COMPREHENSIVE PROGRAM REVIEW
[TRiO STUDENT SUPPORT SERVICES/ STUDENT SERVICES DEPARTMENT]
[JULY 2023]

PURPOSE AND INTEGRATION WITH BROADER PLANNING

The comprehensive program review captures the longer-term strategic plan for a program. The CPR informs the campus of the program's goals and describes the means for achieving those goals. The CPR includes a reflection on annual program goals and student learning outcomes. CPR information may also be used to inform college planning including: the strategic plan, education plan, facilities plan, student equity plan, etc. *See AP/BP 3260*

STUDENT SERVICES PROGRAM LINK TO COLLEGE MISSION

Statement of Mission: Feather River College provides high quality, comprehensive student education as well as opportunities for learning, workforce preparation, and achievement in a small college environment. The College provides general education, associate and bachelor's degrees, certificates, transfer programs, and life-long learning for a diverse student population by serving local, regional, national and international students through traditional face-to-face instruction as well as distance education. The College also serves as a cultural and economic leader for all communities that lie within the District and embraces the opportunities afforded by its natural setting. *Describe how the program serves/supports the College mission, vision, and values.*

The TRiO Student Support Services (SSS) program is a five-year federal grant project that is currently funded through August, 2025. SSS supports the mission of the College by providing personal, ongoing, in-depth support to FRC's most at-risk student populations. Our objective is to empower first-generation, low-income, and/or students with disabilities to maintain good academic standing, persist from one academic year to another until graduation, graduate with an associate's degree or certificate within four years, and transfer to a four-year institution within four years. We serve students via individual appointments as well as during ongoing workshops to develop the minds of our students, encouraging them to strive for excellence, and determining pathways to open doors of opportunity for their future. Staff makes a point to develop strong, trusting relationships with our students so we can determine how to serve them most effectively. We also follow an intrusive/proactive advising methodology where staff are in regular contact with participants. The program assesses services regularly throughout the academic year to ensure a culture of ongoing improvement. Student feedback is almost entirely positive and all measurable objectives have been met during the current grant cycle.

SERVICES AND STUDENT POPULATIONS SERVED

Provide a description of all the services provided under your program along with the staff who provide these services. An organizational chart may be included. Describe how services are provided both on campus and online. Describe the student and/or population served by the program, including any disproportionately impacted populations and data regarding student access to the service and success rates among populations (if applicable). Assure that the catalog, website and any other marketing descriptions are accurate.

The TRiO SSS program provides the following services to our students:
- Academic Advising
- Information about all federal and state financial aid programs
- Assistance with completing financial aid applications, including the Free Application for Federal Student Aid (FAFSA)
- Assistance with completing public, private, and local scholarship applications
- Financial literacy counseling services and workshops, including: understanding financial aid awards, budgeting, minimizing the burden of student loan debt, establishing credit, filing federal/state taxes, and establishing residency
- Assistance with four-year university transfer applications and the entire transfer process
- Student success workshops providing test taking tips, time management, and study skills
- Tutoring assistance from staff and peer tutors (in-person) as well as online tutoring through Tutor.com
- Career advising/exploration and access to career speakers from in-demand industries
- College tours and cultural event opportunities not usually available to disadvantaged students
- Opportunity to apply for TRiO Grant Aid financial assistance

The program is required to serve 160 FRC students each academic year. At least 2/3 of participants must be first-generation (defined as neither parent achieving a 4-year degree) and low-income (defined as an individual whose family's taxable income is within 150% of the federal poverty level) or have a verifiable disability. 1/3 of participants may be either first-generation or low-income. The program is currently staffed by a full-time director, a full-time (10 month) lead advisor, and a part-time (10 month) advisor. Staff works together to serve students through individual appointments as well as creating and conducting dynamic, engaging workshop curriculum. Students are expected to meet with their advisor at least twice each semester and attend a minimum of two workshops each year.

Since the pandemic, the program has worked hard to become as remote-friendly as possible for the increasing number of students not able to be on campus. Applications to join the program as well as all intake documents are available in-person (hard copy) and digitally so students can apply and complete all necessary documents remotely. Digital applications have authentic e-signing capability built in (using Adobe Sign or Jotform Sign) for regulatory purposes. Staff record nearly all workshops held in-person to allow participants who could not attend to have the opportunity to watch asynchronously. Links to recorded workshops are posted on Canvas and emailed out to all participants for easy access. Individual appointments for students are offered in all modalities, including in-person, through Zoom, and via phone call. Students regularly use text, email, and Canvas messaging to contact advisors with questions as well. Staff realizes that times (and therefore our students) are changing rapidly, so

our availability and acceptance of using different modalities to serve participants must evolve in order to stay relevant and successfully meet the needs of our students.

DESCRIBE EFFORTS TO REDUCE EQUITY GAPS AMONGST STUDENT POPULATIONS

You may refer to the Student Equity Plan to identify populations that the college has determined there are equity gaps or disproportionate impact. An example to reduce equity gaps might be implementing a change within the service for a specific population based on data. I.E. targeting a specific group for tutoring, changing intervention strategies, etc.

The guiding principle of the TRiO SSS program is to reduce equity gaps among first-generation, low-income, and disabled student populations. See the Program Successes and Accomplishments section below for data on the program's efforts in this area.

UPDATED POLICIES RELATED TO YOUR PROGRAM

Please list any policies such as AP's or BP's (for internal) or State or Federal Regulations (for external) that have been updated since the last CPR, describe any changes or impacts to your services.

A comprehensive Policies and Procedures Manual has been created since the previous CPR was completed and is available upon request.

The main federal policy that has changed since the previous CPR is that the program can temporarily serve non-citizen/DACA students through September 2026 due to the Performance Partnership Pilot for Disconnected Youth (P3) agreement between the U.S. Department of Education and the California Higher Education Collaborative. Prior to this agreement, the program received applications from several DACA students that had to be turned away that we can now serve. Staff is excited about this development, as these students have significant barriers and our services will increase their likelihood of success.

ASSESSMENT OF STUDENT SERVICES STUDENT LEARNING OUTCOMES

Note which Student Services Student Learning Outcomes you chose to assess, and what strategies you used to assess them. Examples may include student satisfaction data, records of student use of services, data describing a change in service after a program change has been made, anecdotal or focus group feedback from students, evaluations from programs, etc.

1. Students will learn about programs and services and make an informed decision to apply and utilize these programs and services. (CWSLOs 1, 2, 3, 4, 5)

2. Students will demonstrate an awareness of their financial responsibilities for all college expenses by accessing resources to cover costs. (CWSLOs 2, 3, 4, 5, 7)

3. Students will utilize resources to acquire skills and knowledge to persist in attaining academic and personal goals. (CWSLOs 1, 2, 3, 4, 5, 6, 7)

4. Students will develop a sense of belonging and connection to the campus and community by participating in activities. (CWSLOs 1, 4, 5, 6, 7)

5. Students will grow their independence by learning to be resourceful and improve skills in self-advocacy, organization and leadership skills. (CWSLOs 3, 4, 5, 6, 7)

The TRiO SSS program prioritizes and assesses Student Services Student Learning Outcomes (SLOs) 2, 3, and 4.

To assess SLO 2, students are asked at the end of each semester "Has the TRiO SSS program helped you to become more aware of your financial responsibilities for covering college expenses and how to access resources to cover costs?" Data from our current grant cycle indicates that 261/285 (92%) of students answered Yes. Some notable qualitative responses include:

- "Yes, that's one of the main reasons I feel that transferring is a 4 yr college is an option for me."
- "The financial literacy and goal building workshops are the best."
- "The workshops have helped out a lot with learning how to budget."

To assess SLO 3, students are asked at the end of each semester "Has the TRiO SSS program helped you to acquire skills and knowledge that will make you more likely to persist in attaining your academic and personal goals?" Data from our current grant cycle indicates that 275/285 (96%) of students answered Yes. Some notable qualitative responses include:

- "To be honest, the TRIO workshops have helped me to refine my academic goals and feel I can meet my personal goals knowing that there is support available if I need it. I learned a lot from watching the workshops, so much so that I plan on watching a few after finals when I have a little more time."
- "They help me learn how to be smart with my money."
- "Definitely! I am now looking at long-term goals!"

To assess SLO 4, students are asked at the end of each semester "Did your attendance at an FRC cultural event or project-based internship help you to increase your sense of belonging and connection at FRC and Plumas County?" Data from our current grant cycle indicates that 91/103 (88%) of students who attended an FRC cultural event or project-based internship answered Yes. Some notable qualitative responses include:

- "I loved the trip to the art museum."
- "The movie nights are very awesome- I went to a movie and received a small popcorn and a drink for being an FRC student and it was very fun."
- "I have only been able to attend the college tours so far, but all of them were informative and helped me talk to those I know planning on transferring to the schools visited."

PROGRAM SUCCESSES AND ACCOMPLISHMENTS

Using results of assessments, APR reflection, or other data or evidence, describe successes and accomplishments that have occurred within the program since the last CPR.

The TRiO SSS program has experienced many successes and accomplishments since the previous CPR. First and foremost, FRC's application in the 2020 TRiO SSS grant competition earned a perfect score of 125/125, allowing the program to continue to serve our students through at least August, 2025. 15 points are allocated for programs successfully meeting program objectives. Our project has achieved this goal during the first two years of this grant cycle, putting us on track for another successful application in the 2025 competition.

The 2020-21 federal Annual Performance Review (APR) was completed and turned in to the Department of Education on February 7, 2022. The program served 160 participants and the 2/3 double qualifier and 1/3 low-income disabled student rules were satisfied. The results from this APR show that the FRC TRiO SSS program is doing excellent work to achieve objectives. 81% of students persisted from one academic year to the next, easily satisfying the 40% baseline goal. 94% of students were in good academic standing, far surpassing the baseline goal of 70%. Additionally, 59% of students from the 2017-18 cohort graduated with an Associate's Degree from FRC, satisfying the baseline goal of 26%. 39% of students from the 2017-18 cohort graduated with an Associate's Degree from FRC and transferred to a 4-Year institution, more than satisfying the baseline goal of 15%. (Table 1)

The 2021-22 federal Annual Performance Review (APR) was completed and turned in to the Department of Education on March 16, 2023. The program served 163 participants and the 2/3 double qualifier and 1/3 low-income disabled student rules were once again satisfied by a healthy margin. The results from this APR showed that the FRC TRiO SSS program continued to do outstanding work to achieve objectives, especially considering the remarkable challenges of the past few years. 90% of students persisted from one academic year to the next, easily satisfying the 40% baseline goal. 96% of students were in good academic standing, far surpassing the baseline goal of 70%. Additionally, 56% of students from the 2018-19 cohort graduated with an Associate's Degree from FRC, satisfying the baseline goal of 26%. 39% of students from the 2018-19 cohort graduated with an Associate's Degree from FRC and transferred to a 4-Year institution, more than satisfying the baseline goal of 15%. (Table 1)

Table 1: Summary of Objectives for 2020-22 Academic Years				
Objective Criteria	**Objective Rate**	**2020-21 Attained Rate**	**2021-22 Attained Rate**	**Objective Met?**
Serve Funded Number of Students	160	160	163	**YES**
Students Shall Persist from One Academic Year to the Beginning of the Next Academic Year	40%	81%	90%	**YES**
Students Shall Remain in Good Academic Standing (GPA over 2.0)	70%	94%	96%	**YES**
Students Shall Complete of an Associate's Degree or Certificate Within 4 Years of Entry into Program	26%	59%	56%	**YES**
Students Shall Complete an Associate's Degree or Certificate <u>and</u> Transfer to a 4-Year Institution within 4 Years of Entry into Program	15%	39%	39%	**YES**

Table 2 summarizes the six services the program is mandated to provide as well as the number of students who received each service during each program year.

Table 2: Summary of Required Services for 2020-22 Academic Years		
Required Services	**# of students who received service in 2020-21**	**# of students who received service in 2021-22**
Academic Tutoring	77	81
Advice and assistance in postsecondary course selection	159	162
Education/counseling to improve financial and economic literacy	143	142
Information in applying for Federal Student Aid	156	144
Assistance in completing and applying for Federal Student Aid	64	112
Assisting in applying for admission to 4-Year Institution and obtaining Federal Student Aid	43	32

PROGRAM CHALLENGES

What challenges, if any, has your program experienced since the last CPR?

The TRiO SSS program has undergone many challenges since the last CPR. The most prominent challenge faced was adapting the program to successfully serve students during the COVID-19 pandemic. Unlike most state programs, our federal funders did not provide any "held harmless" leeway. We were expected to recruit, track, and serve just as many students as we did before the pandemic started. The Director converted all application and intake forms into digital forms so that entering students could apply to the program remotely, using Adobe Sign/Jotform Sign to comply with regulations. All workshops were conducted live online using Zoom and were recorded, allowing participants who could not attend the opportunity to watch at a later time. Links to the recorded workshops were posted on Canvas and emailed out to all participants for easy access. To make booking individual advising appointments more

streamlined, all staff created Calendly accounts. With Calendly, participants can view their advisors' availability in real-time and make an appointment at their convenience. Calendly links are included on our webpage, Canvas LMS, in each staff member's email signature, and via QR Code in the TRiO office. Appointments with students were conducted through Zoom, phone, and occasionally in person when safe to do so. COVID presented many new challenges, but staff rose to the occasion to maintain services and meet objectives as is indicated in Table 1 and Table 2 above.

Longer term symptoms of the pandemic have also presented many challenges unique to our program. Student presence on campus has significantly dropped off compared to pre-pandemic levels, which has been a hindrance. We assume that some of this shift is due to increased online courses, but there has been a behavioral shift among on-campus students as well. The majority of students who still come on campus to go to class leave immediately after class concludes. Student club participation has dropped off, as well as attendance at events and workshops on campus. While students still utilize the TRiO lab regularly, foot traffic is down significantly since pre-pandemic times. This dynamic has made it much more challenging for the program to recruit, retain, and engage students. As can be seen on Figure 1, student engagement in the program was rapidly increasing prior to the pandemic, but has fallen off since. Even with the overall drop in engagement, the program still served each participant an average of nine times in the 2022-23 academic year.

Fortunately, the program has been fully staffed since 2019 and has not had any vacancies. While consistent staffing has been a boon to the program by providing normalcy for our participants, it has created significant budgetary challenges. All staff are at or near the top of their salary range and recent cost of living adjustments due to inflation have been difficult for the budget to absorb. On the revenue side, level funding in PY 21-22 and PY 22-23 has been an additional challenge. During this grant cycle, staffing costs have increased by over 30% while revenue has increased only 4%. This trajectory is clearly unsustainable and is a major concern moving forward. The program is extremely grateful that the College agreed not to charge Indirect Costs (8% of the annual award amount) for the time being. Even with this assistance, the part-time advisor's hours had to be reduced from 30 hours/week to 20 hours/week.

Our grant writer has advised that in the 2025 competition, colleges in high cost-of-living states should contribute a small amount of institutional funds towards staffing in order for the proposal to be successful. She suggests the institution match approximately 10-15% of the total grant award, while resuming Indirect Costs collection. Staff is hopeful that the program's proven track record of success based on assessment data and objective accomplishments will warrant this necessary investment from the college.
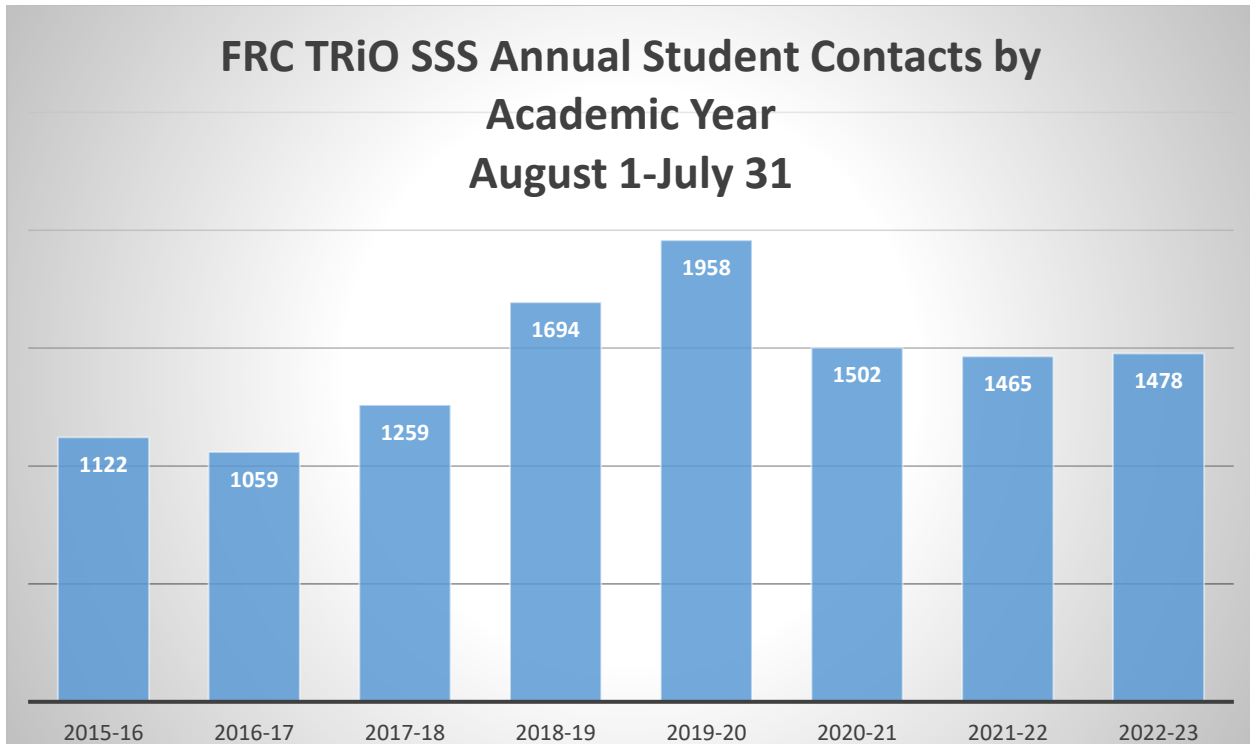
FRC TRiO SSS Annual Student Contacts by Academic Year August 1-July 31

Academic Year	Contacts
2015-16	1122
2016-17	1059
2017-18	1259
2018-19	1694
2019-20	1958
2020-21	1502
2021-22	1465
2022-23	1478

Figure 1. FRC TRiO SSS Annual Student Contacts by Academic Year

PROGRAM IMPROVEMENTS AND PLANS

Based on the results of the assessment, APR reflection, or other data or evidence, describe any changes have you made or that you plan to make to improve your program or service.

With the substantial changes that have occurred over the past few years, staff realize that we must continually adapt services to our students to remain relevant and successfully meet our objectives. Although the challenges posed by the pandemic were difficult, they improved the program in many ways. We now provide services in a much more hybrid format than we did previously. Before the pandemic, the program didn't accept online- only students. Now fully remote/online students can be served as effectively as in-person students.

The program prides itself on being data-driven and utilizing quantitative and qualitative participant data to continuously improve services to participants. All workshops will continue to be assessed, comprehensive surveys will be conducted each semester, and formative/summative evaluations will be written to provide opportunities for ongoing growth and improvement moving forward.

Staff realize that campus relationships are key to our success. We plan to work closely with the new AD and Assistant AD this year to ensure all qualifying athletes get information about

the program and join. Additionally, we will stay in close contact with staff and faculty to discuss recruitment opportunities and gather progress reports for current students.

POSSIBLE BARRIERS TO IMPROVEMENT PLANS
What challenges, if any, do you foresee in making program improvements. Examples may include budget, staffing, etc.

Insufficient budget (and therefore staffing) is the most significant barrier to the program's future success, as noted in the Program Challenges section. The majority of TRiO SSS programs have an office assistant and program coordinator in addition to the Director and advisors, so we are already short-staffed compared to most programs. Further staffing reductions will be extremely detrimental to the program as well as our high-risk participants.

Additionally, finding enough interested, qualifying students to recruit and serve our mandated quota of 160 becomes more challenging each year. Moving forward, we will continue to seek more recruitment opportunities among online-only students, as well as incarcerated students, in attempt to serve our required quota.

LONG RANGE VISION FOR THE NEXT FOUR YEARS
Based on a review of your APRs for the past four years, the new and emerging trends in your area, and the results of the student services student learning outcomes assessment, what changes do you foresee for the future? What facility and staffing needs to you anticipate will be needed? What changes do you plan to make to your program to improve student-learning outcomes?

- Work with the grant writer and FRC staff to develop and submit a successful 2025 grant in what will be an exceptionally competitive competition due to recent congressional debt ceiling negotiations capping domestic, discretionary spending
- Work with FRC administration to determine funding options to keep the program adequately staffed to be competitive in the next grant completion and to meet the needs of our high-risk participants
- Continue adapting/evolving the program to meet student needs based on a culture of ongoing assessment and improvement
- Continue serving the minimum of 160 students each program year as well as meeting all grant objectives
- Work with Incarcerated Student Program staff to identify opportunities to serve FRC's incarcerated student population
- Continue finding opportunities to collaborate with other student services programs, the athletic department, and faculty to recruit and provide valuable services to participants

ANY ADDITIONAL INFORMATION TO SHARE WITH CAMPUS

The following information is available upon request:
- Student assessments for each workshop held
- Results from semester end feedback surveys
- Monthly progress reports completed by staff
- CAS Standards evaluations completed by staff at the end of each program year
- Formative reports written at the end of each semester
- Summative reports written at the end of each program year
- Results and backup data from the federal Annual Performance Report submitted to the Department of Education each program year
- 2020-2025 grant narrative
- Policies and Procedures Manual