

**ANNUAL Program Review**

**Name of Program/Department/Service Area: Student Services**

**Name of Person Submitting this Review:** Carlie McCarthy

**Date of Submission:** November 1, 2018

**Management Area (check one):** [ ]  **Administrative Services**

**[ ]  Instruction**

[x]  **Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s (2017-18) objectives:

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| **Objective 1:** | **Summary of Progress:** |
| Continue to work with the Wellness Coordinator and Counselor to make the Wellness Center a safe space that offers services and activities to support students and reduce the stigma around Mental Health.  | This fall, the Counselor filled the permanent Office Assistant position. In 2017-2018 she had temporary help after a failed search. The Office Assistant oversees budgets, scheduling, assists with programming and other office procedures. The Wellness Coordinator, Counselor and CSSO promoted Mental Wellness as a common theme week of First Year Experience including organized activities in the classroom, a guest speaker and an open house for the Center.The Mental Health Counselor implemented software to confidentially track and share data regarding mental health services.The CSSO worked with the Wellness Coordinator to implement Safe Talk training opportunities for students, staff and faculty as well as community partners. The Wellness Coordinator worked with the CSSO and consulted with the Student Incident Team and Student Intervention Committee to develop a crisis protocol for campus, a campus contact matrix and Response Guidelines for a Student/Campus death. The protocol and matrix were shared with the campus during a fall flex presentation. The Wellness Coordinator worked with the 20,000 Lives Group to identify community resources to establish a referral network for services and a community wide crisis protocol. The Wellness Center staff will begin writing their own APR this fall. |

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| **Objective 2:** | **Summary of Progress:** |
| Prepare the Student Services Division for the Accreditation site visit team in spring 2018. | The CSSO provided time during SSC for the CIO to share accreditation updates and seek feedback. The CSSO also encouraged members of the SSC to read through the accreditation documents to prepare for the site visit and attend the all campus session lead by the President and CIO to get an overview and ask questions.Several Student Services staff were involved in interviews during the site visit. The accreditation report was very positive and 5 commendations were shared at the exit meeting including acknowledgement for campus activities/the student life experience, collaboration between Instruction and Student Services and living the mission, all areas that touch Student Services. |

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| **Objective 3:** | **Summary of Progress:** |
| Contribute to the development of college plans including the Integrated Plan (BSI/SSSP/Equity), the Education Plan, and Guided Pathways. | During the fall semester, the CSSO worked with the Director of SSP, Director of BSI, shared governance committees, and other campus constituents to develop the Integrated Plan. The plan was approved by the BOT and submitted to the CCCO on time. The CSSO attended Council on Instruction shared governance meetings along with a couple other campus constituents to discuss integration between the Education Plan, Integrated Plan and Guided Pathways. The Education Plan was approved by the Academic Senate this fall. The CSSO also worked with the CIO, ATF, SSC, Council on Instruction, a task force group and solicited feedback during flex activities to complete the Guided Pathways Assessment Tool and the Guided Pathways Plan. Both were submitted to the CCCCO by the deadline and the first year of funding has been received. |

**Current Year Progress and Objectives**

What objectives and tasks are you working on this year? (You may continue objectives from the prior year.)
Will your allocated resources be sufficient given your objectives?

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| **Objective 1:**Work with ASFRC, Student Services staff and shared governance committees to plan activities and strategies to relieve food insecurity on campus using the funding from the Hunger Free Campus Grant.  | **Action Plan (include who is responsible):**This fall a mobile food pantry delivered 75 bags of food between the three student housing facilities. The event was promoted to all students. The Diversity committee, chaired by the CSSO, organized an Oktoberfest celebration to provide a free meal as well as a cultural experience. The event was promoted to all students and over 110 students were served a hearty meal. The CSSO will continue to work with ASFRC, Student Services staff, and shared governance committees to plan activities and other strategies to address food insecurity. The CSSO will be responsible for the reporting requirements, assessing the effectiveness and making recommendations for ongoing efforts should funding continue. The allotted resources from the grant are sufficient. |
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| **Objective 2:**Continue involvement with Guided Pathways through efforts to improve services and experiences that fit within the four pillars.  | **Action Plan (include who is responsible):**The CSSO will work with the CIO, and the designated faculty and classified representatives to begin to identify and implement activities that fit within the framework and pillars of Guided Pathways and will lead to increased student engagement and success.The CSSO will work with the SSC to assess the existing Student Services Student Learning Outcomes and how they relate to Guided Pathways and can be assessed by the various Student Services Departments.  |
|  | The funding provided through Guided Pathways is sufficient.  |

**Next Year’s New Objectives (fiscal year 2019-20)**

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| **Objective 1:**Assure there is a sufficient budget for the contracted amount with Munsell and Associates for their assistance in writing the three federal TRiO grants. (Student Support Services, Upward Bound, Educational Talent Search) | **Action Plan (include who is responsible):**CSSO requests an increase of $1609 to cover the increase in consulting fees paid to Munsell and Associates. Note: this increase will not result in an increased cost to the general fund as FRC collects 8% of each grant award for Indirect Costs which is used to pay the 5% fee charged by Munsell and Associates; however, it does result in a loss of Direct Costs available.  |
| **Connection to results from assessment of student learning and/or other plans:**This is a grant agreement. | **Resources/ Budget needed (if applicable):**$1,611 |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**1100-30541-5050-649200 ($555)1100-30181-5050-649200 ($173)1100-30841-5050-649200 ($883) |
| Uncontrollable Increase: Consultant fees are at the rate of 5% of the grant award amount. As the grant awards increase, the consultant fee increases. |
| Safety: N/A |
| New Student Attraction: If the college chooses not to use the services of Munsell and Associated for assistance in writing these grants we will lose valuable outreach efforts to PUSD schools through Upward Bound and Educational Talent Search. |
| Student Success and Retention: The Student Support Services grant serves 160 qualified students with services including advising, tutoring cultural awareness, and general support. These students stay enrolled and graduate at a higher rate than students who do not receive these services.  |
| Relation to Student Learning: These programs address all six of the Student Learning Outcomes ranging from helping students make an informed decision to enroll, helping them open doors to education, learn about financial responsibilities, become resilient and resourceful, have access to campus and community resources, and successfully transfer and find employment.  |
| Support for employees to be effective:  |
| Feasibility: $1611 is a small amount to pay to increase the odds of receiving these grants which total $804,106. |

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| **Objective 2:**Continue to increase the quality of the graduation ceremony and accommodate the increase in supply costs without passing the cost on to the students.  | **Action Plan (include who is responsible):**CSSO requests an increase to the graduation supply budget by an additional $2,000 to accommodate the increase in the cost of providing a quality ceremony that includes a reception, professional singer, honor cords, and diploma covers at no additional cost to the students. |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):**$2,000 |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**1100-10300-4325-679300 |
| Uncontrollable Increase: Cost of supplies continue to increase. |
| Safety: No safety issues.  |
| New Student Attraction: Pictures of graduates enjoying the graduation ceremony as they celebrate are very useful in our marketing efforts; parents and prospective students attend the ceremony and leave with a favorable impression.  |
| Student Success and Retention: When students expect an upbeat and memorable graduation ceremony they are motivated to complete their degree and participate.  |
| Relation to Student Learning: Student Services Student Learning Outcomes 4, 5 and 6 are addressed by promoting student resilience, promoting a sense of belonging, and launching them to the next institution or the world of work.  |
| Support for employees to be effective:  |
| Feasibility: $2000 is a reasonable amount to support a Graduation ceremony which has improved in both quality and number of graduates over the past few years.  |

If completing your program’s objectives will require resources from **IT, Facilities, Professional Development,** or **Additional Staff** please include your request below.

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| **Need** | **Resource Type** | **Rationale** |
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**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

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| The Student Services division is solid with experienced managers and staff who keep up with changing policies, procedures and other higher education trends. The CSSO is in her second full year and continuing to learn and participate in professional development opportunities to be a strong leader for the college. |

1. Explain significant issues and/or changes that have occurred since the last comprehensive review.

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| The Director of Admissions and Records and the Director of Student Success Programs have been filled with internal hires. The Student Services Office will continue to support and monitor the final year of the SAMHSA grant. The office has also overseen the contract with Plumas County Behavioral Health to provide funding for the Wellness Center on campus which employs a Mental Health Counselor and a part-time Office Assistant to support mental health and wellness for FRC students. The Center has been a tremendous asset to the campus but there is uncertainty about the amount of ongoing funding from PCBH and the college will need to determine how to maintain the current structure. The Wellness Center will be submitting a separate APR. |

1. Briefly explain significant changes expected during the upcoming year.

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| The SSS TRiO Director filled the Director of Admissions and Records and another internal was the successful replacement. He will be starting this fall. Other changes anticipated in the upcoming year include more support staff hires/movement within several programs. |



**ANNUAL Program Review**

**Name of Program/Department/Service Area: Admission & Records**

**Name of Person Submitting this Review:** Gretchen Baumgartner

**Date of Submission:** 11-1-18

**Management Area (check one):** [ ]  **Administrative Services**

 **[ ]  Instruction**

 **[x]  Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s (2017-18) objectives:

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| **Objective 1:** | **Summary of Progress:** |
| Continue with cross training. | Erin Ellingson has been cross trained to back up Lisa Noia if she is out. The new director now needs to work on getting cross trained. |

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| **Objective 2:** | **Summary of Progress:** |
| Finalize the programing for Open CCCApply. | CCCApply is still being worked on by IT and the 3rd party programmer we are hoping to have it up and officially “Live” for Fall 19 applications. They also just came out with a new version of CCCApply and forced us to go live as the test environment has disappeared, however we are hidden until IT and the programmer have all data imported correctly from CCCApply. In the meantime, BCOE has moved to using our current online application for most of its students.  |

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| **Objective 3:** | **Action Plan (include who is responsible):** |
| Create procedural manuals. | Leslie did an excellent job of having many of the procedural manuals completed before she left. They have been a tremendous help as I transition into the A&R Director position. The staff will continue to add to the manuals over time. Also, all manuals will need to be updated when we move over to Banner 9.  |

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| **Objective 4:** | **Action Plan (include who is responsible):** |
| Seek 3rd party vendor(s)for Accounts Receivable debt collection. | Conserve was selected as our 3rd party vendor and the school is currently writing the contract with the company. We are hoping FRC will be sending information to them soon. |

**Current Year Progress and Objectives**

What objectives and tasks are you working on this year? (You may continue objectives from the prior year.)
Will your allocated resources be sufficient given your objectives?

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| **Objective 1:** | **Action Plan (include who is responsible):** |
| Learning and fixing CAPP’s degree audit module. | CAPP for Degree Audit Module was created a while back but does not run properly. It is essential for Financial Aid and A & R that the programing and classes in the degrees be corrected. Financial Aid has money to bring in for a 3rd party for training if needed. Director will update and correct the degrees.(Gretchen Baumgartner, Cheryl McElroy, IT Department, possible 3rd party for assistance) |

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| **Objective 2:** | **Action Plan (include who is responsible):** |
| Create procedural manuals. | As we migrate to Banner 9 all procedure manuals will need to be edited for current system steps. (Gretchen Baumgartner, Lisa Noia, Erin Ellingson, Cathy Riley) |

**Next Year’s New Objectives (fiscal year 2019-20)**

What objectives and tasks will you take on for next year? (You may continue objectives from the prior year.)

Note: criteria used in prioritization of requests include the overall financial impact of the request, whether or not the request represents an uncontrollable increase, the request’s impact on safety, the request’s impact on student attraction, the request’s impact on student success and retention, the request’s impact on student learning, the request’s impact on improving employee effectiveness, and the feasibility of the request.

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| **Objective 1:**Restore the 60% Admissions & Records Technician position to full-time status. | **Action Plan (include who is responsible):**With the increase of Instructional Service Agreement (ISA) enrollments from the 2015/2016 to the 2017/2018 academic year: 89% for Butte County Office of Education (BCOE-Mini Corps) and 24% for the Incarcerated Students Program (ISP), it is essential that the 60% A&R Technician position return to full time status. The additional 40% is needed to support the additional workload of processing the increased ISA enrollments. In addition to the increased ISA workload, the Athletic Academic Advisor took on articulation and the sole responsibility for verifying student athletic eligibility (over 325 student athletes) was returned to the A&R department. Also, FRC added 2 new housing facilities that has increased the workload of the Students Accounts Technician and having the A&R Technician placed back to full time will allow some backup to student accounts. Currently we only bill students on paper by mail once a semester due to the amount of time it takes to process the bills. The CSSO would like this done once a month which is not possible with the current staff, the extra 40% will allow this position to do the actual printing and mailing of the letters for the monthly billing. Lastly, FRC also added the Bachelor’s Degree program so the collecting, contacting students, and processing of the applications is solely done in the A&R office. The Financial Aid Office has 3 full time employees and works with only students that receive financial aid. The A&R office provides services to ALL students from day one when they apply to FRC, until they transfer or graduate. Restoring the Admissions & Records Technician position back to full-time would aid with all this additional workload needed for ISP, Athletic Eligibility, new housing, billing and Bachelor’s Degree program. |
| **Connection to results from assessment of student learning and/or other plans:** The Increase of staffing hours will aid completion of processes to support student success. | **Resources/ Budget needed (if applicable):**40% Salary and fridge  |
| **If new resources are requested, address the following criteria:**  | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase: not known at this time |
| Safety: alleviate stressful workplace environment |
| New Student Attraction: timely processing of new students’ applications |
| Student Success and Retention: staff resources increased for office coverage |
| Relation to Student Learning: more resources to aid students |
| Support for employees to be effective: higher percentage of staff availability and work getting done timely |
| Feasibility: will increase productivity of the department |

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| **Objective 2:**Continue rewriting and updating procedural manuals. | **Action Plan (include who is responsible):**Continue working on the rewrite and updating of all procedure manuals with the upgrade to Banner 9.  |
| **Connection to results from assessment of student learning and/or other plans:**FRCStudent Learning Outcome #3, Student Services Learning Outcome #1 and #3, Standard II.C.3 and II.C.6. | **Resources/ Budget needed (if applicable):**In-kind resources |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase: |
| Safety: |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

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| **Objective 3:**Implement the Housing Module. | **Action Plan (include who is responsible):**To streamline the assignment and upkeep of students to rooms and collection of housing fees, it is essential to implement Banner’s Housing Module. The Director and Student Accounts Technician will work with the IT department and the housing staff to determine the initial setup and the process for the collection of data. Training will be provided for data entry, generating reports, and analyzing the data. (Gretchen Baumgartner, Lisa Noia, Housing Staff, IT Department) |
| **Connection to results from assessment of student learning and/or other plans:**Streamline the process for adding and changing student housing assignments and will automate the update of housing fees for the students’ account. | **Resources/ Budget needed (if applicable):**Unknown at this time |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase: not known at this time |
| Safety: not applicable  |
| New Student Attraction: understanding of housing fees and options for payment |
| Student Success and Retention: outstanding housing fees paid in a timely manner |
| Relation to Student Learning: financial responsibility |
| Support for employees to be effective: higher percentage of housing fee collection |
| Feasibility: will decrease the account receivables for outstanding housing balances  |

If completing your program’s objectives will require resources from **IT, Facilities, Professional Development,** or **Additional Staff** please include your request below. This section is for a **future need** (next fiscal year). If you have an immediate need (e.g. your computer is broken), contact the appropriate committee or administrator.

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| **Need** | **Resource Type** | **Rationale**(include connection to other plans) |
| Increase Admissions & Records 60% position to full-time | General Fund | With the increase of Instructional Service Agreement (ISA) enrollments from the 2015/2016 to the 2017/2018 academic year: 89% for Butte County Office of Education (BCOE-Mini Corps) and 24% for the Incarcerated Students Program (ISP), it is essential that the 60% A&R Technician position return to full time status. The additional 40% is needed to support the additional workload of processing the increased ISA enrollments. In addition to the increased ISA workload, the Athletic Academic Advisor took on articulation and the sole responsibility for verifying student athletic eligibility (over 325 student athletes) was returned to the A&R department. Also, FRC added 2 new housing facilities that has increased the workload of the Students Accounts Technician and having the A&R Technician placed back to full time will allow some backup to student accounts. Currently we only bill students on paper by mail once a semester due to the amount of time it takes to process the bills. The CSSO would like this done once a month which is not possible with the current staff, the extra 40% will allow this position to do the actual printing and mailing of the letters for the monthly billing. Lastly, FRC also added the Bachelor’s Degree program so the collecting, contacting students, and processing of the applications is solely done in the A&R office. The Financial Aid Office has 3 full time employees and works with only students that receive financial aid. The A&R office provides services to ALL students from day one when they apply to FRC, until they transfer or graduate. Restoring the Admissions & Records Technician position back to full-time would aid with all this additional workload needed for ISP, Athletic Eligibility, new housing, billing and Bachelor’s Degree program. |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

1. **Describe the current status of the Program/Depart/Service Area.**

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| Admissions & Records is currently working hard on getting ready for spring 2019. We are close to having CCCApply up for use for fall 2019 new student applications and preparing for the Banner 9 upgrade. The whole A & R staff will have a huge learning curve as we migrate to Banner 9 at the first of the year. We have learned that a few of the screens we use every day no longer exist.  |

1. **Explain significant issues and/or changes that have occurred since the last comprehensive review.**

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| We have a new director that started June 1st. She has hit the ground running as quickly as she can and is coming up to speed on the job duties. The big change would be the addition of another student housing facility. These have caused an increase in our workload with more fees to collect and more rooms for students to move around in that has to be tracked. Also, with the 89% increase in BCOE students and 24% increase in ISP students in the last two years which have to be hand enrolled for every class every semester.  |

1. **Briefly explain significant changes expected during the upcoming year.**

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| CCCApply is finally going to be going live and we are migrating to Banner 9. There will be a large learning curve for everyone. |



**Annual Program Review**

**2019-20**

Name of Program: **CalWORKs**

Name of Person Submitting this Review**: Cathleen Riley**

Date of Submission: **October 2018**

Management Area (check one): **X Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s (2018-19) objectives:

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| **Objective 1:**Per the Department of Social ServicesEach CalWORKs student will need to complete a daily report of hours spentIn each class. Additional documentation of commitment to classwork has been requested in the form of semester Progress Reports.*Students will develop resilience and resourcefulness empowering them to persist in attaining academic and personal goals – SSSLO #4* | **Summary of Progress:**The CalWORKs Coordinator has worked to be a liaison between the students and the case managers at Plumas County Department of Social Services (DSS) and has approved each students Attendance report at the end of each month and then faxed them to the DSS office. Progress Reports have also been completed by instructors and forwarded to the case managers. |

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| **Objective 2:**The Chancellor’s Office has requested that all CalWORKs programs work toward becoming paperless. This will mean that all records will need to be converted into digital form. Software and image compression technology can be purchased with CalWORKs funds.  | **Summary of Progress:**This has been a continuous progression and several steps have been taken. Information going to the case managers is faxed to the front desk and this has been converted into a digital record so that students do not need to carry paperwork up to the main Social Services office. Additionally, many CalWORKs documents are now scanned and stored in the student services files.The new Chancellor’s office CalWORKs administration has not emphasized that this is one of their priorities, however, I believe it is a goal that needs to be pursued.  |

**Current Year Progress and Objectives**

What objectives and tasks are you working on this year? (You may continue objectives from the prior year.)
Will your allocated resources be sufficient given your objectives?

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| **Objective 1:**The Chancellor’s Office has stated that CalWORKs Coordinators need to increase their communication and support of students by assisting them to set and attain goals, complete a Student Education Plan and fulfil educational expectations.  | **Action Plan (include who is responsible):****The CalWORKs Coordinator will meet with each student and review educational goals, set up appointments to complete a Student Education Plan, set action plans to mitigate obstacles to success and lend support in whatever way is reasonably possible in an effort to facilitate the goal of graduation.** Allocated Resources are Sufficient |
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| **Objective 2:**To attend all monthly CARES meetings and bi monthly Orientation meetings with the Department of Social Services CalWORKs Program case managers. Each CalWORKs student must maintain their Welfare to Work hours, school attendance and compliance with state and federal guidelines to maintain their CalWORKs status.  | **Action Plan (include who is responsible):**The CalWORKs Coordinator attends all meetings scheduled through Social Services. In addition, the Coordinator maintains daily communication through email regarding immediate issues concerning CalWORKs students. Allocated Resources are Sufficient |

**Next Year’s New Objectives (fiscal year 2019-20)**

What objectives and tasks will you take on for next year? (You may continue objectives from the prior year.)

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| **Objective 1:**CalWORKs students will participate in campus and community events and will attend Workshops and events offered by Feather River College and Plumas County Social Service. *Students will access available resources within the campus and community to enhance their sense of belonging. SSSLO # 5* | **Action Plan (include who is responsible):**Most CalWORKs students feel isolated and stressed due to being single parents living on cash aid. Attendance at events is often poor. The CalWORKs Coordinator will connect with each student and advise them of the unique support services and events in the Quincy community and at Feather River College. Child care is often available with prior notice to social services, however, this entails preparation and time. A goal of a 30 % increase in attendance from last year may be attainable with encouragement and support from FRC staff and the CalWORKs Coordinator. |

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| **Objective 2:**To provide first level priority registration for CalWORKs recipients who have completed orientation, assessment and a student education plan. | **Action Plan (include who is responsible):**With the enactment of the Student Success and Support Program at the Feather River College, all CalWORKs students have been notified of their responsibility in assuring their Priority Registration by completing Orientation, Assessment and a Student Education Plan.All CalWORKs students need to work toward the goal of Priority Enrollment with the assistance of the Advisors and the CalWORKs Coordinator.  |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

* Describe the current status of the Program.

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| The CalWORKs Program continues to work closely with the Plumas County Department of Social Services. The CalWORKs Coordinator attends all CARES meetings, EOPS Advisory Committee meetings and interacts closely with the Plumas County case managers. There are currently 11 active CalWORKs students in the Program.  |
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* Explain significant issues and/or changes that have occurred since the last comprehensive review.

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| The last Comprehensive Review was conducted in April 2016. The most significant change is the CalWORKs Welfare to Work (WTW) participant requirements pursuant to SB 1041 which sets forth new hourly requirements. Other changes include implementation of the CalWORKs WTW 24 Month Time Clock and the Young Child Exemption Bill ACL 12-72.  |
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* Briefly explain significant changes expected during the upcoming year.

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| Significant changes involve working with students to be sure that all CalWORKs students have an updated Student Education Plan and are working toward Graduation. Each student needs a goal and the educational and financial support services to accomplish the goal.  |



**ANNUAL Program Review**

**Name of Program/Department/Service Area: Child Development Center**

**Name of Person Submitting this Review:** Kinderlin Hoznour

**Date of Submission:** 11-2-18

**Management Area (check one):** [ ]  **Administrative Services**

 **[ ]  Instruction**

 **[x]  Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s (2017-18) objectives:

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| **Objective 1:****Continue to rebuild the outdoor space at the CDC in compliance with Title 5 and Title 22 regulations.** | **Summary of Progress:**The CDC reopened the playground on 10-31-17. Many projects including: bike path, fall zones, garden areas, debris removal, sensory wall, and general construction have been complete. A FRC mini-grant was awarded to the CDC to rebuild and establish a garden area. Water system and beds were purchased and established. The CDC hosted two work party events including one in March for families and the community, and one in April for FRC Flex day and campus community. We successfully completed various projects on the playground including: repairing tables, shade sails, garden areas, herb concrete snake repair, planting herbs, flowers, and assembling garden beds. All debris from the playground was removed leaving a safe learning environment. We have continued to work with Plumas County Health Department, Rueben Lopez, is teaching environmental awareness, sustainability, garden education, and nutrition. We had a Community Care Licensing review in August 2018 were found in full compliance with health and safety standards for children. Our ECERS score was increased from a 3 to a 4.6 in our outdoor environment in March 2018. With continued focus on our playground, we plan to achieve the desired 5-7 score during the 2018-2019 school year. The CDC parents and staff did 3 fundraisers in 2017-2018 to purchase new supplies and equipment for our playground including: bikes, scooters, balls, and gross motor movement items. There has been tremendous improvement of our objective this year, and we plan to continue to enhance our outdoor area. The only area that was not worked on was creating a safe water/ice free area for children, families, ECE students, and staff to be during winter months.  |

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| **Objective 2:****Adhere to the California State Department of Education Title 5 requirements, Community Care Licensing Tittle 22 requirements, and the Child Care Food Program requirements** | **Summary of Progress:**-All DRDP’s Children Assessments were completed at the 60 and 120 day schedule, and submitted to the CDE. -DR Parent surveys were completed in April and the new year’s action plans were developed in June of 2018. -ECERS rating assessment was complete in March 2018 and data was submitted to the CDE June 1, 2018.-CMR Program Monitoring Review was rescheduled by the CDE for our next fiscal year. However, the CDC was prepared for the audit by June 2018-August 2018 CCL Title 22 Licensing completed a full compliance review of the CDC (environmental, recordkeeping, health and safety, personnel, and training review) in August 2018 and was found in full compliance of Title 22 standards. -CAFP cycle review was completed and found in full compliance-Monthly/Quarterly reports were all turned in and found in full compliance in July 2018. Meeting all Department of Education contracts and receiving Maximum Rate of Funding. |
| **Objective 3:****Permanently hiring any open position at the CDC to meet the staffing pattern and ratios set by the California State Department of Education** | We permanently hired Ashliegh Boyd as our head toddler teacher; however, this left her previous role as Associate Teacher open. With too few in the pool, we hired a temporary long term substitute. We are currently flying and filling two positions at the CDC including: Head Cook and Associate Preschool Teacher. We plan to have both positions filled December 2018. |

**Current Year Progress and Objectives**

What objectives and tasks are you working on this year? (You may continue objectives from the prior year.)
Will your allocated resources be sufficient given your objectives?

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| **Objective 1:** | **Action Plan (include who is responsible):** |
| **Continue to rebuild the outdoor space at the CDC in compliance with Title 5 and Title 22 regulations.** | Continue to enhance and finish yard projects.-Fall 2018 had two successful fundraisers by families and staff to purchase the supplies and materials needed to create a hill slide at the CDC. With the goal of installing hill slide by Spring 2019.(CDC Staff and Nick Boyd) -Plant grass seed at the CDC to cover existing damage of 2016 flooding (Nick Boyd)- Create learning centers in our outdoor spaces including deck and playground. (CDC Staff)- Provide a water/ice free space on the deck area for winter months. This would include installation of gutters. (Nick Boyd)  |

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| **Objective 2:** | **Action Plan (include who is responsible):** |
| **Provide opportunities for staff to meet the required ECE professional growth hours, trainings, work hours, to comply with regulations for Title 5 and Title 22.**  | Continue to advocate and support staff to allow time needed to complete: - 21 professional growth hours for California Teacher Credentialing- Permit holders.-Provide staffing for the month of June to complete the Program Self Evaluation process, Program Action Plan 9000’s, CDE State Reporting, Annual Fiscal Reporting, CAFP Yearly report, complete the audit of files and update CDE forms for the next year. (Carlie McCarthy, Kinderlin Hoznour, Judy Callister, HR)- Increase revenues for the CDC through enrollment of community base paying families, and Plumas Rural Services Alternative Payment Program to support the staff hours increase to create relief time for trainings, collaboration times, staff meetings and trainings. (Kinderlin Hoznour, Carlie McCarthy, HR) -Continue to provide both web based and face to face trainings to the staff during the transitional period of DRDP 15 to DRDP Online. (CDC Staff) |

**Next Year’s New Objectives (fiscal year 2019-20)**

What objectives and tasks will you take on for next year? (You may continue objectives from the prior year.)

|  |  |
| --- | --- |
| **Objective 1:**Research and Development potential STEAM/STEM Community Preschool-Elementary Summer Camp | **Action Plan (include who is responsible):**Research and Develop proposal for summer camp to be hosted at FRC CDC for children ages 4-12 for four weeks in the summer. This camps focus will be on Environmental Awareness, Science, Engineering, Math, Arts, and Technology. This camp would be designed for recruitment of both preschool age children at the CDC and potential FRC Students. With the potential component of including CWEE Units at FRC for the ECE/ETP courses. With community networking with PUSD, Workforce Alliance, CalWorks, PRS, and other local agencies. -Create Surveys for interest with PUSD, PCS, Head Start and Resource and Referral (PRS) to see the interest of the camp in January 2019. This summer camp would be coordinated by Ashliegh Boyd, CDC teacher, and staffed by both CDC and open position(s). With the desire to employee future FRC Students and PUSD Seniors. No Budget Request needed  |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):** |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase: |
| Safety: -Gutters on the CDC Deck is being requested for the safety of families, children, ECE students and CDC staff. Water, snow and ice buildup in front of the main entrance is a safety hazard. There is no space for children to be present during winter months with protection from the elements. -Dr. Trutna stated in 2017 that the CDC would be able to have a “Loading Zone/Parent Parking” for the families at the CDC. We have many concerns and complaints of the parking area at the CDC. We were told that this can happen once the parking lot is being re-painted.  |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

|  |  |
| --- | --- |
| **Objective 2:** | **Action Plan (include who is responsible):** |

If completing your program’s objectives will require resources from **IT, Facilities, Professional Development,** or **Additional Staff** please include your request below. This section is for a **future need** (next fiscal year). If you have an immediate need (e.g. your computer is broken), contact the appropriate committee or administrator.

|  |  |  |
| --- | --- | --- |
| **Need** | **Resource Type** | **Rationale**(include connection to other plans) |
| Gutters installed on the deck space at the CDC to prevent any serious injury or harm to children, staff, students and parents of the CDC. Ice, water, and Ice buildup in this space.  | Facilities repair/maintain space | See past years objective 1 and next year objective 1 – 3rd year requested for this safety concern  |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

|  |
| --- |
| The CDC continues to receive funding from the Department of Education’s contracts CCTR and CSPP. With continued changes on state budget the CDC received a small increase addendum to meet our FTE’s for state funding preschool programs. We continue to have a contract with State and Federal Food Programs that have also increased their rates slightly this past year. We continue to serve at full FTE meeting our contract with the CDE. We are continuing to work with local agency Plumas Rural Services Alternative Payment Program for small source of revenue. The CDC is in full compliance with both the Department of Education (Title 5) and Social Services-Community Care Licensing (Title 22).  |

1. Explain significant Issues and/or changes that have occurred since the last comprehensive review.

|  |
| --- |
| Head cook has resigned their position as of October 31, 2018. As well as trying to fill our open position of Associate Preschool Teacher. Both positions are currently being flown and plan to be filled in December 2018. |

1. Briefly explain significant changes expected during the upcoming year.

|  |
| --- |
|  |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

**Name of Program/Department/Service Area: College Work Study**

**Name of Person Submitting this Review:** Carlie McCarthy

**Date of Submission:** November 1, 2018

**Management Area (check one):** [ ]  **Administrative Services**

 **[ ]  Instruction**

[x]  **Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s (2017-18) objectives:

|  |  |
| --- | --- |
| **Objective 1:** | **Summary of Progress:** |
| Provide a more accurate monthly report to supervisors on the use of their allocation of work hours. | The Assistant to the CSSO worked with Human Resources and Payroll to reorganize the tracking system of work hours and developed a pivot table to provide each department more accurate information about the work hours used per month in comparison to their annual allocation. |

|  |  |
| --- | --- |
| **Objective 2:** | **Summary of Progress:** |
| Developing an online training module for new student employees.  | An online training module for new student employees was not developed. More conversations with student employee supervisors need to occur to better understand expectations and training needs.  |

**Current Year Progress and Objectives**

What objectives and tasks are you working on this year? (You may continue objectives from the prior year.)

|  |  |
| --- | --- |
| **Objective 1:**Develop training for new student employees to understand expectations.  | **Action Plan (include who is responsible):**Under the direction of the CSSO, the Assistant to CSSO, HR Technician, and Payroll Officer will work together to gather information from supervisors regarding training needs. The information will be used to develop a student employee training that will include topics such as work environment, attendance and schedule requirements, supervision, confidentiality, and payroll responsibilities. Ideally the training will be ready for implementation by July 1, 2019. |

|  |  |
| --- | --- |
| **Objective 2:**Develop training for new student employee supervisors to understand expectations. | **Action Plan (include who is responsible):**Under the direction of the CSSO, the Assistant to CSSO, HR Technician, and Payroll Officer will work together to gather information regarding training needs. The information will be used to develop a training, FAQ or other piece of information that will orient new supervisors. Topics such as setting clear expectations, work environment, attendance and schedule requirements, confidentiality, and payroll responsibilities. Ideally the training will be ready for implementation by July 1, 2019. |

**Next Year’s New Objectives (fiscal year 2019-20)**

What objectives and tasks will you take on for next year? (You may continue objectives from the prior year.)

|  |  |
| --- | --- |
| **Objective 1:**Increase the College Work Study budget to accommodate the January 1, 2020 increase to $13.00 per/hr. | **Action Plan (include who is responsible):**CSSO is requesting the college increase the College Work Study budget to maintain 2018-19 student work hours (18114) at the new mandated minimum wage rate. |
| **Connection to results from assessment of student learning and/or other plans:**Each work study supervisor has provided a statement on how students benefit from their work, and what they learn. These responses range from soft skills to job specific skills. | **Resources/ Budget needed (if applicable):**$18,280 |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**1100-30140-2335-645000 = $18,1141100-30140-3000-645000 = $166 |
| Uncontrollable Increase: Minimum wage increases are mandated. If the budget is not increased to accommodate mandates, the hours of available work must be decreased. |
| Safety: There are many areas across campus where student workers provide important supervision in areas where safety could be compromised without their presence. |
| New Student Attraction: During the recruitment process students and parents frequently ask about available jobs on campus. Also, financial aid packages are not sufficient to cover the cost of attendance for out-of-state and out-of-country students. |
| Student Success and Retention: On campus employment is an excellent retention tool that keeps students engaged on campus and provides them with the necessary income to stay in school. |
| Relation to Student Learning: Students learn valuable communication, problem-solving, and relationship building skills while developing their sense of purpose and how to be responsible citizens (college-wide student learning outcomes). They also are able to develop resilience and resourcefulness which assists them in reaching their academic and personal goals (Student Services student learning outcomes). |
| Support for employees to be effective: Student employees assist in the day-to-day operations of many areas on campus, such as facilities, ISP, DSPS, Child Development Center, Ag/Equine, Student Engagement, Advising/Counseling, A/R, Athletics, and various academic programs (ORL, ENVR, Art, Biology, ICT, IRC) and supplement Food Services, Student Housing and the Fitness Center. |
| Feasibility: The amount requested is relatively low in relationship to the amount of productivity contributed to the functioning of the college, and the retention of students. |

If completing your program’s objectives will require resources from **IT, Facilities, Professional Development,** or **Additional Staff** please include your request below. This section is for a **future need** (next fiscal year). If you have an immediate need (e.g. your computer is broken), contact the appropriate committee or administrator.

|  |  |  |
| --- | --- | --- |
| **Need** | **Resource Type** | **Rationale**(include connection to other plans) |
|  |  |  |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

|  |  |
| --- | --- |
| The number of departments requesting student employment hours has increased as well as departments continue to request additional hours, especially with the addition of the BS degree program. Not all funding sources have increased their funding to accommodate the mandated minimum wage increases; therefore, overall available work hours have decreased over the past three years.  |  |

1. Explain significant issues and/or changes that have occurred since the last comprehensive review.

|  |  |
| --- | --- |
| There has been a continual minimum wage increase that began in January of 2016 and will continue until January 2022. Many sources of funding for student employment have not been able to keep pace with the wage increases, thus a decrease in total available work hours. It has not yet been determined if this has had a negative impact across campus or negatively effects the productivity of departments. |  |

1. Briefly explain significant changes expected during the upcoming year.

|  |  |
| --- | --- |
| As the minimum wage continues to increase, the college may need to determine if maintaining student employment hours with additional general fund dollars is an efficient use of district funding for carrying out day-to-day operations of many departments versus hiring permanent employees at a similar rate. |  |



**ANNUAL Program Review**

**Name of Program/Department/Service Area: Community Education**

**Name of Person Submitting this Review:** Connie Litz

**Date of Submission:** November 1, 2018

**Management Area (check one):** [ ]  **Administrative Services**

 **[ ]  Instruction**

[x]  **Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s (2017-18) objectives:

|  |  |
| --- | --- |
| **Objective 1:** | **Summary of Progress:** |
| Bring more awareness of the program to the community in hopes of growing program offerings. | Community Education classes were consistently promoted through flyers and in the local newspaper with a similar advertisement structure in order to create a brand for the program. Community Education was also promoted for a time on the FRC website banner with a quick link to the Community Education page. Offerings are consistent with last year, with a few additional requests for new courses this year.Within the new structure for the website, Community Education will be listed under Academics rather that Student Services, and it will be easier to find from the top menu. The new structure was implemented in October 2018. |

**Current Year Progress and Objectives**

What objectives and tasks are you working on this year? (You may continue objectives from the prior year.)

|  |  |
| --- | --- |
| **Objective 1:** | **Action Plan (include who is responsible):** |
| Improve the community education website pages to be inclusive of all aspects of the program. | Improve the pages by adding the following:* a purpose statement and/or mission statement
* list policies and procedures of the program
* current and future course listings with clear registration information/ instructions
* provide information on the steps for proposing and offering a community education course
 |

**Next Year’s New Objectives (fiscal year 2019-20)**

What objectives and tasks will you take on for next year? (You may continue objectives from the prior year.)

|  |  |
| --- | --- |
| **Objective 1:** | **Action Plan (include who is responsible):** |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):** |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase: |
| Safety: |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

|  |  |
| --- | --- |
| **Objective 2:** | **Action Plan (include who is responsible):** |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):** |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase:  |
| Safety:  |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

If completing your program’s objectives will require resources from **IT, Facilities, Professional Development,** or **Additional Staff** please include your request below. This section is for a **future need** (next fiscal year). If you have an immediate need (e.g. your computer is broken), contact the appropriate committee or administrator.

|  |  |  |
| --- | --- | --- |
| **Need** | **Resource Type** | **Rationale**(include connection to other plans) |
|  |  |  |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

* Describe the current status of the Program/Depart/Service Area.

|  |
| --- |
| The program offers a consistent listings of courses that have an interest base in the Quincy community. |

* Explain significant issues and/or changes that have occurred since the last comprehensive review.

|  |
| --- |
| There seems to be limited community demand for Community Education courses; however, it might be of benefit to assign a staff member to the program to conduct a needs assessment within the community to determine whether or not needs are being met. |

* Briefly explain significant changes expected during the upcoming year.

|  |
| --- |
| Continue to promote the program through easy to find and more comprehensive web pages. |



**ANNUAL Program Review**

**Name of Program/Department/Service Area: DSPS**

**Name of Person Submitting this Review:** Marci Lang

**Date of Submission:** 11/02/2018

**Management Area (check one):** [ ]  **Administrative Services**

 **[ ]  Instruction**

 **[x]  Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s (2017-18) objectives:

|  |  |
| --- | --- |
| **Objective 1:** Create and implement satisfaction surveys for students, faculty, and staff. | **Summary of Progress:** Our first annual student satisfaction survey was sent out to DSPS students via email by the DSPS Director in the spring semester of 2017. We also had hard copies available in our office and we encouraged students as they came in to complete them if they had not responded online. Of the 88 students who received surveys, only 10 completed and returned them. In preparation for the next survey cycle, we reviewed the wording on the questionnaire and made some revisions that we thought might make the questions easier to understand. We also determined that sending it out once each year (each spring) would be more reasonable (rather than sending it out in the spring and in the fall) in terms of expecting student willingness to participate. We sent the second survey out in the spring of 2018, but of the 75 surveys sent, we received just 9 responses. With the continued low response rate, we searched out questionnaires from other campuses to see if we could gain ideas for a more user friendly format to elicit feedback. The information that we found during the search is being used to revise the survey that will be sent out in the spring of 2019. (Copies of the summary of responses that we received from the surveys are attached.)With regard to faculty and staff surveys, our goal was to search online to review the faculty and staff surveys from other DSPS programs and to then glean from them to create our own. We were unable to find online examples of faculty or staff surveys that pertained to DSPS services; we will reach out to DSPS programs directly to inquire about their in-house procedures for eliciting faculty and staff feedback as we continue to work toward developing a mechanism for this important facet of campus input. |
| No financial resources were needed outside of the DSPS budget. |  |

|  |  |
| --- | --- |
| **Objective 2:** Increase program visibility and disability awareness.  | **Summary of Progress:** In an effort to increase program visibility and disability awareness, our staff had a presence at all 2017-18 key events and activities in which support programs and/or activities were highlighted, including Day in the Mountains, New Student Orientation, Friday in the Fall, the Chili Cook-Off, etc. Our staff was available to describe the program and to answer questions. New program brochures that include our new program name (emphasizing the support that is available to students, rather than the disabilities of the students) were created and distributed at those functions. The brochures were also made available at informational racks in key locations on campus, e.g., Admissions and Records/Financial Aid, Counseling/Advising, etc. Our new program name was added to the tablecloth we used at these events, and in 2018 it was added to the signage identifying our program on Campus. Additionally, our staff attended or participated in as many student and campus activities that we could in an effort to enhance the supportive camaraderie with those we serve and to promote an inclusive presence campus wide.The DSPS Director reviewed and updated the DSPS section of the Feather River College website in an effort to provide the most useful and current information for students and faculty. In the summer of 2016, the DSPS Director sent out an email to all full-time and adjunct faculty, drawing their attention to the information that is available to them via the website under DSPS, Faculty/Staff Role. Included in the email was a request for faculty to include (in their first day of class announcements) an invitation for students who need disability accommodations to contact them after class, or to contact DSPS directly, for additional information. Instructors were also provided general information on disability law as it relates to post-secondary education, as well as brief descriptions of the academic adjustments, auxiliary aids, and services that are available through DSPS so that they would more fully understand what is provided, and why it is provided. Instructors were asked to review their syllabi to make sure that they had included a disability statement in each course syllabus that they prepared. Examples of various disability statements were provided. In January of 2018, a reminder email was sent to all faculty and associate faculty, reminding them to include a disability statement in their syllabi and providing them with examples of possible statements that could be used.  |
| This objective was accomplished through resources provided through the DSPS budget (program staff salaries and fringes), through Student Equity funds (the tablecloth with our new program name), and through General Funds (the new campus signage and the program sign on our building that identify our program with our new name).  |  |

**Current Year Progress and Objectives**

What objectives and tasks are you working on this year (2018-19)? (You may continue objectives from the prior year.) Will your allocated resources be sufficient given your objectives?

|  |  |
| --- | --- |
| **Objective 1:** Increase Program visibility and disability awareness.  | **Action Plan (include who is responsible):** The DSPS Director and staff are continuing to work toward raising awareness of the services that are available for students with disabilities. The DSPS Director has been working closely with the Director of Student Success Programs and reaching out to DSPS students who are being referred through the campus Student Intervention process. The DSPS Director and staff also work with instructors who seek direct DSPS assistance with specific students who have self-identified as receiving support through our program; we provide the instructors with information about resources that are available and offer them guidance in and suggestions for adaptations that have been proven effective for students with specific disability challenges in educational settings. While we reach out to current DSPS students on a one-on-one basis when we become aware that they are struggling, we plan to utilize the FRC app, as well as All Student emails, to send reminders on a broader basis to all of our students, reminding them and encouraging them to access the support that is available. We will also use those formats to reach out to students who may have disabilities but have not yet applied for services through DSPS, informing them about the assistance that is available. Through recent interaction with a new adjunct faculty member, we have become aware of the need for a more comprehensive instructor orientation for the test accommodation process for students with disabilities. The DSPS Director is working on the development of that material. The DSPS Director is also working on creating a format in which a series of All Campus emails could be presented, each one highlighting a specific disability or disability “family” and including descriptions of how the limitations of specific disabilities create barriers in accessing the educational process. The goal of this project is to enhance disability awareness and to provide a more thorough understanding of the additional, specialized supports that are necessary to assist students with disabilities to more fully access and benefit from the general offerings and services of the College. While the DSPS Director has begun compiling information and hopes to be prepared to begin the series in the spring semester, this will likely be a project that carries over into the 2019-2020 fiscal year. |
| No financial resources will be needed outside of the DSPS budget. |  |

|  |  |
| --- | --- |
| **Objective 2:** Provide the additional, specialized support which allows students with disabilities to more fully access and benefit from the general offerings and services of the College.  | **Action Plan (include who is responsible):**While this objective is always our primary charge, it becomes particularly relevant in times of budgetary decline. (See page 7, Summary Update from Comprehensive Program Review, Significant Issues and/or Changes.) With the reduction in support staff hours, time management and staff scheduling will be critical to ensure that student needs continue to be met. Fortunately, FRC recently hired an Assistant Dean of Instruction whose job responsibilities include ensuring that all online components of the College’s instructional programs meet the California Community Colleges Online Education Initiative (OEI) standards, thereby aiding in our charge to provide information in accessible formats and to meet universal design requirements. We are also fortunate to be able to access, through California Community College service agreements, accessible text options available with Bookshare, Learning Ally, and AIMHub. These resources will be particularly invaluable as we adjust to the decrease in time by the Assistive Technology Specialist (ATS). |
| At the time of this writing, no financial resources have been identified to backfill this budget deficit. |  |

**Next Year’s New Objectives (fiscal year 2019-20)**

What objectives and tasks will you take on for next year? (You may continue objectives from the prior year.)

|  |  |
| --- | --- |
| **Objective 1:** Continue the work of developing effective tools for gathering and measuring student, faculty, and staff input regarding DSPS services and procedures. | **Action Plan (include who is responsible):** The Director and the Program Staff Specialist II (PSS II) will continue to work toward the development of effective surveys and/or procedures to solicit feedback and suggestions from students, faculty, and staff. |
| **Connection to results from assessment of student learning and/or other plans:**Student Services Student Learning Outcomes: 1; 2; 4; 5FRC Student Learning Outcomes: 1; 2; 3; 5; 7 | **Resources/ Budget needed (if applicable):**No financial resources will be needed outside of the DSPS budget. |
| **If new resources are requested, address the following criteria:** N/A | **Budget code -if applicable (include Fund, Organization, and Account codes):** N/A |
| Uncontrollable Increase: |
| Safety: |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

|  |  |
| --- | --- |
| **Objective 2:** Increase disability awareness on campus. | **Action Plan (include who is responsible):**The DSPS Director will continue with the development and presentation of a series of disability “highlights” – focusing on one specific disability at a time to increase awareness regarding the limitations imposed and the barriers encountered that impact one’s ability to access educational opportunities. The goal will be to include a section on how we – as instructors, staff, fellow students, community members – can help to break down the barriers and reduce the impact of the limitations faced as the result of disability.  |
| **Connection to results from assessment of student learning and/or other plans:**Student Services Student Learning Outcomes: 1; 2; 4; 5FRC Student Learning Outcomes: 1; 2; 3; 4; 5; 6 | **Resources/ Budget needed (if applicable):**No financial resources will be needed outside of the DSPS budget. |
| **If new resources are requested, address the following criteria:** N/A | **Budget code -if applicable (include Fund, Organization, and Account codes):** N/A |
| Uncontrollable Increase:  |
| Safety:  |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

If completing your program’s objectives will require resources from **IT, Facilities, Professional Development,** or **Additional Staff** please include your request below. This section is for a **future need** (next fiscal year). If you have an immediate need (e.g. your computer is broken), contact the appropriate committee or administrator.

|  |  |  |
| --- | --- | --- |
| **Need** | **Resource Type** | **Rationale**(include connection to other plans) |
|  |  |  |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

* Describe the current status of the Program/Depart/Service Area.

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| --- |
| The most important thing to mention in this “current status” section is that, as the result of the recent notification from the Chancellor’s Office that our 2018-19 allocation will be less than we anticipated, we are currently working on a plan to reduce support staff hours in order to balance our current budget. Please see further information in the Current Year Progress Objective 2 (pages 4-5) and the Summary Update from Comprehensive Program Review Question 2 (page 7) sections of this APR.In September of 2018, our Board of Trustees approved a new 3 year (2018-19, 2019-20, and 2020-21) WorkAbility III contract with the State of California Department of Rehabilitation. While at the time of this writing we are still waiting for the final contract documents to be returned by the Department of Rehabilitation, we have been told to continue providing services for our WorkAbility III clients and have been promised that funding for the new contract will be retroactive to July 1, 2018.It appears that the potential move of the DSPS Office to the Student Services “Center” that was mentioned in the LONG RANGE VISION section of our 2016 Comprehensive Program Review is not going to happen. The areas that were to be assigned to DSPS are now being utilized by our Mental Health and Wellness Center (the former EOPS Office) and by Student Services Classroom 605 (former classroom 207). Over the winter of 2016-17, our testing room and front lobby area sustained considerable damage from flooding. Part of the renovation/repair efforts included the replacement of the carpeting and fresh paint in those areas. Following that incident, maintenance employees later repainted the doors and trim in other areas of the office, greatly improving the appearance of our area.  |

* Explain significant issues and/or changes that have occurred since the last comprehensive review.

|  |
| --- |
| Since 2014-15, when our DSPS budget was partially restored after the severe cuts of 2009-10, we have been on an annual systematic reduction of funds that was set to not exceed 5% each year. Until this current fiscal year, our student count was high enough that we were not cut the entire 5%. A base allocation for DSPS programs has been set at $150,000, and while we anticipated that we would reach that level in the 2019-20 fiscal year and face staffing time reductions at that time, we anticipated that we would make it through 2018-19 with our staffing intact. However, a new DSPS funding formula that eliminates extra $ credit for serving students with secondary disabilities was implemented this year, and we just learned that our allocation for 2018-19 is less than we anticipated. At the time of this writing, we are moving forward with a plan that will reduce hours for our two support positions, the ATS and the PSS II, beginning January 1, 2019. The plan, if carried through as originally proposed, will include a reduction in hours for the ATS from 30 to 22 per week, and for the PSS II from 30 to 28 (11.5 DSPS hours/16.5 WAB hours) per week.  |

* Briefly explain significant changes expected during the upcoming year.

|  |
| --- |
| Next year (2019-20), when we hit the base allocation funding level, we anticipate that the ATS position will be further reduced to 20 hours per week, with the PSS II position at 25 hours per week. |

**Appendix**

Attached: Spring 2017 Student Survey Summary of Results

 Spring 2018 Student Survey Summary of Results





**ANNUAL Program Review**

**Name of Program/Department/Service Area: EOPS/CARE**

**Name of Person Submitting this Review:**

**Date of Submission:**

**Management Area (check one):** [ ]  **Administrative Services**

 **[ ]  Instruction**

[x]  **Student Services**

**Assessment of Past Progress 2017/2018**

Describe your progress on your previous year’s objectives:

|  |  |
| --- | --- |
| **Objective 1:** | **Summary of Progress:** |
| Established a group Orientation for new and Probationary-status EOPS/CARE students. | EOPS/CARE Counselor and Program Staff Specialist arranged a late afternoon Orientation to both explain the “over and above” services and benefits available through full participation in EOPS program. The first of the three state mandated semester appointments were set for each student at end of Orientation. Orientation workshop was partnered with the Learning Resource Center for tour and ease of access.  |

|  |  |
| --- | --- |
| **Objective 2:** | **Summary of Progress:** |
| Continued to improve lending library, maintain the number of meal vouchers, provide school supplies and technology support services, and continued to provide student grants. | EOPS Counselor and Program Staff Specialist issued books, laptops, meal vouchers (value of $60 per card in fall, $25 per card in spring, three cards offered per semester) and grants to qualified students in good EOPS/CARE standing. School supplies included a backpack filled with educational supplies and a water bottle. |

**Current Year Progress and Objectives 2018/2019**

What objectives and tasks are you working on this year? (You may continue objectives from the prior year.)

|  |  |
| --- | --- |
| **Objective 1:**Continue to improve lending library, maintain the number of meal vouchers, provide school supplies and technology support services, and continue to provide student grants. Communicate with instructors the need and concerns of access for online textbooks in lieu of hard copies. Promote online tutoring services.  | **Action Plan (include who is responsible):**EOPS Counselor and Program Staff Specialist will continue to issue and record loans of books/equipment. Counselor will communicate with faculty members with regard to textbook access and explore electronic resources. As an online Student Resources through CANVAS have been provided, EOPS has partnered with TRiO and SSSP workshops to educate students on how to access the online support services of NetTutor and WorldWideWhiteboard.  |

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| --- | --- |
| **Objective 2:**Continue to coordinate and/or partner with other Student Service Programs to encourage EOPS student participation in Financial Literacy Workshops. Specific attention to individual budgeting and student loans is the focus to aid in avoidance of extreme student debt. | **Action Plan (include who is responsible):**EOPS Counselor will partner with Financial Aid and other Student Service programs to support all financial budgeting, aid receipt and loan information (including student loan debt) workshops to aid student in making informed choices on funding their current and future education pursuits. EOPS funds will be used to assist in printing fees for advertising, handouts (if needed) and food provided for event. |
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| **Objective 3:**  | **Summary of Progress:** |
| At initial EOPS appointment, gather information via survey on topics of student strengths/weaknesses. Tally results and share with student success partner programs to streamline workshop offerings.  | EOPS Counselor will gather results from survey and create/promote workshops addressing the specific student success areas identified by first-generation students. By streamlining workshop topics to meet the students’ stated needs, attendance may be greater in workshops and students can gain self-identified skills.  |

**Next Year’s New Objectives 2019-2020**

What objectives and tasks will you take on for next year? (You may continue objectives from the prior year.)

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| **Objective 1:** | **Action Plan (include who is responsible):** |
| Continue to improve lending library – discern if codes over textbooks are the direction to continue, maintain the number of meal vouchers, provide school supplies and technology support services, and continue to provide student grants. Continue to incorporate the campus Learning Resource Center into orientation workshops, as well as to inform students of library and tutoring resources available to them.  | EOPS Counselor and Program Staff Specialist will continue to issue and record loans of books/equipment. Counselor will communicate with faculty members with regard to textbook access as well as access to electronic resources. Continue to partner with the Learning Resource Center staff and arrange resource access “tour” at campus library at start of semester.  |

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| **Objective 2:**Continue to plan and implement year-end recognition of students who are completing their educational journey at the college with the completion of a certificate and/or degree.  | **Action Plan (include who is responsible):**EOPS Counselor and Program Staff Specialist will recognize achievements and the overcoming of barriers with recognition event. Students will invite an identified FRC staff/employee who best assisted them in reaching their goals to celebrate their achievement/s. EOPS funds will be used to assist in food provided for event.  |
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| **Objective 3: FOR CARE STUDENTS** | **Summary of Progress:** |
| Access Northern California Regional CARE Conference to allow for EOPS/CARE staff, students, their dependents and partners to attend summer workshop. **Explore** options to host following year Conference on the Feather River College campus/Quincy community.  | EOPS Counselor and Program Staff Specialist will aid in planning for conference with regional Counselors and Directors, as well as provide preparedness meetings to aid students (their dependents and partners) in attending conference as well as submitting documentation for reimbursement for travel. **Explore** options with local businesses and academic programs (such as culinary, early childhood education and outdoor recreational leadership) to aid in conference activities should the event be able to be held in Plumas County. |

If completing your program’s objectives will require resources from **IT, Facilities, Professional Development,** or **Additional Staff** please include your request below. This section is for a **future need** (next fiscal year). If you have an immediate need (e.g. your computer is broken), contact the appropriate committee or administrator.

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| **Need** | **Resource Type** | **Rationale**(include connection to other plans) |
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**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

* Describe the current status of the Program/Depart/Service Area.

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| The EOPS Program offers excellent service to eligible students through a part time counselor. The counselor is assisted by a Program Assistant as well as the Assistant to the CSSO who monitors the budget and files the state reports. This shared workload approach has been effective in spending all the funds allocated, leaving time for the part time counselor to meet with students. The counselor is fully integrated into the Advising Department and is now co-located in the Student Center.  |

* Explain significant issues and/or changes that have occurred since the last comprehensive review.

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| This categorical program is designed to provide services to eligible students which are over and above the services offered to other students. One minor change was made when we discovered we should not base grant awards on grade point average, as financial assistance is the basis of the program.  |

* Briefly explain significant changes expected during the upcoming year.

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| Continuation of participation in CARE program Regional Workshops over summer break which includes taking CARE students and their dependents to parenting and successful student break -out sessions.  |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

**Name of Program/Department/Service Area: Student Equity**

**Name of Person Submitting this Review:** Michelle Petroelje

**Date of Submission:** November 1, 2018

**Management Area (check one):** [ ]  **Administrative Services**

 **[ ]  Instruction**

 **X Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s (2017-18) objectives:

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| **Objective 1:**Increase participation in the Summer Bridge program for Fall 2017 by creating promotional material to distribute to students enrolled in basic skills courses and students who attend the priority registration events in the spring. Produce a promotional video to market the program. Continue to offer instruction from faculty and incentives for students | **Summary of Progress:**The Academic Support Specialist created a brochure to promote the Summer Bridge program. The brochure was distributed at Day in the Mountains and Home Field Advantage and was available in the counseling and advising office. Outreach by phone and email was made to students enrolled in basic skills courses and students who were on academic probation in the Spring 2017. Enrollment and participation in the Summer Bridge Program did increase. The SSP Director position was vacant during Summer Bridge 2017 planning and implementation. Moreover, the Academic Support Specialist was in the process of transitioning to employment out of the area during the Summer Bridge program. Due to these staffing issues, a videographer was not hired to produce a promotional video to market the program.Instruction for the Fall 2017 Summer Bridge was provided by math and English faculty as well as Student Services staff. Incentives for the students included the opportunity to earn a book voucher valued up to $400, free lunch, afternoon activities and school supplies. This goal was continued for the 2018-19 academic year. Outreach activities conducted in 2017-18 for the Fall 2018 Summer Bridge program are discussed below.  |
| **Objective 2:**Assess the FYE program from 16-17 in both its academic and event elements and make a recommendation that it should be considered to adopt it as a class which all new students can take for credit. The course should include additional goals from the course/program including teaching life skills such as budget management, food purchase and prep, community service opportunities, and working with ASFRC to increase the number and quality of our campus clubs. | **Summary of Progress:**Previous discussion regarding the FYE program centered on the College 100 class as the home of the FYE program. Many common FYE topics are currently covered in the class such as career exploration, budgeting and study skills. This class in not mandatory, but it was accepted as a CSU Area E General Education Breadth course. Although the College 100 class now counts for credit toward general education, it was decided that the English Department would house the academic portion of the FYE while Student Service would continue to support their work with events and workshops outside the classroom. The English Department was a logical place to house FYE because just about all students will take English 101 (high schools students that passed the AP English exam or students transferring from another college with equivalent English credit would be exempt from this class). Currently there are 166 students enrolled in English 101 (includes 16 in the online section) while there are 38 in College 100 (Fall 2018).Meetings were held with members of the English Department and Student Services in Spring 2018 to discuss the nature of the FYE collaboration moving forward with Fall 2018 implementation. The English Department decided to have a common theme “Community Values and Your Values,” 2 common readings (*On Dumpster Diving* and *Houselessness and Homelessness* that related to the book in common – *Evicted* ) and a common assignment. Along with the Week of Welcome events, a list of workshops and activities was developed around this theme and given to the English instructors. The FYE program was supported by Student Services in other ways as well. The students coming into New Student Orientation were grouped based on English class. The intent was to develop FYE groups from day one. Additionally, there was an FYE tile in the app and “clubs” developed for each group. This did not have the desired result of community building, rather it felt forced and students were less engaged than in previous years. Branding of the FYE program and continued collaboration between the English department and Student Services will be needed to grow the FYE program into what was envisioned.  |

**Current Year Progress and Objectives**

What objectives and tasks are you working on this year? (You may continue objectives from the prior year.)

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| **Objective 1:**This year’s objective was continued from the prior year, which was to increase participation in the Summer Bridge program for Fall 2018 by creating promotional material to distribute to students enrolled in basic skills courses and students who attended the priority registration events in the spring; to produce a promotional video to market the program and continue to offer instruction from faculty and incentives for students. Writing the goal for the Summer Bridge program spans academic years; the outreach and prep work occurs in one year while the program takes place in the following year. Therefore, the Action Plan discussed here includes activities conducted in preparation for the Fall 2018 Summer Bridge and the activities that will occur in Spring 2019 promotion.  | **Action Plan (include who is responsible):**The Student Success Specialist (formerly called the Academic Support Specialist) position was filled on a temporary basis in November 2017. The position was filled permanently beginning on August 1, 2018. A Summer Bridge flyer was given to all Home Field Advantage and Day in the Mountain participants. Follow up calls and emails were made to students who attended those events. Additionally, students on academic probation and those enrolled in English 10 and math 16 & 18 for Fall 2018 were contacted and encouraged to sign up for the program. Although local highs school students heard about the program at HFA and during individual advising appointments, specific outreach to the local high schools did not occur in Spring 2018. Seven local high school students signed up, 3 attended regularly, 1 did not enroll for fall classes; 1 did not attend due to the daily travel time from an outlying community and 2 had excellent academic records and would not benefit from the program. This is an area that should be addressed in Spring 2019. Ideally, a current FRC student from each area would join outreach staff at each high school site visit to talk about FRC and the benefits of the Summer Bridge program. These visits could happen prior to HFA in April or in May when high school students have made their final decisions regarding where to go to college. Collaboration with the pre-college TRiO programs could help with follow up and registration of this population. To facilitate early registration, the application should be made available in the month of May so that advisors can meet with students and help them sign up for the Summer Bridge program. Building from past success with the football team, the 2018 program was scheduled around the summer practice schedule. The football coach was instrumental in supporting the program and encouraged his players to sign up. While this strategy was useful for getting good turnout, there were a few students in other sports that would have liked to participate in the program, but were unable to work it around their practice times. They were encouraged to attend any sessions they could. The Student Success Specialist will continue to coordinate with the athletic department to make the program accessible to the greatest number of students in need of a leg up academically. Faculty and Student Support staff provided the instruction. Incentives included school supplies to “Build a Backpack” and free lunch daily; afternoon activities and a book voucher worth up to $400. Twenty –seven student received the book voucher. This particular incentive was the number one reason for attending the program according to feedback surveys completed on the last day of the program. A videographer was hired to film activities during the 2018 Summer Bridge and create a promotional video for inclusion on the FRC website and future marketing efforts. Follow up testimonials from faculty and staff were filmed during fall 2018 semester. The final video should be completed by the end of January 2019. |

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| **Objective 2:**Assess the effects of multiple measures on impacted groups. The use of Multiple Measures (MM) has been shown to increase the accuracy of course placement, thereby facilitating the progression into and movement through college level coursework. New advising practices should be evaluated for their effectiveness in student success.  | **Action Plan (include who is responsible):**The Advising Task Force (ATF) and the Institutional Researcher will look at the success rates of course completion in impacted groups. The ATF in consultation with faculty, will develop and implement strategies to support students in English and math courses.Given the small size of FRC, measuring the effects of multiple measures on impacted groups may take several semesters. The overall success rates from 2017-18 Fall and Spring semesters indicates that using a high schools GPA >2.6 for English 101 placement has been valid. The percentage of students who completed the class with a “C” or better was 72% and retention was 93% in Fall 2017. This was slightly better than the historical average (Fall 2009-Spring 17) percentages of 66% and 90% for completion and retention respectively. Spring data was 66% completion and 92% retention compared to historical average (Spring 2011-18) of 62% and 88%. The ATF will continue to monitor the success rates for students in English 101. The average success rate in the remedial math classes (math 16 & 18) is 69% bases on Fall 2010-Spring 2018 data. The success rate for math 16 was 77% and 62% for Fall 2017 and Spring 2018 respectively. For math 18, the success rates for the same semesters was 58% and 70%. Overall transfer level math success is 75% based on data from 2010-2018. In response to AB 705, the remedial math sequence has been condensed into a 1 semester, 5 unit class that will be offer starting in Fall 2019. The Advising Task Force will continue to discuss placement guidelines and support structures at monthly meetings. |

**Next Year’s New Objectives (fiscal year 2019-20)**

What objectives and tasks will you take on for next year? (You may continue objectives from the prior year.)

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| **Objective 1:**Next year’s objective will be to combine the Student Success & Support Program and Student Equity into the Student Equity & Achievement (SEA) program as directed by the Chancellor’s Office. Staff will need to attend trainings &/or webinars to stay abreast of changes to the funding formula and reporting requirements. It is anticipated that funding will mirror the student centered funding formula for California Community Colleges. While the exact changes in reporting requirements are unknown, dates have been set for report submissions. There will be an Annual SEA program report due in January of 2020 & 2021. A Student Equity Plan will be due June 30, 2019. A Year-End Expenditure Report for the Integrated Plan will be due in September 2019. Templates for these reports have not been released as of October 2018. | **Action Plan (include who is responsible):**The Director of Student Success Program in consultation with the Director of the Basic Skills program, will oversee the merging of the three programs into the Student Equity & Achievement program. The Advising Staff will adapt current practices to reflect any changes mandated by the Chancellors Office.  |
| **Connection to results from assessment of student learning and/or other plans:**The new SEA program will replace the SSSP and SE programs. The Student Equity plan will replace the Integrated plan and will be on a three year cycle.  | **Resources/ Budget needed (if applicable):**The SEA program funds will cover the cost of training and staffing. |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**1200-130190-XXXX-6490001200-130191-XXXX-6490001200-130120-XXXX-6320001200-130121-XXXX-632000 |

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| Uncontrollable Increase: |
| Safety: |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |
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| **Objective 2:**The Student Equity & Achievement program will require the submission of a Student Equity Report due June 30, 2019. This report will pick up where the 2017-19 Integrated Plan leaves off. The Student Equity Plan will identify disproportionally impacted groups and develop goals and strategies to close the equity (achievement) gaps. The objective for 2019-20 will be to implement the recommended supports.  | **Action Plan (include who is responsible):**The Director of Student Success Programs, in collaboration with the Student Services Council, will develop goals and strategies to support those goals for disproportionally impacted groups. The Advising Task Force, TRiO and Student Success Specialist will implement strategies outlined in the Student Equity Plan. Communication between Student Services and Instruction will be accomplished through the AFT, Student Service Council and Council of Instruction. |
| **Connection to results from assessment of student learning and/or other plans:**The Student Equity Plan will replace the integrated Plan and remain in effect for 3 years.  | **Resources/ Budget needed (if applicable):**The SEA program budget will cover the cost of strategies recommended by the Student Services Council. |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase:  |
| Safety:  |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

If completing your program’s objectives will require resources from **IT, Facilities, Professional Development,** or **Additional Staff** please include your request below. This section is for a **future need** (next fiscal year). If you have an immediate need (e.g. your computer is broken), contact the appropriate committee or administrator.

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| **Need** | **Resource Type** | **Rationale**(include connection to other plans) |
| Staff training on the SEA program requirements  | Professional Development | See next year’s objective 1 |
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**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

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| Activities described in the 2015 Equity Plan and the 2017-19 Integrated Plan are being implemented. Focus groups and Campus Climate surveys are in the planning stages and will be completed mid semester Spring 2018. |

1. Explain significant issues and/or changes that have occurred since the last comprehensive review.

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| Student Equity was not included in the last comprehensive program review, however components were added to the 2016 SSSP/Transfer CPR. |

1. Briefly explain significant changes expected during the upcoming year.

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| AB 705 and AB 1805 will cause significant changes during the upcoming year. AB 705 will affect how advisors place students in math and English as well as recommended course work. AB 705 requires colleges to maximize the likelihood that a student will complete college level math and English in a one year time frame. AB 1805 requires colleges to report to the Chancellor’s Office the college’s placement policies and disaggregated placement results, as well as publicizing a students’ right to access transfer level course work and the multiple measures placement policies developed by the college.  |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

**Name of Program/Department/Service Area: Financial aid**

**Name of Person Submitting this Review:** Andre van der Velden

**Date of Submission:**

**Management Area (check one):** [ ]  **Administrative Services**

 **[ ]  Instruction**

 **[x]  Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s (2017-18) objectives:

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| **Objective 1:**Work with other student services offices that offer forms of financial assistance for students to create financial services that are more seamless. | **Summary of Progress:**The financial aid staff coordinated efforts with Krystal Drybread on EOPS/CARE/Equity vouchers and Cathleen Riley on Cal-Works student employment and vouchers. |

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| **Objective 2:**Implement the changes in regulations for verification of the 2018-2019 FAFSA’s. | **Summary of Progress:**Andre van der Velden attended the All FA Directors Meeting and CCCSFAAA Annual Conference and received training on the revised regulations for verification for 2018-2019. Nicholas Johnston attended the WASFAA Sister Dale Brown Summer Institute where he received extensive training on Financial Aid Administration. |

**Current Year Progress and Objectives**

What objectives and tasks are you working on this year? (You may continue objectives from the prior year.)

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| **Objective 1:**Gainful Employment data for award year 2017-2018 was reported to the National Student Loan Data System (NSLDS). | **Action Plan (include who is responsible):**Andre van der Velden, Agnes Koos, and Maggie Gliozzo coordinated efforts to ensure timely submittal of 2017-2018 Gainful Employment data to the NSLDS. |

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| **Objective 2:**Began implementation of the new Student Success Completion Grant (SSCG). | **Action Plan (include who is responsible):**Beginning with the fall 2018 semester, the Student Success Completion Grant replaced the Full-Time Student Success Grant and College Completion Grant. |

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| **Objective 3:**Began implementation of the new Feather River College Promise Scholarship Program. | **Action Plan (include who is responsible):**The FRC Promise Scholarship waives enrollment fees for first-time, full-time students that are not eligible for the Pell Grant and/or the California College Promise Grant (formerly known as the BOG Fee Waiver).  |

**Next Year’s New Objectives (fiscal year 2019-20)**

What objectives and tasks will you take on for next year? (You may continue objectives from the prior year.)

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| **Objective 1:**The financial aid office received technology funding from the Chancellors Office to support technology advancements and innovations in financial aid processing and management systems that needs to be spent by 2020. It is important that FRC continues with the implementation of CAPP (Curriculum, Advising and Program Planning) and CPOS (Course Program of Study) functionality in Banner. | **Action Plan (include who is responsible):**Strata Information Group (SIG) will work with financial aid and admissions and records to get the Curriculum, Advising and Program Planning (CAPP) and Course Program of Study (CPOS) functionality working in Banner. |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):**Financial Aid technology funding from the Chancellor’s Office. |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase: |
| Safety: |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

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| **Objective 2:**Begin implementation of AB-2248 which states that new and renewal Cal Grant recipients must be notified in writing or by email that they must take 15 semester units to graduate in 4 years and that Cal Grant is limited to 4 years. This law takes effect on January 1, 2019. | **Action Plan (include who is responsible):**Financial aid will work with Admissions and Records and IT to develop methods of notification and the check box requirement for online registration of less than 15 unit enrollment. |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):** |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase:  |
| Safety:  |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

If completing your program’s objectives will require resources from **IT, Facilities, Professional Development,** or **Additional Staff** please include your request below. This section is for a **future need** (next fiscal year). If you have an immediate need (e.g. your computer is broken), contact the appropriate committee or administrator.

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| **Need** | **Resource Type** | **Rationale**(include connection to other plans) |
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**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

* Describe the current status of the Program/Depart/Service Area.

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| The Financial Aid Office disbursed $3,622,162 in federal grants and loans, state grants, and scholarships for 2017-2018. The 2017-2018 FISAP, BFAP-SFAA, and Osher reports have been submitted for 2017-2018 as well. |

* Explain significant issues and/or changes that have occurred since the last comprehensive review.

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| Extracting data out of Banner for MIS, IPEDS, and other pertinent reporting requirements continues to be a great concern for the financial aid office. Because financial aid staff does not have the expertise to accurately and effectively extract data out of Banner using Oracle’s Structured Query Language (SQL) tool, the validity of the data has and continues to be called into question.Federal financial aid regulations mandate that students may only receive financial aid for those classes necessary to complete their program of study (certificate/degree). To ensure that FRC is in compliance, it is critical that CAPP and CPOS functionality be put into place as soon as possible. |

* Briefly explain significant changes expected during the upcoming year.

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| Interest rates on direct loans are expected to rise which will make it more costly for students to pay for their education. The U.S. Department of Education is considering doing away with the current Gainful Employment regulations. In its place, the department wants to expand disclosure of data on student debt and graduate earnings for programs at all types of colleges through a government website called College Scorecard. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

**Name of Program/Department/Service Area: Marketing/Outreach**

**Name of Person Submitting this Review:** Carlie McCarthy

**Date of Submission:** November 1, 2018

**Management Area (check one):** [ ]  **Administrative Services**

 **[ ]  Instruction**

[x]  **Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s (2017-18) objectives:

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| **Objective 1:** | **Summary of Progress:** |
| Join the National Council for Marketing a Public Relations (Professional Organization for Community Colleges) and participate in webinars and conferences to learn about the current trends in marketing and obtain new ideas for strategies to attract students to FRC. | The CSSO and the Recruiter attended the NCMPR conference in spring of 2018 and learned about new strategies to market the college including increasing the college’s digital presence (social media, website, online campaigns, etc.). They also learned about using the college’s 50th Anniversary as a marketing opportunity, implementing next steps into strategies and tips for consistent branding. The CSSO and Recruiter presented their key take-aways to the SEM and Communications Committees and led a flex day presentation that was well attended by Faculty, coaches and other student services employees. The college initiated its first digital marketing campaign in the spring, hired temporary help during the summer to build the social media presence and draft guidelines. The temporary help also developed an updated new “look-book” that was visually appealing. In the fall, the CSSO presented a marketing update to the Board of Trustees including data from the digital marketing campaign and another digital campaign was launched.  |

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| **Objective 2:** | **Summary of Progress:** |
| Develop new marketing and promotional material incorporating the new college logo.  | The Recruiter worked with a graphic designer to create a “quick facts” document to highlight specific components of the college and details about the FRC student population. During the summer, a temporary Recruiter Assistant was hired to develop a new look-book which featured the new college logo and updated information and photos. The CSSO worked with a graphic designer to modify the new logo to incorporate a “50” and celebration slogan “Continuing a Tradition of Excellence.” The 50th logo will continue to be used in marketing materials and among different medias (website, social media, ads, etc.) throughout the year.The CSSO and Assistant to the CSSO completed the college building/room renumbering and signage project replacing old signage including building/service signage, rooms/office numbers, directional signage, and a new campus map. The map is also featured in the new look-book. |

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| **Objective 3:** | **Summary of Progress:** |
| Implement ideas and strategies recommended by the Strategic Enrollment Management Committee to improve recruitment efforts. | Faculty and program leaders from Agriculture/Equine, Environmental Studies, Outdoor Recreation Leadership, Early Childhood Education, Studio Art, Business, and English/Humanities attended SEM meetings throughout the year to share their recruitment practices. The SEM committee recommended individual outreach strategies pertinent to each program. The Recruiter and Recruiter Assistant created a spreadsheet with contact information for prospective students who have requested information about the college. An online Tour Request form was developed (this fall) to replace the existing link (to an email) in order to capture contact information for that group of prospective students to add the list. The Recruiter and Recruiter Assistant established a system to follow up with prospective students through direct mailings, email, and phone calls that correlates to specific dates such as events and important registration information. They are continuing to work on a documented action plan.The Recruiter attended SEM meetings regularly to provide updates regarding current recruitment strategies and trends. Once again, student housing was full prior to the start of the semester and lack of rentals in the community kept several students from attending FRC. |

**Current Year Progress and Objectives**

What objectives and tasks are you working on this year? (You may continue objectives from the prior year.)

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| --- | --- |
| **Objective 1:**In collaboration with the FRC Foundation, organize 50th Anniversary Celebration activities that market the college as well as engage past, current, and prospective students. | **Action Plan (include who is responsible):**The CSSO will use the 50th logo and slogan on materials as appropriate throughout the year, and run a local campaign “paint the town gold” to build community support.The CSSO and Recruiter will maintain a website dedicated to the 50th Anniversary including an event calendar and links to 50th Anniversary videos. Events and promotional information will also be shared on social media and covered in the local newspaper.The CSSO will organize meetings with the Foundation throughout the year to collaborate on several 50th activities. |

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| **Objective 2:**Strengthen the partnership with Plumas County Office of Education and improve marketing and recruitment strategies to promote Feather River College programs to local students. | **Action Plan (include who is responsible):**This fall the Director of SSP, Recruiter, and CSSO worked with Plumas Unified School District to incorporate a campus tour into the College and Career Fair. Not all of the schools were able to participate in a tour due to the schedule, however the group plans to continue to make the day more of a recruitment opportunity to showcase FRC programs.The Recruiter and Recruiter Assistant will visit all of the PCOE high school sites once a semester. This will include Financial Aid nights in the fall and attempt “in-class” visits for seniors in the winter/early spring. The Recruiter and Recruiter Assistant will continue to plan Home Field Advantage in the spring to accommodate Priority Registration for Plumas/Sierra County Residents. The CSSO and CIO will work with the PCOE to increase rapport with high school counselors and administrators to improve the understanding of the benefits that FRC can provide local students in reaching their education goals.  |

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| **Objective 3:**Improve the Colleges digital marketing and online presence through digital marketing campaigns, by utilizing social media platforms, and improving prospective student information on the website. | **Action Plan (include who is responsible):**The CSSO will work with the CIO and HR to develop a part time position to be funded by Guided Pathways categorical funding in order to help promote instructional programs and “clarifying the path” as well as improve the college’s digital marketing presence.The CSSO and Recruiter will continue to work with a 3rd party to run digital marketing campaigns. They will explore additional vendors and strategies to increase FRC’s digital presence.The CSSO will work with all Student Services Department to update information on the website and improve the prospective student experience.  |

**Next Year’s New Objectives (fiscal year 2019-20)**

What objectives and tasks will you take on for next year? (You may continue objectives from the prior year.)

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| --- | --- |
| **Objective 1:**In anticipation of hiring a part time position for Digital Marketing/ Graphic Design, integrate the new role into the marketing and outreach departments.  | **Action Plan (include who is responsible):**Review and clarify roles and responsibilities for each staff member with designated marketing and outreach duties. Discuss and document strategies, trends, analytics and goals. |
| **Connection to results from assessment of student learning and/or other plans:**Student Services Student Learning Outcome 1 | **Resources/ Budget needed (if applicable):**The plan is to use Guided Pathways funding and leverage existing marketing and outreach budgets. |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase: |
| Safety: |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

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| --- | --- |
| **Objective 2:**Continue efforts to increase enrollment within Plumas County. | **Action Plan (include who is responsible):**Assess existing efforts and develop new strategies to reach various populations throughout the county and service area including high school students through co and dual enrollment, direct matriculates (right out of high school) and returning students as well as their different goals such as advance skills, obtain a degree, transfer to a four year.Incorporate Marketing and Outreach into the Strategic Plan.Involve other shared governance committees such as SEM, Communications and Council on Instruction, if applicable.   |
| **Connection to results from assessment of student learning and/or other plans:**The college Mission and Vision | **Resources/ Budget needed (if applicable):**The plan is to use Guided Pathways funding and leverage existing marketing and outreach budgets. |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase:  |
| Safety:  |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

If completing your program’s objectives will require resources from **IT, Facilities, Professional Development,** or **Additional Staff** please include your request below. This section is for a **future need** (next fiscal year). If you have an immediate need (e.g. your computer is broken), contact the appropriate committee or administrator.

|  |  |  |
| --- | --- | --- |
| **Need** | **Resource Type** | **Rationale**(include connection to other plans) |
|  |  |  |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

* Describe the current status of the Program/Department/Service Area.

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| --- |
| The Marketing/Outreach Department is continuing to focus on strategies to reach the target population and improve the college’s digital presence. The biggest challenges for the department include staff structure (no designated Director or full time employee), financial resources, and housing availability. Recruiting efforts will continue and more effort will be made with the local student population who may not require housing. A second year promise scholarship, one of the FRC Foundation’s goals, would help this effort. |

* Explain significant issues and/or changes that have occurred since the last comprehensive review.

|  |
| --- |
| No significant issues or changes have occurred. The college still feels pressure to grow in FTES on campus but securing housing continues to be a barrier/challenge both on campus and in the community. The college went live with a new website platform/theme making the look more attractive and improving capability. |

* Briefly explain significant changes expected during the upcoming year.

|  |
| --- |
| Hire a part time position with graphic design/digital marketing expertise to contribute to the Marketing/Outreach Department/team. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

**Name of Program/Department/Service Area: Mental health and wellness center**

**Name of Person Submitting this Review:** Dr. Kelsie N. Foster

**Date of Submission:** October 31, 2018

**Management Area (check one):** [ ]  **Administrative Services**

 **[ ]  Instruction**

 **[x]  Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s (2017-18) objectives:

|  |  |
| --- | --- |
| **Objective 1:**Assisted students in increasing their awareness,knowledge and supporting their personal growth. | **Summary of Progress:**Dr. Foster provided counseling (individual, group, couples, etc.) and mediation to FRC students. |
|  |  |

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| --- | --- |
| **Objective 2:**Reduced stigma surrounding mental healthservices. | **Summary of Progress:**Dr. Foster delivered 5 outreaches, psychoeducational presentations and/or programs each academic year to the FRC campus community. |
|  |  |

**Current Year Progress and Objectives**

What objectives and tasks are you working on this year? (You may continue objectives from the prior year.)
Will your allocated resources be sufficient given your objectives?

|  |  |
| --- | --- |
| **Objective 1:**Assist students in increasing their awareness,knowledge and supporting their personal growth. | **Action Plan (include who is responsible):**Dr. Foster will provide counseling (individual, group, couples, etc.) and mediation to FRC students. |
|  |  |

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| --- | --- |
| **Objective 2:**Reduce stigma surrounding mental healthservices. | **Action Plan (include who is responsible):**Dr. Foster will deliver 4 outreaches, psychoeducational presentations and/or programs each academic year to the FRC campus community. |
| **Objective 3:**Continue to promote a campus culture that openly discusses mental and substance use disorders and actively encourages help-seeking behavior. | **Action Plan (include who is responsible):**The Wellness Coordinator will continue to organize and promote on campus suicide prevention and awareness Safe Talk trainings.The Wellness Coordinator in collaboration with the Counselor will organize on campus Wellness Activities to promote holistic wellness and equip students with self-care and stress-management strategies that promote emotional/mental, social, and academic student success.- (Holistic Wellness refers to the 6 Dimensions of Wellness as descried by Dr. Bill Hettler: physical, social, intellectual, occupational, spiritual, and emotional). The Wellness Coordinator will create outreach campaigns and events to educate students on the various aspects of the 6 Dimensions of Wellness as discussed above as well as promote the access to on campus counseling and other health resources.  |

|  |  |
| --- | --- |
| **Objective 4:**Strengthen existing partnerships, create new partnerships and collaborations, and try to create sustainable programing that will be successful after the grant ends. | **Action Plan (include who is responsible):**With leadership from Plumas Rural Services Training Manager and the FRC Wellness Coordinator the Suicide Prevention Working Group will transition to a Mental-Health Working Group to expand goals and efforts of the group and increase the community collaborations to create more sustainable, interdimensional and intersectional suicide prevention efforts across the community and county. Work to create new suicide prevention and mental health partnerships with local youth coalitions, organize events, create strategies, and outreach campaigns that will serve FRC Students and continue to promote the goals of the SAHMSHA grant for FRC students after the grant ends in September 2019. |
|  |  |

**Next Year’s New Objectives (fiscal year 2019-20)**

What objectives and tasks will you take on for next year? (You may continue objectives from the prior year.)

|  |  |
| --- | --- |
| **Objective 1:**Maintain current staff structure in the Wellness Center. | **Action Plan (include who is responsible):**Dr. Foster anticipates some funding from Plumas County Behavioral Health, which in prior years has provided the Wellness Center’s full budget. However, due to PCBH’s recent budget deficit, they are uncertain regarding future funding. Thus, the Center is requesting funding for the 2019-2020 budget year, pending further information from PCBH regarding their contribution amount. |
| **Connection to results from assessment of student learning and/or other plans:** Student Services Student Learning Objectives: 1, 4, 5, 6, and 7 | **Resources/ Budget needed (if applicable):**$161,732  |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**1100-30950-2110 ($76500) 1100-30950-2120 ($20650) 1100-30950-3000 ($39782)1100-30950-4325 ($5600)1100-30950-5050 ($7200)1100-30950-5100 ($4000) 1100-30950-6415 ($8000) |
| Uncontrollable Increase: Due to the uncertainty of funding from PCBH, the entire budget is being requested to maintain the current staff positions and operating costs. |
| Safety: The availability of mental health counseling has contributed to the health and safety of students and employees. |
| New Student Attraction: The Wellness Center participates in events targeted at prospective and new students including Day in the Mountains and college promotional material. |
| Student Success and Retention: Supporting mental health is a key part of academic success and retention. Students who are mentally healthy are more likely to be successful, persistent, and able to complete their program at FRC. |
| Relation to Student Learning: Through counseling, students develop more effective verbal communication skills (SLO 1); learn to accept responsibility for their own actions (SLO 4); develop their sense of self, their autonomy, and their ability to self-advocate (SLO 5); build relationship skills (SLO 6); and develop their abilities to be proactive and responsible citizens (SLO 7).  |
| Support for employees to be effective: The Wellness Center is a valuable resource for employees who are faced with a student in an urgent crisis situation. Faculty and staff regularly bring students in crisis to Dr. Foster for immediate assistance, often several times per week.  |
| Feasibility: Although this request represents a large increase in funding compared to prior years, it is important that FRC continues to provide counseling services to students. The impact of failing to provide mental health care could be much more costly in terms of negative student outcomes. |

|  |  |
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| **Objective 2:**Assist students in increasing their awareness,knowledge and supporting their personal growth. | **Action Plan (include who is responsible):**Dr. Foster will provide counseling (individual, group, couples, etc.) and mediation to FRC students. |
| **Connection to results from assessment of student learning and/or other plans:** Student Services Student Learning Objectives: 1, 4, and 5 | **Resources/ Budget needed (if applicable):**No financial resources outside of the Mental Health and Wellness Center budget will be required. |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase: |
| Safety: |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

|  |  |
| --- | --- |
| **Objective 3:**Reduce stigma surrounding mental healthservices. | **Action Plan (include who is responsible):**Dr. Foster will deliver 4 outreaches, psychoeducational presentations and/or programs each academic year to the FRC campus community. |
| **Connection to results from assessment of student learning and/or other plans:** Student Services Student Learning Objectives: 1, 4 and 5 | **Resources/ Budget needed (if applicable):**No financial resources outside of the Mental Healthand Wellness Center budget will be required. |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase:  |
| Safety:  |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

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| --- | --- |
| **Objective 4:**Support staff and faculty regarding mentalhealth concerns. | **Action Plan (include who is responsible):**Dr. Foster will provide ongoing consultation with staff and faculty regarding student mental health concerns. |
| **Connection to results from assessment of student learning and/or other plans:** Student Services Student Learning Objectives: 1, 4 and 5 | **Resources/ Budget needed (if applicable):**No financial resources outside of the Mental Healthand Wellness Center budget will be required. |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |

If completing your program’s objectives will require resources from **IT, Facilities, Professional Development,** or **Additional Staff** please include your request below. This section is for a **future need** (next fiscal year). If you have an immediate need (e.g. your computer is broken), contact the appropriate committee or administrator.

|  |  |  |
| --- | --- | --- |
| **Need** | **Resource Type** | **Rationale**(include connection to other plans) |
|  |  |  |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

* Describe the current status of the Program/Depart/Service Area.

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| --- |
| The Mental Health and Wellness Center opened in January 2017, and the demand for services continues to increase. During the 2017-2018 academic year, Dr. Foster provided counseling to 145 students with a total of 270 appointments at the center. Dr. Foster also provided 58 consultations with staff and faculty regarding student mental health concerns during the academic year. |

* Explain significant issues and/or changes that have occurred since the last comprehensive review.

|  |
| --- |
| The Senior Office Assistant was hired in September 2018. |

* Briefly explain significant changes expected during the upcoming year.

|  |
| --- |
| The Senior Office Assistant answers inquiries, processes all budget invoices, schedules appointments and has been assisting with center outreaches and programming.  |



**ANNUAL Program Review**

**Name of Program/Department/Service Area: Residence Halls**

**Name of Person Submitting this Review:** Sarah Ritchie- Carlos Suarez

**Date of Submission:** 11/6/2018

**Management Area (check one):** [ ]  **Administrative Services**

 **[ ]  Instruction**

 **[x]  Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s (2017-18) objectives:

|  |  |
| --- | --- |
| **Objective 1:**Continue Residence Hall Improvements | **Summary of Progress:**Continue to work with Nick Boyd and the maintenance department for dorm improvements* Continue remodeling units
* Fix damaged railings
* Fix damaged stair steps
* Fix secondary laundry room
* Upgrade key card lock to fob style lock system on all units
 |
|  |  |

|  |  |
| --- | --- |
| **Objective 2:**Continue Residence Hall improvements | **Summary of Progress:*** Improve internet at Dorms and Meadows
* Improve Laundry Facilities at Dorms
* Improve Camera System at Dorms
 |
|  |  |

**Current Year Progress and Objectives**

What objectives and tasks are you working on this year? (You may continue objectives from the prior year.)

|  |  |
| --- | --- |
| **Objective 1:**Continue Residence Hall Improvements | **Action Plan (include who is responsible):**Continue to work with Nick Boyd and the maintenance department for dorm improvements* Continue remodeling units
* Fix damaged railings
* Fix damaged stair steps
* Fix secondary laundry room
* Upgrade key card lock to fob style lock system on all units
 |
|  |  |

|  |  |
| --- | --- |
| **Objective 2:**Continue adding and improving to student life program | **Action Plan (include who is responsible):** Fall Spirit Week Activities• Spring semester student festival• Super Bowl Event• Cinco De Mayo Event• Facilitated student housing item donation advertised by sustainability committee |
|  |  |

**Next Year’s New Objectives (fiscal year 2019-20)**

What objectives and tasks will you take on for next year? (You may continue objectives from the prior year.)

|  |  |
| --- | --- |
| **Objective 1:**Continue Residence Hall improvements | **Action Plan (include who is responsible):**Continue to work with Nick Boyd and the maintenance department to:•Improve roadways•Repair/replace damaged stairs•Install new siding of all buildings•Install new camera system•Finish upgrading door locks |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):** |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase: |
| Safety: |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

|  |  |
| --- | --- |
| **Objective 2:**Continue Student Life programming for housing residents. | **Action Plan (include who is responsible):**Work with Jeff Lewis to collaborate on student life programming activities including:•Fall Spirit Activities•March Madness tournament•Dodgeball Tournament•Cinco de Mayo party•End of the year party |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):** |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase:  |
| Safety:  |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

If completing your program’s objectives will require resources from **IT, Facilities, Professional Development,** or **Additional Staff** please include your request below. This section is for a **future need** (next fiscal year). If you have an immediate need (e.g. your computer is broken), contact the appropriate committee or administrator.

|  |  |  |
| --- | --- | --- |
| **Need** | **Resource Type** | **Rationale**(include connection to other plans) |
|  |  |  |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

* Describe the current status of the Program/Depart/Service Area.

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| --- |
| The college has been successfully managing the Feather River College residence halls for the past 6 years, both student life, and the physical conditions of the residence halls have dramatically improved. Rent collection is running well though student accounts and we are making the 1.2 bond obligation. The Feather River College Foundation is also reimbursing the college for the management labor cost at the dorms. All rooms are rented and the summer camp schedule has increased each season. We have also opened up our second off-campus housing site called The Pines. All off-campus dorms are at max-capacity. |

* Explain significant issues and/or changes that have occurred since the last comprehensive review.

|  |
| --- |
| The dorms can still not fully support itself without increasing the rent. The decision was made by the Foundation Business Management Committee to accurately include the shortfall and include an $80,000 budget line item subsidization from the college.  |

* Briefly explain significant changes expected during the upcoming year.

|  |
| --- |
| * Continue to upgrade Facilities and Property
* Increase more student activates
* Determination of budget
 |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

**Name of Program/Department/Service Area:** The Meadows

**Name of Person Submitting this Review:** Nick Boyd

**Date of Submission:** October 27, 2018

**Management Area (check one): [x]  Administrative Services**

 **[ ]  Instruction**

[ ]  **Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

|  |  |
| --- | --- |
| **Objective 1:** | **Summary of Progress:** |
| Provide suitable student housing facilities for our students.  | Ongoing. (Boyd) |

|  |  |
| --- | --- |
| **Objective 2:** | **Summary of Progress:** |
|  |  |

**Current Year Progress and Objectives**

What objectives and tasks are you working on this year? (You may continue objectives from the prior year.)

|  |  |
| --- | --- |
| **Objective 1:** | **Action Plan (include who is responsible):** |
| Provide suitable housing facilities for our students.  | Continue to operate and maintain the facilities at The Meadows. We have invested in equipment this year to improve Wi-Fi service at all of our housing locations to improve student’s ability to complete their schoolwork from home.  |

|  |  |
| --- | --- |
| **Objective 2:** | **Action Plan (include who is responsible):** |
|  |  |

**Next Year’s New Objectives (fiscal year 2019-20)**

What objectives and tasks will you take on for next year? (You may continue objectives from the prior year.)

|  |  |
| --- | --- |
| **Objective 1:** Provide safe and suitable housing for our students. | **Action Plan (include who is responsible):**Continue to operate the Meadows and make improvements when feasible. (Boyd) |
| **Connection to results from assessment of student learning and/or other plans:**Facilities Master Plan & Education Plan | **Resources/ Budget needed (if applicable):**n/a |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase: |
| Safety: |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

|  |  |
| --- | --- |
| **Objective 2:** | **Action Plan (include who is responsible):** |

If completing your program’s objectives will require resources from **IT, Facilities, Professional Development,** or **Additional Staff** please include your request below. This section is for a **future need** (next fiscal year). If you have an immediate need (e.g. your computer is broken), contact the appropriate committee or administrator.

|  |  |  |
| --- | --- | --- |
| **Need** | **Resource Type** | **Rationale**(include connection to other plans) |
|  |  |  |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

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|  |

1. Explain significant issues and/or changes that have occurred since the last comprehensive review.

|  |
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|  |

1. Briefly explain significant changes expected during the upcoming year.

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**ANNUAL Program Review**

**Name of Program/Department/Service Area:** The Pines

**Name of Person Submitting this Review:** Nick Boyd

**Date of Submission:** October 27, 2018

**Management Area (check one): [x]  Administrative Services**

 **[ ]  Instruction**

[ ]  **Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

|  |  |
| --- | --- |
| **Objective 1:**  | **Summary of Progress:** |
| Finish the Exterior of The Pines | Completed.  |

|  |  |
| --- | --- |
| **Objective 2:** | **Summary of Progress:** |
|  |  |

**Current Year Progress and Objectives**

What objectives and tasks are you working on this year? (You may continue objectives from the prior year.)

|  |  |
| --- | --- |
| **Objective 1:**  | **Action Plan (include who is responsible):** |
| Provide suitable student housing facilities for our students.  | Ongoing. (Boyd) |

|  |  |
| --- | --- |
| **Objective 2:** | **Action Plan (include who is responsible):** |
|  |  |

**Next Year’s New Objectives (fiscal year 2019-20)**

What objectives and tasks will you take on for next year? (You may continue objectives from the prior year.)

|  |  |
| --- | --- |
| **Objective 1:** Provide safe and suitable housing for our students.  | **Action Plan (include who is responsible):**Continue to operate the Pines and make repairs when necessary. (Boyd) |
| **Connection to results from assessment of student learning and/or other plans:**Facilities Master Plan & Education Plan | **Resources/ Budget needed (if applicable):**n/a |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase: |
| Safety: |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

|  |  |
| --- | --- |
| **Objective 2:** | **Action Plan (include who is responsible):** |

If completing your program’s objectives will require resources from **IT, Facilities, Professional Development,** or **Additional Staff** please include your request below. This section is for a **future need** (next fiscal year). If you have an immediate need (e.g. your computer is broken), contact the appropriate committee or administrator.

|  |  |  |
| --- | --- | --- |
| **Need** | **Resource Type** | **Rationale**(include connection to other plans) |
|  |  |  |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

|  |
| --- |
|  |

1. Explain significant issues and/or changes that have occurred since the last comprehensive review.

|  |
| --- |
|  |

1. Briefly explain significant changes expected during the upcoming year.

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**ANNUAL Program Review**

**Name of Program/Department/Service Area: ASFRC/Student Activities**

**Name of Person Submitting this Review:** Carlie McCarthy

**Date of Submission:** November 1, 2018

**Management Area (check one):** [ ]  **Administrative Services**

 **[ ]  Instruction**

[x]  **Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s (2017-18) objectives:

|  |  |
| --- | --- |
| **Objective 1:** | **Summary of Progress:** |
| Work with the Student Engagement Specialist, Student Ambassadors and ASFRC President to coordinate efforts to build a strong integrated student leadership team in order to plan and implement student activities. | The CSSO and Student Engagement Specialist ran an election for ASFRC President at the start of the fall semester. The new President, Student Trustee (elected in spring) and two Student Ambassadors participated in the North State Campus Camp (leadership training). When they returned, they held a forum to solicit ideas from students and then shared what they learned at the camp and from the forum in a panel discussion during a Fall Flex day. Throughout the year, the ASFRC President and CSSO joined the Ambassador meetings at least once a month to discuss and plan upcoming events. The ASFRC President hosted monthly meetings with an agenda and the Ambassadors were encouraged to attend and participate.The CSSO, Student Engagement Specialist and ASFRC President ran elections for the 18-19 year during spring of 18 to improve continuity of student leadership. |

|  |  |
| --- | --- |
| **Objective 2:** | **Summary of Progress:** |
| Organize student involvement in the shared governance committee structure as well as more opportunities for student involvement in the community.  | The CSSO and Student Engagement Specialist worked with the ASFRC President and Student Ambassadors to identify student representation for the Diversity Committee and Strategic Enrollment Management Committee. These two committees were identified by the shared governance committee chairs as most relevant for student involvement.  The CSSO and Student Engagement Specialist worked with the ASFRC President and Student Ambassadors to identify and or partner with community partners to offer more opportunities for students to get involved in the community. Opportunities have been shared through the app, email, and announced in classes when applicable. |

**Current Year Progress and Objectives**

What objectives and tasks are you working on this year? (You may continue objectives from the prior year.)

|  |  |
| --- | --- |
| **Objective 1:**Assess the First Year Experience program and identify areas to improve and institutionalize this effort. | **Action Plan (include who is responsible):**The CSSO attended the Student Panel during the fall flex day to learn about the students FYE experience in the English courses. The CSSO, Student Life and Engagement Specialist, and Director of Student Success Programs will meet with the English faculty throughout the year to identify what is working and what could be changed as well as ways to involve more academic courses/programs.Either focus groups or surveys will also be used to collect feedback from students. The results will be considered for making improvements to the program. |
|  |  |

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| **Objective 2:**Develop student leadership training by strengthening the students voice on campus through involvement and participation with shared governance committees. | **Action Plan (include who is responsible):**The Student Life and Engagement Specialist will explore ways to standardize the leadership development part of the Student Ambassador Program.The CSSO will solicit interest from student government and clubs to sit on shared governance committees and make some recommendations regarding which committees would benefit most from student perspective. The Student Life and Engagement Specialist will oversee the ambassadors and the student lounge activities. He will request a phone in the Student Leadership office in the lounge so that calls can be made to students to inform them about upcoming activities and check in. This objective will require support from IT to establish another phone line. |
|  |  |
| **Objective 3:**Update the “Getting Involved” section of the website to more accurately reflect the student experience including student life activities and community resources that that contribute to student life. | **Action Plan (include who is responsible):**The Student Life and Engagement Specialist, CSSO and Administrative Assistant to the CSSO will work with the webmaster and graphic designer if needed to update the pages within the section. Existing resources are sufficient to complete this. |

**Next Year’s New Objectives (fiscal year 2019-20)**

What objectives and tasks will you take on for next year? (You may continue objectives from the prior year.)

|  |  |
| --- | --- |
| **Objective 1:**Learn about FYE and Student Life programs at other institutions to get ideas that could be implemented at FRC. | **Action Plan (include who is responsible):**The CSSO and Student Life and Engagement Specialist will explore professional development opportunities for First Year Experience Programs and Student Life Programs.  |
| **Connection to results from assessment of student learning and/or other plans:**FYE and Student Experiences are described in the Integrated Plan and related to the Student Services Student Learning Outcomes. | **Resources/ Budget needed (if applicable):**We anticipate that the Student Equity and Achievement Program or Student Activities Program budgets will be able to cover any expenses. |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase: |
| Safety: |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

|  |  |
| --- | --- |
| **Objective 2:**Incorporate more student life activities to engage the nontraditional/returning student populations.  | **Action Plan (include who is responsible):**The CSSO and Student Life and Engagement Specialist will organize either focus groups or surveys to collect feedback from students in this target populations. The results will be considered for establishing new events. |
| **Connection to results from assessment of student learning and/or other plans:**There is anecdotal evidence that this population does not feel as engaged in the campus as the younger student population.  | **Resources/ Budget needed (if applicable):**We anticipate that the Student Equity and Achievement Program or Student Activities Program budgets will be able to cover any expenses. |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase:  |
| Safety:  |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

If completing your program’s objectives will require resources from **IT, Facilities, Professional Development,** or **Additional Staff** please include your request below. This section is for a **future need** (next fiscal year). If you have an immediate need (e.g. your computer is broken), contact the appropriate committee or administrator.

|  |  |  |
| --- | --- | --- |
| **Need** | **Resource Type** | **Rationale**(include connection to other plans) |
|  |  |  |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

* Describe the current status of the Program/Depart/Service Area.

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| --- |
| The student life experience at FRC is often referred to as “vibrant.” There are several events and activities well established (Week of Welcome, Spirit Week). The student leadership team is continuing to strengthen as well. The Programs could be better represented on the website to better inform current and prospective students. The activities and programs are continuously being evaluated and improved.  |

* Explain significant issues and/or changes that have occurred since the last comprehensive review.

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| No significant changes have occurred. |

* Briefly explain significant changes expected during the upcoming year.

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| No significant changes are expected in the upcoming year. |



**ANNUAL Program Review**

**Name of Program/Department/Service Area: SSSP/Advising**

**Name of Person Submitting this Review:** Michelle Petroelje

**Date of Submission:** November 2, 2018

**Management Area (check one):** [ ]  **Administrative Services**

 **[ ]  Instruction**

 **X Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s (2017-18) objectives:

|  |  |
| --- | --- |
| **Objective 1:**Have a Multiple Measures (MM) instrument in place and begin validating the instrument by reviewing how the student was placed by using MM and reviewing final grade data and consulting with faculty when necessary to determine the effectiveness.  | **Summary of Progress:**A series of professional development webinars was held at the start of Fall 2017 to help Advisors effectively use Multiple Measures. Advisors used the Multiple Measures Matrix developed by the RP Group and personal conversations with the students to determine course placement during individual advising appointments. The matrix was shared in a PowerPoint during group advising sessions at priority registration events in Spring 2018. Advisors instructed students in the use of the matrix for course placement and signed off on math and English placement after reviewing high school transcripts. Accuplacer testing was offered only by request at the priority registration events. The test scores were used to challenge placement by Multiple Measures if a student was not satisfied with the initial placement. The assessment measure most beneficial to the student was used if both high school transcripts and Accuplacer test scores were available. The Advising Task Force and Institutional Researcher, in conjunction with input from Faculty, reviewed data to determine effectiveness of using Multiple Measures. Based on data from Fall 2017 and Spring 2018, English placement using the Multiple Measures Matrix appears to be effective. Although the success rates remain similar to previous semesters using Accuplacer for placement, more students were placed into English 101.  |

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| **Objective 2:**The previous APR objective assumed that CCCAssess and SARS would be implemented. IT staff would then begin working to implement a system-wide portal that would give students access to self-assessments/career exploration, online orientation, and other education planning tools in one location. | **Summary of Progress:**Because CCCAssess has been abandoned by the Chancellor’s office, the Advising Task Force continued to discuss other strategies for course placement. Usually, the Multiple Measures Matrix was sufficient for advising students. In some instances, high school transcripts were not available, so the Accuplacer test was used and continues to be used. However, the Board of Governors has declined to approve any standardized placement test beyond Fall 2019. For this reason, Accuplacer cut scores were not reviewed.  |
|  |  |

**Current Year Progress and Objectives**

What objectives and tasks are you working on this year? (You may continue objectives from the prior year.)

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| **Objective 1:**Evaluate and make adjustments to the “Day In The Mountains” schedule to improve the student outcome.  | **Action Plan (include who is responsible):**The ATF is responsible for reviewing the current schedule and developing strategies for improving the students’ experiences. The priority registration events were modified in 2018 to reflect new placement guidelines. Instead of having assessments scheduled the day before or early on Monday morning, assessment testing was scheduled in the afternoon for those that wanted to challenge class placement based on high school transcript information. This worked well and will continue in 2019. Other discussions have brought up moving the event to a Friday afternoons when the campus is open, but quiet. Discussions will continue to assess the viability of holding DITM on a Friday. This is in response to attendees that have commented in the past that campus is too quiet. They expect to see and meet college students. The goal is to have a fun day that excites prospective students about enrolling at FRC and have students leave with schedules that accurately reflect their educational goal. |
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| **Objective 2:**Implement Starfish or similar student centered educational planning software which will help support the Guided Pathways framework. Student will be able to see their progress towards their educational goal and easily determine the classes that remain. They will also be able to explore majors and determine classes needed and overlap from current major pathway. Implement degree planning software tool for students to use to evaluate their progress and explore possible majors.  | **Action Plan (include who is responsible):**A Starfish demo with faculty and staff was held in December 2017. An eLumen demo was held in summer with limited staff and faculty was invited to a follow up demo in fall. The pros and cons of each program were discussed, but no decision has been made. Currently there are systems in place to accomplish the work that needs to be done, however educational software could streamline services and improve the student experience. At this time, there are a number of other issues that IT must deal with such Banner 9 and CCCApply. The Guided Pathwyas/Integrated Plan work group will continue discussion in Spring 2019.  |
|  |  |

**Next Year’s New Objectives (fiscal year 2019-20)**

What objectives and tasks will you take on for next year? (You may continue objectives from the prior year.)

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| **Objective 1:**Next year’s objective will be to combine the Student Success & Support Program and Student Equity into the Student Equity & Achievement (SEA) program as directed by the Chancellor’s Office. Staff will need to attend trainings &/or webinars to stay abreast of changes to the funding formula and reporting requirements. It is anticipated that funding will mirror the student centered funding formula for California Community Colleges. While the exact changes in reporting requirements are unknown, dates have been set for report submissions. There will be an Annual SEA program report due in January of 2020 & 2021. A Student Equity Plan will be due June 30, 2019. A Year-End Expenditure Report for the Integrated Plan will be due in September 2019. Templates for these reports have not been released as of October 2018. | **Action Plan (include who is responsible):**The Director of Student Success Program in consultation with the Director of the Basic Skills program, will oversee the merging of the three programs into the Student Equity & Achievement program. The Advising Staff will adapt current practices to reflect any changes mandated by the Chancellors Office.  |
| **Connection to results from assessment of student learning and/or other plans:**The new SEA program will replace the SSSP and SE programs. The Student Equity plan will replace the Integrated plan and will be on a three year cycle.  | **Resources/ Budget needed (if applicable):**The SEA program funds will cover the cost of training and staffing. |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**1200-130190-XXXX-6490001200-130191-XXXX-6490001200-130120-XXXX-6320001200-130121-XXXX-632000 |
| Uncontrollable Increase: |
| Safety: |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

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| **Objective 2:**The objective for 2019-20 will be to fulfill the requirements legislated in AB 705 and AB 1805.AB 705 requires colleges to maximize the likelihood that a student will complete transfer level math and English course work in a one year timeframe. Various support structures will be implemented and evaluated for their effectiveness. Throughtput data for pre-college level placement must be collected and compared to default placement rules transfer level completion data. Placement guidelines for students without a high school transcript will be developed. AB 1805 required that colleges report and publicize their placement policies and their results. Gender, race, ethnicity and special populations’ data will be collected with placement data. This will be reported to the Chancellor’s Office and posted on the FRC website as required.  | **Action Plan (include who is responsible):**The Advising Task Force will develop and implement placement guidelines that maximize the likelihood that students will complete transfer level math and English course work in a one year time frame. The advising Task Force in consultation with the Dean of Instruction will develop support structures to assist students in math and English coursework completion. The ATF along with the Institutional Researcher will report and publish the placement policies and placement results.  |
| **Connection to results from assessment of student learning and/or other plans:**This connects to the 2017-19 Integrated Plan goal of evaluating the course success rates using the MMAP model and increasing degree completion among all student groups. | **Resources/ Budget needed (if applicable):**No additional resources are needed. |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**1200-130190-XXXX-6490001200-130191-XXXX-6490001200-130120-XXXX-6320001200-130121-XXXX-632000 |
| Uncontrollable Increase:  |
| Safety:  |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

If completing your program’s objectives will require resources from **IT, Facilities, Professional Development,** or **Additional Staff** please include your request below. This section is for a **future need** (next fiscal year). If you have an immediate need (e.g. your computer is broken), contact the appropriate committee or administrator.

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| **Need** | **Resource Type** | **Rationale**(include connection to other plans) |
| Training on new legislation and reporting requirements | Professional Development | See next year objective 1 & 2 |
| Training on student centered software if purchased | IT & Professional Development  | See current year objective 2 |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

* Describe the current status of the Program/Depart/Service Area.

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| --- |
| The Integrated Plan identified common goals and aligned activities across SSSP, Student Equity and Basic Skills initiatives. The program director position was filled in May 1, 2018. The Student Success Specialist (formerly the Academic Support Specialist) position was filled on a temporary basis during the 2017-18 academic year and filled August 1, 2018. The part time SSSP Counselor position was vacant beginning December 1, 2017 and after discussion, it was decided not to fill that position.  |

* Explain significant issues and/or changes that have occurred since the last comprehensive review.

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| The use of the Multiple Measures Matrix for math and English placement instead of using an assessments test has been a significant change since the last CPR. The common assessment project has been abandoned and Chancellor’s office guidance has provided default placement rules. However, colleges have the ability to develop their own placement rules. |

* Briefly explain significant changes expected during the upcoming year.

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| --- |
| Recent legislation will require that FRC develop placement rules or adopt the default placement rules provided by the Chancellor’s office. These rules must be made public and along with the results of the placement rules. Additionally, the implementation of the Guided Pathways (GP) framework will require the alignment of Equity and SSSP activities with GP elements. |



**ANNUAL Program Review**

**Educational talent search/trio/ student services**

**Name of Person Submitting this Review:** Jan Rennie

**Date of Submission:** October 8, 2018

**Management Area (check one):** [ ]  **Administrative Services**

 **[ ]  Instruction**

 **[x]  Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s (2017-18) objectives:

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| --- | --- |
| **Objective 1:** | **Summary of Progress:** |
| **1. Secondary School Persistence: 97%** of non-senior participants served each project year will complete the current academic year and continue in school for the next academic year at the next grade level. | The performance standard for Secondary School Persistence was exceeded with **100%** of non-senior participants served, completing the 2017-18 academic year and continuing in school for the 2018-19 academic year at the next grade level. |

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| **Objective 2:** | **Summary of Progress:** |
| **2. Secondary School Graduation: 85%** of the seniors served during the project year will graduate during the project year with a regular secondary school diploma within the standard number of years. | The performance standard for Secondary School Graduation was exceeded with **100%** of the seniors served by the ETS program during 2017-18 graduating with a regular secondary school diploma within the standard number of years. |

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| **Objective 3:** | **Summary of Progress:** |
| **3. Rigorous Program of Study: 40%** of seniors served during the project year will complete a rigorous secondary school program of study and will graduate during the project year with a regular secondary school diploma within the standard number of years. | The performance standard for Rigorous Program of Study was exceeded with **66.7%** of seniors served completing a rigorous secondary school program of study and graduating with a regular secondary school diploma within the standard number of years. |

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| **Objective 4:** | **Summary of Progress:** |
| **4. Postsecondary Education Enrollment: 68%** of participants, who have graduated with a regular secondary school diploma, during the project year, will enroll in an institution of higher education by the fall term immediately following high school graduation or will have received notification by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic term. | The performance standard for Postsecondary Education Enrollment was exceeded with **91.7%** of participants served enrolling in an institution of higher education by the fall term immediately following high school graduation or receiving notification by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic term. |

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| **Objective 5:** | **Summary of Progress:** |
| **5. Postsecondary Attainment: 30%** of the participants served during the project year, who enrolled in an institution of higher education, by the fall term immediately following high school graduation or by the next academic term (e.g.. spring term)as a result of acceptance but deferred enrollment, will complete a program of postsecondary education within 6 years. | The performance standard for the graduates of 2012 for Postsecondary Attainment was exceeded with **40.5%.** Six more cohorts of students who enrolled in postsecondary education (graduates from the classes of 2013, 2014, 2015, 2016, 2017 and 2018) are currently being tracked. They must be tracked for 6 years following their high school graduation. |

**Current Year Progress and Objectives**

What objectives and tasks are you working on this year? (You may continue objectives from the prior year.)

Will your allocated resources be sufficient given your objectives?

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| **Objective 1:** | **Action Plan (include who is responsible):** |
| **1. Secondary School Persistence: 97%** of non-senior participants served each project year will complete the current academic year and continue in school for the next academic year at the next grade level. | The Director of ETS, and the two ETS advisors, will design and deliver programs, and offer support, which will foster academic success at target schools throughout the academic year. Individual academic advisement will be provided as and when necessary. |

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| **Objective 2:** | **Action Plan (include who is responsible):** |
| **2. Secondary School Graduation: 85%** of the seniors served during the project year will graduate during the project year with a regular secondary school diploma within the standard number of years. | The Director of ETS and the two ETS advisors will design and deliver programs, and offer support, which will foster academic success at target schools throughout the academic year. Individual academic advisement will be provided as and when necessary. |

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| **Objective 3:** | **Action Plan (include who is responsible):** |
| **3. Rigorous Program of Study: 40%** of seniors served during the project year will complete a rigorous secondary school program of study and will graduate during the project year with a regular secondary school diploma within the standard number of years. | The Director of ETS and the two ETS advisors will work closely with school counselors and administrators at each target school in order to assist students in the development of Individual Education Plans that include a rigorous course of study. Individual academic advisement and support will be provided as and when necessary. |

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| **Objective 4:** | **Action Plan (include who is responsible):** |
| **4. Postsecondary Education Enrollment: 68%** of participants, who have graduated with a regular secondary school diploma, during the project year, will enroll in an institution of higher education by the fall term immediately following high school graduation or will have received notification by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic term. | The Director of ETS and the two ETS advisors will work closely with school counselors and administrators at each target school in order to provide support and advisement services to juniors and seniors. Specific focus will be given to college exploration, standardized test preparation, completion of college admissions and financial aid applications, financial literacy and important filing restrictions and deadlines. |

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| **Objective 5:** | **Action Plan (include who is responsible):** |
| **5. Postsecondary Attainment: 30%** of the participants served during the project year, who enrolled in an institution of higher education, by the fall term immediately following high school graduation or by the next academic term (e.g.. spring term)as a result of acceptance but deferred enrollment, will complete a program of postsecondary education within 6 years. | The Director of ETS and the two ETS advisors will continue to track program participants, who enrolled in post-secondary education institutions, for 6 years after high school graduation to ascertain whether they completed a program of postsecondary education within that time frame. |

**Next Year’s New Objectives (fiscal year 2019-20)**

What objectives and tasks will you take on for next year? (You may continue objectives from the prior year.)

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| --- | --- |
| **Objective :** | **Action Plan (include who is responsible):** |
| Continue with ETS grant’s objectives 1-5 as outlined above. | The Director of ETS and the two ETS advisors will continue to provide a high caliber of services, advice and support to program participants. ETS staff will carefully record and track all services and students in order to meet the deliverables of this federal grant. |

**New Resource Requests for Next Year**

If completing your program’s objectives will require resources from **IT, Facilities, Professional Development, or Additional Staff** please include your request below. This section is for a **future need (next fiscal year)**. If you have an immediate need (e.g., your computer is broken), contact the appropriate committee or administrator.

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| **Need:** |  **Resource Type** | **Rationale** ( include connection to other plans)**:**  |
| Office furniture as discussed with Nick Boyd in July 2013 | Facilities | Our office space is not fully functional. We need storage cupboards/shelves and both of the advisors work in the same small space as the director while another area could house suitable work stations. |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

* Describe the current status of the Program/Department/Service Area.

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| ETS works with six high schools and four elementary schools in Plumas, Lassen and Sierra counties. In the second year of the new five year grant cycle, all of the ETS objectives were surpassed.  |

* Explain significant issues and/or changes that have occurred since the last comprehensive review.

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| --- |
| A new advisor began working with the program in August. The previous advisor was promoted to SSP Director. An external evaluator conducted a program evaluation of ETS citing it as one of the best he had seen in the nation. This year was the first time that ETS was required to report on Objective 5, based on participants who enrolled in post-secondary education in 2012. The goal was surpassed by over a third. |

* Briefly explain significant changes expected during the upcoming year.

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| a) Training of two relatively new ETS advisors. b) Hopefully, some office alterations/provision of furniture to better utilize the space we have and to provide more ergonomic work stations for ETS employees, along with storage space for our equipment & supplies currently being housed in cardboard boxes or piled up on filing cabinets. |

**Appendix**

Attach supporting documents as appropriate.

Please find attached the 2019-20 Budget Proposal for ETS.



**ANNUAL Program Review**

**Name of Program/Department/Service Area:** Student Support Services/TRiO

**Name of Person Submitting this Review:** William Ogle

**Date of Submission:** 11/5/2018

**Management Area (check one):** [ ]  **Administrative Services**

 **[ ]  Instruction**

 **[x]  Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| --- | --- |
| **Objective 1:**At the end of each academic year, at least 70% of all SSS participants will be in good academic standing with a GPA of 2.0 on a 4.0 Scale. | **Summary of Progress:**For 2016-17, 93% of our participants were in good standing. |
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| **Objective 2:**Retention/Persistence: Annually, 60% of participants will be retained in the college (or graduate or transfer). | **Summary of Progress:**For 2016-17, 82% of our participants were retained at FRC (or graduated or transferred). |
|  |  |

**Current Year Progress and Objectives**

What objectives and tasks are you working on this year? (You may continue objectives from the prior year.)
Will your allocated resources be sufficient given your objectives?

|  |  |
| --- | --- |
| **Objective 1:**At the end of each academic year, at least 70% of all SSS participants will be in good academic standing with a GPA of 2.0 on a 4.0 Scale. | **Action Plan (include who is responsible):**We are currently receiving progress reports for the fall semester and assessing what we can do to help students be successful. We have four tutors who are available throughout the day for drop in tutoring in most subjects. We also offer mentoring to students. In the Fall semester only one mentee came forward. We promoted the program and gained 4 more mentees along with 2 more mentors. The mentee from the fall was able to graduate in the spring semester. The other 4 mentees all passed and moved on from English 10 and Math 018. 1 mentee took College Algebra over the summer as well and passed. Carol has been putting on Academic Success Workshops during the fall and will continue in the spring. We are trying to partner with EOPS and SSSP for the workshops to reach more students and boost attendance. The SSS/TRiO Advising Center is open during the day for students to use the computer lab for study hall and in addition to the Peer Mentor/Tutors, SSS/Staff will academically assist students in their classes and help with correctly formatting their papers. |
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| **Objective 2:**Retention/Persistence: Annually, 60% of participants will be retained in the college (or graduate or transfer). | **Action Plan (include who is responsible):**We are currently helping TRiO/SSS students complete graduation petitions for Fall 18 and Spring 19, transfer in classes from other colleges, and complete CSU/UC transfer applications for Fall 2019. Also, all three of the TRiO/SSS Advisors have been meeting with our advisees for Spring 2019 priority registration. |
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**Next Year’s New Objectives (fiscal year 2019-20)**

What objectives and tasks will you take on for next year? (You may continue objectives from the prior year.)

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| --- | --- |
| **Objective 1:**At the end of each academic year, at least 70% of all SSS participants will be in good academic standing with a GPA of 2.0 on a 4.0 Scale. | **Action Plan (include who is responsible):**All TRiO/SSS staff and Peer Mentors/Tutors will continue to assist students in their classes. Advisors will review progress reports as they are turned in and meet with students that need follow-up. |
| **Connection to results from assessment of student learning and/or other plans:**Strategic Plan – Goal 2.2, 2.3Student Services SLO – 2,4 | **Resources/ Budget needed (if applicable):*** Resources: TRiO/SSS staff time (academic and Advising support); Banner; Student Access software
* Budget: As set by US Department of Education
 |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase: |
| Safety: |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

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| --- | --- |
| **Objective 2:**Retention/Persistence: Annually, 60% of participants will be retained in the college (or graduate or transfer). | **Action Plan (include who is responsible):**All TRiO/SSS Staff will continue to advise and assist students in achieving their AA/AS degrees or certificates and transfer to 4 year colleges. |
| **Connection to results from assessment of student learning and/or other plans:**Strategic Plan – Goal 2.2, 2.3Student Services SLO – 4,5,6SEM Plan | **Resources/ Budget needed (if applicable):*** Resources: TRiO/SSS staff time (academic and Advising support); Banner; Student Access software; National Student Clearinghouse
* Budget: As set by US Department of Education
 |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase:  |
| Safety:  |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

If completing your program’s objectives will require resources from **IT, Facilities, Professional Development,** or **Additional Staff** please include your request below. This section is for a **future need** (next fiscal year). If you have an immediate need (e.g. your computer is broken), contact the appropriate committee or administrator.

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| **Need** | **Resource Type** | **Rationale**(include connection to other plans) |
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**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

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| A key challenge this year has been the departure of the previous director as well as the previous full-time (10 month) advisor. The program was without a director from July-October, and the new director just began on November 1st. The new advisor started on August 1st in a challenging situation since there was not a director to help train her. Both the new director and advisor are working as fast as they can to get up to speed and learn their new positions. The program is currently working on accepting new participants to hit our goal of 160 and making sure all files are complete and accurate. This year it has been more difficult to get low income and double qualifying students because we no longer can use the FAFSA information due to us needing taxes from two years back. We have to email, fax, or send letters to almost all students that have applied trying to get their parents to give us information from their 2017 taxes. This has been a huge struggle and hindrance for some students not being accepted into the program, due to the lack of being able to qualify them. However, we just received word that starting in the 2019 fiscal year, we will once again be able to use students’ FAFSA information. This will make recruiting and getting students signed up much smoother and effective.Students have been scheduling appointments for Spring 19 advising. Advising just got eSARS up and running so students can schedule their own appointments with their advisors through the web or FRC app.The FAFSA for the 19-20 school year just opened on October 1st and we held a “Filling out the FAFSA” workshop on October 1st to help the students complete them as early as possible. The students were encouraged to sign up for one on one appointments with the advisors for extra help. TRiO/SSS has collaborated with the transfer center to take four transfer trips this fall; UNR, UC Davis, CSU Chico, CSU Sacramento. Several TRiO students have been attending these trips and learning about their local transfer options.We have hosted four TRiO/SSS Student Orientations this semester and assisted with the Career, College, and Transfer Fair. We also have scheduled for the semester three financial literacy workshops, two college success workshops, three cultural events, and a stress management activity.The new director has been working on data collection and the writing of the grant renewal application. The grant renewal should be completed and turned in by Summer 2019.  |

1. Explain significant issues and/or changes that have occurred since the last comprehensive review.

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|  |

1. Briefly explain significant changes expected during the upcoming year.

|  |
| --- |
| We are not going to be making any changes this year. Just keep moving forward with our new staff and hopefully attending several trainings in the spring. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

**Name of Program/Department/Service Area:**

Upward Bound, Student Services

**Name of Person Submitting this Review:**

Audrey Peters

**Date of Submission:** November 2, 2018

**Management Area (check one):** [ ]  **Administrative Services**

 **[ ]  Instruction**

 **[x]  Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s (2017-18) objectives:

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| --- | --- |
| **Objective 1:** | **Summary of Progress:** |
| **Academic Performance--Grade Point Average (GPA)** 80% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year. | **Met Objective – 93% (**52 of our 56 active participants) earned a cumulative GPA of 2.5 or better.  |

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| **Objective 2:** | **Summary of Progress:** |
| **Academic Performance on Standardized Test** 35% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math. | **Met Objective, % Pending** – We are currently waiting for Chester and Greenville High Schools to provide us with scores for 4 of our graduating seniors. Of the seniors that we have received scores for, 6 of the 10 scored proficient on their standardized tests. Even if the 4 pending scores are not proficient, we will meet our objective as that would put us at **43%.** |

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| **Objective 3:** | **Summary of Progress:** |
| **Secondary School Retention and Graduation** 95% of Project Participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma. | **Met Objective – 100%** All 56 active participants either progressed to the next grade level or graduated. |

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| **Objective 4:** | **Summary of Progress:** |
| **Academic Performance-- Secondary School Graduation (rigorous secondary school program of study**) 50% of all current and prior year UB participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study (also known as the A-G requirements). |  |

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| **Objective 5:** | **Summary of Progress:** |
| **Postsecondary Enrollment** 70% of all current and prior UB participants who graduated from high school during the school year with a regular secondary diploma will enroll in a program of postsecondary education by the fall term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester (e.g., spring semester). | **Met Objective, 89%** 16 of 18 current and prior participants who graduated are enrolled in college this fall. |

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| **Objective 6:** | **Summary of Progress:** |
| **Postsecondary Completion** 32% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance by deferred enrollment, will attain either an associate’s or bachelor’s degree within six years following graduation from high school. | **Met Objective, % Pending –** Not all colleges have uploaded their enrollment/completion data to the National Student Clearinghouse as of today, so we are unsure of the graduation status for 4 of the 16 students that make up the 2012 PSE Cohort. However, we have confirmation that 6 have attained degrees, so regardless of the pending enrollment information, we will meet our objective as that puts us at **38%.** |

**Current Year Progress and Objectives**

What objectives and tasks are you working on this year? (You may continue objectives from the prior year.)

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| **Objective 1:** | **Action Plan (include who is responsible):** |
| **Academic Performance--Grade Point Average (GPA)** 80% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year. |  |

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| **Objective 2:** | **Action Plan (include who is responsible):** |
| **Academic Performance on Standardized Test** 35% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math. |  |

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| **Objective 3:** | **Action Plan (include who is responsible):** |
| **Secondary School Retention and Graduation** 95% of Project Participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma. |  |

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| **Objective 4:** | **Action Plan (include who is responsible):** |
| **Academic Performance--Grade Point Average (GPA) Secondary School Graduation** (rigorous secondary school program of study) 50% of all current and prior year UB participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study. |  |

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| **Objective 5:** | **Action Plan (include who is responsible):** |
| **Postsecondary Enrollment** 70% of all current and prior UB participants who graduated from high school during the school year with a regular secondary diploma will enroll in a program of postsecondary education by the fall term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester (e.g., spring semester). |  |

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| **Objective 6:** | **Action Plan (include who is responsible):** |
| **Postsecondary Completion** 32% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance by deferred enrollment, will attain either an associate’s or bachelor’s degree within six years following graduation from high school. |  |

**Next Year’s New Objectives (fiscal year 2019-20)**

What objectives and tasks will you take on for next year? (You may continue objectives from the prior year.)

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| **Objective 1:****Academic Performance--Grade Point Average (GPA)** 80% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year. | **Action Plan (include who is responsible):**See Plan of Operation in Upward Bound grant proposal  |
| **Connection to results from assessment of student learning and/or other plans:**College Wide SLO #5 and Student Services SLO #4 | **Resources/ Budget needed (if applicable):**N/A |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**1200 30820- XXXX- 649200 (pending release of 2019-20 funds) |
| Uncontrollable Increase: |
| Safety: |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

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| **Objective 2:****Academic Performance on Standardized Test** 35% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math. | **Action Plan (include who is responsible):**See Plan of Operation in Upward Bound grant proposal  |
| **Connection to results from assessment of student learning and/or other plans:**College Wide SLO #5 and Student Services SLO #4 | **Resources/ Budget needed (if applicable):**N/A |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**1200 30820- XXXX- 649200 (pending release of 2019-20 funds) |
| Uncontrollable Increase:  |
| Safety:  |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

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| **Objective 3:****Secondary School Retention and Graduation** 95% of Project Participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma. | **Action Plan (include who is responsible):**See Plan of Operation in Upward Bound grant proposal  |
| **Connection to results from assessment of student learning and/or other plans:**College Wide SLO #5 and Student Services SLO #4 | **Resources/ Budget needed (if applicable):**N/A |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**1200 30820- XXXX- 649200 (pending release of 2019-2020 funds) |
| Uncontrollable Increase:  |
| Safety:  |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

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| **Objective 4:****Secondary School Graduation** (rigorous secondary school program of study) 50% of all current and prior year UB participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study. | **Action Plan (include who is responsible):**See Plan of Operation in Upward Bound grant proposal  |
| **Connection to results from assessment of student learning and/or other plans:**College Wide SLO #5 and Student Services SLO #4 | **Resources/ Budget needed (if applicable):**N/A |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**1200 30820- XXXX- 649200 (pending release of 2019-2020 funds) |
| Uncontrollable Increase:  |
| Safety:  |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

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| **Objective 5:****Postsecondary Enrollment** 70% of all current and prior UB participants who graduated from high school during the school year with a regular secondary diploma will enroll in a program of postsecondary education by the fall term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester (e.g., spring semester). | **Action Plan (include who is responsible):**See Plan of Operation in Upward Bound grant proposal  |
| **Connection to results from assessment of student learning and/or other plans:**College Wide SLO #5 and Student Services SLO #4 | **Resources/ Budget needed (if applicable):**N/A |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**1200 30820- XXXX- 649200 (pending release of 2019-2020 funds) |
| Uncontrollable Increase:  |
| Safety:  |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

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| **Objective 6:****Postsecondary Completion** 32% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance by deferred enrollment, will attain either an associate’s or bachelor’s degree within six years following graduation from high school. | **Action Plan (include who is responsible):**See Plan of Operation in Upward Bound grant proposal  |
| **Connection to results from assessment of student learning and/or other plans:**College Wide SLO #5 and Student Services SLO #4 | **Resources/ Budget needed (if applicable):** |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**1200 30820- XXXX- 649200 (pending release of 2019-2020 funds) |
| Uncontrollable Increase:  |
| Safety:  |
| New Student Attraction:  |
| Student Success and Retention:  |
| Relation to Student Learning:  |
| Support for employees to be effective:  |
| Feasibility:  |

If completing your program’s objectives will require resources from **IT, Facilities, Professional Development,** or **Additional Staff** please include your request below. This section is for a **future need** (next fiscal year). If you have an immediate need (e.g. your computer is broken), contact the appropriate committee or administrator.

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| **Need** | **Resource Type** | **Rationale**(include connection to other plans) |
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**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

1. Describe the current status of the Program/Depart/Service Area.

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| Our program is currently fully operational as outlined in the Plan of Operation. We are in the process of preparing our annual report to the U.S. Department of Education that is due December 5nd.  |

1. Explain significant issues and/or changes that have occurred since the last comprehensive review.

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| Our long standing Advisor, Billy Ogle resigned from Upward Bound to accept the TRIO SSS Director position at FRC, leaving our program short staffed. An interim Advisor, Michael Hall, has been hired. We are in the process of scoping whether or not we can increase the hours of the vacant permanent position. As soon as the increase has been budgeted and approved by the U.S. Department of Education, we will fly the permanent position.  |

1. Briefly explain significant changes expected during the upcoming year.

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| We may increase the vacant Upward Bound Advisor position hours (thus changing the scope of the grant) and hire a permanent Advisor. |

**Appendix**

2018-19 (year 2) Grant Award Notification attached..