

**ANNUAL Program Review**

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

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

**Date of Submission:** October 26, 2017

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| **Objective 1:** | **Summary of Progress:** |
| Complete the writing of the accreditation standards for Student Services and other shared governance committees; work with all Student Services managers to complete program CPRs and submit to SLOAC for review. | The CSSO worked with Student Services Council members to review all standards for student support services, and forwarded to the Accreditation Liaison. CPRs were reviewed by the SLOAC Committee and writers |

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| **Objective 2:** | **Summary of Progress:** |
| The Truth Initiative grant will be closed out, and the Suicide Prevention grant will be launched. | The CSSO worked with Plumas County Public Health and Student Ambassadors to complete the educational components of the Smoke-Free grant and forwarded a policy change to Cabinet for consideration. The campus adopted the policy to “move toward becoming a smoke-free campus by the 2020-2021 year.” The CSSO is working with Public Health and other members of SSC to plan an educational event for “The Great American-Smoke-Out” and smoking cessation programs.  Under the SAMHSA Grant, a Wellness Coordinator was hired and has begun contracting with Plumas Rural Services to offer gatekeeper training for suicide prevention. We have also launched awareness campaigns to promote help seeking behavior and reduce the stigma around mental health issues and treatments. |

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| **Objective 3:** | **Summary of Progress:** |
| The Mental Health/Behavioral Health Counselor position will again be flown, and a candidate will be selected. | The CSSO, as the recommending administrator, selected one of the finalists for Mental Health and Wellness Counselor and worked with the Counselor to open the “Wellness Center” and begin outreach efforts for faculty, students and staff. The Wellness Counselor and CSSO submitted a proposal for a two-year contract with PCBH to receive funding for the position and activities organized by the center. |

**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:** 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. | **Action Plan (include who is responsible):**  The Counselor will hire an Office Assistant to oversee budgets, scheduling and other office procedures.  The Wellness Coordinator and Counselor will work the CSSO to promote Mental Wellness as a common theme week of First Year Experience and include activities for students as well as an open house for the Center.  The Mental Health Counselor will purchase and implement software to confidentially track and share data regarding mental health services.  The CSSO will provide support to the Wellness Coordinator to implement Safe Talk training opportunities for students, staff and faculty as well as community partners. The Wellness Coordinator will also work with faculty and staff as well as the student incident team to develop a clear crisis protocol for campus that integrates with the community’s resources and emergency first responders.  The Wellness Coordinator will continue to collaborate with Public Health’s 20,000 Lives to develop a referral network to services, community wide crisis protocol.  The CSSO will provide overall support for the Wellness Center. |
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| **Objective 2:**  Prepare the Student Services Division for the Accreditation site visit team in spring 2018. | **Action Plan (include who is responsible):**  The CSSO will provide time during SSC for the CIO to share accreditation updates and seek feedback. The CSSO will encourage members of the SSC to read through the accreditation documents and prepare for the site visit. |

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| **Objective 3:**  Contribute to the development of college plans including the Integrated Plan (BSI/SSSP/Equity), the Education Plan, and Guided Pathways. | **Summary of Progress:**  During the fall semester, the CSSO will work with the Director of SSP and BSI to include shared governance committees and other campus constituents in the development of the Integrated Plan.  During the 17-18 year, the CSSO will work with the CIO to solicit feedback from the SSC in creating the college’s Education Plan.  The CSSO will work with the CIO to collaborate with ATF, SSC and other shared governance committees to complete the Guided Pathways Assessment Tool and the Plan and submit both to the CCCCO by the deadlines. |
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**Next Year’s New Objectives (fiscal year 2018-19)**

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:**  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 $2,100 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):**  $2,100 |
| **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: $2100 is a reasonable amount to support a Graduation ceremony which has improved in both quality and number of graduates over the past few years. | |

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| **Objective 2:**  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 $1312 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):**  $1312 |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1100-30541-5050-649200 ($655)  1100-30181-5050-649200 ($300)  1100-30841-5050-649200 ($357) |
| 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: $1312 is a small amount to pay to increase the odds of receiving these grants which total $771,325. | |

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| **Objective 3:**  Remain in compliance with the Student-Right-To-Know reporting requirements through the existing agreement with the Chancellor’s Office. | **Action Plan (include who is responsible):**  The CSSO requests an increase of $2,000 to cover the cost of the existing agreement with the Chancellor’s Office that provides the college with the required Student Right to Know information. Due to additional overhead and operational costs at the Chancellor’s Office, the agreement will increase for the next three years by $2,000 per year. |
| **Connection to results from assessment of student learning and/or other plans:**  This is a legal requirement. | **Resources/ Budget needed (if applicable):**  $2,000 |
| **If new resources are requested, address the following criteria:**  This is a requirement from the CCCCO and an uncontrollable cost. | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1100-30141-5020-645000 |
| Uncontrollable Increase: This is a mandated agreement and cost with the Chancellor’s Office; the cost has not increased since 2009-10. | |
| Safety: N/A | |
| New Student Attraction: The Student-Right-To-Know information includes completion and transfer rates for FRC that can be used in marketing and recruitment materials. | |
| Student Success and Retention: Completion and transfer rates are used in the college’s planning processes to improve success and retention rates. | |
| Relation to Student Learning: Completion and transfer rates are a reflection on student learning. | |
| Support for employees to be effective: Information provided is relevant for planning and recruitment. | |
| Feasibility: The information provided by this agreement is required by federal law in order to remain eligible to receive Title IV funding (Federal financial aid funding). | |

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| **Objective 4:**  Continue to implement the Suicide prevention education and outreach plans developed under the SAMHSA grant, evaluate the program and if necessary, work with PRS to apply for another grant to continue funding in order to sustain the position at FRC. | **Action Plan (include who is responsible):**  The CSSO and Wellness Coordinator will continue to contract with Plumas Rural Services to deliver gatekeeper trainings and continue collaborate with the Student Incident Team to implement campus protocol.  The CSSO, Wellness Coordinator and Mental Health Counselor will continue to offer activities and awareness campaigns around mental health issues and develop a plan to sustain the efforts through the Wellness Center and other student services and activities.  The CSSO and Wellness Coordinator will attend a grantee meeting. |
| **Connection to results from assessment of student learning and/or other plans:** | **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):**  N/A |
| 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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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) |
| *Example:* Staff training on effective written communication | Professional Development | See current year objective 2 |

**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 first 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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| Since the last comprehensive review, the CSSO retired and a new CSSO was hired. The Student Services Office has been responsible for taking on the Truth Initiative Grant which has now been closed out, but resulted in policy to work toward a smoke and tobacco free campus by 2020-2021 with the CSSO as the lead on organizing smoking cessation activities and resources. The Student Services Office will continue to support and monitor the SAMHSA grant, which is a three-year grant with funding ending in 2019. The office has also overseen the contract with Plumas County Behavioral Health to provide funding to establish a Wellness Center on campus and employ a Mental Health Counselor and a part-time Care Case Manager to support mental health and wellness for FRC students. |

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

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| The Director of Admissions and Records/Registrar is planning to retire in May 2018 so a search will begin for a replacement in early 2018. The Director of Student Success Programs is currently filled with an interim so a search will also begin in early 2018. There are no other significant changes expected in the upcoming year. |



**ANNUAL Program Review**

**2018-2019**

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

**Name of Person Submitting this Review:** Leslie Mikesell

**Date of Submission:** October 27, 2017

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| **Objective 1:**  Cross train staff to process refund checks to bring efficiency in office operations. | **Summary of Progress:**  Due to adding another housing site (Pines) and honing the process for invoices for outstanding balances, time didn’t allow to complete the cross training for processing refund checks. |
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| **Objective 2:**  Streamline hard copy forms to electronic to make it easier for students to submit A&R forms. | **Summary of Progress:**  Completed the following electronic forms for Admissions & Records:   * International student application * Major change form * Bachelor supplemental application |
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**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:**  Continue with cross training. | **Action Plan (include who is responsible):**  Continue to cross train Admissions & Records Technicians to learn Student Account processes.  (Leslie Mikesell, Lisa Noia, Erin Ellingson) |
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| **Objective 2:**  Finalize the programing for Open CCCApply. | **Action Plan (include who is responsible):**  Working with a 3rd party programmer and the IT department to complete the programming and deployment of CCCApply. A&R is creating applications for testing and IT is downloading data into a test environment. Once implemented, A&R will work with Butte County Office of Education (Mini Corps) to offer online applications through CCCApply to streamline the process for BCOE enrollment.  (Leslie Mikesell, Erin Ellingson, Lee McDonald, Jachin Reilley, BCOE) |
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**Next Year’s New Objectives (fiscal year 2018-19)**

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:**  Create procedural manuals. | **Action Plan (include who is responsible):**  Each team member will assist with the creation of procedural manuals for respective processes within the department. These manuals will be instrumental in cross training and providing student support services.  (Leslie Mikesell, Erin Ellingson, Cathy Riley, and Lisa Noia) |
| **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):**  Not applicable |
| Uncontrollable Increase: no direct effect | |
| Safety: not applicable | |
| New Student Attraction: efficiency of departmental processes | |
| Student Success and Retention: global understand of the Banner system and processes | |
| Relation to Student Learning: student processes performed without road blocks or difficulties | |
| Support for employees to be effective: efficiency and support services for Banner functionality | |
| Feasibility: will be completed by all department employees | |

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| **Objective 2:**  Seek 3rd party vendor(s)for Accounts Receivable debt collection. | **Action Plan (include who is responsible):**  Research for a 3rd party vendor(s) that collects outstanding debt and sends invoices to all student populations: in-state, out-of-state, and international.  (Carlie McCarthy, Leslie Mikesell, Lisa Noia) |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):**  Unknown at this time |
| **If new resources are requested, address the following criteria:** Stabilization and collection of outstanding debt. | **Budget code -if applicable (include Fund, Organization, and Account codes):**  Unknown at this time |
| Uncontrollable Increase: not known at this time | |
| Safety: not applicable | |
| New Student Attraction: understanding of fees and options for payment | |
| Student Success and Retention: outstanding fees paid in a timely manner for future enrollment | |
| Relation to Student Learning: financial responsibility | |
| Support for employees to be effective: higher percentage of outstanding fee collection | |
| Feasibility: will decrease the account receivables outstanding balances | |

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| **Objective 3:**  Implement the Housing Module. | **Action Plan (include who is responsible):**  To streamline the assignment of students 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 of collection of data. Training will be provide for data entry, generating reports, and analyzing the data.  (Leslie Mikesell, Lisa Noia, Housing Staff, IT Department) |
| **Connection to results from assessment of student learning and/or other plans:** will 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):**  Unknown at this time |
| 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 | |

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| **Objective 4:**  Restore the 60% Admissions & Records Technician position to full-time status. | **Action Plan (include who is responsible):**  With the increase of Instructional Service Agreement enrollments from the 2015/2016 to the 2016/2017 academic year: 13% for Butte County Office of Education (Mini Corps), 10% for SoJourn to the Past, and 14% for Sierra Rescue, 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’s hours were reduced and sole responsibility for verifying student athletic eligibility (over 325 student athletes) was returned to the A&R department. Restoring the Admissions & Records Technician position back to full-time to will aid with the additional workload. With the retirement of the current Director at the end of the spring 2018 semester, it is imperative that the A&R Technician position be restored to full-time status so that the new Director will have a fully staffed department. |
| **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):** |
| **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 | |
| Feasibility: will increase productivity of the department | |

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| **Objective 3:**  $100 increase for budget line item 5020, Dues and Memberships | **Action Plan (include who is responsible):**  The California Association of Community College Registrars and Admissions Officers (CACCRAO) is the professional association for admissions and records staff and provides support for professional development. To continue with annual membership the dues and memberships budget needs to be increased by $100 to cover the annual membership fees of $300 per year.  (Leslie Mikesell) |
| **Connection to results from assessment of student learning and/or other plans:** CACCRAO is the liaison for between the Admissions & Records Office and California Community College Chancellor’s Office providing important information for the department. | **Resources/ Budget needed (if applicable):**  1100 30310 5020 621000 |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  Unknown at this time |
| Uncontrollable Increase: $100 | |
| Safety: not applicable | |
| New Student Attraction: knowledge of California educational laws and regulations | |
| Student Success and Retention: not likely to impact student success or retention | |
| Relation to Student Learning: professional development for the Director | |
| Support for employees to be effective: discernment for department for laws and regulations | |
| Feasibility: provide important CCCCO information and networking opportunities | |

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 | See next year’s new objective 4 |
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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 Admissions & Records department has stayed informed with the new regulations and initiatives from the California Community College Chancellor’s Office. Electronic forms were developed and are available on the Admissions Webpage for students, faculty members, and administrators. Cross training was provided to an A&R Technician for the process of closing cashiering sessions and completing the process of the feed to finance to push the daily Accounts Receivable to the Finance Module. The Student Account Technician was crossed trained on the National Clearinghouse Website and Internet Native Banner to post, process, and send official transcripts. |

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

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| The A&R department has been impacted by the increased number of enrollments for Instructional Service Agreements, processing Athletic Eligibility, and adding two additional housing sites (Meadows & Pines). The increased workload has produced a more stressful workplace environment. |

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

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| With the retirement of the Director in the spring of 2018, a new Director will need to be trained with the business practices of the A&R department and educated with the laws and regulations of the California Community College Chancellor’s Office and the California Community College Athletic Association. |

**Appendix**

Attach supporting documents as appropriate.

Annual Program Review

2017-18

Name of Program: **CalWORKs/TANF**

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

Date of Submission**:** **October 26, 2017**

Management Area**: Student Services**

**Assessment of Past Progress**

Please describe your progress on your previous year’s objectives.

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| **Objective 1:**   * **To provide informative and helpful Workshops for**   **CalWORKs students each semester.** | **Summary of Progress:**  Workshops were offered in the spring and in the fall. Topics presented included ‘Creating a happy family and workplace’ and  ‘Finding peace and success in life and work.’  The social services case managers were invited and attended. All students completed evaluation forms and suggested topics for future Workshops. A free lunch was included and attendance was high.  The workshops will continue to be offered as a way to encourage CalWORKs students to courageously deal with issues in their family life and in their workplace. | |
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| **Objective 2:**   * **To attend monthly CARES meetings and bi-weekly Orientations with the case workers and CalWORKs clients at the Department of Social Services.** | **Summary of Progress:**  The CalWORKs Coordinator has attended all monthly CARES meetings with representatives from Plumas Rural Services, Section 8 housing, Behavioral Health and Social Services.  The CalWORKs Coordinator has attended bi-weekly Orientations at the Plumas County Social Services in an attempt to encourage clients to attend Feather River Collegeand to give information about the FRC CalWORKs Program and benefits. |

**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:**  **To continue coordinating with Plumas County Social Services for the benefit and support of CalWORKs students**. | Action Plan (include who is responsible):  Every student has different responsibilities and requirements necessary to maintain good standing in the CalWORKs Program.  The Coordinator stays in daily contact with the Plumas County case managers to mitigate concerns and coordinate student compliance with the necessary documentation and certification of school attendance and progress. |
|  | Allocated resources are sufficient. |

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| **Objective 2:**  **To contact private businesses and employers in the Plumas County area who may be able to employ CalWORKs students. These employers often pay more than minimum wage and may offer a path to continued permanent employment.** | Action Plan:  The CalWORKs Coordinator will meet with business owners and explain the CalWORKs program and the benefit to the employer when hiring a CalWORKs student. The CalWORKs program will pay 75% of the student’s wage. This agreement works to compensate the business owner for the additional training and supervision that will be needed. The student will gain needed skills and possibly a full time, permanent position.  Allocated resources are sufficient. |

**Next Year’s New Objectives (fiscal year 2018-19)**

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:  **Per the Department of Social Services, each CalWORKs student will need to complete a daily report of hours spent in each class. Additional documentation of commitment to classwork has been requested in the form of semester Progress Reports.** | Action Plan (include who is responsible):  The CalWORKs Coordinator will work with students and instructors to ensure that the Welfare to Work documentation is filled out in full each month. Progress Reports need to be completed and submitted to the Social Services case managers. |
| **Connection to results from assessment of student learning and/or other plans:** | #4. Students will develop resilience and resourcefulness empowering them to persist in attaining academic and personal goals.  Allocated resources are sufficient |

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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:**  The CalWORKs Coordinator has attended all monthly CARES meetings with representatives from Plumas Rural Services, Section 8 housing, Behavioral Health and Social Services.  The CalWORKs Coordinator has attended bi-weekly Orientations at the Plumas County Social Services in an attempt to encourage clients to attend Feather River Collegeand to give information about the FRC CalWORKs Program and benefits.  Allocated resources are sufficient |

**New Resource Requests for Next Year**

**No further resources needed**



**ANNUAL Program Review**

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

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

**Date of Submission:** 10-24-17

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| **Objective 1:**  **Creating an effective web presence to enhance and support cooperative social interactions with our families.** | **Summary of Progress:**  The CDC website was updated with new additions including enrollment forms, hours, and family handbook. The director with the assistance of Connie Litz are currently replacing information and updating the platform on FRC’s student services webpage. The CDC brochure was updated and distributed at recruitment events and networking agencies. The digital notification system “Remind” was adopted by the CDC. This allows a paperless communication platform for families to get reminders of events, emergencies, and notifications. These items will continue to be monitored and updated as needed by the director. | |
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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:**  The CDC completed the required DRDP child assessment in both Fall and Spring semesters. While adhering to the new regulation of using the platform DRDPteck. This allowed the center staff to identify needs of children and their families. The parent survey was disturbed and had an effective 95% return rate. The data was submitted to the State via State Program Self-Evaluation submitted in June 2017. Three ECERS (Environmental Rating Scale) were completed in the 2016-2017 year from both staff and off staff parties. The information was used to enhance the learning environments on a continuous basis. CPM Categorical Program Monitoring was completed and was found in full compliance. Community Care Licensing (Title 22) had completed two site inspections and with minor findings that were corrected within 7 days. The center had a compliance Audit/Review from CCFP in November and was found with zero errors and in full compliance with Federal and State regulations. All mandatory monthly reports were completed for the year 2016-2017. Both the CDD-081A and the Attendance and Fiscal Reports (CDNFS) meeting all state contract requirements. Katie Shmid and Kinderlin Hoznour created a more effective method for collecting the required data and submitting to Carlie McCarthy and the state agencies. All items in the action plan were met and found in full compliance. |

**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:**  **Continue to rebuild the outdoor space at the CDC in compliance with Title 5 and Title 22 regulations.** | **Action Plan (include who is responsible):**  Due to an unexpected natural disaster the 75% of the CDC’s outdoor space was unusable by the center. The center will continue to work with the facilities department (Nick Boyd) in the renovation process. Items that will be corrected in the 2017-2018 year include: -Install a bike path area (facilities department) -Organize a community work party day (CDC staff)  -Repair the garden areas and replant the space while partnering with Plumas County Health Department Educational program.(CDC staff)  -Create safe fall zone areas for climbing equipment (facilities department)  -Remove all unsafe debris and materials left from the flooding (all staff and facilities department)  -Complete a health and safety inspection once a semester (Kinderlin Hoznour) -Install Sensory wall equipment that had been purchased last year (facilities department) - Complete a ECERS with that minim average score of a 5 or better  -Complete a title 22 Community Care Licensing monitoring Review (CCL-Agent)  -Fundraise and purchase new equipment and materials for the outdoor space  -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:**  **Adhere to the California State Department of Education Title 5 requirements, Community Care Licensing Tittle 22 requirements, and the Child Care Food Program requirements** | **Action Plan (include who is responsible):**  Meet all required timelines set by these entities including:   * DRDP Child Assessment * DR Parent Survey * ECERS Classroom Assessment * CPM Categorical Program Monitoring * Mandated child/adult ratios * Health safety inspections * Documentation of families and staff files * Provide compliance documentation for the CCFP regulations and complete cycle review in November 2016. * Monthly State Attendance Reporting   **Responsible Staff Members:** Kinderlin Hoznour, Judy Callister, Kelley Molina, Casey Nunn, Ashliegh Boyd |
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| **Objective 3:** | **Action Plan (include who is responsible):** |
| **Permanently hiring any open position at the CDC to meet the staffing pattern and ratios set by the California State Department of Education.** | The CDC will work with Human Resources to advertise and hire a permanent teacher for the CDC. Positon will be flown in Fall 2018 with intention to hire by Spring 2018 semester. |

**Next Year’s New Objectives (fiscal year 2018-19)**

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:**  **Continue to rebuild the outdoor space at the CDC in compliance with Title 5 and Title 22 regulations.** | **Action Plan (include who is responsible):**  Continue any needed repairs in the space not completed in the previous year. Continue to build an engaging learning environment to promote the outdoor classroom experience for both children and ECE Lab Students. This include the deck space between the two classroom to have full access during all months of the year. This would require installation of gutters to previous serious safety concerns and injury. |
| **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: Installation of gutters preventing water and ice collecting on heavily trafficked spaces by ECE students, FRC Staff, children and families. | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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| **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) |
| *Example:* Staff training on effective written communication | Professional Development | See current year objective 2 |
| 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 and Ice buildup in this space. | Facilities repair/maintain space | See current year objective 1 and next year objective 1 |

**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 FRC CDC continues to receive funding from the State’s Department of Education Child Development Division, with a 10% increase of their rate. State and Federal Food Program contracts and rates are very similar to last year’s contracts. |

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

|  |
| --- |
| Our head toddler teacher left her positon in August 2017. We will start the hiring process for a teacher positon in Fall 2017. We hired our cook permanently in August 2017. |

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

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|  |

**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:** October 27, 2017

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| --- | --- |
| **Objective 1:** | **Summary of Progress:** |
| Continue to provide monthly feedback to supervisors on the status of their allocation. | Due to an unexpected minimum wage increase in January 1, 2017, available work hours were reduced by 418 hrs, thus reducing allocations to many departments. Admin Assist to CSSO provided monthly reports to supervisors to assist them in staying within their annual allocation. Admin Assistant to CSSO communicated regularly with Human Resources, Financial Aid, and Payroll to closely monitor work hours and status of expenditures. |

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| **Objective 2:** | **Summary of Progress:** |
| Provide assistance and training to new supervisors, and support for current supervisors. | The CSSO organized individual training session(s) for new supervisors to help them understand the hiring process and the role of being a supervisor**.** |

|  |  |
| --- | --- |
| **Objective 3:** | **Summary of Progress:** |
| Measure the student satisfaction with this program by including questions about Student Employment in the YES survey. | No progress was made on this objective. A question(s) regarding Student Employment was not included in the 2017 YES survey. |

**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):** |
| Provide a more accurate monthly report to supervisors on the use of their allocation of work hours. | Assistant to the CSSO will work with Human Resources and Payroll to reorganize the tracking system of work hours and develop a pivot table that will provide each department more accurate information about the work hours used per month in comparison to their annual allocation. |

|  |  |
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| **Objective 2:** | **Action Plan (include who is responsible):** |
| Developing an online training module for new student employees. | Under the direction of the CSSO, the Assistant to CSSO, HR Technician, and Payroll Officer will work together to develop a student employee training module that will include work, attendance and schedule requirements, supervision, confidentiality, and payroll responsibilities. The module will be ready for implementation by July 1, 2018. |

**Next Year’s New Objectives (fiscal year 2018-19)**

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.

|  |  |
| --- | --- |
| **Objective 1:**  Increase the College Work Study budget to accommodate the January 1, 2019 increase to $12.00 per/hr. | **Action Plan (include who is responsible):**  CSSO is requesting the college increase the College Work Study budget to maintain 2017-18 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):**  $13,586 |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1100-30140-2335-645000 |
| 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 toll 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 food service, facilities, student housing, the fitness center, ISP, DSPS, Child Development Center, Ag/Equine, Student Engagement, Advising/Counseling, A/R, Athletics, and various academic programs (ORL, ENVR, Art, Biology, ICT, IRC) | |
| 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. | |

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| **Objective 2:**  Implement an electronic application process for student employees. | **Action Plan (include who is responsible):**  The Assistant to the CSSO and the HR Technician will use HireTouch software to develop, test, and implement an electronic application for student employees, and revise the student employee hire process to accommodate the electronic application. Implementation will be by July 1, 2019. |
| **Connection to results from assessment of student learning and/or other plans:**  Students will continue to have student employment opportunities and gain work experience as well as a means to pay for their education which connects to SSSLO 3, 4 and 5. | **Resources/ Budget needed (if applicable):**  Staff Time |
| **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) |
| *Example:* Staff training on effective written communication | Professional Development | See current year objective 2 |
| *Example:* One new clerical staff member | Additional Staff | See next year objective 3 |
|  |  |  |
|  |  |  |

**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 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 two 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. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

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

**Date of Submission:** October 27, 2017

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| --- | --- |
| **Objective 1:** | **Summary of Progress:** |
| Continue research on the possibility of using an online registration form. | The use of an online registration form was found to be unfeasible at this time because there is no secure and economical way to collect the course fees. TouchNet used by FRC is too costly to add a process outside the Admissions office process as is the use of another payment agency. The paper registration process will remain the format at this time. In surveying the students, they have no problem using the paper form, which is available for download from the website to be sent in or can be completed over the phone. |

**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):** |
| Bring more awareness of the program to the community in hopes of growing program offerings. | Promote the program in the local newspaper and encourage community members to propose courses.  Improve the visibility of the program on the FRC website by promoting courses on the homepage banner at various times throughout the year and include a page of information to solicit course proposals. |

**Next Year’s New Objectives (fiscal year 2018-19)**

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.

|  |  |
| --- | --- |
| **Objective 1:**  Assess the effectiveness of improved promotion. | **Action Plan (include who is responsible):**  Do an informal assessment of courses proposed and offered to see if there is a renewed interest. |
| **Con nection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):**  Staff time only; courses must pay for themselves in order to be offered. |
| **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:** | **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.

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| --- | --- | --- |
| **Need** | **Resource Type** | **Rationale** (include connection to other plans) |
| N/A |  |  |
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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 program has offered a consistent set of four to five courses annually that have an interest base of community members. |

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

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| --- |
| There does not seem to be much community demand for FRC to offer a wide range of courses. Few new course ideas gain enough interest to actually hold the course. It seems that the need for the course must have an interest base in order for the course to be successful. |

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

|  |
| --- |
| Plan to promote the full program more widely on the web to bring more awareness of the program and to see if there are more people in the community interested in proposing new courses. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

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

**Date of Submission:** October 27, 2017

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| --- | --- | --- |
| **Objective 1:** | | **Summary of Progress:** |
| Ensure that all DSP&S applications, forms, and sources of Program information are accessible to all students. | In the fall of 2016, DSP&S programs statewide began a discussion regarding program name changes. One of the prominent controversies in the disability community today pertains to the language used to identify individuals who have disabilities and the programs that serve them. In the 1980s, disability rights advocates rebelled against the term “handicapped” and chose a new term, “disabled.” Since that time, calling an individual a “disabled person” has been considered appropriate. However, a new movement has surfaced that is now asking for “people first” language. Instead of referring to someone as a “disabled person,” those of this mindset are asking us to say “person with a disability.” There is division on this as well; some individuals prefer to be called disabled persons, while some prefer to be recognized as persons with disabilities. It is also not uncommon to hear criticism regarding the use of the words disabled or disability at all; critics say they would prefer something along the lines of “differently abled.” In light of this, in the spring of 2017, we sent our students a brief statement that described the controversy, along with a list of possible DSP&S name changes and blank spaces for them to add their own ideas, and we asked them for their opinions. Included in the list of possible names were choices with the theme of accessibility (Student Access Center, Accessibility Support Center, etc.), as we wanted to let folks know that this was an opportunity for complete change, if they desired it. Surveys were also handed out at a Student Services Council meeting, asking for the opinions of our Student Services leaders. Surprisingly, each of the responses that we received from students indicated that they would prefer a name that still included the term disabled or disability. On the other hand, most staff responses included votes for names that included the term access/accessibility, and the elimination of the term disabled/disability. Ultimately, because we are a program serving students, we chose to give more weight to student responses. By tweaking the name just a little, from Disabled Student Programs & Services to Disability Support Program for Students, we feel like we accomplished the goal of taking the emphasis off of the disability, while still leaving a name that clearly identifies what services are offered and for whom. We are also still able to keep the initials DSPS, which is the initialism used by the California Community Colleges Chancellor’s Office parent program, Disabled Student Programs & Services, that oversees and regulates our funding and program implementation. With all of the noise that seems to be surrounding the naming issue, statewide changes may be made soon. Until then, we believe we have found a middle ground. With the name change decision not occurring until the end of the 2016-17 fiscal year, we did not complete the updating of our documents, forms, etc., as we wanted to incorporate the new name in that process. We will continue our efforts in this regard in the 2017-18 year. | |

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| **Objective 2:** | | **Summary of Progress:** |
| Create new employment preparation and job search learning opportunities for WorkAbility III student/clients. | The WorkAbility III Director and Program Staff Specialist II (PSS II) researched a variety of employment readiness and job search programs. With information gleaned from the search, the PSS II created a PowerPoint presentation, with embedded informational and tutorial video clips, that is available for WorkAbility III student/clients to utilize to enhance their employment preparation and job search activities. | |

**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):** |
| Create and implement satisfaction surveys for students, faculty, and staff.  No financial resources will be needed outside of the DSPS budget. | The DSPS Director has created a student satisfaction survey; a trial run of the survey was sent to all DSPS students in the spring 17 semester. Questions on the survey were primarily focused on determining to what degree we are meeting Student Services and FRC Student Learning Outcomes. The student survey will continue to be a work in progress as we update/tweak the instrument to obtain the most useful results possible. Our goal is to send the survey out at the end of each semester.  The Director and the PSS II will continue to work toward the creation of surveys for both faculty and staff in order to solicit feedback regarding our services, processes, and procedures. As part of the survey design process, questionnaires from other campuses will be reviewed to assist in the brainstorming process in order to find content that will be useful in soliciting responses for program assessment. | |

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| **Objective 2:** | **Action Plan (include who is responsible):** |
| Increase program visibility and disability awareness.  No financial resources will be needed outside of the DSPS budget. | The DSPS Director and staff will work to increase Program-promotion efforts to raise awareness of the services that are available. Campus-wide emails will be sent out to promote the expansion of knowledge, understanding, and acceptance of disability-related issues. |

**Next Year’s New Objectives (fiscal year 2018-19)**

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:**  Increase Program visibility and disability awareness. | **Action Plan (include who is responsible):**  The DSPS Director and staff will continue to work toward raising awareness of the services that are available for students with disabilities. Reminder emails will be sent each semester to students who have registered with DSPS but have not made current requests for accommodations. Campus-wide emails will be sent out to promote the expansion of knowledge, understanding, and acceptance of disability-related issues. |
| **Connection to results from assessment of student learning and/or other plans:**  Student Services Student Learning Outcomes: 1; 2; 4; 5  FRC Student Learning Outcomes: 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: | |

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| --- | --- |
| **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):**  The DSPS Director and staff will coordinate and/or provide academic adjustments, auxiliary aids, and services to meet the needs of students with disabilities who require support that is “above and beyond” the scope of services provided by the institution. |
| **Connection to results from assessment of student learning and/or other plans:**  Student Services Student Learning Outcomes: 1; 2; 4; 5  FRC Student Learning Outcomes: 3; 5; 7 | **Resources/ Budget needed (if applicable):**  This objective will be met with resources from the DSPS budget (and a possible contribution from Equity funds, if a new WorkAbility III Contract is not implemented.) (See ‘Significant Changes Expected during the Upcoming Year’.) |
| **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) |
| *Example:* Staff training on effective written communication | Professional Development | See current year objective 2 |
| *Example:* One new clerical staff member | Additional Staff | See next year objective 3 |
| N/A | N/A | N/A |
|  |  |  |

**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 Feather River College DSPS Program continues to provide academic adjustments, auxiliary aids, and services to students with disabilities pursuant to Education Code sections 67310-13 and 84850. The WorkAbility III component of our Program is in year three of a three year contract with the State of California Department of Rehabilitation. Through WorkAbility III, we provide pre-employment and employment preparation, job search assistance, and financial support for books, materials, supplies, fees, and tuition (if not otherwise covered by financial aid) for FRC students with disabilities who are also qualified Department of Rehabilitation clients. |

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

|  |
| --- |
| Our last Comprehensive Program Review was submitted in June, 2016. In October of 2016, the DSP&S Director worked with the President’s Cabinet to revise BP and AP 5140, the Board Policy and Administrative Procedure documents that relate to Disabled Student Programs and Services. The changes, which incorporated language that was reflective of the 2015 revisions to the CCC Chancellor’s Office DSPS Title 5 Regulations, were approved in early spring of 2017. In late spring of 2017, we changed the name of our Program at the campus level. Rather than Disabled Student Programs & Services (DSP&S), we are now the Disability Support Program for Students (DSPS). |

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

|  |
| --- |
| The status of the WorkAbility III component of our program for 2018-19 and beyond is uncertain at the time of this writing. Communication is currently occurring between FRC and the Department of Rehabilitation to determine if a new three-year contract is feasible for us in light of new State and Federal regulations. If a new contract is not implemented, there will be a decrease in our budget and the FTE of our two part-time employees will be reduced. This APR/Budget Proposal is being completed under the supposition that we will not be submitting a new contract proposal. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

**Name of Person Submitting this Review:** Monica Potter

**Date of Submission:** October 26, 2017

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| --- | --- |
| **Objective 1:**  Established a group Orientation for new and Probationary-status EOPS/CARE students. | **Summary of Progress:**  Orientation took place for explanation/reminder of the “over and above: services and benefits available through full participation in EOPS/CARE program. The three state-mandated semester appointments were set for each student as a part of the Orientation. |

|  |  |
| --- | --- |
| **Objective 2:**  Continue to improve lending library, maintain the number of meal vouchers, provide school supplies, technology support services and continue to provide student grants. | **Summary of Progress:**  Lending textbook library saw some increase in textbooks. Meal vouchers at $60/card continued to be supplied three times a semester. School supplies (notebooks, flash drives, printing fees, pens, pencils, calculators, organization tools) and technology support services – loaning of laptops- continued. Student grants continued to be issued as end of semester. |

**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:**  Continue to improve lending library, maintain the issuance of meal vouchers, provide school supplies and technology support services, and continue to provide student grants at end of semester as budget allows. Communicate with instructors the need and concern of access for online textbooks in lieu of hard copies. Explore online tutoring services. | **Action Plan (include who is responsible):**  EOPS Counselor and Program staff Specialist are continuing to issue and record loans of books/equipment. Counselor is communicating  with faculty members with regard to textbook access and explore electronic resources.  Counselor is exploring online tutoring services to locate ones that support FRC majors, and whose membership fees can be funded with EOPS/CARE funds. |

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| **Objective 2:**  Coordinate and/or collaborate with other Student Service Programs to hold Financial Literacy Workshop. Specific attention to individual budgeting and student loans. | **Action Plan (include who is responsible):**  Counselor is exploring a co-workshop with the campus TRiO program to share efforts and expense in financial awareness/literacy workshop. EOPS/CARE funds can be used for printing fees (advertising, handouts), food for event(s), and (cost-pending) partial Speaker/Subject Matter Expert speaking fee. |

**Next Year’s New Objectives (fiscal year 2018-19)**

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:**  Continue lending library, updating editions. Continue meal vouchers (cards may be reduced from $60 to $25 – budget pending), provide school supplies and technology support services, and if funding permits at end of semester, student grants. | **Action Plan (include who is responsible):**  EOPS Counselor and Program Staff Specialist will continue to issue and record loans of books/equipment. Counselor will meet with students one-on-one for each required, and any supplemental counseling appointments. Records of loans and counseling interaction will be accurately documented. |
| **Connection to results from assessment of student learning and/or other plans:**  Students, through the three required and structured EOPS appointments, will develop a comprehensive Student Education Plan, receive counseling and guidance, and be informed and reminded of resources both on and off campus. | **Resources/ Budget needed (if applicable):**  EOPS/CARE budgets will be used.  1200 – 31220 – xxxx – 643200  1200 – 30230 – xxxx – 643500 |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  EOPS/CARE budget code |
| Uncontrollable Increase: | |
| Sa | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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| **Objective 2:**  Outreach to community through established public, non-profit and faith-based organizations of services offered to the targeted EOPS/CARE population (historically economic and educational disadvantaged). Becoming more visible in the community as an additional education-success resource. | **Action Plan (include who is responsible):**  Counselor will be responsible for outreach. Both Counselor and Program Staff Specialist will coordinate distribution of Counselor’s attendance (if required), handouts, brochures and applications. Attendance at workshops, service organization events and/or conferences to increase networking circle will be Counselor’s responsibility. |
| **Connection to results from assessment of student learning and/or other plans:**  Knowledge of the EOPS/CARE resource to aid new students in adjusting to college life, meet their academic goals, enhance employability and to achieve academic and personal confidence. Use of outreach to increase the number and percentage of students enrolled at FRC who have historic language, ability, social and economic disadvantages. | **Resources/ Budget needed (if applicable):** |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  EOPS/CARE budgets will be used.  1200 – 31220 – xxxx – 643200  1200 – 30230 – xxxx – 643500 |
| 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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| The EOPS Program offers excellent serve to eligible students through a full time Counselor and a part time Program Staff Specialist who assists both the Counselor and 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 Counselor to meet with students. The Counselor is a non-teaching Faculty Member fully integrated into the Advising Department. |

1. 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 student which are over and above the services offered to other students. One change that will occur is the reduction in amount of funds on the meal vouchers and student awarded grants. The change is necessary now that a full time Counselor is employed. In the past, the salary savings from part time Counselor were utilized for expenditures to students. |

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

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| As a result of having a full time Counselor, more time will be spend with the students in developing appropriate Student Education Plans, having support to fulfil their academic and employment goals, and personal and emotional counseling will be provided. The Counselor will fully participate in outreach events on the campus and within the community. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

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

**Date of Submission:** October 2017

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| **Objective 1:**  Review data from of the previous year’s focus groups and campus climate survey to identify barriers to success for students in the target populations and develop and implement strategies to address the barriers**.** | **Summary of Progress:**  Many issues from the previous year’s APR have been addressed and are carried over below.  Focus groups and the campus climate survey brought to light many issues. One problem students reported was that of transportation. This issue was addressed in several ways: 1) improved promotion of free local public transportation for students with student ID, and a pay-for-service (nominal fee) route to Reno; 2) incorporation of a ride share forum in the FRC app; 3) offered transportation to students for off campus events, such as the Greenhorn ranch mixer.  Students reported access to the internet and a computer as a barrier to completing coursework. To address this, frequent reminders about the Sunday evening hours in the library computer lab were sent out to students and staff via email, the app, social media and by posting flyers around campus. In addition, a new laptop lending library has been utilized by students from target populations.  Major improvements were made to the student lounge to address the need for students to have a place to socialize. The space is staffed by the Student Life Ambassadors and the Engagement  Specialist. Students have utilized this space more since the upgrade and staffing implementation.  Events have been held in the lounge and will continue to be held there throughout the year to make the space more visible.  Another common theme was a need for more support for online classes. The Academic Support Specialist was providing outreach to students to see how they were doing, encourage them to get involved, and made referrals to services. She was present in the library during half of her time and had a designated space with a sign so students were aware that she was there for support. A more comprehensive Summer Bridge Program was offered prior to the Fall semester to help students meet other students, staff, and faculty. |

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| **Objective 2:**  Develop a First Year Experience Program to familiarize students with the FRC campus, and Quincy community that informs students about resources and programs available to them, and provides a support network of faculty, staff and other students. | **Summary of Progress:**  Currently (Fall 2017), the First Year Experience program for new students is in its second year. FYE has incorporated an expanded orientation into an entire week called “Week of Welcome.” Students were assigned to groups and spent the first day of orientation through the end of the first week of school engaged in themed events. This year’s theme was “Dive In.” Events included beach volleyball at the sand courts with inflatable games, a pool party, movie on the green, bowling and tacos and a Friday night concert and barbeque. The week provided opportunities for students to build relationships with each other, the staff and faculty who participated.  Under the First Year Experience program, a Faculty/Staff/Student mixer was held at Greenhorn Guest Ranch. Students and staff were able to spend an evening together enjoying a barbeque, games, music, and line dancing. First Year Experience has also incorporated several themed weeks, which have been promoted and discussed in classes. Themes have included topics such mental well-being, student success and community service. The First Year experience program has also invited special lecturers. There was a presentation on Active Minds, and Professor Chris Connell hosted a discussion before a free viewing of *Dunkirk* at the Town Hall Theater.  The College 100 course was updated and is being reviewed for inclusion in the Area E for CSU General Education. This will determine the direction in which the college will institutionalize the program. |

**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:**  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 | **Action Plan (include who is responsible):**  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. Enrollment and participation in the Summer Bridge Program did increase.  The Director of SSP position was vacant during Summer Bridge 2017 planning and implementation. Additionally, 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.  Participants did complete evaluations of the program. However, due to the staffing issues mentioned above, these evaluations have not yet been reviewed. When the review is complete, the English and math faculty will collaborate to make improvements to the program. |

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| **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. | **Action Plan (include who is responsible):**  The SSP Director accepted the role of CSSO in January 2017 and the SSP Director position remained vacant until October 2017. Due to staffing and other issues, the previous year’s FYE model is currently being used and the FYE has not been restructured into a for-credit class.  Creating and institutional FYE was a topic at the annual Student Services Retreat. Ideas included incorporating the FYE into the College 100 class. Currently this class is not required, but is CSU transferable as an elective. Advisors can encourage students to take this class, but cannot require it. If this class were to be required, one suggestion was to break the class up in to topical sections, such as study skills, resume and career exploration and general extended orientation. Students could choose the topics that they identified as being helpful and register for just those sections. Other ideas included structuring the FYE as a zero credit class.  The Student Life and Engagement Specialist collaborated with the CSSO (former SSP Director) and faculty to review past student activities and plan for 2017 FYE activities. The FYE is a featured area on the FRC app. There is a short introduction explaining the program. A FYE group was created within this featured area and there are currently 7 members.  Work on this objective will be on hold pending approval of College 100 for CSU general education requirement Area E and the implementation of the Guided Pathways framework. |

**Next Year’s New Objectives (fiscal year 2018-19)**

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 continue from the prior year, which is 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 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. | **Action Plan (include who is responsible):**  It is anticipated that the Academic Support Specialist position will be filled in time for Summer Bridge planning. This person along with the SSP Director will pick up from last year’s objective.  Promotional, materials will be produced by the Academic Support Specialist. These materials will be available at Day in the Mountains, Home Field advantage and the Advising office. The Academic Support Specialist &/or Recruiter will partner with local high school programs to market the Summer Bridge to our local population. Outreach calls and e-mail will be made during summer 2018 to students enrolled in Basic Skills classes, students on academic probation and students from our target populations described in the Equity Report.  A videographer will be hired to film activities during the 2018 Summer Bridge and create a promotional video for inclusion on the FRC website and future marketing efforts. |
| **Connection to results from assessment of student learning and/or other plans:**  One of the goals contained in the Integrated Plan is to increase Basic Skills completion rates. The Summer Bridge provides English and math remediation for students with below college level skills and a refresher for those at college level. Additionally, students have Successful Student classes and a chance to create a support system with other students, staff and faculty before the semester begins. | **Resources/ Budget needed (if applicable):**  The Equity and SSSP budget will fund the promotional materials and all cost associated with the Summer Bridge program. |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1200-30190-XXXX-649000  1200-30191-XXXX-649000  1200-30120-XXXX-632000  1200-30121-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:**  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. |
| **Connection to results from assessment of student learning and/or other plans:**  Multiple Measures is a new practice that impacts SSSP, Equity and Basic Skills. Activities to support these initiatives are being aligned in the Integrated Plan. Given recent legislation (AB 705) the use of MM will continue to evolve. | **Resources/ Budget needed (if applicable):**  Equity and SSSP funds will fund any resources needed. |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1200-30190-XXXX-649000  1200-30191-XXXX-649000  1200-30120-XXXX-632000  1200-30121-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) |
| Continued staff training on the use of Multiple Measures | Professional Development | See next year’s objective 2 |

**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 are being implemented. The plan is being reviewed with SSSP and BSI for the Integrated Plan due in January 2018. Currently, the Academic Support Specialist position funded by Student Equity is vacant. |

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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| Recent legislation (AB 705) will provide guidance of the use of multiple measures. The law suggests the use of self-reported high school G.P.A. or guided placement, including self-placement when high school transcripts are not available. This new legislation will impact the assessment and placement of all incoming students. Additionally, the implementation of the Guided Pathways (GP) framework will require the alignment of SSSP and Equity activities with GP elements. |

**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:** October 23, 2017

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s 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 2017-2018 FAFSA’s. | **Summary of Progress:**  The entire financial aid office attended the CCCSFAAA Annual Conference and received training on the revised regulations for verification for 2017-2018. |
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**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:**  Gainful Employment data for award year 2016-2017 was reported to the National Student Loan Data System (NSLDS). | **Action Plan (include who is responsible):**  Andre, Agnes, and Maggie coordinated efforts to ensure timely submittal of 2016-2017 Gainful Employment data to the NSLDS. |
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| **Objective 2:**  FRC’s Program Participation Agreement (PPA) with the U.S. Department of Education expires December 31, 2017. The application for recertification of the Program Participation Agreement was due by September 30, 2017. | **Action Plan (include who is responsible):**  The application for recertification of FRC’s Program Participation Agreement (PPA) with the U.S. Department of Education was submitted on August 23, 2017. |

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| **Objective 3:**  Began implementation of the new Community College Completion Grant. | **Action Plan (include who is responsible):**  Beginning with the fall 2017 semester, Academic Advisors/Counselors created comprehensive student educational plans for all eligible students. The financial aid office will make disbursements to all eligible students once funds are received from the Chancellor’s Office (October 27, 2017). |

**Next Year’s New Objectives (fiscal year 2018-19)**

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:**  Ensure continued smooth and successful implementation of Prior-Prior-Year FAFSA. | **Action Plan (include who is responsible):**  The financial aid office will continue to stay abreast of any changes to the regulations for Prior-Prior-Year FAFSA. The financial aid office will also focus on increasing awareness of Prior-Prior-Year FAFSA to better prepare students/parents in filling out the FAFSA. |
| **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: | |

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| **Objective 2:**  Ensure continued smooth and successful implementation of Year-Round-Pell. | **Action Plan (include who is responsible):**  The financial aid office will continue to stay abreast of any changes to the regulations for Year-Round-Pell. Cheryl McElroy will continue with the configuration/modification of Banner as required. |
| **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 3:**  Implementation of the Course Program of Study (CPOS) 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 Course Program of Study (CPOS) functionality working in Banner. |
| **Connection to results from assessment of student learning and/or other plans:**  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 this new functionality be put into place as soon as possible. | **Resources/ Budget needed (if applicable):**  Total cost 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: | |
| 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) |
| *Example:* Staff training on effective written communication | Professional Development | See current year objective 2 |
| *Example:* One new clerical staff member | Additional Staff | See next year objective 3 |
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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 Financial Aid Office disbursed $4,615,549 in federal grants and loans, state grants, and scholarships for 2016-2017. The 2016-2017 FISAP, BFAP-SFAA, and Osher reports have been submitted for 2016-2017 as well. |

1. 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.  Late reporting of enrollment data to the National Student Loan Data System (NSLDS) via the National Student Clearinghouse (Clearinghouse) by IT no longer continues to be an issue. Enrollment reporting to the Clearinghouse is now done on schedule and on time. |

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

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| The Financial Literacy Program that the Chancellor’s Office was initially going to roll out in 2017-2018, is now expected to be rolled out in 2018-2019. The Financial Aid Office, in conjunction with SSSP/Equity, will be working together to help ensure a smooth and successful implementation. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

**Name of Program/Department/Service Area: marketing and Outreach**

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

**Date of Submission:** October 27, 2017

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| **Objective 1:** | **Summary of Progress:** |
| The 4 year degree program application process will be fully implemented and assessed for effectiveness. | The CSSO, the Assistant to the CSSO, and the Recruiter developed and launched an application process in collaboration with the Admissions Office. In 2016-2017, there were issues with applications coming in blank, so in fall 2017 a new application was created using the new form tool that has more advanced capabilities than the pdf application had. The application review committee, Director of Admissions and Records, CSSO, and Assistant to the CSSO will evaluate the effectiveness of the new application again after the fall window and make changes as necessary. |

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| **Objective 2:** | **Summary of Progress:** |
| The $15,000 grant awarded for marketing the 4 year degree program will be spent in ways that attract capable students who have the desire to enroll in and complete the program. | The Agriculture department met with the CSSO and Recruiter to develop strategies to spend the grant funds to market the BS Program. The group identified three marketing strategies including rebuilding the agriculture webpages to be more attractive to the target populations, producing videos to highlight the “hands-on” nature of the program and incorporating the videos on the new website, and hiring a consultant to execute a social media marketing campaign. |

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| **Objective 3:** | **Summary of Progress:** |
| Create YouTube videos that represent the academic programs and co-curricular activities in a positive and attractive manner, and attach these videos to the FRC website. | The CSSO hired a consultant to develop videos highlighting instructional and student services programs. The videos were uploaded to the FRC Youtube channel and rotate on the homepage of the FRC website. The videos also need to be shared on social media sites to attract more viewers. |

**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):** |
| 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, the assistant to the CSSO and the Recruiter will attend the conference in spring of 2018 and bring ideas back to share with the Strategic Enrollment Management Committee and the Communications Committee. The campus community will be invited to participate in webinars. |

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| **Objective 2:** | **Action Plan (include who is responsible):** |
| Develop new marketing and promotional material incorporating the new college logo. | The Recruiter will create a “quick facts” document to highlight specific components of the college and details about the FRC student population. The Recruiter will also develop hand-out materials utilizing our new college logo.  The CSSO and Assistant to the CSSO will complete the college signage project replacing old signage and work with the art faculty to produce a new campus map. |

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| **Objective 3:** | **Action Plan (include who is responsible):** |
| Implement ideas and strategies recommended by the Strategic Enrollment Management Committee to improve recruitment efforts. | Faculty and program leaders will attend SEM meetings to share their recruitment practices. Their ideas will be considered for implementation.  The Recruiter and Recruiter Assistant will create a spreadsheet with contact information for prospective students who have requested more information about the college. There will be a system in place to follow up with the prospective students through direct mailings, email, and phone calls and specific dates to inform prospective students about upcoming events and important registration information.  The Recruiter will provide updates regarding current recruitment strategies and trends. |

**Next Year’s New Objectives (fiscal year 2018-19)**

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:**  Improve the college’s web based marketing in an effort to make FRC more visible and attract more students to campus. | **Action Plan (include who is responsible):**  The CSSO will hire an independent contractor to work on graphic design and web development projects to improve online marketing and the college’s digital appearance. Also, the implementation of an AdWords campaign. |
| **Connection to results from assessment of student learning and/or other plans:**  Growing on campus enrollment is described in the Marketing CPR, Quality Focus Essay, Board of Trustees goals, the Strategic Enrollment Management goals and the draft of the college’s Education Plan. | **Resources/ Budget needed (if applicable):**  $8,000 |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1100-10400-5050-671000 |
| Uncontrollable Increase: N/A | |
| Safety: N/A | |
| New Student Attraction: High – this would improve the college’s online presence by appealing to the college’s target population. | |
| Student Success and Retention: Improve the functionality of the website by making it more user-friendly. | |
| Relation to Student Learning: Students and prospective students will be better able to locate information. | |
| Support for employees to be effective: Funding will allow for a marketing expert to improve the promotion and visibility of programs and services. | |
| Feasibility: A contract employee is more cost effective than hiring a full time position and allows the college to determine if there is an ongoing need. | |

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| **Objective 2:**  Work with the Foundation to improve FRC presence throughout Plumas County by building community connections and partnerships. | **Action Plan (include who is responsible):**  The Recruiter, Recruiter Assistant, and CSSO will be responsible for developing relations with the Foundation and with Plumas County businesses to have FRC promotional materials in their businesses. |
| **Connection to results from assessment of student learning and/or other plans:** N/A | **Resources/ Budget needed (if applicable):**  Staff time |
| **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) |
| *Example:* Staff training on effective written communication | Professional Development | See current year objective 2 |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

|  |
| --- |
| Marketing and recruitment efforts are under the CSSO, Recruiter and Recruiter Assistant, however strategies to grow enrollment and market the college are discussed in various shared governance committees and supported by the college at large. The marketing budget is used to develop materials such the catalog, brochures, class schedule, place ads for special events and courses, support radio and newspaper ads, and advertise in specialized magazines. It is also used to purchase “swag” and other promotional materials distributed to prospective students. Last year the budget also contributed to the development of the college’s new logo and updated campus signage. |

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

|  |
| --- |
| The last CPR was written this fall and reflects on activities from the last four years including an increased social media presence, a new college website, growing outreach events, and adopting a new college logo.  Other changes include less reliance on print material since they become outdated too quickly and are a large expense. This year the college decided not to print the course schedule and catalog. An ad for the course schedule will be in the newspapers throughout Plumas County and online with Plumas News directing readers to the website where both the electronic catalog and class schedule will be accessible. The catalog will also include links making it more user friendly. More efforts are being made to get involved in the communities that FRC serves. Examples from the last few months include staff and student representation at the 4th of July activities in Graeagle, Railroad days in Portola, partnering with student life to decorate Quincy for fall, students participating in Halloween activities locally and 5 staff and 2 students participating in the Foundations fundraising event Dancing with the Stars. |

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

|  |
| --- |
| The college website will be migrating to a new platform in spring of 2018. This will be an opportunity to make improvements to the website and hopefully next year, work with a contractor to improve online marketing and the college’s digital appearance. |

**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 26, 2017

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

**Instruction**

**X Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

|  |  |
| --- | --- |
| **Objective 1:** | **Summary of Progress:** |
| **N/A** |  |

|  |  |
| --- | --- |
| **Objective 2:** | **Summary of Progress:** |
| **N/A** |  |

**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. |
|  |  |

|  |  |
| --- | --- |
| **Objective 2:**  Reduce stigma surrounding mental health  services. | **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:**  Support staff and faculty regarding student  mental health concerns | **Action Plan (include who is responsible):**  Dr. Foster will provide ongoing consultation with  staff and faculty regarding student mental health concerns. |

**Next Year’s New Objectives (fiscal year 2018-19)**

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

|  |  |
| --- | --- |
| **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. |
| **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):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:**  Reduce stigma surrounding mental health  services. | **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 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):N/A** |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective:  Feasibility: | |

|  |
| --- |
| **Objective 3: Action Plan (include who is responsible):**  Support staff and faculty regarding student Dr. Foster will provide ongoing consultation  mental health concerns. with staff and faculty regarding student  mental health concerns.  **Connection to results from assessment of Resources/Budget needed ( if applicable):**  **student learning and/or other plans:** No financial resources outside of the Mental  Student Services Student Learning Objectives: 1, Health and Wellness Center will be required.  4, and 5  **If new resources are requested, address the Budget code- if applicable (include Fund,**  **following criteria: 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) |
| *Example:* Staff training on effective written communication | Professional Development | See current year objective 2 |

**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 Mental Health and Wellness Center opened in January 2017, and the demand for services continues to increase. |

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

|  |
| --- |
| N/A |

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

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| --- |
| The hiring of an Administration Assistant will assist with programming and outreaches. |

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

**Name of Person Submitting this Review:** Sarah Ritchie and Charles Rifenbark

**Date of Submission:** 10/20/2017

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

|  |  |
| --- | --- |
| **Objective 1:**  Continue Residence Hall improvements. | **Summary of Progress:**  We have continued to remodel dorm units, purchased washer and dryers and worked on the drainage system at the residence halls. Have upgrade the 100’s and 200’s with the new fob key system. |
|  |  |

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| --- | --- |
| **Objective 2:**  Continue on improving student life. | **Summary of Progress:**  We worked with Jeff Lewis and provided many activities for the students including: Welcome Back BBQ, White Out, End of the Year Party, Chico de Mayo and Super Bowl Party! |
|  |  |

**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:**  Continue adding to residence hall summer program. | **Action Plan (include who is responsible):**  Continue working with athletic department, instruction office and maintenance departments.   * Add more camps for summer |
|  |  |

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| --- | --- |
| **Objective 2:**  Continue Residence Hall improvements. | **Action Plan (include who is responsible):**  **Continue to work with Nick Boyd and the maintenance department for residence hall improvements.**   * Improve internet at Dorms and Meadows * Improve Laundry Facilities at Dorms * Improve Camera System at Dorms |
|  |  |

|  |  |
| --- | --- |
| **Objective 3:**  Continue on improving student life. | **Action Plan (include who is responsible):**  Continue working with Jeff Lewis, Student Services department, and maintenance department  • 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 2018-19)**

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 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 |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):**  Labor and Capital Improvement Money |
| **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:**  Add more student employment hours | **Action Plan (include who is responsible):**  Budget committee can allocate the additional funding to help offset the increases the minimum wage. |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):**  Dorms would like to request 1600 hours for student employment. |
| **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) |
| *Example:* Staff training on effective written communication | Professional Development | See current year objective 2 |

**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 college has been successfully managing the Feather River College residence halls for the past 7 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 full as well. |

1. 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 $100,000 budget line item subsidization form the college. |

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

|  |
| --- |
| * Continue to upgrade Facilities and Property * Increase more student activities * 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, 2017

**Management Area (check one):  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 |

|  |  |
| --- | --- |
| **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.)  
Will your allocated resources be sufficient given your objectives?

|  |  |
| --- | --- |
| **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.  The utilities expenses are continuing to rise and we are experiencing a budget shortfall that is forcing us to transfer money from building repair to cover these shortages. In addition, there are ongoing expenses for which funding has not been granted, like television service and a required portable restroom for employees onsite. This is taking funding away from Building Repair, restricting us from properly maintaining the facilities at the Meadow creating a liability. |

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

**Next Year’s New Objectives (fiscal year 2018-19)**

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

|  |  |
| --- | --- |
| **Objective 1:** Continue to operate, and maintain the facilities at the Meadows to provide safe and suitable housing for our students. | **Action Plan (include who is responsible):**  Increase operational budget to cover actual increased costs of operating this enterprise. (Nick Boyd) |
| **Connection to results from assessment of student learning and/or other plans:**  Facilities Master Plan & Education Plan | **Resources/ Budget needed (if applicable):**  $19,326 |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1100-36300-xxxx-697000 |
| 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: Actual operational cost and increases to operational budget. | |
| Safety: Pay for increased electrical, propane and sewer expenses. | |
| New Student Attraction: Providing additional options for housing is important due to the low availability of rentals for students in the Quincy area. | |
| Student Success and Retention: Suitable student housing will allow students to live close to campus and stay enrolled in school. | |
| Relation to Student Learning: Students need housing in order to attend class and graduate. | |
| Support for employees to be effective: | |
| Feasibility: Uncontrollable operational increases in PG&E, sewer, restroom and TV service. | |

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.

|  |
| --- |
|  |

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

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|  |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

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

**Date of Submission:** October 27, 2017

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

|  |  |
| --- | --- |
| **Objective 1: N/A** | **Summary of Progress:** |
|  |  |

|  |  |
| --- | --- |
| **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.)  
Will your allocated resources be sufficient given your objectives?

|  |  |
| --- | --- |
| **Objective 1: Finish Exterior of The Pines** | **Action Plan (include who is responsible):** |
|  |  |

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

**Next Year’s New Objectives (fiscal year 2018-19)**

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

|  |  |
| --- | --- |
| **Objective 1:**Finish Exterior of The Pines | **Action Plan (include who is responsible):**  Do it- (Boyd) |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):**  Funded |
| **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:**  Cover Actual operational cost of The Pines | **Action Plan (include who is responsible):** |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):**  $9,459 |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1100-36500-2120-697000 = $3,959 Labor |
| Uncontrollable Increase: Labor, Internet, Garbage 1100-36500-5115-697000 =$2,500 Garbage | |
| Safety: 1100-36500-5117-697000-= $3,000 Internet | |
| 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:

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.

|  |
| --- |
|  |

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:** October 27, 2017

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

|  |  |
| --- | --- |
| **Objective 1:** | **Summary of Progress:** |
| Work closely with the Student Engagement Specialist and Student Ambassadors to assure the appropriate number and variety of activities are offered and promoted. | There were a number of new events added last year which worked toward this objective. There were both large, multi-day events such as Week of Welcome and Spirit Week, as well as smaller events such as Holiday parties, and game nights. The Student Engagement Specialist, Ambassadors, There was a large variety of events that included educational opportunities such as celebrating Black History Month with a guest speaker and faculty led panel discussion & film, as well as classroom discussions around themes such as current events and values. |

|  |  |
| --- | --- |
| **Objective 2:** | **Summary of Progress:** |
| Promote student involvement in the shared governance committee structure**.** | During the 16-17 year, the ASFRC President and Student Trustee both had busy class and work schedules during most committee meeting hours and were not able to commit to attending committee meetings. Student Ambassadors participated in some Communication Committee meetings and their insight was very helpful.  With a new group of student leaders, the committee involvement will be brought up again during an ASFRC and Ambassador meeting in the fall to determine how to get students more involved in the committees. |

**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:** | **Action Plan (include who is responsible):** |
| 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 will join the Ambassador meetings at least once a month to discuss and plan upcoming events. The ASFRC President will host monthly meetings with an agenda and the Ambassadors will be encouraged to attend and participate.  The CSSO, Student Engagement Specialist and ASFRC President will run elections for the 18-19 year during spring of 18 to improve continuity of student leadership. |

|  |  |
| --- | --- |
| **Objective 2:** | **Action Plan (include who is responsible):** |
| 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 will work 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 will work 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 will be share through the app, email, and announced in classes when applicable. |

**Next Year’s New Objectives (fiscal year 2018-19)**

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.

|  |  |
| --- | --- |
| **Objective 1:**  Provide opportunities for ASFRC members and Student Ambassadors to attend a student leadership training. | **Action Plan (include who is responsible):**  The CSSO and Student Engagement Specialist will coordinate funding through fundraising efforts, existing budgets and/or a mini-grant application, to send students to a leadership training. Information and new ideas will be brought back and shared with the campus. |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):**  Not new funding is being requested. |
| **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:**  Make updates to the Student Life page on the FRC website to be more representative of the activities and events offered at FRC. | **Action Plan (include who is responsible):**  The CSSO and Student Engagement Specialist will work with a photographer and the Recruiter to update the Student Life page. They will also develop more student life pictures to include in the slider images on the FRC home page and direct viewers to the Student Life page. |
| **Connection to results from assessment of student learning and/or other plans:** ASFRC CPR | **Resources/ Budget needed (if applicable):**  No additional funding is being requested. |
| **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) |
| *Example:* Staff training on effective written communication | Professional Development | See current year objective 2 |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

|  |
| --- |
| Student Life and the number of events has grown and improved tremendously since the addition of the Student Life and Engagement Specialist position. There is room to improve the ASFRC presence/existence on campus. Objectives are in place to continue to build integrated student leadership. |

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

|  |
| --- |
| No significant issues and/or changes that have occurred since the last comprehensive review (2017). |

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

|  |
| --- |
| There is a very motivated ASFRC leader this year and an interest to build more community involvement and presence among shared governance. There are no significant changes expected. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

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

**Date of Submission:** October 2017

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

|  |  |
| --- | --- |
| **Objective 1:**  Fully implement SARS into the Advising structure including integration with Banner and text messaging capability. | **Summary of Progress:**  SARS has been fully implemented into the Advising structure, including Banner integration. SARS is able to pull information from Banner. When the advisors open SARS, they can see if a student has completed the three matriculation components. While working with a student, Advisors have been trained to record services provided into SARS. However, the information from SARS is not automatically fed into Banner. At this time, monthly SARS reports are run and data is then entered into Banner. The Program Staff Specialist reviews the data and captures any missing services using the students’ electronic files. TRiO advisors are responsible for their own data entry into Banner. As advisors become more fluent with SARS, student workers will enter data into Banner.  With E-SARS, students can make appointments with their advisors from the FRC app or the website as well as calling or stopping by the advising office. Text messaging capability was recently implemented. The service will confirm students’ appointments with advisors. |

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| **Objective 2:**  Continue to improve the student’s experience and satisfaction with the core services provided through the Student Success and Support Program (Orientation, Assessment, Education Planning and Follow-Up) and increase the number/percentage of students that qualify for priority registration based on completion of the core services. | **Summary of Progress:**  To avoid priority ineligibility, the Advisors used the priority registration list produced by the Institutional Researcher to reach out to students who did not qualify for priority registration to encourage them to complete the core service(s) that were missing.  Orientation information was reviewed to ensure all required components were covered and therefore count as a completed primary orientation.  The use of Multiple Measures to improve course placement was implemented for Fall 2017 placement. Advisors use the Multiple Measures Matrix excel spreadsheet to evaluate high school transcripts. This matrix bases placement on high school non-weighted G.P.A. for English placement. Math placement is based on the grade received in the highest math course taken along with non-weighted G.P.A. This tool was developed and validated by the RP Group. Additionally, advisors may talk with students to get a better feel for the student’s grit and ability to succeed in college level courses. The Accuplacer test is still used, but is not the primary tool for course placement.  The SSSP counselor provides intervention and follow up services to at-risk students. For students who are undecided about their major, services are available and being developed. Student can elect to take College 100, which has a career exploration and planning component. The First Year Experience program provides a way for students to meaningfully interact with faculty, staff and other students as they find their college and career path. Additionally, a series of dinner and guest speaker workshops is being developed. Speakers will talk about careers and other life skills topics. |

**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:**  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. | **Action Plan (include who is responsible):**  A series of professional development webinars was held at the start of the Fall semester to help Advisors effectively use Multiple Measures. Currently, Advisors use the Multiple Measures Matrix developed by the RP Group and personal conversations with the students to determine course placement.  The Advising Task Force and Institutional Researcher, in conjunction with input from Faculty, will review data to determine effectiveness of using Multiple Measures. Final grades from Fall 2017 and Spring 2018 will be the first cohort of students to use multiple measures for course placement. The use of multiple measures increased the number of students placed into English 101 rather than English 10. The success rate of English 101 is not expected to change. However, due to its increased enrollment, it is expected that overall, more students will successfully complete the college level course. |

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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. | **Action Plan (include who is responsible):**  Because CCCAssess has been abandoned by the Chancellor’s office, the Advising Task Force will continue to discuss other strategies for course placement. In some instances, high school transcripts are not available, so other measures need to be used. The Accuplacer is still available as a placement tool, but can no longer be required. Additionally, the Accuplacer cut scores should be reviewed. The last review most likely took place in 2012. Tools for placement such as questionnaires may need to be developed with the option of a placement test if the student chooses to participate.  SARS has been implemented, but there is not a system wide portal that gives students access to self-assessments and career exploration. Online orientation is available on the FRC website. Starfish software is being explored as an online educational tool for students to use. |

**Next Year’s New Objectives (fiscal year 2018-19)**

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:**  Evaluate and make adjustments to the “Day In The Mountains” schedule to improve the student outcome. | **Action Plan (include who is responsible):**  The ATF will be responsible for reviewing the current schedule and developing strategies for improving the students’ experiences. The day should be fun and get prospective students excited about enrolling at FRC; students should leave with schedules that accurately reflect their educational goal; students should have better course placement using multiple measures. Additionally, other options/events may be discussed as the D.I.T.M. has been scheduled during Future Farmers of America conferences, affecting participation from students interested in the FRC agriculture programs. |
| **Connection to results from assessment of student learning and/or other plans:**  This objective connects to the Integrated plan goal of increasing the percentage of students who are fully matriculated. It also connects to evaluation of multiple measures outlined in the Integrated Plan. | **Resources/ Budget needed (if applicable):**  The SSSP Budget will pay for any resources needed. |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1200-30120-XXXX-63200  1200-30121-XXXX-63200 |
| 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:**  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):**  Under the Guided Pathways framework, the SSP Director and ATF will work with CSSO and CIO to integrate the software tool into the guided pathways plan. The ATF will identify software to meet this need and develop training for student to enable them to use this tool. |
| **Connection to results from assessment of student learning and/or other plans:**  One of the goals in the Integrated Plan is to increase course and program completion. This tool will help students plan more effectively and will provide information helpful to program completion. | **Resources/ Budget needed (if applicable):**  The SSSP budget will pay for any resources needed. |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1200-30120-XXXX-63200  1200-30121-XXXX-63200 |
| 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) |
| Staff Training on the use of educational software | Professional Development | See next year objective 2 |
| IT support to implement educational planning software | IT | See next year objective 2 |

**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 Integrated Plan is identifying common goals and aligning activities across SSSP, Student Equity and Basic Skills initiatives. IT staff has been hired to help support SSSP with the implantation of SARS. The program was without a full time director until October 1 and the Academic Support Specialist is currently open with the resignation of staff in late August. The part time SSSP Counselor position will be vacant beginning December 1, 2017. |

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

|  |
| --- |
| Since the last comprehensive review, IT support has been hired to keep up with the demands from the various CCCCO initiatives. |

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

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| Recent legislation (AB 705) will provide guidance of the use of multiple measures. The law suggests the use of self-reported high school G.P.A. or guided placement, including self-placement when high school transcripts are not available. This new legislation will impact the assessment and placement of all incoming students. Additionally, the implementation of the Guided Pathways (GP) framework will require the alignment of Equity and SSSP activities with GP elements. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

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

**Date of Submission:** 10/11/2017

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

**Instruction**

**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 15-16, 90% 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 15-16, 80% 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?

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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):**  We are currently receiving progress reports for the fall semester and assessing what we can do to help students be successful. We have a Mentor/Tutor in the office in the mornings for students to have drop in tutoring on most subjects. Only one mentee has come forward this year and is paired with a mentor. We are still looking for more mentees. Beth will put on Academic Success Workshops during the fall and spring. 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 assist students in their classes and help with printing. |

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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 17 and Spring 18, transfer in classes from other colleges and complete CSU/UC transfer applications for Fall 2018. Also, all three of the TRiO/SSS Advisors are currently making appointments with our advisees for Spring 2018 priority registration. |

**Next Year’s New Objectives (fiscal year 2018-19)**

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 the 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, 2.3  Student 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, 2.3  Student Services SLO – 4,5,6  SEM 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) |
| *Example:* Staff training on effective written communication | Professional Development | See current year objective 2 |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

|  |
| --- |
| We are currently finishing off the acceptance of the new participants and making sure all files are complete. This year it has been harder 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 2016. 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.  The students are also beginning to schedule appointments for Spring 18 advising. Advising just got eSARS up and running so students can schedule their own appointments with their advisors through the web or FRC app. I am interested in seeing if any of our TRiO students do schedule their own appointments.  The FAFSA for the 18-19 school year just opened on October 1st and we held a “Completing the FAFSA” workshop for October 2th to help the students complete them as early as possible. The students were encouraged to sign up for one on one appointments with Gretchen for extra help.  TRiO/SSS will collaborate with the transfer center to take four transfer trips this fall; UNR, UC Davis, CSU Chico, CSU Sacramento. The UC Davis trip was a big success with 5 students and 2 staff enjoying a great tour. The group met up with two former SSS FRC students and the past Director of SSS from FRC. They gave great tours and the students were fortunate to visit a Biology Lab and UC Davis Soccer game.  We have hosted five TRiO/SSS Student Orientations and assisted with the Career, College, and Transfer Fair. We tried something new this year and did an early Orientation in combination with EOPS. Quite a few students came and we had many EOPS students fill out applications to join TRiO/SSS. We also have scheduled for the semester three financial literacy workshops, a workshop on how to write a personal statement for UC applications, and a study skills workshop.  We are going to be starting the application for grant renewal. The grant renewal should be turned in by Spring 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.

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| We are not going to be making any changes this year. Just keep moving forward with our Tutor/Mentors. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

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

**Date of Submission:** October 2, 2017

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s 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 met with **100%** of non-senior participants served, completing the 2016-17 academic year and continuing in school for the 2017-18 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 met with **100%** of the seniors served by the ETS program during 2016-17 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 met with **58%** 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 met with **91%** 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 Postsecondary Attainment is a work in progress. Six cohorts of students who enrolled in postsecondary education (graduates from the classes of 2012, 2013, 2014, 2015, 2016 and 2017) are currently being tracked. They will 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 2018-19)**

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:

1. 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 first year of the new five year grant cycle, all of the ETS objectives were surpassed. |

1. 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 July. The other advisor is now working temporarily “out of class” as the SSP Director necessitating the hire of an interim ETS advisor in her absence. |

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

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| --- |
| a) Training of two 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.  c) Next year will be the first time that ETS will be required to report on Objective 5 based on participants who enrolled in post-secondary education in 2012. |

**Appendix**

Attach supporting documents as appropriate.

Please find attached the 2018-19 Budget Proposal for ETS.



**ANNUAL Program Review**

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

Upward Bound, Student Services

**Name of Person Submitting this Review:**

Audrey Peters

**Date of Submission:** October 26, 2017

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| --- | --- |
| **Objective 1:** | **Summary of Progress:** |
| Complete and submit the grant proposal for another five-year cycle of funding to support the Upward Bound program. | The Upward Bound grant proposal was completed and submitted in November of 2016 and we received notification in May of 2017 that we were awarded another five-year cycle of funding to support the Upward Bound program. The grant award we received was in the amount of $257,500.00 annually for 5 years. In September of 2017 we received notice that our program would receive a 2.5% funding increase for the 2017-18 year in the amount of $6,438.00 bringing the total award amount for the 2017-18 year to $263,938.00. |
|  |  |

**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? Yes

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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 |

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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 |

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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 |

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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 the attached draft grant proposal |

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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 the attached draft grant proposal |

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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 |

**Next Year’s New Objectives (fiscal year 2018-19)**

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:**  **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 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 30815- XXXX- 649200 (pending release of 2018-19 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 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 30815- XXXX- 649200 (pending release of 2018-19 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 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 30815- XXXX- 649200 (pending release of 2018-19 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 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 30815- XXXX- 649200 (pending release of 2018-19 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 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 30815- XXXX- 649200 (pending release of 2018-19 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 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 30815- XXXX- 649200 (pending release of 2018-19 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) |
| *Example:* Staff training on effective written communication | Professional Development | See current year objective 2 |

**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 staffed and functioning 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 2nd. |

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

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| Since the last Comprehensive Program review we have received funding for another five-year cycle of funding. Per the grant proposal we have added Plumas Charter School sites to our list of “target schools” served by our program and we have restructured our staffing to no longer include an Office Assistant. |

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

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| Upward Bound Advisor, Kerry Allan has submitted her resignation effective January 1, 2017 and we are currently flying the position in hopes of hiring a new Advisor prior to the holidays. |

**Appendix**

2017-18 Grant Award Notification attached