The following table captures noteworthy changes and plans that were implemented during the College’s self-evaluation process. As in the Quality Focus Essay, these activities are linked to the various ACCJC Standards and other significant documents and statements.

Past and In-Process Initiatives				
Activity	Responsible Parties	Timeline	Intended Benefit/Outcome	Related Standards
Increase enrollment through the bachelor’s program in Equine and Ranch Management.	Agriculture Department, Council on Instruction, Curriculum Committee, Academic Senate, Student Services Council	Fall 2016 <i>Completed</i>	Target of 25 students per grade level for a total of 100 additional on-campus students. As of 2017, approximately 40 students have entered the program.	IA.2, IA.3, IIC.6, IIIB.2, Self-Evaluation introductory materials (student housing, enrollment data), Mission Statement
Increase enrollment through the addition of athletic program in Beach Volleyball.	Superintendent/President, Director of Athletic Operations and Events	Fall 2015 <i>Completed</i>	Target of 15 student-athletes. As of 2017, 15 students have entered the program.	IIC.4, Mission Statement
Facilitate enrollment opportunities with the addition of new student housing.	Superintendent/President, CSSO, Director of Facilities	Fall 2015 (Meadows) <i>Completed</i> Fall 2017 (The Pines) <i>Completed</i>	Additional housing for 80 students in total, approximately 30 at the Meadows and 50 at The Pines.	IIIB.2, Mission Statement
Improve recruitment efforts with adoption of new website/CMS.	Superintendent/President, Webmaster, CIO, CSSO	Summer 2014 <i>Completed</i>	Improved user experience and organization of data, updated and more modern appearance.	IIIC.1

Activity	Responsible Parties	Timeline	Intended Benefit/Outcome	Related Standards
Include “enrollment growth” as criteria in integrated planning/ budgeting) and faculty position prioritization.	Strategic Planning Committee, Budget Committee, Council on Instruction	Ongoing	Enrollment and growth inform discussions about program assessment, budgeting, and staffing. Specifically, potential for enrollment growth and stability is part of the APR process and informs the strategic allocation of resources.	IA.2, IB.7, IB.9, IIID.2, IIID.3
Analyze enrollment opportunities to develop new instructional offerings.	Strategic Enrollment Management, Council on Instruction, Curriculum Committee, CIO	2013-2014	Capitalize on educational needs within the College’s service area to better serve the community, such as instructional partnerships with the US Forest Service, and local chorus for musical instruction, etc.	IA.2, IA.3, IIIB.2, Mission Statement
Adopt Associate Degrees for Transfer (ADTs) that present greater transfer opportunities representing the range of student interests.	Council on Instruction, Curriculum Committee, CIO	Ongoing	Enrollment growth of transfer-oriented students.	IA.3, IIA.1, IIA.9, Mission Statement

Activity	Responsible Parties	Timeline	Intended Benefit/Outcome	Related Standards
Leverage resources and relationships to provide employment opportunities for students (on-campus, USFS Internship).	Superintendent/President, CSSO, Strategic Planning Committee, Environmental Studies Program, Internship Program	Ongoing	Improve recruitment and retention through student employment.	IB.1, IIC.1, IIC.3
Hire student life and engagement specialist, development of Student Ambassador program.	CSSO	Fall 2016 <i>Completed</i>	Improve students' sense of campus belonging.	IB.1
Hire mental health counselor in partnership with County's Office of Behavioral Health.	Superintendent/President, CSSO	2016-2017 <i>Completed</i>	Provide dedicated mental health resource on campus for student support, well-being, and stability.	IIC.2
Strengthen/expand community outreach and partnerships.	Superintendent/President, Curriculum Committee, Council on Instruction, CIO	<i>Ongoing</i>	Expanded Adult Ed, Global Trade and Logistics, ISAs, etc.	Mission Statement
Reconfigure administrative responsibilities to provide greater oversight for ISP and ISAs.	Superintendent/President, CIO, CSSO, Council on Instruction	2017-2018 <i>Ongoing</i>	Recruit and hire Assistant Dean of Instruction to overs efficiency, and improved stability for ISP and ISAs.	IB.6, IIA.3, IIIA.10, Mission Statement

Activity	Responsible Parties	Timeline	Intended Benefit/Outcome	Related Standards
Develop additional instructional and student support structures.	CSSO, Student Services Council, Council on Instruction	2016-2017 <i>Completed</i>	Improve services to students that support their educational goals and minimize barriers to those goals (i.e., Summer Bridge Program, instructional in library, book voucher program, laptop lending program, Student Resource Night, mandatory workshops for students on probation).	IB.6, Mission Statement
Implement “multiple measures” for student placement into math and English.	Advising Task Force, Curriculum Committee, COI	Spring 2017 <i>Completed</i>	Directly and positively affect disproportionately impacted populations.	IIC.7
Develop a stable database platform for course-level assessment.	SLOAC Committee	Summer 2017 <i>Completed</i>	Improved ability to track and summarize course-level assessment data.	IB.4, II.A.3
Provide training for new course-level assessment database.	SLOAC Committee, Faculty Flex Coordinator, CIO, Institutional Researcher	Fall 2017 <i>Initial training completed, continued training ongoing</i>	Understanding and effective use of course-level assessment tool.	IB.4, II.A.3
Use student feedback and input gathered from campus-wide surveys.	Institutional Researcher, Student Services Council, SLOAC Committee, CSSO	Ongoing	Improve services based on student input.	IB.4, IB.6

Activity	Responsible Parties	Timeline	Intended Benefit/Outcome	Related Standards
Use assessment data to inform Equity/SSSP projects and the integrated plan.	SSC, COI, ISP	Ongoing	Prioritize Equity and SSSP activities that have greatest impact on student learning.	IA.2, IB.1, IB.3, IB.4, IB.6, Self-Evaluation introduction
Develop and regularly review policy tracking document in Cabinet and for Board of Trustees.	Superintendent/President, Administrative Assistant to the Superintendent/President, Cabinet, Board of Trustees	<i>Ongoing</i>	Maintain clarity on and simplify communication around policy review progress through a central tracking document.	IVA.5
Establish and communicate use of SharePoint for all shared-governance minutes and committee materials; provide training.	Communications Committee, President's Staff, Professional Development Committee, Information Services Department	2017 <i>Ongoing</i>	Improve accessibility of campus governance documents.	IVA.2, Self-Evaluation introduction
Use SharePoint as the single repository for all shared-governance minutes and committee materials.	Communications Committee, President's Staff	Spring 2017 <i>Ongoing</i>	Improve accessibility of campus governance records and documents.	IVA.2, Self-Evaluation introduction



Quality Focus Essay



Development of the Quality Focus Essay

The process of compiling the 2017 Self-Evaluation has also been an opportunity for the College to reflect on important and far-reaching areas for improvement. This Quality Focus Essay (QFE) captures this reflection, and the College's effort to build a tangible and realistic plan for improvement that builds on past and current projects. Working with a timeline that allowed thorough reflection and communication across all areas of the College has been critical to this effort, but especially at the committee level where much of the expertise and workload in the various areas reside. As was the case with the College's approach to its Strategic Plan, standing committees with jurisdiction in pertinent areas were primarily responsible for setting improvement goals and defining how the goals were to be both met and measured. This strategy reduced the likelihood of obscure or immeasurable goal development. This approach was similarly used in the self-evaluation process, and for identifying the themes in this QFE.

As described in this document's introduction, the College's writing efforts for the self-evaluation began in the fall 2015 semester. Although the focus of the work for the first year (2015-2016 academic year) was on writing to the Standards, College personnel were repeatedly exposed to the culminating importance of the QFE. Specifically, the QFE and its role in the self-evaluation was discussed at Institutional Day (the College's convocation day) at the start of the spring 2016, fall 2016, and spring 2017 semesters. As the responses to the Standards were written and revised in the spring 2016 and fall 2016 semesters, special attention was paid to identifying broad areas for improvement as gaps revealed in the self-evaluation came into focus. At the convocation day at the start of the fall 2016 semester, a discussion was led on the emerging themes for the QFE. In this discussion, the ALO presented themes identified during the review process and described the importance of these themes and their connections to the Standards and other planning documents. At this time, the campus was asked to provide input about importance of these initial themes. All the themes ranked high in this exercise; within one standard deviation of each other in this ranking. This discussion was followed by more focused attention at the start of the spring 2017 semester when a refined list of potential QFE themes was discussed and used to set the direction of the Strategic Planning Committee over the course of the spring 2017 semester given this committee's central role in developing and communicating the QFE in the same way that it guides the development of the College's Strategic Plan.

Of the original themes presented in Fall 2016, one related to the bachelor's degree program in agriculture was removed due to the successful completion of a Substantive Change Proposal for that program, its integration into the College's established annual and comprehensive program review processes (APR and CPR, respectively), and the completion of course-level SLO assessment for the upper-division coursework. Two other original themes were combined due to the logical overlap between them: proposed themes on SLO assessment and student achievement were combined to create theme #2 listed below.

The Strategic Planning Committee then examined the developing themes for the QFE in relation to other campus planning documents such as the Strategic Plan, and the ACCJC's requirements related to the bachelor's degree program and California efforts in student success and support programs (SSSP, Equity) for guidance. Additional discussion of the themes occurred at various

committees, and plans for realizing the goals were subsequently developed. Preliminary review of the QFE occurred in the spring 2017 semester in various committees at which time committee members discussed current efforts and future goals related to the three themes. This feedback was incorporated into a subsequent draft and presented to the Strategic Planning Committee in May 2017 as the last meeting before the summer break. The document was then refined over the summer break of 2017 and returned for campus review in September 2017 for final input before publication.

The 2017 Self-Evaluation document is introduced through three important themes Feather River College's in mission statement. The mission underscores the College's processes and planning, and as such, tie into to the QFE themes that resulted from extensive and inclusive campus-wide dialog. Since these themes are central to institutional improvement, each theme is presented in this QFE and operationalized into a goal. Following each goal are tables of past, present, and future initiatives, the associated activities and responsible party(ies), a timeline, and the intended outcomes for each activity. The tables also include the accreditation standards and self-evaluation content that align with each theme.

From the process described in this QFE, Feather River College has identified three areas for improvement that will enhance student success and institutional effectiveness.

1. Stabilization and growth of enrollment, with a focus on on-campus enrollment
2. Effectiveness of using achievement and student learning outcome assessment data to improve student success and close performance gaps for all student populations
3. Communication among shared-governance committees and clarity in decision-making processes.

Theme 1: Stabilization and growth of enrollment, with a focus on on-campus enrollment

FRC's unique setting and natural surroundings that define its service area and inform the learning environment for a diverse student population

As described in the introduction, Feather River College serves a relatively rural portion of California and has long prided itself on its unique setting and effective communicative relationship with and supportive structure for students. This is evidenced by a suite of distinct academic programs that take advantage of the school's setting, and consistent programming that aligns to the mission's directive that the College "embraces the opportunities afforded by its natural setting." These programs include Agriculture, Environmental Studies (including a trout fish hatchery), and Outdoor Recreation Leadership along with other academic and vocational programs. Like many colleges that serve rural populations, FRC has developed and implemented strategies to stabilize and grow its enrollment through various activities such as distance education and instructional service agreements. While these robust programs enhance the College's mission and role as an institution of higher education, FRC remains committed to the traditional face-to-face student and feels that the learning environment on campus constitutes a special and beneficial destination for all students seeking to further their education. Accordingly,

the College has established and continues to maintain healthy and constructive relationships with the local school district and has fostered successful academic programs and athletics that draw students to the unique campus and supportive community environment.

Nonetheless, challenges remain in drawing students from out of the area for primarily on-campus programs. The loss of the Good Neighbor agreement with the state of Nevada adversely affected recruitment strategies and the College's appeal to regional populations in Nevada's neighboring border towns. Additionally, shifting demographics currently show a decline in the Plumas County K-12 population, reducing possible enrollment amongst local high-school students. While cyclical, the decline in the county's overall population continues to factor into the College's enrollment strategies.

Additionally, looking at delivery modes reveals the College's efforts over the years to diversify enrollment sources. The College's current enrollment mix produces 59% of the total FTES from on-campus courses (4% of this is from high school students), 21% through instructional service agreements, 16% through incarcerated programs, and 4% for online courses. The figure below shows that about 37% of this enrollment comes from ISP and ISAs. The College recognizes the unpredictability of these sources and is looking at activities that will bring stability to future enrollment trends.

Ongoing enrollment challenges are also opportunities for the College to explore creative strategies, from program development to improving recruitment efforts. Stabilizing enrollment numbers that consistently align to state-apportioned FTES is a priority. This stabilization will include increasing on-campus and distance education offerings, as appropriate given limitation, such as the availability of student housing and staffing. Additionally, enrollment stabilization will require recruitment into the College's unique programs, its comprehensive academic degrees, and the bachelor's program in Equine and Ranch Management program. These activities and their intended outcomes are detailed in the following table.

Goal: Strengthen campus and distance education programs and recruitment efforts to grow and stabilize enrollment patterns.

Initiatives				
Activity	Responsible Parties	Timeline	Intended Benefit/Outcome	Related Standards
Develop guided pathways for students as part of enrollment management efforts.	Student Services Council, Council on Instruction, CSSO, CIO	2017-2018	Updated and improved integrated planning with basic skills and equity plans; improve retention, persistence, and transfer rates.	Guided Pathways
Develop new instructional offerings with enrollment potential.	Council on Instruction, Curriculum Committee, CIO	2017-2018	Increased educational opportunities with partners in the College's service area to better serve the community (instructional partnerships with Sherriff's Office (POST training) and County Behavioral Health (addiction studies)). Developed instructional program in graphic design. Institute second bachelor's degree program (if opportunity arises).	IA.2, IA.3, IIIB.2, Mission Statement, Self-Evaluation introduction
Expand distance education programs to reach students outside the county, as well as students within Plumas County.	Council on Instruction, Curriculum Committee, Academic Senate, CIO, CSSO	2018-2019	Increase enrollment through improved outreach to regional students, particularly those unable to come to campus, and to other potential students, within FRC's service area.	IB.6, Self-Evaluation introduction, Mission statement theme one

Activity	Responsible Parties	Timeline	Intended Benefit/Outcome	Related Standards
Enhance dual-enrollment opportunities, benefitting FRC and Plumas Unified School District.	CIO, Council on Instruction, Academic Senate, CSSO	2018-2019	Attract regional students through shared instructional interests with local school district.	Self-Evaluation introduction, Mission statement theme one
Develop a “Plumas Promise” fund through fundraising with the FRC Foundation.	Superintendent/President , FRC Foundation	2018-2019	Increase enrollment of local high school graduates.	Mission Statement, theme one
Develop enrollment management plan to include an improved web-based marketing effort.	SEM	2017-2018	Update enrollment management plan to include College’s visibility improvements and updated marketing strategies.	Self-Evaluation introduction, Mission Statement theme two
Integrate distance education courses into the California Virtual Campus.	Council on Instruction, Curriculum Committee, Academic Senate, CIO, CSSO, distance education coordinator	2018-2019	Improve access to students beyond Plumas County by capitalizing on the common application (CCC Apply), and advertising online courses.	Mission Statement
Assess non-athletic recruitment strategies for effectiveness.	Strategic Enrollment Management; instructional program leaders	2017-2018	Strategic investment in recruitment activities for the range of non-athletic and niche programs.	Mission Statement
Recruit students broadly for instructional programs.	Strategic Enrollment Management, CIO, Council on Instruction, Academic Senate	Ongoing	Ensure stability and predictability in class offerings and to sustain, and possibly expand, the spectrum of instructional programs offered.	Mission Statement

Theme 2: Effectiveness of using achievement and student learning outcome assessment data to improve student success and close performance gaps for all student populations

The College provides high-quality, comprehensive education

As envisioned in the second theme of its mission statement, Feather River College is committed to providing a high-quality, comprehensive education for all students. This commitment includes improving student learning and increasing student success in all of its practices, many of which include integrating system-wide initiatives and processes. The College uses evidence-based practices to support student achievement, paying particular attention to success rates among marginalized and vulnerable student populations. Strides in this area have included implementing Student Success and Support Programs and instituting a Student Equity Plan. Strengthening student achievement and success underscore the College's current work towards integrating Guided Pathways with the Equity Plan, and Basic Skills Initiative. This direction is an opportunity for FRC to tie student learning outcome assessment data with these efforts to increase overall student success. As described in the introductory materials of this self-evaluation, the College has performed very well compared to peer institutions relative to common metrics of student performance such as those included in the Student Success Scorecard. Despite this success, the College acknowledges that there still remains room for improvement and is committed to identifying and implementing strategies to improve.

For purposes of strengthening success, the College will continue using effective processes for the assessment and communication of student learning in program review and planning processes. The effectiveness of these processes has been apparent at the course, program, and college-wide levels (discussion of this work occurs in various Standards, especially Standard I.B.1). The Student Learning Outcome Assessment Cycle (SLOAC) Committee has refined these assessment processes and has broadened its scope to emphasize non-instructional SLOs. The committee discusses assessment results with comprehensive program review submitters in a forum that facilitates collaboration around how the results could be used for program funding requests to improve student learning. The SLOAC Committee compiles its findings from these meetings into annual assessment reports to communicate with the campus about noteworthy developments related to SLO assessment at all levels.

Recognizing the need to develop and implement a more effective system for capturing the assessment of student learning outcomes at the course level in order to capture, communicate, and compare courses level student learning assessment results, a new institutional researcher has worked with the SLOAC Committee to develop a more stable database platform for course-level assessment. This system will enable the compilation of clearer information on the relationship between course-level and college-wide SLOs. This system will facilitate integrating student learning assessment information with macro-level student achievement data.

Related to the College's work on assessing student learning, FRC has undertaken significant efforts to ensure effectiveness of achievement for all student populations. This work falls primarily under the umbrella of Student Equity as a significant statewide initiative for the California Community College system. In these endeavors, FRC fosters broad dialog on student equity through various shared governance venues. The principal body charged with this dialog is the Student Services Council (SSC). Here, disaggregated data on student equity and achievement are discussed and strategies are identified and vetted to address any performance gaps. The dialog from these meetings has been used to inform the College's Equity Plan. This process will be modified slightly in the 2017-2018 year to respond to changing requirements from the Chancellor's Office which integrate Basic Skills, SSSP, and Equity plans.

Working through the Self-Evaluation report has allowed the College to highlight its institutional effectiveness when it comes to its efforts to assess and improve student learning and achievement. The self-evaluation process has also revealed some disconnect between the gathering and use of student learning assessment data and data gathered and used to identify student achievement and success shortcomings. With recent directives from the Guided Pathways initiative, and student services' current work on integrated planning, the College is at an ideal point to optimize data to improve success among all students in all programs. Past, present, and future activities to these ends, and their intended outcomes, are detailed in the following table.

Goal: Strengthen student learning assessment processes and connect these to student achievement data to support learning, skill attainment, and success among all student populations.

Initiatives				
Activity	Responsible Parties	Timeline	Intended Benefit/Outcome	Related Standards
Develop “stretch” institutional-set standards goals.	Council on Instruction, CIO	Spring 2018	Institutional planning efforts will incorporate these goals to inform student success services and equity efforts.	IA.2, IB.3, IB.6, Self-Evaluation introduction
Compile course-level assessment data collected by new tool from fall 2017 classes.	Faculty members, Institutional Researcher, SLOAC Committee	Spring 2018	New assessment database will depict assessment data from new tool.	IB.4, IB.5, IB.8, IIIA.6
Review and summarize preliminary course-level assessments.	SLOAC Committee, CIO	Spring 2018	Results of improved course-level assessment system will be effectively reported in Annual Report on Assessment of Student Learning.	IB.4, IB.5, IB.8, IIIA.6
Adopt strategies, including multiple measures, to place students in, and accelerate students through college-level coursework.	CSSO, CIO, Advising Task Force, Council on Instruction, Curriculum Committee	2017-2018	Improve success rates by reducing barriers to completing college-level coursework.	IB.6, IIC.7, Self-Evaluation introduction
BSI/SSSP/Equity integration	CSSO, Basic Skills Director, CIO, Student Services Council, Council on Instruction	2017-2018	Coordination between these efforts will enhance service to students.	IB.3, IB.4, IB.6, Self-Evaluation introduction

Activity	Responsible Parties	Timeline	Intended Benefit/Outcome	Related Standards
Assess processes related to student access, success, and equity for bachelor's degree program.	Agriculture Department, Council on Instruction, Institutional Researcher	2018-2019	Improved areas and processes where gaps are identified.	IB.3, IB.4, IB.6, Mission Statement
Develop tutoring program for Incarcerated Student Program.	ISP, Equity	2017-2018	Improved completion and success rates in ISP.	IB.6, IIC.5
Explore possibility of embedded tutoring in math and English courses.	Student Services Council, Council on Instruction, Curriculum Committee, Instructional Resource Center	2017-2018	Accelerate students through college-level coursework.	IB.6
Develop curriculum for, and advise students into first-year experience courses.	Curriculum Committee, Academic Advising	2018-2019	Improve student engagement, connectivity to campus, student learning and success rates.	IA.2, IB.6, Mission Statement

Theme 3: Communication among shared-governance committees and clarity in decision-making processes

The College's role as a cultural and economic leader in its community

The College's role in the community is grounded in its integrity and leadership, which depend on the transparency of processes and accountability of decisions from curricular to budgeting processes. Given this importance, there is always room to improve the culture of clear communication and documentation of decision-making processes.

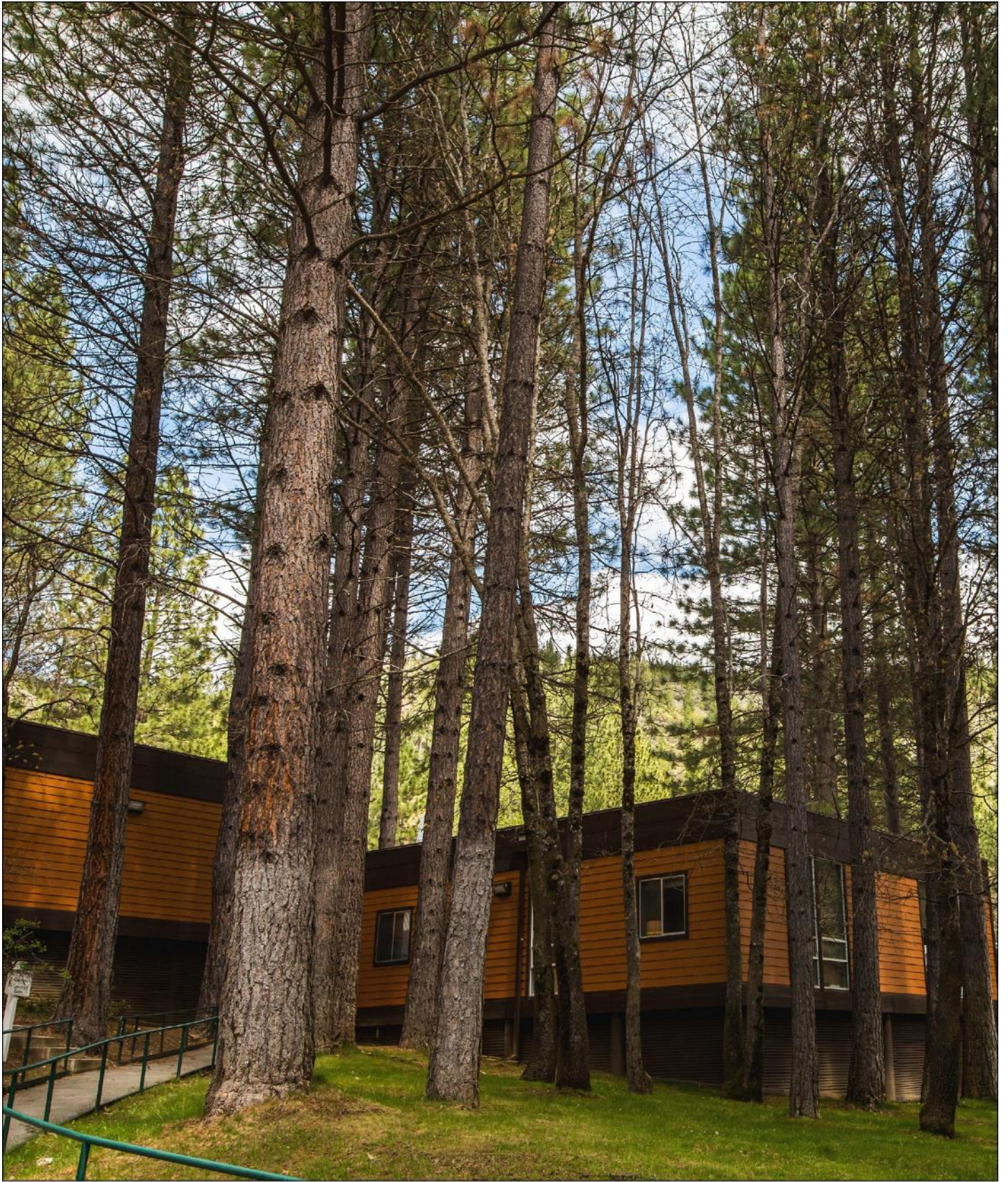
The College has historically enjoyed a familiar and somewhat informal culture related to the communication of decisions made through shared governance. This has been possible through the College's small size and inclusiveness in shared-governance committees: the Academic Senate is a "senate of the whole" in that all full-time and two part-time faculty are sitting senators. Likewise, the Classified Senate includes all classified and management employees. Additionally, the College's small staff but extensive governance structure requires that a significant portion of FRC employees serve as members of the various committees. Despite the ease of communication that the College enjoys, feedback received through the writing of the Self-Evaluation indicated that there were inconsistencies around the storage and access to committee minutes and materials; this has hindered the ease with which the campus at-large locates and accesses these documents. The College experienced a larger-than-normal influx of new employees in recent years due to increased categorical funding from the state and a series of faculty retirements. This fluctuation highlighted the need for improving the clarity of decision-making processes to employees, board members, and the public. Further, when recommendations and decisions were made, it was revealed that the informal communication structure did not always share relevant information across the shared-governance structure. This effort did not necessitate a change in decision-making processes, but simply clearer and more consistent messaging on how decisions are made through the centrally important activities around (1) policy development and (2) the integrated planning and budgeting process.

Many committees post their agendas and minutes on the 'S: drive' and the Public Folders within Microsoft Outlook but not all committees are as timely as others with regard to updating and maintaining current information. The Institution could be more diligent about requiring greater proficiency and consistency among committees when it comes to this action. Currently, the College is working on standardizing how minutes are documented and published campus-wide, and is considering professional development training for all interested employees on how to accurately document information and minutes so using a common template, and where to publish this information. This would greatly improve consistency among shared governance committee practices, facilitate access to current information and make the documentation and monitoring of the shared governance process more "user friendly." Past, present, and future activities around this theme, and their intended outcomes, are detailed in the following table.

Goal: Strengthen the processes and mechanisms to facilitate communication and improve decision-making.

Initiatives				
Activity	Responsible Parties	Timeline	Intended Benefit/Outcome	Related Standards
Develop and distribute decision-making flowcharts for (1) policies and (2) integrated planning and budgeting.	Superintendent/ President, Cabinet, Strategic Planning Committee	Fall 2017	Improved clarity on procedural sequences for policy, planning, and budgeting.	IVA.5, IVA.6, Self-Evaluation introduction
Develop a shared-governance handbook that directing committees to report on annual goals and connection to Strategic Plan.	Superintendent/ President, Cabinet, President’s Staff, Strategic Planning Committee	2016-2018	Improve campus understanding of committee structure and charge, and how committee work aligns with College mission and plans.	IVA.7
Develop employee orientation and employee handbook.	Human Resources	2017-2018	Improve knowledge of campus structures and processes for new employees.	IIIA
Include SharePoint instructions in employee handbooks.	Information Services Department, Human Resources	2017-2018	Improved co-operation in policy making and on projects through instructing employees on SharePoint usage, such as how to check out documents for editing; use “chatroom” for committee collaboration, and track report development.	IVA.2

Activity	Responsible Parties	Timeline	Intended Benefit/Outcome	Related Standards
Update and improve campus signage, including classroom numbering.	Communications Committee, Superintendent/President, CSSO	2017-2018	Improve clarity of campus operations and reduce confusion among students, staff, and members of the public.	
Develop faculty calendar	Office of Instruction, Flex Coordinator	2017-2018	More effectively communicate key dates and events to instructional employees.	



Feather River College