



REPORT TO BOARD OF TRUSTEES
SUPERINTENDENT/PRESIDENT - KEVIN TRUTNA, ED.D.
SEPTEMBER 11, 2014

In response to my recent evaluation, some comments asked for more “academic matters” in the report to the board. While our accomplishments, successes, and activities are very important, it is essential not to lose sight of a focus on academics specifically in these communications. Included in this report is a resolution by the Plumas County Board of Supervisors about the Book in Common, my notes from a meeting with UC President Janet Napolitano, as well as an accreditation update. Future reports will include updates on ensuring academic integrity in our off campus programs, highlighting individual academic programs, as well as integration of SLOs into teaching and learning. Thank you for the feedback and I believe this will improve the communication across campus as we all strive to serve the educational needs of our students.

1. STUDENT AND EMPLOYEE ACHIEVEMENTS

California Community Colleges Board of Governors Announces Energy & Sustainability Award Winners

SACRAMENTO, Calif. – The California Community Colleges Board of Governors has selected winners of the annual Energy and Sustainability Awards competition. The awards are presented to community colleges or districts that promote energy efficiency and sustainability on their campuses.

Four of these awards were given to colleges who initiated projects that excelled in maximizing Proposition 39 funding, which is distributed to California community colleges to make energy efficient upgrades to their campuses. A separate award was given to a college faculty and student group that developed an outstanding sustainability initiative.

Self-generation projects winner: Cañada College, in Redwood City for its 1.2 megawatt ground-mount solar project.

Honorable mention: Feather River College, in Quincy for its fish hatchery solar project.

The LVN nursing program had a pass rate of 89% on the recent state board examinations. This compares with the 74% overall state average. The LVN class is having a first clinical rotation at Seneca Hospital in Chester in addition to Eastern Plumas Hospital in Portola and Plumas District Hospital.

There are 3 EMT classes this semester: Chester Fire Department, Graeagle Fire Department and one on the FRC campus. The inaugural Advanced EMT class started with EMTs from Sierra County, Plumas District Hospital, and Eastern Plumas District Hospital.

Incarcerated Student Program just held its fourth graduation at Central California Women’s Facility. There were 36 graduates who received their Associate in Arts degree. The Superintendent of the Office of Correctional Education (OCE) was in attendance and remarked that out of 118 AA degrees for incarcerated individuals statewide, FRC granted 1/3 of those degrees.

FRC alumni, **Derick Wyman** (2013) is majoring in Political Science at Point Loma University with an emphasis in Middle Eastern relations and Arabic. He is studying this semester in Amman, Jordan.

Environmental Student **Danny Cressy** was selected to receive a \$500 scholarship from Central California Inland Fisheries Kokanee & Salmon Foundation, Inc. This is in addition to the Phil Johnson Memorial scholarship (Osher endowment) that is given each year.

The Plumas County Fish and Game Commission agreed to purchase 25,000 rainbow trout eggs for the hatchery a cost of \$999.99. They should arrive at the end of September.

For professional development and to reinvigorate global studies areas, **Dr. Paul Vaughn** and **Dr. Katie Desmond** will be attending the International Studies Association Conference in Pasadena on September 27th & 28th. Look for these new ideas to make their way into the curriculum and teaching in the near future.

Rajinder Gill and **Amy Schulz** are presenting a national webinar on Tuesday, September 16th for NACCE on our New World of Work findings and applications for workforce development and the classroom. http://www.nacce.com/events/event_details.asp?id=472632# Topics will include:

- What are the differences of the 20th Century vs. 21st Century workplace?
- What is the role of 21st Century Skills, aka non-cognitive skills, in the New World of Work?
- What are the top non-cognitive skills?
- How do teaching methodologies need to adapt to prepare students for the New World of Work?

The FRC Volleyball team is off to a great start and went 4-0 against tough competition to start the season.

The Women Students' Support Network has started. It meets every Thursday in the library conference room from 12:30-1:30 pm. The goal of the group is to help students who fall outside of regular support mechanisms. Leaders are planning an emergency childcare phone tree, working with PRS to get speakers to let women know of available services in the area, and to be there as a support group especially for women in their first two semesters and those going through divorce and child custody issues.

A presentation of *Before You Barefoot* takes place in Quincy at the West End Theatre on September 26th and 27th. It's a new black comedy by faculty member **Margaret Elysia Garcia** and features faculty member **Michelle Fulton** and students **Timothy Kauffman**, **Adrienne Vaughn**, and **Josh Huddleston** (on loan from Chester Community Choir) among other community members from Quincy and Indian Valley. The play features a Greek Chorus, Supremes' songs, and good old fashioned relationship revenge, this play will be eligible for other festivals.

The FRC women's Soccer team is currently ranked 17th in the nation! Coach Don Williams reports that this is a first for FRC.

Constitution Day will be celebrated on September 22nd and organized by the Political Science 101 students. Students are also creating a "Constitution Day at FRC" link that will be available from the Political Science webpage.

2. SUPERINTENDENT/PRESIDENT PREVIOUS MONTH'S ACTIVITIES REPRESENTING FRCCD

- a) August 22 – Welcomed new students at FRC Orientation
- b) August 22 – attended **Henry Martin** retirement dinner
- c) August 25 – met with **Steve Paulsen** regarding escrow account
- d) August 26 – ALS ice-bucket challenge
- e) August 27 – met with FRC Foundation Director **Carolyn Shipp** and steering committee
- f) August 28 – Tourism Council meeting
- g) August 28 – FRC Foundation Executive Council meeting
- h) September 2 – attended men's and women's soccer games vs. Yuba College
- i) September 3 – met with **Neal Caiazo**, FRCCD Board of Trustees Candidate
- j) September 4 – met with University of California System President **Janet Napolitano** regarding UC and community college transfer initiative at Merced College
- k) September 5 – attended men's soccer game vs. Fresno City College at Cosumnes River College
- l) September 5 – attended volleyball game vs. Sierra College at Sacramento City College
- m) September 8 – Quincy Rotary meeting
- n) September 9 – Plumas County Board of Supervisors meeting for Book in Common Resolution
- o) September 11 – Quincy Chamber of Commerce Executive Committee meeting

3. PLUMAS COUNTY BOARD OF SUPERVISORS ADOPTS *THE BOOK THIEF* AS BOOK OF THE YEAR

Dr. Joan Parkin; students **Alyssa McCollum**, **Alexis DePaolis**, **Rillie Cantrell** and **Chelsey Kostick** with her seeing eye dog, **Brogan**; and **Dr. Kevin Trutna** presented *The Book Thief* at the Plumas County Board of Supervisors meeting where they adopted the resolution making the selection the Book in Common of the Year for Plumas County.

The Supervisors were excited about the project and they want to be included in choosing future books while endorsing both literacy awareness and promoting intellectual discussions about common reading material for all of Plumas County.

RESOLUTION NO. 14- 7999

A RESOLUTION OF THE PLUMAS COUNTY BOARD OF SUPERVISORS PROCLAIMING "THE BOOK THIEF" BY MARKUS ZUSAK AS THE BOOK IN COMMON FOR THE COUNTY OF PLUMAS FOR 2014-2015

Whereas, the County of Plumas values reading, reflection and action in support of building a sense of community, strengthening literacy and advancing the common good; and

Whereas, the Book in Common's goal is to create a foundation for lifelong learning by understanding oneself and others and to intellectually, critically and emotionally reflect on one's experiences and roles in society; and

Whereas, programs such as the Book in Common enhance the intellectual community, foster dialogue on important social issues, and value the diverse cultural perspectives found in contemporary society; and

Whereas, the Book in Common is designed to create partnerships, discussions and collaborations between Feather River College, Plumas Unified School District and all residents of Plumas County; and

Whereas, Feather River College has selected *The Book Thief* by Markus Zusak as the Book in Common.


Now, Therefore, be it resolved, that the Plumas County Board of Supervisors hereby recognize *The Book Thief* by Markus Zusak as the Book in Common for 2014-2015 and urge all citizens to read, reflect and take action in support of the common good of the community.

The foregoing Resolution was duly passed and adopted by the Board of Supervisors of the County of Plumas, State of California, this 9th day of September, 2014 by the following vote:


AYES: SUPERVISORS GOSS, SIMPSON, SWOFFORD, KENNEDY

NOES: NONE

ABSENT: SUPERVISOR THRALL


Chair, Board of Supervisors

ATTEST:


Clerk of the Board

4. FRC AND US FOREST SERVICE HOST 50TH ANNIVERSARY CELEBRATION OF THE CIVIL RIGHTS ACT AND THE WILDERNESS ACT

Feather River College and Plumas National Forest host **Rue Mapp**, founder of Outdoor Afro, on Wednesday, September 24th at 12:00 noon on The Green (above the Student Center) for her talk “Our Wild & Civil Rights: A Celebration of the 50th Anniversaries of the Wilderness & Civil Rights Acts”. Plumas National Forest Supervisor **Earl Ford** will introduce Rue.

During her childhood, founder Rue Mapp split her time between urban Oakland, California and her families’ working ranch in the Northern woodlands, where she cultivated a passion for natural spaces, farming, and learned how to hunt and fish. As a youth, her participation in the Girl Scouts and Outward Bound broadened her outdoor experiences, such as camping, mountaineering, rock climbing, and road bicycling. But Rue was troubled by the consistently low numbers of African Americans participating in these activities. So for two decades, Rue has used digital media as an important and practical tool to connect with people of color who share her outdoor interests. Outdoor Afro emerged naturally from these experiences.

Our Wild & Civil Rights



Rue Mapp
Founder of Outdoor Afro
12:00 noon at the Green
(Above the Student Center)
Wednesday, September 24
Feather River College

A Celebration of the 50th Anniversaries of the Wilderness & Civil Rights Acts



Rue has a B.A. from the University of California, Berkeley, where she was inspired by her study of the artistic representation of the American forests. She is also a successful entrepreneur whose game and hobby store start-up ([It's Your Move](#)) remains an important part of the Oakland community. In 2010, Rue was honored to be invited to the White House to participate in the [America's Great Outdoors Conference](#) where President Obama signed an historic memorandum to help reconnect all Americans to the Great Outdoors, and was invited back to take part in a think-tank to inform the launch of the First Lady's [Let's Move](#) initiative. She was also appointed program officer at the [Stewardship Council](#) Foundation for Youth Investment where she served for two years to manage its grant programs.

Recently, Rue was named a Hero in Backpacker Magazine, honored as part of [the Root 100](#) of the top black achievers and influencers for 2012, and received the Josephine and Frank Dunaneck award for her humanitarian efforts. Rue is a proud mother of three active children – Seth, Arwen, and Billy, lives in the beautiful San Francisco Bay Area, and especially enjoys hiking, camping, biking, birding, and kayaking.

5. ADA REASONABLE ACCOMMODATIONS PRESENTED TO BOARD OF TRUSTEES – DAVID BURRIS & MARCI LANG

Outline

- The Rehabilitation Act of 1973
- The ADA
- The FEHA
- Key Points to Know
- What is a Disability?
- The Law and Reasonable Accommodations
- The Workplace and The Interactive Process
- Reasonable Accommodations for Students
- DSP&S
- When an Accommodation is NOT Reasonable (students)

The Rehabilitation Act of 1973

- The Rehabilitation Act **prohibits discrimination on the basis of disability** by the federal government, federal contractors, and by recipients of **federal financial assistance**. Organizations that receive federal funds are required to make their programs accessible to individuals with disabilities.

Americans with Disabilities Act

- Originally enacted in 1990 and recently revised in 2008 (effective 1/1/09), the ADA **prohibits discrimination on the basis of disability in employment**, state and local government, public accommodations, commercial facilities, transportation and telecommunications.

Fair Employment and Housing Act

- The FEHA is the principle California statute prohibiting employment discrimination found in CA Government Code 12900–12996. It prohibits employment discrimination based upon:
 - Race or Color
 - Religion
 - National Origin
 - Physical or Mental Disability
 - Medical Condition
 - Marital Status
 - Gender
 - Sexual Orientation/Identity
 - Age (40+)
 - Pregnancy, childbirth or related medical condition
 - Military or veteran status

Key Points to Know

- The Rehabilitation Act, ADA, and FEHA **prohibit unlawful employment discrimination**.
- The Rehabilitation Act, ADA, and FEHA **require reasonable accommodations for individuals with disabilities which do not create an undue burden**.
- The Rehabilitation Act, ADA, and FEHA allow for **monetary awards in lawsuits**.

What is a Disability?

A physical or mental disability is a **condition that limits a major life activity** (walking, seeing, hearing, breathing, eating...) or bodily functions (cell growth, bladder, bowel, brain...).

Reasonable Accommodations

A reasonable accommodation is ...
"... any ***necessary and appropriate modification or adjustment*** not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of human rights and fundamental freedoms."

Examples of Reasonable Accommodations in the Workplace

- > Providing or modifying equipment or devices.
- > Job restructuring.
- > Part-time or modified work schedules.
- > Reassignment to a vacant position.
- > Adjusting or modifying examinations, training materials.
- > Providing readers and interpreters.
- > Making the workplace readily accessible.

Reasonable Accommodations in the Workplace

- > The Rehab Act, ADA, and FEHA require the use of ***reasonable accommodations*** for employees or applicants with disabilities in order to ***perform essential job functions*** or take part in the application process.
- > Reasonable accommodations are ***not required*** if the employer can demonstrate an ***undue hardship*** on their operations.
- > Reasonable accommodations are planned and implemented through an ***interactive process***.

Reasonable Accommodations: The Interactive Process

- > Done with the employee, supervisor and Human Resources.
- > Attempt to find reasonable alternatives in order to accomplish essential functions of the job.

Reasonable Accommodations for Students; Course and Program Accessibility

Colleges are required by state and federal law to provide course and program accessibility through the offering of services designed to provide students with disabilities an equal opportunity to attain the same level of performance, or to enjoy equal benefits and privileges, as students without disabilities. These services:

- > Must be provided in a timely manner.
- > Must be decided upon on an individual, case-by-case basis, through an interactive process with the student, considering the functional impact of the individual student's disability.
- > Must be offered UNLESS they are a fundamental alteration to the curriculum.

Commonly Provided Student Accommodations/Services

- > Alternate Media
- > Assistive Listening Device
- > Assistive Technology
- > Test accommodations (extended time, distraction-reduced testing site, the use of a reader and/or a scribe, and/or the use of Assistive Technology while testing)
- > Adjustments to class activities (more time to practice hands-on tasks, the use of an aide in class, etc.)
- > Equipment Loan (digital recorder, rolling backpack, calculator, etc.)
- > Priority Registration
- > Registration Assistance
- > Disability-Related Counseling
- > Scribe
- > Reader
- > Tutor
- > Notetaker/Shared Notes
- > Sign Language Interpreter
- > Service Animal
- > Emotional Support Animal
- > Transportation (On Campus)
- > Mobility Assistance
- > Preferential Seating
- > Adapted/Adjustable Furniture
- > Adapted Physical Education

The History of DSP&S in California

Disabled Student Programs and Services (DSP&S) as an entity was enacted in California through the passage of an Assembly Bill in 1976. (AB 77; Lanterman) The purpose of the bill was to provide funding to cover the 'excess costs' involved when providing support services and instructional programs for students with disabilities in the California Community Colleges.

Our Tasks ...

- ▶ Evaluate each situation and determine which accommodations/services are reasonable and which are not. The interactive process in our case is between the student and the DSP&S Coordinator.
- ▶ Respond quickly in order to implement reasonable accommodations in a timely manner. This often involves processing textbooks to obtain alternate formatting, hiring tutors and notetakers, letting instructors know what accommodations have been approved for students in their courses, etc., all within the first few weeks of a semester.
- ▶ Provide day to day support and assistance to our students.
- ▶ Document and report, document and report, document and report ...!!!

Reasonable Accommodations

The purpose of an accommodation is to adjust for the effect of the student's disability, not to dilute academic requirements.

When an Accommodation is NOT Reasonable

A college is not required to offer/provide accommodations to a student with a disability when:

- ▶ The educational standards or mission of the college would be substantially altered.
- ▶ The nature of the course or program would be fundamentally altered.
- ▶ The student is not 'otherwise qualified' (with or without accommodations) to meet the academic and technical standards required for admission or participation in an educational course or program.

NOT Reasonable When ...

- ▶ The effects of the disability cannot be overcome even with the accommodation.
- ▶ The student would not be able to complete the course or program even with the accommodation.
- ▶ The accommodation would cause an undue financial or administrative hardship (college-wide).
- ▶ The individual would pose a direct threat to the health or safety of himself/herself, or to others, if participating in the course or program.

"Accommodations don't make things easier, just possible, in the same way that eyeglasses do not improve the strength of eyes, they just make it possible for the individual to see better."

M. Samuels, 1992 - Asking the Right Questions.
The Learning Center, Calgary

6. FOLLOW-UP REPORT FROM VISIT WITH UC PRESIDENT JANET NAPOLITANO

Attached are my notes from the meeting with UC President Janet Napolitano and about 12 community college presidents from the Central Valley and Northern California.

UC President Janet Napolitano
Transfer Meeting
Merced College
September 4, 2014

Over half of U.C. Transfers come from $\frac{1}{4}$ of California
Community Colleges - very low numbers in north

Transfer Action Team Recommendations UC TaskForce

- Increase communication w/community colleges: staff & students
- Distribution of transfer students - in North state very low
- Start w/ 3 of most popular majors and look at transfer issues
- Transfer students graduate at same or higher rate as entering freshman.

Comments from Presidents 12 Community College Presidents

- Role of IGETE - useful for some majors but hindrance for others - time for IGETE approval
- Need for transfer reps to be on campus
- UC philosophy \rightarrow traditional FT college student model on campus \rightarrow many CC students do not fit this model so private colleges have stepped in to fill this void \rightarrow increasing numbers of transfer to privates
- UC looking at online but still keep brick & mortar model and FT student model
- CC concerned about access and equity across socioeconomic status but this conflicts with FT student model
- AAT/AST streamlined and transferable to other campuses vs. current UC transfer model that has different requirements
- How can we help the transition from CC to UC beyond a one shot orientation.

- Has UC explored electronic outreach such as webinars/chats
 - still need the impact of student-to-student contact and success stories
 - could be a virtual learning community before transfer

UC Committed to CC Transfer

- importance of UC transfer centers to do outreach
- face to face and student to student interaction
- look at breakdown in process for transfer students is a UC "to do" item - as well as different majors
- CC want to continue to ensure access for all students
- Follow-up meetings with UC President in the north at a community college

Post meeting thoughts

- very good start at opening conversations
- UC system has multiple universities and each one is unique, it is a system but has autonomy and different ways of doing things on each campus
- we have past culture and turf considerations to overcome
- there are alternative ways of doing community college transfer outreach that can use the CC system's strengths like our access to webinars and technology
- UC President is committed to enhancing transfer as CC students graduate at or above levels from native UC students
- it is in the best interest of California to have the higher education systems work for seamless transfer of students
- UC education is difficult and hard to get into for a reason, they are committed to being a doctoral research institution and this serves the state
- UC President was invited to statewide CEO meeting as another avenue of candid conversations

PS - Ron Taylor says "hello" and he sends his regards. He is doing well and happy in Merced but does miss the people and students at FRC.

7. ACCREDITATION MID-TERM REPORT UPDATE

The President's Cabinet, acting as the Accreditation Steering Committee, will review the final draft of the midterm report for the ACCJC at its October meeting. The report will subsequently be distributed for review and approval to the academic and classified senates. Cabinet's goal is to have the senates approve the document by November or December, providing ample time for the Board of Trustees to review and approve in January. Finally, the campus will prepare the publication of the final report and will submit it to the ACCJC before the March 15 deadline. The document contains two principal components: (1) a narrative response to the ACCJC recommendation from the 2012 site visit and (2) a status report on the self-identified improvement plan items from the 2012 self-evaluation. We have made good progress on both fronts thanks to broad effort across the campus to work thoughtfully and quickly.

After Cabinet finishes the October review of the midterm report, it will work to refine the timeline and work plan for the preparation of the 2018 comprehensive self-evaluation.



**FEATHER RIVER
COLLEGE**



4th Annual

**THREE SPORT
GOLF TOURNAMENT**

Sunday, Sept. 28, 2014

at

PLUMAS PINES GOLF RESORT



**Gold Medal Beach Volleyball
Olympian Dain Blanton
College, Career & Transfer Fair**

September 17, 2014

SYRCL's WILD & SCENIC FILM FESTIVAL

adventure • inspiration • conservation • change

**HOSTED BY:
Plumas Arts**

empowerment

**Wednesday
September 17, 2014**

**Town Hall Theatre
469 Main St. Quincy**

10 films ■ prize drawing ■ beer

6:30-9:30pm ■ Doors at 6pm

\$10 in advance \$12 at the door

TICKETS: Quincy Natural Foods and Plumas Arts
INFO: (530)283-3402 or plumasarts.org

ESQUE patagonia

Klean heartgear