



STUDENT SERVICES PLAN

2008-2012



TEAMWORK



SUPPORT



SUCCESS

570 Golden Eagle Ave
Quincy, CA 95971
www.frc.edu
Phone: 530-283-0202
Fax: 530-283-3757

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Acknowledgement

We would like to thank the Council on Instruction (COI) for their hard work and guidance in developing the Student Services Plan. The COI developed and wrote the initial portion of both this Plan and the Education Plan. We intentionally used the same historical data, demographics, and assumptions (pages 4-17) to ensure consistency between the Education Plan and the Student Service Plan.

Chapter 1: Intent of the Plan

Historical Background

The purpose of the 2008-2012 *Feather River College Student Services Plan* is to provide a foundation upon which the student services needs of the District can be met in the next three to five years. Analysis and recommendations based upon data (both qualitative and quantitative), and other forms of institutional research are at the heart of this plan. The Student Services Plan will provide a roadmap for decision-making, budget allocation, and goal implementation. It will also facilitate the development of other important plans (e.g. Master Facilities Plan, Education Plan, and operational plans) for the District.

This is the first comprehensive Student Services Plan compiled for the college. Other smaller plans have been written, but none have tried to relate student services planning to the education plan, master plan, budget or strategic planning. In order to pull the planning together, we have intentionally used the same data, language, and assumptions as the 2007-2011 Education Plan. We acknowledge that whole sections in the Education and Student Service Plan are duplicated.

Identity

What major characteristics currently define the educational identity of Feather River College? Apart from being “a beautiful place to learn,” is the college best defined by the courses and programs which emphasize FRC’s unique mountain environment surrounded by national forest? Do transfer students see the college as the place to receive a solid academic foundation for upper-division educational pursuits? Do students come to FRC because programs are accessible and quality support services are provided? However one sees the college at this point in its history, it is critically important for the planning process to be proactive rather than reactive in determining the college’s future educational identity. A primary challenge is to balance growth with quality instruction and services, maintaining as part of our identity the opportunity for

experiential learning in classrooms, labs and field study. The Student Services Plan will provide direction in this regard.

Growth

Does Feather River College need to continue to grow, and if so, to what degree and purpose? Growth, in and of itself, is not an educational goal, but rather a means of attaining educational goals. Has the strategic planning emphasis on growth brought about financial stability and desired educational goals? It is important to utilize information from this Student Services Plan and the college's Enrollment Management Plan to guide the strategic planning process. Future program reviews will focus more on optimal enrollments to help in enrollment management planning.

Space and Facilities

Where are we headed in terms of allocating space for buildings, sports fields and other needs, and what is the planning process involved in this determination? Whether or not the college's student population grows, the college must address academic program and student services facility needs such as for art, music and the performing arts, which comprise major components of the humanities, but remain a very minor element of the college's curriculum, or a centralization of student services for better communication between services areas and better access to support programs. Facilities master planning is in progress, partially formed by this Student Services Plan.

Technology

To what degree can Feather River College anticipate its educational technology needs for the future? FRC presently has cutting-edge instructional technology, and should seek to maintain that edge. Since the 1998 Student Services Plan was written, the college has embarked on technological ventures barely considered at the time, such as campus-wide smart classrooms, implementation and growth of online classes, and wireless Internet access for students on campus. Some things can be anticipated with certainty: 1) computer technology will continue to influence the nature of instruction and support services; 2) changes in educational technology occur rapidly and will require a commitment to professional development for faculty and staff to make effective use of the beneficial elements of change; 3) there will be significant, ongoing financial costs connected to the acquisition, support, maintenance and training involved in the use of educational technology.

These questions help provide a framework for Student Services Planning at Feather River College. They do not encompass all issues facing the college, but

as the college continues with its evolution, hopefully they can serve as a benchmark of progress and a guide for the future.

Mission Statement and Student Services Plan Goals

Mission Statement

The mission of the Feather River Community College District is to serve a diverse student population with an effective learning environment. The District will accomplish this by offering high-quality general education, transfer programs, career and technical degrees and certificates, and extracurricular activities that enhance student development and success. The college will foster interpersonal opportunities, and provide unique programs supported by its small size and mountain location. The District will additionally promote regional economic development, broaden international understanding, and encourage lifelong learning.

As the mission is such an important part of the planning process, it is critical that elements within it are addressed. Further explanation of goals not directly included in the Mission Statement should also be explored. For purposes of this planning document, goal statements will be provided, along with general explanations.

Goal Statements

- **Quality Education.** The most important element that guides the recommendations and future actions of the Education and Student Services Plans is the commitment to quality education.
- **Quality Student Service Programs.** To ensure that all students have access to the quality education that is provided at FRC, students will need support services that meet the needs of a diverse population. We agree and aspire to a set of core values and are committed to providing quality and timely student services that will allow all students to succeed with their educational and life goals.
- **Diverse Educational Objectives.** The college will provide programs and curriculum representing diverse areas of academic study, including but not limited to, community support education such as English as a second language, general education, liberal arts, and career-technical programs. Programs, curricula and related services will be provided to our community and students for purposes of earning an Associate degree, transferring to a four-year academic institution, obtaining/maintaining professional certification, and for lifelong learning (credit and non-credit).

- ***Liberal and Vocational Studies.*** The college recognizes that both the liberal arts and career-technical education are important educational objectives of a community college. The Arts and Sciences Division offers ten Associate degrees in the liberal arts area. The Division is studying the opportunity of adding a new liberal arts degree in communication studies. The college currently has nine diverse vocational programs that provide hands-on experiential learning experiences for immediate career entry and/or transfer degree opportunities. The college is awaiting approval of a tenth vocational program, culinary arts, and is also looking at the potential of developing a fire-science certificate program.
- ***Comprehensive General Education.*** The breadth of FRC classes should truly reflect comprehensive general education, providing for a solid academic foundation, and allowing students to succeed in the world if going directly to the workplace or for seamless transfer.
- ***Student Learning Outcomes.*** A vital new area of instructional improvement, student learning outcome (SLO) implementation, came as a directive from the Accrediting Commission of Community and Junior Colleges (ACCJC). Feather River College educational leaders made the decision to develop student learning outcomes from the bottom up; that is, a focus on course-level student learning outcomes was the first priority identified. The timeline for completion of all course-level student learning outcomes requires that all Title V outlines be updated by June 2009. The next level of student learning outcome development would be at the program level student learning outcomes. However, educational leaders decided that developing college-wide student learning outcomes first would better facilitate program level SLOs.

Each department within Student Services has developed a set of student learning outcomes related to the specific services provided (see Appendix A). Assessment measures have been established and SLO's will be assessed on a regular cycle.

Seven college-wide general student learning outcomes were developed from campus-wide participation:

1. Students will communicate effectively by:
 - Writing clearly and accurately in a variety of contexts and formats
 - Articulating thoughts, ideas, concepts, and opinions verbally
 - Reading, comprehending, and applying published ideas
 - Listening and responding to others
2. Students will demonstrate critical thinking skills by:
 - Applying principles of scientific and/or qualitative reasoning and logic to solve problems

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- Evaluating strengths, weaknesses, and fallacies of logic in arguments and information
 - Utilizing a variety of academic lenses to develop and employ a multidisciplinary worldview
 - Applying knowledge and skills in real-life settings
3. Students will demonstrate competency in locating, evaluating, and utilizing a wide variety of information technologies.
 4. Students will demonstrate a sense of personal and professional ethics by:
 - Accepting responsibility for their own actions
 - Respecting and honoring diversity of individuals and ideas
 - Exhibiting personal, professional, and academic honesty
 5. Students will develop a clear sense of self, purpose, and ability to achieve goals by:
 - Developing autonomy
 - Prioritizing skills
 - Advocating for self
 - Delaying self-gratification
 - Setting goals
 - Using time management skills
 - Accessing resources
 6. Students will demonstrate skills in relationships through interpersonal communication, compromise, teamwork, and collaboration.
 7. Students will value their education, understand its privilege, and become responsible citizens by:
 - Participating in community service
 - Respecting and questioning authority
 - Expressing themselves creatively
 - Being proactive in learning

The most difficult challenge faced to date in the implementation of student learning outcomes has been in developing an assessment cycle (SLOAC) process. A time-affective way to assess SLOs is critical for the college to be able to internalize SLOs for the improvement of student learning. Research of other colleges has found that several years are required to reach this goal. Feather River College has made significant progress towards this goal, but has years left before its completion.

Relationship to Other Campus Plans and Facilities

The Feather River College Student Services Plan is a planning tool for the development and improvement of student learning outcomes. The research and analysis that drives the writing, conclusions, and recommendations of this document will guide the future student services decisions of the college. It is critical that this body of work be integrated within the other campus planning processes to yield the overall direction of Feather River College.

There are several planning documents used at the college, including academic, administrative, and student-services program reviews, the Master Facilities Plan, the Student Equity Plan, Education Plan and the Strategic Plan. Clearly, the complexity of the competing needs for limited funds requires a conscious effort to link and integrate planning. Feather River College has made a strong commitment for this to happen, starting with the College Superintendent/President directing all administrators to closely link their administrative plans with their respective area plans and the Strategic Plan.

Though simplified in its description, a general rule of thumb for the relationship of the Student Services Plan to other campus plans and facilities would look like this:

Student Services Program Reviews + Institutional Research ⇒ Student Services Plan
Student Services Plan + Administrative Program Reviews ⇒ Facilities Master Plan
Student Services Plan + Facilities Master Plan + Education Plan ⇒ Strategic Plan

Clearly, the Strategic Plan is the integration of all planning processes. The Strategic Plan is the most powerful justification for budget allocation. However, assumptions sometimes change, and events occur that can alter the order of priorities; Thus, budget allocations will sometime be driven by local committee planning decisions, such as the President's Staff and Cabinet.

Assumptions

- *Demographic changes within Feather River College's service area will require ongoing review of course offerings, methods of delivery, and provision of support services to satisfy the educational needs of a changing population (e.g. decline in number of traditional school age children throughout the county; increase in older males and females throughout county; increase in Hispanic population; increase in population in Eastern Plumas County and Lake Almanor area).*

- *Communication and information in a variety of formats (e.g. text, audio, and graphic images) will be increasingly transmitted electronically via the Internet and through an integrated student information system.*
- *Intercollegiate sports will continue to play a large role at the college. Some of the effects that will need to be taken into account are: 1) The variation in FTES between fall and spring, due to transfer patterns of students in sports programs; 2) The variation in demand for housing at the college apartments, due to transfer patterns of students in sports programs; 3) Fiscal implications of the “Good Neighbor Policy” between Nevada California and FTES of 1500+ at FRC; and 4) The increase in intercollegiate sports programs at Nevada community colleges, which could have an impact on Feather River College recruitment in that state.*
- *Students will enroll at Feather River College beyond one year in great part due to the quality and breadth of the academic programs and support services offered by the college.*

Chapter 2: Demographics

Historical Data: Enrollments, Populations & Demographics

In order to make decisions and plan for the future of Feather River College, the Student Services Plan needs to include critical data concerning enrollment trends over the past several years, as well as demographic changes in the student body and the community at large. Core enrollment at the college has changed dramatically in the past six years, and the college needs to closely examine these changes statistically. Similarly, the college must be aware of the changes in the population in the area it serves in order to best understand the needs of Plumas County residents.

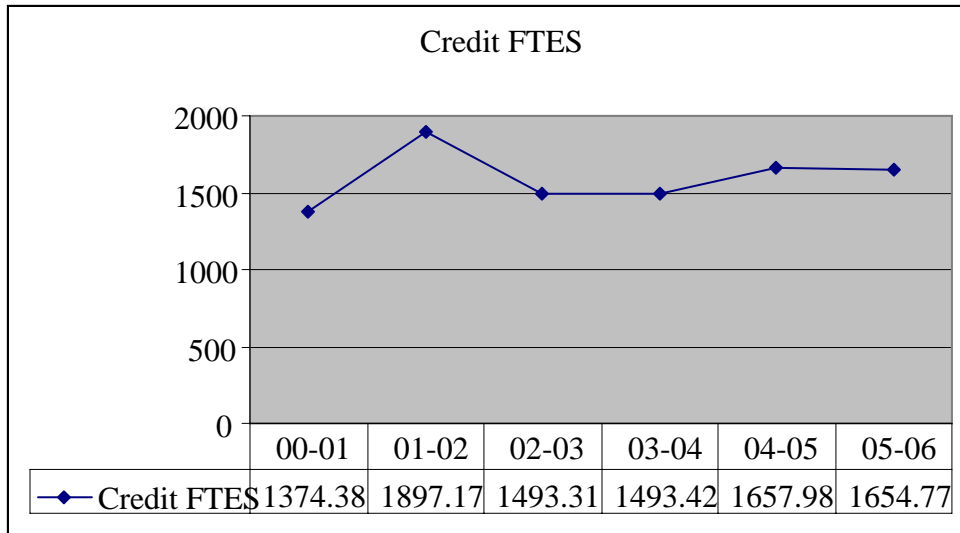
The Council on Instruction has requested various sets of data from the college's Instructional Researcher. However, due to her limited hours and the complexity and cumbersome nature of the existing college database, much of the applicable data is not available. The research data have been delayed further by the postponed implementation of the new Student Administration System, which was scheduled to be online by Summer 2007. Once in place, the new SAS will not only provide a greater flexibility in the data it will contain, but will permit the rapid and accurate assembling of data that is task-specific and relevant for decision-making. However, the data for implementation are unknown at the time of this writing.

Enrollment Trends

The college must understand where students come from, what courses they take, and how long they remain at FRC as a foundation for understanding the college as a whole.

Over the past half-decade, total college FTES have gone up and down to some extent, but have remained relatively stagnant for the past two years. (*Figure 1*)

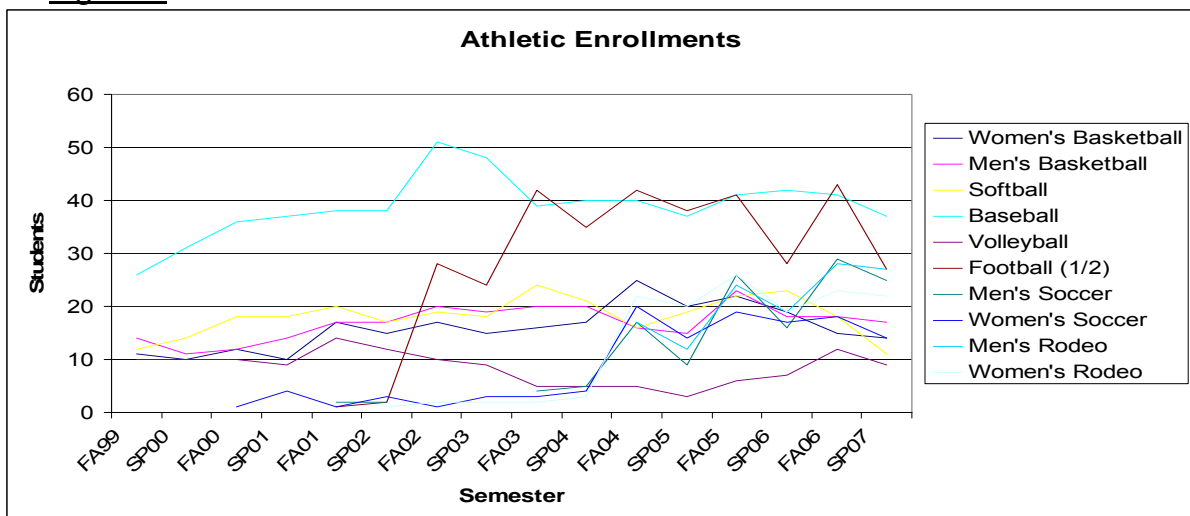
Figure 1



Two major changes that have had a significant impact upon college enrollment and composition were the initiation of new athletic programs and the discontinuation of summer sports camps and clinics. (The sports camps may be the reason for the FTE spike of the 01-02 year.) Overall, the negative impact of the loss of FTES from camps generated by part-time students has been made up for in new FTES generated by full-time student-athletes in the new programs. (Figure 2)

Unfortunately, we have no data presently on the actual enrollment and FTE generation of the camps and clinics that would demonstrate exactly how much they contributed to the college's FTE or the impact of their loss.

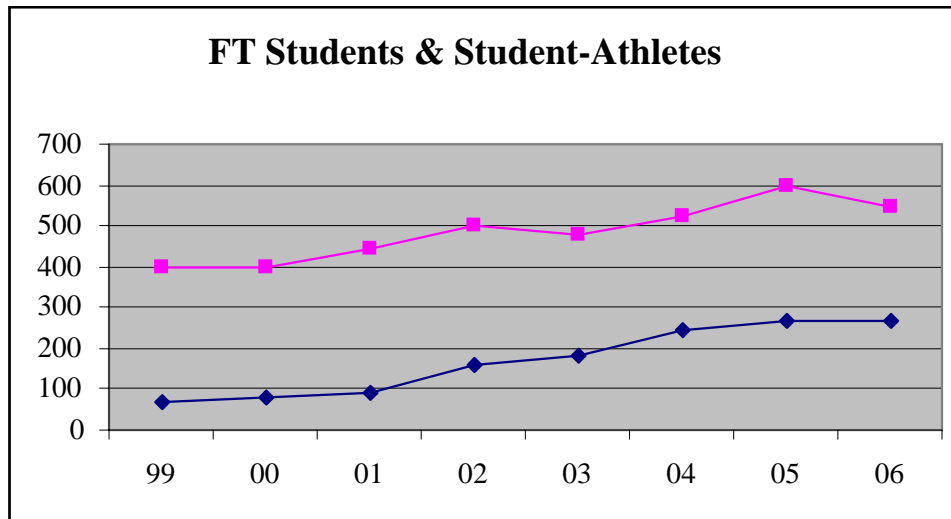
Figure 2



[Note: The number of student-athletes in the Football Program in the figure has been cut in half to show more detail in comparing the program to other athletic programs.]

Figure 3 shows the total enrollments of full-time student-athletes during the fall semester from 1999 to 2006, along with the changes in the enrollments of full-time students. It is immediately apparent that the student-athletes have increased total enrollment of full-time (core) students. During this period, the percentage of the core students comprised of student-athletes increased 2.5 times from 18% to 48%. Also, the percentage of core students enrolled in 15 or more units increased from 50% to 71%.

Figure 3

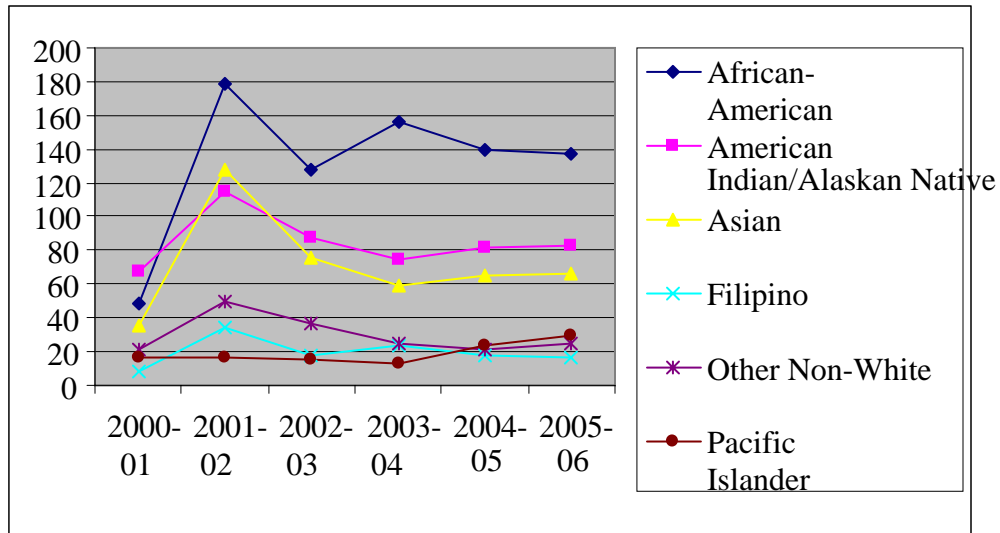


During that same time, the enrollment of full-time non-FTE-generating students (international and non-AB540 out-of-state students) has increased substantially in the past three years. However, we are unable to discern how much or what areas of the college have been directly impacted. This demographic trend will impact everything from the issue of housing to what classes we should offer in regard to articulation to non-California universities.

Similarly, we have had trouble identifying the ethnic demographics of the college. According to data held by the Chancellor's Office, the college student population is somewhat more ethnically diverse than may be the reality on campus. (Figure 4) Note that in the 2001-02 school year, the college is listed as having 180 African-American students and more than 120 Asian students when this was certainly not true on campus. More than likely, these numbers reflect contract education programs (such as Sojourn and Washington D.C. Week). The state also reports the college as having some 700 Hispanic students each year when in reality more than 500 of them are students in the Mini-Corps Program and not on campus.

The college's Institutional Researcher is working on a more detailed report that will hopefully provide information about the student population that the college works with directly.

Figure 4



Community Needs

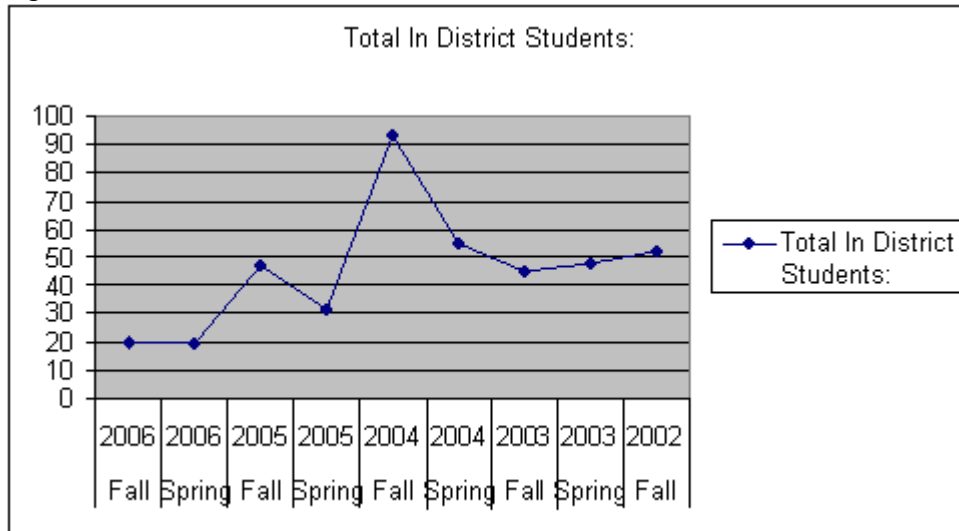
From anecdotal evidence, we assume that Plumas County population demographics have changed in recent years, requiring the college to modify its instructional aims to meet those changes. However, apart from the Federal Census performed every decade, FRC has no easy way of discovering these changes and the responses necessary on the part of the college. Along with systematic demographic information, the college will probably also need to issue a survey of Plumas County residents to discover their needs.

The population of the county has increased slightly in the past years according to the U.S. census. The population increased from 19,739 in 1990 to 20,824 in 2000 (5.5% increase), but the county's population is also aging. The percentage of the county's population under the age of 18 who might be expected to enroll at the college in the future is 22.7%, compared to 27.3% statewide, while the percentage of the population over 65 is 17.9%, compared to 10.6% for the state. With changes in the local economy and housing, we can expect this "graying" of the population to continue, decreasing the number of local people who attend as full-time students. The college must also seek to meet the needs of the aging population by creating courses for that population.

The college must and has been seeking to recruit more students from the local high schools as through the Upward Bound Program. However, the college's success in this regard has been somewhat spotty. *Figure 5* shows the enrollment of new students from local schools over the past several years. (This figure, however, does demonstrate some of the problems with our existing CoCo/Crystal data system. Many of the students listed here as new high-school graduate students were actually concurrently enrolled students.

However, due to the limitations of the college's data collection system, we are unable to accurately represent these numbers.)

Figure 5

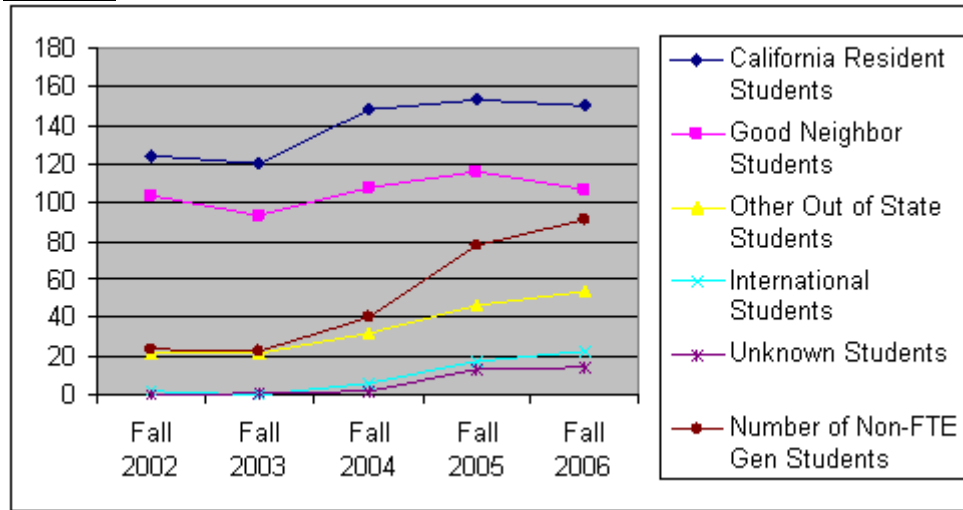


Continuing Research Agenda for Student Services Plan

A truly effective Student Services Plan should include a thorough analysis of the college and its District with an eye toward changing demographics. However, this plan's data is limited by the utter awkwardness of the existing data collection system, and by the lack of any previous research upon which to focus.

An example of the awkwardness of the current system for collection of usable data has been the analysis of the changes in non-resident students. Data relevant to the issue was delivered, and it showed a dramatic increase in non-Good Neighbor out-of-state students. The data suggested that the college's income from out-of-state students should be far higher than it currently is. However, further analysis from a different direction showed that the initial data was entirely inaccurate and had over-estimated the enrollment of out-of-state students by 47%. This was discovered only by going to a different database (billing), and doing a pains-taking, non-automated survey of student enrollment. After long hours of work by several staff members, we have no usable data. This is the problem the Council on Instruction and Student Services Council has faced repeatedly concerning developing data-driven planning. (*Figure 6*)

Figure 6



As has been already highlighted by the accreditation site team's visit, the college's databases and data collection are ill-equipped to deliver usable information in their present state. The old database system was designed to keep track of a vast array of detailed bits of information about students, but not necessarily to easily generate useable statistics for decision-making.

The new SAS will provide not only a greater flexibility in the data it will contain, but will permit the rapid and accurate assembling of data that are task-specific and relevant for decision-making. Unfortunately, in July 2007, the installation of the new SAS system was postponed indefinitely, due to critical vendor-side problems. Implementation is now slated for February 2008.

Areas for Analysis

- Enrollment Trends.** The college must understand where students come from, what courses they take, and how long they remain at Feather River College as a foundation for understanding the college as a whole. These variables have changed over time, but the college is unclear of how they have exactly changed, and to what degree the college will be impacted by these changes. For example, we know that the enrollment of full-time non-FTE-generating students (international and non-AB540 out-of-state students) has increased substantially in the past three years; however, we are unable to discern how much or what areas of the college have been directly impacted. This demographic trend will impact everything from the issue of housing to what classes we should offer in regard to articulation to non-California universities.
- Student Learning Outcomes /Assessment.** As the college moves into the next steps of the Student Learning Outcome Assessment Cycle (SLOAC)

process, accurate statistics on assessments will become more important, including for planning purposes.

- **Community Needs.** From anecdotal evidence, we assume that Plumas County population demographics have changed in recent years, requiring the college to modify its instructional aims to meet those changes. However, apart from the Federal Census performed every decade, the college has no easy way of discovering these changes and the responses necessary on the part of the college. Along with systematic demographic information, the college will probably also need to issue a survey of Plumas County residents to discover their needs.
- **Student Goals and Objectives.** At present, students create their own Educational Plans, portions of which appear in our data system including their major and their overall educational objective. However, we do not necessarily know, if they are transferring to a four-year university, which university they are aiming for or which university they actually transfer to (if they do so at all). This means that our data on where students are going, and the articulation details that result, are unknown to us. We have no way to track where they really go (or whether they are successful once they get there). The new SAS will allow the college to know where students are intending to transfer even if that changes. The college must then find a way to track transferring students so that we have some accurate idea as to which universities we should create articulation agreements with, particularly if our out-of-state student numbers continue to rise.
- **Online Course Statistics.** Examination of online courses, comparing them to Face-to-Face (F2F) courses regarding retention and success rates, as well as GPA. We also need to study differences between instructional modes (email vs. Moodle, etc).
- **Enrollment Trends in Programs/Courses.** A close analysis of enrollment in courses to analyze trends over time, but also best times to offer classes.

Chapter 3: Department Summaries

Student Service Programs

Chief Student Services Officer

The Office of the Chief Student Services Officer (CSSO) consists of two people, the CSSO and the Administrative Assistant. Our primary responsibilities are to provide leadership and to ensure fiscal viability of the Student Services division.

Responsibilities:

- Leadership and management of Student Services.
- Establishing, updating and evaluating of strategic planning process with the Student Services division.
- Facilitating of the program review process within Student Services.
- Mentoring, management and evaluation of Student Services Staff.
- Advocate for the students.
- Direct a comprehensive enrollment management plan to achieve optimum enrollment and fiscal sustainability.
- Oversee the fiscal and budgetary requirements of Student Services.
- Serve as director of Matriculation and EOPS.
- Collaborate with instruction, athletics, information services and business services to provide a quality educational experience for the students of Feather River College.
- Maintain and ensure all Student Services departments have operating and procedures manuals in an up-to-date condition.

Admissions and Records

The Admissions and Records office handles the registration process for all classes including collecting fees, adding and dropping of classes, and withdrawal from school. All student records, including transcripts, are maintained with this office in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974. Graduation petitions and eligibility reviews are conducted as per deadlines outlined in the academic calendar.

The admissions and records office staff can answer questions or provide information regarding:

- Registration
- Student Accounts
- Student Information Portal
- Student Records
- Graduations
- International Students

Advising and Counseling

The mission of the Feather River College Counseling and Advising Department is to provide services, programs, and opportunities that promote and enhance student learning, personal development, and persistence and success toward educational goal attainment for achievement in a diverse and changing world. All services and programs conform to Federal, State and local requirements and regulations, and include specific services for students with special needs.

The Counseling and Advising Department is responsible for guiding students through the Matriculation process, which is accomplished through the following collective responsibilities.

- Help plan, organize and participate in new student orientation.
- Identify and apply counseling techniques and theories that address student needs, both individually and in groups.
- Provide transcript evaluation and assign credit for courses taken.
- Provide assessment and interpret assessment scores and make placement recommendations.
- Assist the student in assessing, planning and implementing short and long-term educational plans for transfer, associates degree and certificate programs.
- Intervene when student academic performance is at risk and make referrals to support services as needed.
- Perform degree audits for graduation and program completion purposes.
- Help students in transitioning to college through pre-enrollment counseling during high school, and through re-entry and community outreach activities and programs.
- Provide personal counseling to give assistance with personal, family or other social concerns when that assistance is related to the students' education.
- Provide crises intervention and referral for students who are in need of psychological services including emergency mental health, counseling and/or long-term therapeutic support.
- Provide assistance and referrals to students on academic early alert, probation or dismissal status to improve scholastic performance.
- Provide assistance to students pursuing reinstatement to the College.
- Serve as liaison to college-wide academic divisions and departments.
- Provide assistance to students who are applying for financial aid as well as those who need an academic progress report or financial aid disqualification appeal.
- Provide counseling services to Special Program students; such as Veterans, DSP&S, EOPS, CARE, CalWorks, and TRIO as required by Title V, Section 131, of the California Administrative Code.
- Work collaboratively with faculty and staff regarding program development, college governance, and various college wide committees.

CalWorks

The mission of CalWORKS Program is to provide support services, work study, academic advising and coordination of resources for students on public assistance pursuing any academic goal. Within the guidelines established by the California Community College Chancellor's Office each student will be evaluated and supported toward a goal of self-sufficiency.

Responsibilities:

- Based on individual needs assessments, provides support services such as transportation reimbursement, books, supplies and academic advising.
- Coordinate with Plumas County Department of Social Services to support students and avoid duplication of effort.
- Collect documentation required by the California Community College Chancellor's Office.
- Develop, implement, and monitor \$125,000.00 budget.
- Facilitate and create work study positions to assist students in meeting their participation hours.
- Monitor student progress toward academic goals and provide advising.
- Attend mandated trainings presented by the Chancellor's Office.
- Coordinate services with other campus programs to support students and avoid duplication of efforts.
- Complete reporting requirements of the CCCCCO.
- Interpret state and federal regulations and insure institutional compliance.

Career and Transfer Center

The Career and Transfer Center is a multi-functional program that assists students in determining a viable career pathway supported by career planning tools and student employment in order that students can explore career options, gain valuable work experience, and supplement their incomes. The Center also provides resources and activities to assist students in transferring to four-year colleges and universities.

Responsibilities:

- Develop on- and off-campus job opportunities for students taking 6 or more units.
- Make available various career planning tools for student use.
- Counsel/Advise students concerning career options.
- Develop, implement, and monitor \$130,000.00 general fund budget and \$36,030.00 in categorical funds.
- Work with college faculty, staff and administration to create and monitor work study positions.
- Work with the categorical programs to assure eligibility of students.

- Attend Quarterly and State-wide meetings concerning work-force development.
- Act as the college liaison for annual summer job fairs.
- Interpret state and federal regulations and insure institutional compliance.
- Facilitate transfer application, college selection, and decision-making workshops as well as field trips to four-year colleges and universities.
- Assist students with the career decision making process through the assessment of abilities, interests and values; provide counseling and guidance as well as information regarding current and future employment trends. Also, make referrals to Cooperative Work Experience and other job placement programs and services.

Child Development Center

The Child Development Center offers a creative preschool program for children ages 2-5 years. The program is nationally accredited and offers a setting that is rich in a variety of educational materials and activities that encourage enthusiasm for learning.

Responsibilities:

- Through a creative, play-based age-appropriate curriculum, we encourage each child to grow up loving themselves and feeling like capable and contributing human beings.
- We value and respect each child, their family and the staff while celebrating the unique gifts we all have to share within the preschool family.
- Our physical environment is creative and filled with a variety of self-motivated activities in which a child can choose a balance of teacher or child initiated activities. The children can choose to work individually or in groups.
- The Staff are fully engaged with the children as they observe, listen and provide the needed resources for the children to accommodate their creative process and stimulated critical thinking skills and life long learning.
- We encourage a strong foundation of positive and compassionate social skills which encourages cooperation, assertion, responsibility, self help skills, empathy, problem solving and self-control. These skills are encouraged through actual teaching methods, reminder, reinforcement, redirection, and through modeling.
- Through positive team work, open communication and encouragement, the staff works with each other and in cooperation with families to create an environment of mutual respect.
- Family members are encouraged to become active participants in our learning community. In cooperation with parents, we honor each family's cultural and linguistic needs. We strongly encourage parent involvement.

Disabled Students Programs and Services/Workability (DSP&S)

The mission of Disabled Student Programs & Services (DSP&S) is to promote self-confidence in an educational environment while fostering student independence. The DSP&S staff is committed to the establishment of a positive learning environment. This is achieved by focusing on academic integrity, maintaining sensitivity to our students, creating a springboard for change, and ultimately aiding in the achievement of student success. In DSP&S, our students come first; their individual needs are the focal point in our efforts to assist them in attaining their goals and potential. Our goal is to turn challenges into opportunities.

DSP&S provides support to students with disabilities by providing services and accommodations for their academic success. Accommodations and services may include:

- Disability Counseling
- Priority Registration
- Testing for Learning Disabilities
- Assistive Technology
- Extended Time on Tests
- Test Accommodations
- Equipment Loans (tape recorders, spellcheckers, rolling backpacks, etc.)
- Assistive Technology Accommodations and High Tech Center Access
- Special Class Offerings
- Typing, Copying and Telephone Access
- Mobility Assistance
- Strategies for Academic Achievement
- Career Counseling for Disabilities
- Other Accommodations as Appropriate

WorkAbility III

The mission of the WorkAbility III program is to advocate, inspire and facilitate the development and progress of each WAB client/student to reach their goal and potential through appropriate support services, curriculum, job development, and job placement policies.

WorkAbility III is a joint program of the Feather River College DSP&S Program and the State of California Department of Rehabilitation, designed to increase employment opportunities for adults with disabilities. The program provides comprehensive pre-employment assessment, training and assistance for people with special needs who are making the transition from school to work, or from one line of work to another.

Early Alert

Early Alert is a process through which faculty can report to the Student Intervention Committee (SIC) any student who is having difficulty in a class. The committee is made up of faculty and academic advisors, program managers/coordinators, coaches, assistant coaches, and instructional assistants. Students are reported, discussed at a weekly meeting, and subsequently receive a personal intervention to determine the best course of action to ensure the students progress toward their academic goal. Contacts are reported to the involved faculty member and the central reporting contact for tracking purposes.

Extended Opportunities Programs and Services (EOPS) & Cooperative Agencies Resources for Education (CARE)

In order to ensure that all students are given equal opportunity for academic success, it is our responsibility to provide comprehensive support services:

- To enhance self-esteem;
- To foster pride and dignity;
- To motivate those whom the program serves; and
- To enable students to effectively define and pursue career goals, while maintaining an open-door policy.

To accomplish this mission, EOPS offers academic and support counseling, financial aid and other support services. In addition to these services the CARE Program offers qualifying students services over-and-above EOPS.

Responsibilities:

- Outreach and recruitment to increase the number of potential EOPS eligible students who enroll at the college.
- Orientation to familiarize EOPS eligible students with: the location and function of college and EOPS programs and services; the college catalog, application, and registration process, with emphasis on academic and grading standards, college terminology (e.g., grade points, units), course add and drop procedures and related rules; financial aid application procedures; and transfer procedures to four-year institutions.
- Registration assistance for priority enrollment.
- A contact session which combines interview and other interpretation of assessment results to prepare a student's educational plan, and a mutual responsibility contract specifying what programs and services the student shall receive and what the student is expected to accomplish.
- An in-term contact session to insure the student is succeeding adequately, that programs and services are being provided effectively, and to plan changes as may be needed to enhance student success.

- A term-end or program exit contact session to assess the success of students in reaching the objectives of that term, the success of the programs and services provided in meeting the student's needs, and to assist students to prepare for the next term of classes, or to make future plans if students are leaving the EOPS Program or the college.

In addition to EOPS services and based on individual needs assessment, the CARE program may provide support services that include:

- Mileage reimbursements, meal tickets, school supplies, car repair assistance, supplemental child care and need based cash grants.
- Sponsor workshops for issues affecting the CARE student population.
- Advise students concerning CalWORKs regulations and student's rights.

The programs are aligned to the college mission and its strategic goals; thus, focused on ensuring student success, teaching and learning effectiveness, organizational effectiveness and community and economic development.

Financial Aid

Mission: To provide educational opportunities for all students through the delivery of student federal and state financial aid and scholarship programs. To insure compliance with federal, state, and institutional statutory and/or regulatory requirements associated with the delivery of student financial assistance and financial resources.

Vision:

- **Increase student enrollment and improve retention rates** by providing efficient and accurate information with a stream-lined delivery of financial assistance. To deliver early notification of grant and loan eligibility in support of recruitment efforts.
- **Student Information for Student Success** by increasing efficiency and accuracy of student information for tracking, advising, and support through development of a Financial Aid information system integrated with the student admissions and records data as well as billing information and the financial accounting system.
- **To remain in compliance with federal and state regulations** and provide exemplary service to the students of Feather River College.

Outreach and Marketing

The mission of the Director of Marketing and Outreach is to provide effective leadership for all campus constituencies in the areas of student recruitment, both local and globally, and community relations.

The Marketing and Outreach Office consists of two people, the Director of Marketing and Outreach and the Recruiting Assistant. Our primary responsibilities are to attract new students to the campus and to maintain a quality relationship with the local and regional communities. Duties include but are not limited to:

- Plans, coordinates and conducts recruitment visits to the District's and regional high schools and college fairs; makes presentations to prospective students.
- Coordinates special recruitment-related events such as "Day in the Mountains," "College Night," "High School Senior Day," Plumas County Fair booth, and Vocational Educational Fair.
- Plan, schedule and conduct of recruitment visits to high schools and college fairs throughout the northern California, northern Nevada and southern Oregon region, and other areas as determined.
- Serves as liaison with the college's instructors and with District high schools regarding recruitment activities.
- Provides information in person, by telephone, or by mail to potential students, families, other colleges, libraries and others regarding college programs, the campus and community, housing, and other recruiting information.
- Inputs data and maintains and downloads database of recruitment contacts; develops and distributes evaluations and surveys to monitor recruiting effort effectiveness.
- Helps new students through the new student matriculation process; coordinates new student orientations; and liaison with financial aid to plan activities to help students through the aid application process.
- Obtains community and housing information for students.
- Coordinates in the development of recruiting materials.
- Authorize the release of district public information to the press and/or broadcast media, as directed by the Superintendent/President or designee.

Student Leadership and Activities

We the Associated Students of Feather River College, in order to promote those student activities which stimulate the intellectual, physical, social and moral life at our college, and in order to provide for and expand educational and democratic representative form of government and do assume the powers of government delegated to us by the Statutes and the Governing Board of Feather River College.

The Associated Students of Feather River College relies on an executive board consisting of six students and student senators representing all campus

academic programs all supported by the Student Activities Coordinator acting as their advisor. Each have their own set of responsibilities listed below.

Student Activities Coordinator

- Act as a student advocate.
- Act as an advisor, mentor and coach to the ASFRC Executive Board.
- Teach a leadership class (COLL 197.6) for ASFRC Executive Board.
- Coach students in the use of shared governance as a way to communicate the student voice.
- Provide a variety of student activities through various methods.
- Manage student employment hours.
- Oversee ASFRC budgets and finances.
- Maintain use data.
- Maintain and update operating procedures and documents.

ASFRC Student Executive Board

- Act as a student advocate.
- Manage ID card benefits program.
- Manage and support student clubs.
- Use various survey methods to accumulate data on student needs and wants.
- Provide a variety of student activities through various methods.
- Use shared governance as a way to communicate the student voice.
- Provide a means of communication between the students and the faculty, administration and staff.

Federal Grant Programs

Educational Talent Search (TRIO)

The mission of Educational Talent Search is to identify, enroll, and provide services for eligible participants under the federal Trio grant. The program is designed to encourage and motivate students, grades six through twelve, and re-entry adults, to undertake and pursue a program of post-secondary study.

Summary of Services and Responsibilities

Program components include:

- Career Counseling
- Study Skills
- Personal Development
- Financial Aide/College Application Assistance
- Post-Secondary Education Awareness

- Academic Advisement
- Standardized Test preparation
- Technology Workshops
- Cultural Awareness/Exposure
- Summer bridge programs
- Referrals to Tutoring programs
- Job Shadowing/Workforce Preparation opportunities

Upward Bound (TRIO)

The mission of Feather River College Upward Bound, in collaboration with families, schools and other invested partners, is to prepare students for college and lifelong learning. Upward Bound will increase high school students' access to higher education opportunities by providing services that support higher academic achievement and exploration of career paths; offering social and cultural development while creating a culture which respects human diversity.

Summary of Services and Responsibilities:

The Upward Bound program provides workshops, activities, and assistance so that that all participants will:

- Successfully complete a college preparatory high school program of study (complete high school with a 2.5 or higher overall GPA, apply for Financial Aid, apply for scholarships, and take electives related to anticipated career).
- Develop strategies for test taking and study skills.
- Demonstrate long term planning by completing an individual education learning plan.
- Increase mathematical and scientific understanding of the world.
- Improve financial literacy.
- Participate in career exploration.
- Attend cultural events.
- Utilize research skills to explore colleges and majors.
- Complete the financial aid process.
- Classify different post secondary education tracks.
- Navigate and complete an enrollment process for a program of post secondary study.
- Establish persistence in a post secondary program of study by sophomore year of enrollment.

Student Support Services (TRIO)

By providing students with opportunities for academic development, by assisting students with basic college requirements, and by motivating students towards the successful completion of their postsecondary education, the Student Support

Services (SSS) program mission is to increase participants' retention and the graduation rates and to facilitate their successful transition from the community college level to the four-year post-secondary institution.

Services provided by the Student Support Services program include:

- Instruction in basic study skills.
- Tutorial services.
- Academic, financial, or personal counseling.
- Assistance in securing admission and financial aid for enrollment in four-year institutions.
- Information about career options.
- Mentoring.
- Opportunities for direct financial assistance (grant aid) to current SSS participants who are receiving Federal Pell Grants.
- Cultural programs.

Title III

Enhance student support from basic skills to advanced technology to increase students' chances of academic success.

Our Vision:

- **Strengthening Instruction for Student Success** by increasing retention and past rates of basic skills courses through the creation of a centralized basic skills program.
- **Student Information for Student Success** by increasing efficiency and accuracy of student information for tracking, advising, and support through development of an integrated student information module which includes Financial Aid Information system and an improved advising system.
- **Advanced Technology for Student Success** by increasing efficiency and effectiveness of instruction and student support through development of alternative instructional delivery methods and student access to information and on-line support.

Chapter 4: Facilities – A Review & Future Goals

Overview

As future planning for facilities for Student Services, these major areas need to be considered: centralization of offices, affordable student housing, a full service food program, and a new campus center building. Each of these areas is a primary means for improving communication, services, and accessibility for students and need to be taken into consideration in facilities master planning.

Office and Space Needs

In an effort to create a “one-stop shop” for Student Services, Admissions and Records, Financial Aid, and the Counselor were re-located to one area that is adjacent to the building that houses Assessment, Advising, and the Career Transfer Center. The intent was to keep the flow of traffic for students seeking services to a minimum. This intent was not fully met. Advising and Counseling offices, although adjacent, are separated, and Outreach, Learning Center, TRIO program, and Disabled Student Program and Services are all in various locations throughout campus.

The ultimate goal is to house all Student Service programs in one building to streamline the traffic flow between service areas, to improve communication between offices, and to ensure accessibility. Additionally, as new staff members are hired, such as in Outreach, Financial Aid, and Retention, office and workspace must be available to accommodate their needs. Once the new Library & Learning Resource Building is completed, the vacated space of the current Library would be an excellent space to be considered for restructuring to meet this goal.

Additionally, the building of a new campus center or student union building that might house student services is needed. We need to provide more space to house offices for student government, student organizations, an enlarged food service facility, meeting and conference space, student study areas, and places for students to “hang out.”

Student Housing

With the anticipation of enrollment growth and to accommodate FRC’s student population, adequate and affordable housing must be addressed. Currently, the Feather River College Residence Hall is managed in the traditional dorm style offering small one and two bedroom apartments with kitchens. They can accommodate up to 156 students and co-ed apartment sharing is not available.

FRC must seek opportunities for additional housing options to accommodate couples, families, and people on limited incomes.

Through the FRC website, housing web pages have been developed to assist students in locating off-campus housing options. The pages include local on-line resources such as real estate websites and the local newspaper. Several landlords that specifically accommodate students are listed and an Electronic Housing Board is available for community members to post rentals by type and location. Efforts will be made to continue to keep these web pages updated and to communicate our needs to the community. Future plans include providing information to first time tenants, such as who to contact to obtain electric, water and garbage services, tenet rights and responsibilities, and community resources

Food Service

Essential to the success of student housing as well as student retention, is a full service food program. Currently the FRC Culinary Arts program operates the on-campus food service providing breakfast and lunch menus that are budget conscious and meet various eating styles. Meal cards can be purchased in increments of \$10 to \$100 and serves the same as cash. To increase the service to include dinner menus and a meal plan that can be purchased monthly, quarterly, or by the semester, would provide students and parents an avenue to plan ahead, secure meals up front, and assist students in leading a healthier life while attending FRC.

Chapter 5: Connection to Instructional & Administrative Services

The first sentence of the college's missions statement notes that Feather River Community College must "serve a diverse student population with an effective learning environment" (BP 1200). This challenging goal requires a united effort among student, administrative and instructional services staff. In this effort, the college will need to continue to assess and strengthen the operational processes in regard to the overlap between instruction and student support service (Education Plan 2007-2011)

It is the mission of Student Services to support a student's academic and educational goals. Student Services is committed to working with Instructional Services and the faculty to strengthen our connection to help students achieve their education goals, aspirations, and success.

Instruction and Student Services must work together to improve communication in the areas of counseling and advising, enrollment management, outreach and marketing, student access and accommodations, Learning Center and tutoring, matriculation processes, reducing textbook costs, increasing the student financial literacy, Early Alert, and student retention and persistence efforts. We must work as a team to refer students to the services that they may need for academic and personal success.

Chapter 6: Recommendations

1. Centralize Student Services by relocating all services areas (assessment, advising/ counseling, financial aid, admissions and records, transfer services, career services, EOPS/CARE, DSPS, TRIO) to one location on campus in order to improve communication and facilitate easy access. Within this relocation, address campus accessibility issues for students with disabilities and increase facilities to accommodate new staff and expanding services.
2. Increase affordable housing options for students and establish a full service food program that is affordable, nutritious, and provides breakfast, lunch, and dinner menus along with a cost effective meal plan.
3. Establish a culture of technology in all aspects of student services to improve communication with students and increase students' access to the educational and matriculation processes and awareness of support services. Establish this culture through the training and use of:
 - Banner Self-Service (online registration, degree audits, student records, financial aid records, etc.).
 - Luminis (student portal for access to Banner Self Service, email, communication of news, events and announcements, group studio, etc.).
 - On-line Orientation.
4. Purchase additional software for Banner to provide better access and service to students:
 - Class Scheduling Module or Schedule 25.
 - Degree Works, a degree audit.
 - Enrollment Management, which includes, Early Alert Tracking, recruitment and alumni management programs.
5. Support the hiring of new staff as new technology is instituted, and the student population and provision of services increases.
 - Retention Coordinator – oversee Early Alert process and student activities and leadership.
 - Programmer/Analyst – technical support for Banner user areas that support both Financial Aid and Admissions.
 - Webmaster, full-time.
 - Additional professional advisors, including a position to help athletes make the transition to a university.
 - Additional professional staff and professional tutors in the learning center.

6. Endorse recommendations and plans for improvement of support services and encourage all service areas to stay updated with the regulations and laws that govern them.
7. Develop, review, and update all student services web pages to provide comprehensive, accurate, accessible and relevant information, and to effectively market programs and services to potential students.
8. Improve communication between Student Service offices and the campus community through the following means:
 - Designate a staff lounge on campus.
 - Obtain cross knowledge of other Student Services offices/duties and campus policies and procedures.
 - Establish social activities and common flex day with entire campus community.
 - Centralize Student Services.
 - Communicate with students using technology, mentoring and peer advisors.
 - Include Student Services staff on all campus committee.

Appendix A

Student Learning Outcomes & Assessment Measures

2007-2008

FRC Student Services Student Learning Outcomes and Assessment Measures

*All programs will use the annual Student Satisfaction Survey and Institutional data as measures

Student Services Program	Program SLO	Assessment Measures
CSSO's Office	The CSSO will monitor administrative unit outcomes and activities of all student services programs and services	All student services programs and services will have completed student learning outcomes, assessment plans and program reviews.
CSSO	The CSSO will assist in the improvement of services to students and persistence through positive and clear communication among student services leaders and all college leadership.	<ol style="list-style-type: none"> 1. Student Service leaders will have a monthly meeting with CSSO. 2. Annual Student Services retreat to enhance student persistence progress and division communication 3. CSSO will meet regularly with college leadership to develop ongoing communication. 4. Student services leaders will read new texts that will enhance our learning our

		profession, students and communication
CSSO	The CSSO will facilitate a more cohesive, positive and collaborative college environment that is conducive to student success.	Two yearly projects that student services leaders will collaborate on that will enhance student success and retention.
CSSO	The CSSO will individually mentor each student services leader to help improve efficiency.	In operational plans, student service programs will exhibit more efficient operational methods from previous year.
Admissions and Records	<ol style="list-style-type: none"> 1. Students will demonstrate knowledge of the Online Student Information Portal by: <ol style="list-style-type: none"> a. Completing online Admissions Application b. Viewing class schedule, billing, and financial aid information c. Searching for course availability d. Changing PIN 	<p>Staff will use tracking sheet to measure number of students referred to A&R for help with online application and registration process.</p> <p>Student Satisfaction Survey</p>
Admissions and Records	<ol style="list-style-type: none"> 2. Students will comprehend academic deadlines through: <ol style="list-style-type: none"> a. Student Handbooks & Day Planners b. Academic Calendar c. Website recourses d. Campus announcements and posters e. E-mail communications 	<p>Crystal report on number of student who request and are granted or denied deadline extensions.</p> <p>Survey student who miss deadlines to determine why they did not know about deadline and why they missed deadlines if they knew about them</p>
Admissions and Records	<ol style="list-style-type: none"> 3. Students will comprehend the cost of their education and financial responsibility by: <ol style="list-style-type: none"> a. The printed schedule of classes and general college catalog 	Tracking sheet in A&R/Financial Aid on questions about bills and tuition charges.

	<ul style="list-style-type: none"> b. Student expense budget posted on Website c. Student's printed class schedule d. Deferment & payment agreement 	
<p>ASFRC (Student Government)</p>	<p>Students will demonstrate the following leadership skills by:</p> <ul style="list-style-type: none"> • Getting and Giving Information/Communication • Understanding Group Needs and Characteristics • Knowing and Understanding Group Resources • Controlling the Group/Facilitation • Counseling • Setting the Example/Mentoring • Representing the Group • Problem-Solving • Decision Making • Evaluation • Sharing Leadership/Delegation • Team Work 	<ul style="list-style-type: none"> • The planning and implement at least three student activities and/or programs • Each student acting as a student representative while serving on at least one campus committee • The utilization of at least two different survey methods to discover and understand the views of the student body on prominent issues • Participating in and/or facilitating meetings using basic parliamentary procedure • Forming and serving on at least one sub-committee within ASFRC in order to accomplish specific tasks • Utilization of several forms of media, including written, spoken, and web based forms to communicate ideas and information • Exhibiting personal, professional, and academic honesty

		<ul style="list-style-type: none"> • Participating in activities during the Student Leadership Development class at FRC
ASFRC	<p>Students will know where and how to find information related to the functions of ASFRC from:</p> <ul style="list-style-type: none"> • Printed materials related to the functions of ASFRC located in the ASFRC office • Electronic materials related to the functions of ASFRC via the creation of an ASFRC website • The implementation of at least two outreach programs conducted by ASFRC Board members 	<p>At least 50% of the student population will participate in a variety of events, programs and functions by:</p> <ul style="list-style-type: none"> • The creation of a student forum for students to speak at ASFRC open meetings • Having club representatives attend ASFRC general meetings • Having ASFRC Executive Board appointees as student representatives at all meetings that involve student affairs • Conducting general elections for ASFRC board members • Providing at least two campus wide events or programs per semester
Outreach and Marketing	<p>Students will benefit from student outreach efforts by learning information about Feather River College, its student services, its unique programs, and its general and vocational educational opportunities. Students will learn the importance of higher education and how it empowers individuals to contribute to society, compete successfully in the</p>	<p>Increased inquiries about FRC through various mediums, increasingly the college's website. Increased number of students will complete the application process.</p>

	work force, and appreciate life-long learning through matriculation into FRC.	More students will utilize testing and advising services. Students will complete student services program applications. Enrollment of new students in classes will increase.
Financial Aid	<p>Student will initiate and apply for Financial Aid and Scholarships within published deadlines.</p> <ul style="list-style-type: none"> • Complete FAFSA each school year on or before the March 2nd deadline • Complete Cal Grant GPA verification by March 2nd. • Research and apply for applicable scholarships. Complete transfer information when enrolling at different colleges 	<p>Crystal report comparing year to year data on increased number of students who apply before published deadlines for financial aid.</p> <p>Increased number of students who apply before the deadline to take advantage of the Cal Grant.</p> <p>Increase number of scholarships that students are awarded</p>
Financial Aid	<p>Student will supply requested Financial Aid documents, complete and understand obligations of receiving Financial Aid.</p> <ul style="list-style-type: none"> • Return all requested documents within a timely manner to Financial Aid. • Maintain Satisfactory Academic Progress • Inform Financial Aid Office of changes with enrollment status or personal information. 	Decreased number of students who do not return documents in a timely manner, which results in increases in award letters being completed in a timely manner.
ETS and Upward Bound	<ul style="list-style-type: none"> • Successfully complete High School program of study • Develop strategies for test taking and study skills • Demonstrate organizational skills 	Increased number of students who apply and enroll in post-secondary education.

	<ul style="list-style-type: none"> • Illustrate applied verbal and written communication skills • Complete an autobiographical statement that demonstrates awareness of self, skills, interests, and values • Describe the dynamics of goal setting • Demonstrate internet skills and technology awareness • Identify awareness of career areas • Recognize the connection between self advocacy and personal responsibility • Apply diverse community exposure to knowledge of resources • Utilize research skills to explore colleges and majors • Submit proof of completion for financial aid process • Distinguish the differences in high school academic preparation for varying programs of post secondary study • Classify different post secondary education tracks • Navigate and complete an enrollment process for a program of post secondary study • (Upward Bound only)- Establish persistence in a post secondary program of study by sophomore year enrollment 	
EOPS	Student will be able to identify, locate and use the resources and support services they need in order to overcome any educational disadvantage they may have so that they can achieve their academic goal.	Measurable by the number of students who successfully transfer and complete their academic goals.
Advising	The student will recognize that their academic goals can only be achieved by understanding, following and participating in their educational plan.	This is measurable by calendar and file documentation, and increase completion rates.

	<p>Student will formulate an educational plan that supports their academic goals and career and vocational interests by meeting with their advisor at least twice each semester.</p>	
DSP&S/Workability	<p>Students will demonstrate their ability to access accommodations and resources. They will:</p> <ul style="list-style-type: none"> • Complete SECs (Student Educational Contracts) to identify appropriate accommodations for their educational needs • Convey their needs for appropriate accommodations, i.e. tutoring, test taking accommodations, counseling, assistive technology, mobility assistance or other accommodations needed • Articulate learning styles for appropriate accommodations • Complete necessary forms and processes in a timely and proficient manner (i.e. enrollment processes, Department of Rehabilitation forms, books and supplies lists, progress reports) • Follow-through on tasks 	<p>Increased number of SEC contracts completed. Increase uses of services offered by DSP&S and other resources. Increased request for appropriate accommodations. Completion of tasks.</p>
DSP&S/Workability	<p>Students will demonstrate their ability to access technical resources. They will:</p> <ul style="list-style-type: none"> • Determine which technology resource will accommodate their special needs, adaptive or otherwise • Use current technology (both adaptive and standard) to acquire, analyze and communicate information • Apply technology to achieve educational, professional, and personal objectives • Follow-through on tasks 	<p>Increased uses of technology resources Applying technology appropriately with less need of assistance from staff and faculty.</p>
DSP&S/Workability III	<p>Students will demonstrate self-advocacy skills. They will:</p> <ul style="list-style-type: none"> • Communicate their special needs, as identified on their Student Educational Contracts, to instructors 	<p>Increased appropriate communication with staff and faculty about accommodation needs.</p>

	<p>and support staff</p> <ul style="list-style-type: none"> • Assess their own skills and abilities • Interface with people in group settings and in their personal lives • Accept feedback that is important to success and respond appropriately to challenging situations 	
Workability III	<p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> • Meet deadlines and complete tasks for job development • Be dependable, reliable, and accountable for job placement and interviews • Maintain a professional attitude while job seeking and interviewing • Develop a professional resume • Follow-through on tasks 	<p>Completion of a professional resume. Show up for job interviews and job placements. Meet deadlines.</p>
CalWORKS/CARE	<p>Students will demonstrate knowledge of the support resources available by:</p> <ul style="list-style-type: none"> • Completing the Federal Financial Aid Application • Providing the necessary documents to complete categorical files • Completing book vouchers, transportation verifications and car repair requests • Seeking other assistance as necessary for successful completion of their academic goal 	<p>Increased number of students who complete the financial aid application by the deadline.</p> <p>Increased used of campus and community resources.</p>
CalWORKS/CARE	<p>Students will learn the CalWORK's regulations in order to advocate for themselves by:</p> <ul style="list-style-type: none"> • Reviewing the CalWORK's Student Handbook developed by the Western Center on Law and Poverty • Meeting with the Coordinator at least once per semester and more if necessary • Attending a workshop presented by the Western Center on Law and Poverty • Applying knowledge and skills in real-life settings 	<p>Increased appointment with the CalWORKS coordinator.</p>
Transfer Center	<p>Students will demonstrate the ability to complete the transfer process by:</p>	<p>Increase number of student applications</p>

	<ul style="list-style-type: none"> • Completing a transfer application during the appropriate filing period • Securing their “General Education Certification” from Feather River College • Participating in transfer events such as field trips, work shops and on-the-spot-admissions. • Meeting with a counselor or advisor at least once each semester • Using the general education pattern worksheet for the transfer institution of their choice 	<p>for transfer to baccalaureate institutions within established deadlines.</p> <p>Increased participation of students in field trips, workshop and on-the-stop admissions</p>
<p>Career Center</p>	<p>Students will demonstrate knowledge of the career resources available by:</p> <ul style="list-style-type: none"> • Using the DISCOVER program to research career options • Applying for jobs posted on the job boards • Participating in the Student Employment Program 	<p>Increased uses of the career center by using monthly and annual tracking.</p> <p>Increased traffic and used of on- and off-campus employment</p>
<p>Counseling</p>	<p>The Student will be able to state informed academic goals by developing a Student Education Plan (SEP) to accomplish lower division general education and/or major preparation coursework leading to a Certificate, Associates Degree and/or transfer to a four-year college or university</p>	<p>Degrees and Certificates</p> <ul style="list-style-type: none"> • Meet with a Counselor/Advisor at least once or more per semester to develop a Student Education Plan • Use “Discover” and other internet Career Exploration Programs to research career options • Enroll in the Cooperative Work Experience Program for on-the-job experiences and mentoring • Identify and explore campus clubs and resources to assist integration of

		<p>learning and involvement such as; SIFE (Students In Free Enterprise), Phi Theta Kappa (Community College Academic Honors Society) etc.</p> <p>Transfers:</p> <ul style="list-style-type: none"> • Meet with a Counselor/Advisor at least once or more per semester to develop a Student Education (Transfer) Plan including General Education Transfer Pattern for the specific transfer destination • Research California college's and majors on Assist Articulation Database as well as other internet search resources • Participate in College sponsored college visitation field trips, and onsite admissions events • Attend scheduled College application workshops • Fill out Final Official Transcript Form requesting to have General Education Certified as completed for California Universities
Matriculation	The Student will complete the	Increased application

	<p>Matriculation Process Rights and Responsibilities related to the following Matriculation Title V components;</p> <ul style="list-style-type: none"> • Admissions Application—the Student will fill out the College Admissions Application on-line for integration into College-wide Information System Database • Orientation--The New College Student is provided with information on a variety of academic programs, policies and procedures as well as Student Support Services, and opportunities for involvement in Student activities • Assessment—The Student takes on-line placement tests in Reading, Writing and Math as well as providing high school transcripts and other criteria that are used to determine placement into courses. • Counseling/Advising—The Student is introduced to the Student Educational Planning process, academic majors and assistance in selecting courses related to transfer, certificate and degree programs. Students are encouraged to meet with a Counselor/Advisor at least once each semester to monitor progress toward goals. • Follow-up—Throughout each semester the students progress is monitored through the “early alert” process wherein students performing at a substandard level are referred to various support services for assistance. 	<p>for admissions and financial aid.</p> <p>Increased participation in orientation, either online or through on-campus programs.</p> <p>Increased of the assessment test, and decreased matriculations waivers for course placement.</p> <p>Decrease in students showing up on the Early Alert rosters and Increased uses of campus resources, like tutoring and follow-up services.</p>
<p>Matriculation</p>	<p>The Student will identify and demonstrate the ability to use college resources and support services;</p> <ul style="list-style-type: none"> • Tutoring, EOPS, SES, Financial Aid, On-Campus Work Study, Health Services, Associated Students, Library and computer resources, Counseling/Advising, Bookstore, etc. 	<p>Increased student uses of campus resources.</p>

<p>SS TRIO</p>	<p>Students in the TRIO program will have a proficiency of 70% or better in the following skills:</p> <ul style="list-style-type: none"> a. TRIO students will have skill in the use of time management by using their Student Planner/Calendar <ul style="list-style-type: none"> i. Students will make and keep appointments with TRIO staff, counselors and instructors using their Student Planner/Calendar ii. Students will demonstrate knowledge of their Student Planner/Calendar through a review of the planner with the TRIO Coordinator, Advisor or Instructional Aide b. Completion of applications for successful college enrollment with a 75% accuracy in the following areas: <ul style="list-style-type: none"> i. Financial Aid ii. Scholarships iii. Transfer Applications iv. Grade Requests/Changes 	<p>Measures built into SLO</p>
<p>SS TRIO</p>	<p>TRIO Students will learn Communication and Interdisciplinary Skill Development with a 70% proficiency rate as evidenced by the following activities and documented in their individual files:</p> <ul style="list-style-type: none"> c. Students will know how to access tutors when/if needed by making appointments and keeping scheduled appointments. d. Students will increase their communication skills by feeling their needs have been heard and address with the following: <ul style="list-style-type: none"> i. Instructors as identified by the TRIO staff ii. Other Students as identified by the TRIO staff e. Students will gain confidence in 	<p>Measures built into SLO</p>

	<p>utilizing the Learning Center for study</p> <ul style="list-style-type: none"> i. Students will be able to help other students 	
SS TRIO	<p>TRIO Students will increase their knowledge of Study Skills and Self Advocacy with a proficiency of 70% as noted by TRIO staff through the following activities:</p> <ul style="list-style-type: none"> ii. Learning SWBT and test taking skills iii. Understand how to research via the web iv. Navigate on-line instruction through the use of Moodle v. Understand the importance of taking notes in class vi. Maintain 80% attendance in class vii. Build writing skills <p>f. Students will increase their advocacy skills by 70% by;</p> <ul style="list-style-type: none"> i. Enrolling in Student Success courses ii. Participating in Student Government and Clubs 	Measures built into SLO
SS TRIO	<p>TRIO Students will increase their Cultural Awareness by 70% as evidenced by documentation of TRIO staff in student files for the following:</p> <ul style="list-style-type: none"> g. Attending Cultural events and workshops on and off campus h. Participating in Campus Clubs i. Contacting other services on campus for involvement 	Measures built into SLO
SS TRIO	<p>TRIO Students will increase their awareness of Transfer and Career options by 70% as documented by TRIO staff, by:</p> <ul style="list-style-type: none"> j. Exploring 4-year colleges and universities k. Learning transfer requirements l. Understanding graduation requirements by learning to 	Measures built into SLO

	<p>navigate the college catalog</p> <p>m. Learning to fill out 4-year college applications</p> <p>n. Taking career aptitude tests</p>	
<p>Title III</p>	<p>Strengthening Use of Technology</p> <p>Students will be able to effectively use instructional technology.</p> <ul style="list-style-type: none"> • Students will be able to send and receive email using their FRC email account, including sending and receiving attachments • Students will be able to browse the Internet and use search engines to find material relevant to courses • Students will be able to successfully register in the online course management system supported by the college (currently Moodle) and use its basic features • Students will be able to use their student accounts to access lab computers, and use MS Word to create documents and print them in the lab <p>Basic Skills</p> <p>Instruction and Student Services will implement best practices for instruction and support of basic skills students.</p> <ul style="list-style-type: none"> • Instructors will incorporate current best practices in basic skills instruction and curriculum design • Math and English placement test cut scores will be reviewed and adjusted appropriately on a 3 year schedule • The tracking of student success and retention in Math and English basic skills instruction will be used to plan and coordinate 	<p>Increased uses of technology by students and staff.</p> <p>Completing the successful implementation of the student administrative system.</p>

	<p>Student Services support such as tutoring, advising, and use of the Learning Center</p>	
<p>Child Development Center</p>	<p><u>The Staff Will:</u></p> <ul style="list-style-type: none"> • create a safe, nurturing and creative learning environment. • observe and record anecdotal records for each child’s developmental assessment. • research, plan, prepare, conduct and evaluate age appropriate activities for preschool age children. • practice effective guidance techniques. • strive to meet the learning needs of each child in the area of physical, social, emotional, and cognitive development. • provide nutritious meals and a pleasant social eating environment. • work as a collaborative team. <p><u>The Children Will:</u></p> <ul style="list-style-type: none"> • develop positive and respectful interpersonal relationships with adults and peers. • learn to work independently and with others. • learn to self regulate by learning impulse control, and sharing the use of space and materials • develop a positive self-concept which includes a sense of trust and security to freely express their feelings, thoughts and expand their creativity. • develop cognitive competence through critical thinking while making discoveries, thoughtful decisions and expanding reasoning skills. 	<p>Measures built into SLO</p>

	<ul style="list-style-type: none"> • be helped to make connections in learning and experiences while expressing their knowledge through representational work. • learn math and literacy skills through hands on activities and exploration. • develop and enhance motor skills through active play. • learn fundamental skills in the area of personal health care and safety. <p><u>The Student Teacher Will:</u></p> <ul style="list-style-type: none"> • assist in the supervision of preschool age children. • assist in carrying out planned activities and curriculum with staff guidance and support. • plan, prepare, and conduct activities on their own. • assist and practice guidance techniques with children. • will demonstrate initiative in the workplace. • will display a positive work ethic which includes: arrive to work on time, wear appropriate clothing, communicate needs and concerns in an appropriate and professional manner. <p><u>The Early Childhood Education Students Will:</u></p> <ul style="list-style-type: none"> • develop observational techniques. • assist in carrying out planned activities with young children. • plan, prepare, conduct and evaluate activities with young children. • assist in the assessment of children's development. • assist and begin to practice guidance techniques. 	
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	<p><u>The Community</u></p> <ul style="list-style-type: none">• To provide an environment for academic learning for Early Childhood Education Students• To serve as a high quality preschool program, accredited through the National Association Of The Education Of Young Children (NAEYC).	
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Appendix B

CSSO Operational Plan Projected Priorities

Projected Priorities: FY 07- FY 09

FY 07

- Outreach positions permanently funded.
- Additional part-time staff to facilitate outreach mailings and prospective student campus visits.
- Facilitate increased enrollment and persistence through the development of an enrollment management plan for optimum enrollment and fiscal sustainability. (Strategic Plan #1 & 4)
- Complete review of Basic Skills offerings. (Strategic Plan #2)
- Complete review of Board and Administrative policies per League recommendations and legal requirements in Student Services.
- Assign one advisor/counselor to attend each of the academic division meetings, to foster better communication between advisors and faculty. (Strategic Plan #6)
- Implementation on an online orientation. (Strategic Plan #3)
- Additional funding for student activities and leadership. (Strategic Plan #6)
- Continued implementation of the Student Administrative System.
- Conduct needs assessment of student activities to determine interests, levels of satisfaction, and diversity of offerings. (Strategic Plan #6)
- Strengthen the relationship between Student Services and On-campus housing through regular meetings, trainings, and coordinated events.
- Negotiate and sign a Degree Partnership Program agreement with California State University, Chico.

FY 08

- Continually support and demonstrate open and honest communication between staff, faculty and students. (Strategic Plan #6)
- Complete review of advising and counseling model. (Strategic Plan #2)
- Continue to move toward an enrollment management model to help FRC achieve optimum enrollment and fiscal sustainability (including a holistic marketing plan, public information, website management, student outreach and publications). (Strategic Plan # 1 & 4)
- Simplify the student registration process through the implementation of a new Student Administrative System. (Strategic Plan #3)

- Through the collection of more data, focus student services programs to more effectively meet the needs of students to facilitate achievement of student educational goals. (Strategic Plan #3)
- Strengthen student activities offerings per needs assessment and eliminate barriers that separate student groups. (Strategic Plan #6)
- Support diversity by offering more speakers, cultural activities, trainings that address diversity issues and promote awareness of cultural differences that divide students and staff. (Strategic Plan #6)
- Facilitate creation of an additional staff position for the financial aid office.
- Complete review of Board and Administrative policies per League recommendations and legal requirements in Student Services.
- Complete all Student Services program reviews and begin assessing the Student Services Student Learning Outcomes. (Strategic Plan # 2)
- Support staff development opportunities that assist with cross training and staff growth.
- Negotiate and sign a Degree Partnership Program agreement with the University of Nevada, Reno.

FY 09

- Continue to move toward an enrollment management model to help FRC achieve optimum enrollment and fiscal sustainability (including a holistic marketing plan, public information, website management, student outreach and publications). (Strategic Plan #1 & 4)
- Through the collection of more data, focus student services programs to more effectively meet the needs of students to facilitate achievement of student educational goals. (Strategic Plan #3)
- Strengthen student activities offerings per needs assessment and eliminate barriers that separate student groups. (Strategic Plan #6)
- Support diversity by offering more speakers, cultural activities, trainings that address diversity issues and promote awareness of cultural differences that divide students and staff. (Strategic Plan #6)
- Complete review of Board and Administrative policies per League recommendations and legal requirements in Student Services.

Appendix C

Department Program Review Recommendations

Chief Student Services Officer

The number of student services staff has not increased in several years. In fact, there has been a decrease in staffing. While some offices can handle the extra load, two areas are understaffed-Outreach and Financial Aid. In an effort to help achieve optimum enrollment, these areas would benefit from additional staff.

1. A permanently funded Outreach/Marketing Coordinator. (Strategic Plan #4)
2. A part-time staff person to support the outreach communication plan and prospective student campus visitations.
3. An additional staff member in Financial Aid. In the last two years, financial aid applications and awards have increased by more than 50%. During that time the permanent staff has decreased by .5 FTES. The department needs an additional financial aid technician to help the staff keep up with the increase workload and federal and state regulations. (Strategic Plan #4)
4. Need additional space for student services staff. Would like to co-locate advising and counseling in one location to facilitate better communication. Need additional space for the outreach operations. If we can add an additional staff to financial aid will need a third enclosed office space. (Strategic Plan #6)
5. Additional funding to increase staff time in student activities and leadership. (Strategic Plan #6)
6. Need additional staff hours to complete the implementation of the SAS project. Recommend committing more Title III money to offset time for project director.
7. Need more cross training of staff to help during peak enrollment periods.

Disabled Student Programs & Services

1. Address accessibility on campus and within the DSP&S/WorkAbility III facility.

2. Support and address campus and DSP&S technology accessibility; specifically, assistive technology.
3. Increase awareness among Feather River College students, faculty and staff of DSP&S and WorkAbility III services.
4. Regularly review and update the DSP&S website to ensure that it is easy to use and provides accurate, accessible and relevant information to students.
5. Offer special classes as appropriate to meet changing student needs.
6. Provide support for job development activities for WorkAbility students/clients.

Counseling and Advising (Matriculation)

1. Complete the on-line orientation package and get it up and running by the end of Summer 2007.
2. Continue to evaluate and improve the presentation of Equine Day, Day in the Mountains, and other orientation sessions
3. Many students take the placement test under imperfect conditions such as sleep deprivation, noisy facilities and under the impression that their test scores do not matter. In order to stem some of these conditions, the following steps should be put in place:
 - Promote the test in a more serious manner telling all test takers of the importance of doing his/her best on the test.
 - The testing room at the FRC campus is not sound-proofed and very noisy. Room 207 should become the dedicated testing facility and additional sound-proofing should be provided
 - Promotion of the assessment process should require students to submit high school transcripts thereby providing multiple measures essential for correct placement analysis.
 - Evaluate the newly adjusted placement scores to assure they are promoting appropriate class placement and student success.
4. Communication with students is a major source of frustration for faculty and staff. Many of our students are more technologically in tune, but not accustomed to using campus e-mail and the FRC web-site. To encourage more communication the following measures should be put in place:
 - Develop a Counseling/Advising Web-site that includes General Education Requirements as well as links to all majors and the Transfer Center Web site.

- Each Advisor/Counselor will have an e-mail list of advisees to communicate events, deadlines and other advising issues.
5. There is a need for additional Student Services Staff and Faculty Advising services.

In 1988 Feather River College employed three full-time counselors and in 2005 the number was down to one, (after the other Counselor/Articulation Officer retired), with the addition of two advisors who divide their time between advising and coordinating CARE, EOPS, Student Employment and Cal Works. Since the Counselor/Articulation Officer retired, he has worked part-time through the 2007 academic year as Articulation Officer managing the Degree Audit System. His services to the district will not be renewed and therefore this vital position will need to be filled.

From 1991-2002, FRC had a formalized Faculty Advising Program wherein students were encouraged to visit with an advisor in their major before making an appointment with a Counselor. The Counselors and Advisors met twice each year to discuss issues, concerns and more effective ways of serving students. Advisors were required to document number of students served, frequency of visits, type of services provided and complete a Satisfaction Survey at the end of each academic year evaluating the effectiveness of the Program. Faculty evaluations of the program were overwhelmingly and consistently positive. Also, research studies confirmed that students who visited with their Major Advisors on a regular basis had Grade Points a full point higher than students who did not. Thus there is a need to restore the Faculty Advising Program to more fully meet student needs.

6. Complete implementation of SAS Computer Information System regarding degree audit, electronic Educational Planning, articulation tables and Student Services research capabilities and needs.
7. Continue to review and revise online counseling and matriculation services such as; orientation a counseling website, etc.
8. Develop methods to ensure consistency of information provided to students:
- Regular in-service presentations on technical transfer information
 - Consistent attendance at workshops and conferences
 - Continue to schedule monthly Counseling/Advising meetings
 - Explore possibility of establishing departmental guidelines for Counseling/Advising
 - Consider feasibility of assigning certain Program students a particular counselor

9. Need to continue to assure that all courses (G.E., Course-to-Course) possible are articulated with primary four-year institutions such as; CSU, U.C., Private, UN systems.
10. Continue to have Student Services staff serve on the Instructional Schedule Development Committee, as well as attend Instructional Division meetings.
11. Need to group Counseling and Advising Services in one location to facilitate communication, efficiency in meeting student needs and centralization of services.
12. Continue to research the validity and reliability of matriculation assessment/ placement processes, procedures and instruments.
13. Early Alert has been struggling to support students with personnel who are multi-tasking and not able to commit the time necessary to conduct follow-up activities with students. It has not been marketed or even introduced to new students and many faculty have never participated or have lost faith in the program. Under these circumstances, the following practices should be put in place:
 - Early Alert should be a part of every orientation including on-line, new student and adjunct faculty.
 - A coordinator should be selected who has a specific “load” assignment for Early Alert.
 - Committee Members/Volunteers, including Peer Advisors, should be trained in a session during “Institutional Days” or some other date close to the beginning of each semester.

CalWorks

1. Increase the number of Work Study/Experience Positions for CalWORKs Students by hiring a Job Developer
2. Expand the number of majors approved by Plumas County Department of Social Services
3. Create a CalWORKs web-site for FRC
4. Increase the number of Work Study/Experience Positions for CalWORKs Students by hiring a Job Developer
5. Expand the number of majors approved by Plumas County Department of Social Services
6. Create a CalWORKs web-site for FRC

EOPS/CARE

1. Create and maintain an EOPS Advisory Committee in order to assist the college in maintaining an effective EOPS Program.
2. Secure funding for advertising campaign to target single parents thinking about returning to school.
3. Create a CARE Web-site.
4. Bring Western Center on Law and Poverty on campus to conduct a student workshop.

Transfer Center

Exposure to 4-year institutions has long been a tool used at FRC to facilitate transfer. As our students have become more technologically advanced, and the industry has moved to a web-based format, much of the experience is on-line which can be difficult to navigate and is not the same as a physical presence. Nevertheless it is the wave of the future. To help students acculturate to 4-year colleges and universities the following services should be added to the existing transfer center events:

1. Create a Transfer web-site for FRC.
2. Create a Transfer e-mail list.
3. Work on one additional transfer trip/year to an alternate campus (other than Chico State and UNR).
4. Additional workshops should be instituted in College Web-site Navigation.

Outreach and Marketing

The college has not employed a full-time general recruiter since 2003, or a full-time public information officer (PIO) since December 2005. No marketing/recruiting materials have been created since 2003. Some PIO duties have been merged with recruiting duties to create the Director of Marketing and Outreach position.

1. A permanently funded Outreach/Marketing Coordinator. (Strategic Plan #4)
2. A part-time staff person to support the outreach communication plan and prospective student campus visitations.

3. Need effective space for Marketing and Outreach staff. (Strategic Plan #6)
4. Need for at least a part time web master to ensure functionality of the college's website due to increased use of the site for prospective students, current students, and staff.
5. New calendaring software for the website.

ETS/Upward Bound

During the academic 2006-2007 year, ETS was not able to achieve the enrollment goals required by the grant, in Plumas County. Numerous discussions with advisors were unsuccessful in finding the avenues necessary to bring student interest in the program to a higher level. Through the process of working with an after-school specialist, a developmental model emerged:

1. 9th and 10th grade services would focus on self-development. The student would be involved in activity-based learning/group initiatives. The goal would be to have the student comfortable with himself in interaction with others, moving personal responsibility forward within a Socratic method of instruction. The intention is to engage the student in his own learning and create ownership of his involvement in the grant. The next stage would be to work in a second tier of group work, focusing each individual student on challenges he has set for himself, and bring ropes course type of activity into the curriculum. Parallel with this would be a curriculum focused on personal discovery, to be delivered through personality assessments, and art projects designed to begin the idea of a portfolio.
2. The 11th grade would continue the personal development through writing a personal essay in preparation for scholarship applications.
3. 12th grade would continue college exploration, assistance with applications and financial aid.

Continue to look at venues:

1. ROP: 8th and 9th grade Career Discovery program in the schools. Facilitate a partnership to bring students into job shadowing and workplace visits.
2. Bring AVID into the school day curriculum in order to find a period during the school (9-10th grade) day to deliver curriculum and provide tutoring support.

3. Offer College 100 to 11th and 12th graders to provide college planning and student success skills curriculum.
4. Develop a strong academic year calendar to include these components at FRC:
 - Fall - College and Career Night; How To Choose A College
 - Winter - Financial Aid/Cash for College
 - Spring - Day in the Mountains; Independent City

Financial Aid

Recommendations for 2008-09:

1. Reduce Federal Loan Cohort Default Rate.
2. Increase awareness of financial aid program availability.
3. Increase automation of Federal Loan Certification and Pell Grant Payment Reporting processes.
4. Produce early notifications of financial aid eligibility to new and continuing students.
5. Streamline financial aid services in conjunction with CARE, Cal Works, EOPS, Student Employment, DSPS, and TRIO. Consider restructuring of student service areas.
6. Develop a comprehensive policies and procedures manual through committee development and involvement of various student service offices.
7. Create a Programmer/Analyst position for the Financial Aid and Academic Records areas to support technical tasks in the user areas i.e. programming of reports and data transactions processes, student system table maintenance, technical documentation, user help desk etc.

Child Development Center

1. New Facility

Title III Strengthening Institutions Grant

Recommendations for Year Five (2007-08):

1. Increase pass rates in competency-based Basic Skills English and Science by 10% over base year.

2. Ninety percent of faculty will self-report increase ability to assist at-risk and diverse student both inside and outside the classroom.
3. Students participating in pilot on-line Career Assessment and job searches will express 25% greater satisfaction than those using traditional services as measured by a student survey.
4. Increase success rates for student in Basic Skills courses by at least 20% over base year.
5. Students participating in pilot on-line FAFSA, financial aid searches and scholarship searches will express 25% greater satisfaction with these services than traditional users.
6. Vocational Technical students will express 25% greater satisfaction with the new advising system than students using the traditional system, as measured by a student survey.
7. Fall-to-Fall retention will have increases by 15% over base year.

Activities to Address Recommendations:

1. Evaluate new comprehensive counseling/advising plan.
2. Continue to train faculty on the use of Student Administration System.
3. Pilot and evaluate new and/or revised basic skills English curriculum.
4. Institute basic skills methods of instruction that have proven to be successful.
5. Complete the lower campus, equine center and athletics stadium wireless connectivity.
6. Continue to offer seminars on the use of various software and technology on campus.

Institutional Research

FY 07

1. Provide information for and conduct activities relative to the requirements of the Title III Strengthening Institutions Grant.
2. Administer the CCC Rural Opportunities Grant (Environmental Scan).
3. Provide statistical information to the committee working on the Educational Plan.

4. Support the Enrollment Management Committee with statistical information and direction.
5. Complete statistical data for review of Basic Skills offerings and Tutorial Assistance.
6. Assist with tracking of integration of Planning and Budget.
7. Coordinate surveys to feeder high schools for nursing/allied health and environmental studies.
8. Research and maintain data for Institutional Research Office web site.
9. Conduct on-campus student satisfaction survey.
10. Track and report on achievement of Student Learning Outcomes.
11. Support Marketing and Outreach with statistical information and direction.
12. Publish *By the Numbers* on a quarterly basis to disseminate information to all campus constituencies.

FY 08

1. Provide information for and conduct activities relative to the requirements of the Title III Strengthening Institutions Grant.
2. Pursue opportunities for additional grants.
3. Administer the CCC Rural Opportunities Grant (Environmental Scan).
4. Utilize information from Environmental Scan to develop new relationships with community entities.
5. Assist in providing training on the Student Information System.
6. Provide statistical information for program review in designated disciplines.
7. Support the Enrollment Management Committee with statistical information and direction.
8. Continue to monitor progress of Basic Skills Program.
9. Provide statistical information for review of class scheduling.

10. Provide information for review of current and projected enrollment and staffing.
11. Provide information for educational and facilities planning for Chester and Portola.
12. Produce FRC Fact Book for distribution.
13. Conduct on-campus student satisfaction survey.
14. Research and maintain data for Institutional Research Office web site.
15. Track and report on achievement of Student Learning Outcomes.
16. Track and report on progress of Distance Education Program.
17. Support Marketing and Outreach with statistical information and direction.
18. Publish *By the Numbers* on a quarterly basis to disseminate information to all campus constituencies.

FY 09

1. Provide information to track success of recruitment and retention interventions prior to making any required modifications.
2. Provide information for the review of the Counseling/Advising process.
3. Support the Enrollment Management Committee with statistical information and direction.
4. Update Program Review for Institutional Research.
5. Provide statistical information for program review in designated disciplines.
6. Research and maintain data for Institutional Research Office web site.
7. Conduct on-campus student satisfaction survey.
8. Track and report on achievement of Student Learning Outcomes.
9. Continue to monitor progress of Basic Skills Program,
10. Track and report on progress of Distance Education Program.
11. Support Marketing and Outreach with statistical information and direction.

12. Publish *By the Numbers* on a quarterly basis to disseminate information to all campus constituencies.

Appendix D

Feather River College Student Services' Core Values

The Student Services Division of Feather River College is committed to creating an environment that promotes growth and learning through the practice of our Core Values.

Integrity
Respect
Teamwork
Optimism
Compassion

