

Annual Program Review

Fiscal Year:

2014-2015

Date:

10/30/2013

Management Area:

Student Services

Program:

Admissions and Records

Sub-Program:

First Name:

Leslie

Last Name:

Mikesell

Assessment of Past Progress

DESCRIBE YOUR PROGRESS ON YOUR PREVIOUS YEAR'S OBJECTIVES

Objective:

Objective 1:

Self Sufficiency with Technology

Progress:

Completed:

1. Built and implemented the Transfer Articulation Module to post transferring coursework/credits to FRC student's academic history/transcripts. Sixty colleges and/or universities added to Banner with articulated courses.
2. Organized Commencement ceremony for 2013. Collaborated with multiple campus departments and mapped out a monthly duties chart with responsible party to complete assignments, communicated times and dates with students for graduation meeting and rehearsal, and lead subsequent meeting to gather feedback and ideas for the 2014 ceremony.
3. "Next Step" informational emails sent to prospective students who completed online applications with important information to help them through the matriculation and registration process.
4. June 2013 FRC partnered with the National Clearinghouse (NCH) to begin the 1st phase of transcript services. Official transcripts are now requested and paid for through the NCH. The A&R department runs a process through the NCH Control Center to download transcript requests. A&R verifies student information, prints official transcripts, and sends to students, colleges/universities, or businesses. A&R identifies students with holds and the NCH sends an email with A&R contact information. Once holds are cleared, A&R processes the transcript request and updates the Control Center to show that the transcript has been sent.

National Clearinghouse Transcript Services		
Month	Number	Amount
June	10	\$52.00
July	95	\$556.00
August	71	\$398.75
September	56	\$246.00
October	61	\$295.75
Total as of October 29, 2013	293	\$1,548.50

5. Students files with no enrollment activity that were five years or older were purged observing Ed Code Retention of Records regulations.

Not implemented:

1. Due to a vacancy within the Student Accounts Technician position, the Housing Module was not deployed.
2. Due to the complexity of building the Graduation Module it was deferred for future deployment.
3. Research continues for the New OpenCCCApply through the Chancellor's Office Technology Center.
4. Training for SharePoint was conducted; however, implementation was delayed due to staff changes (Admissions & Records Technician) and a vacant position (Student Accounts Technician).
5. Due to budget restraints, the digital data storage software/equipment was not purchased.
6. Due to other projects taking priority, the relocation to old library area for A&R and the Financial Aid Offices didn't occur.

Other projects:

1. Updated the Student Account Technician's job description to reflect the accurate job duties before recruiting and interviewing for the new employee.
2. A new Instructional Service Contract with the Farmworker Institute of Education and Leadership Development (FIELD) program was granted to offer ESL courses. Six courses were completed during the summer 2013 term with 193 enrollments. Twelve course offerings are scheduled for the fall 2014. Registration applications are manually processed entering the student's information into the Banner system, an A&R team member enrolls the students, processes census rosters, and manages final grades and positive attendance hours.

Objective:

**Objective 2:
Business Practices**

Progress:

1. Attended the California Association of Community College Registrars and Admissions Officers (CACCRAO) regional conference at Napa Valley Community College: California residency and FERPA information presented.
2. Developed BP/AP 4224 Transferring Academic Credit to Feather River College, Request for Evaluation of Transfer Coursework/Credit form, and evaluation process to accept transfer coursework/credits to be used toward graduation requirements.
3. Attend Shared Governance Committees: Academic Policies, Academic Senate, Curriculum, Advising Task Force, Student Service Counsel.
4. Member of the CACCRAO and the CCC Admissions & Records LISTSERV.

Revised:

1. AP 4240 Academic Renewal.
2. AP 4230 Grading Symbols (withdrawal and W grade).
3. Ongoing: workshops and training for customer service.

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 CURRENTLY ALLOCATED RESOURCES BE SUFFICIENT GIVEN YOUR OBJECTIVES?

Objective:

Objective 1:
Technology

Action Plan (include who is responsible):

1. Continue to work with the CCC Technology Center-Butte College to implement the New OpenCCCApply,

contract with Strata Information Group (SIG) to program the crosswalk, and work WITH FRC's IT department to test and deploy the New OpenCCCApply. (Nick Boyd, Ravi Pinjala, Maggie Gliozzo, SIG, Dr. Pierson, Leslie Mikesell)

2. Continue to update Curriculum, Advising and Program Planning (CAPP) with the new Information & Communication Technology degrees and the new transfer programs. Provide support for the Instructional Scheduler to ensure that CAPP is operational and ready for migration to the new electronic Student Educational Plan software. (Bryon Hughes, Greg McCarthy, Julie Orloff, Leslie Mikesell)
3. Develop processes and procedures for the new Student Success and Support Program (Matriculation). Research program/software to support electronic Student Educational Plans to be in compliance with the Student Success Act of 2012 (SB 1456). (FUNN Committee, IT Department, Bryon Hughes, Greg McCarthy, Carlie McCarthy, Leslie Mikesell)
4. Build the functionality for Incomplete grades where instructors can identify the grade earned when an "I" grade is issued (I/B, I/C, I/F, etc). This functionality will automate reporting of incomplete grades and eliminate the manual process of updating the data for MIS reporting. (Leslie Mikesell)
5. Implement phase 2 of the transcript services with the National Clearinghouse to provide eTranscripts. Attend a webinar hosted by Ellucian and the National Clearinghouse and begin the implementation of eTranscripts services. (Nick Boyd, Ravi Pinjala, Maggie Gliozzo, Julie Orloff, Leslie Mikesell)
6. Provide training to Krystal and Sarah with the data entry requirements, the assessment process, and the reporting function to deploy the Housing Module. (Sarah Ritchie, Krystal Drybread, Leslie Mikesell)

Additional Budget Needed:

Rational for Additional Budget:

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☒ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☒ IT Plan
- ☒ Strategic Plan
- ☒ Student Services Plan

Link to College-wide SLOs:

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☐ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional responsibility
- ☒ Students will develop a clear sense of self, purpose, and ability to learn
- ☒ Students will demonstrate skills in relationships through interpersonal communication
- ☒ Students will value their education, understand its privilege, and

Describe how Objective Relates to the Results of a SLO Assessment:

Objective:

Objective 2:

Business Practices

Action Plan (include who is responsible):

1. Review and revise Student Services BP/AP that are related to Admissions & Records and verify compliance with Federal, State, and Board of Trustees regulations. Continue to attend Academic Policy Committee meetings to keep abreast of BP/AP changes. (Dr. Pierson, Leslie Mikesell, Academic Policy Committee)

Professional Development:

1. A&R team members will complete the Keirseay Temperament Sorter to identify personality types. Meet with Rajinder Gill to explore and understand different personality findings and use findings to evaluate delivery of customer service. Create an action plan to improve customer service. (Leslie Mikesell and Rajinder Gill)
2. Attend regional CACCRAO workshops and conferences. (Leslie Mikesell)
3. Create Admissions & Records Technician II position. (Human Resources, Dr. Pierson, Leslie Mikesell)
4. Continue planning for the relocation to the old library area. (Nick Boyd, Dr. Pierson, Barbara Cormack, Leslie Mikesell)
5. Purchase cross-cut shredder. (Business Office, Dr. Pierson, Leslie Mikesell)

Additional Budget Needed:

\$4,500.00

Rational for Additional Budget:

\$1,000 - Conference fees and travel expenses.
\$3,500 - Fellowes Powershred 485Ci Cross-Cut Shredder

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☒ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☐ Strategic Plan
- ☒ Student Services Plan

Link to College-wide SLOs:

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☐ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☐ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☐ Students will value their education, understand its privilege, and

Describe how Objective Relates to the Results of a SLO Assessment:

Next Fiscal Year's Objectives

WHAT OBJECTIVES AND TASKS WILL YOU TAKE ON FOR NEXT YEAR? (YOU MAY CONTINUE OBJECTIVES FROM THE PRIOR YEAR).

Objective:

Objective 1:
Technology

Action Plan (include who is responsible):

1. Upgrade staff computers.
2. Continue programming and building modules/processes within Banner.

Link to College Plans:

Link to College-wide SLOs:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☒ IT Plan
- ☒ Strategic Plan
- ☒ Student Services Plan

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☒ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☐ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☒ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

BUDGET AUGMENTATIONS:

<i>Account Code</i>	<i>Budget Increase</i>	<i>Links to CAM</i>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Objective:

Objective 2:

Business Practice

Action Plan (include who is responsible):

1. Continue with plans to relocate to old library area.
2. Review and revise as needed faculty flex activities presentations to reflect current laws and regulations.
3. Streamline information for International Student admissions and arrival to FRC.
4. Continue with professional development opportunities.

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☒ Strategic Plan
- ☒ Student Services Plan

Link to College-wide SLOs:

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☒ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☐ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☒ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

BUDGET AUGMENTATIONS:

<i>Account Code</i>	<i>Budget Increase</i>	<i>Links to CAM</i>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Summary Update from Comprehensive Program Review

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

The Admissions and Records Department is the first point of contact for many students and is responsible for a wide range of services and functions. The A&R department attempts to provide precise and timely information. We recognize, understand and appreciate the vast diverse population we serve and treat each student with respect, patience, and understanding. The department strives to meet the changing needs and challenges of the campus community and attempts to be innovative and flexible in delivering services to students, faculty, and staff. Although students can apply, register, obtain unofficial transcripts and order official transcripts, pay fees on-line without ever coming to the College, the A&R department still believes it is important to provide all services in person as well as provide assistance to students who wish to utilize on-line services. Student employees are vital to assisting the A&R department delivery optimal customer service and help the A&R team by directing students to appropriate services. Student employees are crossed trained to help answer A&R and financial aid questions and provide online resources.

A&R is responsible for: student application process, registration, processing of student fees/refunds/third party billing (5,763 refund checks processed for the 2012-2013 year totaling \$6,909,485), evaluations, transcripts, subpoenas processing, graduation, veterans' services, International Students, I-20's, commencement, attendance, census, grade, and positive attendance roster distribution/collection/reporting, resolution of faculty and student issues regarding education records. A&R must be in compliance with Title 5 of the California Education Code, state and federal regulations and local college and district policies. To help the department keep abreast and updated with the progress of the above duties, morning meetings are essential for disseminating important regulation changes, report progress for assigned tasks, and streamline daily operations. Monthly departmental meetings continue with financial aid helping to keep team members up to date with new federal regulations.

The department coordinates and integrates with other areas in Student Services (especially academic advising/counseling, financial aid, EOPS/CARE, CalWORKS and DSPS) and has a good working relationship with the Office of Instruction. The department collaborates closely with the Instructional Scheduler when setting up "start of term" processes before each semester to cross check that all processes are in place for students to enroll for courses.

Starting July 1, 2013, the 60% Admissions & Records Technician accepted the CalWORKS coordinator position. The addition of CalWORKS services to A&R is a valuable resource for CalWORKS students due to the established relationship with financial aid and academic advising.





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

With the resignation of two A&R team members, the 60% Admissions & Records Technician (February 2013) and the Student Accounts Technician (April 2013), the director was pulled from her regular duties to focus on hiring and training new team members. On February 28, 2013 an interim employee, Cathy Riley, was hired for the A&R Technician. The position was advertised and interviews were conducted during the month of June, 2013. On July 1, 2013, Cathy was offered and accepted the 60% position. Advertisement for the Student Accounts Technician was postponed for four months so the job description could be revised to reflect the duties of the position. During this time the director juggled the daily operations of the department plus performed the duties of the Student Accounts Technician. Interviews for this position were held June, 2013. The interview committee recommended three excellent candidates for second interviews. The position was offered to Krystal Drybread who accepted and started working on July 8, 2013. With the hire of these two amazing women and the expertise of the current A&R Technician, Julie Orloff, the A&R department is now operating at an optimal level and provides excellent customer and student services.

Briefly explain significant changes expected during the upcoming year.

Staff time and resources are needed to implement the new regulations for the Student Success & Support Program. Need to bring all the key players to the table to develop the policies and procedures for implementing AB 1456, need to build the rules in Banner for priority registration tiers and notify students who do not qualify for priority registration. Need to research and implement software for electronic Student Educational Plans by the end of June, 2014. A task force committee needs to be organized to oversee the implementation and manage the new regulations.

Attach Supporting Documents as Appropriate

Attachment	Attachment Description
 <p>Cross Cut Shredder for 2013 APR.docx Microsoft Word Document 246 KB</p>	<p>Cross Cut Shredder</p>
 <p>BP and AP for Review 2013 2014.docx Microsoft Word Document 14.0 KB</p>	<p>BP/AP highlighted for review</p>
 <p>Program Awards and Student Traffice Counts.docx Microsoft Word Document 25.3 KB</p>	<p>Degrees/Certificates awarded and department student counts</p>
 <p>Employee Requisition for A and R Tech II for 2013 APR.doc Microsoft Word 97 - 2003 Document 39.5 KB</p>	

Annual Program Review

Fiscal Year:

2014-2015

Date:

10/17/2013

Management Area:

Student Services

Program:

Advising-Student Success and Support Program

Sub-Program:

First Name:

Greg

Last Name:

McCarthy

Assessment of Past Progress

DESCRIBE YOUR PROGRESS ON YOUR PREVIOUS YEAR'S OBJECTIVES

Objective:

Continue to develop advising services to assure the needs of all students are met.

Progress:

The Advising Task Force met regularly to form a cohesive team consisting of two EOPS counselors, three SSS staff including two advisors and the coordinator, the academic/athletic advisor, the academic advisor/recruiter, the Registrar, and the Financial Aid Director. Topics discussed included: catalog accuracy, using placement scores and other multiple measures, new repeatability regulations, matching degree goal with course registration, CAPP (degree audit system), transfer activities, new programs, academic dismissal policy and procedures, degree and certificate options, website development, connecting payment information to registration, evaluating transfer credits, early alert, and many more. Many new policies and procedures were put into place.

Objective:

Review new student orientation and Day in the Mountains to make improvements where evaluations indicate.

Progress:

The campus new student orientation took on a new look for Fall 2013, featuring a guest motivational speaker who emphasized the importance of networking, followed by a "speed networking" fair. College support services as well as academic departments were represented along with downtown merchants and Plumas county resources. A total of 30 resources were represented, and a total of 185 students attended. Students were provided an incentive to sign up for their FRC email account, and assistance was available in the LRC. Day in the Mountains went smoothly as the purpose is to provide priority registration for new students. Technology support was improved and students and their parents seemed generally satisfied.

Objective:

ACCUPLACER test scores will be entered into student records on a regular basis to assist students in meeting prerequisite requirements.

Progress:

ACCUPLACER test scores were entered on a semi-regular basis following the completion of the assessment test.

Objective:

Advising and transfer activities will be adequately recorded for matriculation and transfer report purposes.

Progress:

There are multiple ways that the advising activities are being captured for matriculation purposes. The information from the advisors calendars and the sign in sheet at the front desk are logged into an Excel spreadsheet at the end of each day by the student workers. For transfer activities, everything requires a sign up sheet which is then copied and placed into the appropriate folder until the information is needed to present the transfer report and transfer plan.

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 CURRENTLY ALLOCATED RESOURCES BE SUFFICIENT GIVEN YOUR OBJECTIVES?

Objective:

To develop a system for all students to complete the three required components of the Student Support and Success Program and qualify for priority registration.

Action Plan (include who is responsible):

The CSSO and the two academic advisors will develop a system to inform all students how to complete the three components (orientation assessment, and developing a Student Education Plan; and will develop a system where these activities are accurately recorded in the MIS system.

Objective:

Update the on line orientation program and market it to all new students.

Action Plan (include who is responsible):

During the Summer of 2013, the online new student orientation program was updated with current information by the advising group. The advisors are currently working with the online new student orientation software company to include pictures and videos for the orientation. Moving forward, a link with the online new student orientation will be accompanied with the email that students receive after they have applied for admission to Feather River College.

Objective:

Research and propose a means to provide an electronic Student Education Plan available to students 24/7.

Action Plan (include who is responsible):

The CSSO and the advisors will attend conferences and webinars to review various software options including CurricUNET/Student Advising and Degree Works as well as explore options to provide access to an EXCEL document through FRC email.

Objective:

Explore the viability of using standardized test scores other than ACCUPLACER (ACT, SAT, COMPASS) for use in establishing initial placement into English and Math courses.

Action Plan (include who is responsible):

Advisors will establish a "cross walk" between ACCUPLACER and other standardized test scores.

Objective:

A survey of student engagement will be distributed to all current students to determine student perceptions of their engagement level compared to the perceptions of faculty and staff. A plan will be developed to improve student engagement.

Action Plan (include who is responsible):

CSSO will work with Coordinator of Research and Development to choose the survey, distribute it, and provide analysis.

Next Fiscal Year's Objectives

WHAT OBJECTIVES AND TASKS WILL YOU TAKE ON FOR NEXT YEAR? (YOU MAY CONTINUE OBJECTIVES FROM THE PRIOR YEAR).

Objective:

Based on the status of the new FRC website implementation, develop and improve on line advising services including transfer information and self service options.

Action Plan (include who is responsible):

Academic/athletic advisor will be trained as the content manager for all components of the website related to advising.

Link to College Plans:

- ☒ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☒ Strategic Plan
- ☒ Student Services Plan

Link to College-wide SLOs:

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☐ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☒ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☒ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

Attached to this APR is a copy of Student Services Student Learning Outcomes (SSSLO) and their baseline measures. The SSSLO that pertains to these objectives is #6: Students will explore options, write a student education plan, select a transfer institution, and successfully transfer and/or find employment in their field and advance in their career. Many measures are identified ranging from global measures (transfer rate, graduation rate), to specific numerical counts of students who participate in certain activities, or file a Student Educational Plan. Completion of the objectives should result in an increase in the number of students who develop a clear sense of purpose, and ability to achieve goals CWSLO), graduate at greater rates, transfer at greater rates, and reach their individually set goals.


Summary Update from Comprehensive Program Review

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

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

Briefly explain significant changes expected during the upcoming year.

Attach Supporting Documents as Appropriate

<i>Attachment</i>	<i>Attachment Description</i>
<div data-bbox="172 575 237 638"></div> <div data-bbox="178 638 423 766"><p>Student Services Student Learning Outcomes assignments.docx Microsoft Word Document 24.0 KB</p></div>	<div data-bbox="511 556 1421 617"><p>Student Services Student Learning Outcomes</p></div>

Annual Program Review

Fiscal Year:

2014-2015

Date:

11/1/2013

Management Area:

Student Services

Program:

ASFRC

Sub-Program:

First Name:

Karen

Last Name:

Pierson

Assessment of Past Progress

DESCRIBE YOUR PROGRESS ON YOUR PREVIOUS YEAR'S OBJECTIVES

Objective:

Work with students to assure ASFRC develops initiatives and strategies based on their mission "to inform, unite, entertain, and enhance the college experience for all".

Progress:

ASFRC was not active during 2012-13 since we were not able to attract any students who wanted to run for office outside of the presidency. However, the president and the CSSO worked with other organizations and the Diversity Committee to co-sponsor several events including the Thanksgiving lunch and the political debate sponsored by the English Department. An election was again held in the fall of 2013 which did not attract any students who had the desire to run for office. A contact was made with a statewide ASB representative to seek assistance in activating the organization.

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 CURRENTLY ALLOCATED RESOURCES BE SUFFICIENT GIVEN YOUR OBJECTIVES?

Objective:

Continue to promote the opportunity to support an active ASFRC organization.

Action Plan (include who is responsible):

Information about ASFRC is available to students at new student orientation, the catalog, the student planner, and in association with events held on campus. The CSSO will encourage any interested students to petition to become an officer or a Student Trustee, and will run an election through the A&R office.

Objective:

In the absence of an active ASFRC organization the CSSO will work with student clubs, academic and student services departments, and shared governance committees to co-sponsor events and student activities.

Action Plan (include who is responsible):

The CSSO will connect student interests with the interests of the Diversity Committee to co-sponsor events related to certain themes including 1) issues of poverty associated with differences among socioeconomic groups, 2) differences among race and culture including Native Americans, Hispanic Americans, and Black Americans. The CSSO

will reach out to student clubs to determine how the Student Activities budget can be used to further their mission. The CSSO will reach out to academic and student services departments to provide financial support for off campus and on campus events focused on providing entertainment or enrichment activities for students designed to enhance the college experience for all students.

Next Fiscal Year's Objectives

WHAT OBJECTIVES AND TASKS WILL YOU TAKE ON FOR NEXT YEAR? (YOU MAY CONTINUE OBJECTIVES FROM THE PRIOR YEAR).

Objective:

To further promote the benefits of involvement with ASFRC which result in an active chapter.

Action Plan (include who is responsible):

Look for incentives for students to participate, partner with ENACTUS to provide support for leadership development, work with statewide ASB organization for support and guidance.

Link to College Plans:

- ☒ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☒ Strategic Plan
- ☒ Student Services Plan

Link to College-wide SLOs:

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☐ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☐ Students will develop a clear sense of self, purpose, and ability to
- ☒ Students will demonstrate skills in relationships through interper
- ☒ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

The most relevant Student Services Student Learning Outcome (SSSLO) is #4 which states: students will develop resilience and resourcefulness empowering them to persist in attaining academic and personal goals. An institutional measure of this is the persistence and transfer rate. However in the future, students will be asked to identify how and where they developed these skills to determine if ASFRC assists with this skill development.


Summary Update from Comprehensive Program Review

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

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

Briefly explain significant changes expected during the upcoming year.

Attach Supporting Documents as Appropriate

<i>Attachment</i>	<i>Attachment Description</i>
<div data-bbox="175 268 240 336"></div> <div data-bbox="178 331 457 441">ASFRC_election_directions.doc x Microsoft Word Document 53.7 KB</div>	<div data-bbox="509 256 1414 308">ASFRC election directions and officer duties</div>

Annual Program Review

Fiscal Year:

2014-2015

Date:

10/10/2013

Management Area:

Student Services

Program:

CalWorks-TANF

Sub-Program:

First Name:

Cathleen

Last Name:

Riley

Assessment of Past Progress

DESCRIBE YOUR PROGRESS ON YOUR PREVIOUS YEAR'S OBJECTIVES

Objective:

Provide case management services to all CalWORKS eligible students.

Progress:

Individual case management for each CalWORKS student was provided. Support services that were needed and utilized included counseling, academic advising, financial aid, employment assistance and child care resource referral.

Objective:

Connection to results from assessment of student learning and/or other plans.

Progress:

The CalWORKS coordinator and the CalWORKS advisor evaluated the results of learning assessments and individual needs assessment and connected students with resources such as the food pantry, student employment, work preparedness and tutoring.

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 CURRENTLY ALLOCATED RESOURCES BE SUFFICIENT GIVEN YOUR OBJECTIVES?

Objective:

To reach out to eligible students who are not currently in the CalWORKS program and assist them in understanding and accessing the available services.

Action Plan (include who is responsible):

The CalWORKS coordinator has contacted Plumas County Social Services to request a list of students who have been referred to Feather River Community College. All students have been sent an email introducing the new coordinator and inviting them to come up to the office for an initial intake, orientation and review of the services available.

The CalWORKS coordinator has created an easy to read CalWORKS flyer outlining how the welfare reform program assists students in achieving educational goals. The flyer lists eligibility requirements and resources available including child care, work study, job development and legal information on welfare rights. This flyer has been

distributed to all departments, posted at the Eagle's Perch, and hand delivered to the Plumas County Social Services workers.

Objective:

To provide first level priority registration for CalWORKS recipients who have completed orientation, assessment and a student education plan.

Action Plan (include who is responsible):

The California Community Colleges Chancellor's Office announced that with the enactment of the 2013-14 State Budget Act on July 1, 2013 all eligible CalWORKS recipients must be offered first level priority registration. The CalWORKS coordinator has coded all eligible students for priority registration.

Next Fiscal Year's Objectives

WHAT OBJECTIVES AND TASKS WILL YOU TAKE ON FOR NEXT YEAR? (YOU MAY CONTINUE OBJECTIVES FROM THE PRIOR YEAR).

Objective:

To harness the power of workshops to assist students in perfecting interpersonal skills that lead to empowerment and greater self sufficiency.

Action Plan (include who is responsible):

Workshops in resume writing, interview skills, budgeting, conflict management and healthy communication techniques will be offered to interested CalWORKS students. Education that has a goal of gainful employment must also include life skills if our students are to successfully balance home, work and personal well being. The CalWORKS coordinator will work with Feather River College staff as well as community organizations to put these workshops together.

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☒ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☒ Strategic Plan
- ☒ Student Services Plan

Link to College-wide SLOs:

- ☒ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☐ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☒ Students will develop a clear sense of self, purpose, and ability to
- ☒ Students will demonstrate skills in relationships through interper
- ☒ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

Workshops help students to accomplish goals, communicate effectively, value their education and develop a clear sense of purpose and accomplishment.

Objective:

To work with advisors and county workers to streamline the student education plans in an effort to reach the goal of gainful employment without extraneous and unnecessary classes.

Action Plan (include who is responsible):

The CalWORKS coordinator will work with Plumas County Social Services, Feather River College advisors and the Registrar to create Student Education Plans that encompass all appropriate classes from the very beginning of the

students academic career so that goals towards gainful employment in county approved careers can be attained within the 24 month Welfare to Work timeline.

The CalWORKS coordinator sits on the Plumas County CARES committee and the Feather River College Advisory Council.

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☒ Comprehensive Program Review
- ☒ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☐ Strategic Plan
- ☒ Student Services Plan

Link to College-wide SLOs:

- ☒ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☒ Students will locate, evaluate, and apply information
- ☒ Students will demonstrate a sense of personal and professional e
- ☐ Students will develop a clear sense of self, purpose, and ability to
- ☒ Students will demonstrate skills in relationships through interper
- ☒ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

Students will develop a clear sense of self, purpose and ability to achieve goals with the assistance of the CalWORKS coordinator, advisor and the Plumas County Social Service workers.

Objective:

[To Complete an updated Comprehensive Program Review for the CalWORKS program. This will be due April 2015.](#)

Action Plan (include who is responsible):

The CalWORKS coordinator will work with Chief Student Services Officer to complete the Comprehensive Program Review April 2015. The Comprehensive Program Review 2011 Objectives have been successfully met. The Goals and Objectives for the next four years will be discussed and defined with a view to expanding the CalWORKS program and the resources available to students enrolled at Feather River College.

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☒ Comprehensive Program Review
- ☒ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☒ Strategic Plan
- ☒ Student Services Plan

Link to College-wide SLOs:

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☒ Students will locate, evaluate, and apply information
- ☒ Students will demonstrate a sense of personal and professional e
- ☐ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☒ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

The goal of the Comprehensive Program Review is to continue to build a program that empowers students in the CalWORKS program to become gainfully employed responsible citizens.

Summary Update from Comprehensive Program Review

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

The CalWORKS program is functioning well and already has more student referrals than last year. The program has a stable staff including a coordinator and an advisor.

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

Changes since the last CPR include:

1. Three different CalWORKS Coordinators have had the position over the last three years. The number of CalWORKS students has remained at 19-23 students per year.
2. The requirement of Priority registration for all fully matriculated CalWORKS students. At this time, all CalWORKS students have been coded for Priority registration.
3. The California Department of Social Services Welfare To Work 24-month time clock for clients to complete vocational education training.

Briefly explain significant changes expected during the upcoming year.

Significant changes include greater involvement with the Plumas County Social Services and regular attendance at monthly CARES meetings.

We also expect a greater number of CalWORKS students as the information, recruitment and benefits of the CalWORKS program become known throughout campus.

Attach Supporting Documents as Appropriate

Attachment	Attachment Description
 File Attachment	

Annual Program Review

Fiscal Year:

2014-2015

Date:

10/16/2013

Management Area:

Student Services

Program:

Child Development Center

Sub-Program:

First Name:

Shelley

Last Name:

Morrison

Assessment of Past Progress

DESCRIBE YOUR PROGRESS ON YOUR PREVIOUS YEAR'S OBJECTIVES

Objective:

#1 Adhere to the following State and Federal guidelines/compliance: CA Dept. Of Education title 5, Community Care Licensing title 22, Child Care Food Program and FRC.

Progress:

The CDC has maintained excellent compliance with each of these Federal and State agencies. In addition, the CDC Director has made necessary staffing changes to meet the continual budgeting challenges that it faces.

Objective:

#2 Continue to maintain and upgrade the CDC facility and equipment.

Progress:

A great deal of progress was made this year in cooperation with the FRC Maintenance Department and funds from a Restoration Grant. These include the development of the ECE observation room, constructing a new sand box area, resupplying the outdoor play area fall zone with new wood chips, restructuring the larger classroom by removing a large divider, building raised garden beds, constructing a bike path, replacing outdated and broken kitchen appliances (dishwasher and stove), and completing a protective cover/awning over a handicap ramp.

Objective:

#3 Continue to stay connected with the early childhood professional community through membership on various local boards and committees.

Progress:

The Director is currently a member of the Child Abuse Prevention Council (Children's Council), the PUSD Local Child Care and Development Council, Plumas Community Hospice Board of Directors and patient care volunteer (child and adult cases).

Objective:

#4 Maintain ongoing outreach to recruit families for the CDC

Progress:

The CDC continues to announce our services and availability on campus and well as in the community via adds in the local newspaper, posters, brochures, and contact with individual agencies

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 CURRENTLY ALLOCATED RESOURCES BE SUFFICIENT GIVEN YOUR OBJECTIVES?

Objective:

#1 Adhere to the following State and Federal guidelines/compliance: CA Dept. Of Education title 5, Community Care Licensing title 22, Child Care Food Program and FRC.

Action Plan (include who is responsible):

Prioritize and complete State, Federal and FRC requirements in the timely manner.
Responsible: CDC Director and CDC SOA

Additional Budget Needed:

Rational for Additional Budget:

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☒ Comprehensive Program Review
- ☐ Education Master Plan
- ☒ Facilities Plan
- ☐ IT Plan
- ☐ Strategic Plan
- ☒ Student Services Plan

Link to College-wide SLOs:

- ☒ Students will communicate effectively
- ☒ Students will demonstrate critical thinking skills
- ☐ Students will locate, evaluate, and apply information
- ☒ Students will demonstrate a sense of personal and professional c
- ☐ Stuents will develop a clear sense of self, purpose, and ability to
- ☒ Students will demonstrate skills in relationships through interper
- ☒ Students will value their education, understand its privilege, and

Describe how Objective Relates to the Results of a SLO Assessment:

The Child Development Center is considered a service which provides child care and pre-school for children between the ages of 2 and 5 whose parents are FRC students or members of the community. Therefore the children themselves do not fall under the CWSLOs. However, by substituting the word "parent" or "student worker" for Student, the appropriate SLOs have been identified.

Objective:

#2 Review and update the CDC's curriculum planning and implementation process as it relates to the new State Learning Domains. Specifically, the California Preschool Learning Foundations and Curriculum Frameworks.

Action Plan (include who is responsible):

- Review the Foundations/Frameworks: CDC Director
- Implement professional growth training for CDC staff: CDC Director
- Update the CDC curriculum planning forms: CDC Director and Teachers
- Continue to implement and provide ongoing training regarding the Emergent/Project Approach curriculum philosophy: CDC Director and Teachers

Additional Budget Needed:

Rational for Additional Budget:

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☒ Comprehensive Program Review
- ☐ Education Master Plan
- ☒ Facilities Plan
- ☐ IT Plan
- ☐ Strategic Plan
- ☒ Student Services Plan

Link to College-wide SLOs:

- ☒ Students will communicate effectively
- ☒ Students will demonstrate critical thinking skills
- ☐ Students will locate, evaluate, and apply information
- ☒ Students will demonstrate a sense of personal and professional c
- ☐ Students will develop a clear sense of self, purpose, and ability to
- ☒ Students will demonstrate skills in relationships through interper
- ☒ Students will value their education, understand its privilege, and

Describe how Objective Relates to the Results of a SLO Assessment:

See above.

Objective:

#3 Continue to stay connected with the early childhood professional community through membership on various local boards and committees.

Action Plan (include who is responsible):

Continue to maintain membership on the Child Abuse Prevention Council (Children's Council) and the PUSD Local Planning Council and Plumas Community Hospice. ECE Director

Additional Budget Needed:

Rational for Additional Budget:

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☒ Comprehensive Program Review
- ☐ Education Master Plan
- ☒ Facilities Plan
- ☐ IT Plan
- ☐ Strategic Plan
- ☒ Student Services Plan

Link to College-wide SLOs:

- ☒ Students will communicate effectively
- ☒ Students will demonstrate critical thinking skills
- ☐ Students will locate, evaluate, and apply information
- ☒ Students will demonstrate a sense of personal and professional c
- ☐ Students will develop a clear sense of self, purpose, and ability to
- ☒ Students will demonstrate skills in relationships through interper
- ☒ Students will value their education, understand its privilege, and

Describe how Objective Relates to the Results of a SLO Assessment:

See above.

Objective:

#4 Maintain ongoing outreach to recruit families for the CDC.

Action Plan (include who is responsible):

- Update CDC brochure: CDC Director
- Distribute CDC brochures and flyers to local agencies and community businesses: CDC Director
- Update CDC Banner to display in the community, at local events and on the FRC campus: CDC Director
- Advertise the CDC's services and openings via new and radio media: CDC Director

Additional Budget Needed:

Rational for Additional Budget:

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☒ Comprehensive Program Review
- ☐ Education Master Plan
- ☒ Facilities Plan
- ☐ IT Plan
- ☐ Strategic Plan
- ☒ Student Services Plan

Link to College-wide SLOs:

- ☒ Students will communicate effectively
- ☒ Students will demonstrate critical thinking skills
- ☐ Students will locate, evaluate, and apply information
- ☒ Students will demonstrate a sense of personal and professional c
- ☐ Students will develop a clear sense of self, purpose, and ability to
- ☒ Students will demonstrate skills in relationships through interper
- ☒ Students will value their education, understand its privilege, and

Describe how Objective Relates to the Results of a SLO Assessment:

See above.

Objective:

#5 Continue to enhance more active Parent Involvement at the CDC. (A continuing challenge for most ECE Centers)

Action Plan (include who is responsible):

- Continue to plan and implement a variety of family involvement activities: CDC Director and staff
- Continue the CDC newsletter: CDC Staff
- Recruit more members for the CDC Advisory Committee.
- Continue to encourage parent involvement in the classroom and on field trips. The goal to connect with families and enable families to better understand the CDC program as we mode developmentally appropriate best practices for children

Objective:

#6 Continue to make adjustments to the CDC budget and program staffing as it relates to the state wide funding crisis issues in Early Childhood Education. (Rising expenses and decreasing revenues and trying to maintain quality care.)

Action Plan (include who is responsible):

- Brainstorm solutions with staff regarding fiscal issues and program structure adjustments: CDC Director
- Continue to make staffing adjustment to decrease expenses without jeopardizing quality: CDC Director

- Continues to practice conservative spending: CDC Director and Staff
- State advocacy: CDC Director and Staff

Next Fiscal Year's Objectives

WHAT OBJECTIVES AND TASKS WILL YOU TAKE ON FOR NEXT YEAR? (YOU MAY CONTINUE OBJECTIVES FROM THE PRIOR YEAR).

Objective:

#1 Adhere to the following State and Federal guidelines/compliance: CA Dept. Of Education title 5, Community Care Licensing title 22, Child Care Food Program and FRC.

Action Plan (include who is responsible):

Prioritize and complete State, Federal and FRC requirements in the timely manner.
Responsible: CDC Director and CDC SOA

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☐ Strategic Plan
- ☐ Student Services Plan

Link to College-wide SLOs:

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☐ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☐ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☐ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

Objective:

#2 Continue to stay connected with the early childhood professional community through membership on various local boards and committees.

Action Plan (include who is responsible):

Continue to maintain membership on the Child Abuse Prevention Council (Children's Council) and the PUSD Local Planning Council and Plumas Community Hospice. ECE Director

Link to College Plans:

Link to College-wide SLOs:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☐ Strategic Plan
- ☐ Student Services Plan

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☐ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☐ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☐ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

Objective:

#3 Maintain ongoing outreach to recruit families for the CDC.

Action Plan (include who is responsible):

- Update CDC brochure: CDC Director, if needed (was update 9/2013)
- Distribute CDC brochures and flyers to local agencies and community businesses: CDC Director
- Update CDC Banner to display in the community, at local events and on the FRC campus: CDC Director
- Advertise the CDC's services and openings via new and radio media: CDC Director

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☐ Strategic Plan
- ☐ Student Services Plan

Link to College-wide SLOs:

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☐ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☐ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☐ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

Objective:

#4 Continue to enhance more active Parent Involvement at the CDC. (A continuing challenge for most ECE Centers)

Action Plan (include who is responsible):

- Continue to plan and implement a variety of family involvement activities: CDC Director and staff
- Continue the CDC newsletter: CDC Staff
- Recruit more members for the CDC Advisory Committee.
- Continue to encourage parent involvement in the classroom and on field trips. The goal to connect with families and enable families to better understand the CDC program as we mode developmentally appropriate

best practices for children

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☐ Strategic Plan
- ☐ Student Services Plan

Link to College-wide SLOs:

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☐ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☐ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☐ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

Objective:

#5 Continue to make adjustments to the CDC budget and program staffing as it relates to the state wide funding crisis issues in Early Childhood Education. (Rising expenses and decreasing revenues and trying to maintain quality care.)

Action Plan (include who is responsible):

- Brainstorm solutions with staff regarding fiscal issues and program structure adjustments: CDC Director
- Continue to make staffing adjustment to decrease expenses without jeopardizing quality: CDC Director
- Continues to practice conservative spending: CDC Director and Staff
- State advocacy: CDC Director and Staff

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☐ Strategic Plan
- ☐ Student Services Plan

Link to College-wide SLOs:

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☐ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☐ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☐ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

Summary Update from Comprehensive Program Review

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

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

Briefly explain significant changes expected during the upcoming year.

Attach Supporting Documents as Appropriate

<i>Attachment</i>	<i>Attachment Description</i>
<div> File Attachment</div>	<div></div>

Annual Program Review

Fiscal Year:

2014-2015

Date:

Management Area:

Student Services

Program:

Community Education

Sub-Program:

First Name:

Connie

Last Name:

Litz

Assessment of Past Progress

DESCRIBE YOUR PROGRESS ON YOUR PREVIOUS YEAR'S OBJECTIVES

Objective:

1. Confirm that registration process is efficient and effective.

Progress:

Reviewed the possibility of setting up an online registration module for Community Education and found that it was not currently possible. Have continued to use the paper registration form. It is posted on the FRC website for easy access and also registration information can be taken over the phone. Once registration forms are collected, a roster is developed and provided to the instructor. This system is currently working efficiently.

Objective:

2. Reach out to all interested faculty who are interested in offering community education courses.

Progress:

Sent an email request for course proposals for both fall and spring terms to all campus employees and past community education instructors. Also put an advertisement in the local newspapers asking for course proposals to see if community members had an interest in offering courses. There was minimal response to both; basically received proposals from instructors who have offered courses in the past.

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 CURRENTLY ALLOCATED RESOURCES BE SUFFICIENT GIVEN YOUR OBJECTIVES?

Objective:

1. Continue to assess the effectiveness of the program.

Action Plan (include who is responsible):

- Collect and review course evaluations from participants to see that the courses meet their expectations (Connie Litz).
- Conduct a review at the end of the year to see how many courses were offered compared to how many courses actually were held to see if there continues to be an interest in community education courses (Connie

Litz).

Objective:

2. Increase publicity efforts for course offerings.

Action Plan (include who is responsible):

- Develop individual flyers per course rather than just one booklet of course offerings per term (Connie Litz).
- Post the course offerings on the Chamber of Commerce events calendar for the community in which the courses are being offered (Connie Litz).
- Continue to advertise course offerings in the local newspapers, post course flyers on the FRC website, and have instructors publicize the courses to their known interest groups (Connie Litz).

Next Fiscal Year's Objectives

WHAT OBJECTIVES AND TASKS WILL YOU TAKE ON FOR NEXT YEAR? (YOU MAY CONTINUE OBJECTIVES FROM THE PRIOR YEAR).

Objective:

1. Assess the effectiveness of the program in meeting the participants personal goals.

Action Plan (include who is responsible):

- Revise the course evaluation form to include question(s) assessing how the course met the participants personal goal(s) and use the results to measure whether or not goals are being met (Connie Litz).
- Require this revised evaluation form be completed by all participants in community education courses (Connie Litz).

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☒ Strategic Plan
- ☐ Student Services Plan

Link to College-wide SLOs:

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☐ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☒ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☐ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

This objective relates to Student Services Student Learning Outcome #4 which states that students will develop resilience and resourcefulness empowering them to persist in attaining personal goals. This objective will measure whether or not personal goals are being met through community education courses.

Summary Update from Comprehensive Program Review

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

There is no Comprehensive Program Review on file for Community Education. It is on schedule to be completed jointly by the CSSO and CIO in Fall 2013.

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

N/A

Briefly explain significant changes expected during the upcoming year.

N/A

Attach Supporting Documents as Appropriate

<i>Attachment</i>	<i>Attachment Description</i>
 File Attachment	

Annual Program Review

Fiscal Year:

2014-2015

Date:

10/28/2013

Management Area:

Student Services

Program:

DSPS-Workability

Sub-Program:

First Name:

Marci

Last Name:

Lang

Assessment of Past Progress

DESCRIBE YOUR PROGRESS ON YOUR PREVIOUS YEAR'S OBJECTIVES

Objective:

Provide ADA and Title 5 accommodations and compliance for disabled students.

Progress:

- Prepared and/or updated 114 Student Educational Contracts for disabled students.
- Provided accommodations for 114 disabled students in compliance with ADA and Title 5.
- Promoted disability awareness through various mailings, activities, and trainings.
- Partnered in campus-wide diversity activities.

Objective:

Provide DSP&S assistive technology and ongoing assistance in the High Tech Lab for disabled students.

Progress:

- Provided assistive technology, adaptive technology, and technological assistance to disabled students in the DSP&S High Tech Lab.
- Presented assistive technology and adaptive technology workshops for students, faculty, and staff.

Objective:

Provide support for job development activities (WorkAbility III):

- A. Career Preparation Activities
- B. Resumes and Applications

Progress:

- A. 68 students participated in Career Preparation Activities.
- B. Job specific resumes and/or applications were prepared for all job-seeking WorkAbility III student/clients who requested such services.

Objective:

Support student registration, coordination of payment for tuition and/or fees, and coordination of books and/or supplies purchases (WorkAbility III):

- A. Tuition and/or Fees Vouchers
- B. Book and/or Supplies Vouchers
- C. Coordination with Department of Rehabilitation regarding payment for students.

Progress:

- A. Tuition and/or fees vouchers were provided for student/clients:
 - A. 9 for summer of 2012
 - B. 34 for fall of 2012
 - C. 40 for spring of 2013.
- B. Book and/or supplies vouchers were provided for student/clients:
 - A. 5 for summer of 2012
 - B. 30 for fall of 2012
 - C. 32 for spring of 2013.
- C. 61 student/clients received coordination services with the Department of Rehabilitation related to the payment of tuition, fees, books, or other items/services.

Objective:

Provide transition services for work and/or transfer to 4 year institutions (WorkAbility III):

- A. Assistance/Coordination
- B. Resumes/Applications
- C. Follow Through and Support

Progress:

19 student/clients received transition services for work and/or transfer to 4 year institutions that included assistance/coordination, resumes/applications, and/or follow through and support.

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 CURRENTLY ALLOCATED RESOURCES BE SUFFICIENT GIVEN YOUR OBJECTIVES?

Objective:

Provide accommodations for disabled students in compliance with Section 504 of the 1973 Rehabilitation Act, the ADA and ADAA Amendments, Education Code Sections 67310-12 and 84859, and Title 5 Regulations Sections 56000 et.seq.

Action Plan (include who is responsible):

- The DSP&S Coordinator has prepared and/or updated Student Education Contracts (SECs) for 95 disabled students enrolled in the DSP&S program so far this fiscal year.
- The DSP&S Staff has provided appropriate accommodations for each DSP&S student as requested and as agreed upon in his/her SEC in accordance with all regulating authorities.

Objective:

Provide DSP&S assistive technology, adaptive technology, and ongoing assistance as needed for disabled students in the High Tech Lab.

Action Plan (include who is responsible):

- The DSP&S Staff seeks to provide technological accessibility to disabled students as per all regulatory authorities. The DSP&S Assistive Technology Specialist and the DSP&S Coordinator have attended/participated in trainings/conferences in order to stay current with all legal mandates and best practices within universal design.
- The DSP&S Assistive Technology Specialist continues to provide assistive technology, adaptive technology, and technological assistance to disabled students in the DSP&S High Tech Lab.
- The DSP&S Assistive Technology Specialist regularly presents assistive technology and adaptive technology workshops for students, faculty, and staff.

Objective:

Promote ongoing disability and diversity awareness.

Action Plan (include who is responsible):

- The DSP&S Staff continues to promote disability awareness through various mailings, activities, and trainings.
- The DSP&S Staff continues to partner in diversity activities.

Objective:

Provide support for job development activities (WorkAbility III):

- A. Career Preparation Activities
- B. Resumes and Applications

Action Plan (include who is responsible):

- 43 students have participated in Career Preparation Activities initiated by the WorkAbility III Coordinator and Program Staff Specialist II to date. An additional 20-30 students will participate in Career Preparation Activities before the end of the fiscal year.
- Job specific resumes and applications will be prepared by the WorkAbility III Coordinator for all job-seeking WorkAbility III student/clients who request such services. To date this fiscal year, 4 student/clients have received resumes, cover letters, and/or applications.

Objective:

Support student registration, coordinate payment of tuition and/or fees, coordinate book and/or supplies purchases, and/or coordinate services (WorkAbility III):

- A. Tuition and/or Fees Vouchers
- B. Book and/or Supplies Vouchers
- C. Coordination with Department of Rehabilitation regarding voucher payment and/or other services.

Action Plan (include who is responsible):

- A. 15 student/clients received tuition and/or fees vouchers for summer 2013, 35 for fall 2013, and an estimated 30-35 student/clients will receive tuition and/or fees vouchers in spring 2014.
- B. 11 student/clients received book and/or supplies vouchers for summer 2013, 32 for fall 2013, and an estimated 30-35 student/clients will receive book and/or supplies vouchers in spring 2014.
- C. 43 student/clients have received coordination services with the Department of Rehabilitation related to the payment of tuition, fees, books, or other items/services to date this fiscal year. An estimated 30-35 student/clients will receive registration support and payment coordination services in spring 2014.

Support of student registration, coordination of payment of enrollment fees, and coordination of payment for books, supplies, and/or services is provided by the WorkAbility III Coordinator and the Program Staff Specialist II.

Objective:

Provide transition services for work and/or transfer to 4 year institutions (WorkAbility III):

- A. Assistance/Coordination
- B. Resumes/Applications
- C. Follow Through and Support

Action Plan (include who is responsible):

- A. Assistance/coordination services are in place to support any student/clients who will be transitioning to 4 year institutions or to job seeking status in this fiscal year. These services are provided by the WorkAbility III Coordinator and the Program Staff Specialist II.
- B. Resumes, cover letters, and /or applications will continue to be prepared by the WorkAbility III Coordinator for each transitioning student/client who requests them. 4 student/clients so far this year have requested and received numerous job specific resumes, cover letters, and applications in preparation for their

transitions to work.

- C. Follow through and support services continue to be provided by the WorkAbility III Coordinator and the Program Staff Specialist II to all transitioning student/clients.

Next Fiscal Year's Objectives

WHAT OBJECTIVES AND TASKS WILL YOU TAKE ON FOR NEXT YEAR? (YOU MAY CONTINUE OBJECTIVES FROM THE PRIOR YEAR).

Objective:

Provide services and accommodations for students with disabilities in order to:

1. Support student success; and
2. Assist the College in meeting the requirements ensuring that all College programs, services, and activities are accessible to and useable by students with disabilities as required by relevant Federal and state non-discrimination laws (Sections 504 and 508 of the Federal Rehabilitation Act, the Americans with Disabilities Act [ADA], State Government Code Sections 11135-11139.5, and Title 5 regulations).

Action Plan (include who is responsible):

1. Since accommodations must be provided on an individualized basis according to specific disability related needs, the DSP&S Coordinator will engage in an interactive process with each DSP&S student at least once each year to determine what accommodations are required to ensure equal access for each individual. Appropriate accommodations will be determined and listed and/or updated on each student's Student Educational Contract (SEC).
2. The DSP&S Staff will provide appropriate accommodations for each DSP&S student as agreed upon in his/her SEC.

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☐ Strategic Plan
- ☒ Student Services Plan

Link to College-wide SLOs:

- ☒ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☐ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☒ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☒ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

DSP&S students will learn to communicate their needs effectively in order to secure individualized services and accommodations that will aid in their educational success. Armed with the tools that provide equal access, these students will achieve their academic goals and will develop a clear and positive sense of self and a confidence in their abilities. As a result of this success in the educational process and the doors that it will open, they will value their education, understand its privilege, and become responsible, contributing members of society.

Objective:

Provide support services to WorkAbility III student/clients in accordance with the Standard Agreement between the College and the State of California Department of Rehabilitation. These services will include:

1. Support for job development activities.
2. Coordination of payment for tuition, fees, books, and/or supplies.

Action Plan (include who is responsible):

1. The WorkAbility III Coordinator and the Program Staff Specialist II will assist student/clients in career

preparation and job development activities. This will include assistance with job search, instruction in job etiquette and behavior, mock interviews, and preparation of resumes, cover letters, and applications.

2. In coordination with the Department of Rehabilitation Counselor and the various FRC offices, the WorkAbility III Coordinator and/or the Program Staff Specialist II will prepare and provide vouchers to WorkAbility III student/clients for tuition, fees, books, and/or supplies as needed each semester. These vouchers will be submitted to the State of California Department of Rehabilitation for payment.

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☐ Strategic Plan
- ☒ Student Services Plan

Link to College-wide SLOs:

- ☒ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☐ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☒ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☒ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

WorkAbility III students will be provided training and information on job seeking skills, and on proper behavior in the workforce. This instruction will be instrumental in the development of effective communication skills, and ultimately in developing successful interactions in the workplace. The financial support that WorkAbility III students receive will enable them to focus more fully on and spend more time on studies, relieving stress and increasing academic success. This will raise self-esteem. The encouragement and support of Program Staff will contribute toward WorkAbility III student/clients becoming successful learners who value their education and understand its privilege. Finally, WorkAbility III student/clients will obtain gainful employment and be responsible, contributing members of the workforce.

Summary Update from Comprehensive Program Review

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

With the reduction in State funds to DSP&S programs over the last few years, and the subsequent elimination of DSP&S positions on our campus, our current staff is dedicated primarily to meeting student needs according to legal mandates, and to maintaining a positive and encouraging learning environment. We recognize the value of promoting disability awareness on campus and in the community, and we participate in promotional activities whenever possible, but these efforts are somewhat limited by the time limitations of reduced staffing.

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

Last year was our first year operating under a restructured staffing pattern that was necessitated by State cuts to DSP&S categorical programs. We operated with a temporary Program Staff Specialist I position that was assigned 30 hours per week to the WorkAbility III program. After evaluating the workload and the needs of the entire DSP&S program throughout the 2012-13 year, the decision was made to upgrade the position to a Program Staff Specialist II, and to allocate hours to allow for 24 WorkAbility III and 6 DSP&S general hours per week. This position was flown at the end of last fiscal year, with the position filled and the employee starting August 1, 2013.

Briefly explain significant changes expected during the upcoming year.

With Section 508 compliance guidelines requiring that all electronic and information technology on our campus be accessible to people with disabilities, we will be partnering with the Library and the Director of Distance Education/WebMaster to create a process by which all such technology available to general students is made available in alternate/accessible formats for students with disabilities. Our primary goal for this year is to ensure that videos used as instructional media in classrooms are captioned.

Attach Supporting Documents as Appropriate

<i>Attachment</i>		<i>Attachment Description</i>
 File Attachment		

Annual Program Review

Fiscal Year:

2014-2015

Date:

10/24/2013

Management Area:

Student Services

Program:

EOPS-CARE

Sub-Program:

First Name:

Cindy

Last Name:

Barrett

Assessment of Past Progress

DESCRIBE YOUR PROGRESS ON YOUR PREVIOUS YEAR'S OBJECTIVES

Objective:

The effectiveness of the program changes will be assessed to determine compliance with EOPS regulations, and maximum services to eligible students.

Progress:

CSSO and Program Coordinator/Counselor attended EOPS/CARE workshops and learned all regulations and reporting mandates. The book loan program was reinstated, the book voucher amount to each student was increased, a new lap top loan program was implemented, and meal tickets are now provided to both EOPS and CARE students based on need. FRC counselor/coordinator meets regularly with Plumas County Social Services staff to coordinate program participant benefits. Students are now held accountable for keeping appointment to remain eligible for the program.

Objective:

An Advisory Committee will be formed to provide oversight and advice to the EOPS/CARE program.

Progress:

EOPS/CARE created an advisory committee consisting of community members, program participants, Plumas County Social Services staff, Cal WORKs coordinator, and a high school counselor. The committee met in November and again in April. Topics discussed included recruitment of eligible students, student success, program synopsis and report, scholarships provided to students, and program changes.

Objective:

The EOPS/CARE counselor position will be flown to find a permanent position.

Progress:

The two temporary EOPS/CARE counselors continue to serve in this role.

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 CURRENTLY ALLOCATED RESOURCES BE SUFFICIENT GIVEN YOUR OBJECTIVES?

Objective:

A new EOPS/CARE student mutual contract will be developed including the three required appointment dates, and how each student will remain eligible to earn their benefits.

Action Plan (include who is responsible):

The two counselor/coordinators will assure that each student develops this contract.

Objective:

The book lending library will be expanded based on instructor input regarding the length of time the book(s) will be used.

Action Plan (include who is responsible):

The two counselor/coordinators will work with the instructors who teach core courses to determine which books to purchase.

Next Fiscal Year's Objectives

WHAT OBJECTIVES AND TASKS WILL YOU TAKE ON FOR NEXT YEAR? (YOU MAY CONTINUE OBJECTIVES FROM THE PRIOR YEAR).

Objective:

EOPS/CARE students will be compared to students to assess the implied impact of "extended" services on students' graduation rate, transfer rate, and persistence rate.

Action Plan (include who is responsible):

The counselor/coordinators will use data provided by the Coordinator of Institutional Research to compare general students to EOPS/CARE students. They will then develop a plan to improve success rates by providing workshops, resources, or whatever they determine will address the success rates.

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☐ Strategic Plan
- ☒ Student Services Plan

Link to College-wide SLOs:

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☐ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☒ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☐ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

A copy of the Student Services Student Learning Outcomes (SSSLOs) is attached. These objectives support Outcomes #2, 3, 4, 5, and 6. However, there has not been an analysis of how EOPS/CARE students are included in these numbers. This analysis will take place next year so this data is more meaningful for these students, and plans to improve will be more focused.

Summary Update from Comprehensive Program Review

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

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

Briefly explain significant changes expected during the upcoming year.

Attach Supporting Documents as Appropriate

Attachment	Attachment Description
<div><div><div>Student Services Student Learning Outcomes assignments.docx Microsoft Word Document 24.0 KB</div></div></div>	<div></div>

Annual Program Review

Fiscal Year:

2014-2015

Date:

10/2/2013

Management Area:

Student Services

Program:

Financial Aid

Sub-Program:

First Name:

Barbara

Last Name:

Cormack

Assessment of Past Progress

DESCRIBE YOUR PROGRESS ON YOUR PREVIOUS YEAR'S OBJECTIVES

Objective:

Implement the revised federal regulations for verification of FAFSAs.

Progress:

Kandi and Cheryl reviewed the new regulations and attended training for the revised regulations for verification that started with the 2012-13 award year.

Objective:

Work with others to enhance the Financial Aid Satisfactory Academic Progress procedures and to communicate information about Financial Aid SAP to the college community at large.

Progress:

The Financial Aid Satisfactory Academic Progress Committee continued to fine-tune our processes and continued to work with our advising staff to improve processes and campus-wide communications about FA SAP.

Objective:

Work with other student services offices that offer forms of financial assistance for students to create financial services for students that are more seamless.

Progress:

The Financial Aid staff continued to work with other student services staff to explore the creation of more seamless financial services for students.

Objective:

Improve our service to students by looking at how we provide information to students and whether or not they 'get it'.

Progress:

Kandi and Alyia continued to work with our student customers to seek input to improve our communications and processes.

Objective:

Work with ETS, TRIO and Outreach as well as with the Plumas County Schools to improve our financial aid outreach activities to the county.

Progress:

Kandi and Alyia continued to work with others to improve our outreach to Plumas County.

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 CURRENTLY ALLOCATED RESOURCES BE SUFFICIENT GIVEN YOUR OBJECTIVES?

Objective:

Implement the changes in regulations for verification of the 2013-14 FAFSAs.

Action Plan (include who is responsible):

Kandi and Cheryl have reviewed the new regulations and attended training for the revised regulations for verification for the 2013-14 award year. Completed.

Objective:

Work with others to enhance the Financial Aid Satisfactory Academic Progress procedures and to communicate information about Financial Aid SAP to the college community at large.

Action Plan (include who is responsible):

The Financial Aid Satisfactory Academic Progress Committee continued to fine-tune our processes and is continuing to work with our advising staff to improve processes and campus-wide communications about FA SAP.

Objective:

Work with other student services offices that offer forms of financial assistance for students to create financial services for students that are more seamless.

Action Plan (include who is responsible):

The Financial Aid staff is continuing to work with other student service staff to explore the creation of more seamless financial services for students.

Objective:

Improve our service to students by looking at how we provide information to students and whether or not they 'get it'.

Action Plan (include who is responsible):

Kandi and Alyia are continuing to work with our student customers to seek input to improve our communications and processes.

Objective:

Work with ETS, TRIO and Outreach as well as with the Plumas County Schools to improve our financial aid outreach activities to the county.

Action Plan (include who is responsible):

Alyia is continuing to work with others to improve our outreach to Plumas County.

Next Fiscal Year's Objectives

WHAT OBJECTIVES AND TASKS WILL YOU TAKE ON FOR NEXT YEAR? (YOU MAY CONTINUE OBJECTIVES FROM THE PRIOR YEAR).

Objective:

Increase the percentage of full-time non-ISP non-athletes who apply for and receive financial aid.

Action Plan (include who is responsible):

Financial Aid staff will develop a communication plan that targets students who have not submitted a FAFSA or not followed through regarding college and/or federal requirements related to their FAFSA.

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☒ Strategic Plan
- ☐ Student Services Plan

Link to College-wide SLOs:

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☒ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☒ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☐ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

NON-ISP, NON-FOREIGN FULL TIME STUDENTS WHO RECEIVED FINANCIAL AID				
Aid Year	09-10	10-11	11-12	12-13
Athletes	64%	68%	68%	71%
Non-Athletes	71%	73%	64%	68%

We hope to increase the percentage of non-athletes who receive aid for 14-15.

Objective:

Increase the percentage of Financial Aid students attending in the fall whose files are finalized in time for the first disbursement.

Action Plan (include who is responsible):

Financial Aid staff will add 2 new tools to our communication arsenal by (1) offering a an opt-in text message option for general Financial Aid information and (2) use the LED rotating sign on campus if Facilities/Information Services will activate it.

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☒ Strategic Plan
- ☐ Student Services Plan

Link to College-wide SLOs:

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☒ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☒ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☐ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

STUDENTS WHO RECEIVED FEDERAL OR CALGRANT AID FOR FALL SEMESTER				
Aid Year	09-10	10-11	11-12	12-13
File Finalized before 1st Fall Disbursement	34%	45%	50%	44%
File Finalized after 1st Fall Disbursement	66%	55%	50%	56%

We hope to increase the percentage of files finalized before the 1st Fall Disbursement for 14-15. Two changes occurred in 12-13 that may have factored into the percentage going down, (1) the federal government started requiring tax return transcripts instead of copies of tax returns for verification and (2) we stopped sending award letters to students and starting sending award emails. We will focus on the communication factor.

Summary Update from Comprehensive Program Review

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

The Financial Aid Office has disbursed \$1,667,619 of federal and state aid and scholarships so far this year, which includes \$440,248 of second Pell disbursements just made. We are finishing up reconciling the 2012-13 year and putting the finishing touches on the federal FISAP and state MIS reports for 2012-13.

We continue to strive to improve our processes and our communications to students so that we can offer the best possible service to those students.

We don't know if the move into the old library will ever materialize but we continue to do well in our current location.

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

The volume of state and federal regulatory changes has not diminished. We seek out the maximum training opportunities to stay abreast of the changes. We also continue to maximize our use of SQL queries and BANNER reports to check our work and follow up on any anomalies we discover in order to minimize our risk for audit findings.

We have had a personnel change in our department with the addition of a short term Senior Office Assistant I - Financial Aid. We are undergoing an experiment this year to figure out if our department will receive more benefit from the additional staff person with only one week of BANNER consultation or no additional staff with more weeks of BANNER consultation. Both are funded with our BFAP categorical funds; a decision will be made by the end of the fiscal year as to which direction better serves the department.

Briefly explain significant changes expected during the upcoming year.

One of our staff members is retiring at the end of December so we will be undergoing additional personnel changes during the second half of 2013-14.

Attach Supporting Documents as Appropriate

<i>Attachment</i>		<i>Attachment Description</i>
 File Attachment		

Annual Program Review

Fiscal Year:

2014-2015

Date:

10/18/2013

Management Area:

Student Services

Program:

Outreach and Marketing

Sub-Program:

First Name:

Carlie

Last Name:

McCarthy

Assessment of Past Progress

DESCRIBE YOUR PROGRESS ON YOUR PREVIOUS YEAR'S OBJECTIVES

Objective:

Share review of advertising materials with Communications Committee for input and adjustments.

Progress:

Advertising/Marketing materials were shared with the Communications Committee. The committee supported the approach of target marketing which includes advertising in certain trade magazines for our unique programs. They also agreed that program brochures and view books are effective tools at College Fairs, and many had been updated. Radio ads have been used sparingly as well as maps and magazines targeted to tourists. The Committee agreed that the web site should be our primary site for marketing the college. .

Objective:

Website development will continue with oversight by sub-committee to determine landing page format and links.

Progress:

The sub committee formed in the summer of 2012 to determine the initial design of the new web site did not continue to meet. Several Divisions and content managers began to enter new web site content through Wordpress. Throughout this time the web master identified many issues related to keeping the newly proposed web site up to date. In the fall of 2013 the web master and the CIO researched web site companies, and have since shared this information with the President who will conduct a process to choose the company.

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 CURRENTLY ALLOCATED RESOURCES BE SUFFICIENT GIVEN YOUR OBJECTIVES?

Objective:

Organize and implement an open house event for prospective students. The event will replace the "open house" component that has been de-emphasized at "Day in the Mountains", and will target California residents and showcase our unique setting, student housing, academic programs, and support services.

Action Plan (include who is responsible):

The first annual "Friday in the Fall" was planned by a Committee, formed and led by Carlie McCarthy and Karen Pierson. Committee members included Derek Lerch, Crystal Anderson, Leslie Mikesell and Merle Trueblood. The

event took place during the first weekend in October. Between Friday and Saturday, we served 17 prospective students and their family members. Faculty and staff participated in the "interactive tour." Students had the opportunity to attend break-out sessions which included a Chemistry lecture, Equine Studies class, or Q&A with Admissions, Financial Aid and Advising. Students were provided lunch and received a "bag of swag." Most students also received a gift card to a local business to help cover the cost of a meal. The first weekend in October was selected because there were various events planned on campus and in the community including Men's and Women's Soccer, Homecoming Football Game, home Rodeo, Baseball scrimmage, and the Fall Fest sponsored by the Forestry Department.

Advertising efforts included a sign in town, flyers sent out to more than 30 high schools, invitation cards distributed at 10 college fairs with more than 30 high schools participating and email advertisements sent to all jr. and sr. students in the FRC database, roughly 800.

There were efforts to market this event to high schools in Plumas County as well as prospective athletes.

Objective:

Organize and implement an event to collaborate with the Counselors and Administrators within our local school district including Quincy, Greenville, Chester and Portola.

Action Plan (include who is responsible):

Carlie McCarthy and Karen Pierson formed a committee to organize the first and hopefully annual "Counselor and Administrator Retreat at FRC." Other committee members included Derek Lerch and Leslie Mikesell. The main purpose of the event was to introduce several new Administrators and staff from FRC, clear up any misconceptions about Feather River College, inform PUSD of new transfer degrees, college events and collaborate on new ways to reach their students and encourage them to start their post-secondary educational journey at FRC.

The event took place after the "College Career and Transfer Fair" on September 18th. There was at least one representative in attendance from each of the targeted schools. There was excellent discussion during the retreat. Derek spoke about Associate degrees including several that are designed for transfer that should be ready/through the Chancellor's office by Fall 2014. Greg reported on transfer activities including workshops and field trips. Karen introduced different student service areas and resources that are available to students. Dr. Trutna provided statistics regarding PUSD students completion and transfer rates from FRC. Lunch was provided and "swag" including a pennant as well as resources for students such as a catalog and view book were given to the Counselors and Administrators. An immediate outcome of the event was an invitation for Carlie to attend Sr. Parent nights and visit classrooms to speak to students about FRC and college, in general. We received excellent feedback and will plan the retreat again next year and provide additional statistics such as placement test scores, as requested.

Objective:

Update program and major tri-folds and create new advertising materials to distribute in the classroom, at fairs, in mailers and any other appropriate time.

Action Plan (include who is responsible):

Most tri-folds have been updated and several new marketing pieces have been created by Carlie McCarthy. We will continue to update and create new marketing pieces as new majors are approved and as our budget allows.

Objective:

Work with CTE Team to discuss transition responsibility for College, Career, and Transfer Fair to Office of Student Services and PUSD, considering resources and staff time available, and making changes to the event as appropriate.

Action Plan (include who is responsible):

CSSO will work with Student Services staff, CTE staff, and Office of Instruction to determine resources available, and new format.

Next Fiscal Year's Objectives

WHAT OBJECTIVES AND TASKS WILL YOU TAKE ON FOR NEXT YEAR? (YOU MAY CONTINUE OBJECTIVES FROM THE PRIOR YEAR).

Objective:

Improve Facebook and Twitter presence by increasing the number of "likes" and "followers" and posting important events regarding student services and activities on campus at least one time per week. Also, eliminate accounts that were created in the past and are no longer being managed. Marketing the Facebook and Twitter accounts will depend on the status of the new website as there is currently a FB account that is not being managed linked to the home page of the FRC website.

Action Plan (include who is responsible):

Recruiter/Advisor will be responsible for this objective.

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☒ Strategic Plan
- ☒ Student Services Plan

Link to College-wide SLOs:

- ☒ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☒ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☐ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☐ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

Attached is a copy of the Student Services Student Learning Outcomes (SSSLO)s. This objective is directly related to SLO #1 and #5. Social Media is an excellent resource for sharing information with students and creating a sense of community through commonality.

BUDGET AUGMENTATIONS:

Account Code	Budget Increase	Links to CAM
<input type="text"/>	<input type="text"/>	<input type="text"/>

Objective:

Develop a virtual tour that includes a marketing and recruitment video with student testimonials to display on the new website.

Action Plan (include who is responsible):

Recruiter/Advisor will be responsible for this objective. It will depend on the status of the new website.

Link to College Plans:

Link to College-wide SLOs:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☒ Strategic Plan
- ☒ Student Services Plan

- ☒ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☒ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☐ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☐ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

This objective directly relates to SSSLO #1. We want students to make an informed decision when applying to FRC. In order to be successful, students need to want to be here. By hearing student testimonials and having the opportunity to see the campus and learn about resources available to them, they can make a more informed decision.

Objective:

Work with President and Chamber of Commerce to determine how FRC can partner with downtown Quincy to promote FRC through the use of street banners.

Action Plan (include who is responsible):

President and CSSO will develop plans with Quincy Chamber of Commerce to purchase brackets and develop a plan when various banners can be displayed, and which months FRC will be features.

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☒ Strategic Plan
- ☐ Student Services Plan

Link to College-wide SLOs:

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☐ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☐ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☐ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

Objective:

Develop an email list serve of California High School Counselors and AVID Teachers to improve marketing and communication through email correspondence.

Action Plan (include who is responsible):

Recruiter/Advisor and Recruiting Assistant will be responsible for this objective.

Link to College Plans:

Link to College-wide SLOs:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☐ Strategic Plan
- ☐ Student Services Plan

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☒ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☐ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☐ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

Attached is a copy of the Student Services Student Learning Outcomes (SSSLO)s. This objective is related to SLO #1. When asking students how they heard about FRC, many students say that their teacher or counselor told them about the college. We believe that FRC has a lot to offer students and by reaching out and developing a rapport with Counselors and Teachers, more students will hear about FRC.

Objective:

Work with Research Coordinator to identify target areas in California and increase the number of outreach efforts to the newly identified target markets through classroom visits, college fairs and keeping current information in their College and Career Centers.

Action Plan (include who is responsible):

Recruiter/Advisor and Recruiting Assistant will be responsible for this objective.

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☐ Strategic Plan
- ☐ Student Services Plan

Link to College-wide SLOs:

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☒ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☐ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☐ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

Attached is a copy of the Student Services Student Learning Outcomes (SSSLO)s. This objective is related to SLO #1. This objective will help us identify if we should focus on the areas where we have been successful in the past, or if we should direct our efforts to new areas within California. Additional travel funds are necessary.

BUDGET AUGMENTATIONS:

Account Code	Budget Increase	Links to CAM
5100	\$2500	Augmentation budget impact-5; Uncontrollable augmentatio...

Summary Update from Comprehensive Program Review

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

Services provided through outreach personnel were eliminated in 2011. During 2011-13 the Assistant Recruiter minimally maintained a recruitment schedule. In 2012 a new recruiter/advisor was hired who resumed the past schedule.




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

the loss of the Good Neighbor resulted in the college falling short of its FTES goals for the past two years.

Briefly explain significant changes expected during the upcoming year.

the 2013-14 FTES goal is in jeopardy of being met. In order to reach this goal additional travel within the state of California is necessary to recruit California residents, the only students who are counted in the FTES count, and determines the college's apportionment level.

Attach Supporting Documents as Appropriate

<i>Attachment</i>	<i>Attachment Description</i>
 Student Services Student Learning Outcomes assignments.docx Microsoft Word Document 24.0 KB	Student Services Student Learning Outcomes
 Strategic Enrollment Management Recruitment Plan.docx Microsoft Word Document 31.0 KB	Recruitment Plan developed by CSSO
 File Attachment	

Annual Program Review

Fiscal Year:

2014-2015

Date:

10/15/2013

Management Area:

Student Services

Program:

Student Affairs

Sub-Program:

First Name:

Karen

Last Name:

Pierson

Assessment of Past Progress

DESCRIBE YOUR PROGRESS ON YOUR PREVIOUS YEAR'S OBJECTIVES

Objective:

Two objectives were written for the previous year which included the following: 1) work directly with all managers and staff to assure services are provided at the highest professional level and 2) work with shared governance committees including communications, early alert, diversity, and SEM to further their mission and meet their objectives.

Progress:

These objectives may be measured in the following manner. All vacant positions have been filled and all Student Services staff performance evaluations are now up to date including probationary employees. All staff will be evaluated annually in November. The CSSO meets monthly with every employee who reports directly to her (15), and regularly communicates with managers at Student Services Council meetings. Student Services student learning outcomes benchmarks have been established and measured. In addition, Student Services held a retreat for all staff which focused on communication and student services student learning outcomes. Several new strategies have been put in place to improve communication across the division including: all Student Services staff emails, inviting all staff to Student Services Council meetings, announcing CSSO periods of absence far in advance, and sending more all employees emails. Contracts with Plumas Transit, , Plumas County Public Health, and Loan Default Management have all been reviewed to assure the services fit the college needs. The CSSO was able to travel to the annual CSSO workshop to stay abreast of statewide initiatives and practices. All shared governance committees where the CSSO is chair worked to fulfill their purpose with the exception of the Early Alert committee which will be activated next year.

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 CURRENTLY ALLOCATED RESOURCES BE SUFFICIENT GIVEN YOUR OBJECTIVES?

Objective:

Note: All objectives are matched to Superintendent/President Objectives.

1. Work with shared governance committees (Diversity, Communications, Early Alert, and Strategic Enrollment

Management) to develop goals and ways of measuring those goals which will form the basis of the Strategic Plan.

Action Plan (include who is responsible):

CSSO and members of each shared governance committee

Objective:

Develop and implement a plan to implement all components of the new Student Support and Success Program including assessment, orientation and advising resulting in a comprehensive Student Education Plan. Provide interventions for students who are at risk and on academic and financial aid probation.

Action Plan (include who is responsible):

All advisors and EOPS counselors, Admissions and Records Director, Financial Aid Director, and the CSSO will develop and implement a plan to encourage all new students to be "fully matriculated" and qualify for priority registration.

Objective:

Assist with the development of a FTES projection model, and make recommendations for the appropriate number of FTES by student category including on campus, on line, instructional service agreement, and ISP.

Action Plan (include who is responsible):

The Strategic Enrollment Management Committee has been charged with this objective, and the CSSO is the chair.

Objective:

Serve on the Housing Task Force to develop options for student housing.

Action Plan (include who is responsible):

The Housing Task Force is chaired by the President.

Objective:

Contribute to the development of a Shared Governance Handbook including flow of recommendations, timelines, decision making and process for evaluation.

Action Plan (include who is responsible):

Provide input from the four shared governance committees chaired by the CSSO.

Objective:

Assist with the transition to a new website to improve communication both outside campus and throughout campus.

Action Plan (include who is responsible):

Work with webmaster to assure all content managers receive the training necessary to keep the new site up to date.

Objective:

Improve College community outreach.

Action Plan (include who is responsible):

Work with recruiter to assure FRC is well connected with PUSD. Continue to support organizations such as the Methodist church, Hospice, and Rotary. Attend county-wide fund raisers and events.

Next Fiscal Year's Objectives

WHAT OBJECTIVES AND TASKS WILL YOU TAKE ON FOR NEXT YEAR? (YOU MAY CONTINUE OBJECTIVES FROM THE PRIOR YEAR).

Objective:

Action Plan (include who is responsible):

Link to College Plans:

- ☒ Accreditation Planning Agenda Item
- ☒ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☒ Strategic Plan
- ☒ Student Services Plan

Link to College-wide SLOs:

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☐ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☒ Students will develop a clear sense of self, purpose, and ability to
- ☒ Students will demonstrate skills in relationships through interper
- ☒ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

A copy of the Student Services Student Learning Outcomes (SSSLO)s is attached. As the Office of Student Services is responsible for the entire division, all 6 SLOs are relevant.






Summary Update from Comprehensive Program Review

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

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

Briefly explain significant changes expected during the upcoming year.

Attach Supporting Documents as Appropriate

<i>Attachment</i>	<i>Attachment Description</i>
 ComprehensiveProgMrvstuden tservices.doc Microsoft Word 97 - 2003 Document 85.0 KB	Comprehensive Program Review Office of Student Services
 Student Services Student Learning Outcomes assignments.docx Microsoft Word Document 24.0 KB	Student Services Student Learning Outcomes
 Accomplishments since July 2011.docx Microsoft Word Document 14.4 KB	Accomplishments since July 2011
 OrgChart2013-14.docx Microsoft Word Document 64.9 KB	Student Services Organizational Chart
 File Attachment	

Annual Program Review

Fiscal Year:

2014-2015

Date:

10/4/2013

Management Area:

Student Services

Program:

TRiO

Sub-Program:

Educational Talent Search

First Name:

Jan

Last Name:

Prichard

Assessment of Past Progress

DESCRIBE YOUR PROGRESS ON YOUR PREVIOUS YEAR'S OBJECTIVES

Objective:

1. Secondary School Persistence: 87% 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.

Progress:

The performance standard for Secondary School Persistence was met with 100%, of non-senior participants served, completing the 2012-13 academic year and continuing in school for the 2013-14 academic year at the next grade level.

Objective:

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.

Progress:

The performance standard for Secondary School Graduation was met with 100% of the seniors served during 2012-13 graduating with a regular secondary school diploma within the standard number of years.

Objective:

3. Rigorous Program of Study: 45% 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.

Progress:

The performance standard for Rigorous Program of Study was met with 54% of seniors completing a rigorous secondary school program of study and graduating with a regular secondary school diploma within the standard number of years.

Objective:

4. Postsecondary Education Enrollment: 65% 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.

Progress:

The performance standard for Postsecondary Education Enrollment was met with 68% of participants 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.

Objective:

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.

Progress:

The performance standard for Postsecondary Attainment is a work in progress. Two cohorts of students who enrolled in postsecondary education (graduates from the classes of 2012 and 2013) are currently being tracked. This will continue for 6 years following their high school graduation.

Current Year Progress and Objectives

WHAT OBJECTIVES AND TASKS ARE YOU WORKING ON THIS YEAR? (YOU MAY CONTINUE OBJECTIVES FROM THE PRIOR YEAR). WILL YOUR CURRENTLY ALLOCATED RESOURCES BE SUFFICIENT GIVEN YOUR OBJECTIVES?

Objective:

1. Secondary School Persistence: 87% 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.

Action Plan (include who is responsible):

The Director of ETS and the two ETS advisors will design and deliver programs, and offer support, that will foster academic success at target schools throughout the academic year. Individual academic advisement will be provided as and when necessary.

Objective:

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.

Action Plan (include who is responsible):

The Director of ETS and the two ETS advisors will design and deliver programs and offer support that will foster academic success at target schools throughout the academic year. Individual academic advisement will be provided as and when necessary.

Objective:

3. Rigorous Program of Study: 45% 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.

Action Plan (include who is responsible):

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.

Objective:

4. Postsecondary Education Enrollment: 65% 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.

Action Plan (include who is responsible):

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.

Objective:

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.

Action Plan (include who is responsible):

The Director of ETS and the two ETS advisors will continue to track program participants for 6 years after high school graduation to ascertain whether they completed a program of postsecondary education within that time frame.

Next Fiscal Year's Objectives

WHAT OBJECTIVES AND TASKS WILL YOU TAKE ON FOR NEXT YEAR? (YOU MAY CONTINUE OBJECTIVES FROM THE PRIOR YEAR).

Objective:

Continue with objectives 1-5 as outlined above.

Action Plan (include who is responsible):

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.

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☐ Strategic Plan
- ☒ Student Services Plan

Link to College-wide SLOs:

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☐ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☐ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☒ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

N/A

Summary Update from Comprehensive Program Review

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

The ETS program is currently at the beginning of Year 3 of a five year grant cycle. ETS staff members work with students in grades 6 to 12 in six high schools in three counties in the towns of Westwood, Chester, Greenville, Quincy, Portola and Loyalton. After a year with an interim director a new Director of ETS was appointed in June of 2013. There is currently a vacancy for a new advisor. This position should be filled before the end of November 2013 to finally bring staffing up to its correct level. The program has been running understaffed for just over a year.

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

Last fiscal year the program was run by an interim director. A new Director of ETS was appointed in June of 2013. An advisor did not return to work after her 2013 summer hiatus so there is currently a vacancy for a new advisor. This position should be filled before the end of November 2013 to finally bring staffing up to its correct level. The program has been running understaffed for just over a year.

Briefly explain significant changes expected during the upcoming year.

1. A new ETS advisor will be trained so that he/she thoroughly understands the program and the deliverables of this grant in order to provide the highest level of services to the program participants in an appropriate and successful manner.
2. The program is running under a 5.23% budget cut this year.

Attach Supporting Documents as Appropriate

<i>Attachment</i>		<i>Attachment Description</i>
 File Attachment		

Annual Program Review

Fiscal Year:

2014-2015

Date:

10/18/2013

Management Area:

Student Services

Program:

TRiO

Sub-Program:

Student Support Services

First Name:

Gretchen

Last Name:

Baumgartner

Assessment of Past Progress

DESCRIBE YOUR PROGRESS ON YOUR PREVIOUS YEAR'S OBJECTIVES

Objective:

At the end of each academic year, at least 85% of all SSS participants will be in good academic standing with a GPA of 2.0 on a 4.0 Scale.

Progress:

For 12-13, 95.83% of our participants were in good standing.

Objective:

Retention/Persistence: Annually, 70% of participants will be retained in the college (or graduate or transfer).

Progress:

For 12-13, 75.6% of our participants are enrolled at FRC, graduated and/or transferred to a 4 year college.

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 CURRENTLY ALLOCATED RESOURCES BE SUFFICIENT GIVEN YOUR OBJECTIVES?

Objective:

At the end of each academic year, at least 85% of all SSS participants will be in good academic standing with a GPA of 2.0 on a 4.0 Scale.

Action Plan (include who is responsible):

We are currently receiving progress reports for the fall semester and assessing what we can do to help students be successful. We provide a variety of support to our students such as: assisting them in signing up for a tutor through the Learning Resource Center, finding a TRiO student mentor/tutor, and Academic Success Workshops like Time Management, Test Taking, and Study Skills. Also, the Achieve Center is open during the day for students to receive extra help in their classes from the SSS staff and to use the computer lab for study hall.

Objective:

Retention/Persistence: Annually, 70% of participants will be retained in the college (or graduate or transfer).

Action Plan (include who is responsible):

For 2013-14, we are currently helping SSS/TRiO students complete graduation petitions for Fall 13 and Spring 14 and complete CSU/UC transfer applications for Fall 2014. Also, Josh White and Beth Reid are currently making appointments with their SSS/TRiO advisees for Spring 2014 priority registration.

Next Fiscal Year's Objectives

WHAT OBJECTIVES AND TASKS WILL YOU TAKE ON FOR NEXT YEAR? (YOU MAY CONTINUE OBJECTIVES FROM THE PRIOR YEAR).

Objective:

At the end of each academic year, at least 85% 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 SSS/TRiO Staff will continue to assist students in their classes and help them find a tutor if needed. Advisors will review the progress reports as they are turned in and meet with students that need follow-up.

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☒ Strategic Plan
- ☒ Student Services Plan

Link to College-wide SLOs:

- ☒ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☒ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☒ Students will develop a clear sense of self, purpose, and ability to
- ☒ Students will demonstrate skills in relationships through interper
- ☒ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

Student Services Student Learning Outcomes (SSSLO) #2, #3, #4, #5, and #6 are related to these objectives. The SSS program opens doors to education, helps students become responsible financially, develops resilience and resourcefulness, and helps students access available resources within the campus and the community. The goal of the program is to help students graduate, and transfer to a 4 year institution.

Note: a copy of the SSSLOs is attached.

Objective:

Retention/Persistence: Annually, 70% of participants will be retained in the college (or graduate or transfer).

Action Plan (include who is responsible):

All SSS/TRiO Staff will continue to advise and assist students in achieving their AA/AS or certificates and transfer to 4 year colleges.

Link to College Plans:

Link to College-wide SLOs:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☒ Strategic Plan
- ☒ Student Services Plan

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☐ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☐ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☐ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

See above.

Summary Update from Comprehensive Program Review

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

The FRC Student Support Services grant is working hard on entering their new students for the 2013-2014 school year. SSS will have a total caseload of 170 students for this year after all the new students have completed their "intake" paperwork. The program is waiting for updates from the U.S. Department of Education to be able to complete the annual performance report which has an undetermined deadline at this time.


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

The U.S. Department of Education put into effect another 5% budget cut for this year making it about 8% total cut from what we were originally funded 3 years ago. The SSS budget was reorganized to accommodate this cut.

Briefly explain significant changes expected during the upcoming year.

NA

Attach Supporting Documents as Appropriate

<i>Attachment</i>	<i>Attachment Description</i>
 <p>Student Services Student Learning Outcomes assignments.docx Microsoft Word Document 24.0 KB</p>	Student Services Student Learning Outcomes

Annual Program Review

Fiscal Year:

2014-2015

Date:

10/16/2013

Management Area:

Student Services

Program:

TRiO

Sub-Program:

Upward Bound

First Name:

Audrey

Last Name:

Peters

Assessment of Past Progress

DESCRIBE YOUR PROGRESS ON YOUR PREVIOUS YEAR'S OBJECTIVES

Objective:

85% 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.

Progress:

87% of participants served during the project year had a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.

Objective:

60% of UB seniors served during the project year, will have achieved at the proficient level on state assessments in reading/language arts and math.

Progress:

67% of UB seniors served during the project year, achieved at the proficient level on state assessments in reading/language arts and math.

Objective:

90% 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.

Progress:

100% of project participants served during the project year continued in school for the next academic year, at the next grade level, or graduated from secondary school with a regular secondary school diploma.

Objective:

55% of all current and prior year UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate in that school year with a regular secondary school diploma.

Progress:

60% of all current and prior year UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, completed a rigorous secondary school program of study and graduated in

that school year with a regular secondary school diploma.

Objective:

60% of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately following high school graduation or will have received notification, by 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).

Progress:

80% of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, enrolled in a program of postsecondary education by the fall term immediately following high school graduation.

Objective:

50% 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 a bachelor's degree within six years following graduation from high school.

Progress:

We are unable to report on this objective currently as we are awaiting data to be updated by the National Student Clearinghouse. We project that 60% of students persisted in college to attain a degree within 6 years of graduating from high school.

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 CURRENTLY ALLOCATED RESOURCES BE SUFFICIENT GIVEN YOUR OBJECTIVES?

Objective:

85% 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 Upward Bound Plan of Operation included in grant proposal

Objective:

60% 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 Upward Bound Plan of Operation included in grant proposal

Objective:

90% 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 Upward Bound Plan of Operation included in grant proposal

Objective:

55% of all current and prior year UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate in that school year with a regular secondary school diploma.

Action Plan (include who is responsible):

See Upward Bound Plan of Operation included in grant proposal

Objective:

60% of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately following high school graduation or will have received notification, by 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 Upward Bound Plan of Operation included in grant proposal

Objective:

50% 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 a bachelor's degree within six years following graduation from high school.

Action Plan (include who is responsible):

See Upward Bound Plan of Operation included in grant proposal

Next Fiscal Year's Objectives

WHAT OBJECTIVES AND TASKS WILL YOU TAKE ON FOR NEXT YEAR? (YOU MAY CONTINUE OBJECTIVES FROM THE PRIOR YEAR).

Objective:

85% 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 Upward Bound Plan of Operation included in grant proposal

Link to College Plans:

Link to College-wide SLOs:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☐ Strategic Plan
- ☒ Student Services Plan

- ☐ Students will communicate effectively
- ☒ Students will demonstrate critical thinking skills
- ☒ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☐ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☐ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

N/A

Objective:

60% 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 Upward Bound Plan of Operation included in grant proposal

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☐ Strategic Plan
- ☒ Student Services Plan

Link to College-wide SLOs:

- ☐ Students will communicate effectively
- ☒ Students will demonstrate critical thinking skills
- ☒ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☐ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☐ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

N/A

Objective:

90% 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 Upward Bound Plan of Operation included in grant proposal

Link to College Plans:

Link to College-wide SLOs:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☐ Strategic Plan
- ☒ Student Services Plan

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☐ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☒ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☒ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

N/A

Objective:

55% of all current and prior year UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate in that school year with a regular secondary school diploma.

Action Plan (include who is responsible):

See Upward Bound Plan of Operation included in grant proposal

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☐ Strategic Plan
- ☒ Student Services Plan

Link to College-wide SLOs:

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☐ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☒ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☒ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

N/A

Objective:

60% of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately following high school graduation or will have received notification, by 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 Upward Bound Plan of Operation included in grant proposal

Link to College Plans:

Link to College-wide SLOs:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☐ Strategic Plan
- ☒ Student Services Plan

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☒ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☒ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☒ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

N/A

Objective:

50% 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 a bachelor's degree within six years following graduation from high school.

Action Plan (include who is responsible):

See Upward Bound Plan of Operation included in grant proposal

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☐ Strategic Plan
- ☒ Student Services Plan

Link to College-wide SLOs:

- ☐ Students will communicate effectively
- ☐ Students will demonstrate critical thinking skills
- ☐ Students will locate, evaluate, and apply information
- ☐ Students will demonstrate a sense of personal and professional e
- ☒ Students will develop a clear sense of self, purpose, and ability to
- ☐ Students will demonstrate skills in relationships through interper
- ☒ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

N/A

Summary Update from Comprehensive Program Review

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

The Upward Bound program is fully staffed and is functioning smoothly to meet objectives.


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

Since the last CPR we received a new grant award and in the second year (2013-14) of the new grant cycle the award amount was reduced by 5.23%.

Briefly explain significant changes expected during the upcoming year.

The funding amount is in question for the upcoming 2014-15 grant year. If cuts are increased to program funding, Upward Bound will be forced to reduce staffing.

Attach Supporting Documents as Appropriate

<i>Attachment</i>	<i>Attachment Description</i>
 FRCNarrative.pdf Adobe Acrobat Document 457 KB	FRC Upward Bound Grant Proposal

Annual Program Review

Fiscal Year:

2014-2015

Date:

Management Area:

Student Services

Program:

College Work Study

Sub-Program:

First Name:

Karen

Last Name:

Pierson

Assessment of Past Progress

DESCRIBE YOUR PROGRESS ON YOUR PREVIOUS YEAR'S OBJECTIVES

Objective:

Determine if student work study hours are allocated fairly to all departments based on requests and allocation usage.

Progress:

A committee consisting of Payroll, Human Resources, Financial Aid, and Student Services met to review allocations and use of work study hours. It was determined that few departments under utilize their allocation, and there are legitimate reasons when this does happen. We concluded that the demand for work study funds far exceeds the college's capacity to fund all requests. In the summer of 2013 all supervisors were asked to submit their request for the 2013-14 budget year. They were asked to state the following: 1) total hours requested 2) brief statement of need for work, how students benefit, and what they will learn 3) verification of review of job description. Requests were granted based on this information, with preference given to areas which provide students with an "internship-like" experience, as well as areas where student work study literally keeps the department operational. Lower priority was given to areas where the work completed by students should technically be done by staff.

Objective:

Develop a monitoring system in conjunction with Financial Aid to effectively allocate hours and provide budget oversight.

Progress:

A monitoring system was put in place which tracks the allocation and use of work study hours on a monthly basis. If/when supervisors use more hours than have been allocated the CSSO or the supervisor's immediate supervisor calls the supervisor to alert them that they cannot use hours not allocated, and that the student will not be allowed to work beyond what has been allocated.

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 CURRENTLY ALLOCATED RESOURCES BE SUFFICIENT GIVEN YOUR OBJECTIVES?

Objective:

Support payroll in assuring that all supervisors turn in time sheets on time.

Action Plan (include who is responsible):

CSSO will remind all supervisors of time sheet deadlines on an "as needed" basis.

Objective:

Create one application for Student Employment, and update the Student Employment Agreement.

Action Plan (include who is responsible):

The Work Study Committee (see above) led by the Director of Financial Aid, updated both documents which are currently in use.

Next Fiscal Year's Objectives

WHAT OBJECTIVES AND TASKS WILL YOU TAKE ON FOR NEXT YEAR? (YOU MAY CONTINUE OBJECTIVES FROM THE PRIOR YEAR).

Objective:

Due to the increase in minimum wage July 1, 2014 by an additional \$1.00 per hour, and to support the same level of support for student hours (27,176), a request will be made to increase the work study budget by \$27,176 with an additional cost of \$680 for payroll fringes (worker's comp).

Action Plan (include who is responsible):

The CSSO will make this request through the APR process.

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☒ Strategic Plan
- ☐ Student Services Plan

Link to College-wide SLOs:

- ☒ Students will communicate effectively
- ☒ Students will demonstrate critical thinking skills
- ☒ Students will locate, evaluate, and apply information
- ☒ Students will demonstrate a sense of personal and professional e
- ☒ Students will develop a clear sense of self, purpose, and ability to
- ☒ Students will demonstrate skills in relationships through interper
- ☒ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

All supervisors have written statements attesting to the skills taught through a work study assignment. In addition to CWSLOs, the Student Services Student Learning Outcomes (SSSLO)s related to this objective include #3 "Students will demonstrate an awareness of their financial responsibilities for all college expenses, and will take advantage of the resources to pay all expenses". Also #4 states: " Students will develop resilience and resourcefulness empowering them to persist in attaining academic and personal goals". Also # 5 states: "students will access available resources within the campus and community to enhance their sense of belonging."

BUDGET AUGMENTATIONS:

Account Code	Budget Increase	Links to CAM
2335	\$27,176	Augmentation budget impact- 5; Uncontrollable augmentatio...

3000

680

Objective:

Increase the Work Study budget by 5% to support all departments across campus.

Action Plan (include who is responsible):

CSSO will request that the Work Study budget be increased by 5%, and funds will be disbursed according the process outlines above.

Link to College Plans:

- ☐ Accreditation Planning Agenda Item
- ☐ Comprehensive Program Review
- ☐ Education Master Plan
- ☐ Facilities Plan
- ☐ IT Plan
- ☒ Strategic Plan
- ☐ Student Services Plan

Link to College-wide SLOs:

- ☒ Students will communicate effectively
- ☒ Students will demonstrate critical thinking skills
- ☒ Students will locate, evaluate, and apply information
- ☒ Students will demonstrate a sense of personal and professional e
- ☒ Students will develop a clear sense of self, purpose, and ability to
- ☒ Students will demonstrate skills in relationships through interper
- ☒ Students will value their education, understand its privilege, and

Describe how objective relates to results from SLO Assessments:

See above.

BUDGET AUGMENTATIONS:

Account Code	Budget Increase	Links to CAM
2335	\$5770	See above



Summary Update from Comprehensive Program Review

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

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

Briefly explain significant changes expected during the upcoming year.

Attach Supporting Documents as Appropriate

<i>Attachment</i>	<i>Attachment Description</i>
 OnCampu_StudentEmploymentProcedures_Draft.doc Microsoft Word 97 - 2003 Document 35.5 KB	On Campus Hiring Procedures
 OnCampusStudentHireForm.doc Microsoft Word 97 - 2003 Document 59.0 KB	On campus Hiring form