

**Sample of work completed at committee level in Fall 2015 to
Identify and collect evidence for the 2018 self-evaluation for the ACCJC**

**Sample Assignments for Student Services Council
Prepared by Advising Task Force**

I.B 6

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluates the efficacy of those strategies

- As explained in the 2015-2016 student equity plan, we analyze groups for achievement based on income levels, remedial levels, ethnicity, disability, foster youth, veterans, EOPS, special programs such as EOPS and CalWorks as well as male and female.
- In the past students on dismissal were required to meet with an advisor or a counselor to develop a learning contract. The learning contract addresses the area the student was struggling and solutions such as referrals for tutoring, course overload, best time of day for courses, and a clear path to completion.
- Students on Academic Dismissal were also required to take College 100/ Successful Student.
- Students on dismissal were required to complete a progress report half-way through the semester.
- EOPS and TRIO programs are targeted towards first generation, low income, basic skills (EOPS), and disabled students. These programs also requires students to complete a progress reports mid-term.
- All student athletes are required to complete a progress report mid-term.
- EOPS meets with students three times per semester.
- Cindy was recently hired with SSSP funds to provide counseling services and follow up services for students who have been identified as at risk.
- Student intervention process in place to encourage faculty and staff to be proactive and notify counselor when they have an academic or behavioral concern
- Increased students access to computers with weekend lab hours
- In the Equity plan we have identified specific groups that are not succeeding at the same rate others based on access, course completion, basic skills, degree and certificate completion and transfer. Currently developing plan to target the populations in each of those categories to implement strategies to lessen the gaps.

II.C 5

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence:

- Content of TRIO grants and proposals outlines the specific services that must be provided.
- Advising task force monthly meetings
- NACADA – Academic Advising Association that provides professional development
- Transfer workshops
- Transfer trips
- Faculty produce major advising worksheets
- College and career fair
- CCCAA- Athletic advising training
- TRIO Training
- COE Council for opportunity
- SSSP training provided by the CCCCO- Karen and Carlie attend
- DITM Collaboration with faculty and training prior to

Second Statement:

- Orientation is provided for new students both on campus and online
- SSSP – provide and collect data for orientation, assessment, counseling and advising and follow-up services
- TRIO, EOPS, and follow up, athletic orientation
- Catalog – available online or printed copy, disbursed at DITM and NSO.
- Transfer Workshops
- On the spot admissions opportunities
- Binder with all information given to all new students who attended NSO.
- Application and personal statement- transfer
- Admissions Policy- ask Leslie
- Ongoing Advising
- Surveyed Sophomore students about advising experience while at FRC spring 2016
- Advising surveys now in place at the end of each semester – student can complete on paper or through a google survey.

Sample Assignments for Strategic Planning Committee

Prepared by C. Connell and D. Lerch

I.A.3

The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

- Educational quality
 - Curriculum handbook and AP 4020: curriculum process
 - Ed Plan
 - Creation, approval, and assessment of SLOs: SLOs approved by CC and SSC, assessed regularly
 - AP 7121, 7122: faculty hiring
- Community leadership
 - Instructional service agreements: Chester Chorus, USFS, Lake Almanor Fitness
 - Community education program
 - Leadership roles in community: Rotary, Chamber of Commerce, Audubon
 - Book in Common presentations and events
 - Sustainability film series
 - Internship program: involvement with businesses, USFS
 - Wild and Scenic film festival
- Institutional planning and decision making
 - APR and CPR process (AP 3250)
 - Prioritization and funding decisions by SPC as they relate to APRs

I.B.5

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

- APR and CPR process (AP 3250)
- SLO assessment plan
- SLO assessment report
- SLOAC minutes with CPR submitters
- Curriculum Committee review of courses and programs
- Scorecard (CCCCO) report to BOT
- Equity report
- Internal datamart: used in APRs and CPRs
- Distance Ed addendums in CC
- Report to COI: report by success by program and delivery mode (October 2015)
- Rubrics for CWSLOs
- 2015-2019 Strat Plan