

Feather River College

# STRATEGIC PLAN

## 2021 - 2027





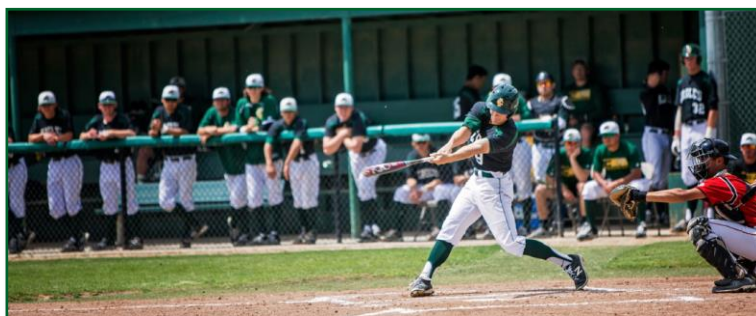
## President's Message

This strategic plan was developed as the overarching plan for the growth and sustainability of Feather River College from 2020-2026. This plan follows the College's established model in that it incorporates input from existing committees, accreditation planning, other college goals, and the program review process. The Strategic Plan uses and builds upon the FRC strength of participatory-governance. The purpose of this Strategic Plan is to provide the basis for all college planning - both in terms of yearly goals and long term goals for the betterment and growth of Feather River College. This is not a standalone plan; it is a dynamic document that will change with new information and provide the basis for long term stability and to ensure alignment with ACCJC accreditation standards. The Strategic Plan provides the measurable outcomes in support of the FRC Mission. The Educational Plan, Strategic Technology Plan, Facilities Master Plan and others exist to support the overall Strategic Plan.

Major objectives:

- FRC will continue to offer quality educational programs for students in support of the FRC Mission.
- FRC will maintain 100% apportionment level funding from earned FTES and maximize student achievement through the Student Centered Funding Formula.
- FRC will improve in the California Community College Chancellor's Office College Goals and ACCJC Institution Set Standards measurable outcomes.
- Student Services will meet or exceed requirements for the Student Equity Achievement plans.
- Chancellor's Office Guided Pathways and the *Vision for Success* will provide a structure for decision-making related to programs and services.
- FRC will continue to sponsor and support, in keeping with its Mission, liberal arts and sciences, (including general education and transfer), vocational education and developmental education
- FRC will expand CTE programs to meet workforce demands by leveraging regional, state, and federal partnerships and funding opportunities.
- Enrollment in general education will continue to increase, because of increased number of fulltime students.
- FRC will continue to offer intercollegiate sports. A majority of students participating in intercollegiate sports will take college-level transferable classes.
- There will be an ongoing demand for distance education, noncredit courses, Incarcerated Students Program, and other instructional service agreements.
- FRC will offer one bachelor's degree in Equine and Ranch Management.

The Strategic Plan was partially developed in the midst of the COVID pandemic campus closure and work-from-home state directives. While the future impact is not predictable, it is important to keep a Strategic Plan in sight to guide Feather River College and focus on mission-critical elements during the recovery and rebuilding campus activities.



## Structure and Philosophy of the Plan

The Strategic Plan was developed to build upon data and work from the College’s established participatory-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.

In order to maintain campus-wide attention on the goals established in the Strategic Plan, an annual Strategic Plan report was developed to communicate progress on the goals. This effort is sustained by committee participation in the Annual Purpose Statement. Each committee begins the academic year by considering its charge and relevance to Strategic Plan goals, and to use these elements to establish goals for the year. Similarly, each committee concludes the academic year by reflecting on its accomplishments relative to these annual goals and submitting these to the Superintendent/President who uses these as the basis for the annual Strategic Plan report. This report is shared with the campus and the board; as the governing body the board may prioritize specific objectives supporting the Strategic Plan by directing the Superintendent/President to focus campus work on these elements, ensuring adequate progress and improvement.

The process and timeline for the development of this Strategic Plan included review and consideration from across the College’s participatory governance committees. The table below captures the significant milestones.

Timeline	Action
<b>Late August/Early September 2019</b>	<ul style="list-style-type: none"> <li>• Fall Institution Day - overview and opportunity for campus-wide input</li> <li>• Distributed Committee Purpose Statements (CPSs) to all standing committees</li> <li>• Committees provide single-year (2019-2020) and multi-year goals as appropriate. As in previous years, these included statements provided by the committees to explain how the progress toward or attainment of the goals will be measured.</li> </ul>
<b>October-November 2019</b>	<ul style="list-style-type: none"> <li>• Collected CPS, prepared documents for Strategic Planning Committee (SPC)</li> </ul>
<b>December 2019-February 2020</b>	<ul style="list-style-type: none"> <li>• Spring Institution Day - updates and additional opportunity for campus-wide input</li> <li>• Provided multi-year goals to SPC for preliminary review.</li> <li>• In SPC, prioritized and categorized multi-year goals, framed goals within the four strategic directions and highlighted connections to the accreditation recommendations and the Quality Focus Essay.</li> </ul>
<b>March 2020</b>	<ul style="list-style-type: none"> <li>• Finalized draft Strategic Plan in SPC</li> </ul>
<b>April - May 2020</b>	<ul style="list-style-type: none"> <li>• Approval process impacted by COVID-19 disruption.</li> </ul>
<b>September-December 2020</b>	<ul style="list-style-type: none"> <li>• Reviewed by Academic Senate, Classified Senate, ASFRC, and BOT</li> </ul>
<b>Spring 2021</b>	<ul style="list-style-type: none"> <li>• Approved by BOT</li> </ul>

The structure of the Strategic Plan was developed using ACCJC accreditation standards and the California Community College Chancellor’s Office Guided Pathways as described in the *Vision for Success*. The Strategic Planning Committee used these two fundamental documents to develop the basis for creating the Strategic Plan. Participatory governance committees, college departments, and individuals then worked within this framework to finalize the Strategic Plan. The overall goals for the Feather River College 2020-2026 Strategic Plan are organized under the four ACCJC accreditation standards and provide a foundation for integrated planning. These are referenced in the plan as Strategic Directions and mirror the ACCJC Standards.



## Strategic Directions *(taken from ACCJC Accreditation Standards)*

**Strategic Direction I:** Mission, Academic Quality and Institutional Effectiveness, and Integrity

**Strategic Direction II:** Student Learning Programs and Support Services

**Strategic Direction III:** Resources

**Strategic Direction IV:** Leadership and Governance

Within each Strategic Direction, the CCCCCO Guided Pathways allowed established participatory-governance structures to focus their contributions to the Strategic Plan using the Guided Pathways structure. A fifth area was used to develop discussion and input in the area of college operations. While these five “pathways” do not appear in the final Strategic Plan, they were instrumental in gathering input and focusing discussions on the structure of the plan.

Feather River College uses its mission and other philosophical statements as the overarching goals for the district. Strategic Direction I assures that the college will work to improve institutional effectiveness through the execution of the mission, effective communication, quality assurance, and measuring institutional effectiveness. Strategic Direction II ensures high-quality educational programs and student support services for all students. Standard III provides for the analysis and planning of resources that support the FRC mission, including personnel, facilities, technology and providing fiscal support while maintaining fiscal stability. Strategic Direction IV defines and measures the roles of decision-making processes and ensures that the college has a sufficient structure to support the mission.

FRC allocates resources to programs to effectively support the student learning identified in the mission while maintaining fiscal stability. Program leaders will link program plans (comprehensive and annual program reviews) to strategic directions. One of the criteria for funding programs will be the degree to which proposed objectives further Feather River College's mission and strategic directions. Committees, programs, and employees of the district (through their regular duties) will work toward the execution of the mission.

### **Mission Statement**

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

### **Statement of Vision**

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





## Statement of Values

### *Develop the Mind*

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

### *Celebrate the Individual*

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

### *Strive for Excellence*

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

### *Open Doors*

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

### *Nourish the Community*

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



## **Strategic Direction I**

**Institutional Effectiveness: College policies and processes ensure the effectiveness of the teaching/learning culture, quality assurance and mission appropriateness while also improving communication and outreach efforts.**

### I.1

The College will **ensure that student learning improvement is a priority in practices and decision-making** across the College. This will be demonstrated by (1) reviewing program-level assessment results and reporting these to the campus broadly (*SLOAC*), (2) assessing existing academic support services to provide coordinated and effective tutoring services that reach the maximum number of students (Council on Instruction, Student Services Council, Advising Task Force), (3) developing improved Student Services SLOs and an associated assessment process (*SLOAC, Student Services Council*), (4) fine-tuning the annual Assessment Report to include stronger quantitative assessment between course-level and college-wide learning outcomes (*SLOAC*), and (5) using assessment results to inform decisions around curriculum development, instructional support services, and class scheduling. (*SLOAC, Council on Instruction, Curriculum Committee*) [Connected to Standard I, II; QFE2, EP1, EP3; GP Pillars 2, 3, 4]

### I.2

The College will **develop and support academic programs that allow the College to competitively market itself to prospective students** by (1) promoting FRC as an institution that educates students in a unique and supportive environment as measured by increased enrollment (*Council on Instruction, SEM*), (2) creating and delivering distance education offerings that include online degrees and courses as shown by an improved DE presence on the College website, better integration with the California Virtual Campus, established quality-assurance procedures for DE courses, and approval of DE programs and support services by the ACCJC (*Council on Instruction*), (3) publicizing educational pathways for students and marketing these pathways in an accessible and intuitive format (*Guided Pathways Workgroup, Council on Instruction*), and (4) exploring scheduling and program opportunities that align with the interests of prospective students, including those that serve local schools and workforce needs. (*Council on Instruction*) [Connected to Standard I, GP Pillars 1, 2, 3, QFE 1]

### I.3

The College will **expand sustainability awareness and action** across the campus, the surrounding community, and the college's curriculum. This will be demonstrated by (1) institutionalizing the Spring Sustainability Series as a significant outreach effort, (2) gathering information related to campus sustainability and leveraging this information to spur action to engage the campus and community in creating a more sustainable future through projects related to transportation, ecosystem health and fire preparedness, and resource consumption. (*Sustainability Action Team*)

### I.4

The President's Office will lead efforts to **develop summer outreach programs** that utilize the FRC campus and natural environment, integrate with existing programs, attract new audiences to campus, and utilize housing resources. (*President's Staff*)

## Strategic Direction II

**Student Learning and Support Services:** The College offers high-quality educational programs and support services that support student learning. This includes prioritizing student success initiatives, instructional programs, student services and library support to support the overall goals of student access, retention, student equity, active student life, and strong academic programs.

### II.1

The College will **develop and sustain experiences that promote student skills development, improved student course choices, and a sense of community at all levels.** This will be demonstrated by (1) institutionalizing the first-year experience (*Student Services Council, Council on Instruction*), (2) institutionalizing the Research Symposium (*Council on Instruction, Academic Senate*), and (3) providing dynamic, innovative student clubs and activities that engage students and connecting these to academic programs, student diversity, and student interests (*Student Services Council*), and (4) improving graduation and retention rates. (*Council on Instruction, Student Services Council, Academic Senate*) [Connected to Standard II, GP Pillars 2, 3, 4; QFE2; EP3]

### II.2

The College will **further efforts to be equity minded and inclusive in all learning services and experiences.** This will be demonstrated by (1) providing focused services and instructional supports to disproportionately impacted populations (Foster Youth, Veterans, ISP, etc.) (*Student Services Council, Advising Task Force, Student Intervention Committee*), (2) providing professional development opportunities on reducing equity gaps and to increase knowledge, awareness and appreciation of the diverse campus community (*Student Services Council, Professional Development Committee Diversity Committee*), and (3) increasing persistence, success, and completion across course/curriculum delivery modes for all student populations. (*Council on Instruction, Student Services Council, Advising Task Force, Academic Senate*) [Connected to Standard I, II; GP Pillars 2, 3, 4]

### II.3

The College will **reduce access barriers for all students by minimizing the financial impact of pursuing higher education.** This will be demonstrated by (1) increased use of Promise Grant and Promise Scholarship (*Student Services Council*), (2) increased scholarship opportunities from fundraising and service organizations (*FRC Foundation, Phi Theta Kappa*), (3) increased availability and use of vouchers (*Student Services Council*), and (4) improving student financial planning through reduced student debt burden. (*Student Services Council*) [Connected to Standard I, II; GP Pillar 2, 3]

### II.4

The College will **develop and implement tools to promote student exploration, ownership, and understanding of educational planning** by (1) developing and distributing generalized four-semester program plans that include both major and recommended general education requirements (*Guided Pathways Workgroup, Advising Task Force, Council on Instruction*), (2) exploring and establishing program alignment (aka, meta-majors) documents that demystify program exploration and aid students in developing educational plans (*Guided Pathways Workgroup, Advising Task Force, Council on Instruction*), and (3) investigating the viability of a technology solution to allow students to more actively and accurately develop educational plans as well as providing predictive power to guide class scheduling based on student needs (e.g., Starfish). (*Guided Pathways Workgroup, Advising Task Force, Council on Instruction*) [Connected to Standard II; GP Pillars 1, 2, 3; QFE1, EP 1]

### II.5

The College will **monitor enrollment by program and delivery mode and make recommendations on marketing, recruitment, and retention strategies** to manage enrollment. This will be achieved by (1) increasing the college's



digital presence (through marketing strategies such as targeted campaigns, social media, maintaining fresh and relevant information on the college’s website) (*Communications Committee, SEM*), (2) utilizing advertising and promotional media to reach specific audiences (radio, newspaper, magazine, print material, etc.) (*Communications Committee, SEM*), and (3) setting and monitoring enrollment targets. (*Communications Committee, SEM*) [Connected to Standard I; GP Pillars 1, 2, 3; QFE1]

## II.6

The College will **improve student success and retention by institutionalizing a proactive and holistic approach to the student intervention and support processes** by (1) improving the use and effectiveness of student intervention processes as a means to improve student retention and success, and (2) prioritizing the need to provide mental health and wellness services to students in order to help them navigate a multitude of challenges as they pursue their educational goals. (*Student Intervention Committee, Guided Pathways Workgroup, Advising Task Force*)



### **Strategic Direction III**

**Resources:** The College provides resources to support the mission by appropriately planning, maintaining, training personnel, and ensuring adequate fiscal resources that support operations.

#### III.1

The College will **organize and prioritize capital improvement projects** to improve the health of the physical plant both to benefit students and to preserve the college's long-term health. This will be demonstrated by (1) prioritizing and submitting a formal project proposal (FPP) in an effort to receive state funding for capital projects (*President's Staff, Facilities Committee*) and (2) institutionalize a clearer and more proactive approach to prioritizing and funding capital improvement projects. (*Facilities Committee, Budget Committee, President's Staff*)

#### III.2

The College will **advance the operational effectiveness of the institution by incorporating modern, student-centered technology solutions** to improve employee effectiveness as well as student access, retention, persistence, completion and the overall student experience in preparing students to succeed in college and careers beyond FRC. This will be demonstrated by implementing appropriate and realistic technology solutions (e.g., CCCApply, Chatbot, CPOS, Banner enhancements and additional modules, Starfish or other comparable solutions, Touchnet/payment plans, online screening protocols for mental health, electronic transcripts). (*Student Services Council, Strategic Technology Committee, Guided Pathways Workgroup*)

#### III.3

The College will **emphasize social media efforts** to connect and engage with current and potential students by establishing structure, roles and responsibilities, and college-wide standards.

#### III.4

Efforts will be made to **improve the infrastructure and facilities for Student Housing**. Additional housing will be studied for need, cost-benefit, personnel, and ongoing support and the President will convene a task force for this purpose to provide recommendations regarding additional student housing. (*President's Staff, Housing Task Force, Facilities Committee*)

#### III.5

The Human Resource Office and the Professional Development Committee will **develop a comprehensive employee orientation** to help new employees start and succeed in their new positions at FRC. Ongoing employee support and professional development will support all employees to maximize each person's potential and contributions to student success. (*President's Staff, Professional Development Committee*)

#### III.6

The President's Office will work with Information Technology Department to **develop a strategic technology support structure** that provides appropriate technology services and training for each employee in support of their role related to student support. (*President's Office, IT Department*)

#### III.7

**A healthy campus forest plan** will be integrated with academic programs and the Facilities Department, including an emphasis on preserving the surrounding campus forest and building fire resistance to protect the campus. (*President's Office, Facilities Department*)

#### III.8



**Meet the needs of the diverse and evolving student population**, particularly those who are traditionally underrepresented, by providing professional development opportunities to learn innovative practices that can be applied to instruction and support services and as measured in Campus Climate Survey, Professional Development activities, and Professional Development session evaluations. *(Diversity Committee, Professional Development Committee)*





## **Strategic Direction IV**

**Leadership and Governance: The College will practice effective and ethical participatory governance, communication and college planning processes that support the mission and instructional programs and services.**

### IV.1

The College will **improve communication standards regarding college-wide matters** by (1) institutionalizing participatory governance communication processes (*Communications Committee*), (2) including an accessible repository of all participatory-governance committee work (*Communications Committee*), and (3) establishing standards for the various communications methods utilized by the college and by prioritizing technology as an essential, effective and efficient method to deliver information. (*Communications Committee*)

### IV.2

The Office of Institutional Research will **develop a data coaching structure to assist employees** in the use of relevant data to make decisions that support student success. An up-to-date data warehouse and data dashboards will be developed to assist employees with information related to their department.

### IV.3

The President's Office will continue to support the **Board of Trustees in board development** activities that sustain the adopted *Feather River College Board of Trustees Key Principles* and support existing participatory-governance processes, Board Policies, and Administrative Procedures. (*President's Office, Board of Trustees*)

