



1. STUDENT AND EMPLOYEE ACHIEVEMENTS

Both the FRC Volleyball team and the Men’s Soccer team were recently recognized for earning the highest GPA of any college in the state for their particular sport. Soccer earned a 3.16 team GPA and Volleyball earned an incredible 3.44 team GPA as the highest of any sport in the state. Congratulations to **Don Williams, Sarah Ritchie**, all the coaches and all the athletes for earning the 2015-16 CCCAA Scholar Team Awards.

Dr. Michael Bagley is extremely excited to participate in the American Mathematical Association of Two-Year Colleges (AMATYC) national competition. FRC students have been studying with Dr. Bagley outside of class to prepare for the national examination, which tests two-year college students on a variety of mathematical concepts and problem solving logic challenges. Dr. Bagley created this initiative and reports that after months of training and preparation that started in the fall semester, seven of FRC’s best, brightest and most motivated students just completed the AMATYC student league math competition exam.

Christopher Dougan
Miko Fogarty
Megan Gallion
Hailey Gleason

Amanda Leppert
Tirian Shirley
Allison Trutna



Softball player **Emily Mitchell**, who has thrown two no-hitters this year (Cabrillo College and Yuba College). In addition, FRC Softball was able to beat #1 ranked San Mateo 8-7. Just a proud coach moment! writes **Coach Meredith Aragon**.

Through the hard work of the Financial Aid Department, **Andre van der Velden**, is pleased to announce that on February 27th, the U.S. Department of Education released FY 2014 Draft 3-Year Cohort Default Rates. The FY 2014 Draft 3 Year Cohort Default Rate for Feather River College is 13.6%. Although we still have more work to do, this continues to be a good trend and shows that FRC’s default prevention efforts are effective. Remember that default rates in excess of 20-25% may cause institutions to lose the ability to grant Federal financial aid. The latest rate available is a decline from previous rates due to the increased training and education that the Financial Aid staff provide to students.



OPE ID	School	Type	Control	PRGMS	FY2013	FY2012	FY2011	
008597	FEATHER RIVER COLLEGE 570 GOLDEN EAGLE AVENUE QUINCY CA 95971-9124	Bachelor's Degree	Public	Both (FFEL/FDL)	Default Rate	16.9	21.9	21.1
					No. in Default	43	66	47
					No. in Repay	253	301	222
					Enrollment figures	3,082	3,041	3,805
					Percentage Calculation	8.2	9.8	5.8

Post season award were announced for the Golden Valley Conference basketball.

FRC placed two women on the Golden Valley Conference First Team All-Conference: **Mashaylee Giles** and **Va Draunidalo**. Both also made the Freshman Team All-Conference with Va as the co-MVP Freshman in the GVC.

In addition to winning the league undefeated, the men's team placed four individuals on the GVC First Team All-Conference: **Anthony Smith** (GVC MVP and All-State), **Chris MacDonald**, **Derrick Randolph**, and **Jamel White**. **Calvin Fletcher** was named to the Honorable Mention All-Conference Team and **Daylon Blakely** was named to the All-Defensive Team. **Randy Rick** was honored as the GVC Coach of the Year.



Crystal Anderson sends that students in the Bachelor Program attended the local Science Fair and taught about breeds of horses and horse anatomy.

The Ag Department also took a group of students to the Red Bluff Bull and Gelding Sale at the end of January where they networked with industry professionals, set up a recruiting booth, watched informational demonstrations, and learned about current horse and cattle markets.

Dr. Pamela Crespini, Director of the Adult Education Program, reports that in February, *OnRamp* - the Plumas County Adult Education Program - received its preliminary allocation schedule for FY 17-18 and FY 18-19. The total allocation for each year is \$773,016, and Feather River College will continue to serve as the program's fiscal agent.

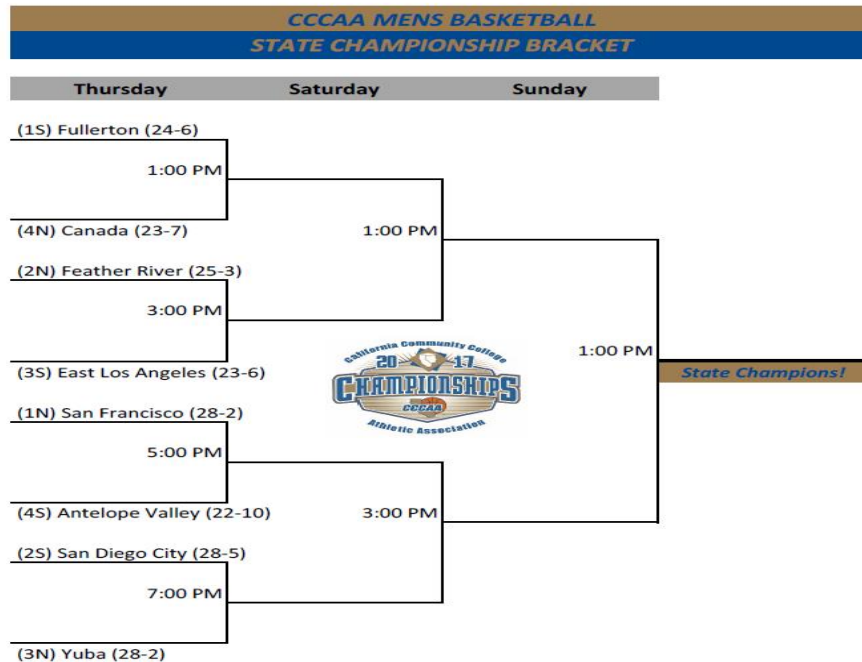


Darryl Swarm writes that our talented library staff have been working hard on many projects, but they still managed to put



together four new exhibits this month: Women's History, St. Patrick's Day, Ready Set Grow, and Spotlight on Science. Please stop by and take a look at these insightful materials. And he would be delighted if anyone wants to check out any of the books - they're available even though they are on exhibit. Happy reading!

The FRC Men's Basketball team earned a trip to the state championships this weekend at Las Positas College. Congratulations to **Coach Randy Rick** and the Golden Eagles!



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

- a) January 24 – Plumas County Mental Health Meeting
- b) January 24 – breakfast meeting with Trustee **Guy McNett**
- c) January 25 – FRC Foundation Business Management Council meeting
- d) January 25 – attended men's and women's basketball games vs. Butte College
- e) January 26 – FRC Foundation meeting
- f) January 27 – breakfast meeting with Trustee **Bill Elliott**
- g) January 29-30 – Effective Trustee Conference, Sacramento
- h) January 31 – Plumas District Hospital meeting with **Dr. Jeff Kepple** and **Lisette Brown**
- i) February 1 - attended men's and women's basketball games vs. Lassen College
- j) February 3 – Plumas Corp meeting
- k) February 6 – Quincy Rotary meeting
- l) February 7 – Plumas County Tourism Council meeting
- m) February 10, 13-14 – personal vacation
- n) February 15 – Sustainability Lecture Series on Forest Health, West End Theatre
- o) February 22-24, ACCCA Conference, Anaheim
- p) February 25-28, Statewide CEO Symposium, Solvang
- q) March 2 – Plumas Corp meeting
- r) March 2 – meeting with **Traci Holt**, Economic and Workforce Development Director
- s) March 3 – attended baseball game vs. Butte College
- t) March 6 – Quincy Rotary meeting
- u) March 7 – breakfast meeting with Trustee **Guy McNett**

February 15, 2017

FRC Foundation
PO Box 358
Quincy, CA 95971

Dear FRC Foundation Board,

The students and I would like to thank you for the mini grant you approved for The Wildlife Society-Western Section Conference last week. Twelve students were able to attend, and it was a very positive experience for all, as the quotes provided below reflect! You'll see that this conference is a pivotal professional experience for many of them.

Who would you like to give thanks to?

I would love to thank the FRC Foundation the most for offering a younger student such as myself the opportunity to experience an advanced environment such as the conference. The work that had to be put in for the trip is enough for me to offer you my greatest respect, but of course all the sponsors earn my praise for their funds.

I would especially like to thank the FRC Foundation for paying for all our rooms.

I would like to thank the Western Section Board for helping to pay for our meals and putting together such a phenomenal conference, making my first conference so educational, and I can say it won't be my last conference.

The Western Section Board, and the Sac-Shasta Chapter providing food, as well as an amazing meeting on Thursday night, for that I'm so very thankful. Kristina Hunt gave me great insight into my next resume and cover letter, she was very thorough, and taught me so much, she needs an award.

I want to thank the Western Section Board wow thank you for feeding me and organizing this whole conference where I feel as though I learned that there might actually be a place for me in this field after all.

Who were you influenced by?

Most of us got to hear from Don of the US Forest Service, but his insight as to the hiring practices of his shop and how to tip the scales in one's favor was most helpful. I have been trying to get into the Forest Service for some time and, so far, have not made it very far. I will take his advice and try again.

Every single person I spoke with, shaped me a little. Every word I heard will have a lasting influence, and for that I am so very thankful.

How did you benefit from the conference?

I benefited from this conference because of what people are actually doing to protect wildlife. All the hours put in by these individuals to show the scientific data accomplished and to understand how to better protect the environment.

I benefited from everything the conference had to offer, but the thing that I will use the most is the networking. The networking I got to do with different agencies and the private sector is awesome. The face to face experience that I gained is first class! I will use this experience when I go out into the job market.

This conference was extremely inspiring. I found myself super excited before each talk, looking at the presenters in awe. I feel that this really gave me understanding to what this field of study represents, and where it's taking me. The possibilities that my future holds if I work hard and continue my education will keep me focused throughout school and one day I can have a job doing what these professionals get to do.

I did a bit of networking, and even signed up for the Sac-Shasta Chapter. I met a lot of very well educated people, and was able to maintain educated conversations, so I could say it has eased my nerves a bit about possible "scientific endeavors".

What I took home from this wildlife conference was how many opportunities there actually are in the environmental field. How many different animals and species of animals and how many different kinds of research is done on all these animals. I believe I made a couple lifelong friends being in this environmental major and I can't thank you guys enough for I am not the best at making new friends.

Again, thank you so much. It's such a pleasure – and a bit of a pain – to pull together a group of 12 students, find the funding, and make a trip like this happen. Without your support, it would be a nearly impossible!

Yours truly,

/s/ Darla S. DeRuiter, Ph.D.

Darla DeRuiter
Associate Professor
Environmental Studies



L to R: Dakota Johnson, Micah Silver, Darla DeRuiter (instructor), Samantha Keely, Scott Papenhausen, Kalah Wann, Timothy Hudak, Cassy Elzea, Anthony McNulty, Jason Davis. Not pictured: Shane Willoughby, Cameron Scully, Robert Johnson, Darrel Jury (instructor).



PHI THETA KAPPA
HONOR SOCIETY

REACH

REWARDS

Dear Dr. Trutna,

Last year, Phi Theta Kappa launched REACH Rewards, a program designed to recognize and reward Phi Theta Kappa chapters that excel in the area of membership development. We did this because we believe strongly in the mission of Phi Theta Kappa and want as many students as possible to receive the benefits of membership—benefits including scholarships and increased opportunities for engagement with their peers and key faculty members on campus—which lead to higher rates of completion among our members.

I am happy to announce that the Alpha Psi Zeta Chapter has been named a 2017 REACH Chapter and will be receiving special recognition in the form of 7 Phi Theta Kappa graduation stoles that will be sent directly to your chapter's advisor. These stoles can then be distributed to chapter officers or members to be worn during graduation and to keep as a celebration of the milestone of college completion, while also encouraging other students to do the same.

Congratulations and thank you for your support in furthering Phi Theta Kappa's mission of providing recognition and opportunity to students on your campus.

Sincerely,

Lynn Tincher-Ladner, Ph.D.
President and CEO
1625 Eastover Drive
Jackson, MS 39211
601.987.5498
lynn.tincher-ladner@ptk.org

SPONSORED BY



3. MEASURING THE MISSION – PART 1

Feather River College provides high-quality, comprehensive student education and opportunities for learning and workforce preparation and achievement in a small college environment. The College provides general education, associate and bachelor's degrees, certificates, transfer programs, and life-long learning for a diverse student population by serving local, regional, national and international students through traditional face-to-face instruction as well as distance education. The College also serves as a cultural, and economic leader for all communities that lie within the District and embraces the opportunities afforded by its natural setting.

During the January Institution Day, the campus community provided their insight into the question about measuring the FRC mission.

Participants were broken into groups and asked the following questions relative to one specific piece of the FRC Mission Statement:

1. How can FRC demonstrate that it is meeting the mission?
2. What evidence demonstrates this achievement?
3. How can FRC “tell the story” of what we are doing?

This report will focus on the first part of the mission and will be followed by the other two parts of the mission at subsequent Board reports. The responses below provide suggestions generated by all faculty and staff at Institution Day relative to the FRC Mission. The ultimate goal is to create an overall report to the Board and community that answers the question “How well is FRC doing in meeting its mission?”

Feather River College provides high-quality, comprehensive student education and opportunities for learning and workforce preparation and achievement in a small college environment.

Suggestions from faculty and staff for measuring this part of the mission:

- Graduation and completion rates (CCCCO Scorecard)
- Retention rates and matriculation at FRC
- National pass rates and course pass rates
- Employment rates – placement tracking for career fields
- Transfer rates
- We could tell the story of where students came from, what they accomplished, what their challenges were, and where they go. We could provide generalized (and aggregated data) and include student profiles. For example, interview a bachelor’s program student, etc.
- Student to teacher ratio
- Educational level of faculty
- Gainful employment and debt rates
- Unique programs (small, rural) and where student get jobs
- How many students obtained multiple degrees
- Measure job preparation and readiness
- Exit survey for graduating students

- Academic recognition such as Phi Theta Kappa and Dean's List
 - Number of internships: USFS, bachelor degree, etc.
 - Student testimonials
 - Number of articulation agreements and how many students used each one
 - Average class size
-

4. THE IMPORTANCE OF EXPANDING EDUCATIONAL OPPORTUNITIES AT CALIFORNIA'S COMMUNITY COLLEGES

For the betterment of California, the momentum gained through recent community college bachelor's degrees must continue. Two years ago, Feather River College was granted authority to offer a single bachelor's degree in addition to associate degrees and certificates. The Bachelor of Science in Equine and Ranch Management is one of 15 such community college bachelor's degrees in California ranging from diverse programs in health information science, airframe manufacturing, dental hygiene, automotive repair, and mortuary science. The purpose of these degrees is to prepare graduates with proper technical training to directly enter the workforce and meet employment demands. None of the approved degrees duplicates a CSU or UC degree. In addition, in-state fees are approximately \$10,000 for the entire degree. Clearly, these bachelor's degrees are both practical and affordable in advancing California's labor force. Unfortunately, this is a pilot program and will sunset under the current legislative language.

FRC enrolled 16 students into upper division courses in the Fall 2016 semester and they are on track to graduate in May, 2018. Summer internships have become highly competitive as FRC built up the program with the addition of a working ranch and cattle herd on the newly acquired land adjacent to campus.

For the upcoming academic year, 29 students were admitted through the fall early application period: 17 of these applicants will begin at the Junior-level and 12 will be Freshman at FRC in August, 2017. Spring applications have not closed as the goal of the program is to enroll 25 students into each Junior-level cohort. In short, FRC is working hard to meet employment needs and train students to enter the Equine and Ranch Management field upon graduation.

Given this extraordinary start to the FRC program, and the outpouring of industry support, it is no surprise that the first cohort of students has produced incredible academic work and they are poised to enter the workforce as trained ranch managers. Other community colleges in the pilot program report similar results. Recently, FRC obtained approval from its accrediting commission, so the degree is now fully recognized by the Federal Government as well as the California Community College Chancellor's Office.

Nevertheless, there is a cloud on the horizon of the Bachelor Degree Pilot Program. Due to legislative requirements, all community college bachelor's degrees will sunset in less than a decade. This means that the immense work at each college, including state and federal degree approval, will only graduate a few cohorts before closing down each program. Graduates will cease and the promise of a technically-trained workforce in the field will not exist through any of the pilot programs under the existing mandates.

Fortunately, there is a bi-partisan bill currently moving through the California Legislature. Senate Bill 769, authored by Senator Jerry Hill, would recognize the community college bachelor's degree in helping to meet the workforce demands and the need for skilled technical workers. SB 769 would both remove the sunset provision of the current program and expand the authority to allow a limited number of additional bachelor's degrees to be offered where the CSU and UC cannot meet the workforce needs or do not offer similar programs. The bill will expand the number of approved community college bachelor's degree programs as they partner with the CSU system to meet regional employment demands.

Locally, SB 769 will allow FRC to continue to offer the Bachelor Degree in Equine and Ranch Management, which will benefit the Plumas County economy, provide trained graduates for the Western region, and offer a unique degree for students interested in this field. SB 769 will expand upon Feather River College's tradition of strong transfer programs, associate degrees, and certificate training programs, as it would authorize FRC to continue offering instruction above the associate degree level. Feather River College wishes to thank Senator Hill for his leadership and support of this important initiative of bringing accessible bachelor's degrees to local community colleges.

5. CALIFORNIA COMMUNITY COLLEGE BACCALAUREATE PROGRAM BRIEF



CALIFORNIA STATE UNIVERSITY, FULLERTON

College of Education

Center for Research on Educational Access & Leadership

2600 Nutwood Avenue, Suite 620, Fullerton, CA 92831 / T 657-278-8510

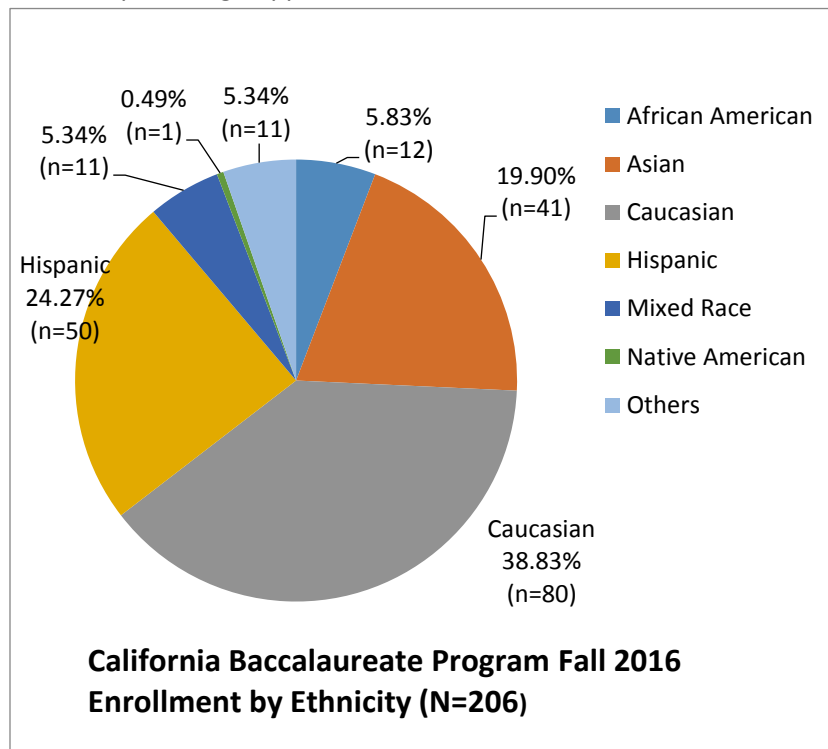
Introduction

It is commonly known that baccalaureate degrees allow for more career options as compared to associate degrees, and many community college educational leaders are exploring opportunities for baccalaureate degrees that incorporate technical or occupational courses (Bragg & Rudd, 2012). Research has shown there are significant advantages of obtaining a baccalaureate at a community college compared to a four-year university. Baccalaureate degrees result in higher salaries post-graduation, while community college baccalaureates allow better affordability for students (Floyd & Walker, 2009). For instance, in a study comparing a Florida community college to a Florida public four-year college, Gonzalez (2011) concluded that those who received baccalaureate degrees from a community college earn significantly more income than those who graduated from a four-year university. Gonzalez (2011) attributed the higher incomes to the community colleges' curriculum focus on well-paying career and technical jobs. Moreover, Gonzalez (2011) stated these students were more likely to be placed bound and nontraditional students; they were more likely to stay in their communities upon graduation. Regarding affordability, Floyd and Walker (2009) concluded that spending per capita for a four-year university student is over three times higher than for a student at a public community college. Furthermore, those with baccalaureate degrees are more likely to rely less on government monetary assistance (Floyd & Walker, 2009).

Essink has outlined important components that aid in successful baccalaureate implementation at community colleges. Essink (2013) stated adequate faculty preparation, adequate student support services, and adequate technology infrastructure are important to baccalaureate program implementation. The following best practices in program-development and implementation of baccalaureate degrees in California community colleges were identified:

Preliminary data for the California Baccalaureate Program Research Study:

- 13 of 15 pilot colleges found their faculty qualified to teach in baccalaureate programs
- 13 of 15 pilot colleges believed they were effective in building and engaging in partnerships with their industry partners
- 12 of 15 pilot colleges found faculty were prepared to provide upper division instruction
- 12 of 15 pilot colleges believed available technology was effective in supporting students’ academic success
- 11 of 15 pilot colleges stated they were effective in providing support services for baccalaureate students
- The majority of colleges noted they were effective at student orientation, counseling/educational planning, and student wellness programs, all of which are vital to students’ academic success
- Local employers expressed interest in recruiting from select community colleges with which they have established partnerships. These active partnerships include funding, equipment and supplies, and expertise for program development. They serve on advisory committees and provide input to support best training and preparation for the field.
- The diversity of students are reflective of the community college. Overall most students are white (37%), Hispanic (24%), and Asian (19%). The majority of students are non-white.



References

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