

REPORT TO BOARD OF TRUSTEES
SUPERINTENDENT/PRESIDENT - KEVIN TRUTNA, ED.D.
OCTOBER 19, 2017



Feather
River
College

1. STUDENT AND EMPLOYEE ACHIEVEMENTS

Congratulations to Randy Rick, who was one of six persons recently elected to the Red Bluff High School of Fame.

In acknowledgement of National Suicide Awareness and Prevention Month, the Mental Health and Wellness Center sponsored *Active Minds* speaker **Pablo Campos** on Monday September 25th.

The Mental Health and Wellness Center hosted an Open House on Tuesday September 26th. Their goal was to showcase the progress in creating a welcoming, supportive space for our students and learn about the helpful programming in the Mental Health and Wellness Center. Art was on display from students of **Dr. Will Lombardi** and **Rafael Blanco**. **Dr. Kelsie Foster** has a goal of working with the campus to reduce the stigma of seeking help for mental health and well-being.



Lastly, in recognition of National Depression Screening Day on October 5th, the Mental Health and Wellness Center provided free screenings for the FRC campus community. Screenings were completed within 15 minutes and all participants received a free gift and were entered in a drawing for a \$25 Amazon gift card.

FRC is one of a few community colleges to participate in the All-In-Challenge reports **Dr. Katie Desmond**. <http://www.allinchallenge.org/participating-campuses/>

By joining the Challenge, FRC commits to:

- Increase student voting rates, help students form the habits of active and informed citizenship, and make democratic participation a core value on their campus.
- Convene a campus-wide committee that includes members from academic affairs, student affairs, and the student body, as well as any other relevant stakeholders.
- Develop and implement an action plan to improve democratic engagement.
- Participate in the National Study of Learning, Voting, and Engagement (NSLVE) in order to measure student voter participation rates.
- Share their campus' action plan and NSLVE results with the Challenge in order to be eligible for a recognition seal and/or awards.

Student Learning Outcomes

Institution-wide

Outcomes - students will:

1. Communicate effectively.
2. Demonstrate critical thinking skills.
3. Locate, evaluate, and apply information.
4. Demonstrate a sense of personal and professional ethic.
5. Develop a clear sense of self, purpose, and ability to achieve goals.
6. Demonstrate relationship skills through interpersonal communication, compromise, teamwork and collaboration
7. Value their education, understand its privilege, and become responsible citizens.

Program-level Outcomes

- developed by each program in conjunction with above outcomes

Course-level Outcomes

- developed by each program in relation to Institution-wide outcomes

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

- September 15 – personal vacation, attended volleyball tournament at Foothill College, Los Altos Hills
- September 18 – Quincy Rotary meeting
- September 19 – Lunch meeting with **Dr. Dick Beaver**, Blairsden
- September 20 – lunch meeting with **Trustee John Sheehan**
- September 21 – lunch meeting with **Trustee Jim Meyers**
- September 22 – FRC Foundation meeting
- September 23 – attended volleyball tournament at Cabrillo College, Aptos
- September 25 – GVC and NorCal CEO meeting, Shasta College, Redding
- September 27 – breakfast meeting with **Traci Holt** and **Sherri Thrall**, Chester
- September 28 – meeting with **Trustee Jim Meyers**
- September 29 – personal vacation
- September 30 – attended volleyball tournament, Folsom Lake College
- October 2 – Quincy Rotary meeting
- October 2 – meeting with **Michelle Pillar** at Plumas Rural Services
- October 4 – Quincy Chamber of Commerce meeting
- October 4 – attended volleyball game vs. College of Siskiyous
- October 5 – meeting with **Tina Treis**, CPA from Crowe Horwath
- October 6 – attended men's and women's soccer games at Lake Tahoe Community College
- October 10 – breakfast meeting with **Trustee Guy McNett**, Greenville
- October 11 – attended volleyball game vs. Lassen Community College
- October 12 – Quincy Chamber of Commerce meeting
- October 12 – workforce development tour of Sierra Pacific Mill, Quincy
- October 12 – lunch meeting with **Trustee Jim Meyers**
- October 13 – lunch meeting with **Trustee John Sheehan**
- October 13 – attended volleyball game at Shasta College, Redding
- October 17 – FLEX Day activities, active shooter drill
- October 18 – attended volleyball game vs. Butte College



Derek Lerch at the SPI tour

3. NORTH STATE CAMPUS CAMP



On September 21-23 student leaders traveled to the Whiskeytown Environmental School to participate in the inaugural North State Campus Camp, hosted by Shasta College, which included students and faculty from Shasta, Butte, and Feather River. The camp was part of a statewide initiative to identify and engage student leaders, and to teach them strategies and tactics for getting involved in campus and surrounding communities. The Camp's aim was to promote active citizenship. Student ambassadors **Emma Whelan** and **Dominique Grogans**, student Trustee **Ambria Holm**, and student body president **Jalyn**

Walker attended from FRC. They were accompanied by **Stacey Svlich**, an instructor from the history department, and **Dr. Will Lombardi**, an English Department faculty member. Student Life and Engagement Specialist **Jeffery Lewis**, and **Carlie McCarthy** were instrumental in recognizing students who were well-suited for this camp, coordinating the trip, and organizing follow-up activities related to it.



Students and faculty in attendance were taught leadership skills which helped them to identify issues related to their campus and community, and they discussed solutions and implementation ideas. Most importantly, students and faculty made contacts with peers on neighboring campuses, forming goodwill bonds with potential allies.

The outcome of this trip has been that FRC student leaders have organized two on-campus events related to Spirit Week and the Common Week theme of “Making a Difference.” The first event will be a question and answer session moderated by Jalyn prior to the Spirit Week “Pajamas and Pancakes” gathering. She will ask for student input regarding campus-wide issues and solutions. The follow-up event will entail a “Student Leadership Forum” on Flex Day. This forum will be composed of a panel of those who attended Campus Camp. Panelists will share their chief takeaways from the weekend, and Jalyn will share her findings from the Q&A session from the night before.

Many thanks to Will Lombardi for coordinating this trip and taking the initiative to work with Stacey Svlich to develop student leadership on campus.



4. FINANCIAL AID STATISTICS

The following is from a recent Federal report. Although there are many additional financial aid packages for students, this outlines the Federal aid awarded to students.

<i>Family Income</i>	Number of Dependent Students Receiving Federal Supplemental Educational Opportunity Grant	Number of Dependent Students Receiving Federal Work Study Grant
<i>\$0-5,999</i>	9	2
<i>\$6,000-11,999</i>	3	0
<i>\$12,000-23,999</i>	8	4
<i>\$24,000-29,999</i>	3	0
<i>\$30,000-41,999</i>	4	1
<i>\$42,000-59,999</i>	1	0
<i>\$60,000-69,000</i>	0	1
<i>\$70,000-79,000</i>	0	0
<i>\$80,000-89,000</i>	0	1
<i>\$90,000-99,999</i>	0	0
<i>\$100,000 and over</i>	0	0
Totals	28	9

<i>Student Income</i>	Number of Independent Students Receiving Federal Supplemental Educational Opportunity Grant	Number of Independent Students Receiving Federal Work Study Grant
\$0-1,999	12	3
\$2,000-3,999	4	0
\$4,000-7,999	11	1
\$8,000-11,999	7	1
\$12,000-15,999	4	2
\$16,000-19,999	4	0
\$20,000-24,999	6	1
\$25,000-29,999	5	2
\$30,000-34,999	2	0
\$35,000-39,999	2	0
\$40,000 and over	5	0
<i>Totals</i>	62	10

5. HIGH SIERRA PARENT CONFERENCE

The second annual High Sierra Parent Conference was held on October 7th at Feather River College. The High Sierra Parent Conference was created by several community members dedicated to bringing parents together for a day of collaboration, learning, and fun. With an emphasis on honoring the strengths of parents and their commitment to parenting day in and day out, our guiding principle is that strong parents make for happier, healthier families.



This year's presenters were **Justin Margolis** and **Kay Paden**. Justin is from Valley Oak Children's Services, where he is the Butte Parent Café Coordinator, InsideOut Dad Program Coordinator, Fatherhood Program Coordinator and the Parent Voices, Butte County Chapter Organizer. Justin facilitated the Parent Café, which is based on the Strengthening Families Framework[®] and highlights the five protective factors: social & emotional competence of children, knowledge of parenting and child development, social connections, parental resilience, and concrete support in times of need.

Kay Paden, owner of Heart Wired Consulting, works as a Program Specialist for Butte County where she teaches classes and coaches on the Nurtured Heart Approach[®], Trauma Informed Practices, Crisis Prevention Intervention, and Universal design for Learning and special education services. The Nurtured Heart Approach[®] is a relationship-focused methodology founded strategically in The 3 Stands[™] for helping children (and adults) build their Inner Wealth[®] and use their intensity in successful ways. It has become a powerful way of awakening the inherent greatness in all children while facilitating parenting and classroom success.

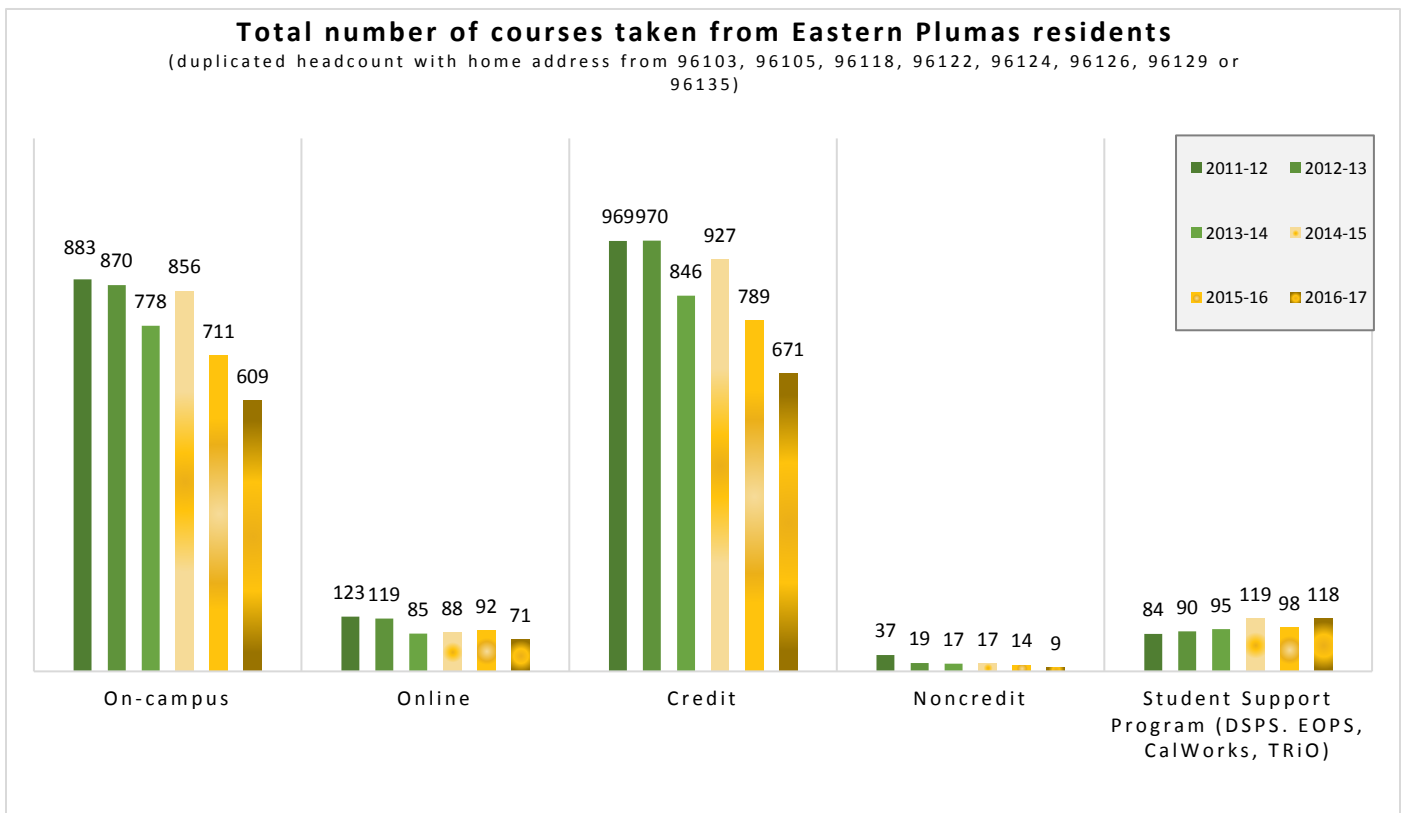
FRC provided a complimentary breakfast, lunch, and child care for the duration of the day. At the FRC Child Development Center, a group of very dedicated teachers led by **Kinderlin Hoznour** spent the day doing the work of children: playing. In addition, we were honored to have **Nancy Frady** providing a creative art experience, **Ann Frid** doing interactive storytelling and movement, and **Michelle Beaman** bringing the afternoon to a calm end with children’s yoga.

The High Sierra Parent Conference was brought to you by your Plumas County Community Service members. Sponsors who generously donated making this event possible are: Feather River College, First 5 Plumas, Plumas Early Education and Child Care Council, Plumas Rural Services, and Plumas Children’s Council. The families of Plumas County thank you!



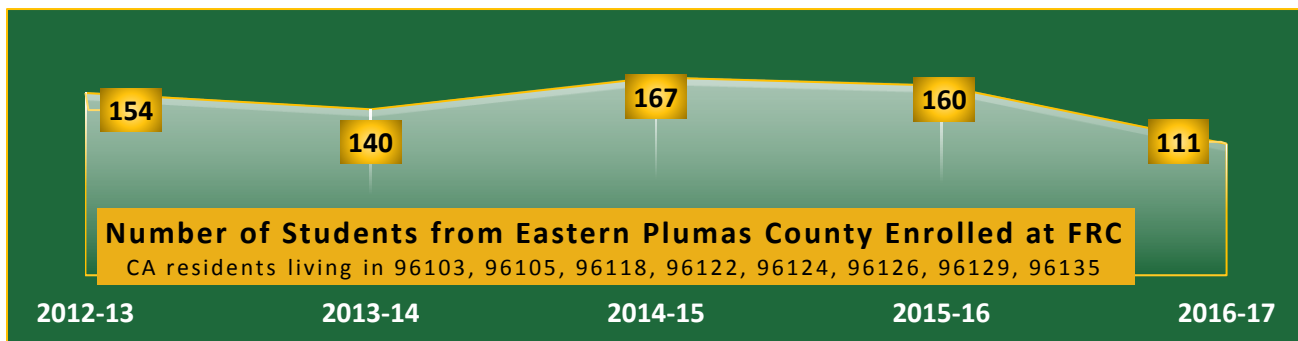
6. REPORT TO EASTERN PLUMAS COUNTY

Below are some interesting statistics for FRC students who reside in Eastern Plumas County. This report is one part of a series of four reports so that our local taxpayers have information regarding the success of local residents and the services available at FRC.



GPA	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Eastern Plumas resident average GPA	2.79	2.81	2.71	3.00	2.83	2.82
Overall FRC average GPA	3.03	3.03	2.97	2.97	3.00	2.89
Number of Units Taken						
Eastern Plumas resident average number of units taken	12.02	13.52	13.01	11.91	11.36	14.16
Overall FRC average number of units taken	11.62	11.84	10.19	10.41	10.65	10.62
Core Achievement						
Number of Eastern Plumas area residents who completed pre-college English	24	21	17	12	12	12
Number of Eastern Plumas area residents who completed college-level English	59	57	76	79	60	43
Number of Eastern Plumas area residents who completed pre-college Math	56	46	49	25	20	26
Number of Eastern Plumas area residents who completed college-level Math	21	33	25	34	30	37

Eastern Plumas County Residents at FRC	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Number of Associate Degrees Earned	14	5	18	19	18	16
Number of Certificates Earned	17	11	24	6	28	7
Number of transfers to another two-year college	24	21	36	30	15	13
Number who graduated from two-year college (not FRC)	2	3	5	4	0	2
Number of transfers to a four-year university	25	15	11	14	20	12
Number who graduated from a four-year university	9	7	7	3	3	0



**PUSD-FRC Adult Ed
Initiatives in Eastern
Plumas County**

- Chamber of Commerce Resource Center
- Veteran’s Initiative
- Adult Learning Instruction

**Number of Plumas Transit
bus riders FRC-Portola loop**

2012-13	5,095
2013-14	4,720
2014-15	3,747
2015-16	3,394

Educational Talent Search Grant

- Serves 151 Portola junior/senior high school students
- Career exploration, academic advising, STEM workshops, college visits, financial literacy
- College applications, college essay writing workshops, financial aid applications,

Upward Bound Grant

- Serves 12 Portola High School students
- Goal is to prepare students academically for college and explore college/career options
- Former Upward Bound Portola students have attended FRC, UNR, Chico State, Cal Poly, UCSB, George Fox, SW Oregon, Cosumnes River, Shasta, Cuesta, and Stanford

The number of students from Eastern Plumas County has fluctuated over the past five years. Due to small numbers, a few students influence the overall percentage, however there seems to be a gradual decline in the number of sections taken at FRC. Part of the explanation is due to WICHE agreements with UNR and their increased outreach to the Portola area. Contrary to the enrollment is the increased number of associate degrees awarded for Eastern Plumas County residents. This mirrors a statewide trend of declining community college enrollments but an increase in the number of associate degrees, due in large part to the emphasis on retention and completion with specific programs such as Equity, SSSP, and the Basic Skills Initiative. This can be seen in the increase in the number of students in one of the Student Support Program (DSPS, EOPS, CalWorks, and TRiO grants).

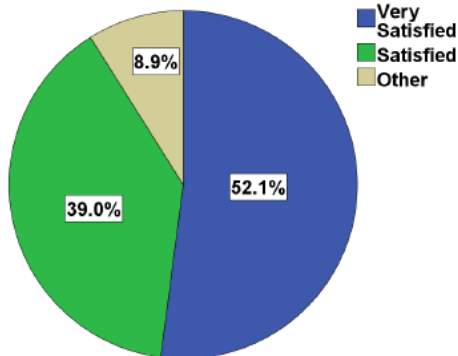
On average, Eastern Plumas County residents take more units than the overall FRC student body. This is probably due to the commute time to FRC campus, and once on campus, students take the opportunity to enroll as a fulltime student. The average FRC GPA is slightly higher than the GPA from Eastern Plumas residents. Online course enrollments are following a similar decline as credit course enrollment.

7. CAREER & TECHNICAL EDUCATION (CTE) EMPLOYMENT OUTCOMES SURVEY 2017

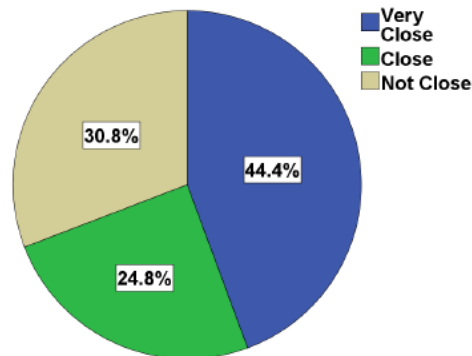
A CTE statewide survey was conducted for the impact of CTE programs on student success. This year, 147,789 former CTE students who enrolled at 113 California Community Colleges were surveyed. Statewide, students' hourly wages increased by 40% after they completed their CTE training/studies. Also, 35% of the respondents reported transferring to another college or university statewide compared to 49% of FRC CTE graduates. FRC had a slightly higher (82% vs. 80%) number of respondents reported being employed for pay. Further, FRC graduates reported an increase of 47% in hourly wages as a result of training, higher than the state average of a 40% increase.

Completer and skills-building students statewide in credit-granting programs were surveyed if they met one of the following criteria in 2014-2015, and did not enroll (or were minimally enrolled) in 2015-2016: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units. The survey was administered in early 2017 by e-mail, text message (SMS), and telephone. The survey addressed student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current career. A total of 147,789 students were surveyed and 50,960 (34%) students responded: 40% by email, 12% by SMS, and 48% by phone.

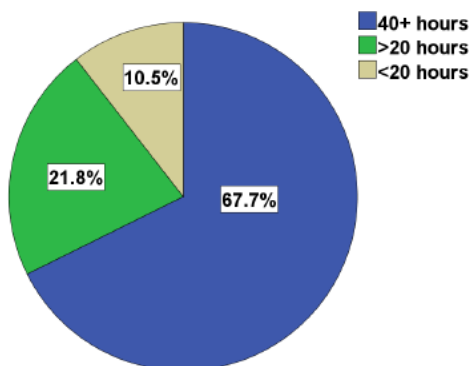
How satisfied are students with the education and training they received?



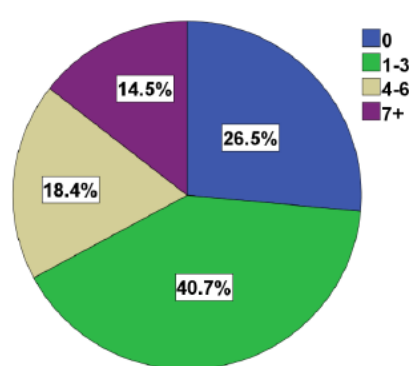
How many students secured a job that is closely related to their program of study?



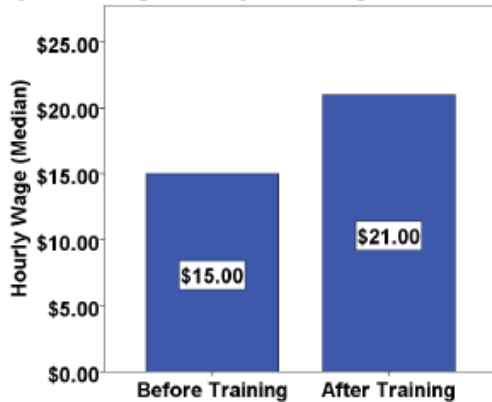
How many hours per week are employed students working?



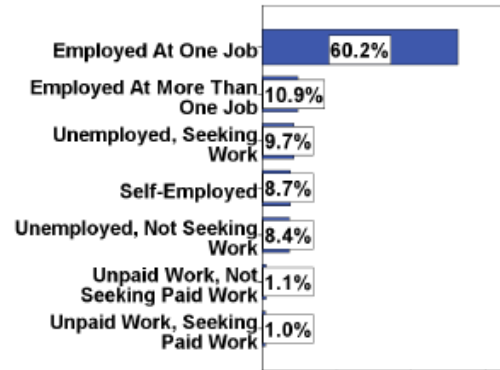
How many months did it take for students to find a job?



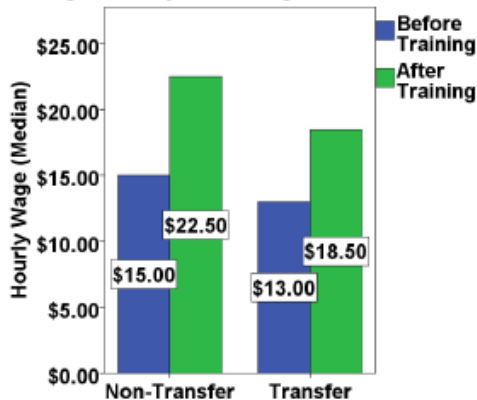
What were the hourly wages of the students before training versus after training?



What is your current employment status?



What were the hourly wages of transfer students and non-transfer students—before training versus after training?



More Key Results

\$6.00 is the overall change in hourly wages after completing training—in dollars

40% is the overall change in hourly wages after completing training—in percentage gain

80% of respondents reported being employed for pay

35% of respondents reported transferring to another college or university

91% of respondents reported being very satisfied or satisfied with their training.

Does the similarity between job and program of study influence wage gains?



Conclusion

The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed and are working in the same field as their studies or training. Notably, students realize a greater wage gain after completing their studies if they secure a job that is similar to their program of study.

8. STUDENT ACTIVITIES UPDATE

Flex Day Student Panel

ASFRC President **Jalyn Walker** and Student Ambassador **Dominic Grogans** hosted a panel to share their experience and ideas to improve student engagement (from the student's perspectives) as part of Flex Day activities.



The Greenhorn Ranch Mixer has become a tradition!



As part of First Year Experience, students, staff and faculty were invited out to Greenhorn Ranch for a "mixer." The event provided an opportunity for the campus to interact outside of the classroom and participate in activities including fishing, line dancing, volleyball, pool, ping pong, and of course, a BBQ dinner with chicken and ribs!



Reno Snaffle Bit Futurity and Horse Sale

FRC Equine Program students volunteered at the Reno Snaffle Bit Futurity and Horse Sale. This was a great opportunity for students to make industry contacts and be "behind the scenes" at a national horse show and sale.

