

**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 28, 2016

**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:** |
| Work alongside Director of Student Support and Success to implement new strategies for student success funded through Equity and SSSP. | These two categorical programs produced many new opportunities for students to get involved and stay engaged, as well as address the disproportionate impact experienced by some student groups. Examples of these programs include a Summer Bridge Program, a Week of Welcome, and launching a First Year Experience. Extensive details about these initiatives and others are included in the APRs for SSSP and Equity**.** |

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| **Objective 2:** | **Summary of Progress:** |
| Work with Cabinet to update Student Services policies to comply with suggested League language. | The following policies were updated:   * BP 4250 Probation, Dismissal and Readmission * AP 4250 Probation * AP 4255 Dismissal and Readmission * AP 5015 Residence Determination * BP/AP Student Success and Support Program * BP/AP Student Records, Directory Information, and Privacy * BP/AP 5130 Financial Aid (SAP)   The following policy was vacated:   * BP 5031 Tuition and Enrollment Fee Deferment |

**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):** |
| Complete the writing of the accreditation standards for Student Services and other shared governance committees; work with all Student Services managers to complete program CPRs and submit to SLOAC for review. | CSSO will work with Student Services Council members to review all standards for student support services, and will forward to the Accreditation Liaison. CPRs will be reviewed by the SLOAC Committee. |

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| **Objective 2:** | **Action Plan (include who is responsible):** |
| The Truth Initiative grant will be closed out, and the Suicide Prevention grant will be launched. | The CSSO will work with Plumas County Public Health and Student Ambassadors to compete the educational components of the Smoke-Free grant and forward a policy change to Cabinet for consideration. The CSSO will coordinate with Plumas Rural Services and college personnel to establish the services in the SAMHSA grant. |

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| **Objective 3:** | **Action Plan (include who is responsible):** |
| The Mental Health/Behavioral Health Counselor position will again be flown, and a candidate will be selected. | The CSSO, as the recommending administrator, will select a finalist and will provide guidance and support for the successful candidate. |

**Next Year’s New Objectives (fiscal year 2017-18)**

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:**  Assure there is a sufficient budget for the contracted amount with Munsell and Associates for their assistance in writing the three federal TRiO grants. (Student Support Services, Upward Bound, Educational Talent Search) | **Action Plan (include who is responsible):**  CSSO requests an increase of $725 to cover the increase in consulting fees paid to Munsell and Associates Note: this increase will not result in an increased cost to the general fund as FRC collects 8% of each grant award for Indirect Costs which is used to pay the 5% fee charged by Munsell and Associates; however, it does result in a loss of Direct Costs available. |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):**  $725 |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1100-30181-5050-649200 ($350)  1100-30841-5050-649200 ($375) |
| Uncontrollable Increase: Consultant fees are at the rate of 5% of the grant award amount. As the grant awards increase, the consultant fee increases. | |
| Safety: | |
| New Student Attraction: If the college chooses not to use the services of Munsell and Associated for assistance in writing these grants we will lose valuable outreach efforts to PUSD schools through Upward Bound and Educational Talent Search. | |
| Student Success and Retention: The Student Support Services grant serves 160 qualified students with services including advising, tutoring cultural awareness, and general support. These students stay enrolled and graduate at a higher rate than students who do not receive these services. | |
| Relation to Student Learning: These programs address all six of the Student Learning Outcomes ranging from helping students make an informed decision to enroll, helping them open doors to education, learn about financial responsibilities, become resilient and resourceful, have access to campus and community resources, and successfully transfer and find employment. | |
| Support for employees to be effective: | |
| Feasibility: $725 is a small amount to pay to increase the odds of receiving these grants which total $730,584. | |

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| **Objective 2:**  Continue to increase the quality of the graduation ceremony and accommodate the increase in graduates without passing the cost on to the students. | **Action Plan (include who is responsible):**  CSSO requests an increase to the graduation supply budget by an additional $2,000 to accommodate the increase in number of students who graduate (increased by 43 students from 2014-15 to 2015-16), and provide them with a quality ceremony that includes a reception, professional singer, honor cords, and diploma covers at no additional cost to them. |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):**  $2,000 |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1100-10300-4325-679300 |
| Uncontrollable Increase: Cost of supplies continue to increase as does the number of graduates. | |
| Safety: No safety issues. | |
| New Student Attraction: Pictures of graduates enjoying the graduation ceremony as they celebrate are very useful in our marketing efforts; parents and prospective students attend the ceremony and leave with a favorable impression. | |
| Student Success and Retention: When students expect an upbeat and memorable graduation ceremony they are motivated to complete their degree and participate. | |
| Relation to Student Learning: Student Services Student Learning Outcomes 4, 5 and 6 are addressed by promoting student resilience, promoting a sense of belonging, and launching them to the next institution or the world of work. | |
| Support for employees to be effective: | |
| Feasibility: $2000 is a reasonable amount to support a Graduation ceremony which has improved in both quality and number of graduates over the past few years. | |

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

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| **Need** | **Resource Type** | **Rationale** (include connection to other plans) |
| *Example:* Staff training on effective written communication | Professional Development | See current year objective 2 |
| *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 Graduation ceremony has improved over the past several years as evidenced by feedback from employees and those in attendance. This was accomplished by adding a pre-reception as well as cake after the ceremony, a professional singer, a streamlined program, and selecting appropriate keynote, faculty and student speakers. |

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

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| In addition to the changes noted above, the number of graduates who participate has increased. |

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

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| There are no significant changes planned for the upcoming year based on the feedback we received from last year’s ceremony. There is a sentiment that student speakers could be used exclusively in place of a keynote speaker. Also, faculty speakers may be appointed instead of elected by the graduates. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

**2017-2018**

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

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

**Date of Submission:** October 26 , 2016

**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** | **Summary of Progress:**   1. CCCApply not implemented. Working with SIG to develop/program Shibboleth for authentication of sign on access. 2. Phase 2 of the electronic transcript services through the National Clearinghouse not implemented. 3. Bachelor of Science: Equine & Ranch Management codes and application process completed for the fall 2016 semester. 4. Housing Module not implemented. |
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| **Objective 2:**  **Business Practice and**  **Professional Development** | **Summary of Progress:**   1. The following Board Policies and Administrative Procedures were revised to meet California College League language:  * AP 5015 – Residence Determination * BP/AP 5040 – Student Records, Directory Information, and Privacy * BP/AP 5055 – Enrollment Priorities  1. Director attend annual CACCRAO conference, the Chancellor’s Office conference for Admissions & Records Directors, and the IEPI: The Role of Curriculum in Maintaining Your Institutions’ Financial Aid Eligibility. 2. Budget line item 5020 increased to $200 for CACCRAO annual 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:**  Cross train staff to process refund checks to bring efficiency in office operations | **Action Plan (include who is responsible):**  Block out time for the Student Accounts Technician to train an Admissions & Records Technician to process refund checks and develop a training manual to reference the refund process.  (Lisa Noia, Erin Ellingson) |
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| **Objective 2:**  Streamline hard copy forms to electronic to make it easier for students to submit A&R forms | **Action Plan (include who is responsible):**  Work with Connie Litz to build and test electronic forms that are submitted online. Set up a system to manage the submission of electronic forms through the Admissions & Records email account.  (Connie Litz, Leslie Mikesell) |
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**Next Year’s New Objectives (fiscal year 2017-18)**

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:**  Cross train staff to post transfer coursework | **Action Plan (include who is responsible):**  The director will train an Admissions & Records Technician to evaluate transferring coursework and post into Banner.  (Leslie Mikesell, Erin Ellingson) |
| **Connection to results from assessment of student learning and/or other plans:**  Comprehensive Program Review | **Resources/ Budget needed (if applicable):**  n/a |
| **If new resources are requested, address the following criteria:** N/A | **Budget code -if applicable (include Fund, Organization, and Account codes):**  n/a |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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| **Objective 2:**  Upgrade filing system for record retention to better manage all student records | **Action Plan (include who is responsible):**  Scan Class 1 and 2 documents and save in an S drive folder for record retention. These electronic documents will then be considered Class 3 documents and the hard copies can be destroyed after three years.  (Admissions & Records staff, student employees) |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):**  n/a |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  n/a |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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

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| **Need** | **Resource Type** | **Rationale** (include connection to other plans) |
| n/a |  |  |

**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 is successfully meeting the needs of the student body, faculty, and campus departments. The director and staff work diligently completing day-to-day operations while providing optimum student support services. Being the ‘hub’ for the Banner’s Student Module and Self Service (MyFRC), the director keeps the system functional and up-to-date enabling system wide processes to run efficiently. |

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

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| With the one year absence (Oct. 2015-Oct. 2016) and the four month maternity leave (March-June 2016, July worked part-time) of the two A&R Technicians, the director was taken away from her duties to train a substitute employee and provide assistance to students. While the director was unable to focus on particular institutional reports the department operated proficiently. |

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

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| Comprehensive cross-training for all staff members with the duties and responsibilities of the A&R Technicians and Student Accounts. Provide security level access and training to the full-time A&R Technician to evaluate and post transfer coursework, complete degree audits (CAPP) for evaluation of graduation requirements, post degrees and certificates, and print diplomas. |

**Appendix**

Attach supporting documents as appropriate.

n/a



**Annual Program Review 2016**

**Name of Program: CalWORKs/TANF**

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

**Date of Submission:** **October 26, 2016**

**Management Area: Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| **Objective 1:**  **To begin the process of converting files to a paperless system for the CalWORKs Program.** | **Summary of Progress:**  All reports and contracts sent to the Chancellor’s Office within the last two years have been scanned and emailed per their request to avoid excess paperwork.  Converting all CalWORKs files to a paperless system will be an ongoing project. |

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| **Objective 2:**  **To complete an updated Comprehensive Program Review for the CalWORKs Program. This will be due in April 2016.** | **Summary of Progress:**  This Objective was completed during my absence. I gratefully give full credit to the interim CalWORKs Coordinator, Jodi Beynon, and the Chief Student Services Officer, Dr. Karen Pierson. |
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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 ensure that all CalWORKs students with a Work Study Plan through Plumas County Social Services will have employment as needed to maintain their CalWORKs benefits.** | **Action Plan (include who is responsible):**  The CalWorks Coordinator will make individual contacts with businesses in the local area to explain the Calworks Shared Cost Student Employment Program. The benefit to the employer is that the CalWorks program will pay 75 % of the student’s wages and 75% of the payroll taxes.  On campus Work Study will be coordinated with Financial Aid.  Allocated resources are sufficient |

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| **Objective 2:**  **To increase the student support services available to CalWORKs students.** | **Action Plan (include who is responsible):**  The CalWORKs Coordinator will work with private and public agencies to provide training and workshops on issues pertaining to communication skills, domestic violence and sexual assault prevention, parenting support and job readiness skills. Students will be given information on how to access resources in the community for child care, food need, and financial self-sufficiency. |
|  | Allocated resources are sufficient |

**Next Year’s New Objectives (fiscal year 2017-18)**

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:**  Connection to results from assessment of student learning:  Students will demonstrate their ability to open the doors to education by learning how to access college resources.  **To provide first level priority registration each semester for CalWORKs students.** | **Action Plan (include who is responsible):**  The requirements of the Student Success and Support Program at the Feather River College enables CalWORKs students to have priority registration when they have completed their Orientation, Assessment and Student Education Plan.  The CalWORKs coordinator will work with each student so that these requirements will be met and the student may successfully meet their educational goals.  Allocated resources are sufficient |
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| **Objective 2:**  Connection to results from assessment of student learning:  Students will develop resilience and resourcefulness empowering them to persist in attaining academic and personal goals.  **Provide case management services to all CalWORKs eligible students.** | **Action Plan (include who is responsible):**  CalWORKs Coordinator will work closely with Plumas County Social Services to continually update the status and needs of each student.  The CalWORKs Coordinator will attend all Cooperative Agencies and Resources for Education (CARES) meetings and will meet with each student on a regular basis. |
|  | Allocated resources are sufficient |

**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 CalWorks Program continues to work closely with the Plumas County Department of Social Services. The CalWORKs Coordinator attends all CARES meetings, Advising Task Force meetings and Orientations. She interacts closely with the Plumas County case-workers for each individual CalWORKS student. There are currently 9 active CalWORKs students in the Program. |

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

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| The most significant change is the CalWorks Welfare to Work (WTW) participant requirements pursuant to SB 1041 which sets forth new hourly requirements effective January 1, 2015. Other changes include implementation of the CalWORKS WTW 24 Month Time Clock and the Young Child Exemption Bill ACL 12-72. |

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

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| The State of California is requiring greater accountability from CalWORKs students regarding hours spent in class and in Work Study. Every hour in class and homework hours must be documented on a detailed worksheet and submitted on a monthly basis to the Plumas County case manager. Students will be placed on sanction and will lose their cash aid if the required hours in class, homework or Work Study are not fully completed. |



**ANNUAL Program Review**

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

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

**Date of Submission:** October 28, 2016

**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:**  Parent advisory committee was established in the program. A selected parent committee chair was named, Heather Lindenfelser. They have scheduled bi-monthly meetings to discuss upcoming events, fundraising, classroom goals, and program goals. In the 2016 Fall semester she will work with the director to complete an Early Childhood Environmental Rating Scale (ECERS) to assist in setting the program annual goals for California Department of Education and Support Division.  The CDC has continued their partnership with Plumas County Health Department with their Health Education Specialists, Megan Mansfield and Zachary Revene. Megan conducts monthly health lessons she teaches with the children. She has also scheduled a parent nutrition workshop with our families and students.  Staff members from the CDC have joined numerous local councils, agencies, and committees including:   * Children’s Council * FRC ECE Advisory Committee * Child Care and Development Planning Council * FRC Early Childhood Mentor Program * FRC Coaching Program working with ECE and LAB students |

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| **Objective 2:**  **Increase sources of funding for program expansion** | **Summary of Progress:**  The CDC was awarded a quality enhancing layering grant from Early Education and Support Division  California Department of Education in June of 15.  The CDC also receive a 10% increase in the Standard Reimbursement Rate (SRR) from the Department of Education starting July 1, 2016. At this point this is not creating expansion, rather is renovating current program and classrooms. |

**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:**  **Creating an effective web presence to enhance and support cooperative social interactions with our families.** | **Action Plan (include who is responsible):**  Updating the CDC’s page from FRC website. This will include adding revised version of our family handbook, enrollment forms, mission statement, staffing, and revised brochure.  Our center will also be creating password protected classroom websites for parents to have a convenient form of communication of daily lessons, current events, and developmental appropriate and engaging activities for home. |
|  | **Responsible Staff Member:** FRC Website and resource’s updated- Kinderlin Hoznour, Judy Callister  Classroom Websites: Leasa Transue, Kelley Molina, Casey Nunn, Ashleigh Boyd  No funds needed |

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| **Objective 2:**  **Adhere to the California State Department of Education Title 5 requirements, Community Care Licensing Tittle 22 requirements, and the Child Care Food Program requirements.** | **Action Plan (include who is responsible):**  Meet all required timelines set by these entities including:   * DRDP Child Assessment * DR Parent Survey * ECERS Classroom Assessment * CPM Categorical Program Monitoring * Mandated child/adult ratios * Health safety inspections * Documentation of families and staff files * Provide compliance documentation for the CCFP regulations and complete cycle review in November 2016. * Monthly State Attendance Reporting   **Responsible Staff Members:** Kinderlin Hoznour, Judy Callister, Leasa Transue, Kelley Molina, Casey Nunn, Ashliegh Boyd |

**Next Year’s New Objectives (fiscal year 2017-18)**

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

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

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| **Objective 2:** | **Action Plan (include who is responsible):** |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):** |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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

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| **Need** | **Resource Type** | **Rationale** (include connection to other plans) |
| *Permanent Fourth Teacher- Non temp* | Additional Staff / HR | See last year objective |
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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 FRC CDC continue to receive funding from the State’s Department of Education Child Development Division, with a 10% increase of their rate. State and Federal Food Program contracts and rates are very similar to last year’s contracts. |

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

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| Our program has had 2 interim directors, 3 interim cooks, and a long term substitute teacher for 3 years without being hired permanently. We created a new position and filled it in 2016 for an Associate teaching position. We now have a permanent director: Kinderlin Hoznour starting August 2016. |

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

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| We are expecting to hire permanent staff for 2 positions at our center including the cook and preschool teacher position that is open. The teaching position will be posted in December and the Cook position will be posted prior the end of the year. |

**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, 2016

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| **Objective 1:** | **Summary of Progress:** |
| Continue to provide monthly feedback to supervisors on the status of their allocation; and monitor the number of student complaints. | Budgets and hour usage were monitored on a monthly basis to ensure departments stayed within given hour allocations and funding sources were not over-expended. Supervisors were provided a monthly printout of hours used within their department.  There were no student complaints. |

**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):** |
| Continue to provide monthly feedback to supervisors on the status of their allocation. | Due to an unexpected minimum wage increase to $10.50 starting January 1, 2017, available work hours have been reduced by 418 hrs, thus reducing allocations to many departments. Admin Assist to CSSO will provide monthly reports to supervisors to assist them in staying with their annual allocation. Admin Assistant to CSSO will communicate regularly with Human Resources, Financial Aid, and Payroll to closely monitor use of hours and status of expenditures. |

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| **Objective 2:** | **Action Plan (include who is responsible):** |
| Provide assistance and training to new supervisors, and support for current supervisors. | The CSSO will organize training session(s) for supervisors to help them better understand the hiring process and the role of the supervisor**.** |

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| **Objective 3:** | **Action Plan (include who is responsible):** |
| Measure the student satisfaction with this program by including questions about Student Employment in the YES survey. | The CSSO will work with the Institutional Researcher to assure there are question(s) included in the YES survey. |

**Next Year’s New Objectives (fiscal year 2017-18)**

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

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| **Objective 1:**  Increase the work study budget to accommodate the January 1, 2017 minimum wage increase to $10.50 ($4,285) and the January 1, 2018 increase to $11.00 ($9,057) | **Action Plan (include who is responsible):**  CSSO is requesting the college increase funding to bring student employment hours back to the 2015-16 level (18114 hrs) at the new mandated minimum wage rate increases. |
| **Connection to results from assessment of student learning and/or other plans:**  Each work study supervisor has provided a statement on how students benefit from their work, and what they learn. These responses range from soft skills to job specific skills. | **Resources/ Budget needed (if applicable):**  $13,342 |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1100-30140-2335-645000 |
| Uncontrollable Increase: Minimum wage increases are mandated. If budget is not increased to accommodate mandates, the hours of available work must be decreased. | |
| Safety: There are many areas across campus where student workers provide important supervision in areas where safety would be compromised without their presence. | |
| New Student Attraction: During the recruitment process, students and parents frequently ask about available jobs on campus. Also financial aid packages are not sufficient to cover the cost of attendance for out of state and out of country students. | |
| Student Success and Retention: On campus employment is an excellent retention tool that keeps students engaged on campus and provides them with the necessary income to stay in school. | |
| Relation to Student Learning: Students learn valuable communication, problem-solving, and relationship building skills while developing their sense of purpose and how to be a responsible citizen (college-wide student learning outcomes). They also are able to develop resilience and resourcefulness which assists them in reaching their academic and personal goals (Student Services student learning outcomes). | |
| Support for employees to be effective: Student employees assist in the day-to-day operations of many areas on campus, such as food service, facilities, student housing, the fitness center, ISP, DSPS, Child Development Center, Equine, Student Engagement, Advising/Counseling and A/R. | |
| Feasibility: The amount requested ($13,344) is relatively low in relationship to the amount of productivity contributed to the functioning of the college. | |

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| **Objective 2:** | **Action Plan (include who is responsible):** |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):** |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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

|  |  |  |
| --- | --- | --- |
| **Need** | **Resource Type** | **Rationale** (include connection to other plans) |
| *Example:* Staff training on effective written communication | Professional Development | See current year objective 2 |
| *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.

|  |
| --- |
| The number of departments requesting student employment hours has increased. Also departments continue to ask for additional hours. However, due to the minimum wage increase, funding has decreased and the total allocation of hours has decreased. |

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

|  |
| --- |
| There was an unexpected minimum wage increase in January of 2016 which caused a reduction in the 2016-17 funds. It has not yet been determined if this has had a negative impact across campus, or if the categorical budgets and adjustments in other budgets were able to accommodate for this, thus avoiding any negative effects on the productivity of departments. |

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

|  |
| --- |
| The minimum wage will continue to go up, thus causing the college to allocate additional general fund dollars to this program, or the college may need to determine if using employees is more efficient than employing permanent staff as an alternative. |

**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 28, 2016

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

|  |  |
| --- | --- |
| **Objective 1:** | **Summary of Progress:** |
| Research the possibility of using an online registration form. | At this time Banner was not found to be a reasonable option to continue to pursue for developing a Community Education module (very small offerings for staff time to set up and manage).  The payment options in Wufoo do not include the payment option (TouchNet) used by FRC. Instituting a new option for a few courses a year does not seem to be an efficient use of staff time and college funding. |

**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):** |
| Continue research on the possibility of using an online registration form. | Research the possibility of connecting with TouchNet and link to online form (Wufoo).  Research other form building tools that might be more versatile for registration and payment of fees.  (Administrative Assistant/Student Services) |

**Next Year’s New Objectives (fiscal year 2017-18)**

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

|  |  |
| --- | --- |
| **Objective 1:**  Institute an online registration form if determined feasible. | **Action Plan (include who is responsible):**  Develop a registration form according to successful research; test and institute the form. |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):**  Staff time only |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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

|  |  |  |
| --- | --- | --- |
| **Need** | **Resource Type** | **Rationale** (include connection to other plans) |
| *Example:* Staff training on effective written communication | Professional Development | See current year objective 2 |
| *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.

|  |
| --- |
| Community Education has offered a consistent set of courses that have an interest base of community members. |

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

|  |
| --- |
| There does not seem to be much community demand for FRC to offer a wide range of Community Education courses. It appears that the needs of the community are met through a variety of community based venues. |

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

|  |
| --- |
| The development of an online registration form would provide a more efficient process for course participants. |

**Appendix**

Attach supporting documents as appropriate.



**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 28, 2016

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

|  |  |  |
| --- | --- | --- |
| **Objective 1:** | | **Summary of Progress:** |
| Update DSP&S forms and procedures. | In the fall of 2015, the California Community Colleges Chancellor’s Office announced revisions to DSPS Title 5 Regulations. The effective date of the new regulations was originally slated for October 16, 2015, but the implementation date was delayed until July 1, 2016. In April of 2016, DSPS programs were provided with training in which the gradual adoption of the new regulations was discussed, and implementation guidelines were shared. One of the changes in the new regulations was the replacement of the old Student Educational Contract (SEC) with the new Academic Accommodation Plan (AAP). Throughout this process, the creators of Student Accommodation Manager (SAM), the disability management software package that we had just purchased and planned to implement, began the development of a standardized Academic Accommodation Plan (AAP) template that would be used by all California Community College DSPS programs who were utilizing SAM for case management. With these and other changes to the regulations, the implementation of SAM has been delayed as the software developer continues to work toward incorporating the new regulations into the program package. SAM’s program manager, Doug Neal, attended the annual California Association for Postsecondary Education and Disability (CAPED) Conference in October of this year (2016) to meet with DSP&S representatives from the California Community Colleges who are utilizing the software in order to continue the dialogue and feedback required to fine tune the product with the updated regulations. Our DSP&S Director attended that meeting. We anticipate a roll-out in the spring of 2017. | |

|  |  |
| --- | --- |
| **Objective 2:** | **Summary of Progress:** |
| Revert the current DSP&S/WorkAbility III Coordinator position to its prior level as Director. | 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. |

**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):** |
| Ensure that all DSP&S applications, forms, and sources of Program information are accessible to all students. | As a continuation of our efforts to update DSP&S forms and procedures, 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.  No financial resources outside of the DSP&S budget are anticipated. |

|  |  |
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| **Objective 2:** | **Action Plan (include who is responsible):** |
| Create new employment preparation and job search learning opportunities for WorkAbility III student/clients. | 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 will 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   Staff hours dedicated to research and review will be paid for through the WorkAbility III budget. Implementation fees for the utilization of outside resources (if any) will be paid for through the DSP&S budget. No financial resources outside of the DSP&S/WABIII budgets are anticipated. |

**Next Year’s New Objectives (fiscal year 2017-18)**

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

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| --- | --- |
| **Objective 1:**  Create and implement satisfaction surveys for students, faculty, and staff. | **Action Plan (include who is responsible):**  The DSP&S Director and Program Staff Specialist II will create and implement three surveys: Student Satisfaction Survey, Faculty Satisfaction Survey, and Staff Satisfaction Survey. As part of the survey design process, questionnaires from other campuses will be reviewed to assist in the brainstorming process in order to find content that will be useful in soliciting responses for program assessment. |
| **Connection to results from assessment of student learning and/or other plans:**  Student Services Student Learning Outcomes: 4; 5  FRC Student Learning Outcomes: 3; 5; 7 | **Resources/ Budget needed (if applicable):**  No financial resources will be needed outside of the DSP&S budget. |
| **If new resources are requested, address the following criteria:**  No new resources requested. | **Budget code -if applicable (include Fund, Organization, and Account codes):**  N/A |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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| --- | --- |
| **Objective 2:**  Increase Program visibility. | **Action Plan (include who is responsible):**  The DSP&S Director and Staff will work to increase Program-promotion efforts to raise awareness of the services that are available. Additionally, a monthly email will be sent to the Campus community to promote the expansion of knowledge, understanding, and acceptance of disability-related issues, and to reduce disability-related stigma. |
| **Connection to results from assessment of student learning and/or other plans:**  Student Services Student Learning Outcomes: 1; 2; 3; 4; 5  FRC Student Learning Outcomes: 3; 5; 7 | **Resources/ Budget needed (if applicable):**  No financial resources will be needed outside of the DSP&S budget. |
| **If new resources are requested, address the following criteria:**  No new resources requested. | **Budget code -if applicable (include Fund, Organization, and Account codes):**  N/A |

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 |
| Not Applicable | Not Applicable | Not Applicable |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

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| --- |
| The Feather River College DSP&S Program continues to provide academic adjustments, auxiliary aids, services, and/or instruction, on and/or off campus, to students with disabilities pursuant to Education Code sections 67310-13 and 84850. Additionally, the WorkAbility III component of our Program continues to provide employment preparation and job search opportunities, as well as financial support for books, materials and supplies, fees, and tuition (if not otherwise covered by financial aid assistance) for FRC students with disabilities who are also qualified State of California Department of Rehabilitation clients. |

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

|  |
| --- |
| Our last Comprehensive Program Review was just submitted in June, 2016; there have been no significant issues and/or changes since that date. |

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

|  |
| --- |
| No significant changes are expected during the upcoming year. |

**Appendix**

Attach supporting documents as appropriate.

**DSP&S Statement of Mission**

The Mission of Disabled Student Programs and Services is to promote self-confidence in an educational environment while fostering student independence. The DSP&S staff is committed to the establishment of a positive learning environment. This is achieved by focusing on academic integrity, maintaining sensitivity to our students, creating a springboard for change, and ultimately aiding in the achievement of student success. In DSP&S, our students come first; their individual needs are the focal point in our efforts to assist them in attaining their goals and potential. Our goal is to turn challenges into opportunities.

**DSP&S Vision Statement**

We believe:

* All students have the potential for growth and success.
* All students have the right to be treated with respect.
* The diversity brought to the campus by students with disabilities enriches the overall college learning environment.
* Education is a process of mutual responsibility in which students benefit by participating actively in meeting their educational goals.

The diverse needs of students with disabilities are best met in an environment that:

* Is accessible, inclusive, and supportive.
* Provides fair and consistent treatment.
* Encourages independence and self-sufficiency.
* Recognizes and respects the unique challenges and strengths of each student.

**DSP&S Advisory Board Members**

Helen Dandurand-Greathouse, Student with Disability

Marci Lang, Director, DSP&S and WorkAbility III

Julie Murphy, Program Staff Specialist, DSP&S and WorkAbility III

Carlie McCarthy, Director, Student Success and Support Programs

Greg McCarthy, Academic/Athletic Advisor

Cindy Barrett, Advisor, SSSP

Joe Willis, FRC Associate Faculty, English Instructor

Shannon Hogan, Senior Vocational Rehabilitation Counselor, State of California Department of Rehabilitation



**ANNUAL Program Review**

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

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

**Date of Submission:** October 28, 2016

**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:** |
| Hired a full-time, permanent EOPS/CARE Counselor. | CSSO and Human Resources will developed job description, advertised position, and hired counselor. On April 1, 2017 full-time hired to provide eligibility, orientation, registration, counseling and academic advising services to eligible students. |

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| **Objective 2:** | **Summary of Progress:** |
| Continue to provide services and resources at the 2016-17 level. | Provided resources to the level provided in 2016-17. Resources included meal & book vouchers, educational supplies, grant aid, and health, transportation, parking, printing and PTK fees. |

**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:**  Establish a group Orientation for new and Probationary-status EOPS/CARE students. | **Action Plan (include who is responsible):**  EOPS/CARE Counselor and Program Staff Specialist will arrange a late afternoon Orientation to both explain the “over and above” services and benefits available through full participation in EOPS program. Have the three state mandated semester appointments set for each student at end of Orientation. |
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| --- | --- |
| **Objective 2:**  Continue to improve lending library, maintain the number of meal vouchers, provide school supplies and technology support services, and continue to provide student grants. | **Action Plan (include who is responsible):**  EOPS Counselor and Program Staff Specialist will issue books, laptops, meal vouchers (value of $60 per card, three cards offered per semester) and grants to qualified students in good EOPS/CARE standing. School supplies include a backpack filled with educational supplies and a water bottle. |
|  |  |

**Next Year’s New Objectives (fiscal year 2017-18)**

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

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| --- | --- |
| **Objective 1:** | **Action Plan (include who is responsible):** |
| Continue to improve lending library, maintain the number of meal vouchers, provide school supplies and technology support services, and continue to provide student grants. Communicate with instructors the need and concerns of access for online textbooks in lieu of hard copies. Explore online tutoring services. | EOPS Counselor and Program Staff Specialist will continue to issue and record loans of books/equipment. Counselor will communicate with faculty members with regard to textbook access and explore electronic resources.  Should an online tutoring service that supplies FRC’s academic majors be identified, use EOPS funding to issue access codes to students at start of academic year. |
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| **Objective 2:**  Coordinate and/or partner with other Student Service Programs to hold Financial Literacy Workshop. Specific attention to individual budgeting and student loans. | **Action Plan (include who is responsible):**  EOPS Counselor will partner with other Student Service Directors, Program Coordinators and Advisors to fund Guest Speaker from Financial Institution or Subject Matter Expert to present at a workshop. EOPS funds will be used to assist in printing fees for advertising, handouts (if needed) and food provided for event. |
|  |  |
|  |  |

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 EOPS Program offers excellent service to eligible students through a part time counselor. The counselor is assisted by a Program Assistant as well as the Assistant to the CSSO who monitors the budget and files the state reports. This shared workload approach has been effective in spending all the funds allocated, leaving time for the part time counselor to meet with students. The counselor is fully integrated into the Advising Department and is now co-located in the Student Center. |

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

|  |
| --- |
| This categorical program is designed to provide services to eligible students which are over and above the services offered to other students. One minor change was made when we discovered we should not base grant awards on grade point average, as financial assistance is the basis of the program. |

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

|  |
| --- |
| We have flown a full time faculty counselor position in hopes of having a full time counselor instead of a part time counselor which should enhance our ability to serve more students. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

**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:

|  |  |
| --- | --- |
| **Objective 1:**  Expand the previous year’s “Open Summer Math Workshops” by developing a Summer Bridge Program. The summer bridge will provide students a refresher in English and math as well as successful student/ college transition topics. Provide outreach directly to target populations as well as all new students, students in basic skills courses and students identified as at-risk students. | **Summary of Progress:** A Summer Bridge Program was offered during the two weeks leading up to the start of the fall 16 semester. A math session was offered every day by faculty Dr. Bagley, English every other day by Associate Faculty Mrs. Reid, and study skills/college readiness workshops every other day by Billy Ogle who works in the IRC and runs the tutoring program and Rebecca Steen, Academic Support Specialist. Emails were sent and phone calls were made to all students enrolled in basic skills classes, students on academic probation and all new students which included students in at-risk populations as identified in the student equity plan. There were 48 students who signed up, 38 participated in the program, 30 who came to almost every workshop and 17 who attended every workshop every day and earned the incentives of $400 worth of textbooks from the lending library, a $20 meal card and a calculator. All participants received free lunch every day and school supplies. |

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| **Objective 2:**  Continue to create a more meaningful interaction between the community and students by strengthening student life. | **Summary of Progress:**  Through a foundation grant and funding from the president’s office over $10,000 was invested in new furniture and updates such as fresh paint and carpet for the student lounge to create an attractive space on campus for students to gather. Since the update we have seen increased daily student traffic and a wider variety of students using the lounge. There have been committee meetings and staff meetings held in the lounge. Students utilize the newly re-surfaced pool table and new ping pong table on a daily basis. A TV with satellite will be installed shortly for further entertainment as well as civic engagement through viewing political events such as the election.  A Student Engagement app through an app developer called OOHLALA has helped Student Life improve engagement with students by promoting events on a “campus wall”, where students can share updates, and an academic portion where students can communicate with professors and other students in their class.  5 Student Ambassadors were hired to provide follow up to the target population by phone calls and surveys, they also oversee the use of the lounge, and assist in planning and implementing student events. |

**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:**  Review data from of the previous year’s focus groups and campus climate survey to identify barriers to success for students in the target population and develop and implement strategies to address the barriers**.** | **Action Plan (include who is responsible):**  Many issues arose during the focus groups and campus climate surveys that are being addresses through student equity activities. Some of the themes from students included transportation issues which was addressed by improving promotion of free public transportation for students with student ID, including a route to Reno (with a fee), the new APP has ride share forum, and transportation is offered and promoted to events off campus such as the mixer at Greenhorn ranch.  Students report access to the internet and a computer as a barrier to completing coursework. To address this, frequent reminders about the Sunday evening hours in the library computer lab are sent out to students and staff via email, the app, social media and by posting flyers around campus. In addition, a new laptop lending library is now in place and students from target populations are contacted to see if they would like to borrow one.  Next, students report needing a place to hang out during the day, evening and on weekends. Major improvements were made to the student lounge and the space is staffed by the Student Life and Engagement Specialist and student ambassadors during the day and in the evening, the weekend has yet to be addressed. Events have been held in the lounge and will continue to be held there throughout the year to make the space more visible.  Another common theme was a need for more support for online classes. The Academic Support Specialist is providing outreach to students to see how they are doing, encouraging them to get involved, and making referrals to services. She is present in the library during half of her time and has a designated space with a sign so students are aware that she is there for support. A more comprehensive Summer Bridge Program was offered prior to fall semester to help students meet more students, staff, and faculty. |

|  |  |  |
| --- | --- | --- |
| **Objective 2:**  Develop a First Year Experience Program to familiarize students with the FRC campus, and Quincy community that informs students about resources and programs available to them, and provides a support network of faculty, staff and other students. | **Action Plan (include who is responsible):**  Currently (fall of 2016), a First Year Experience Program for new students is being piloted. FYE has incorporated an expanded orientation into an entire week called “Week of Welcome.” Students were assigned to six groups and spent the first day of orientation through the end of the first week of school participating and competing in Olympic style events such as obstacle courses, pool events, lawn games, and a concert while enjoying bbq’s or other meals at each event. The week provided opportunities for students to build relationships with each other and with staff and faculty who participated as well.  Under the First Year Experience banner, we also held a faculty/staff-student mixer at Greenhorn Guest Ranch where students and staff were able to spend an evening together enjoying a bbq, games, music, and line dancing. First Year Experience has also incorporated several themed weeks which have been promoted and discussed in classes. Themes have included topics such as values, current events, and a book in common. The First Year experience program also will incorporate inviting special lecturers to speak on current topics, open discussions on current topics, and films to promote engagement and discussion. | |
|  | |  |

**Next Year’s New Objectives (fiscal year 2017-18)**

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

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| --- | --- |
| **Objective 1:**  Increase participation in the summer bridge program for fall 2017 by creating promotional material to distribute to students enrolled in basic skills courses and students who attend the priority registration events in the spring. Produce a promotional video to market the program. Continue to offer instruction from faculty and incentives for students. | **Action Plan (include who is responsible):**  The Director of SSSP and the Academic Support Specialist will work with a graphic designer to create a brochure to promote the summer bridge program. The brochure will be distributed at Day in the Mountains and Home Field Advantage and available in the counseling and advising office. Furthermore, during summer of 17 outreach by phone and email will be made to students enrolled in basic skills courses and students who are on academic probation. During Summer Bridge 2017, a videographer will be hired to produce a video to market the program. The video will be posted on the FRC website and sent out in a link via email to prospective participants.  Collaboration with English and math faculty will continue and evaluations completed by the students will be reviewed and used to make improvements to the program. Supplies and incentives will continue to be provided to the program participants. |
| **Connection to results from assessment of student learning and/or other plans:** The summer bridge program is an activity in the Student Equity Plan and will be integrated with SSSP and the Basic Skills initiatives. The program will provide remediation for students with English and math skills below college level and provide a refresher to students entering college. Furthermore, students will learn strategies to be a successful student and the resources available to them at FRC. Students will develop a relationship with their peers, faculty and staff. | **Resources/ Budget needed (if applicable):**  The SSSP and Equity budgets will fund the promotional materials, instructor stipends and the materials needed for the program. |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1200-30120-XXXX-632000 (various accounts)  1200-30190-XXXX-649000 (various accounts) |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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| --- | --- |
| **Objective 2:**  Assess the FYE program from 16-17 in both its academic and event elements and make a recommendation that it should be considered to adopt it as a class which all new students can take for credit. The course should include additional goals from the course/program including teaching life skills such as budget management, food purchase and prep, community service opportunities, and working with ASFRC to increase the number and quality of our campus clubs. | **Action Plan (include who is responsible):**  The Director of SSSP and the Student Life and Engagement Specialist with collaborate with faculty (currently the faculty leader is Chris Connell) to review the student activities and common week topics from the English courses during the 16-17 year to assess how to sustain and improve the program to make the most impact on improving student success. Options include but are not limited to integrating the activities and the goal of FYE into the College 100 course, create a new course, create a club or other “group” that students can join. |
| **Connection to results from assessment of student learning and/or other plans:** The First Year Experience program is described in the Student Equity Plan and the SSSP Plan and integrated with basic skills/pre-college level courses. First Year experience is a student success program that familiarizes students with the FRC campus including resources and programs available, and introduces students to a support network of faculty, staff and other students. | **Resources/ Budget needed (if applicable):**  The SSSP and Equity budgets will fund the materials and resources needed for the program. |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1200-30120-XXXX-632000 (various accounts)  1200-30190-XXXX-649000 (various accounts) |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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

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

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

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| Student Equity is a new program to Student Services at Feather River College. A plan was written in fall of 14 and revised and updated in fall of 2015. The activities from the plan are currently being implemented. |

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

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| Student Equity was not included in the last comprehensive program review, however components were added to the SSSP/Transfer CPR that was submitted in May 2016. |

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

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| Funding from the Chancellor’s Office is stable for the 16-17 year and it seems as though it will be in 17-18 as well. The Chancellor’s Office suspended the requirement to produce a new plan in Fall of 16 while they develop a template to integrate Student Equity, SSSP and Basic Skills into one plan. |

**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 27, 2016

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

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| --- | --- |
| **Objective 1:**  Work with other student services offices that offer forms of financial assistance for students to create financial services that are more seamless. | **Summary of Progress:**  The financial aid staff coordinated efforts with Krystal Drybread on EOPS/CARE book vouchers and Cal-Works student employment, Gretchen Baumgartner on TRIO Grants, and Carlie McCarthy on Student Equity book vouchers. |
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| **Objective 2:**  Implement the changes in regulations for verification of the 2016-2017 FAFSA’s. | **Summary of Progress:**  The entire financial aid office attended the FSA Training Conference for Financial Aid Professionals and received training on the revised regulations for verification for 2016-2017. |
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**Current Year Progress and Objectives**

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

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| **Objective 1:**  Gainful Employment data for award year 2015-2016 was reported to the National Student Loan Data System (NSLDS) | **Action Plan (include who is responsible):**  Andre, Agnes, and Maggie coordinated efforts to ensure timely submittal of 2015-2016 Gainful Employment data to the NSLDS. |
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| **Objective 2:**  The Financial Aid Office implemented the Feather River College Equine and Ranch Management Bachelor’s Degree Program. | **Action Plan (include who is responsible):**  FRC received state approval from the Chancellor’s Office and accreditation approval from the ACCJC for the Equine and Ranch Management Bachelor’s Degree Program. The Financial Aid Office added the Equine and Ranch Management Bachelor’s Degree Program to FRC’s Federal Program Participation Agreement (PPA) and Federal Eligibility and Certification Approval Report (ECAR). Cheryl McElroy made the necessary configuration changes (junior/senior class levels, higher Direct Loan limits) in Banner that were required to process students enrolled in the Bachelor’s Degree Program. |

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| **Objective 3:**  Financial Aid Satisfactory Academic Progress procedures were 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 reviewed appeals for students that have lost BOG Fee Waiver eligibility. |

**Next Year’s New Objectives (fiscal year 2017-18)**

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:**  Ensure smooth and successful implementation of Prior-Prior Year FAFSA for 2017-2018 academic year. | **Action Plan (include who is responsible):**  All financial aid staff received training on Prior-Prior Year FAFSA from the Chancellor’s Office and FSA Training Conference. Students are being informed of the changes to the FAFSA process at FRC financial aid and Cash for College nights and through the financial aid office itself. |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):** |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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| **Objective 2:**  Ensure smooth and successful implementation of Year-Round-Pell for 2017-2018 academic year. | **Action Plan (include who is responsible):**  Regulations for Year-Round-Pell for 2017-2018 have yet to be finalized. The financial aid office is awaiting further guidance from the U.S. Department of Education and the Chancellor’s Office. |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):** |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |

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 |

**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 $3,780,382 in federal grants and loans, state grants, and scholarships for 2015-2016. The 2015-2016 FISAP, BFAP-SFAA, and Osher reports have been submitted for 2015-2016 as well. |

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

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| Late reporting of enrollment data to the National Student Loan Data System (NSLDS) via the National Student Clearinghouse (Clearinghouse) by IT has been a significant issue as it can be viewed as FRC having a “lack of administrative capability” by the U.S. Department of Education. As a result of the U.S. Department of Education threatening to impose fines and/or sanctions for FRC not meeting its enrollment reporting obligations, a meeting was held with financial aid, administration, and IT to come up with a plan on how to rectify this issue. Maggie pledged to make enrollment reporting to the Clearinghouse a priority. |

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

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| The Chancellor’s Office is expected to begin rolling out their Financial Literacy Program in 2017-2018. The Financial Aid Office, in conjunction with SSSP/Equity, will be working together to ensure a smooth and successful implementation. |



**ANNUAL Program Review**

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

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

**Date of Submission:** October 28, 2016

**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:** |
| Improve the event “Home Field Advantage,” an alternative event to “Day in the Mountains” targeted to PUSD students. | The number of students and parents who attended increased due to more direct marketing to the high schools, and avoiding a late prom night. Additional staff volunteered to help, thus providing each student quicker access to an advisor. Technology glitches were anticipated and avoided. Evaluations showed a strong satisfaction with the program. | |

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| **Objective 2:** | | **Summary of Progress**: |
| Finish the development of the six remaining program cards for distribution at recruitment events. | Two of the existing rack cards (Transfer Degrees and general information) were updated. There are still plans to develop one for Culinary Arts and Health Care prerequisites, as well as an update for Business. In addition, several new Employment Outlook fliers were developed for Geography, Geology, Early Childhood, Elementary Teacher Education and Environmental Studies/Science. Also through the Equity program new tri-folds were developed for service areas including Veteran’s Services, EOPS, and DSPS. | |

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| **Objective 3:** | | **Summary of Progress:** |
| Support the efforts of the newly formed on-line marketing initiative. | This initiative was developed and presented by the Information and Communications Technology instructor. Unfortunately he left the college so the project did not go forward. | |

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| **Objective 4:** | **Summary of Progress:** |
| Develop strategies to recruit out-of-state students in Nevada and Oregon as a new residency policy is adopted. | The policy is clearly stated in the catalogue and is easily explained by recruiters and coaches. Awareness of the revised policy has resulted in an increase in students applying for in-state residency. |

**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):** |
| The 4 year degree program application process will be fully implemented and assessed for effectiveness. | The CSSO, the Assistant to the CSSO, and the Recruiter will develop and launch a process in collaboration with the Admissions Office. The effectiveness of this new process will be continuously monitored with a goal of attracting sufficient applicants to meet the cohort goals set by the Agriculture Program**.** |

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| **Objective 2:** | **Action Plan (include who is responsible):** |
| The $15,000 grant awarded for marketing the 4 year degree program will be spent in ways that attract capable students who have the desire to enroll in and complete the program. | The CSSO will arrange for the Agriculture Department and other Student Services staff to develop a plan to purchase the proper materials and services to effectively market this program. |

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| **Objective 3:** | **Action Plan (include who is responsible):** |
| Create YouTube videos that represent the academic programs and co-curricular activities in a positive and attractive manner, and attach these videos to the FRC website. | The CSSO will work with a consultant to develop a plan to film and edit video footage of instructional and student services programs. Once approved these videos will be available for viewing on the FRC website. |

**Next Year’s New Objectives (fiscal year 2017-18)**

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

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| --- | --- |
| **Objective 1:** | **Action Plan (include who is responsible):** |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):** |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |

|  |  |
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| **Objective 2:** | **Action Plan (include who is responsible):** |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):** |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |

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

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| --- | --- | --- |
| **Need** | **Resource Type** | **Rationale** (include connection to other plans) |
| *Example:* Staff training on effective written communication | Professional Development | See current year objective 2 |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

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| The marketing budget is used to support print materials such as the catalogue, brochures, and class schedule, place ads for special events and courses, support radio and newspaper ads, and advertise in specialized trade magazines. It is also used to purchase “swag” and other promotional materials distributed to prospective students. |

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

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| There is less reliance on print material which becomes outdated the minute it is produced. The website has increased in usage and importance. The college has increased its library of up-to-date pictures which can be used by all staff. |

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

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| Using video as a marketing strategy will be new to FRC, but is expected from our students. |



**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, 2016

**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:** |
| Work with ASFRC officers to identify issues that students care about most. | The President of ASFRC and the Student Trustee met monthly to identify issues that affect students. They were:   1. Slow Wi-Fi (especially at the dorms) 2. Food insecurity/hunger among students 3. Providing more student activities 4. Promoting student engagement within the classroom   This resulted in additional access points installed by IT on housing property; and a notice was sent to all students regarding food resources and how to apply for CalFresh. Through this input a Student Engagement Specialist was hired through the Equity grant which resulted in additional student activities. The fourth item, promoting more engagement in the classroom was not addressed. |

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| **Objective 2:** | **Summary of Progress:** |
| Work with ASFRC officers to find ways for students to have input on college-wide plans such as SSSP and Equity. | The President of ASFRC and the Student Trustee attended a special meeting where the Equity Plan was reviewed, and had an opportunity to provide input. The SSSP Plan did not require student input, but input is still welcome. |

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| **Objective 3:** | **Summary of Progress:** |
| 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. | Several new activities were offered throughout the year which included a diverse showing of movies once a month on campus or at the local theatre, bowling nights in town, a Cultural Fair, Diez de Mayo celebration, Halloween Dinner and Dance, Thanksgiving celebration, and fan based activities at various athletic events. |

**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):** |
| Work closely with the Student Engagement Specialist and Student Ambassadors to assure the appropriate number and variety of activities are offered and promoted. | The ASFRC President and Student Trustee will meet regularly with the Student Ambassadors to assist with their efforts to run and promote student activities. |

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| **Objective 2:** | **Action Plan (include who is responsible):** |
| Promote student involvement in the shared governance committee structure**.** | The CSSO will meet with the ASFRC President and the Student Trustee to determine which shared governance committees need students, and work to find students who are willing to serve. |

**Next Year’s New Objectives (fiscal year 2017-18)**

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

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

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| --- | --- |
| **Objective 2:** | **Action Plan (include who is responsible):** |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):** |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |

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

|  |  |  |
| --- | --- | --- |
| **Need** | **Resource Type** | **Rationale** (include connection to other plans) |
| *Example:* Staff training on effective written communication | Professional Development | See current year objective 2 |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

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| --- |
| It is difficult to attract students to run for office since they do not receive any compensation, and the CSSO has little time to assist them. Last year the Student Trustee was very active, and the ASFRC President was connected with many students, but the organization lacked structure. In the fall we reached out to faculty to solicit their support in nominating students who were seeking a leadership role. This resulted in a President and Vice President being elected. |

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

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| --- |
| The addition of a Student Engagement Specialist has mostly satisfied the students’ desire to have more fun activities and be provided with opportunities to meet new people and get involved. However, we are still struggling to embed students within the shared governance structure. |

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

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| Students will find a variety of ways to get involved and engaged. They are given many opportunities to provide input through surveys and focus groups. In general, we have improved greatly in knowing how our students feel about issues and services, and are developing ways to improve based on this input. |

**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:** 10/20/2016

**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 Residence Halls | **Summary of Progress:**   * Remodeled record number of units * Finished retaining wall * Painted traffic and parking areas |

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| **Objective 2:**  Continue adding to Student Life Program | **Summary of Progress:**   * Added a dorm food pantry * Implemented recycling program * Made residence hall central night in spirit week |

**Current Year Progress and Objectives**

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

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| **Objective 1:**  Continue residence Hall Improvements | **Action Plan (include who is responsible):**  Continue to work with Nick Boyd and the maintenance department for residence hall improvements   * Continue remodeling units * Finish retaining walls * Remove brush between 400 units and Managers house * Repave access roads * Fix irrigation / drainage problems |

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| **Objective 2:**  Continue Adding to student life program | **Action Plan (include who is responsible):**  **Continue working with Jeff Lewis and Student Services department**   * Spring semester student festival * Super Bowl Event * Cinco De Mayo Event |

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| --- | --- |
| **Objective 3:**  Continue Adding to residence hall summer program | **Action Plan (include who is responsible):**  **Continue working with athletic and maintenance departments**   * Add more camps for summer |
|  |  |

**Next Year’s New Objectives (fiscal year 2017-18)**

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 * Fix secondary laundry room * Restructure and Paint parking spaces upper and lower parking lots * Install parking, driving, and safety signs * Improve internet services at dorm * Upgrade to digital TV |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):**  Labor and capital improvement money |

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| **Objective 2:**  Continue adding to student life program | **Action Plan (include who is responsible):**  **Charlie Rifenbark will be responsible**   * Create intermural sporting leagues * Continue with student social events (game nights, movie nights, super bowl party, Cinco De Mayo) |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):**  Resident Hall management team time and effort. Funds for gaming equipment. Funds for technology improvements and food services. |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):** |
| Uncontrollable Increase: Residence hall currently does not have ability to play multimedia device(s) | |
| Safety: Increased student activities promotes safe social alternatives and fosters a sense of community | |
| New Student Attraction: Spring intermural focusing on sporting events not offered as sporting teams at FRC | |
| Student Success and Retention: Increased social opportunities, peer bonding, and community development will add to the comfort and joy experienced by student at residence hall | |
| Relation to Student Learning: Communication, health, exercise, and creating a positive environment for student success through an on campus home | |
| Support for employees to be effective: Support from maintenance Jason Newman, HES department, and athletic assistant coached | |
| Feasibility: Low cost sports coupled with utilizing residence hall management team, residence assistant program, and student labor will create a successful student activities program at dorms. | |

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| **Objective 3:**  Continue adding to residence hall summer program | **Action Plan (include who is responsible):**  Continue to work with maintenance and athletic department   * Add more camps for summer |
| **Connection to results from assessment of student learning and/or other plans:**  Strategic Plan 2.2.4, 3.1.2, 3.4.4 | **Resources/ Budget needed (if applicable):**  CSSO and Residence Hall management team time and effort |

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

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| --- | --- | --- |
| **Need** | **Resource Type** | **Rationale** (include connection to other plans) |
| Increase total student workers | Additional student worker hours | See current and new year objectives 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 5 years, both student life, and the physical conditions of the residence halls have dramatically improved. Rent collection is running well though student accounts and we are making the 1.2 bond obligation. The Feather River College Foundation is also reimbursing the college for the management labor cost at the dorms. All rooms are rented and the summer camp schedule has increased each season. |

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 the shortfall and include an $80,000 budget line item subsidization form the college. |

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

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

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

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

**Date of Submission:** October, 2016

**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:**  Train, develop, and implement CurricUNET into the advising structure. | **Summary of Progress:**  An advising module has not been developed by CurricUNET and it is uncertain if/when it will. However, CurricUNET is now fully functioning and used by faculty and the Curriculum Committee to review courses and move them through the approval process much more efficiently than the past practice. Although CurriUNET may not produce an online education planning tool, the curriculum inventory should be capable of integrating with Starfish, the Student Success Suite that was selected as the education planning and degree audit tool for the Education Planning Initiative (EPI). In July 2016, some of the advising staff had a live demo with a representative from Starfish and they felt that the tool had a lot to offer and would be a great took for the advising structure at FRC. Due to the constant demands of the IT department, it is uncertain when Starfish can be adopted. There are other installations (Shibboleth and then CCCApply) that need to occur first due to the structure of the portal. For now, Advisors and Counselors will continue to create education plans in Excel templates and share them with students via email. |

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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:**  The Institutional Researcher has been very helpful in providing lists of students who are eligible and who are not eligible for priority registration. Eligible students are notified and encouraged to schedule an appointment to meet with their advisor to register for the following semester. The advising team divides up the list of students who are not eligible and reaches out to them to encourage them to complete the missing component so that they will be eligible. When students complete the required components the record is tracked in banner so that they do not reappear on the list of ineligible. Due to the constant demands of the IT staff, SARS, which we thought would be implemented last fall, is still not in use. SARS (scheduling software) will allow Advisors to capture completion information for the core services. SARS also has the ability to feed information directly into banner which will eliminate some data entry and improve accuracy for MIS reporting. Last year during the APR processes, it was mentioned that SSSP could pay for the cost of IT assistance and this fall a contract was signed with SIG and there has been some progress so it may be a in use by the end of fall semester.  FRC was set to begin using the common assessment in fall 2017 for spring 2017 placement, but the assessment is still being developed and at this time it is uncertain when FRC will adopt the new instrument. The Advising Task Force will collaborate with instruction to develop a multiple measure instrument/guide to improve course placement.  The SSSP Counselor has been using the student intervention process to reach out to students who are struggling in their courses and meets with them to address the issues. She also reaches out to students who have been placed on probation and refers them to services such as tutoring and student success workshops.  For the ISP population, importance is still placed on completing assessment, orientation and an education plan even though priority registration is less of an issue due to a cohort model where classes are only available for inmates. Over the last year, an orientation video was produced, the catalog was updated to cover all required orientation topics and a multiple measures questionnaire was developed to assist with the placement process. An advisor has continued to assist with education plans and will be working on a letter to explain what the plan means and sequencing of courses. The job description for a Program Staff Specialist was finalized and the position is currently being advertised. My spring semester there will be a staff member designated to coordinating SSSP services within ISP. |

**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:**  Fully implement SARS into the Advising structure including integration with Banner and text messaging capability. | **Action Plan (include who is responsible):**  The CSSO recently approved hiring SIG to help with the SARS – Banner integration. Once that is complete, the Director of SSSP will coordinate training again for the Counseling and Advising staff who were trained early last year when a quicker implementation was anticipated. The MIS Specialist has also been helping with this process, however her time is limited due to the demands of MIS reporting and other projects ahead of this. |

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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):**  The Advising Task Force members will use the priority registration list produced by the Institutional Researcher to reach out to students who do not qualify for priority registration to encourage them to complete the core service(s) that they are missing, preventing them from being eligible.  Review orientation information delivered by categorical programs, athletics, and ISP to ensure all required components are covered and can therefore count as a primary orientation. The ATF will also work on adopting a consistent multiple measure instrument or practice to improve course placement and a way to complete assessment that does not rely only on Accuplacer. Develop more strategies to provide-follow-up services to students who are at-risk and students who are undecided about their major. |

**Next Year’s New Objectives (fiscal year 2017-18)**

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

|  |  |
| --- | --- |
| **Objective 1:**  Have a Multiple Measures instrument in place and begin validating the instrument by reviewing how the student was placed by using MM and reviewing final grade data and consulting with faculty when necessary to determine the effectiveness. | **Action Plan (include who is responsible):**  The Advising Task Force Committee will recommend a tool and/or practice to faculty and begin using the tool in fall 2017. After fall of 2017, an ATF subcommittee will work with the Institutional Researcher to begin validating the instrument after grades have been posted. |
| **Connection to results from assessment of student learning and/or other plans:**  As described in the SSSP plan, advisors and counselors utilize multiple measures including high school transcripts, transcripts from other colleges, test scores and non-cognitive measures when making a recommendations. Some populations of students have been identified through research at the state level as experiencing disproportionate impact when multiple measures are not use. Although Advisors and Counselors are using multiple measures, there currently is no consistency among those making recommendations. Furthermore, the Chancellor’s Office requires that the measurements used be validated. | **Resources/ Budget needed (if applicable):**  The SSSP budget will pay for any resources needed. |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1200-30120-XXXX-632000 |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

|  |  |
| --- | --- |
| **Objective 2:**  Assuming CCCAssess and SARS will be implemented during the 2016-2017 year, work with IT or SIG to begin implementing a system-wide portal that will give students access to self-assessments/career exploration, online orientation, and other education planning tools in one location. | **Action Plan (include who is responsible):**  Hire a permanent IT staff member to oversee implementation or contract with SIG. Attend professional development opportunities to train staff on using the new tools available. |
| **Connection to results from assessment of student learning and/or other plans:**  There are several initiatives from the Chancellor’s Office that are referenced in the SSSP Plan and the SSSP/Transfer CPR. Some initiatives are optional and some are mandatory to continue to receive SSSP funding. The initiatives provide consistency, improved accessibility and resources that contribute to student education and career planning and ultimately, success. | **Resources/ Budget needed (if applicable):**  The SSSP budget will pay for any contract work needed as well as contribute to the salary for a new permanent position. |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1200-30120-XXXX-632000 |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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

|  |  |  |
| --- | --- | --- |
| **Need** | **Resource Type** | **Rationale** (include connection to other plans) |
| Staff training on effective written communication | Professional Development | See current year objective 2 |
| 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.

|  |
| --- |
| SSSP is a new program to Student Services at Feather River College. Prior to SSSP, the college received some funding to provide matriculation services, however the funding has more than tripled allowing for more staff and services to be provided. A plan was written in fall of 2015 and some of the activities from the plan are currently being implemented, however more IT support is needed. |

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

|  |
| --- |
| A new comprehensive program review was written for SSSP/Transfer in May of 2016. The people who provide SSSP services are doing an excellent job as evident in the surveys collected each semester, but the program needs more IT support to keep up with the initiatives from the CCCCO. |

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

|  |
| --- |
| Funding from the Chancellor’s Office is stable for the 16-17 year and it seems as though it will be in 17-18 as well. The Chancellor’s Office suspended the requirement to produce a new plan in Fall of 16 while they develop a template to integrate SSSP, Student Equity and Basic Skills into one plan. |

**Appendix**

Attach supporting documents as appropriate.



**ANNUAL Program Review**

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

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

**Date of Submission:** 10/18/2016

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

|  |  |
| --- | --- |
| **Objective 1:**  At the end of each academic year, at least 70% of all SSS participants will be in good academic standing with a GPA of 2.0 on a 4.0 Scale. | **Summary of Progress:**  For 2015-16, 93% 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, 60% of participants will be retained in the college (or graduate or transfer). | **Summary of Progress:**  For 15-16, 79% 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**

|  |  |
| --- | --- |
| **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.  New this year is out Peer Mentor/Tutor program. We have a Mentor/Tutor in the office from 8:30 am to 1:00 pm for students to have drop in tutoring on most subjects. Four sophomore students are matched up with 2 to 4 freshman mentees. The mentees are students that have placed into basic skills level math or English classes. We are also having our Academic Success Workshops during the fall and spring. The SSS/TRiO Advising Center is open during the day for students to use the computer lab for study hall and in addition to the Peer Mentor/Tutors, SSS/Staff will assist students in their classes. |
| **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) and Peer Mentor/Tutors; Banner; StudentAccess software * Budget: As set by US Department of Education |

|  |  |
| --- | --- |
| **Objective 2:**  Retention/Persistence: Annually, 60% of participants will be retained in the college (or graduate or transfer). | **Action Plan (include who is responsible):**  We are currently helping TRiO/SSS students complete graduation petitions for Fall 16 and Spring 17, transfer in classes from other colleges and complete CSU/UC transfer applications for Fall 2017. Also, all three of the TRiO/SSS Advisors are currently making appointments with our advisees for Spring 2017 priority registration. |
| **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: TRiO/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 2016-17)**

|  |  |
| --- | --- |
| **Objective 1:**  At the end of each academic year, at least 70% of all SSS participants will be in good academic standing with a GPA of 2.0 on a 4.0 Scale. | **Action Plan (include who is responsible):**  All TRiO/SSS staff and Peer Mentors/Tutors will continue to assist students in their classes. Advisors will review the progress reports as they are turned in and meet with students that need follow-up. |
| **Connection to results from assessment of student learning and/or other plans:**  Strategic Plan – Goal 2.2, 2.3  Student Services SLO – 2,4 | **Resources/Budget Needed:**   * Resources: TRiO/SSS staff time (academic and Advising support); Banner; Student Access software * Budget: As set by US Department of Education |

|  |  |
| --- | --- |
| **Objective 2:**  Retention/Persistence: Annually, 60% of participants will be retained in the college (or graduate or transfer). | **Action Plan (include who is responsible):**  All TRiO/SSS Staff will continue to advise and assist students in achieving their AA/AS degrees or certificates and transfer to 4 year colleges. |
| **Connection to results from assessment of student learning and/or other plans:**  Strategic Plan – Goal 2.2, 2.3  Student Services SLO – 4,5,6  SEM Plan | **Resources/Budget Needed:**   * Resources: TRiO/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)**:** |
|  | NA |  |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

|  |
| --- |
| We are currently finishing off the acceptance of the new participants and making sure all files are complete. The students are also beginning to schedule appointments for Spring 17 advising. All three TRiO/SSS Advisors have full caseloads and keep busy.  New this year is the FAFSA applications for the 2017-2018 school year is opening October 1st and we have planned a “Completing the FAFSA” workshop for October 4th to help the students complete them as early as possible. The FAFSA also uses the 2015 taxes making it easier for students and parents to complete it without waiting for taxes to be filed.  TRiO/SSS will collaborate with the transfer center to take four transfer trips this fall; UNR, UC Davis, CSU Chico, CSU Sacramento. The UC Davis trip was a big success with 10 students and 2 staff enjoying a great tour. One of these students has also completed her TAG for early admittance to UC Davis.  We have hosted four TRiO/SSS Student Orientations and assisted with the Career, College, and Transfer Fair. Later in the semester we will host 2 financial literacy workshops, a workshop on how to write a personal statement for UC applications, and a study skills workshop.  The U.S. Department of Education has stated the annual performance report will be on time and they should open the TRiO/SSS site for submissions in November. |

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

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| --- |
| NA |

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

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| --- |
| Last year was the first year of the Peer Mentor program and we have made some changes for this year. The biggest change is they are also serving as tutors. The Peer Mentors/Tutors work in the office for 6 hours a week each to allow students to drop in and get assistance in almost every subject. The other significant change is we had the mentors and mentees apply to be a part of the program. This will hopefully help with participation of the TRiO/SSS students. |

**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:** September 26, 2016

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

|  |  |
| --- | --- |
| **Objective 1:** | **Summary of Progress:** |
| **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 2015-16 academic year and continuing in school for the 2016-17 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 2015-16 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 **70.2%** 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 **85%** 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. Five cohorts of students who enrolled in postsecondary education (graduates from the classes of 2012, 2013, 2014, 2015 and 2016) are currently being tracked. They will be tracked for 6 years following their high school graduation. |

**Current Year Progress and Objectives**

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

Will your allocated resources be sufficient given your objectives?

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| --- | --- |
| **Objective 1:** | **Action Plan (include who is responsible):** |
| **1. Secondary School Persistence: 97%** of non-senior participants served each project year will complete the current academic year and continue in school for the next academic year at the next grade level. | The Director of ETS, and the two ETS advisors, will design and deliver programs, and offer support, which will foster academic success at target schools throughout the academic year. Individual academic advisement will be provided as and when necessary. |

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

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| --- | --- |
| **Objective 3:** | **Action Plan (include who is responsible):** |
| **3. Rigorous Program of Study: 40%** of seniors served during the project year will complete a rigorous secondary school program of study and will graduate during the project year with a regular secondary school diploma within the standard number of years. | The Director of ETS and the two ETS advisors will work closely with school counselors and administrators at each target school in order to assist students in the development of Individual Education Plans that include a rigorous course of study. Individual academic advisement and support will be provided as and when necessary. |

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| **Objective 4:** | **Action Plan (include who is responsible):** |
| **4. Postsecondary Education Enrollment: 68%** of participants, who have graduated with a regular secondary school diploma, during the project year, will enroll in an institution of higher education by the fall term immediately following high school graduation or will have received notification by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic term. | The Director of ETS and the two ETS advisors will work closely with school counselors and administrators at each target school in order to provide support and advisement services to juniors and seniors. Specific focus will be given to college exploration, standardized test preparation, completion of college admissions and financial aid applications, financial literacy and important filing restrictions and deadlines. |

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

**Next Year’s New Objectives (fiscal year 2017-18)**

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.

|  |  |
| --- | --- |
| **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.

|  |  |  |
| --- | --- | --- |
| **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 as there are no storage cupboards/shelves and both of the advisors work in the same small space as the director while another area could house suitable work stations. |

**Summary Update from Comprehensive Program Review**

Based on information and/or data provided:

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

|  |
| --- |
| Working with six high schools and four elementary schools in three counties, the previous ETS five year grant expired at the end of August 2016. All of the ETS objectives were met in all five years of that grant cycle, as reported in the yearly APRs to the Federal Government. FRC was recently awarded a new grant for a further 5 years of funding for the ETS grant program. The grant proposal was awarded the maximum 318 points out of 318, showing that it had successfully demonstrated the need in its service area, the strength of its services, its FRC and local community partnerships and its commitment to the success of its ETS participants. |

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

|  |
| --- |
| The last CPR was submitted in the spring of 2016. A new advisor began working with the program on October 3rd to replace a temporary advisor who had been in place until June. A new five year grant cycle began on September 1st 2016. |

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

|  |
| --- |
| a) Training of a new ETS advisor.  b) Hopefully, some office alterations/provision of furniture to better utilize the space we have and to provide more ergonomic work stations for ETS employees, along with storage space for our equipment & supplies currently being housed in cardboard boxes or piled up on filing cabinets. |

**Appendix**

Attach supporting documents as appropriate.

Please find attached the 2017-18 Budget Proposal for ETS.



**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, 2016

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

**Instruction**

**Student Services**

**Assessment of Past Progress**

Describe your progress on your previous year’s objectives:

|  |  |
| --- | --- |
| **Objective 1:** | **Summary of Progress:** |
| 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. | 87% of participants served during the project year had a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year. |

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| --- | --- |
| **Objective 2:** | **Summary of Progress:** |
| 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. | 100% of UB seniors served during the project year, achieved at the proficient level on state assessments in reading/language arts and math. |

|  |  |
| --- | --- |
| **Objective 3:** | **Summary of 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. | 98% 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. |

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| **Objective 4:** | **Summary of Progress:** |
| 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. | 67% 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 2016 with a regular secondary school diploma. |

|  |  |
| --- | --- |
| **Objective 5:** | **Summary of Progress:** |
| 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). | We do not have sufficient data to report the progress on this objective for Fall 2016. 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 83%. |

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| **Objective 6:** | **Summary of Progress:** |
| 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. | We do not have sufficient data to report the progress on this objective for Fall 2016. 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 21%. |

**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):** |
| Complete and submit the grant proposal for another 5 year cycle of funding to support the Upward Bound program. | I have been working diligently with the consultant to write the proposal and garner the letters of support to be submitted with the proposal. The proposal is due November 28th and Katie Schmid is the Authorized Organizational Representative to upload the grant to the Grants.gov site. |

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

**Next Year’s New Objectives (fiscal year 2017-18)**

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

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

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| --- | --- |
| **Objective 1:**  **Academic Performance--Grade Point Average (GPA)** 85% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year. | **Action Plan (include who is responsible):**  See Plan of Operation in the attached draft grant proposal |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):** |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1200 XXXXX- XXXX- 649200 (pending grant award) |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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| --- | --- |
| **Objective 2:**  **Academic Performance on Standardized Test** 50% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math. | **Action Plan (include who is responsible):**  See Plan of Operation in the attached draft grant proposal |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):** |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1200 XXXXX- XXXX- 649200 (pending grant award) |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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

|  |  |
| --- | --- |
| **Objective 4:**  **Secondary School Graduation** (rigorous secondary school program of study) 55% of all current and prior year UB participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study. | **Action Plan (include who is responsible):**  See Plan of Operation in the attached draft grant proposal |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):** |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1200 XXXXX- XXXX- 649200 (pending grant award) |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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| **Objective 5:**  **Postsecondary Enrollment** 70% of all current and prior UB participants who graduated from high school during the school year with a regular secondary diploma will enroll in a program of postsecondary education by the fall term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester (e.g., spring semester). | **Action Plan (include who is responsible):**  See Plan of Operation in the attached draft grant proposal |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):** |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1200 XXXXX- XXXX- 649200 (pending grant award) |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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| **Objective 6:**  **Postsecondary Completion** 40% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance by deferred enrollment, will attain either an associate’s or bachelor’s degree within six years following graduation from high school. | **Action Plan (include who is responsible):**  See Plan of Operation in the attached draft grant proposal |
| **Connection to results from assessment of student learning and/or other plans:** | **Resources/ Budget needed (if applicable):** |
| **If new resources are requested, address the following criteria:** | **Budget code -if applicable (include Fund, Organization, and Account codes):**  1200 XXXXX- XXXX- 649200 (pending grant award) |
| Uncontrollable Increase: | |
| Safety: | |
| New Student Attraction: | |
| Student Success and Retention: | |
| Relation to Student Learning: | |
| Support for employees to be effective: | |
| Feasibility: | |

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

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

Based on information and/or data provided:

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

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| We are currently in the midst of our fifth year of the five year Upward Bound funding cycle (September 2019-August 2017). We will be submitting our proposal in the next two weeks for another five years of Upward Bound funding (Due November 28th). Our program is currently fully staffed and functioning as outlined in the Plan of Operation in the current grant. We are in the process of preparing our annual report to the U.S. Department of Education that is due December 2nd. |

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

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| We are overdue for a new Comprehensive Program Review, but have not made that report a priority as the grant proposal process and annual report to federal funders has been our top priority. |

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

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| We have moved to offering Saturday Academies to our participants on a quarterly basis instead of a monthly basis. We are doing this to avoid transporting students during inclement weather during the winter months and is justified by the declining participation in these events during the winter months. This change has also been written into the Plan of Operation in the pending grant proposal. The other significant change pending grant approval is a reduction in staffing. The proposal pending approval does not include the Senior Office Assistant position. There simply was not enough money to justify this position in the proposal. These duties have will be absorbed by all other Upward Bound staff. |

**Appendix**

Draft grant proposal may be attached upon request.