

**ANNUAL Program Review**

**Name of Program/Department/Service Area: Office of student services**

**Name of Person Submitting this Review:** Karen Pierson

**Date of Submission:** October 30, 2015

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

**Instruction**

**x** **Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| **Objective 1:** Work with Communications Committee to review and recommend communication improvements among stakeholders through phone/voicemail communication, email communication, web site communication, and other emerging methods of communication. | **Summary of Progress:** An email was sent to all employees reminding them about proper email use. An in service was held on voice mail messaging, and an example voicemail was shared. Both Facebook and Twitter are now used extensively to communicate with students. Several departments use text messaging to reach students. |
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| **Objective 2**:Review and rewrite policies related to sexual assault in compliance with new Clery Act amendments. | **Summary of Progress:** AP 3540 Sexual and Other Assaults on Campus was re-written by the Director of Human Resources in conjunction with the CSSO. It is currently being reviewed by Academic and Classified Senate. |
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| **Objective 3:** Work with DSPS staff and students to determine ways the campus can be more accessible, and determine how to meet the needs of all disabled students through additional services. | **Summary of Progress:** A report was compiled by the DSPS Coordinator and submitted to the President. |
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| **Objective 4:** | **Summary of Progress:** |
| Continue to develop the role and function of the Student Incident Team, ways of knowing about “students of concern”, and process for responding. | A red safety folder was distributed to all faculty and staff with information on how to respond to students who 1) are disruptive in class or in offices 2) report a sexual assault 3) may be suicidal. The contents of the safety folder were discussed at Institution Day. A special inservice was provided to Resident Advisors on responding to students who report a sexual assault. In service sessions were provided to employees on active shooters and identification of drugs. An 8 hour training session was sponsored on Mental Health First Aid. |

**Current Year Progress and Objectives**

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

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| **Objective 1:** Work alongside Director of Student Support and Success to implement new strategies for student success funded through Equity and SSSP. | **Action Plan (include who is responsible):** CSSO and Director of Student Support and Success will work collaboratively to develop and extend orientation programs for all student populations, and develop strategies to improve the success of the students who are disproportionately impacted. |

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| **Objective 2:** Work with Cabinet to update Student Services policies to comply with suggested League language. | **Action Plan (include who is responsible):**CSSO will work with Student Services managers to review and revise outdated policies, present them to Cabinet, and monitor the process of final adoption. |

**Next Year’s New Objectives (fiscal year 2016-17)**

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

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

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| **Objective 1**: Budget the amount charged by Munsell and Associates for their assistance in writing the three federal TRiO grants including Student Support Services, Educational Talent Search, and Upward Bound. | **Action Plan** (include who is responsible): CSSO will request to receive an additional $620 to cover the increase in the consulting fee paid to Munsell and Associates for their assistance in writing each of the three federal TRiO grants awarded to FRC on a four or five year cycle. Failure to honor this increase would result in not being able to use their services, and could result in FRC not being awarded these grants. |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/Budget Needed: $620** |

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| **Objective 2:** | **Action Plan (include who is responsible):** |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/Budget Needed:** |

**New Resource Requests for Next Year**

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

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| **Need** | **Resource Type** | **Rationale** (include connection to other plans) |
| *Example:* Staff training on effective written communication | Professional Development | See current year objective 2 |
| *Example:* One new clerical staff member | Additional Staff | See next year objective 3 |
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**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

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| The contracted services included in this APR (Health Services, Transportation Services, student loan default reduction) are all adequately funded, are used by a wide variety of students, and provide a valuable service.. |

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

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| Graduation has undergone many improvements over the past three years, and enjoys high ratings across the campus. |

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

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| No significant changes expected. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review 2015**

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

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

**Date of Submission:** October 26, 2015

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| **Objective 1:**  **Technology**   1. The Chancellor’s Office is managing the new Open CCCApply and is not charging an annual fee. The benefits FRC would receive by implementing CCCApply are: provide a gateway for students to apply to FRC; offer online courses through California Virtual Campus generating FTES without infrastructure difficulties; be in compliance with the California Community College Athletic Association and Title IX by delivering the Athletic Survey through the application process; and provide a robust verification for student residency.   Continue to work with Strata Information Group (SIG) and FRC’s IT Department to implement the New OpenCCCApply into Banner.  (SIG, Nick Boyd, Ravi Pinjala, Maggie Gliozzo, Dr. Pierson, Leslie Mikesell)   1. Implement Ellucian eTranscript and phase 2 of electronic transcript services through the National Clearinghouse. FRC’s IT Department will apply the application layers: Transcript Partner, Ellucian eTranscripts Cloud, and Ellucian ERP. Once installed, the A&R team will test before deploying.   (Nick Boyd, Ravi Pinjala, Maggie Gliozzo, Dr. Pierson, Julie Orloff, Cathy Riley, Leslie Mikesell)   1. SIG to provide training for Population Selection and Structure Query Language (SQL) to extract data from Internet Native Banner and create schema for SQL statements. The Student Success and Support Program will fund this training.   (SIG, Nick Boyd, Dr. Pierson, Maggie Gliozzo, Leslie Mikesell)   1. With the addition of the Meadow Apartments and all the student housing being processing through Students Accounts, it is imperative that the Housing Module be deployed. Training and a procedural manual will be provided to all residence hall staff.   (Lisa Noia, Sarah Ritchie, Leslie Mikesell)   1. Title 5, Section 59020 et seq. and Federal Rules of Civil Procedure, Rules 16, 26, 33, 34, 37, and 45 give the guidelines for record retention and destruction. Beginning the spring of 1989 a system was developed to track the storage of permanent documents. Currently the A&R department has over 100 boxes in storage. These documents are stored in the Maintenance warehouse being exposed to water damage, rodents, are not readily available for A&R staff to assist students, and not stored in a secure area. To improve employee efficiency and provide information for archived records in a timely manner, the ability to store documents electronically is necessary. The Fujitsu Document Scanner fi-7180 provides software to manage the storage of electronic documents. 2. With the increase of technology and the demand to provide immediate student support for the Student and Faculty Portal, it is necessary to upgrade the A&R Department computers.   (Nick Boyd, Mark Downey) | **Summary of Progress:**     1. Open CCCApply was not deployed due to IT Department programming issues. FRC is contracting with a private contractor to write the code for CCCApply. FRC’s IT Department will write the code for the Shibboleth platform to activate the single sign-on program. 2. Due to IT Department programming issues/staffing the application layers to implement eTranscripts were not deployed. FRC is not in compliance with Assembly Bill No. 1056 by not offering electronic transcripts. 3. Strata Information Group (SIG) provided remote training for Population Selection and onsite training for Structure Query Language training. The director and one staff member attended both trainings. This training was funded by SSSP. 4. Due to the move of the A&R Department, limited access to Banner, the director and Accounts Receivable Technician being out of the office for one month, and the increase of Instructional Service Agreements, the housing module was not deployed. 5. The request for the Fujitsu Document Scanner fi-7180 to manage A&R documentation was not approved for funding. 6. The IT Department funded new computers for the A&R staff when the department relocated to the new office area. |
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| **Objective 2:**  **Business Practice**   1. Develop/reviseBoard Policy and Administrative Procedures to verify compliance with Federal, State, and Board of Trustees regulations:  * Collection of outstanding fees (CoTOP) BP/AP 5030   (Michelle Ryback, Lisa Noia, Leslie Mikesell)   * Develop BP for Concurrent Enrollment of High School and Other Young Students AP/5011   (Dr. Pierson, Leslie Mikesell)   * Revise the International Students BP/AP 5012   (Dr. Pierson, Leslie Mikesell)   1. Update procedural manual for the A&R department.   (Cathy Riley, Julie Orloff, Lisa Noia, Leslie Mikesell)   1. A&R team members will complete the Keirsey Temperament Sorter to identify personality types to improve customer service delivery.   (Cathy Riley, Julie Orloff, Lisa Noia, Leslie Mikesell)   1. a) The A&R Office is the first point of contact for prospective students and assist students from the application process through graduation. To meet the educational needs of our new students and deliver intentional and integrated student support services the A&R team will continue reviewing the six success factors within the Student Support (Re)defined Action Guide and develop measures to implement these success factors.   b) Continue to maintain professional development opportunities by addressing customer service delivery by attending workshops, viewing Customer Service CDs and webinars.  c) Attend California Association of Community College Registrars and Admissions Officers  (CACCRAO) regional workshops and conferences to keep informed of best A&R practices, legislative updates, innovative trends in technology, and facilitate information exchange between members.  (Cathy Riley, Julie Orloff, Lisa Noia, Leslie Mikesell)   1. Increase budget line item 5020, Dues and Memberships from $125.00 to $200.00 to cover the annual CACCRAO membership.   (Leslie Mikesell) | **Summary of Progress:**   1. The Board Policy and Administrative Procedures sited were not addressed due to the need to focus on revising/creating BP/AP 5015 (Residence Determination) and BP/AP 4250 (Probation, Dismissal, and Readmission) for submission to the 2016-2018 catalog. 2. With new and changing Federal, State, and local laws, updating of the A&R and Student Accounts procedural manuals are ongoing. 3. A&R staff members completed the Keirsey Temperament Sorter and met to discuss the different temperaments of each staff member. During the fall 2015 Student Services Retreat activities identifying how the temperament and talents shape aptitudes and how these aptitudes apply to customer service. 4. November 2014 – May 2015 the full-time Admissions & Records Technician position was vacant, adding additional workload for the director. Continued review of the Student Support (Re)defined Action Guide and other professional development opportunities were postponed and/or not attended. 5. The request to increase line item 5020, Dues and Memberships, was not funded requiring the director to transfer funds to pay for the annual CACCRAO membership. |
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**Current Year Progress and Objectives**

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

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| **Objective 1:**  Technology | **Action Plan (include who is responsible):**   1. Contract with a private contractor to program the New Open CCCApply providing a gateway for students to apply to FRC; offer online courses through California Virtual Campus generating FTES without infrastructure difficulties; be in compliance with the California Community College Athletic Association and Title IX by delivering the Athletic Survey through the application process; and provide a robust verification for student residency.   (Lee McDonald, Nick Boyd, Ravi Pinjala, Maggie Gliozzo, Dr. Pierson, Leslie Mikesell)   1. To be in compliance with Assembly Bill No. 1056, implement Ellucian eTranscript and phase 2 of the electronic transcript services through the National Clearinghouse. FRC’s IT Department will apply the application layers: Transcript Partner, Ellucian eTranscripts Cloud, and Ellucian ERP. Once installed, the A&R team will test before deploying.   (Nick Boyd, Ravi Pinjala, Maggie Gliozzo, Dr. Pierson, Cathy Riley, Erin Ellingson, Leslie Mikesell)   1. Create the codes and logic within Internet Native Banner and Self Service for the new Bachelor of Science: Equine & Ranch Management degree/program.   (Dr. Lerch, Nick Boyd, Ravi Pinjala, Bryon Hughes, Leslie Mikesell)   1. A third facility for housing has been purchased adding another level of management for student housing. Deploy the Housing Module to manage the three facilities enabling the Student Accounts Technician and Residence Hall Manager to manage student housing.   (Lisa Noia, Sarah Ritchie, Leslie Mikesell) |

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| **Objective 2:**  Business Practice and  Professional Development | **Action Plan (include who is responsible):**   1. Review, revise, and develop Board Policies and Administrative Procedures associated with the Admissions & Records Department.   (Dr. Pierson, Leslie Mikesell)   1. Professional development for director and staff members.   (Erin Ellingson, Lisa Noia, Cathy Riley, Leslie Mikesell)   1. Increase budget line item 5020, Dues and Memberships from $125.00 to $200.00 to cover the annual CACCRAO membership.   (Leslie Mikesell) |

**Next Year’s New Objectives (fiscal year 2016-17)**

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

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

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| **Objective 1:**  Technology | **Action Plan (include who is responsible):**   1. Build the Degree Evaluation (CAPP) for the Bachelor of Science: Equine & Ranch Management degree. 2. Deploy SARS for schedule management within the Admissions & Records Department. |
| **Connection to results from assessment of student learning and/or other plans:**  Comprehensive Program Review  IT Plan  Strategic Plan  Student Services Plan | **Resources/Budget Needed:**  $15,000 Implement SARS |

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| **Objective 2:**  Business Practice | **Action Plan (include who is responsible):**   1. Deploy electronic file management system. 2. Stay updated with CCCCO initiatives: 3. Common Assessment Initiative 4. Education Planning Initiative 5. Online Education Initiative 6. Student Success Initiative |
| **Connection to results from assessment of student learning and/or other plans:**  Comprehensive Program Review  Student Services Plan | **Resources/Budget Needed:**  $2,000.00 – Fujitsu Scanner PA03670-B005 FI-7180 |

**New Resource Requests for Next Year**

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

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| **Need** | **Resource Type** | **Rationale** (include connection to other plans) |
| $20,000 | General Fund | See current year objective 1.1 |
| $2,000 | General Fund | See current year objective 2.2 |
| $200 | General Fund | See current year objective 2.3 |
| $15,000 | SSSP Fund | See next year’s objective 1.2 |
| $2,000 | General Fund | See next year’s objective 2.1 |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

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| The A&R Department has adjusted to the new location and is providing optimal customer service. Collaboration with the Financial Aid Office is ongoing identifying the best practice to manage the flow of student traffic and the reception area. New signage has been posted directing students, staff, faculty, and administers to our new location. Cross-training has been provided allowing staff members to deliver departmental services. |

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

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| The full-time Admissions & Records Technician resigned in November 2014 and the position stayed vacant until May 2015 requiring the director to perform a majority of the duties of the A&R Technician. The Student Accounts Technician was out during the month of March 2015 and the director performed the duties of the Accounts Receivable during her absence. At the end of the spring 2015 semester, the A&R Department moved to a new location causing distribution of services. Phones, computers, and programs were not available for two weeks. Due to the relocation and training for the new A&R Technician, the end of term processes were delayed causing frustration for Academic Advisors and students who graduated. Given the difficulties and shortage of staff within the A&R Department, staff members and the director rallied together and provided excellent customer service and completed daily operations. |

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

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| Continue to build functionality for Bachelor of Science: Equine & Ranch Management degree and cross-training for staff members. Keep updated with new federal, state, and board policy laws and regulations. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

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

**Date of Submission:** October 28, 2015

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

**Instruction**

**X Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| **Objective 1:**  To reach out to eligible students who are not currently in the CalWORKs program and assist them in understanding and accessing the available services. | **Summary of Progress:**  The Department of Social Services holds weekly meetings with new CalWORKs recipients and the CalWORKs coordinator attends each meeting. Information is given to each student on admission to Feather River College, classes available and CalWORKs Program benefits. |
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| Objective 2:  To provide first level priority registration for CalWORKs recipients who have completed orientation, assessment and a student education plan. | **Summary of Progress:**  The CalWORKs Coordinator codes all eligible CalWORKs students for priority enrollment for the fall and spring semester of every year. Each student is advised to speak with an advisor to complete orientation, assessment and a student education plan. |
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**Current Year Progress and Objectives**

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

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| **Objective 1:**  To continue to offer Workshops to CalWORKs students to teach  Interpersonal skills that lead to empowerment in the workplace. | **Action Plan (include who is responsible):**  Workshops will be offered in the fall semester and in the spring semester of each school year. These will include interview skills, conflict management, confidentiality and respect for others in the workplace. |
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| **Objective 2:**  To attend the Department of Social Services CARES meetings on a monthly basis. This interagency council meets to discuss interventions and strategies that support CalWORKs and CARES students. | **Action Plan (include who is responsible):**  The CalWORKs Coordinator will meet and exchange information with other agencies in an effort to support and further the educational and work related goals of the CalWORKs students. |

**Next Year’s New Objectives (fiscal year 2016-17)**

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

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

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| **Objective 1:**  To begin the process of converting files to a paperless system for the CalWORKs Program. | **Action Plan (include who is responsible):**  The CalWORKs Coordinator will work with the California Chancellor’s Office and with Glendale Community College. |
| Connection to results from assessment of student learning and/or other plans: | Resources/Budget Needed:  No funds needed as the CalWORKs budget will cover the cost of the transition. |

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| **Objective 2:**  To complete an updated Comprehensive Program Review for the CalWORKs Program. This will be due in April 2016. | **Action Plan (include who is responsible):**    The CalWORKs Coordinator will work with the Chief Student Services Officer to complete the Comprehensive Program Review. 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 in the Program. |
| *Connection to results from assessment of student learning and/or other plans:*  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. | **Resources/Budget Needed:** |

**New Resource Requests for Next Year**

**None**



**ANNUAL Program Review**

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

**Name of Person Submitting this Review:** Tracee Dunmore

**Date of Submission:** October 29, 2015

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| **Objective 1:**  **Increase level of family and community partnerships** | **Summary of Progress:**  The families at the Child Development Center have been invited to join our parent advisory committee to further encourage family partnerships. Staff members are attending local committees such as Plumas Children’s Council, Plumas County First Five and Plumas County Child Abuse Prevention Council. |
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| **Objective 2:**  Increase sources of funding for program expansion. | **Summary of Progress:**  The Child Development Center has applied for a CCTR Infant Toddler Expansion grant, grants through 20,000 lives and through the Feather River College Foundation to improve the quality of the program and to better serve and support students at FRC in reaching their educational goals. |
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**Current Year Progress and Objectives**

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

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| **Objective 1:**  **Increase level of family and community partnerships** | **Action Plan (include who is responsible):**  Create a strong parent advisory committee that will oversee fundraising, community events, classroom goals and family events. Become a member of community programs in order to partner with outside volunteers that can improve the quality of our program for FRC students so that they may pursue their educational goals with support services in place for themselves and for their families. We are currently partnering with the Plumas county public health agency and the health department to encourage healthy lifestyles and healthy eating.  Responsible staff members: Tracee Dunmore/Kinderlin Hoznour/Leasa Transue/Kelley Molina/Casey Nunn  No funds needed |
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| **Objective 2:**  Increase sources of funding for program expansion | **Action Plan (include who is responsible):**  Apply for CCTR Infant Toddler Expansion Grant and local grants such as; 20,000 lives, Bread for the Journey, 4H Revolution of Responsibility, Union Pacific Community Grant, Children’s Council Strengthening Families Grant, and resources through the Feather River College Foundation in order to expand and improve the quality of the program in order to serve and support students at the college in reaching their educational goals. |
|  | Responsible staff members: Tracee Dunmore/Kinderlin Hoznour/Leasa Transue/Kelley Molina/Casey Nunn  No funds needed |

**Next Year’s New Objectives (fiscal year 2016-17)**

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

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

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| **Objective 1:** Adhere to California Early Education and Support Division Title Requirements which include:  \*DRDP Assessments  \*Parent Surveys  \*ECERS Classroom Assessments  \*Records, Reports and Files | **Action Plan (include who is responsible):**  Requirements and reports will be completed in a timely manner on an ongoing basis.  Responsible staff members: Tracee Dunmore/Director |
| **Connection to results from assessment of student learning and/or other plans:**  FRC Strategic Plan # 1, 2, 3, 4 | **Resources/Budget Needed:**  Funds to cover additional hours for teachers during the DRDP reporting and parent/teacher conferences seasons. |

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| **Objective 2:** Adhere to Community Care State Licensing Requirements which include:   * Classroom and yard health and safety * Kitchen protocols and CNIPS Food Program requirements * Required documentation of staff and family files * Adult/Child ratios * Licensing Fees paid each year * Mandated fingerprint and TB clearances | **Action Plan (include who is responsible):**  The Child Development Center staff will maintain standards to meet or exceed the state requirements. They will maintain the standards for the California food program and by providing fresh, nutritious meals and snacks. The CDC will maintain adult child ratios to ensure the safety and well-being of our students. Licensing fees will be paid each year. Fingerprints and TB clearances will be completed in a timely manner and appropriately filed. |
| **Connection to results from assessment of student learning and/or other plans:**  FRC Strategic Plan # 1, 2, 3, 4 | **Resources/Budget Needed:**  Restore the food budget to its previous funding level to accommodate for increased food costs and to provide appropriate foods. Increase staff budget to permanently hire a fourth teacher to maintain appropriate adult/child ratios. |

**New Resource Requests for Next Year**

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

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| **Need** | **Resource Type** | **Rationale** (include connection to other plans) |
| *Budget for kitchen Increased* |  | See next year objective 2 |
| *Permanent fourth teacher* | Additional Staff | See next year objective 2 |
| *Improved fencing/security* | Facilities | See next year objective 2 |
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**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

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| The program is currently meeting its state contract requirements for students. The license for our center allows the enrollment of more children, but we are limited by the number of teachers and the child/teacher ratios to our current number of students. |

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

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| An interim director is in place for the 2015-2016 school year. A temporary cook and 2 year old teacher have been hired to meet state and licensing requirements. Permanent positions for each will be posted prior to the end of the school year to make the positions permanent. |

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

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| Permanent positions for cook, 2 year old teacher and director will be posted prior to the end of the school year to make the positions permanent. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

**Name of Person Submitting this Review:** Karen Pierson

**Date of Submission:** October 28, 2015

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

**Instruction**

**x** **Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| **Objective 1:** Work with supervisors to adopt and implement practices in the employment agreement. | **Summary of Progress:** Two sessions of a mandatory meeting were held for all supervisors in January. A handout about the Student Employment Process was provided. The topics covered included:1)applying for jobs annually 2)selection of employees and the hire process 3) processing student timesheets and 4) changes to students’ employment. |
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| **Objective 2:** Research the feasibility of using the Banner module to track work study allocations. | **Summary of Progress:** After reviewing the module we found it suitable for federal work study, but not conducive for the majority of our program which is funded locally. We concluded it would not be worth our efforts to implement this module. |
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**Current Year Progress and Objectives**

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

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| **Objective 1:** Continue to provide monthly feedback to supervisors on the status of their allocation; and monitor the number of student complaints. | **Action Plan** (include who is responsible): Student Services Senior Office Assistant communicates regularly with Human Resources, Financial Aid, and Payroll to monitor the status of expenditures. CSSO monitors student complaints. |

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| **Objective 2:** | **Action Plan (include who is responsible):** |
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**Next Year’s New Objectives (fiscal year 2016-17)**

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

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

|  |  |
| --- | --- |
| **Objective 1:** Increase the work study budget to accommodate the minimum wage change from $9.00 to $10.00 per hour effective January 1, 2016. | **Action Plan** (include who is responsible): The CSSO is requesting that the college maintain its current level of student employment hours (18,114) for the entire fiscal year at the new mandated rate of $10.00 per hour . |
| Connection to results from assessment of student learning and/or other plans: Each work study supervisor has provided a statement on how students benefit from their work, and what they learn. These responses range from “soft skills” (showing up on time, taking responsibility, interpersonal skills) to job specific skills. | Resources/Budget Needed: $9528 (fringe benefits an additional $39) |

|  |  |
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| **Objective 2:** Increase the total number of work study hours available to students by 10% | **Action Plan** (include who is responsible): The CSSO is requesting a 10% increase in the total number of hours available (1811) to be distributed across the college. |
| Connection to results from assessment of student learning and/or other plans: Last year an additional 2317 hours were requested which resulted in only 718 additional hours being allocated (31%). | Resources/Budget Needed: $18,110 (fringe benefits an additional $75) |

**New Resource Requests for Next Year**

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

|  |  |  |
| --- | --- | --- |
| **Need** | **Resource Type** | **Rationale** (include connection to other plans) |
| *Example:* Staff training on effective written communication | Professional Development | See current year objective 2 |
| *Example:* One new clerical staff member | Additional Staff | See next year objective 3 |
|  |  |  |
|  |  |  |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

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| --- |
| The work study program remains very popular across campus and is supported by 29 different departments. Funding has increased slightly over the past three years. |

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

|  |
| --- |
| The minimum wage has gone up from $9.00 to $10.00. Students now earn sick leave. |

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

|  |
| --- |
| The program continues to improve in efficiency and accountability for supervisors. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

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

**Date of Submission:** October 21, 2015

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| --- | --- |
| **Objective 1:** | **Summary of Progress:** |
| Assess the effectiveness of the program in meeting the participants’ personal goals. | A new one-page course evaluation form was developed (see appendix) that includes questions and a rating scale assessing how the course meets student expectations and personal goals, and evaluates the quality and effectiveness of the instructor. There are two questions related to course marketing as well. The evaluation is available in two formats, paper and online. The new form was instituted in Spring 2015 with excellent response. Results were compiled and given to each instructor for their review to use for course improvement, if necessary. Evaluations verify that the courses are meeting participants’ personal goals. |

**Current Year Progress and Objectives**

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

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| --- | --- |
| **Objective 1:** | **Action Plan (include who is responsible):** |
| Research the possibility of using an online registration form. | Research what is available in Banner for community education online registration.  Consider the feasibility of using a Wufoo form for online registration and assess if it is secure for transmitting credit card and personal information. (Connie Litz) |

**Next Year’s New Objectives (fiscal year 2016-17)**

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

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| --- | --- |
| **Objective 1**:  Institute an online registration form, if determined feasible. | **Action Plan (include who is responsible)**:  Develop a registration form according to successful research in 2015-16; test and institute the form by spring 2017. |
| Connection to results from assessment of student learning and/or other plans:  N/A | Resources/Budget Needed:  Staff time to develop, test, and institute. |

**New Resource Requests for Next Year**

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

|  |  |  |
| --- | --- | --- |
| **Need** | **Resource Type** | **Rationale** (include connection to other plans) |
| NONE |  |  |
|  |  |  |
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**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

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| There has been a consistent set of classes (Woodworking/Longboard Construction, Horseback Riding Techniques, Quilting) that are successfully held each year. These courses have a strong community interest base. Introduction of new ideas has been more sporadic with success. |

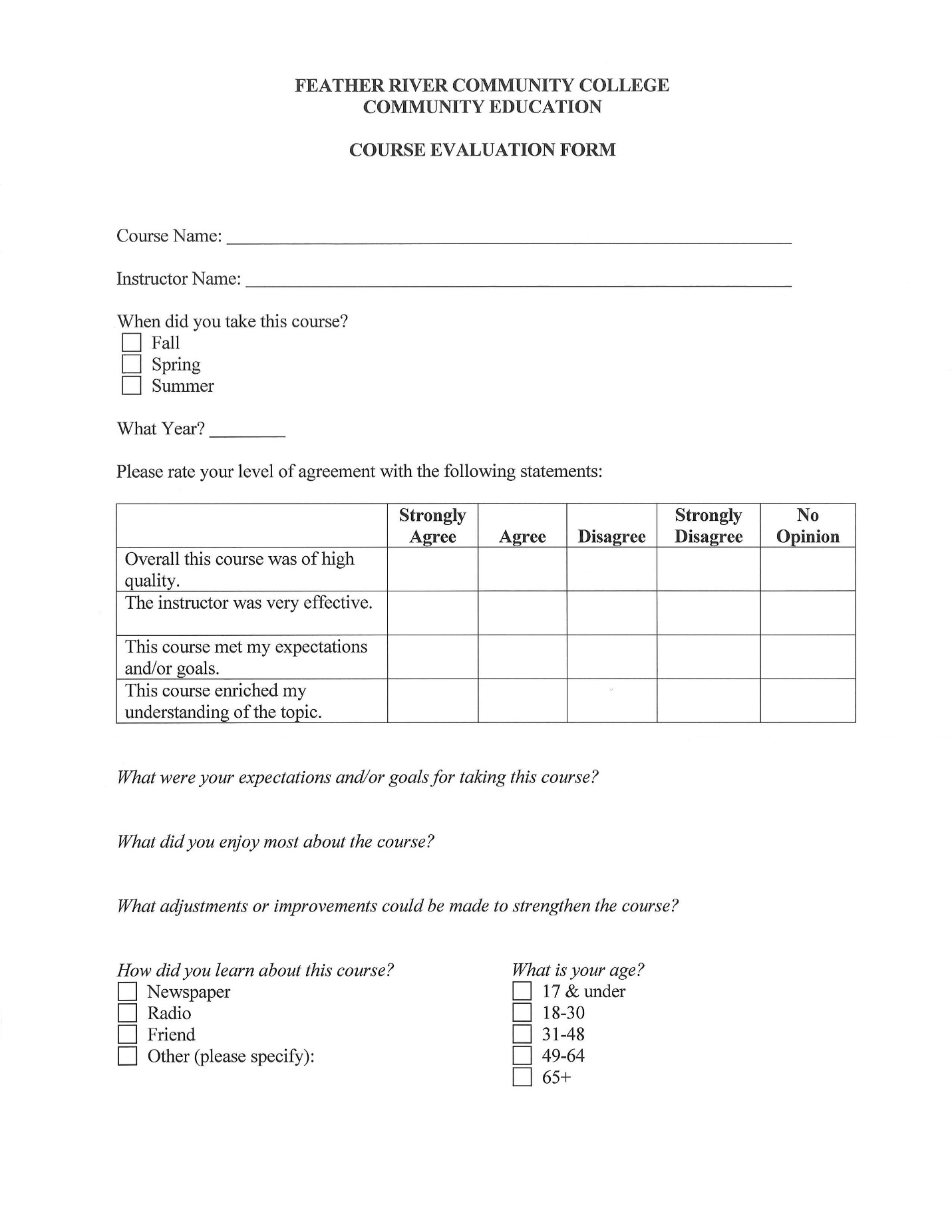
1. Explain significant issues and/or changes that have occurred since the last comprehensive review.

|  |
| --- |
| None. |

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

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| --- |
| Hopefully the development of an online registration process is successful to make registration easier and more efficient for both course participants and program staff. |

**Appendix**

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**ANNUAL Program Review**

**Name of Program/Department/Service Area: DSP&S/WorkAbility III**

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

**Date of Submission:** October 30, 2015

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

**Instruction**

**Student Services**

**Assessment of Past Progress (Fiscal Year 2014-15)**

Describe your progress on your previous year’s objectives:

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| --- | --- |
| **Objective 1:** Provide services and accommodations for students with disabilities in order to support student success and to assist the College in meeting the requirements and 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. | **Summary of Progress:** During fiscal year 2014-2015, the number of students with disabilities who were provided individualized accommodations determined through an interactive communication process between the DSP&S Coordinator and each student included:   * Summer 2014 – 12 students * Fall 2014 – 79 students * Spring 2015 – 80 students |
|  |  |

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| **Objective 2:** Provide support services to WorkAbility III student/clients in accordance with the Standard Agreement/ Contract between Feather River College and the State of California Department of Rehabilitation. | **Summary of Progress:** The WorkAbility III Coordinator and the Program Staff Specialist II provided employment preparation and job development activities, including job search, instruction in job etiquette and behavior, mock interviews, and/or preparation of resumes, cover letters, and applications, for WorkAbility III student/clients. The WorkAbility III Coordinator prepared and submitted a 3-year WorkAbility III grant renewal application to the State of California Department of Rehabilitation; the renewal was accepted and the grant renewed for the 2015-16, 2016-17, and 2017-18 fiscal years. |
|  |  |

**Current Year Progress and Objectives (fiscal year 2015-16)**

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

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| **Objective 1:** Update DSP&S forms and procedures. | **Action Plan (include who is responsible):**  The decision was made to utilize a third party software management system and a 5-year online contract service with Georgia Tech Research Corporation/AMAC Accessibility Solutions was purchased for the use of SAM (Student Accommodation Manager.) The DSP&S Director is currently working with the team at Georgia Tech/AMAC to create a customized database that will help us to manage student accommodations, disability data, case notes, etc. To this end, the DSP&S Director is examining the forms and procedures used at other California Community Colleges as we review and critique our own in our effort to come up with the most effective and relevant system possible. |

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| **Objective 2:** Revert the current DSP&S/ WorkAbility III Coordinator position to its prior level as Director. | **Action Plan (include who is responsible):**  The DSP&S/WorkAbility III Coordinator position was successfully changed back to the Director level effective September 1, 2015, thus putting us back in compliance with Title 5, Section IIIA 56048 Staffing, which states that the only administrative cost that can be considered a legitimate DSP&S expenditure is the staffing expense for the individual who has the day-to-day responsibility for the DSP&S Program. |

**Next Year’s New Objectives (fiscal year 2016-17)**

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

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

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| **Objective 1:** Ensure that all DSP&S applications, forms, and sources of Program information are accessible to all students. | **Action Plan (include who is responsible):** As a continuation of our efforts to update DSP&S forms and procedures, and with the implementation of the SAM management system, the DSP&S Director and the Assistive Technology Specialist will work to ensure that all DSP&S applications, forms, and sources of Program information are accessible to all students. |
| **Connection to results from assessment of student learning and/or other plans:**  Student Services Student Learning Outcomes: 1b; 2a; 2e; 4c; 5d  Feather River College Student Learning Outcomes:  3; 5 | **Resources/Budget Needed:** No financial resources outside of the DSP&S budget are anticipated. |

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| **Objective 2:** Create new employment preparation and job search learning opportunities for WorkAbility III student/ clients. | **Action Plan (include who is responsible):** The WorkAbility III Director and Program Staff Specialist II will research current programs available with the goal of developing new employment preparation and job search learning opportunities for WorkAbility III student/clients. Programs to be reviewed will include, but not be limited to:   * The ACT Work Readiness Program * The Hire Road (Job Search Tutorial) * TAP (Talent Acquisition Portal) * The Bridging the Gap from College to Careers Program * The New World of Work Program * CTE Incentive Grant Informational Sessions |
| **Connection to results from assessment of student learning and/or other plans:**  Student Services Student Learning Outcomes:  1b; 2a; 6d  Feather River College Student Learning Outcomes:  2; 3; 5 | **Resources/Budget Needed:** Staff hours dedicated to research and review will be paid for with the WorkAbility III budget. Implementation fees for the utilization of outside resources (if any) will be paid for with the DSP&S budget. |

**New Resource Requests for Next Year**

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

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| --- | --- | --- |
| **Need** | **Resource Type** | **Rationale** (include connection to other plans) |
| No additional resources requested. |  |  |
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**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

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| On July 20th, 2015, the Board of Governors for the California Community Colleges (CCC) approved sweeping changes to the DSPS Title 5 Regulations, specifically to sections 56000 – 56076. While the new regulations become effective on October 16th, 2015, the implementation deadline has been delayed to allow districts time to adjust processes and policies related to the changes the regulations impose. The Chancellor’s Office will be releasing updated implementation guidelines in early December, 2015, that will assist districts with understanding and interpreting the new regulations. Several of the regulatory changes will require local changes to district policies, MIS programming, operational procedures at the program/staff level, etc., and the Chancellor’s Office will provide workshops and training to support campuses transitioning to work under the new regulations.  It is anticipated that the primary changes to our local DSPS policies/procedures will include:   1. Discontinuing the use of the old Student Educational Contract (SEC) and replacing it with the implementation of the new Academic Accommodation Plan (AAP). Completion of the AAP will continue to require the interactive process between each DSPS student and the DSPS Director regarding the academic adjustments, auxiliary aids, services, and/or instruction necessary to provide each student equal access to the educational process, given the educational limitations resulting from his/her disability(ies). 2. Working with the IT Department/MIS Specialist – Programmer Analyst to make adjustments to our MIS reporting system in order to incorporate changes made to DSPS reporting categories.   We expect to learn more about the AAP and the DSPS reporting categories, along with detailed information about other changes, as our DSPS Director participates in the CCC workshops and trainings provided in late 2015 and through the spring of 2016. The timing of these changes is ideal with relation to our goal to update our local DSPS forms and procedures. |

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

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| --- |
| In October of 2014, Department of Rehabilitation (DOR) personnel conducted an FRC WorkAbility III (WIII) site review. Although our Program has been refined through the years and fashioned after a model presented in the March, 2004 Chancellor’s Office publication, “WorkAbility III – A Technical Assistance Resource for California Community Colleges,” we were told at this review that changes have been made to the WorkAbility III Program plan statewide, and that revisions would need to be made to our local Program if we want to remain eligible for the grant. Ours was the first Program in the state to receive this news, and DOR was not certain/clear about what the changes would look like, so our WIII Coordinator elicited the support of The Galvin Group (an organization contracted by the Chancellor’s Office to provide technical support to CCC programs covered under the DSPS umbrella) to help guide us through this ambiguous process. Over a period of several months, The Galvin Group worked with DOR at the state level to interpret needed changes and to prepare a Program-wide document that provided further clarification regarding the allowability of certain California Community College WIII contract services and activities under new Federal mandates. Additionally, they worked with us specifically to prepare our local 3-year Contract renewal application (our last Contract was set to expire June 30, 2105); our new plan meets the new requirements and our Contract was renewed.  Federal regulations state that all services provided through WIII programs must now be vocational in nature. With the decline in our local economy, along with the correlative decrease in jobs available in Plumas County, it was determined that a reduction to our Program goals was unavoidable. Naturally, this resulted in the consequent reduction in our grant allocation as well. We went from 11 anticipated successful employment closures to 9, and from $72,930 in annual grant funding to $57,138. Fortunately, the two employees of the WIII Program (the WIII Director and the WIII Program Staff Specialist II) both have split positions, with a portion of their time dedicated to DSPS activities. Duties have been adjusted to include a greater allocation of time to DSPS; the reduction in WIII hours/salary has been absorbed by the DSPS Program and the employees did not face an overall reduction. |

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

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| --- |
| No additional significant changes, other than those stated in our objectives for this year and for fiscal year 2016-17, are expected. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

**Name of Person Submitting this Review:** Karen Pierson

**Date of Submission:** October 28, 2015

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

**Instruction**

**x** **Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| **Objective 1:** Job Skill Workshop | **Summary of Progress:** A workshop was planned and scheduled. However, due to the death of one of our students the workshop was cancelled, and we were not able to reschedule the workshop presenter. |

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| **Objective 2** Maintain book vouchers at the $350 level. Provide meal tickets. | **Summary of Progress:** Book vouchers for $350 per student per semester were distributed. Meal tickets for $60 per month were distributed to students in need. |

**Current Year Progress and Objectives**

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

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| **Objective 1**: Improve on campus signage and web presence for EOPS/CARE to attract all students who qualify for either program. | **Action Plan** (include who is responsible): The Director of EOPS/CARE/CSSO will work with Facilities to design “way-finding” signage after the program moves into the space previously occupied by Admissions/Records and Financial Aid. The Senior Office Assistant will assist EOPS counselors to develop web-based forms which can be filled out on line. |
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| **Objective 2:** The EOPS/CARE budget will be closely monitored to assure that the allocation is spent within the set guidelines, and is submitted according to both the college and state deadlines. | **Action Plan** (include who is responsible): The CSSO will work closely with the Senior Office Assistant and the EOPS/CARE counselor to assure proper budget planning and monitoring, and the timely filing of reports. |
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| **Objective 3**: Due to an increase in funding, EOPS/CARE will expand services by extending the resources available in the lending library, increasing the number of meal vouchers, providing additional school supplies and First Aid kits, and providing student grants. | **Action Plan** (include who is responsible): The EOPS/CARE counselor will determine student eligibility for additional resources and distribute accordingly. |
|  |  |

**Next Year’s New Objectives (fiscal year 2016-17)**

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

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

|  |  |
| --- | --- |
| **Objective 1:** | **Action Plan (include who is responsible):** |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/Budget Needed:** |

|  |  |
| --- | --- |
| **Objective 2:** | **Action Plan (include who is responsible):** |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/Budget Needed:** |

**New Resource Requests for Next Year**

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

|  |  |  |
| --- | --- | --- |
| **Need** | **Resource Type** | **Rationale** (include connection to other plans) |
| *Example:* Staff training on effective written communication | Professional Development | See current year objective 2 |
| *Example:* One new clerical staff member | Additional Staff | See next year objective 3 |
|  |  |  |
|  |  |  |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

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| --- |
| The program now consists of the CSSO who serves as Director, a new part time counselor, and the Senior Office Assistant who monitors the budget and files the electronic reports. One of the past EOPS/CARE counselors is still on staff working under the SSSP program, and is helping the new counselor learn all about the program. |

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

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| --- |
| Additional funds have been allocated to this categorical program from the state, thus allowing us to provide students with additional resources. |

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

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| --- |
| The EOPS/CARE program will move with the advisors and other SSSP staff to a common location, thus providing students with one central location to meet their counseling and advising needs. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

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

**Date of Submission:** October 15, 2015

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| --- | --- |
| **Objective 1:**  Work with other student services offices that offer forms of financial assistance for students to create financial services that are more seamless. | **Summary of Progress:**  The financial aid staff coordinated efforts with Kristine Guess on EOPS Book Vouchers, Gretchen Baumgartner on TRIO Grants, and Cathy Riley on Cal-Works student employment. |
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| **Objective 2:**  Implement the changes in regulations for verification of the 2015-2016 FAFSA’s. | **Summary of Progress:**  The entire financial aid office attended the CCCSFAAA Conference and received training on the revised regulations for verification for 2015-16. |
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**Current Year Progress and Objectives**

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

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| **Objective 1:**  Gainful Employment data for award years 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015 was reported to the National Student Loan Data System (NSLDS). | **Action Plan (include who is responsible):**  Andre, Nick, Leslie, Agnes, and Maggie coordinated efforts to ensure timely submittal of all required Gainful Employment data to the NSLDS. |
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| **Objective 2:**  Implemented the California Community College Chancellor’s Office Full-Time Student Success Grant (FTSSG).  **Objective 3:**  The FRC Licensed Vocational Nursing (LVN) program was set up as a clock-hour program in order to be in compliance with Federal financial aid regulations. | **Action Plan (include who is responsible):**  Alyia awards the FTSSG grant to eligible Cal Grant B recipients that are attending full-time.  **Action Plan (include who is responsible):**  Andre set up the payment periods, disbursement dates, and re-determined financial aid eligibility for each Title IV financial aid recipient in the LVN program. |
|  |  |

**Next Year’s New Objectives (fiscal year 2016-17)**

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

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

|  |  |
| --- | --- |
| **Objective 1:**  Implement the Feather River College Equine Bachelor’s Degree program. | **Action Plan (include who is responsible):**  With guidance from the Chancellor’s Office, the financial aid office is working on adding the Equine program to FRC’s Federal Program Participation Agreement (PPA). FRC also needs to obtain state and accreditation approval for courses in the Equine program. New borrowing limits for Federal Direct Loans also need to be determined. |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/Budget Needed:** |

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| --- | --- |
| **Objective 2:**  Financial Aid Satisfactory Academic Progress procedures are expanded to incorporate appeals for “Loss of BOG Fee Waiver” eligibility. | **Action Plan (include who is responsible):**  Beginning with the fall 2016 semester, the Financial Aid Satisfactory Academic Progress Appeals Committee will review appeals for students that have lost BOG Fee Waiver eligibility. |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/Budget Needed:** |

**New Resource Requests for Next Year**

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

|  |  |  |
| --- | --- | --- |
| **Need** | **Resource Type** | **Rationale** (include connection to other plans) |
| *Example:* Staff training on effective written communication | Professional Development | See current year objective 2 |
| *Example:* One new clerical staff member | Additional Staff | See next year objective 3 |
|  |  |  |
|  |  |  |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

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| --- |
| The Financial Aid Office disbursed $3,871,760 in federal grants and loans, state grants, and scholarships for 2014-15. The 2014-15 FISAP, BFAP-SFAA, and Osher reports have been submitted for 2014-15 as well. |

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

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| --- |
| Financial Aid Technician Nicholas Johnston joined the financial aid department in December 2014. His experience as a financial aid advisor and student services specialist brought much needed expertise to the financial aid office. Numerous improvements and fine tuning of processes and procedures have taken place throughout the 2014-15 year. |

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

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| --- |
| Beginning in 2016, for the 2017-2018 year, the FAFSA will be available in October instead of in January and applicants will be able to use income information from two-year-old completed tax returns rather than sometimes incomplete information from the previous year. This may require us to package financial aid awards earlier and will have a definite impact on when we schedule financial aid and cash for college nights in our surrounding communities. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

**Name of Person Submitting this Review:** Karen Pierson

**Date of Submission:** October 30, 2015

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

**Instruction**

**x** **Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| --- | --- |
| **Objective 1:** 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. | **Summary of Progress:** The Goldie Eagle account currently has 286 followers, is currently active and will be monitored through the new Student Life position. Responsibility for the Twitter account will soon be transferred to the same position. The Twitter feed is now on the website and has almost 300 followers. |

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| **Objective 2**: Develop a virtual tour that includes a marketing and recruitment video with student testimonials to display on the new website. | **Summary of Progress:** An 8 minute video was produced through outside services with a focus on student life and services available to students. It was first shown at new student orientation and again at the College, Career, and Transfer Fair to all PUSD seniors and juniors. It received excellent reviews and is now posted on the website. |

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| **Objective 3**: 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. | **Summary of Progress:** The President successfully worked through the Quincy Chamber of Commerce to design and purchase banners which are now hung at many locations throughout the downtown district. The bottom of the banner reads “ Home of Feather River 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 allocated resources be sufficient given your objectives?

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| --- | --- |
| **Objective 1**: Improve the event “Home Field Advantage”, an alternative event to “Day in the Mountains” targeted to PUSD students. | **Action Plan** (include who is responsible): Newly hired Recruiter/Advisor will review the evaluations from the 22 participants from last year, and will change the program where appropriate to reach more students and parents. |

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| **Objective 2**: Finish the development of the six remaining program cards for distribution at recruitment events. | **Action Plan** (include who is responsible): Newly hired Recruiter/Advisor will work with program faculty to design these cards and have them printed. |

|  |  |
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| **Objective 3**: Support the efforts of the newly formed on-line marketing initiative. | **Action Plan** (include who is responsible): CSSO will work with Information and Communications Technology Program Coordinator to design a web presence attractive and useful for students who attend FRC on line exclusively. |

|  |  |
| --- | --- |
| Objective 4: Develop strategies to recruit out of state students in Nevada and Oregon as a new residency policy is adopted. | Action Plan (include who is responsible): Newly hired Recruiter/Advisor will work with Registrar to design a marketing piece that reflects the residency questionnaire. |

**Next Year’s New Objectives (fiscal year 2016-17)**

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

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

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| **Objective 1:** | **Action Plan (include who is responsible):** |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/Budget Needed:** |

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| **Objective 2:** | **Action Plan (include who is responsible):** |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/Budget Needed:** |

**New Resource Requests for Next Year**

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

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| **Need** | **Resource Type** | **Rationale** (include connection to other plans) |
| *Example:* Staff training on effective written communication | Professional Development | See current year objective 2 |
| *Example:* One new clerical staff member | Additional Staff | See next year objective 3 |
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**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

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| The outgoing Recruiter/Advisor developed two new programs to attract new students to FRC. Friday in the Fall is now three years old, and attracted a record number of new students and their parents on campus in October. Improvement to the program may only drive our numbers higher than we can accommodate. The other new program, Home Field Advantage, will be reviewed and changes will be proposed under the direction of the newly hired Recruiter/Advisor. FRC now enjoys a closer working relationship with PUSD which has driven up the number of seniors who attend FRC right after high school. Almost all marketing materials are now up to date, and the website is frequently refreshed with new pictures and new events. FRC now has a presence on social media, and our followers are still growing. |

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

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| See above. |

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

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| A new Recruiter/Advisor is now responsible for outreach efforts, and will work with the CSSO strategize marketing strategies and support marketing efforts. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

**Name of Person Submitting this Review:** Karen Pierson

**Date of Submission:** October 28, 2015

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

**Instruction**

**x** **Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| **Objective 1**: ASFRC is planning rallies and dress up days to promote school spirit and athletic events; provide free “coffee and conversation” to students on campus, civic events such as a blood drive, and “Take Back the Night”, and other student-driven events. | **Summary of Progress:** Two officers were elected in the fall and immediately planned several events which were featured on the FRC website under Student Life. The President was involved with a community agency to sponsor “Take Back the Night” to spread awareness on domestic violence, and several FRC students attended. A Blood Drive was held on campus for the first time with the help of the Nursing students. |

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| **Objective 2**: ASFRC officers will develop their awareness of statewide and college wide governance issues by attending state wide conferences. | **Summary of Progress:** The ASFRC president attended a statewide leadership conference in Los Angeles and one in Chico. Unfortunately shortly after that time she withdrew from FRC to be closer to family in southern California. This left the organization with only one officer, who continued to try to organize student activities, but who had no interest in governance issues. |

**Current Year Progress and Objectives**

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

Will your allocated resources be sufficient given your objectives?

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| **Objective 1**: Work with ASFRC officers to identify issues that students care about most. | **Action Plan** (include who is responsible): The CSSO will meet with the Student Trustee and the ASFRC president (only two officers were elected) to identify these issues. To date these issues are : 1) slow Wi Fi (especially at the dorms; 2) food insecurity/hunger among students; 3) providing more student activities; and 4) promoting student engagement within the classroom |

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| **Objective 2:** Work with ASFRC officers to find ways for students to have input on college-wide plans such as SSSP and Equity. | **Action Plan** (include who is responsible): The CSSO will invite students to attend planning meeting including Equity, the EOPS/CARE advisory committee, the Smoke-Free Coalition steering committee, and other shared governance committees who request student input. |

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| **Objective 3.** Work with ASFRC officers, the new Student Life Coordinator employed through Equity funds, and other interested students to support student activities both on and off campus. | **Action Plan** (include who is responsible): The CSSO will oversee the activity calendar to avoid duplication of efforts, the coordination of funds expended, and the activities directed to special interest groups. |

**Next Year’s New Objectives (fiscal year 2016-17)**

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

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

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| **Objective 1:** | **Action Plan (include who is responsible):** |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/Budget Needed:** |

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| --- | --- |
| **Objective 2:** | **Action Plan (include who is responsible):** |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/Budget Needed:** |

**New Resource Requests for Next Year**

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

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| --- | --- | --- |
| **Need** | **Resource Type** | **Rationale** (include connection to other plans) |
| *Example:* Staff training on effective written communication | Professional Development | See current year objective 2 |
| *Example:* One new clerical staff member | Additional Staff | See next year objective 3 |
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**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

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

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

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**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

**Name of Person Submitting this Review:** Sarah Ritchie

**Date of Submission:** 10/30/2015

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| **Objective 1:**  Continue to improve living conditions and appearances at the Residence Halls. | **Summary of Progress:**   * Continue remodeling dorm rooms * Repair walkways and handrails * Replace failing retaining walls * Finish painting exterior * Add public notification system |

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| **Objective 2:**  Add more student activities | **Summary of Progress:**   * Game night * Movie night * Super Bowl Party * Chico De Mayo Party |

**Current Year Progress and Objectives**

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

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| **Objective 1:**  Continue to improve Residence Halls | **Action Plan (include who is responsible):**  Continue to work with Nick Boyd and the maintenance department for dorm improvements.   * Continue Remodeling units * Install new steps * Finish Retaining walls |

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| **Objective 2:**  Continue adding to Student Life Program | **Action Plan (include who is responsible):**   * Add a Dorm Food Pantry * Recycling program * Fall festival |

**Next Year’s New Objectives (fiscal year 2016-17)**

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

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

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| **Objective 1: Continue Residence Hall Improvements** | **Action Plan (include who is responsible):**  **Continue to work with Nick Boyd and the Maintenance Department for dorm improvements.**   * Continue Remodeling units * Finish Retaining walls * Remove brush in between 400’s and Managers House * Repave dorm roads * Fix irrigation problems |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/Budget Needed:**  Labor and Capital Improvement Money |

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| --- | --- |
| **Objective 2:**  Continue Adding to Residence Hall Summer Program | **Action Plan (include who is responsible):**   * Add more camps for summer |
| **Connection to results from assessment of student learning and/or other plans:**  Strategic Plan 2.2.4, 3.1.3, 3.4.4 | **Resources/Budget Needed:**  CSSO and Residence Hall Manager time and effort |

**New Resource Requests for Next Year**

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

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| **Need** | **Resource Type** | **Rationale** (include connection to other plans) |
| More student help | Additional student hours | See current year objective 1 and 2 |
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**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

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| The college has been successfully managing the Feather River College Residence halls for the past 4 years, both student life and the physical conditions of the residence halls have dramatically improved. Rent collection is running great through student accounts and we are making the 1.2 bond obligation. The feather River College Foundation is also reimbursing the college for the management labor cost at the dorms. All rooms are rented! |

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

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

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

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| * Continue to upgrade Facilities/Property * Add More student Activities * Determination of Budget |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

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

**Date of Submission:**

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| **Objective 1:**  Based on the status of the new FRC website implementation, develop, and improve online advising services including transfer information and self-service options. | **Summary of Progress:**  The Director of SSSP and the Athletic/Academic Advisor are trained as content managers for all components of the website related to advising. The Athletic/Academic Advisor completed a comprehensive advising resource page which includes general education patterns, math and English placement, and transfer articulations. The Transfer Center also has its own webpage on the website. The online orientation has a link embedded to email [Advisor@frc.edu](mailto:advisor@frc.edu) with general questions. This year we hope to purchase SARS which will give students access to schedule, change and cancel their own appointments online. We will continue to improve students access to advising and transfer information to ensure we are meeting the needs of our online students as well. |

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| **Objective 2:**  Continue 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. | **Summary of Progress:**  An appointment tracking sheet was created that mirrors the mandatory SSSP core services (Orientation, Assessment, Education Planning and Follow-up Services) that are required for MIS reporting. Each Advisor/Counselor tracks their services and data is entered into banner by the Sr. Office Assistant II. Maggie prepares the report and shares it with the Director of SSSP prior to submission to the Chancellors office. A timeframe is agreed upon between the Advisors/Counselors, Sr. Office Assistant, IT and the Dir. of SSSP in order to ensure that the report is received by the Chancellors office by the due date. |

**Current Year Progress and Objectives**

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

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| **Objective 1:** | **Action Plan (include who is responsible):** |
| Train, develop, and implement CurricUNET into the advising structure. | The SSSP Program is continuing to financially support the development and implementation of CurricUNET, yet an advising module has not yet been developed. At this time, the Chancellors office is also piloting components of the Education Planning Initiative (EPI) which uses GoverNET (Father program for CurricUNET) for the curriculum inventory system. According to the Chancellors office, the pilot phase for the EPI should be concluded by March of 2016 and the release timeframe for other California Community Colleges will be January 2016-December 2017. We will continue to support FRC’s adoption of CurricUNET for curriculum management as the timeliness of successful implementation for the EPI will rely on the inventory. |

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| **Objective 2:**  Continue 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 SSSP plan will continue to address processes and improvements for students to receive the core services of SSSP which include Orientation, Assessment, Education Planning and Follow-up Services. This summer/fall we converted all active student’s files to electronic files so there is one location that is accessible to all. The files contain students education plans, transcripts and assessment scores from other colleges, appointment notes and any other relevant information. This fall we are hoping to be begin implementing SARS (scheduling software) which will allow Advisors to capture completion information for the core services. SARS also has the ability to feed information directly into banner which would eliminate data entry and improve accuracy. The hope is that with SSSP funds, we can pay for the necessary technical assistance/upgrades to fully implement the technical changes this year.  This year we are also focusing on capturing the core services for the ISP program. This will consist of tracking assessment scores, updating the orientation to include the required components and revisiting the delivery method. An Advisor has been creating Education plans and will continue to do so.  In regards to assessment as a core service, with encouragement from the Chancellor’s Office, we are considering multiple measures to help improve the accuracy of course placement. The Advising task force will be reviewing other instruments to use for multiple measures and other resources to utilize for career exploration. The SSSP Counselor will explore strategies to help students who are on or at risk for academic probation and dismissal. |

**Next Year’s New Objectives (fiscal year 2016-17)**

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

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| **Objective 1:**  **Fully implement SARS into the Advising structure including integration with Banner and text messaging capability.** | **Action Plan (include who is responsible):**  Coordinate with IT for implementation and ongoing support. Provide comprehensive training for Advisors/Counselors and support staff. Develop resources to share with students to show them how to schedule their own appointments. The Director of SSSP and CSSO will be responsible for this objective. |
| **Connection to results from assessment of student learning and/or other plans:**  Students will locate, evaluate and apply information. Students will develop a clear sense of self, purpose, and ability to achieve goals. | **Resources/Budget Needed:** Will be funded by SSSP Collaboration with facilities and IT. |

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| **Objective 2:**  Continue to improve the student’s experience and satisfaction with the core services provided through the Student Success and Support Program (Orientation, Assessment and Education Planning and Follow-Up) and increase the number/percentage of students that qualify for priority registration based on completion of the core services. | **Action Plan (include who is responsible):**  Develop strategies to collect feedback from students such as online surveys and focus groups. Use the feedback collected from students as evidence to identify areas to improve services. Develop strategies to improve services and increase access to the core services for all students including those who are part of the Incarcerated Student Program and students who take the majority of their classes online or at night. k |
| **Connection to results from assessment of student learning and/or other plans:**  Students will locate, evaluate and apply information. Students will develop a clear sense of self, purpose, and ability to achieve goals.  Students will demonstrate skills in relationships through interpersonal communication, compromise, teamwork, and collaboration.  Students will value their education, understand its privilege, and become responsible citizens. | **Resources/Budget Needed:** Will be funded by SSSP  Collaboration with the ISP program, facilities and IT |

**New Resource Requests for Next Year**

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

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

Based on information and/or data provided:

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

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

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

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**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

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

**Date of Submission:** October 23, 2015

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| **Objective 1:** | **Summary of Progress:** |
| **1. Secondary School Persistence: 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. | The performance standard for Secondary School Persistence was met with, **99.8%** of non-senior participants served, completing the 2014-15 academic year and continuing in school for the 2015-16 academic year at the next grade level. |

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| **Objective 2:** | **Summary of Progress:** |
| **2. Secondary School Graduation: 85%** of the seniors served during the project year will graduate during the project year with a regular secondary school diploma within the standard number of years. | The performance standard for Secondary School Graduation was met with **100%** of the seniors served by the ETS program during 2014-15 graduating with a regular secondary school diploma within the standard number of years. |

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| **Objective 3:** | **Summary of Progress:** |
| **3. Rigorous Program of Study: 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. | The performance standard for Rigorous Program of Study was met with **68%** of seniors served completing a rigorous secondary school program of study and graduating with a regular secondary school diploma within the standard number of years. |

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| **Objective 4:** | **Summary of Progress:** |
| **4. Postsecondary Education Enrollment: 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. | The performance standard for Postsecondary Education Enrollment was met with **89%** of participants served enrolling in an institution of higher education by the fall term immediately following high school graduation or receiving notification by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic term. |

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

**Current Year Progress and Objectives**

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

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| **Objective 1:** | **Action Plan (include who is responsible):** |
| **1. Secondary School Persistence:** 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. | The Director of ETS, and the two ETS advisors, will design and deliver programs, and offer support, which will foster academic success at target schools throughout the academic year. Individual academic advisement will be provided as and when necessary. |

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

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| **Objective 3:** | **Action Plan (include who is responsible):** |
| **3. Rigorous Program of Study:** 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. | The Director of ETS and the two ETS advisors will work closely with school counselors and administrators at each target school in order to assist students in the development of Individual Education Plans that include a rigorous course of study. Individual academic advisement and support will be provided as and when necessary. |

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| **Objective 4:** | **Action Plan (include who is responsible):** |
| **4. Postsecondary Education Enrollment:** 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. | The Director of ETS and the two ETS advisors will work closely with school counselors and administrators at each target school in order to provide support and advisement services to juniors and seniors. Specific focus will be given to college exploration, standardized test preparation, completion of college admissions and financial aid applications, financial literacy and important filing restrictions and deadlines. |

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

**Next Year’s New Objectives (fiscal year 2016-17)**

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

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

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

**New Resource Requests for Next Year**

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

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| **Need:** | **Resource Type** | **Rationale** ( include connection to other plans)**:** |
| Office furniture as discussed with Nick Boyd in July 2013 | Facilities | Our office space is not fully functional and there is no storage space. |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

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| The current ETS grant expires at the end of August 2016. This is Year 5 of the grant, working with six high schools and four elementary schools in three counties. All of the ETS objectives were met in the previous four years as reported in the yearly APR to the Federal Government. ETS is currently working on a new grant proposal, to be submitted in February 2016, for a further 5 years of funding for the ETS grant program. |

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

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| --- |
| All of the ETS staff has changed since the last CPR. This includes the director and both advisors. The current academic year has seen a new advisor begin work for a month but then go on an indefinite leave of absence. This position has been filled by two consecutive temporary employees during the first two months. |

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

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| In August we will be at the end of this current 5 year grant cycle. It is hoped that, during August 2016, ETS will be awarded funding for a new 5 year grant cycle to begin in September 2016. |

**Appendix**

Attach supporting documents as appropriate.

Please find attached the 2016-17 Budget Proposal for ETS.



**ANNUAL Program Review**

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

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

**Date of Submission:** 10/30/2015

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

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| **Objective 1:**  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. | **Summary of Progress:**  For 14-15, 88% of our participants were in good standing. |
| **Connection to results from assessment of student learning and/or other plans:**  Strategic Plan – Goal 2.2, 2.3  Student Services SLO – 2,4 | **Resources/Budget Used:**   * Resources: SSS staff time (academic and advising support); Banner; StudentAccess software * Budget: As set by US Department of Education |

|  |  |
| --- | --- |
| **Objective 2:**  Retention/Persistence: Annually, 70% of participants will be retained in the college (or graduate or transfer). | **Summary of Progress:**  For 14-15, 83% of our participants were retained at FRC (or graduated or transferred). |
| **Connection to results from assessment of student learning and/or other plans:**  Strategic Plan – Goal 2.2, 2.3  Student Services SLO – 4,5,6 | **Resources/Budget Used:**   * Resources: SSS staff time (academic and advising support); Banner; StudentAccess software; National Student Clearinghouse * Budget: As set by US Department of Education |

**Current Year Progress and Objectives**

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| --- | --- |
| **Objective 1:**  At the end of each academic year, at least 70% of all SSS participants will be in good academic standing with a GPA of 2.0 on a 4.0 Scale. | **Action Plan (include who is responsible):**  We are currently receiving progress reports for the fall semester and assessing what we can do to help students be successful. We 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 SSS mentor/tutor, and Academic Success Workshops. Also, the SSS/TRiO Advising 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. We are also starting a new mentoring program this year that we are starting as part of our new grant. Four sophomore students were selected and assigned 2 to 4 freshman mentees have been assigned to each mentor. The mentees are students that have placed into basic skills level math or English classes. With the change in our 2nd advisor this fall the mentor program is getting a late start, but we are excited about seeing where it is going to go as the year goes. |
| **Connection to results from assessment of student learning and/or other plans:**  Strategic Plan – Goal 2.2, 2.3  Student Services SLO – 2,4 | **Resources/Budget Used:**   * Resources: SSS staff time (academic and advising support); Banner; StudentAccess software * Budget: As set by US Department of Education |

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| **Objective 2:**  Retention/Persistence: Annually, 60% of participants will be retained in the college (or graduate or transfer). | **Action Plan (include who is responsible):**  For 2015-16, we are currently helping SSS/TRiO students complete graduation petitions for Fall 15 and Spring 16, transfer in classes from other colleges and complete CSU/UC transfer applications for Fall 2016. Also, all three of us are currently making appointments with our advisees for Spring 2016 priority registration. This is the 2nd year of the new priority registration components and it went much smoother. The school needs to work on an easier way of tracking the three components other than looking it up by hand and entering it into a spreadsheet. |
| **Connection to results from assessment of student learning and/or other plans:**  Strategic Plan – Goal 2.2, 2.3  Student Services SLO – 4,5,6  SEM Plan | **Resources/Budget Used:**   * Resources: SSS staff time (academic and Advising support); Banner; StudentAccess software; National Student Clearinghouse * Budget: As set by US Department of Education |

**Next Year’s New Objectives (fiscal year 2015-16)**

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| **Objective 1:**  At the end of each academic year, at least 70% of all SSS participants will be in good academic standing with a GPA of 2.0 on a 4.0 Scale. | **Action Plan (include who is responsible):**  All 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. |
| **Connection to results from assessment of student learning and/or other plans:**  Strategic Plan – Goal 2.2, 2.3  Student Services SLO – 2,4 | **Resources/Budget Needed:**   * Resources: SSS staff time (academic and Advising support); Banner; Student Access software * Budget: As set by US Department of Education |

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| **Objective 2:**  Retention/Persistence: Annually, 60% of participants will be retained in the college (or graduate or transfer). | **Action Plan (include who is responsible):**  All SSS/TRiO Staff will continue to advise and assist students in achieving their AA/AS or certificates and transfer to 4 year colleges. |
| **Connection to results from assessment of student learning and/or other plans:**  Strategic Plan – Goal 2.2, 2.3  Student Services SLO – 4,5,6  SEM Plan | **Resources/Budget Needed:**   * Resources: SSS staff time (academic and Advising support); Banner; Student Access software; National Student Clearinghouse * Budget: As set by US Department of Education |

**New Resource Requests for Next Year**

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

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

Based on information and/or data provided:

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

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| A new 5 year Student Support Services/Trio grant cycle began September 1st. This grant has been altered from the last cycle in a number of areas which requires additional work from the staff. For example, due to increase in costs, the staff is down one position. The Coordinator has been re-classed as the Director and so the program now is a staff of three: 100% 11 month Director, 100% 10 month Lead Advisor, 70% 10 month Advisor. One of the new major components is a mentoring program. The program started a little late because one advisor left and was replaced with a temporary hire who is doing a great job. We are excited to see how the mentoring takes off as the school year continues. Four second year mentors have been selected to mentor 4-5 1st year mentees each. Also, a new part to this grant is a case study on Mindset. Every new student completed the online Mindset test to determine their level of fixed or growth mindedness. There will be more to come on the Mindset testing. More will follow. Now during Priority Registration, staff is advising students on Spring 2016 class schedules and completing Petitions to Graduate for Fall 15 and Spring 16. We are also assisting students in the application process for transfer to CSU’s and UC’s which are due by November 30th. We have taken 2 transfer trips to CSU, Chico and Sacramento with 2 more planned in the next month to UC, Davis and UNR. We have hosted 4 Student Orientations, 2 financial workshops, a workshop on how to write a personal statement for UC applications, a study skills workshop and assisted with the Career, College, and Transfer Fair. The U.S. Department of Education released the annual performance report this week and will open the submissions site on November 4th and close it on December 4th. |

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

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| We have started a new grant cycle and the total budget has stayed the same. |

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

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| NA |

**Appendix**

Attach supporting documents as appropriate.

NOTE: this is a placeholder APR – of the last year – until Audrey Peters comes back from her leave and works out the updated version



**ANNUAL Program Review**

**Name of Program/Department/Service Area: TRIO Upward Bound**

**Name of Person Submitting this Review:** Audrey Peters

**Date of Submission:** October 31, 2014

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| **Objective 1: GPA**  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. | **Summary of Progress:**  Approximately 90% 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. |
| **Connection to results from assessment of student learning and/or other plans:**  TRiO Upward Bound 2012-2017 Grant Objective A | **Resources/Budget Used:**  TRiO room at target schools / Restricted U.S. Department of Education TRIO Upward Bound grant funds |

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| **Objective 2: State Assessment Tests**  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. | **Summary of Progress:**  Approximately 40% of UB seniors served during the project year, achieved at the proficient level on state assessments in reading/language arts and math. However, the state of California is revamping it’s assessment testing so students were unable to take the tests their senior year. |
| **Connection to results from assessment of student learning and/or other plans:**  TRiO Upward Bound 2012-2017 Grant Objective B | **Resources/Budget Used:**  TRiO space at target schools / Restricted U.S. Department of Education TRIO Upward Bound Grant |

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| **Objective 3: High School Progress**  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. | **Summary of Progress:**  Approximately 96 % 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. |
| **Connection to results from assessment of student learning and/or other plans:**  TRiO Upward Bound 2012-2017 Grant Objective C | **Resources/Budget Used:**  Restricted U.S. Department of Education TRIO Upward Bound Grant |

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| **Objective 4: Rigorous Course of Study**  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. | **Summary of Progress:**  Approximately 38% 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 2014 with a regular secondary school diploma. |
| **Connection to results from assessment of student learning and/or other plans:**  TRiO Upward Bound 2012-2017 Grant Objective D | **Resources/Budget Used:**  Restricted U.S. Department of Education TRIO Upward Bound Grant |

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| **Objective 5: Postsecondary Enrollment**  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 and institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester). | **Summary of Progress**  We do not have sufficient data to report the progress on this objective for Fall 2014. Many institutions of higher education do not upload their enrollment data to the National Student Clearinghouse (where we pull much of this data) until November. We have also contacted many prior participants and are awaiting responses. Based on current responses, we estimate that our outcome will be approximately 75%. |
| **Connection to results from assessment of student learning and/or other plans:**  TRiO Upward Bound 2012-2017 Grant Objective E | **Resources/Budget Used:**  Restricted U.S. Department of Education TRIO Upward Bound Grant |

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| **Objective 6: Postsecondary Persistence**  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. | **Summary of Progress**  We do not have sufficient data to report the progress on this objective for Fall 2014. Many institutions of higher education do not upload their enrollment data to the National Student Clearinghouse (where we pull much of this data) until November. We have also contacted many prior participants and are awaiting responses. Based on current responses, we estimate that our outcome will be approximately 44%. |
| **Connection to results from assessment of student learning and/or other plans:**  TRiO Upward Bound 2012-2017 Grant Objective F | **Resources/Budget Used:**  Restricted U.S. Department of Education TRIO Upward Bound Grant |

**Current Year Progress and Objectives**

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

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| **Objective 1:**  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):**  Please see Plan of Operation portion of attached Grant proposal. |
| **Connection to results from assessment of student learning and/or other plans:**  TRiO Upward Bound 2012-2017 Grant Objective A | **Unbudgeted Resources Needed:**  Restricted U.S. Department of Education TRIO Upward Bound Grant. |

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| **Objective 2:**  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):**  Please see plan of operation portion of attached Grant proposal. |
| **Connection to results from assessment of student learning and/or other plans:**  TRiO Upward Bound 2012-2017 Grant Objective B | **Unbudgeted Resources Needed:**  Restricted U.S. Department of Education TRIO Upward Bound Grant |

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| **Objective 3:**  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):**  Please see plan of operation portion of attached Grant proposal. |
| **Connection to results from assessment of student learning and/or other plans:**  TRiO Upward Bound 2012-2017 Grant Objective C | **Unbudgeted Resources Needed:**  Restricted U.S. Department of Education TRIO Upward Bound Grant |

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| **Objective 4:**  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):**  Please see plan of operation portion of attached Grant proposal. |
| **Connection to results from assessment of student learning and/or other plans:**  TRiO Upward Bound 2012-2017 Grant Objective D | **Unbudgeted Resources Needed:**  Restricted U.S. Department of Education TRIO Upward Bound Grant |

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| **Objective 5:**  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 and institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester). | **Action Plan (include who is responsible):**  Please see plan of operation portion of attached Grant proposal. |
| **Connection to results from assessment of student learning and/or other plans:**  TRiO Upward Bound 2012-2017 Grant Objective E | **Unbudgeted Resources Needed:**  Restricted U.S. Department of Education TRIO Upward Bound Grant |

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| **Objective 6:**  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):**  Please see plan of operation portion of attached Grant proposal. |
| **Connection to results from assessment of student learning and/or other plans:**  TRiO Upward Bound 2012-2017 Grant Objective F | **Unbudgeted Resources Needed:**  Restricted U.S. Department of Education TRIO Upward Bound Grant |

**Next Year’s New Objectives (fiscal year 2015-16)**

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

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| --- | --- |
| **Objective 1:**  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):**  Please see plan of operation portion of attached Grant proposal. |
| **Connection to results from assessment of student learning and/or other plans:**  TRiO Upward Bound 2012-2017 Grant Objective A | **Unbudgeted Resources Needed:**  Restricted U.S. Department of Education TRIO Upward Bound Grant |

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| --- | --- |
| **Objective 2:**  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):**  Please see plan of operation portion of attached Grant proposal. |
| **Connection to results from assessment of student learning and/or other plans:**  TRiO Upward Bound 2012-2017 Grant Objective B | **Unbudgeted Resources Needed:**  Restricted U.S. Department of Education TRIO Upward Bound Grant. |

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| **Objective 3:**  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):**  Please see plan of operation portion of attached grant proposal. |
| **Connection to results from assessment of student learning and/or other plans:**  TRiO Upward Bound 2012-2017 Grant Objective C | **Unbudgeted Resources Needed:**  Restricted U.S. Department of Education TRIO Upward Bound Grant. |

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| **Objective 4:**  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):**  Please see plan of operation portion of attached grant proposal. |
| **Connection to results from assessment of student learning and/or other plans:**  TRiO Upward Bound 2012-2017 Grant Objective D | **Unbudgeted Resources Needed:**  Restricted U.S. Department of Education TRIO Upward Bound Grant |

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| **Objective 5:**  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 and institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester). | **Action Plan (include who is responsible):**  Please see plan of operation portion of attached grant proposal. |
| **Connection to results from assessment of student learning and/or other plans:**  TRiO Upward Bound 2012-2017 Grant Objective E | **Unbudgeted Resources Needed:**  Restricted U.S. Department of Education TRIO Upward Bound Grant |

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| --- | --- |
| **Objective 6:**  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):**  Please see plan of operation portion of attached grant proposal. |
| **Connection to results from assessment of student learning and/or other plans:**  TRiO Upward Bound 2012-2017 Grant Objective F | **Unbudgeted Resources Needed:**  Restricted U.S. Department of Education TRIO Upward Bound Grant |

**New Resource Requests for Next Year**

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

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| --- | --- | --- |
| **Need:** | **Resource Type** | **Rationale** ( include connection to other plans)**:** |
| Studded tires on FRC Honda, and 12 Passenger Van(s) during winter | Safety/Facilities | Our staff currently travels to Chester and Portola weekly on icy roads using the company Honda. In addition, we transport minors in rear wheel drive vans on icy roads through winter. Studded tires would significantly reduce the risk of accident during winter. The cost of studded tires is far less than the liability of accident while transporting up to 11 minors. |

**Summary Update from Comprehensive Program Review**

Based on data provided:

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

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| --- |
| Upward Bound is currently in the third year of the 2012-2017 5 year cycle of TRIO Upward Bound funding. We are currently operating as outlined in our Plan of Operation toward the objectives outlined in our grant proposal. |

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

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| --- |
| Since our last comprehensive review we have slightly restructured the staffing making one 12 month Advisor 50% and one 11 month Advisor 55%. This new staffing structure better suits the academic year and summer needs of the grant. In the past year we have had a difficult time successfully hiring a permanent 11 month 55% Advisor due to the lengthy hiring process. We currently have this position filled with a temporary employee and the position is being flown for the third time to hire the position permanently. This greatly impacts our budget as temporary employees are not paid benefits, leaving our grant with a surplus of funds to spend in a limited amount of time. |

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

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| --- |
| As mentioned above we expect to hire a permanent 11 month 55% Advisor. |

**Appendix**

Attach supporting documents as appropriate. Please see Instructions for examples of supporting documents per Management Area.