

**ANNUAL Program Review**

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

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

**Date of Submission:** November 4, 2019

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

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

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| **Objective 1:** | **Summary of Progress:** |
| Work with ASFRC, Student Services staff and shared governance committees to plan activities and strategies to relieve food insecurity on campus using the funding from the Hunger Free Campus Grant. | ASFRC, Student Services and the Diversity Committee utilized funds from SEA and the Hunger Free grant to organize events where free meals were provided to students:   * First Year Experience Events – 21 events held; a total of 1669 students were provided a free meal * Student Success Workshops – 12 workshops were held; a total of 195 meal vouchers were given out * FRC Feast w/Career Presentation – 8 events held; a total of 317 students were provided dinner * Cultural Education Events w/ Themed Lunch – 5 events held; a total of 740 students were provided lunch * Mobile Food Pantry – 2 mobile pantries were organized; 150-175 bags of food were distributed. * Food Distribution – 50 bags of food were distributed to students prior to the Thanksgiving holiday.   Developed a flyer to provide food resources for students that were available on campus and throughout the county along with the steps to apply for CalFresh.  The Academic Support Specialist held workshops to assist students in applying for CalFresh. |

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| **Objective 2:** | **Summary of Progress:** |
| Continue involvement with Guided Pathways through efforts to improve services and experiences that fit within the four pillars. | The CSSO and CIO along with designated faculty and classified representatives identified and implemented the following activities that fit within the framework and pillars of Guided Pathways:   * The CSSO and CIO identified Guided Pathways Liaisons for faculty and classified staff. The GP work group met regularly throughout the year and consulted with GP representatives from the CCCCO. * Provided embedded tutors in English and Math classes. * Purchased a WiFi Digital Screen for Environmental Studies for program promotion. * Brought in a visiting artist and curator for the annual Student Art Exhibition. * Hired an interim Digital Marketing Manager to assist with improving program marketing on the website * Shared the cost for 25th Hour Communications Inc. who is assisting us to improve our marketing strategies, onboarding and enrollment processes, and communication; this project will continue into 2019-2020. * Over summer planned the first Plumas-Sierra Education Summit, which was held at FRC in August. * During Spring Flex Day held workshops with faculty and advising staff to work on program mapping and gain a better understanding of Guided Pathways.   The CSSO worked with the Student Services Council to review and revise the Student Services Student Learning Outcomes so they relate to Guided Pathways, are meaningful, and can be assessed by the various Student Services departments. The revisions have been submitted to SLOAC for review and will be refined and finalized by Student Services Council in 2019-2020. |

**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):** |
| Update Title IX information and improve Sexual Assault and Harassment training for students and student housing staff. | The CSSO will work with Title IX Officer to train more employees to be Title IX investigators.  The CSSO will work with the Title IX Officer, Investigators, and Student Incident Team to update information that is distributed to reporters and responders.  The CSSO will work with appropriate staff to update information that is shared with students during orientation and incorporate simulations.  The CSSO will work with appropriate staff to update information that is shared with employees, specifically housing staff.  The CSSO will update information on the website.  The CSSO will research confidential tracking software. |

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| **Objective 2:** | **Action Plan (include who is responsible):** |
| Continue to work with the CIO and Guided Pathways Liaisons to make progress toward implementing Guided Pathways and services as they fit within the pillars. | Continue to work with the Guided Pathways work group to provide opportunities for faculty and staff to work on course mapping.  The CSSO will follow up on recommendations from the 25th Hour Communications utilizing shared governance committees as appropriate.  The Guided Pathways work group will continue to research an education planning software solution and make a recommendation.  The CSSO will continue to work with marketing to provide recommendations and oversight regarding program websites and recruitment flyers. |

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| **Objective 3:** | **Action Plan (include who is responsible):** |
| Update and publish Student Services Student Learning outcomes and implement strategies to assess the SSSLO’s throughout all Student Services Departments. | The CSSO will work with Student Services Council to finish updating the SSSLO’s to ensure they are meaningful to all services, develop strategies to assess SSSLO’s by service area and determine an assessment cycle.  The CSSO will submit the final SSSLO’s to SLOAC.  The CSSO will also work with Student Services Council to determine if the CPR template could be a better SSSLO instrument. |

**Next Year’s New Objectives (fiscal year 2020-21)**

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

If completing your program’s objectives will require resources from **IT, Facilities, Professional Development,** or **Additional Staff** please include your request below. 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 |
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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 current CSSO has been in the role for almost three years and has become familiar with the various components of the job. The Admin. Assistant to the CSSO has been in her role for nearly twenty years and will be retiring this year. |

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, significant changes include hiring a new CSSO, developing a new Student Service Program for Matriculation and Support Services funded through SSSP and Equity and establishing a Mental Health and Wellness Center on campus. |

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

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| The Admin. Assistant to the CSSO will be retiring at the end of the 2019-2020 academic year. The goal is to have a month of overlap to train the replacement. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

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

**Date of Submission:**

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

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

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| **Objective 1:** | **Summary of Progress:** |
| Learning and fixing CAPP’s degree audit module. | On her own, the new A&R Director has studied and learned the degree audit module. She had modified all current degree audits to work to the best of her ability. There was hope Financial Aid would hire a 3rd party to help train staff on the parts that are currently unable to be fixed. For example, limiting the number of activity classes counted and limiting the reuse of classes to only two. This will be a continual process as degrees and certificates are added every year and current ones are modified. (Gretchen Baumgartner/Financial Aid) |

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| **Objective 2:** | **Summary of Progress:** |
| Create procedural manuals. | Since we have not gone live yet with Banner 9 we have not updated the procedural manuals. Currently we are testing and learning to navigate the new system. (Gretchen Baumgartner, Lisa Noia, Erin Ellingson, Cathy Riley) |

**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):** |
| Restore the 60% Admissions & Records Technician position to full-time status. | I have heard nothing on the restoring of this position and there is an extreme need. We will continue to push to have the position restored to full time and the A&R staff back to 3 full time employees, as it used to be. |

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| **Objective 2:** | **Action Plan (include who is responsible):** |
| Continue rewriting and updating our procedural manuals. | Since we have not yet gone live with Banner 9 we have not been able to updated the procedural manuals. However, currently we are testing Banner 9 and learning to navigate the new system. |

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| **Objective 3:** | **Action Plan (include who is responsible):** |
| Implement the Housing Module. | This whole year the I.T. focus has centered around getting Banner 9 up and running. Implementing the Housing Module is on hold until Banner 9 is running and our staff is comfortable managing the new screens and platform. |

**Next Year’s New Objectives (fiscal year 2020-21)**

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:**  Finish implementing CCCApply | **Action Plan (include who is responsible):**  Once Banner 9 is fully implementing we will begin again to work with IT and Lee (consultant) to finish the setup of CCCApply and start accepting new students via CCCApply. |
| **Connection to results from assessment of student learning and/or other plans:**  FRC Student Services Learning Outcome #1 | **Resources/ Budget needed (if applicable):**  In-kind resources |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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

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| **Objective 2[bis]:**  New higher powered A&R staff computers | **Action Plan (include who is responsible):**  Updated and faster computers are needed to keep our staff working at a high functioning level. The current computers in A&R freeze up or timeout constantly throughout the day. Due to the nature of our jobs, we need to export data frequently throughout the day with thousands of rows of data. Excel frequently times out or stops working when files are large or more than one file is open. My staff has to work on multiple projects at one time or look in multiple areas to complete our jobs and if we are constantly waiting on our computers to stop being in timeout or restart the computers in an attempt to fix them, we are not very efficient. New higher-powered computers would speed up our processes allowing us to help more students and staff in a timely manner. |
| **Connection to results from assessment of student learning and/or other plans:**  Increase the productivity of the A&R office and A&R staff by serving more students and staff in way that is more efficient. | **Resources/ Budget needed (if applicable):**  4 new staff computers  eQuote - 1000407420388  4 Computers - $2734.99 |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase: FRC pushes to increase the numbers of students, which means more work for A&R and the computers. | |
| Safety: Not applicable | |
| New Student Attraction: A&R office being able to process new student’s apps with less time wasted waiting on the computer timeouts. | |
| Student Success and Retention: More students being helped faster and more efficient. | |
| Relation to Student Learning: Being able to assist the students and staff faster and in a more productive way. | |
| Support for employees to be effective: Less staff time wasted on waiting for the computers to work | |
| Feasibility: More productivity | |

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| **Objective 3:**  Restore the 60% Admissions & Records Technician position to full-time status. | **Action Plan (include who is responsible):**  With the **increase** of Instructional Service Agreement (ISA) enrollments from the 2015/2016 to the 2018/2019 academic year:   * **87% for Butte County Office of Education (BCOE-Mini Corps)** * **62% for the Incarcerated Students Program (ISP)**   It is essential that the 60% A&R Technician position **return** to full time status. All ISAs are processed and registered by hand through our office with paper applications. The additional 40% is greatly needed to support the additional workload of processing the ever-increasing ISA enrollments.  In addition to the increased ISA workload, the Athletic Academic Advisor took on articulation and the sole responsibility for verifying student athlete eligibility (over 325 student athletes) was returned to the A&R department.  In addition, FRC added 2 new housing facilities that has increased the workload of the Students Accounts Technician and having the A&R Technician placed back to full time will allow some backup to student accounts.  The CSSO has asked for an increase in the number of times we bill students to be once a month which is very difficult to accomplish with the current staffing, the extra 40% will allow this position to do the actual printing and mailing of the letters for the monthly billing. We are also sending students to a collection company now, which requires extra work to get the names together and make sure our billing is correct.  Lastly, the A&R office is also solely responsible for the collecting and processing of Bachelor’s Degree program applications plus contacting the prospective students about the applications. Adding to our plate, we will also be processing the next round of nursing applications. In the past, the nursing application process was not done through the A&R office.  The Financial Aid Office has 3 full time support employees and works with only students that receive financial aid. The A&R office provides services to ALL students on and off campus from day one when they apply to FRC, until they transfer or graduate. Restoring the Admissions & Records Technician position back to full-time would aid with all of the additional workload needed for ISP, Athletic Eligibility, new housing, billing, collections, and Bachelor’s Degree and Nursing program applications. |
| **Connection to results from assessment of student learning and/or other plans:**  The Increase of staffing hours will aid completion of processes to support student success. | **Resources/ Budget needed (if applicable):**  40% Salary and fringe |
| **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 for current staff. | |
| New Student Attraction: Timely processing of new students’ applications. | |
| Student Success and Retention: Staff resources increased for office coverage and efficiency. | |
| Relation to Student Learning: More staff time and resources to aid students’ registration and records needs. | |
| Support for employees to be effective: Higher percentage of staff availability and work being completed in a timely manner. | |
| Feasibility: Will increase efficiency and productivity of the department with less stress on employees. | |

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) |
| New higher powered A&R staff computers – | IT –  eQuote - 1000407420388  4 Computers - $2734.99 | Updated and faster computers are needed to keep our staff working at a high functioning level. The current computers in A&R freeze up or timeout constantly throughout the day. Due to the nature of our jobs, we need to export data frequently throughout the day with thousands of rows of data. Excel frequently times out or stops working when files are large or more than one file is open. My staff has to work on multiple projects at one time or look in multiple areas to complete the jobs and if we are constantly waiting on our computers to stop being in timeout or restart the computers in an attempt to fix them, we are not very efficient. New higher-powered computers would speed up our processes allowing us to help more students and staff in a timely manner. |
| Increase Admissions & Records 60% position to full-time | General Fund | With the **increase** of Instructional Service Agreement (ISA) enrollments from the 2015/2016 to the 2018/2019 academic year:   * **87% for Butte County Office of Education (BCOE-Mini Corps)** * **62% for the Incarcerated Students Program (ISP)**   It is essential that the 60% A&R Technician position **return** to full time status. All ISAs are processed and registered by hand through our office with paper applications. The additional 40% is greatly needed to support the additional workload of processing the ever-increasing ISA enrollments.  In addition to the increased ISA workload, the Athletic Academic Advisor took on articulation and the sole responsibility for verifying student athlete eligibility (over 325 student athletes) was returned to the A&R department.  In addition, FRC added 2 new housing facilities that has increased the workload of the Students Accounts Technician. Also having the A&R Technician placed back to full time will allow some backup to student accounts.  The CSSO has asked for an increase in the number of times we bill students to be once a month which is very difficult to accomplish with the current staffing, the extra 40% will allow this position to do the actual printing and mailing of the letters for the monthly billing. We are also sending students to a collection company now, which requires extra work to get the names together and make sure our billing is correct.  Lastly, A&R office is also solely responsible for the collecting and processing of Bachelor’s Degree program applications plus contacting the prospective students about the applications. Adding to our plate, we will also be processing the next round of nursing applications. In the past, the nursing application process was not done through the A&R office.  The Financial Aid Office has 3 full time support employees and works with only students that receive financial aid. The A&R office provides services to ALL students on and off campus from day one when they apply to FRC, until they transfer or graduate. Restoring the Admissions & Records Technician position back to full-time would aid with all of the additional workload needed for ISP, Athletic Eligibility, new housing, billing, collections, and Bachelor’s Degree and Nursing program applications. |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

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| Admissions & Records is currently working hard on getting ready for spring 2020 and testing Banner 9. Once Banner 9 is up running live, then Jachin will work with A&R and Lee to finish the setup of CCCApply. Once Banner 9 is live, A&R staff will have a huge learning curve and it will slow down the processes of the office while staff get used to the screens new layouts and formatting. In addition, currently the Banner 9 environment is extremely slow and if this does not change in the live version then the A&R processes with take twice as long. |

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

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| We have added another housing facility since the last CPR, which increases the amount of money that has to be collected and accounted for on a yearly basis. As of this fall we are also now sending accounts to Conserve, a collection agency, to collect on past due accounts. There has also been a **huge** increase to our ISA students, which has placed a tremendous amount of more work on the A&R staff. All ISA students complete paper applications and are manually registered by A&R staff. |

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

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| Within the next month, FRC will go live with Banner 9 on the administration side. Then IT will work on Banner 9 for myFRC and Jachin will be working to get the CCCApply up and running. Lisa and I would like to look into using Banner to complete students billing and setting up the housing module within Banner. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

**2020-2021**

**Name of Program: CalWORKs**

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

**Date of Submission:** November 2019

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

**Instruction**

**X Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s (2019-2020) objectives:

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| **Objective 1:**  CalWORKs students will participate in  campus and community events and will  attend Workshops and events offered by  Feather River College  SSSLO # 5:  Students will engage with the campus and surrounding communities to enhance their sense of belonging. | **Summary of Progress:**  Many CalWORKs students feel isolated and stressed due to being single parents living on cash aid. Attendance at events is often poor. The CalWORKs Coordinator has made a greater attempt to inform students of events of interest to this unique population. The attendance at the Masterclasses has doubled over the last year and more students are participating in campus events such as the Chili Cook Off, Earth Day activities, Student Success Workshops and the Thanksgiving Day Dinner. |
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| **Objective 2:**  To provide first level priority registration for CalWORKs recipients who have completed orientation, assessment and a student education plan.  SSSLO # 6  Students will set clear educational goals and utilize resources and services to achieve them. | **Summary of Progress:**  During the CalWORKs needs assessment, each student is directed to meet with an advisor as soon as possible to complete matriculation. The Coordinator has made time to call each student to ask them to complete the three matrix requirements. There has been an increase in CalWORKs students gaining Priority Registration as the importance of matriculation is communicated to each CalWORKs student. |
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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.)

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| **Objective 1:**  The Chancellor’s Office has stated that CalWORKs Coordinators need to increase their communication and support of students by assisting them to set and attain goals, complete a Student Education Plan and fulfil educational expectations. | **Action Plan (include who is responsible):**  The CalWORKs coordinator will meet with each student and review educational goals, set up appointments to complete a Student Education Plan, set action plans to mitigate obstacles to success and lend support in whatever way is reasonably possible in an effort to facilitate the goal of graduation.  Allocated Resources are Sufficient |

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| **Objective 2:**  To attend all monthly CARES meetings and bi-monthly Orientation meetings with the Department of Social Services. Each CalWORKs student must maintain their Welfare to Work hours, school attendance hours and must comply with state and federal guidelines. The CalWORKs Coordinator | **Action Plan (include who is responsible):**  The CalWORKs Coordinator attends all meetings scheduled through Social Services. In addition, the Coordinator maintains daily communication through email regarding the immediate issues concerning CalWORKs students**.**  Allocated Resources are Sufficient |

**Next Year’s New Objectives (fiscal year 2020-21)**

What objectives and tasks will you take on for next year?

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| **Objective 1:** | **Action Plan (include who is responsible):** |
| To Increase participation by CalWORKs students in the many opportunities to receive free food from the FRC Food Pantry, the Eagles Perch, the Community Supper, the CAN Program and the CARE and EOPS meal grants. | All CalWORKs students are living on cash aid and are receiving Cal Fresh benefits, however, most recipients state that they could use more food for their children and themselves.  The Coordinator will include all available food resources in the CalWORKs Orientation and will print up a schedule of food giveaways to be emailed to each family. |
| Connection to results from assessment of student learning and/or other plans:  SSSLO # 1  Students will learn about the programs and services available at FRC and will make an informed decision to apply and take advantage of the services. | No Resources needed to complete this Objective. |

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| **Objective 2:**  To continue to develop tools for evaluation of CalWORKs services, presentations and program activities. The goal will be to improve the program to enable students to complete their goals and to successfully graduate. | **Action Plan (include who is responsible):**  The CalWORKs Coordinator will create evaluation forms for students to complete regarding their experiences with the different aspects of the CalWORKs Program. All students will be asked to measure the usefulness of all services for themselves and their family and to suggest improvements. These comments will be considered when attempting to improve and modify the services offered. |
| Connection to results from assessment of student learning and/or other plans:  SSSLO # 4  Students will develop skills and knowledge and utilize them to persist in attaining academic and personal goals. | No Resources needed to complete this Objective. |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

Describe the current status of the Program.

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| The CalWORKs Program continues to work closely with the Plumas County Department of Social Services. The CalWORKs Coordinator attends all CARES meetings, Orientations, EOPS Advisory Committee meetings and interacts closely with the Plumas County case managers. There are currently 14 active CalWORKs student in the FRC Program. |

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

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| The last Comprehensive Review was conducted in April 2016. The most significant change is the CalWORKs Welfare to Work participant requirements pursuant to SB 1041 which sets forth new hourly requirements. Other changes include implementation of the CalWORKs WTW 24 month time clock and the Young Child Exemption Bill ACL 12-72. |

Briefly explain significant changes expected during the upcoming year.

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| Significant changes involve working with CalWORKs students to be sure they have an updated Student Education Plan. Each student will complete necessary requirements to receive financial aid, assessment and advising and student education services and that will assist in the goal of graduation and self-sufficiency. |



**ANNUAL Program Review**

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

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

**Date of Submission:** 10/22/19

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

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

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| **Objective 1:**  **Continue to rebuild the outdoor space at the CDC in compliance with Title 5 and Title 22 regulations.** | **Summary of Progress:**   * Successfully installed hill slide April 2019 * Grass seed was planted in March 2019 * Learning centers were created in both deck and outdoor space (year round) * Program received to “Loading and Unloading” spaces with signs in front of the CDC entrance in October 2019. This was a wonderful addition to our program to that shows that our school and program hold the safety of the children and families at the highest priority. * **Did not** complete the water/ice free space on deck area for winter months, this continued to be a concern of the staff and families we serve. Requested via facilities and Nick Boyd. |
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| **Objective 2:**  **Provide opportunities for staff to meet the required ECE professional growth hours, trainings, work hours, to comply with regulations for Title 5 and Title 22.** | **Summary of Progress:**  -Hours of 21 for California Teacher Credentialing regulation for each credential holder was met. Most went between 30-50 hours of PD during this year to prepare for the QRIS rating in Spring 19.  -Staff have maintained an increase of hours from 23.23 hour to 30 hours per week allowing them to have paid time to complete their job duties, trainings, and enhancing the program.  -Program Director, Kinderlin Hoznour was increased a month during June 2019 to complete the required Program Self Evaluation process, Program Action Plan 9000’s, CDE State Reporting, Annual Fiscal Reporting, CAFP Yearly report, complete the audit of files and update CDE forms for the next year. This was a huge success and plan to extend into the 2020 June summer.  -Funding was received for 100% fulfillment of CDE contracts. Funding was increased by alternative payment program families served and funds were raised by fundraising efforts and grants awarded. Revenue was increased by 5.6% in 2018-2019.  -QRIS State Review scored our staffing a 4.9/5. With highly qualified and certificated individuals. We plan to continue to support higher education, workshops, and training opportunities for each staff member at the CDC. |
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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: Meet playground ECERS/Title 5 and Title 22 safety standards for the playground at the CDC increasing the QRIS rating score.** | **Action Plan (include who is responsible):**   1. Install outdoor sink, soap dispenser, paper towels, and handwashing steps for easy access to washing hands outdoors. (Requested to Nick Boyd August 2019) 2. Increase the woodchip depth to meet the playground standards of 9 inches in both the Fall 19 and Spring 20. 3. Purchase adequate climbing equipment that Title 5 and Title 22 compliance to replace the outdated and unsafe equipment. The funds to purchase new equipment were received July 2019 from QRIS Block Grant CSPP to move forward with this project in Spring 2020. 4. Research and consider creating a more defensive barrier between fencing and roadway. Such as structural bollards, trees, posts, to be placed in between current fences and Golden Eagle Ave. We are not in compliance with this regulation for either Title 5 and Title 22. Nick Boyd has been notified of this citation and we plan to find a form to better protect the children. (Kinderlin and Nick) |
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| **Objective 2:**  **Increase opportunities for developing work force readiness for the Teaching Assistants/Work Study/ and Practicum Lab student that are hosted in our department.** | Action Plan (include who is responsible):   1. Provide more opportunities for the college students to gain hands on access to curriculum planning, developmentally appropriate lesson plans and project boxes. We plan to create a resource library for these students. This library will be for both the ECE/ETP and CDC employees as a hands on resource for opportunities. 2. Encourage employed students to join the CWEE course to set self-passed goals to better their teaching skills, knowledge of early education and gain more one-on-one opportunities with a professional coach or mentor in the field. 3. Provide staff trainings including:   -mandated reporter training  -CACFP food program  -Classroom guidance  -Play based education |
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**Next Year’s New Objectives (fiscal year 2020-21)**

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:**  Creating a safe learning space in our outdoor space. Including the deck and walkways between classrooms. | **Action Plan (include who is responsible):**   1. Place gutters on deck to prevent rain, snow and ice buildup on the deck. Becomes extremely dangerous for children, FRC students, employees and parents. This would need to be completed by Nick Boyd and Facilities. 2. Establish and redesign the learning environment to meet the CA Early Learning Foundations set by the CDE. Including DAP areas, activities, centers and lessons to be taught in these spaces. (All CDC Staff) 3. Complete a safety walk through 2 times a year during each semester to identify any unsafe areas to be corrected reported to facilities. (Kinderlin Hoznour) |
| **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: None at this time for CDC budget | |
| Safety:  -Gutters on the CDC Deck are being requested for the safety of families, children, ECE students and CDC staff. Water, snow and ice buildup in front of the main entrance is a safety hazard. There is no space for children to be present during winter months with protection from the elements. This has been a formal request for many years, with no actions completed. | |
| Student Success and Retention: Safe space for students to learn | |
| Relation to Student Learning: | |
| Support for employees to be effective: Creating a safe work environment for the staff without fear of injury in the work place. | |
| Feasibility: Will increase use of space and less accidents or injury. | |

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| **Objective 2:**  **Continue to increase revenue margins to support the CDC staff to have extended hours from 23.23 to 30 hours per week and director from 10 months to 11 months per year.** | **Action Plan (include who is responsible):** Continue to meet each CCTR and CSPP contracts with the Department of Education. With the 100% contracts met, we are able to increase the revenues. This is completed thought he enrollment of children. (Kinderlin Hoznour)  Continue to promote and provide opportunities to community base families to participate in our program while paying full tuition rate. (Kinderlin Hoznour)  Increase the Alternative Payment Program placement in our classrooms to have 2 full time children enrolled to generate non certified family rate. (Kinderlin) |
| **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: none | |
| Safety: None | |
| New Student Attraction: Provide more opportunities for students and new students to work with their mentor or coach | |
| Student Success and Retention: Provide opportunities to strengthen work force readiness for students | |
| Relation to Student Learning: | |
| Support for employees to be effective: #3 work study program #4 gaining skills to meet personal goals and teaching credentials #5 sense of belonging with the ECE field | |
| 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) |
| Gutters installed on the deck space at the CDC to prevent any serious injury or harm to children, staff, students and parents of the CDC. Ice, water, and Ice buildup in this space. | Facilities repair/maintain space | This has been requested for an excessive amount of years with no progress. This is a serious safety concern for the children in our program, FRC Staff and students, and community members. This has been a request in the past 3 APR years as an objective. This is linked to increasing the QRIS rating score from the CDE. This is linked to the safety margin in our Program Self Evaluation. |
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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 CDC continues to receive funding from the Department of Education’s contracts CCTR and CSPP. With continued changes on state budget the CDC received a small increase addendum to meet our FTE’s for state funding preschool programs. We continue to have a contract with State and Federal Food Programs that have also increased their rates slightly this past year. We continue to serve at full FTE meeting our contract with the CDE. We are continuing to work with local agency Plumas Rural Services Alternative Payment Program for small source of revenue. The CDC is in full compliance with both the Department of Education (Title 5) and Social Services-Community Care Licensing (Title 22). |

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

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

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| Continue to develop the playground space to meet regulations for Title 22 and Title 5. This will include the larger pieces of equipment. This will be paid in full through the Adult Ed Block Grant CSPP of $5000 that was received when our program received a 4.9 out of 5 score in the QRIS Quality Reviews. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

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

**Date of Submission:** November 4, 2019

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

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

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| **Objective 1:** | **Summary of Progress:** |
| Develop training for new student employees to understand expectations. | Due to the fact that the HR Technician position was vacated and rehired during the spring term, a student employment training was not developed. However, during the summer the CSSO, Director of SEA, and Basic Skills Instructional Assistant attended the Basic Skills Initiative Leadership Institute where they developed a plan for improving the FRC student experience. Part of the plan included the development of training for student ambassadors and other student employees. This objective will be carried over and completed in 2019-2020. |

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| **Objective 2:** | **Summary of Progress:** |
| Develop training for new student employee supervisors to understand expectations. | Due to the fact that the HR Technician position was vacated and rehired during the spring term, a student supervisor training was not developed. This objective will be carried over and completed in 2019-2020. |

**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):** |
| Develop a student employment orientation and assessment program to help document how and where learning is occurring within the student employment program and how the experience relates to future career goals. | The CSSO, Director of SSP, Basic Skills Instructional Assistant, and Assistant to CSSO, will hold a series of workshops to gather information from supervisors on training and assessment needs. The information will be used to develop a student employee training to meet the expressed needs.  The BSILI Team will share the progress during a spring conference. |

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| **Objective 2:** | **Action Plan (include who is responsible):** |
| Develop an orientation and resources for new student employee supervisors to understand expectations. | The CSSO and the Assistant to CSSO will collaborate with appropriate staff to gather information regarding supervisor needs. The information will be used to develop an orientation, FAQ or other pieces of information that will orient new supervisors. Topics might include how to provide a work experience that contributes to the students’ future career goals, setting clear expectations, establishing a positive work environment, attendance and schedule requirements, confidentiality, and payroll responsibilities. |

**Next Year’s New Objectives (fiscal year 2020-21)**

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 the College Work Study budget to accommodate the January 1, 2021 increase to $14.00 per/hr. | **Action Plan (include who is responsible):**  CSSO is requesting the college increase the College Work Study budget to maintain 2019-20 student work hours (18127) at the new mandated minimum wage rate.  A decrease of 1342 hours of student work will occur if the additional funds are not granted. |
| **Connection to results from assessment of student learning and/or other plans:**  Each work study supervisor has provided a statement on how students benefit from their work, and what they learn. These responses range from soft skills to job specific skills. | **Resources/ Budget needed (if applicable):**  $18, 955 |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1100-30140-2335-645000 = $18,127  1100-30140-3000-645000 = $828 |
| Uncontrollable Increase: Minimum wage increases are mandated. If the budget is not increased to accommodate mandates, the hours of available work must be decreased. | |
| Safety: There are many areas across campus where student workers provide important supervision in areas where safety could be compromised without their presence. | |
| New Student Attraction: During the recruitment process students and parents frequently ask about available jobs on campus. Also, financial aid packages are not sufficient to cover the cost of attendance for out-of-state and out-of-country students. | |
| Student Success and Retention: On campus employment is an excellent retention tool that keeps students engaged on campus and provides them with the necessary income to stay in school. | |
| Relation to Student Learning: Students learn valuable communication, problem-solving, and relationship building skills while developing their sense of purpose and how to be responsible citizens (college-wide student learning outcomes). They also are able to develop resilience and resourcefulness which assists them in reaching their academic and personal goals (Student Services student learning outcomes). | |
| Support for employees to be effective: Student employees assist in the day-to-day operations of many areas on campus, such as facilities, ISP, DSPS, Child Development Center, Ag/Equine, Student Engagement, Advising/Counseling, A/R, Athletics, and various academic programs (ORL, ENVR, Art, Biology, ICT, IRC) and supplement Food Services, Student Housing and the Fitness Center. | |
| Feasibility: The amount requested is relatively low in relationship to the amount of productivity contributed to the functioning of the college, and the retention of students. | |

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| **Objective 2:**  Implement Student Employment orientation programs for students and supervisors. | **Action Plan (include who is responsible):**  The BSILI Team will work with HR and managers to implement the training/orientation programs and assess the usefulness. |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):** |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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

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

Based on information and/or data provided:

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 four years by 2281 hours. |  |

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

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| 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.

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| 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:** November 4, 2019

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

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

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| **Objective 1:** | **Summary of Progress:** |
| Improve the community education website pages to be inclusive of all aspects of the program. | The webpages were made more attractive with the addition of pictures and with reformatting course promotions, registration, and course evaluation information. A new page was added on how to become a community education instructor that provides guidance on developing and offering courses along with a link to the course proposal form. The webpages also have a link to the Ed-to-Go program offered through the Office of Instruction. |

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| **Objective 2:** | **Summary of Progress:** |
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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:** | **Action Plan (include who is responsible):** |
| Define the future vision of the community education program. | The CSSO and CIO will work together to decide on the importance of the program and determine where it fits best into the structure of the college. Within those discussions staffing, funding, operational and evaluation needs will be considered. |

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| **Objective 2:** | **Action Plan (include who is responsible):** |
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**Next Year’s New Objectives (fiscal year 2020-21)**

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

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| --- | --- |
| **Objective 1:** | **Action Plan (include who is responsible):** |
| **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:** | **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) |
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**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

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| The program offers a small but consistent listing of courses that have an interest base in the Quincy community. Courses are offered only upon the request of an instructor. All information about the program is available on the website or upon request through the Student Services Office. |

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

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| The program has been functioning for the past several years from an operational standpoint only; a course is offered when requested by an instructor. Due to limited staff time, the program has not been evaluated regarding its importance or effectiveness, and new offerings have not been actively solicited and organized. |

Briefly explain significant changes expected during the upcoming year.

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| A conversation needs to take place to decide the future vision of the program, where it fits best in the structure of the college, and whether or not it needs to grow its offerings. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

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

**Date of Submission:** 11/04/2019

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

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

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| **Objective 1:** Increase Program visibility and disability awareness. | **Summary of Progress:** In an effort to increase Program visibility and disability awareness, our staff had a presence at all 2018-19 key events and activities in which support programs and/or activities were highlighted, including Day in the Mountains, New Student Orientations, and Friday in the Fall. Our staff was available to describe our Programs and to answer questions, and we offered ‘drop in’ availability for any students or student families who wanted to come in to view our facility or to get more specific information about our services and/or processes. Program brochures were made available at all key functions, in the literature hand-out packages provided to all new and/or prospective students, and at all informational racks located in key locations on campus. Additionally, our staff attended or participated in many student and campus activities in an effort to enhance the supportive camaraderie with those we serve and to promote an inclusive presence campus wide.  In the Spring of 2019, the Director was asked to provide a professional development session for faculty on the topic of best practices in teaching our DSPS population. The Flex Day presentation focused on the common characteristics of students with *hidden* disabilities (targeting learning disabilities, ADD/ADHD, Autism Spectrum Disorder, and mental health disabilities). After describing the educational limitations of these students, and highlighting the daunting task of finding a way to accommodate students with divergent needs, the expanded concept of Universal Design for Learning (UDL) was presented as the current locus/trend in the disability support world. Universal Design was originally introduced as a mode for the regulation of technical standards for web and technology accessibility; UDL takes the idea further and proposes that teachers find ways to apply multi-modal teaching formats in their classrooms.  During the 18-19 fiscal year, our office continued to offer makeup exams for the general student population as a service provided in our testing facility in order to increase Program visibility and reduce possible ‘office stigma,’ whereby a student is identified as a student with a disability simply by walking through our doors. Having general population students accessing our facility on a regular basis eliminates the risk of identification by proximity. Our front desk student workers, paid with FRC general fund student employment monies, are tasked with the coordination of exams for general population students. |

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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. | **Summary of Progress:** Midway through the 18-19 fiscal year, we were notified by the Chancellor’s Office that the original allocation they had projected for our DSPS Program would not be forthcoming, and our Program received approximately $5500 less than anticipated. Fortunately, we were able to use Equity funds (on a one-time basis) to offset the difference, and we proceeded through the rest of the year with the same staffing pattern.  Midway through the fall 18 and spring 19 semesters, the Director sent emails to enrolled students who had utilized DSPS services in the past but had not come in to request accommodations for the current semester, reminding them that support was available and inviting them to come in to talk about any potential needs that they may have had.  The Director served on the Student Intervention Committee and was advised whenever a DSPS student received an intervention notification from a faculty or staff member. The Director then contacted the student via email, phone, and/or text message to ask them to come in to discuss support options that were available, and to encourage them to schedule recurring support and/or tutoring appointments. |
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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 the work of developing effective tools for gathering and measuring student, faculty, and staff input regarding DSPS services and procedures.  No financial resources will be needed outside of the DSPS budget. | **Action Plan (include who is responsible):**  In the spring of 2019, the Chancellor’s Office provided a survey for faculty and a survey for students, mandating that each DSPS program throughout the State send the surveys out on their campuses and report back with the results. In a collaborative effort between our DSPS Director and our Director of Institutional Research and Planning, the surveys were translated into Survey Monkey and sent out to all full-time and adjunct faculty members, and to all registered DSPS students. We received 27 responses from faculty and 28 responses from students; see attachment for survey results.  The Chancellor’s Office required that each of their questions be asked, and asked in the exact format prescribed. We fully expect that this will become an annual requirement, so the Director and the Program Staff Specialist II will work toward supplementing the mandated questions with others to gather additional feedback and suggestions from students and faculty, incorporating the needs of the Chancellor’s Office with our own information gathering needs without needing to inundate receivers with a second survey. Because the Chancellor’s Office has not included a survey component for campus general staff, our Director and Program Staff Specialist II will look at creating a similar survey targeted at that population. |
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| **Objective 2:** Increase disability awareness on campus.  No financial resources will be needed outside of the DSPS budget. | **Action Plan (include who is responsible):** The Director is utilizing stand up sign holders and signs identifying possible disabilities, placing them in strategic locations (on the pathway outside of our office and in our front entry area where students come in to take exams) and inviting students to come in to ask about what services are available to accommodate potential limitations associated with the identified disabilities.  We have welcomed Stacey Svilich and the Student Success team to utilize our computer lab in the fall 19 semester as the location for 8 different student workshops.  In October, the Director sent out an email/FRC announcement in recognition of Dyslexia Awareness Month. The link to the information provided was <https://blog.bookshare.org/2019/10/i-havent-overcome-dyslexia-im-harnessing-it/>. We included DSPS contact information and an invitation to come in and find out what services are available for individuals with dyslexia. |

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| **Objective 3:** 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.  No financial resources will be needed outside of the DSPS budget. | **Action Plan (include who is responsible):** We have yet to receive our allocation figure from the Chancellor’s Office for the current fiscal year (2019-20), but we anticipate being at the minimum program allocation of $150,000, with an approximate addition of $10,000 for Access to Print related activities. To prepare for this, we implemented a decrease in hours for our two staff support positions: The Program Staff Specialist II has gone from 30 hours per week to 24, and the Assistive Technology Specialist has gone from 30 hours per week to 20. We have been strategic in our staff scheduling, and in the scheduling of student employees, to ensure that staff is available during the key hours that students typically seek out tutoring, assistive technology, and/or ‘drop in’ assistance.  Toward the end of the spring 19 semester, we received a request from the instructors in the LAS division asking if we could come up with a process to provide them with a second notification regarding student test accommodations (beyond having the students present their accommodation forms to the instructors for signatures). Because of confidentiality, we can’t just make an extra copy of the form we create and give it to them because sometimes the students decide not to present them to the teachers. However, beginning with the fall 19 semester, we implemented a process in which we scan each form (with an instructor’s signature) that is returned to us by a student and we email a copy of that form to the instructor. |

**Next Year’s New Objectives (fiscal year 2020-21)**

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

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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):** It is anticipated that the new DSPS Director will continue to oversee the day-to-day operations of the program in a manner that will ensure the timely and effective provision of specialized support that will allow students with disabilities to more fully access and benefit from the general offerings and services of the College. |
| **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: 1; 2; 3; 4; 5; 6 | **Resources/ Budget needed (if applicable):**  No financial resources will be needed outside of the DSPS budget. |
| **If new resources are requested, address the following criteria:** N/A | **Budget code -if applicable (include Fund, Organization, and Account codes):** N/A |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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

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

Based on information and/or data provided:

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

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| As mentioned, we have decreased the hours of our two staff support positions because of the expectation that we will receive the minimum allocation of $150,000 (plus approximately $10,000 in Access to Print monies) to fund our DSPS program this year. The Program Staff Specialist II has gone from 30 hours per week to 24, and the Assistive Technology Specialist has gone from 30 hours per week to 20. We have been strategic in our staff scheduling, and in the scheduling of student employees, to ensure that staff is available during the key hours that students typically seek out tutoring, assistive technology, and/or ‘drop in’ assistance, but it is certainly not ideal in that any employee illnesses or other absences create challenges in making sure that our doors are open.  The 2018-19 – 2020-21 WorkAbility III contract with the State of California Department of Rehabilitation (DOR) was approved and signed by both FRC and DOR at the end of 2018, so we are now in year two of the contract. Our DOR Contract Administrator has just announced that she has accepted another position within DOR, so an interim Administrator will be assigned while DOR seeks her replacement.  Perhaps the most important thing to mention is that the current DSPS Director will be vacating the position at the end of the fall 2019 semester. Human Resources has advertised the position, and the application period is scheduled to close on December 1st. The College hopes to have a new Director in place by the start of the spring 2020 semester. |

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

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| The most significant issue and/or change that has occurred since the last comprehensive review is the reduction of hours in our two support staff positions (the Program Staff Specialist II and the Assistive Technology Specialist). |

Briefly explain significant changes expected during the upcoming year.

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| Naturally, with the hiring of a new Director, both the DSPS and the WorkAbility III programs will experience some transition challenges, especially when combined with the reduction in hours to the two support staff positions. |

**Appendix**

Attached:

DSPS Faculty Survey Spring 2019 Summary

DSPS Student Survey Spring 2019 Summary



**ANNUAL Program Review**

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

**Name of Person Submitting this Review:** Monica Potter, EOPS/CARE Counselor

**Date of Submission:** November 1, 2019

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

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

|  |  |
| --- | --- |
| **Objective 1:** | **Summary of Progress:** |
| Continued to improve lending library, maintain the number of meal vouchers, provide school supplies and technology support services, and continue to provide student grants. Communicated with instructors the need and concerns of access for online textbooks in lieu of hard copies. Promoted online tutoring services. | EOPS/CARE Counselor and Program Staff Specialist continued to issue and record loans of books/equipment. Counselor communicated with faculty members with regard to textbook access and explored electronic resources.  As an online Student Resource through CANVAS has been provided, EOPS collaborated with TRiO and SSSP workshops to educate students on how to access the online support services of NetTutor and WorldWideWhiteboard. During pre and early semester Orientation, “over and above” services and benefits available through full participation in EOPS program were explained. These Orientation workshops were partnered with the Learning Resource Center for tour and ease of access. |

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| **Objective 2:** | **Summary of Progress:** |
| Continued to coordinate and/or partner with other Student Service Programs to encourage EOPS student participation in Financial Literacy Workshops. Specific attention to individual budgeting and student loans is the focus to aid in avoidance of extreme student debt. | EOPS Counselor has partnered with Financial Aid and other Student Service programs to support all financial budgeting, aid receipt and loan information (including student loan debt) workshops to aid student in making informed choices on funding their current and future education pursuits. EOPS funds were used to assist in printing fees for advertising, handouts (if needed) and food provided for event. The “Spending Leak Workshop” was included in EOPS Orientation |

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| **Objective 3:** | **Summary of Progress:** |
| At initial EOPS appointment, gathered information via survey on topics of student strengths/weaknesses. Results were tallied and shared with student success partner programs to streamline workshop offerings. | EOPS Counselor gathered results from the Student Success Survey (taken from The Basic Skills Handbook) survey and promoted workshops addressing the specific student success areas identified by first-generation students. Areas identified were cell phone usage, highlighting and outlining relevant material and utilizing study groups. By streamlining workshop topics to meet the students’ stated needs, attendance in workshops became more appealing to students with self-identified needs. |

**Current Year Progress and Objectives 2019/2020**

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

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| **Objective 2:**  Continue to plan and implement year-end recognition of students who are completing their educational journey at the college with the completion of a certificate and/or degree. | **Action Plan (include who is responsible):**  EOPS Counselor and Program Staff Specialist will recognize achievements and the overcoming of barriers with recognition event. Students will invite an identified FRC staff/employee who best assisted them in reaching their goals to celebrate their achievement/s. EOPS funds will be used to assist in food provided for event. |

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| **Objective 3: FOR CARE STUDENTS** | **Summary of Progress:** |
| Access Northern California Regional CARE Conference to allow for EOPS/CARE staff, students, their dependents and partners to attend summer workshop. Options were explored to host in 2020. At this time, Shasta College is also vying to host the event in a city with many lodging options so that all CARE parties may be lodging in the same facility. Counselor and Program Staff Specialist will assist. | EOPS Counselor and Program Staff Specialist will aid in planning for conference with regional Counselors and Directors, as well as provide preparedness meetings to aid students (their dependents and partners) in attending conference as well as submitting documentation for reimbursement for travel. |

**Next Year’s New Objectives 2020-2021**

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

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| **Objective 1:** | **Action Plan (include who is responsible):** |
| Continue all lending library, textbook codes, meal vouchers, schools supply provisions, technology support services and continue to provide student grants. Continue to incorporate the campus Learning Resource Center into orientation workshops. In addition to informing students of the library and tutoring services, utilize the mental health and wellness center for preventative care in areas of stress and anxiety, as well as for significant care for issues that rise beyond the EOPS counseling session. | EOPS Counselor and Program Staff Specialist will continue to issue and record loans of books/equipment. Counselor will communicate with faculty members with regard to textbook access as well as access to electronic resources. Continue to partner with the Learning Resource Center staff and arrange resource access “tour” at campus library at start of semester. Walk over to the campus Mental Health and Wellness center to promote preventative care and ongoing care habits. |

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| **Objective 2:**  Continue to plan and implement year-end recognition of students who are completing their educational journey at the college with the completion of a certificate and/or degree. As students have been presented with a portfolio at this event, the goal is to have hard copied collected Letters of Recommendation and/or any recognition letters from campus clubs and/or events included in the portfolio both in hard copy and on flash drive. | **Action Plan (include who is responsible):**  Counselor will devote time in the sessions for career exploration and transfer assistance to the gathering of materials. Copies will be requested as student prepares their next step so that organization skills are reinforced. |

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| **Objective 3: FOR CARE STUDENTS**  Access the Northern California Regional CARE Conference to allow for EOPS/CARE staff, students, their dependents and partners to attend summer workshops. Continue the Student Parent Support Symposium and explore the attendance of students to this event. | **Summary of Progress:**  EOPS Counselor and Program Staff Specialist will aid in planning for conference with regional Counselors and Directors, as well as provide preparedness meetings to aid students (their dependents and partners) in attending conference as well as submitting documentation for reimbursement for travel. Explore options for interested CARE student to attend the Student Parent Support Symposium. |
|  |  |

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) |
| Updating career and transfer counseling skills by keeping up with regional trends and results. Attendance at the NACADA regional conference will provide both training and networking to refine, validate and promote student learning for career and transfer services. | Professional Development | See Objective 2 for 2020-2021. Either attend the Region 9 conference in April (held in CA) or explore attendance next year out of state. |

**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 service to eligible students through a full-time counselor. The counselor is assisted by a program assistant as well as the assistant to the CSSO who monitors the budget and files the state reports. This shared workload approach has been effective in spending all the funds allocated, leaving time for the counselor to meet with students. As our college is isolated and has dorms, homesickness, anxiety, and adjustment issues rise beyond the traditional first-year college student experience resulting in counseling time beyond the three scheduled contacts. The counselor is fully integrated into the Advising Department and is now co-located in the Student Center. |

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 students, which are over and above the services offered to other students. Recent change has been the addition of funding CARE students and their families/dependents to the summer conference. |

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

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

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

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

**Date of Submission:** October 10, 2019

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s (2018-19) 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 and Monica Potter 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 2019-2020 FAFSA’s. | **Summary of Progress:**  Andre van der Velden attended the All FA Directors Meeting and CCCSFAAA Annual Conference and received training on the revised regulations for verification for 2019-2020. Alyia Pilgrim and Nicholas Johnston attended the CCCSFAAA Annual Conference and received training on the revised regulations for verification for 2019-2020. |

**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:**  On July 1, 2019, the U.S. Department of Education announced that Gainful Employment Regulations would be rescinded as of July 1, 2020, with an Institutional Option for Early Implementation. On September 26, 2019, FRC initiated Early Implementation of the Rescission of the Gainful Employment Rule. | **Action Plan (include who is responsible):**  On September 26, 2019, an administrative decision (Andre van der Velden, Kevin Trutna, Derek Lerch, and Carlie McCarthy) was made to initiate Early Implementation of the Rescission of the Gainful Employment Rule. No 18-19 GE data was submitted to the NSLDS. All GE disclosures and web links pointing to GE disclosures were removed from the FRC website. |

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| **Objective 2:**  Began implementation of the “second year free” of the new Feather River College Promise Scholarship Program. | **Action Plan (include who is responsible):**  Beginning with Fall 2019 semester, the FRC Promise Scholarship waives enrollment fees for first-time, full-time students that are not eligible for the Federal Pell Grant and/or the California College Promise Grant (formerly known as the BOG Fee Waiver) for up to two years. |
|  |  |

**Next Year’s New Objectives (fiscal year 2020-21)**

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

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| **Objective 1:**  The financial aid office received technology funding from the Chancellors Office to support technology advancements and innovations in financial aid processing and management systems that needs to be spent by June 30, 2020. It is important that FRC continues with the implementation of CAPP (Curriculum, Advising, and Program Planning) and CPOS (Course Program of Study) functionality in Banner.  The college is in discussions with Ocelot about using their artificial intelligence Chatbot in the financial aid office as well as other student services offices. | **Action Plan (include who is responsible):**  Strata Information Group (SIG) will work with financial aid and admissions and records to get the Curriculum, Advising, and Program Planning (CAPP) and Course Program of Study (CPOS) functionality working in Banner.  Ocelot will work with IT and financial aid to set up the Chatbot(s). |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):**  Financial Aid technology funding from the Chancellor’s Office. |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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| **Objective 2:**  Begin implementation of the new requirements in AP 5130 Financial Aid which states that districts must provide students with the Financial Aid Shopping Sheet as developed by the U.S. Department of Education when it provides a financial aid award package to an individual who is offered admission. | **Action Plan (include who is responsible):**  The Financial Aid office will configure Banner so that the Financial Aid Shopping Sheet will be available to all students that have been provided with a financial aid award package by 1/1/2020. |
| **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: | |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

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| The financial aid office disbursed $4,628,885 in federal grants and loans, state grants, and scholarships for 2018-2019. The 2018-2019 FISAP, BFAP-SFAA, and Osher reports have been submitted for 2018-2019 as well. |

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

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

Briefly explain significant changes expected during the upcoming year.

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| The U.S. Department of Education has done away with Gainful Employment and plans to replace it with a government website called College Scorecard. |



**ANNUAL Program Review**

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

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

**Date of Submission:** November 4, 2019

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

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

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| **Objective 1:** | **Summary of Progress:** |
| In collaboration with the FRC Foundation, organize 50th Anniversary Celebration activities that market the college as well as engage past, current, and prospective students. | A 50Th anniversary logo with a “Continuing a Tradition of Excellence” slogan was developed and used on the website, on light post banners around campus, and all marketing materials and promotional items throughout the year. To begin the year of activities a “paint the town gold” campaign was initiated placing “This Business Celebrates FRC” posters throughout town. Businesses who employee FRC students or alumni designated that they did so with additional signage.  The college worked with an FRC Alumnus to develop 50th anniversary videos that featured interviews with prominent people of FRC who recalled their experience with the college. The videos were shared at Institution Day and events throughout the year. At the start of fall 2019, a marketing intern put together another video that highlighted the prior year’s events.  A webpage dedicated to the 50th Anniversary was developed and included history of the college, an events calendar, alumni biographies, a photo gallery and links to 50th anniversary videos and the FRC Foundation.  In collaboration with the FRC Foundation, several 50th activities were organized, many following the theme of celebrating the past 5 decades of the college. Activities included: a booth at the County Fair; float entrance in the Fair Parade; a launch party with a BBQ, live band, and guest speaker; a community celebration with a happy hour at Moon’s, a 5k run, pancake breakfast, BBQ lunch, open house, alumni softball/baseball games and homecoming football game; participation in Safe Trick or Treat with staff dressed in various decades; a holiday party for community and alumni in November at Main Street Gallery; a float in the Sparkle Parade; a booth at Groundhog Fever Festival; participation and promotion during Quincy Start Follies; an FRC independence day celebration in April with a BBQ, cultural fair and baseball/softball games; participation in Taste of Plumas; a booth at Plumas County Children’s Fair; and Graduation. There were also promotions on the radio, in the local newspapers and at Rotary and Chamber meetings showcasing events and the college’s history. |

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| **Objective 2:** | **Summary of Progress:** |
| Strengthen the partnership with Plumas County Office of Education and improve marketing and recruitment strategies to promote Feather River College programs to local students. | In fall the Director of SEA, Recruiter, and CSSO worked with Plumas Unified School District to incorporate a campus tour into the College and Career Fair. Not all of the schools were able to participate in a tour due to the schedule, however in the future the group plans to continue to make the day more of a recruitment opportunity to showcase FRC programs, which was the case in Fall 2019. The FRC emphasis will continue to improve.  The Recruiter and Recruiter Assistant visited all of the PCOE high school sites which included Financial Aid nights in the fall and “in-class” visits for seniors in the winter/early spring. The Recruiter and Recruiter Assistant held Home Field Advantage in the spring to accommodate Priority Registration for Plumas/Sierra County Residents. Sponsorship banners were purchased and placed in all the local high schools and charter schools.  The CSSO and CIO worked with the Guided Pathways Liaisons and representatives from Plumas Unified, Plumas Charter and Sierra County Office of Ed to organize a Plumas-Sierra Summit at FRC in August. The Summit was a success and resulted in developing more collaboration within Student Services and Instruction.  The CSSO organized sponsorship signs to display in the high schools at Quincy, Portola, Chester as well all of the Charter school sites. She will continue to reach out to Greenville and Loyalton.  The CSSO Office organized sponsorship for Greenville High School Senior Night. |

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| **Objective 3:** | **Summary of Progress:** |
| Improve the Colleges digital marketing and online presence through digital marketing campaigns, by utilizing social media platforms, and improving prospective student information on the website. | The CSSO worked with the CIO and HR to develop a part time Digital Marketing Manager position funded by Guided Pathways (categorical) to promote instructional programs and “clarifying the path” as well as improve the college’s digital marketing presence. The position was filled in January 2019 and focus has primarily been on website updated and building consistency among academic program pages.  On the FRC homepage a scrolling banner of important information and upcoming events was updated regularly to keep it interesting and current. A twitter feed was included along with a rotating promotion of student services and the unique academic programs we offer.  Two digital marketing campaigns were conducted through a 3rd party vendor, one with UpSnap in the fall and the other with 25th Hour Communications in the spring. Analytics were provided by both vendors which showed that the campaigns directed more traffic to the website.  The CSSO initiated and oversaw contract work with a Community College Marketing company called 25th Hour Communications. Scope of work included: a Student Media Survey, Enrollment Process Review, Enrollment Data Review, Interviews with Local Industry partners, and a Marketing Plan.  Website pages continue to be updated to be more current with a focus to attract students to FRC. Promotion of student services programs rotated throughout the year on the home page to keep prospective students informed.  Feather River College Social Media accounts have increased in activity and grown in followers and engagements. Efforts will be made to continue to reach audiences applicable to each platform. Growth numbers include: On 8/31/2018  Facebook had 1,476 followers and 1,481 likes  Twitter had 911 followers  Instagram had 208 followers  On 10/30/19  Facebook had 1,938 followers and 1,822 likes  Twitter had 1098 followers  Instagram had 981 followers |

**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):** |
| Assess the effectiveness/need for a permanent Digital Marketing Manager position. | The CSSO will work with the Recruiter, Recruiter Assistant, Admin. Assistant to the CSSO and other employees as appropriate to review and clarify roles and responsibilities for each staff member with designated marketing and outreach duties to determine if additional staffing and/or training is needed. |

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| **Objective 2:** | **Action Plan (include who is responsible):** |
| Continue efforts to increase enrollment in programs within Plumas County and high schools in northern California. | Assess existing efforts and develop new strategies to reach various populations throughout the county and service area including high school students through co and dual enrollment, direct matriculates (right out of high school) and returning students as well as their different goals such as advance skills, obtain a degree, transfer to a four year.  Incorporate Marketing and Outreach goals into the Strategic Plan.  In collaboration with the SEM Committee, refine and administer the local high school student survey; review results and make recommendations.  Develop an agreement with Plumas Charter to help clarify the pathway for students to co-enroll and transition to FRC after high school to complete their degree.  Present a proposal for a Plumas Promise Program that includes data trends of local student enrollment to the FRC Foundation in an effort to further support the costs for local students to attend FRC.  The Recruiter and Recruiter Assistant will prioritize efforts with regional high schools where we tend to attract students. This will include fairs and class visits.  . |

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| **Objective 3:** | **Action Plan (include who is responsible):** |
| Develop a database to track prospective students by identifying follow-up points from inquiry to enrollment. | The Recruiter created a spreadsheet that is accessible by the Recruiter, Recruiter Assistant and student workers. Staff will populate as appropriate, as inquiries are made and follow up to inform prospective students of upcoming events, activities and important dates.  Identify materials/information that need to be developed or updated.  The Recruiter will research the feasibility of using the Recruiting module in Banner to build the prospective student database. |

**Next Year’s New Objectives (fiscal year 2020-21)**

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

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

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

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

Based on information and/or data provided:

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

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

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

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| With Guided Pathways funding, a Digital Marketing Manager position was created and filled on an interim basis to determine the ongoing need and effectiveness of the position. The position was filled at the start of spring 2019 and will carry through the end of spring 2020 when a permanent decision will be made. The college still feels pressure to grow in FTES on campus but securing housing continues to be a barrier/challenge both on campus and in the community. The college went live with a new website platform/theme making the look more attractive and improving capability. |

Briefly explain significant changes expected during the upcoming year.

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| Assess the effectiveness of the Digital Marketing Manager role and determine if a permanent position will be filled. |

**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:** Nick Maez, Wellness Center Counselor

**Date of Submission:** November 4th, 2019

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s **(2018-2019)** objectives:

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| --- | --- |
| **Objective 1:**  Assist students in increasing their awareness,  knowledge, and supporting their personal growth. | **Summary of Progress:**  The Wellness Center Counselor continued to provide crisis intervention, outreach programs, and personal counseling to students, as well as consultations and assistance to faculty and staff dealing with students in crisis or struggling in class. In the 2018-2019 academic year, the Wellness Center served 81 individual clients and provided over 270 counseling sessions in the 2018-19 academic year. |
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| **Objective 2:**  Reduce stigma surrounding mental health  services. | **Summary of Progress:**  The Wellness Center provided 17 outreach events, trainings/workshops, and ongoing programs in 18-19 to encourage open dialogue and community building around mental health. These included:   * Film/guest speaker on suicide and stigma reduction for Suicide Awareness and Prevention Month * Candlelight vigil and suicide survivors walk * Free chair massage sessions for students to alleviate stress around midterms and finals * Guest speaker Sandy Holman for Black History Month * Art therapy events such as painting Kindness Rocks and creating vision boards * Puppy therapy, in which community members brought therapy dogs for students to interact with |

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| **Objective 3:**  Continue to promote a campus culture that openly discusses mental and substance use disorders and actively encourages help-seeking behavior. | **Summary of Progress:**  The Wellness Coordinator partnered with the SAMSHA grant and Plumas Rural Services to organize and promote on-campus suicide prevention and awareness Safe Talk trainings.  The Wellness Coordinator, in collaboration with the Counselor, organized on-campus wellness activities to promote holistic wellness and equip students with self-care and stress-management strategies. These events included:   * Mindfulness and stress reduction workshops * Mindfulness Mondays events * Understanding and Surviving Trauma workshop * Meditation and Movement workshop |

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| **Objective 4:**  Strengthen existing partnerships, create new partnerships and collaborations, and try to create sustainable programing that will be successful after the SAMHSA grant ends. | **Action Plan (include who is responsible):**  This objective was set by the Wellness Coordinator who was responsible for the SAMHSA grant. The grant ended in Sept. 2019; however the Wellness Center Staff will continue to partner and collaborate with external agencies and participate in Mental Health/Suicide Prevention work-groups. |

**Current Year Progress and Objectives (2019-2020)**

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: Maintain current staff structure in the Wellness Center.** | **Action Plan (responsible parties: Mental Health and Wellness staff):**  Since Dr. Foster anticipated partial funding from Plumas County Behavioral Health due to recent budget reductions, the Center requested funding for the 2019-2020 budget year in the APR process. The general fund did not fund this request, however, in anticipation the small mental health allocation from the Chancellor’s Office was not spent in 18-19 so that it could help support the budget for 19-20. In addition, SEA funding helped keep the center operating with salaries as a priority. |

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| **Objective 2: Establish Standard of Care and Suicide Prevention Protocol**  Mental Health and Wellness Center will initiate practices that meet the service demand of the student body, strengthen service delivery and utilize existing staff resources efficiently. | **Action Plan (responsible parties: Mental Health and Wellness staff):**   * Assess and manage suicide risk * Provide same-day appointments * Perform intake assessments * Provide referral and linkage * Adequately and accurately diagnose students * Goal-oriented treatment plans * Evidence-based treatment modalities |

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| **Objective 3: Identify Students At Risk**  Increase campus screening activities and opportunities; cross-train staff to be gatekeepers and have the knowledge and skills to identify students at risk, determine level of risk, and make referrals when necessary. | **Action Plan (Counselor and other campus community members):**   * The Counselor will provide various department presentations and classroom presentations on mental health services, and warning signs of at-risk students. * Create a strategy (equip faculty and staff with knowledge and skills) for a campus-wide initiative. |

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| **Objective 3: Increase Help-Seeking Behavior/Reduce Stigma**  Target students who may be reluctant to seek out traditional mental health services, but may be willing to receive anonymous assessments and counseling via telephone or internet. | **Action Plan (Wellness Center staff):**   * The Counselor will form a Peer Educator group, to raise awareness of the Wellness Center’s available services; plan and implement campus activities; and work to start open dialogue with their peers about mental health issues. * Redecorate the group room in the Center to create a welcoming space, including a lending library of books on mental health topics, and a collection of games to encourage students to spend time in the Wellness Center and build connections with peers. * Create student educator team to raise awareness about mental health issues on campus. * Train campus community gatekeepers to identify and assist people at risk. * Train peers to support help-seeking and provide information about available resources on campus. * Reduce stereotypes and prejudices by sharing true stories and experiences by individuals who sought help and benefited. * Educate campus community and educators about suicide warning signs. |

**Next Year’s New Objectives (fiscal year 2020-21)**

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: Maintain current staff structure in the Wellness Center.** | **Action Plan (include who is responsible):**  In addition to asking for funding through the APR process, the CSSO, College President, and the Wellness Center Staff applied for a grant through the Chancellor’s Office for 20 months of funding to maintain current staffing and programming.  The Wellness Center staff, President and CSSO, continue to advocate for funding through PCBH.  The Wellness Center staff will continue to seek out grant opportunities. |
| **Connection to results from assessment of student learning and/or other plans:** Student Services Student Learning Objectives: 1,  4, 5, 6, and 7 | **Resources/ Budget needed (if applicable):**  $160,723 |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**   |  | | --- | | 1100-30950-2110 ($73,238) | | 1100-30950-2120 ($18,162) | | 1100-30950-3000 ($43,323) | | 1100-30950-4325 ($7,000) | | 1100-30950-5050 ($9,000) | | 1100-30950-5100 ($5,000)  1100-30950-5905 ($2,000) | | 1100-30950-6415 ($3,000) | |
| Uncontrollable Increase: Due to funding cuts from PCBH, the Wellness Center will need a greater contribution from the college general fund to continue operating at the current level. | |
| Safety: Any reduction in the Wellness Center’s hours of operation would present a serious risk to student safety. Students come into the Center in crisis, presenting with suicidal ideation and/or other serious mental/behavioral health risks, often on a daily basis. The availability of immediate help to mitigate these situations is vital. | |
| New Student Attraction: | |
| Student Success and Retention: Supporting mental health is a key part of academic success and retention. Students who are mentally healthy are more likely to be successful, persistent, and able to complete their program at FRC. | |
| Relation to Student Learning: Through counseling, students develop more effective verbal communication skills (SLO 1); learn to accept responsibility for their own actions (SLO 4); develop their sense of self, their autonomy, and their ability to self-advocate (SLO 5); build relationship skills (SLO 6); and develop their abilities to be proactive and responsible citizens (SLO 7). | |
| Support for employees to be effective: Faculty and staff report concerns about student behavior to the Counselor frequently, and rely on this support to enable them to effectively manage difficult and sensitive situations. | |
| Feasibility: Although this request represents a large increase in funding compared to prior years, it is important that FRC continues to provide counseling services to students. The impact of failing to provide mental health care could be much more costly in terms of negative student outcomes. | |
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| **Objective 2: Increase Campus and Community Connectedness**  Increase community connectedness within our campus by initiating supportive social relationships and the feeling of connectedness to campus for students and faculty. | **Action Plan (include who is responsible):**  Activities/Events (Wellness Center staff will initiate or participate in a monthly activity or event):   * RAK Week (Random Acts of Kindness) * The S-Word documentary * Mindfulness Mondays * Peer Educators coordination group * Board Game Night |
| **Connection to results from assessment of student learning and/or other plans:** Student Services Student Learning Objectives:1, 4, 5, 6, 7 | **Resources/ Budget needed (if applicable):**  No financial resources outside of the Mental Health and Wellness Center budget will be required. |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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| **Objective 3: Develop life skills**  Provide students with life skills and skills needed for success in college, including conflict resolution, leadership, and interpersonal communication skills. | **Action Plan (include who is responsible):**   * Wellness Counselor and Peer Educators will engage in Wellness Wednesdays organized by Student Services * Individual counseling * Peer Educator community event leaders * Social engagement activities and groups * Restorative justice practices |
| **Connection to results from assessment of student learning and/or other plans:** Student Services Student Learning Objectives:1, 4, 5, 6, 7 | **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):** |

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| **Objective 4: Increase Campus and Community Connectedness**  Increase community connectedness within our campus by initiating supportive social relationships and the feeling of connectedness to campus for students and faculty. | **Action Plan (include who is responsible):**  Activities/Events (Wellness Center staff will initiate or participate in a monthly activity or event):   * RAK Week (Random Acts of Kindness) * The S-Word documentary * Mindfulness Mondays * Peer Educators coordination group * Board Game Nights |
| **Connection to results from assessment of student learning and/or other plans:** Student Services Student Learning Objectives:1, 4, 5, 6, 7 | **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):** |

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| **Objective 5: Identify Students At Risk**  Continue from current year. | **Action Plan (include who is responsible):**  See current year’s objectives. |
| **Connection to results from assessment of student learning and/or other plans:** Student Services Student Learning Objectives: 1, 4, 5, 6, 7 | **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):** |

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| **Objective 6: Increase Help-Seeking Behavior/Reduce Stigma**  Continue from current year. | **Action Plan (include who is responsible):**  See current year’s objectives. |
| **Connection to results from assessment of student learning and/or other plans:** Student Services Student Learning Objectives: 1, 4, 5, 6, 7 | **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):** |

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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| --- |
| Student demand for mental health services continues to increase. In Spring 2019, associate psychology instructor Mike Hatfield provided 120 individual sessions and 11 crisis interventions. In Fall 2019 to date, interim counselor Nick Maez has provided 147 individual counseling sessions to 48 students; 9 crisis interventions; and conducted 8 group sessions. He has also provided numerous classroom presentations, a Flex Day training, and frequent consultations with staff and faculty regarding student mental health and behavioral concerns. |

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

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| --- |
| Plumas County Behavioral Health had fully funded the Wellness Center in 2017 and 2018, providing approximately $162,000 per year. In Fall 2019, PCBH faced a severe budget shortfall and was forced to reduce its contribution to approximately $140,000. Due to the departure of the permanent full-time Wellness Center Counselor in January 2019, which resulted in cost-savings, the Center was able to continue operating despite the reduced budget. However, PCBH has once again cut funding for the 2019-20 year, down to $62,000. This is not sufficient to keep the Center open full-time at the current staffing level. Funding from PCBH is uncertain going forward.  Since the departure of the permanent counselor in Jan. 2019, the Wellness Center Counselor position has been filled by interim personnel. This created significant challenges to providing regular services to students. However, with assistance from associate psychology instructor Mike Hatfield, part-time services were maintained through the spring semester, and full-time services resumed in fall with the interim hiring of therapist Nick Maez. |

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

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| --- |
| The Center’s funding from Plumas County Behavioral Health is uncertain. Additional funding from the college’s budget will need to be allocated to the Center to maintain availability of vitally needed mental health services. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

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

**Date of Submission:** November 4, 2019

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

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

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| --- | --- |
| **Objective 1:** | **Summary of Progress:** |
| Assess the First Year Experience program and identify areas to improve and institutionalize this effort. | The CSSO attended the Student Panel during the fall flex day to learn about the students FYE experience in the English courses. The CSSO, Student Life and Engagement Specialist, and Director of Student Success Programs met with English faculty and other staff throughout the year to plan events around common themes that fit within “Community Values and Your Values.” The group also discussed what is working and what could be changed as well as ways to involve more academic courses/programs. They found that students and other faculty were often unfamiliar with FYE including which events were FYE and decided branding needed to be improved. This fall (2019) a Student Ambassador who is also an Art major developed an FYE logo for this year’s theme  “Know What Matters” that will be used on flyers. The Director of Student Success Programs contracted with a videographer to produce an FYE video to promote the different components and the video is featured periodically on the FRC website. The Student Research Symposium expanded from English 101 presentations in the fall to additional programs including Environmental Studies, History, and Political Science. |

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| **Objective 2:** | **Summary of Progress:** |
| Develop student leadership training and strengthen the student’s voice on campus through involvement and participation with shared governance committees. | A leadership training for newly hired student ambassadors and newly elected ASFRC officers, was held at Sierra Nevada Journey’s Grizzly Creek Ranch in April 2019 to get the leadership team acquainted with one another, understand how to be leaders and work as a team, and learn to facilitate student activities. This training will continue to be held at the end of each year to prepare the new leadership team for the upcoming year.  The CSSO attended an ASFRC meeting to identify Shared Governance Committees that would be of most interest for student participation. Several were identified but unfortunately, there was little momentum/follow through in serving on the committees due primarily to conflicts with their class and sports schedules. Two shared governance committees did have student representation including Sustainability and Diversity. ASFRC members shared their voice during ASFRC meetings and the CSSO relayed information to appropriate committees and employees. The Student Trustee also relayed input, ideas and issues during monthly Board of Trustees meetings.  A phone and computer were set up in the student leadership office to assist the Student Life Engagement Specialist and leadership team in organizing and promoting student activities and holding office hours in the Student Lounge. |

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| **Objective 3:**  Update the “Getting Involved” section of the website to more accurately reflect the student experience including student life activities and community resources that contribute to student life. | **Summary of Progress:**  The pages within this section as well as the ASFRC pages linked to this section were updated to be more informative and inviting. Updates included a video about student government and the student ambassador program, links to a variety of community resources that contribute to student life, and a list of student clubs stating their purpose and club advisor contacts. |
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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.)

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| **Objective 1:** | **Action Plan (include who is responsible):** |
| Learn about FYE and Student Life programs at other institutions to get ideas that could be implemented at FRC. | The CSSO and Student Life and Engagement Specialist will explore professional development opportunities for First Year Experience Programs and Student Life Programs and implement new ideas that seem appropriate for FRC. |

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| **Objective 2:** | **Action Plan (include who is responsible):** |
| Assess the need/ interest in organizing activities for non-traditional/returning students | The CSSO, Student Life and Engagement Specialist and Director of SSP will work with the Institutional Research to identify students in the target population and obtain contact information. The group will organize focus groups and/or surveys to collect feedback. Areas for outreach may include the Nursing Program and students whose children attend the CDC. The results will be considered for establishing new events or activities. |

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| **Objective 3:** | **Action Plan (include who is responsible):** |
| Make updates to the student lounge to foster a more welcoming and lively atmosphere for students to socialize between classes. | In collaboration with ASFRC, the CSSO and Student Life and Engagement Specialist will work with clubs and students to solicit ideas to improve the Student Lounge space. Usage will be measured by the number of students who utilize the space. |

**Next Year’s New Objectives (fiscal year 2020-21)**

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

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| **Objective 1:** | **Action Plan (include who is responsible):** |
| **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):** |

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| Uncontrollable Increase: |
| Safety: |
| New Student Attraction: |
| Student Success and Retention: |
| Relation to Student Learning: |
| Support for employees to be effective: |
| Feasibility: |

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 student life experience at FRC is often referred to as “vibrant.” There are several events and activities well established (Week of Welcome, Spirit Week, Leadership Training). The student ambassador program continues to strengthen and ASFRC meets monthly and is attended by officers and club leaders. Programs, events and activities are better represented on the website to inform current and prospective students of the student life on campus. The activities and programs are continuously being evaluated and improved. |  |

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

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| A new Student Life and Engagement Specialist was hired in fall 2019 after being filled by an interim following Jeff’s departure. |

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

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| No significant changes are expected this upcoming year. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

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

**Date of Submission:**

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

**Instruction**

**X Student Services**

**Assessment of Past Progress**

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

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| **Objective 1: (SSSP)**  Evaluate and make adjustments to the “Day In The Mountains” schedule to improve the student outcome. | **Summary of Progress:**  The ATF is responsible for reviewing the current schedule and developing strategies for improving the students’ experiences. The priority registration events were modified in 2018 to reflect new placement guidelines. Assessments tests were given by request only in 2018 and not offered in 2019. The women’s volleyball hosted games on the green to liven up the campus and have attendees meet current FRC students,. The music and games made the lunch fun and engaging for the prospective students. A parent orientation was added in order to give parents information about supporting their student in college.  Discussions continued to assess the viability of holding DITM on a Friday. April 17th, 2020 was selected as a date to hold another DITM. This date provides priority registration for attendees and does not conflict with the FFA conference. |
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| **Objective 2: (SSSP)**  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):**  Currently there are systems in place to accomplish the work that needs to be done, however educational software could streamline services and improve the student experience. The IT department is working on the move to Banner 9 and implementing CCCApply. The Guided Pathways work group continued to the discuss software solutions in Spring 2019. Another Starfish demo is scheduled with a small group in November 2019. |
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| **Objective 3: (Equity)**  Last year’s objective was to increase participation in the 2019 Summer Bridge program by creating promotional material to distribute to students enrolled in basic skills courses and to students who attended the Home Field Advantage or Day In The Mountains; to produce a promotional video to market the program; and continue to offer instruction from faculty and incentives for students. | **Summary of Progress:**  A Summer Bridge flyer was given to all Home Field Advantage and Day in the Mountain participants. The Student Success Specialist made follow up calls and sent emails to students who attended those events. Additionally, students on academic probation and those enrolled in English 10 and math 15 & 20 for Fall 2019 were contacted and encouraged to sign up for the program. The promotional Summer Bridge Video was completed and posted on the FRC website during registration period.  Forty-seven students participated in the 2019 Summer Bridge program. The divers group included athletes from soccer and football, returning students and local area high school students. Forty-two of the students attended every session and earned the book voucher.  Faculty and Student Support staff provided the instruction. Incentives included school supplies to “Build a Backpack” and free lunch daily, activities and a book voucher worth up to $400. The Student Ambassadors hosted icebreaker games on the first day and afternoon/evening activities the first week which worked to make participants feel welcome, engaged and connected. |
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| **Objective 4: (Equity)**  Last year’s objective was to 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 were and continue to be evaluated for their effectiveness in student success. | **Summary of Progress:**  The Advising Task Force (ATF) and the Institutional Researcher continue to look at the success rates of course completion in impacted groups. Given the small size of FRC, measuring the effects of multiple measures on impacted groups may take several semesters.    In response to AB 705, the remedial math sequence has been condensed into a one semester, 5 unit class and Basic Skills English is no longer offered. The Advising Task Force and the Student Intervention Committee continue to discuss placement guidelines and support structures at meetings. |
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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: (SSSP & Equity)**  One of the objectives for SSSP and Student Equity is to combine the programs into the Student Equity & Achievement (SEA) program as directed by the Chancellor’s Office | **Action Plan (include who is responsible):**  The Director of Student Success Program in consultation with the Director of the Basic Skills program oversaw the merging of the 3 program budgets into the Student Equity & Achievement program, which has a new program code.  The Director of SSP and Program Staff Specialist attended the annual SEA training to learn about the new reporting templates and requirements.  Currently, the funding formula remains the same and is based on the services provided to students. It is anticipated that funding will mirror the student centered funding formula for California Community Colleges at some point.  The combining of the programs has created new reporting templates and deadlines. The Annual SEA program report is due in January of 2020. The Student Equity Plan was submitted June 2019 and the Integrated Plan Year-End Expenditure Report was submitted in September 2019. |
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| **Objective 2: (SSSP)**  The objective for 2019-20 will be to fulfill the requirements legislated inAB 705 and AB 1805. | **Action Plan (include who is responsible):**  The Advising Task Force with contributions from faculty has developed and implemented placement guidelines that maximize the likelihood that students will complete transfer level math and English course work in a one-year period. The Advising Task Force and Student Intervention Committee in consultation with the CSSO and CIO will continue to assess the need for support structures to assist students in math and English coursework completion.  The ATF along with the Institutional Researcher will report and publish the placement policies and placement results. |

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| **Objective 3: (Equity)**  The Student Equity & Achievement program required the submission of a Student Equity Report in June 2019. This report picked up where the 2017-19 Integrated Plan left off. The Student Equity Plan identified disproportionally impacted groups and developed goals and strategies to close the equity (achievement) gaps. The objective for 2019-20 is to implement the recommended activities. | **Action Plan (include who is responsible):**  The Director of Student Success Programs, in collaboration with the Student Services Council and Council Of Instruction developed goals and strategies to support disproportionally impacted groups.  Initial work has begun on implementing a number of the activities outlined in the Student Equity Report: (1) The Assistant Dean Instruction is working with the I.R.C. Instructional Assistant/ AF English to identify an “Easy Writer Handbook” for the Incarcerated Student Program and provide training for ISP faculty that wish to incorporate its use into their class; (2) the Director of SSP and the foster Youth Liaison have met with county partners in Social Services to discuss collaboration for Independent Living workshops/activities and have discussed initiating a Foster Youth workgroup; (3) a team attended the Basic Skills Initiative Leadership Institute and is working to bring professional learning to FRC; (4) *FRC Feast* has been renamed *Careers and Cuisine* to better reflect the event and allow for more faculty collaboration to plan the event; (5) training for online advising through Cranium Café has occurred and it is anticipated the online advising will be available for appointments in spring 2020 ; (6) provide financial support to student clubs by offering $100 per semester for recruitment meetings and paid hours for student leaders. |
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**Next Year’s New Objectives (fiscal year 2020-21)**

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 implement and assess the effectiveness of the activities outline in the 2019 Student Equity Plan. | **Action Plan (include who is responsible):**  The Director of Student Success Programs in conjunction with Student Services and Instruction is responsible for implementation. Activities include:  (1) Offer wrap around services for Foster Youth and Veterans; (2) evaluate supports such as Summer Bridge and early alerts; (3) assess the need supports in math and English; (4) partner with TRiO, EOPS athletics and BSU to offer a transfer trip to HBCU caravan or Black Expo. |
| **Connection to results from assessment of student learning and/or other plans:**  These are activities outlined in the 2019 Student Equity Plan. | **Resources/ Budget needed (if applicable):**  The SEA budget will cover the cost of the Student Equity activities. |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1200-30123-XXXX-649900  1200-30124-XXXX-649900 |
| 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:**  Review and update orientations, both online and in person, in order to assure all required topics are addressed and that students are engaged in learning. Follow up athletic orientations and may be included in the updates and revisions. Additionally and orientation for academic/ progress probation may be developed. | **Action Plan (include who is responsible):**  The Director of SSP in collaboration with the CSSO and CIO will review the content and delivery of required orientation topics and elicit feedback from students, Advising Task Force and Student Services Council. |
| **Connection to results from assessment of student learning and/or other plans:**  The in person orientation is evaluated by participants. The results of the evaluations indicate that students appreciate the information by feel overwhelmed by the amount of material and that not all of the information is pertinent. | **Resources/ Budget needed (if applicable):** |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1200-30123-XXXX-649900  1200-30124-XXXX-649900 |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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

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| --- | --- | --- |
| **Need** | **Resource Type** | **Rationale** (include connection to other plans) |
| Training on new legislation and reporting requirements | Professional Development | See this year and next year’s 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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| --- |
| SSSP, Student Equity and Basic Skills budgets have been combined into a Student Equity & Achievement Program budget. There is still a carryover budget and the two-year spending timeframe remains. The allotment remained the same from the previous year and a work group at the Chancellor’s office is exploring new funding formulas for the SEA Program. Until changes are announced, the Advising office is recording student services as outlined in the SSSP Handbook. The Student Life and Engagement Specialist position has been filled as of October 1, 2019 after a period with an interim. |

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

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| The combining of the three programs into one has been a significant change since the last CPR. |

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

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| --- |
| The reporting dates for the SEA program have been change to January. The new template and reposting requirements have recently been released. It is anticipated that SEA funding will change to mirror the Student Centered Funding Formula. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

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

**Date of Submission:** 11/4/19

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

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

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| **Objective 1:**  Continue Residence Hall Improvements | **Summary of Progress:**  A few rooms have been upgraded, safety issues have been addressed (i.e. stairs, walkways, pipes).  Continuing to work with director of facilities and Dean of Students to improve facilities and student experience. |
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| **Objective 2:**  Continue adding and improving to student life program | **Summary of Progress:**  Student Events have been organized on a continual basis, including end of year party and spirit week food events. |
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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 Residence Hall improvements | **Action Plan (include who is responsible):**  Continue to work with Nick Boyd and the maintenance department to: •Improve roadways •Repair/replace damaged stairs •Install new siding of all buildings •Install new camera system •Finish upgrading door locks |
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| **Objective 2:**  Continue Student Life programming for housing residents. | **Action Plan (include who is responsible):**  Work with Bama Williams from Student Life and other departments on campus collaborate on student-life programming activities on an on-going basis. |
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**Next Year’s New Objectives (fiscal year 2020-21)**

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

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| **Objective 2:**  Continue Student Life programming for housing residents | **Action Plan (include who is responsible):**  Work with Bama Williams from Student Life and other departments on campus collaborate on student-life programming activities on an on-going basis. |
| **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) |
|  |  |  |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

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| The college has been successfully managing the Feather River College residence halls for the past 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. All off-campus dorms are at max-capacity. |

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

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| The college is nearing completion of paying off on-campus residence hall which will allow for flexibility in spending for upgrades and maintenance in the future. |

Briefly explain significant changes expected during the upcoming year.

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

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

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

**Date of Submission:** October 3, 2019

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

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

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| --- | --- |
| **Objective 1:** | **Summary of Progress:** |
| **1. Secondary School Persistence: 97%** of non-senior participants served each project year will complete the current academic year and continue in school for the next academic year at the next grade level. | The performance standard for Secondary School Persistence was exceeded with **100%** of non-senior participants served, completing the 2018-19 academic year and continuing in school for the 2019-20 academic year at the next grade level. |

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| **Objective 2:** | **Summary of Progress:** |
| **2. Secondary School Graduation: 85%** of the seniors served during the project year will graduate during the project year with a regular secondary school diploma within the standard number of years. | The performance standard for Secondary School Graduation was exceeded with **100%** of the seniors served by the ETS program during 2018-19 graduating with a regular secondary school diploma within the standard number of years. |

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| **Objective 3:** | **Summary of Progress:** |
| **3. Rigorous Program of Study: 40%** of seniors served during the project year will complete a rigorous secondary school program of study and will graduate during the project year with a regular secondary school diploma within the standard number of years. | The performance standard for Rigorous Program of Study was exceeded with **62%** of seniors served completing a rigorous secondary school program of study and graduating with a regular secondary school diploma within the standard number of years. |

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| **Objective 4:** | **Summary of Progress:** |
| **4. Postsecondary Education Enrollment: 68%** of participants, who have graduated with a regular secondary school diploma, during the project year, will enroll in an institution of higher education by the fall term immediately following high school graduation or will have received notification by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic term. | The performance standard for Postsecondary Education Enrollment was exceeded with **89%** of participants served enrolling in an institution of higher education by the fall term immediately following high school graduation or receiving notification by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic term. |

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| **Objective 5:** | **Summary of Progress:** |
| **5. Postsecondary Attainment: 30%** of the participants served during the project year, who enrolled in an institution of higher education, by the fall term immediately following high school graduation or by the next academic term (e.g.. spring term)as a result of acceptance but deferred enrollment, will complete a program of postsecondary education within 6 years. | The performance standard for the graduates of 2013 for Postsecondary Attainment was exceeded with **38.2%.** Six more cohorts of students who enrolled in postsecondary education (graduates from the classes of 2014, 2015, 2016, 2017, 2018 and 2019) are currently being tracked. They must be tracked for 6 years following their high school graduation. |

**Current Year Progress and Objectives**

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

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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 2020-21)**

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 and spend out the last year of grant money. | 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 shelves/cupboards for storage. | Facilities | Our office space is not yet fully functional. We still need storage cupboards/shelves as there is very little storage in the advisors’ work space or the director’s office. Our grant prohibits the purchase of furniture. |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

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

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

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| A new advisor began working with the program in August. A new desk was built for her and she was given a chair. The previous advisor moved to another employer in Quincy at a higher rate of pay. This year was only the second time that ETS was required to report on Objective 5, based on participants who enrolled in post-secondary education in 2013. The goal was surpassed along with all of the other goals. |

Briefly explain significant changes expected during the upcoming year.

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| a) Training of two new ETS advisors.  b) Hopefully, some office storage space for our equipment & supplies currently being housed in cardboard boxes or piled up on filing cabinets. |



**ANNUAL Program Review**

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

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

**Date of Submission:** 10/10/2019

**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 2017-18, 95% of our participants were in good standing, meeting our objective.. |
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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 2017-18, 81% of our participants were retained at FRC (or graduated or transferred), meeting our objective. |
|  |  |

**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:**  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 academically. We have five tutor/mentors who are available throughout the early part of the day for drop in tutoring in most subjects. We also offer unlimited, 24/7 on demand online tutoring to TRiO students through a subscription to tutor.com.  Billy (Director) and Dan (Advisor) have been putting on weekly Academic Success Workshops during the fall and will continue in the spring. We are collaborating with EOPS and SSSP for the workshops to reach more students and boost attendance. The SSS/TRiO Advising Center is open during the day for students to use the computer lab for studying and completing work. In addition to the Peer tutor/mentors, SSS/Staff academically assist students in their classes and help with correctly formatting their papers. Dan has also been conducting study groups for TRiO students in Anatomy to improve success rates.  Billy has been communicating with faculty to determine which TRiO students are struggling academically to proactively reach out to these students to obtain academic assistance before it is too late. |
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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 19 and Spring 20, transfer in classes from other colleges, complete CSU/UC transfer applications for Fall 2019, and complete 2020-21 FAFSA applications. In addition, all of the TRiO/SSS advisors have begun meeting with our advisees for Spring 2019 priority registration. |
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**Next Year’s New Objectives (fiscal year 2019-20)**

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

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| --- | --- |
| **Objective 1:**  At the end of each academic year, at least 70% of all SSS participants will be in good academic standing with a GPA of 2.0 on a 4.0 Scale. | **Action Plan (include who is responsible):**  All TRiO/SSS staff and Peer Tutor/Mentors will continue to assist students in their classes. Advisors will review progress reports/academic interventions as they are turned in and meet with students that need follow-up to provide resources and support. |
| **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 transferring 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.

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

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

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| --- |
| A key challenge this year has been the departure of both academic advisors. The program was without a fulltime advisor from August-September, and the new fulltime advisor just began on October 1st. Both new advisors are working as fast as they can to get up to speed and learn their new positions before the rush of priority registration, FAFSA applications, and 4-year college applications that will be occurring later this Fall.  The program is currently working on accepting new participants to hit our goal of 160 and making sure all files are complete and accurate. We are also preparing to complete our federal comprehensive APR that will be due on December 6th.  Students have been scheduling appointments for Spring 19 advising. Staff is communicating with students in several ways, including phone, text, and through our TRiO group in Canvas to keep students engaged in the program.  The FAFSA for the 19-20 school year just opened on October 1st and we will hold a “Filling out the FAFSA” workshop on October 23rd to help the students complete them as early as possible. The students will be encouraged to sign up for one on one appointments with the advisors for extra help in submitting their FAFSAs.  TRiO/SSS has collaborated with the transfer center to take three transfer trips this fall; UNR, UC Davis, and CSU Chico. Several TRiO students have shown interest in attending these trips and learning about their local transfer options.  We have hosted four TRiO/SSS Student Orientations this semester and assisted with the Career, College, and Transfer Fair. We also have scheduled for the semester three financial literacy workshops, five college success workshops, six cultural events, and a stress management workshop in collaboration with the Wellness Center prior to finals.  The director has been working on the writing of the grant renewal application with the consultant outside of work hours. The grant application should be completed and turned in by the end of December 2019. |

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

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Briefly explain significant changes expected during the upcoming year.

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| No significant changes are expected this year. We hope to have all of our staff trained and comfortable in their positions as soon as possible. Staff is hopeful that the grant will be refunded in the upcoming competition for a new 5-year grant cycle. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

Upward Bound, Student Services

**Name of Person Submitting this Review:**

Audrey Peters

**Date of Submission:** November 4, 2019

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

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

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| --- | --- |
| **Objective 1:** | **Summary of Progress:** |
| **Academic Performance--Grade Point Average (GPA)** 80% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year. | **Met Objective – 86% (**48 of our 56 active participants) earned a cumulative GPA of 2.5 or better. |

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| **Objective 2:** | **Summary of Progress:** |
| **Academic Performance on Standardized Test** 35% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math. | **TBD, % Pending** – We are currently waiting for Quincy and Greenville High Schools to provide us with scores for 2 of our graduating seniors. Of the seniors that we have received scores for, 4 of the 15 that took the tests scored proficient in BOTH reading/language arts and math on their standardized tests. |

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

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| **Objective 4:** | **Summary of Progress:** |
| **Academic Performance-- Secondary School Graduation (rigorous secondary school program of study**) 50% of all current and prior year UB participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study (also known as the A-G requirements). | **Met Objective – 65%**13 of 20 current and prior year participants completed their A-G requirements. |

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| **Objective 5:** | **Summary of Progress:** |
| **Postsecondary Enrollment** 70% of all current and prior UB participants who graduated from high school during the school year with a regular secondary diploma will enroll in a program of postsecondary education by the fall term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester (e.g., spring semester). | **Met Objective, 75%** 15 of 20 current and prior participants who graduated enrolled in college this fall. |

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| **Objective 6:** | **Summary of Progress:** |
| **Postsecondary Completion** 32% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance by deferred enrollment, will attain either an associate’s or bachelor’s degree within six years following graduation from high school. | **TBD, % Pending –** Not all colleges have uploaded their enrollment/completion data to the National Student Clearinghouse as of today, so we are unsure of the graduation status for a number of students that make up the 2013 PSE Cohort. |

**Current Year Progress and Objectives**

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

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

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

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

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

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

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

**Next Year’s New Objectives (fiscal year 2020-21)**

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

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| --- | --- |
| **Objective 1:**  **Academic Performance--Grade Point Average (GPA)** 80% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year. | **Action Plan (include who is responsible):**  See Plan of Operation in Upward Bound grant proposal |
| **Connection to results from assessment of student learning and/or other plans:**  College Wide SLO #5 and Student Services SLO #4 | **Resources/ Budget needed (if applicable):**  N/A |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1200 30825- XXXX- 649200 (pending release of 2019-20 funds) |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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| --- | --- |
| **Objective 2:**  **Academic Performance on Standardized Test** 35% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math. | **Action Plan (include who is responsible):**  See Plan of Operation in Upward Bound grant proposal |
| **Connection to results from assessment of student learning and/or other plans:**  College Wide SLO #5 and Student Services SLO #4 | **Resources/ Budget needed (if applicable):**  N/A |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1200 30825- XXXX- 649200 (pending release of 2019-20 funds) |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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| --- | --- |
| **Objective 3:**  **Secondary School Retention and Graduation** 95% of Project Participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma. | **Action Plan (include who is responsible):**  See Plan of Operation in Upward Bound grant proposal |
| **Connection to results from assessment of student learning and/or other plans:**  College Wide SLO #5 and Student Services SLO #4 | **Resources/ Budget needed (if applicable):**  N/A |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1200 30825- XXXX- 649200 (pending release of 2019-2020 funds) |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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| --- | --- |
| **Objective 4:**  **Secondary School Graduation** (rigorous secondary school program of study) 50% of all current and prior year UB participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study. | **Action Plan (include who is responsible):**  See Plan of Operation in Upward Bound grant proposal |
| **Connection to results from assessment of student learning and/or other plans:**  College Wide SLO #5 and Student Services SLO #4 | **Resources/ Budget needed (if applicable):**  N/A |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1200 30825- XXXX- 649200 (pending release of 2019-2020 funds) |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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

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| **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 30825- XXXX- 649200 (pending release of 2019-2020 funds) |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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| --- | --- |
| **Objective 6:**  **Postsecondary Completion** 32% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance by deferred enrollment, will attain either an associate’s or bachelor’s degree within six years following graduation from high school. | **Action Plan (include who is responsible):**  See Plan of Operation in Upward Bound grant proposal |
| **Connection to results from assessment of student learning and/or other plans:**  College Wide SLO #5 and Student Services SLO #4 | **Resources/ Budget needed (if applicable):** |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1200 30825- XXXX- 649200 (pending release of 2019-2020 funds) |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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

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

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

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| Our program is operational as outlined in the grant’s Plan of Operation. |

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

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| Our long standing Advisor, Billy Ogle resigned from Upward Bound in November of 2018. We received approval from the U.S. Dept. of Ed. for the 2018-19 year to increase the vacated position from 20 hours a week to 30 hours a week. Upward Bound received a significant increase (4.5%) of funding for the 2019-20 grant year and included increased hours for the Advisor position in the budget submitted to the U.S. Department of Education in June of 2019. Michael Hall, served as interim Upward Bound advisor from November 1, 2018 until he was hired permanently June 1, 2019. |

Briefly explain significant changes expected during the upcoming year.

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| We do not anticipate any significant changes during the upcoming year |

**Appendix**

2019-20 (year 3) Grant Award Notification attached..