

REPORT TO BOARD OF TRUSTEES
SUPERINTENDENT/PRESIDENT - KEVIN TRUTNA, ED.D.
JANUARY 18, 2018

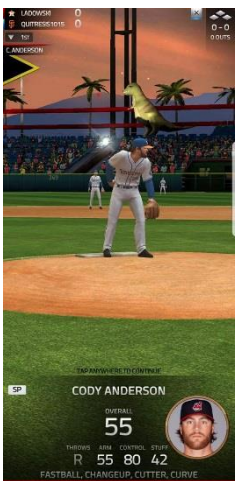


Feather
River
College

1. STUDENT AND EMPLOYEE ACHIEVEMENTS

The Little-Kittinger Foundation has been a generous contributor to the ORL Program and recently made another contribution toward their goal of \$25,000 in support. The funding goes directly to students to offset student costs for certification courses. Congratulations to **Rick Stock** and **Saylor Flett** for this outstanding partnership.

Haley Housel, who just finished her History Associate's Degree at FRC last month, is a finalist for the prestigious Jack Kent Cooke national transfer student scholarship. She is exploring options for a fall transfer. Good luck to Haley for this incredible nomination and many thanks to **Dr. Thomas Heaney** for working with Haley.



Feather River Baseball is ranked 11th in Northern California by the coaches in the Pre-Season Poll. **Coach Terry Baumgartner** and the team open their 2018 season on Friday, January 26th at Taft College.

Also, FRC alumnus and current Cleveland Indian pitcher, **Cody Anderson** is now officially part of a video game. (see picture at left)

Dr. Kim Beaton reports that FRC will be participating in the Chancellor's Online Education Initiative (OEI) Consortium. FRC will participate in the following activities to improve online teaching and learning:

- Developing standards for culturally responsive teaching with a community of practice around online equity
- Name/gender identification for instruction and student support services, including counseling, tutoring, health services, etc.
- Pilot additional online resources integrated into Canvas for community building, student engagement, and collaboration.
- Faculty engagement in collaborative course development using OER materials in Canvas.
- Support for the development of a local, peer-faculty course review process to support equity and student success in online courses.
- Programmatic and technical preparation for Course Exchange participation.

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

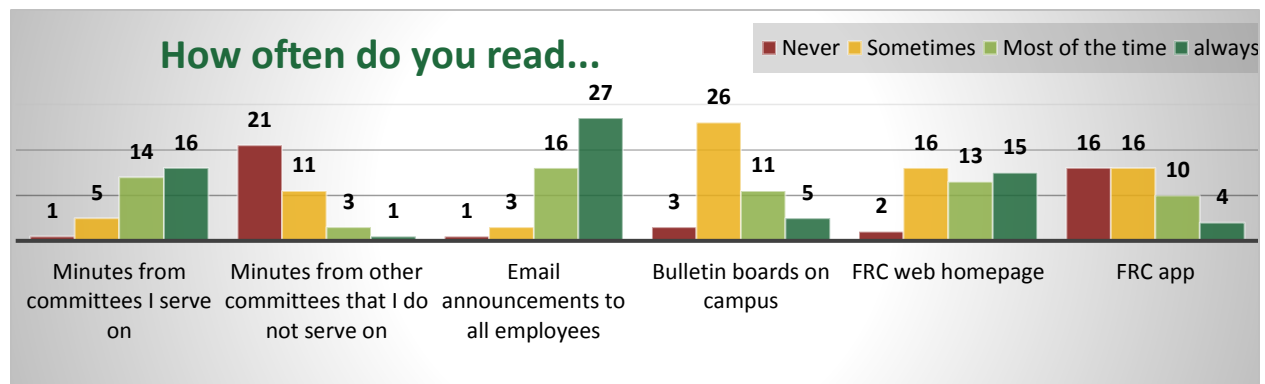
Course-level Outcomes

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

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

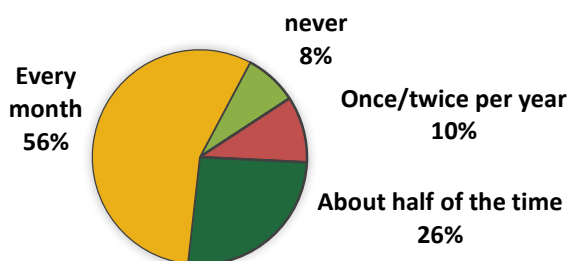
- December 18 – Quincy Rotary meeting
- December 19 – phone conference with **Dr. Jose Fierro**, accreditation site visit chair
- December 21 – Quincy Chamber of Commerce Executive Board meeting
- December 22 – January 1 – campus closed Winter Break
- January 5 – CEO meeting with **Chancellor Eloy Oakley**, Sacramento
- January 9 – Breakfast meeting with **Trustee Guy McNett**, Greenville
- January 11 – Institution Day
- January 12 – New Student Orientation
- January 15 – campus closed Martin Luther King, Jr. Day
- January 16 – personal leave
- January 17 – FRC Foundation BMC meeting
- January 17 – attended men's and women's basketball games at Butte College, Oroville
- January 18 – Quincy Chamber of Commerce meeting

3. SHARED-GOVERNANCE COMMUNICATION SURVEY RESULTS



A brief analysis of two communication survey questions from Institution Day show that overwhelmingly the responses favored email as the preferred method of communication for committee meetings and college announcements. The usage of the FRC app was lowest, followed by bulletin boards and the FRC website. Most respondents do read committee minutes from the shared-governance committees they serve on, but results were mixed for other committees that respondents do not serve on.

How often do you read the President's Report to the Board?



The results show strong participation and, more importantly, active involvement in committees for which people are appointed and/or volunteer for. Conclusions from the responses include discussing ways to improve email communication and making information more accessible and meaningful for other committees.

More results will be coming later; this is a first glimpse of two of the questions. Entire results of the survey will be forwarded and recommendations will be discussed at the Communication Committee.

4. TRiO STUDENT SUPPORT SERVICES GRANT

In the wake of reauthorization of the Higher Education Act (HEA) and changes within the US Department of Education, the following is the first in a three-part series of the TRiO grants currently received and the students served at FRC. In the next few months, reports for Educational Talent Search and Upward Bound will follow.

TRiO/Student Support Services is a federally funded program, designed to assist first-generation, low-income, and disabled students graduate with an associate’s degree and transfer to a 4-year college. As a transfer program, TRiO provides 160 students with a variety of services designed to create a successful, academically focused experience.

Services provided to program participants include:

- Academic Advising to help with graduation and transfer
- Student Educational Plans outlining classes to earn degree
- Financial Literacy Workshops and assistance with filling out the FAFSA
- Financial Aid and Scholarship Information
- Student Success Workshops
- Transfer admissions assistance (applications, scholarship app’s, personal statement advice)
- Cultural events and college campus tours
- Peer Mentoring
- Tutorial Services from peers and staff
- Computer Lab and study area

Objectives:

Persistence – 60% of all participants served in the reporting year by the SSS project will persist from one academic year to the beginning of the next academic year or earn an associate’s degree or certificate at the grantee institution and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.

Good Academic Standing – 70% of all enrolled SSS participants served will meet the performance level required to stay in good academic standing at the grantee institution.

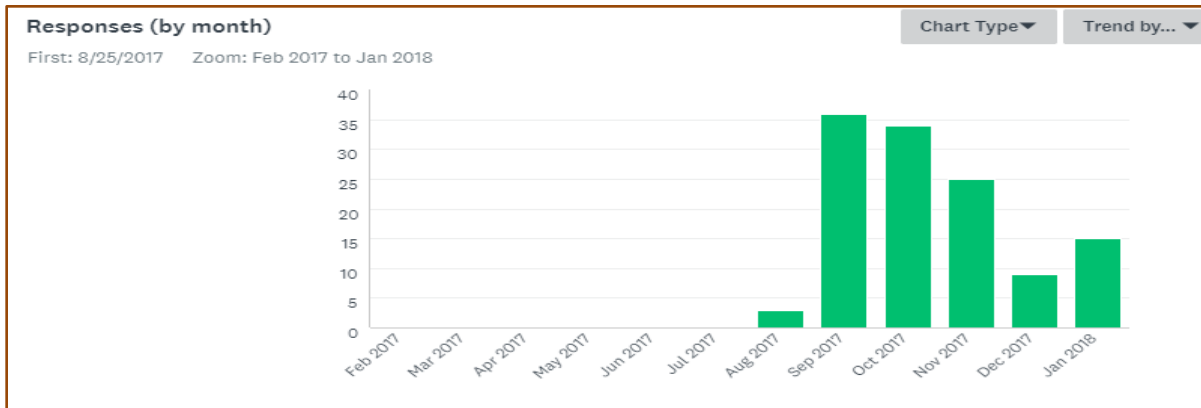
Graduate with Degree or Certificate and 4-year College Transfer Rates – (a) 35% of new participants served each year will graduate with an associate’s degree or certificate within four years AND (b) 25% of new participants served each year will receive an associate’s degree or certificate from the grantee institution and transfer to a 4-year institution within four years.

	Objective Rate	Year 1 2015-2016 Rate	Year 2 2016-2017 Rate
Funded to Serve	160 students	100 %	100 %
Persistence Rate	60%	80.86 %	79.63 %
Good Academic Standing	70%	94.44 %	92.59 %
Degree/Certificate Attainment Rate	35%	55.42 %	50.00 %
Degree/Certificate <u>and</u> Transfer Attainment Rate	25%	36.14 %	34.44 %

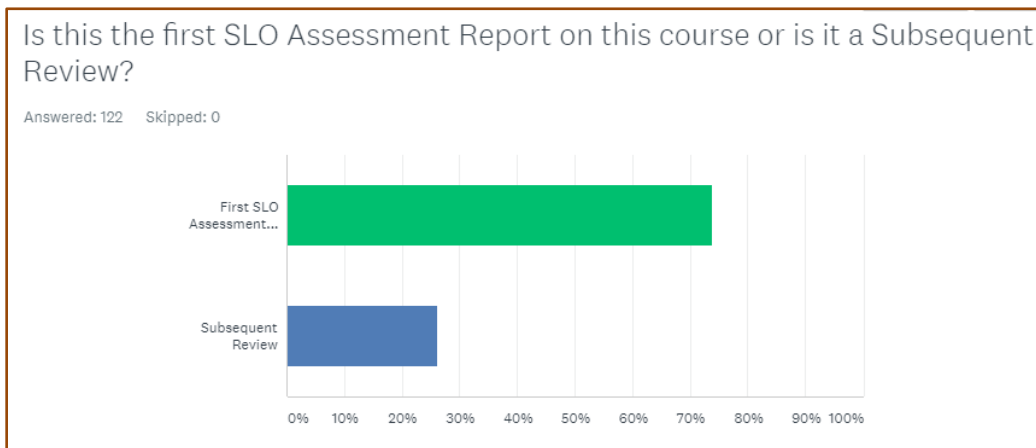
5. SLO ASSESSMENT REPORTING SYSTEM – JANUARY 2018 UPDATE

Using the new SLO assessment system, some interesting results have been uncovered halfway through the academic year. Remember that the new system started in the fall semester. To date, 122 assessments have been entered.

Distribution by month:

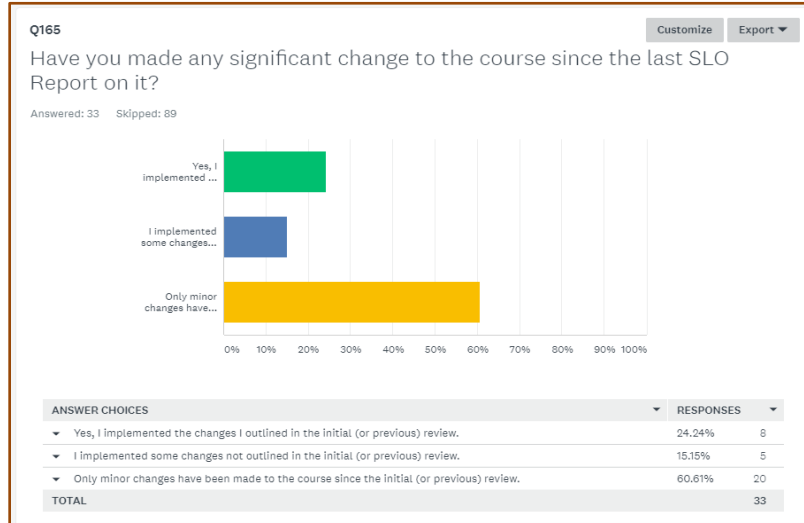


90 Initial reviews, 32 subsequent reviews;

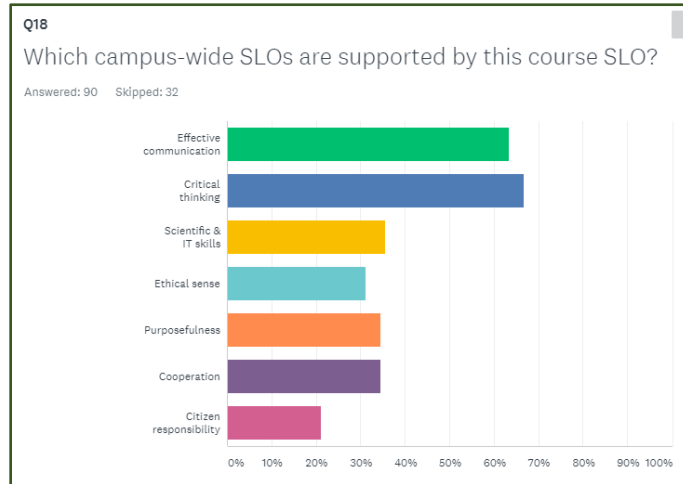


108 Face-to-face classes, 8 online classes, 6 ISP classes have analyzed their fall SLOs. Nursing leads with 22 reports, AGEQ has 12, ORL has 11 reports, ECE has 9, HES and MATH both have 8 reports each, ART has 6, HIST has 5 and all other programs have 4 or fewer reports for the fall 2017 semester.

The subsequent reviews of SLOs reveal that only small changes have been made to the initial courses as a result of SLO outcomes:



Critical Thinking is the most supported campus-wide SLO, followed by the Effective Communication Skills. Citizen Responsibility is incorporated into slightly over 20% of all courses, the lowest level reported.



The answers to the difficult question of whether the expectations related to an SLO were met or not, is summarized in the table below:

SLO	Yes, expectations were met	Expectations were partially met	Expectations were not met	Total answers
SLO 1	78	12	0	90
SLO 2	82	6	2	90
SLO 3	78	8	0	86
SLO 4	52	9	0	61
SLO 5	37	4	1	42
SLO 6	25	0	0	25
SLO 7	10	3	0	13
SLO 8	3	2	0	5
SLO 9	3	0	0	3
SLO 10	1	1	0	2
SLO 11	2	0	0	2
SLO 12	1	0	0	1
SLO 13	1	0	0	1
TOTAL #	373	45	3	421
TOTAL %	89%	11%	1%	100%

Assessment methods vary widely by course and program. Class attendance and participation seems to be the most frequently used method for assessing SLOs, followed by writing assignments and objective examinations.



While this report gives only a first glimpse of fall semester data, the results allow for a deeper discussion and study with the SLOAC Committee. Similarly, the programs who are undergoing a full Comprehensive Program Review (CPR) this year will also use data from their courses and programs for improvement, and they will incorporate the analysis into the CPR report due to SLOAC at the end of this semester.

6. GOALS, OBJECTIVES AND ACCOMPLISHMENTS OF THE DE PROGRAM

One of the 2017-18 goals from the Board of Trustees is “Utilize new Assistant Dean position to develop Distance Education goals and an online education plan which includes increasing online retention and growth FTES by June 2018.” **Dr. Kim Beaton** has jumped into this challenge since her arrival on campus in the fall semester for this new position. While the goals are still being developed, the following is an update presented to the Board of Trustees in January on progress, program direction, goals, and some accomplishments to date.

- Accessibility of all online and hybrid courses;
 - a) Providing resources & training for instructional and technical course design for faculty.
 - b) First workshop will be held in April on Flex day: *Making Accessible Courses*
 - c) Evaluate available captioning for instructor videos
- Provide ongoing faculty support
 - a) Introduction to Canvas training video is available for faculty new to teaching online
 - b) Upload additional training videos to Canvas and access through *@One Program* (Online Network of Educators)
 - c) Refine and adopt teaching standards for online courses
- Student Support Services;
 - a) Online readiness questionnaire
 - b) Tutorials on navigating through Canvas, standardize instructor’s posting of instructions
 - c) Current services will be expanded – as technology changes, services will adjust to the changing technology – counseling services, more readily accessible tutoring within the Canvas using Conference Tool;
- Curriculum and Instruction
 - a) SLOs impact student retention, ensure faculty incorporate multiple assessments and activities to determine that students are comprehending course material,
 - b) Implement OEI course design rubric in the development of courses
- Evaluation and Assessment;
 - a) The development of a peer-review process for online courses
 - b) Improve authentication of the student for exams
 - Imbedded questions in exams that only the student might know,
 - Continue to research proctoring services
- Institutional Support and Commitment;
 - a) Created DE Committee - faculty representation, student support, and disability services;
- Library and Learning Resources
 - a) FRC already possesses an extensive online library
 - b) Revision of DE Faculty Handbook
 - c) Revision of DE Plan
- Develop a variety of course offerings and at least one fully online program.
- Participation in the OEI Consortium
 - a) Leads to participation in the Course exchange

7. BACHELOR'S DEGREE IN EQUINE & RANCH MANAGEMENT UPDATE

The following slide was missed at Institution Day when we took our break. It is provided here for your information.

9. Bachelor's Degree Update
- Kevin Trutna/Derek Lerch

- Enrollment:
 - 64 students enrolled in Spring 2018 with BS: Equine & Ranch Management as degree goal
 - Have not yet admitted new Fall 2018 Juniors or Freshman
 - Current Freshmen: 7 + 1 Spring 2018 admit
 - Current Sophomores: 5
 - Current Juniors: 13 + 3 Spring 2018 admits
 - Current Seniors: 18 (2018 graduates)
- Chancellor's Office is committed to extending the program and continuing to admit students; Legislation advocacy continues
- December LAO report on bachelor's degree was mixed
 - More data is needed to draw conclusions - no graduates to date
 - The process for state BOG and CCCCCO was rushed
 - Some programs are very robust, others are struggling

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8. SIERRA NEVADA CONSERVATION AND WILDERNESS MEDICINE CONFERENCE

Through the leadership of Plumas District Hospital, **Dr. Jeff Kepple** is pleased to announce the first ever medical conference in our area specifically devoted to wilderness medicine. Participants will use FRC classrooms and facilities in this unique partnership that is sure to educate and support the community of medical practitioners. See the note from Dr. Kepple below:



Dear Friends and Colleagues,

I am very excited to announce the **1st Annual Sierra Nevada Conservation and Wilderness Medicine Conference** on June 1-3, 2018 here in Quincy, California!

Through the combined efforts of Plumas District Hospital, Plumas Health Care Foundation, Care Flight, Feather River College, and **Dr. Zina Semenovskaya** we have put together a high quality event with world class presenters at affordable prices. CMEs and CEs for this conference have been made available through the generous support of Renown Health and Care Flight.

Register today and join other Healthcare Professionals for great didactics, practical breakout sessions, search and rescue demos along with afternoon recreational options such as group hikes and mountain biking adventures!

You can camp at the college or arrange your own lodging. www.pdh.org/wildernessconference

Jeffrey G. Kepple MD, CEO
Plumas District Hospital