



1. STUDENT AND EMPLOYEE ACHIEVEMENTS

Terry Gallagher writes that *Cabaret* was a huge success! The show had seven sold out performances and one full house. They received eight standing ovations. The cast and crew were very excited at the wonderful reception by Plumas County audiences.



Champions!

- Softball captured the Golden Valley Conference championship – they are back-to-back champions for the first time in school history. Coach **Meredith Aragon** also earned her 100<sup>th</sup> win as a Golden Eagle.
- Baseball was also crowned GVC champions, their 10<sup>th</sup> in the past 11 years. FRC hosted College of the Sequoias before losing a heartbreaking third game in the first round of the playoffs.
- Beach Volleyball was undefeated and captured the Coast Conference championship on their way to advancing to the CCCAA Final Four as a team. FRC sent three individual teams to the state tournament with the team of **Morgan Hughes** and **Jessica Martinez** finally falling in the Elite 8 bracket.

**Softball**

All-State

Emily Mitchell

All-Conference

Emily Mitchell  
Jamie Romero  
Tyra Garcia

Shawn McCullough  
Alyssa Rude  
Alyssa Hethcoat

**Baseball**

GVC All-Academic Team

Oakland Scanlan  
Samson Abernathy  
Brandon Vial

All-Conference 1<sup>st</sup> Team

Samson Abernathy - Pitcher  
Brandon Vial – Pitcher  
Chase Larsen – Infielder  
Joe Bath – Catcher

All-Conference 2<sup>nd</sup> Team

Keoki Planas – Pitcher  
Chase Fernlund – Infielder  
Cole Fiori – Infielder  
Tyler Kushima – Outfielder  
Brandon Koszuth – Outfielder  
Jarid Norberg - DH



**Jim Cross** and **Michelle Petroelje** from the Biology Department hosted an anatomy viewing on May 12<sup>th</sup> for FRC staff of the fully dissected cadaver used in the anatomy/biology courses. The woman who donated her body for science is really interesting, writes **Anna Thompson**, because she has some unique characteristics. For Jim and Michelle, who spend many hours dissecting the cadaver, it was quite the challenge because of advanced muscle atrophy on the specimen.

On May 11<sup>th</sup>, FRC instructors, **Anna Poldervaart**, **Lauren Pearson** and **Anna Thompson** attended the final project presentation for

**Crystal Anderson's** bachelor-level course, AGAS 421, Equine Production and Management, as a review panel. This first cohort of bachelor's students had been asked to determine the effectiveness of one horse health management technique by collecting and analyzing data. Presentations included "Horse exercise conditioning", "Stallion semen preservation", "Broodmare weight gain", "Growth of young horses" as well as "Evaluation of a popular performance horse supplement." The panel was very impressed with the quality and depth of the research and the presentations and the ability of the student researchers to field questions. Kudos to instructors like Crystal who have worked so hard to develop the bachelor's level classes. If these presentations are any indication, the Bachelor's Program will be a great success and FRC will send well-prepared students into the world of Ranch Management.



Many FRC student-athletes have signed transfer scholarships to play at the next level. There are also several undecided students who will sign in the next few weeks. Below are the confirmed scholarships and transfer schools. Congratulations to our Golden Eagles and best of luck as you continue your education.



### Men's Soccer

John Ryan Holland – Penn State University  
 Ryan Birchfield – Lipscomb University  
 Jack Fulton – University of Massachusetts  
 John Perez – Alderson Broaddus University  
 Jamel Julien – Alderson Broaddus University  
 Jordan Whitchurch – Delta State University  
 Charlie Hopwood – Coker College  
 Christopher Cervantes – Laverne University  
 Conrad Gooley – Concordia University, Portland  
 Argenis Torres – Wheeling Jesuit University

### Women's Soccer

Jazzmyne Garcia – Reinhardt University  
 Bri Alvarez – University of Nevada, Reno  
 Olajua Pedemonte – Point Park University  
 Bret Nevala – University of Wisconsin, Parkside

### Women's Basketball

Savannah Cox - Colorado Christian University

### Volleyball

Morgan Hughes - St. Mary's College - indoor and Beach  
 Alanna Watt - Western New Mexico University - Indoor  
 Kim Austin - Erskine College - Indoor  
 Haylee Coats - Culver-Stockton College - Indoor  
 Jessica Martinez - University of Central Arkansas - Beach  
 Summer Williams - Holy Names University - Indoor  
 Elizabeth Rosenberg - Johnson & Wales University - Indoor

### Men's Basketball

Anthony Smith - UNLV  
 Chris McDonald - Texas A&M International  
 Zachary Williams – St. Mary's University Texas

### Baseball

Samson Abernathy - University of the Pacific  
 Ryan Coleman - Sonoma State University

Dear Dr. Trutna:

Congratulations! Your student, **Jennifer Andrews**, has been selected as one of only fifteen students to receive Phi Theta Kappa's Spring 2017 Hurst Review NCLEX® Scholarship! The [Hurst Review](#) is the top resource for preparing for the National Council Licensure Examination-RN® and PN® nursing exams and has helped hundreds of thousands of nursing students achieve first-attempt success on the NCLEX® exam. This is the first scholarship of its kind that is designed to assist Phi Theta Kappa nursing students who plan to take the NCLEX® with access to test prep materials and exam fee assistance.

As a Hurst Review NCLEX® Scholar, your student will receive a passcode for free use of the Hurst Review study materials, a \$300 value, and a \$250 scholarship award to pay for the NCLEX® exam fees. Disbursement of the passcode and scholarship award will be made once the student accepts the award.

Again, congratulations on your student's outstanding academic achievements that have earned them this award. If you have any questions or need additional information, contact our Scholarship Operations Team at 601.987.5741 or by email at [scholarship.programs@ptk.org](mailto:scholarship.programs@ptk.org)

Sincerely,

Lynn Tincher-Ladner, Ph.D.  
President and CEO  
Phi Theta Kappa Honor Society



Hatchery Manager, **Adam Fuller**, and his students have been working hard to design an aquaponics system in the FRC greenhouse. Aquaponics is an old technique that uses live fish to fertilize water in which plants are grown. This is a very water-efficient and sustainable way to produce fish and crops in a nearly closed-looped system, which is gaining a resurgence of popularity in a warming and population-strained world.

Under the direction of **Audrey Peters**, Upward Bound is pleased to report that the 2017 graduating cohort will be attending the following colleges in the fall:

Feather River College-5	Cal Maritime Academy-1
UC Santa Barbara-1	Shasta College-1
UC Santa Cruz-1	Monterey Peninsula College-1
Chico State - 2	Truckee Meadows Community College-1

In addition, five graduates enrolled in a general education summer course at FRC and another three high school participants are co-enrolled in a summer course at FRC.

Upward Bound has an outstanding six week summer program planned for our current participants including a leadership camp kick-off June 12-15<sup>th</sup>, followed by four weeks of instruction on the FRC campus and a four-day out-of-area college tour finale.

**Cathy Riley** sends in that an end of semester *Celebration for CalWORKs* students was held on May 12<sup>th</sup>. A pizza party for the students and their children marked another successful year of work and accomplishments!



## Update from Phi Theta Kappa

1. **Bethany Hammons** has received the 2017 Alpha Psi Zeta Transfer Scholarship. She will be attending CSU, Chico.
2. Over 40 Alpha Psi Zeta students will be graduating this spring. Congratulations!
3. The 2017-2018 Officers have been elected. They are:
  - President - **Haley Housel**
  - Vice President of Chapter Records - **Kira Veach**
  - Vice President of Membership and Outreach - **Treva Malat**
  - Vice President of Finance - **Amy Trenner**
  - Vice President of Honors in Action - **Kristie Williams**
4. **Anna Thompson** will be stepping in as the PTK advisor for the 2017-2018 academic year. Anna brings with her great enthusiasm and many ideas to sustain and move the chapter in new and exciting directions. Thank you Anna!

## Update from Political Science

With funding from the 2016-2017 Civic Engagement grant, **Katie Desmond** accompanied five students to the Sacramento State Capitol on May 2<sup>nd</sup>. Students were **Kristina Smith, Bethany Hammons, Haley Housel, Nance Reed, and Daniel Byse**. They explored the park, took a guided tour of the capitol and met with the Chief of Staff from **Senator Ted Gaines'** office and a staffer in **Assemblyman Brian Dahle's** office. The students introduced themselves, talked about their experience at FRC, and encouraged the representatives to keep our rural community needs (specifically education, health care, and sustainable development) on their radars. The trip was inspiring!



## Home Field Advantage Continues to Grow!

Feather River College's 3<sup>rd</sup> annual *Home Field Advantage* was held on Sunday, April 23<sup>rd</sup>, and enrolled 22 Plumas County high school seniors who will be entering their freshmen year this fall. The event, which grows every year, offers priority registration to Plumas and Sierra County students, giving them a personalized orientation before *Day in the Mountains*. Students received assistance from FRC Academic Advisors as well as an opportunity to consult with a Financial Aid Advisor. *Home Field Advantage* contributes to the goal of building relationships with local schools and showcasing FRC as a great, affordable local option for higher

education. This year FRC's Student Ambassadors were brought onboard to welcome the new local students, giving new students a chance to meet some of the current student body. The ambassadors served a free barbeque dinner and organized fun activities.

### Day in the Mountains Attendees Receive Excellent Service!

Over 165 new students and their guests and family members were on campus Monday, April 24<sup>th</sup>, for the annual registration event, *Day in the Mountains*. Attendance was a little less than previous years, but the service provided more individual attention, which was the best I have seen yet! Evaluations from the event are still coming in with comments about the wonderful experience, very helpful staff, and compliments to the beautiful campus.

### Outstanding Support Shown at the Student Recognition Awards

The Recognition Awards are held each spring to acknowledge students for various reasons such as Academic Excellence, Academic Achievement, Dedication to Learning, Most Improved, Outstanding Athlete, and more. This year, 56 students received awards from 15 faculty/staff members. PTK Advisor, **Katie Desmond**, was surprised by an award from the PTK officers for her dedication to the Chapter at FRC. Several students, faculty, and staff were in attendance to show their support, and **Kevin Trutna** welcomed the audience to the awards presentation.



### FRC Students get Some "Professional" Advice

**David Turner**, of Maverick Sports Consulting, presented "Success Starts with First Impressions" to the student body on Monday, May 1<sup>st</sup>. Turner's presentation focused on how to represent yourself on social media, on campus, and in a small community. Turner used several examples from his clients who are professional athletes. Athletic teams attended the sessions and Turner connected with the general student population as well. After each session, students completed evaluations and then received a free BBQ lunch. Students wrote multiple comments about what they learned such as making better decisions, sharing on social media, understanding the people you surround yourself with can be hurtful or helpful to your professional life, and how choices you make in life impact your future and those around you. Students also shared that they will put the information to use by being smarter about what they post on social media, thinking more carefully about their circle of friends, and focusing on their education and future careers. Thank you to Assistant Dorm Manager **Charlie Rifenbark** for this connection!

## Cinco de Mayo Celebration Becomes a Tradition at FRC

FRC celebrated Cinco de Mayo with a Fiesta held in the Eagle's Perch. The Student Ambassadors did a great job decorating and creating a festive atmosphere for the 145 students who came to celebrate. **Chef Mike Miller** put together a great taco bar funded by Equity Grant and Student Activities fees, so students could enjoy lunch at no cost. Students played bingo and learned new facts about the history behind Cinco de Mayo, thanks to the informational table tents made by **Agnes Koos**. Before the celebration ended, students broke open a beautiful piñata decorated by **Yascara Blanco** that was filled with authentic Mexican candy.



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

- a) April 21 – attended softball game vs. Butte College and baseball game vs. Shasta College
- b) April 26 – lunch meeting with **Trustee Jim Meyers**, Blairsden
- c) April 27 – meeting with **Molly Baker** from Sierra Pacific Industries
- d) April 27 – attended softball game vs. Lassen Community College
- e) April 28 – Lost Sierra Tourism workgroup meeting
- f) April 28 – FRC Foundation meeting
- g) April 28 – Research & Planning (RP) Group Bachelor Degree Pilot Program site visit for DOF report
- h) May 1 – Quincy Rotary meeting
- i) May 1 – Quincy Chamber of Commerce meeting
- j) May 2 – presented at Portola Rotary meeting
- k) May 2 – lunch meeting with **Trustees John Sheehan** and **Bill Elliott**
- l) May 3 – breakfast meeting with **Trustee Guy McNett**
- m) May 5 – attended CCCAA Final Four beach volleyball, Saratoga, CA
- n) May 7 – attended regional baseball playoff game vs. College of the Sequoias
- o) May 11 – attended FRC Foundation *Quincy Star Follies* showing
- p) May 12 – lunch meeting with **Trustees John Sheehan** and **Bill Elliott**
- q) May 15 – NorCal CEO meeting at Butte College, Oroville
- r) May 18 – Quincy Chamber of Commerce meeting

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### 3. ACCREDITATION REPORT UPDATE

Through broad and sustained efforts, FRC is on track to submit its comprehensive self-evaluation as part of the accreditation visit we will receive in March 2018. The self-evaluation report is a central part of our reaffirmation effort for accreditation and will be sent to the ACCJC in December of this year. Thanks to the work of many FRC employees, we have not only completed a draft of the entire document, but have begun refining that draft to ensure clarity and quality of message.

Numerous shared-governance committees spent the last part of the Fall 2016 semester refining their responses to the ACCJC Standards and making more accurate the references to evidence that support their responses. At the start of the Spring 2017 semester, **Nathan Slinker** and **Katie Desmond** each reviewed the document in its entirety to identify and improve issues in consistency of voice and message. After this focused review, we distributed the self-evaluation document to the entire campus, asking for feedback by the end of the spring semester.

Simultaneously, we have been developing the final chapter of our self-evaluation, a forward-looking summary of our plans for improvement called the Quality Focus Essay. This document was reviewed and revised by shared-governance committees in March and April and will be revised along with the self-evaluation over the summer break before being returned to the campus in the Fall 2017 semester for final review. Also at this time, **Cindy Hall** has begun the important and critical task of assembling the evidence that supports our document.

We should be proud of the work we have completed to this point but also aware that significant work still exists between now and our accreditation visit. I want to thank all of you who have worked on the document thus far and encourage all of you to review the document in its entirety this fall and provide your perspective.

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### 4. 2016-17 ANNUAL REPORT ON ASSESSMENT OF STUDENT LEARNING

**Prepared by the SLOAC Committee**

**B. Easley, J. Huynh, V. Jaquez, A. Koos, D. Lerch, J. Mahan, C. McCarthy**

#### General Notes and Introduction

Initiated in the 2014-2015 academic year, this document represents the Student Learning Outcome Assessment Cycle (SLOAC) Committee's annual summary report on student learning and assessment at Feather River College. This brief report is divided into three principal sections:

- I. the assessment of college-wide student learning outcomes,
- II. the assessment of program-level student learning outcomes, and
- III. the assessment of course-level student learning outcomes.

As has been the case in previous assessment reports, the SLOAC Committee feels that FRC has made commendable progress in many areas of student learning outcome (SLO) assessment, as evidenced by the contents herein. The continued availability of categorical funding from the state has improved the SLOAC Committee's ability to increase the attention given to student learning assessment by recommending that funding be prioritized on initiatives that overcome barriers to student learning as identified through the comprehensive program review (CPR) process. The Committee also has received feedback that its work to reduce redundancy and confusion surrounding the college's processes for program-level SLO assessment and comprehensive program review (CPR) has been generally successful: program leaders confirmed that the improvements had made the process more meaningful and simpler. This improvement was the result of the SLOAC Committee's work in integrating program-level SLO assessment into instructional and student services comprehensive program reviews.

Members of the Student Services Division attended a retreat in summer 2016 to revisit Student Services Student Learning Outcomes (SSSLOs). Prior to the meeting, managers were asked to review their accomplishments and fill in the Student Services Matrix for at least one objective from the previous year's APR. Program managers presented during the retreat and the following Student Services Council Meeting. Managers shared how their program was evaluated, and which of the APR objectives were chosen and then cross-walked to a college-wide SLO (CWSLO) and SSSLO. Evidence collected related to the selected SSSLO was shared. The evidence came from a variety of sources including survey data, meeting minutes, service use patterns, and anecdotal information. The final step was to identify how these data/evidence were used to improve learning, and if the change was effective. A specific example, the financial aid department identified that students make inquiries about topics that are published on the Financial Aid website, Facebook page, and/or MyFRC Portal causing them to repeat the same information over and over again, which increases processing time and shortens the amount of time that can be used to assist students. Multiple strategies were used to address the issue including creating instructions to help students check their financial aid status and to see if they have a refund, the financial aid website was reorganized to be less cluttered and more user-friendly, information and deadlines continue to be posted on the Financial Aid Facebook page and a FAQ's page will be created to provide students with answers to their most common questions. At the time of the retreat, the staff felt these efforts were improving communication with students and the efforts would continue to be evaluated throughout the year.

### Assessment of College-Wide SLOs

Students have completed an annual survey for the past six years that captures their self-assessment on their level of success in reaching FRC's college-wide SLOs (CWSLOs). The following graphs capture the six-year average for each of the CWSLOs as well as the year-by-year results.



Figure 1: Six-year averages, CWSLOs (highest to lowest)

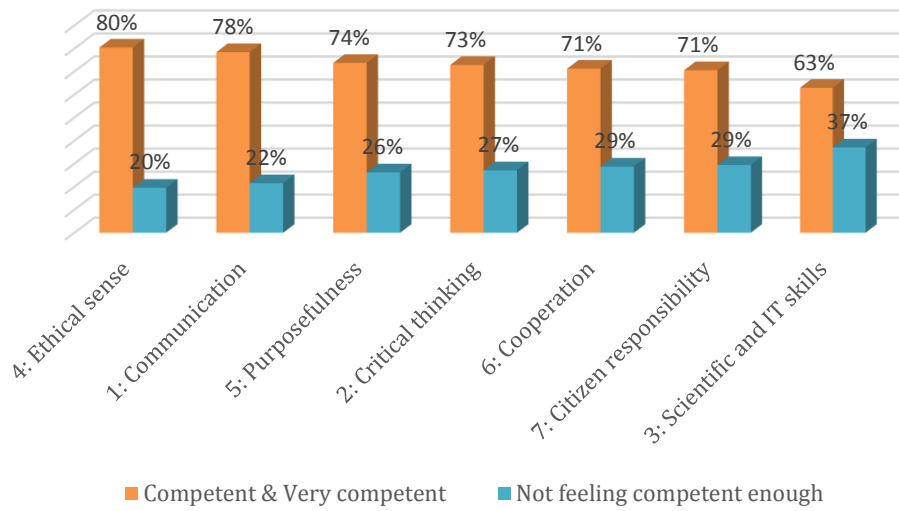


Figure 2: CWSLO #1 (Communication)

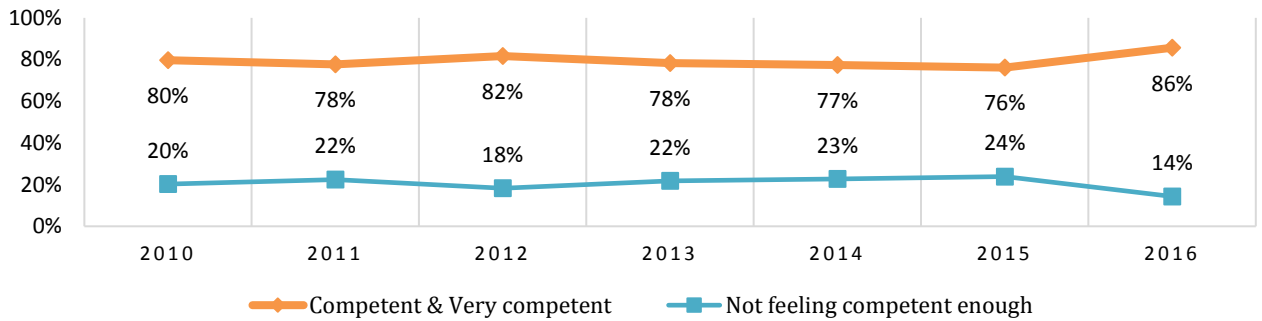


Figure 3: CWSLO #2 (Critical thinking)

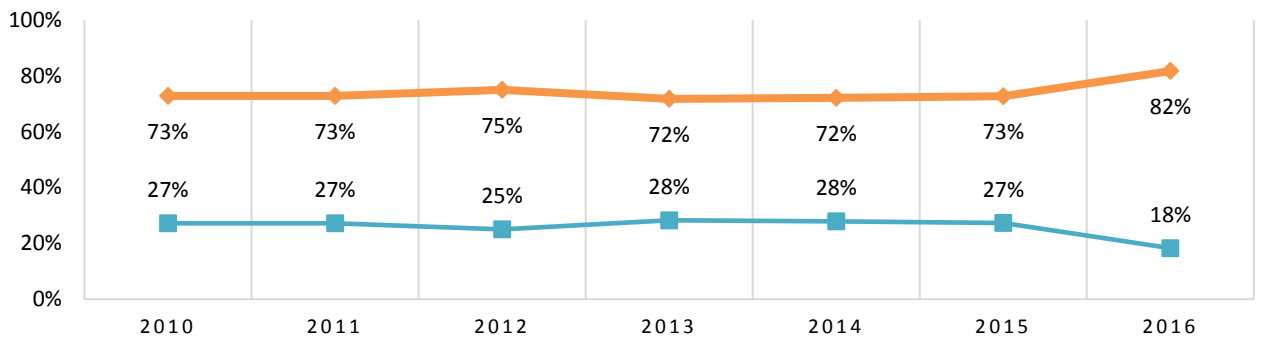


Figure 4: CWSLO #3 (Scientific & IT skills)

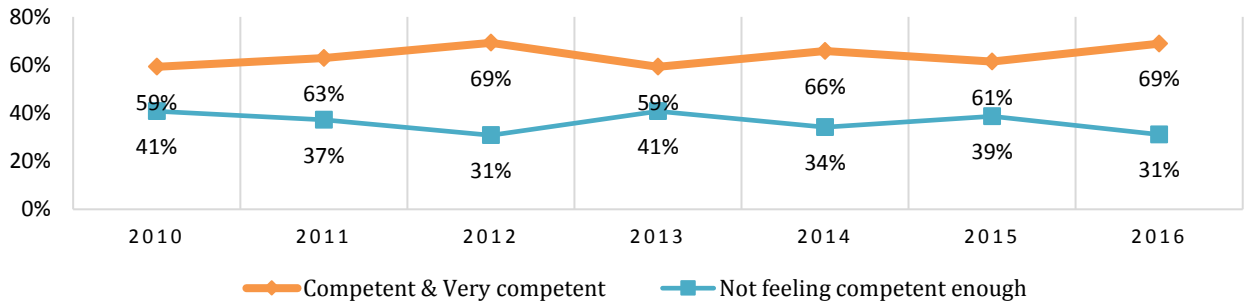


Figure 5: CWSLO #4 (Ethical sense)

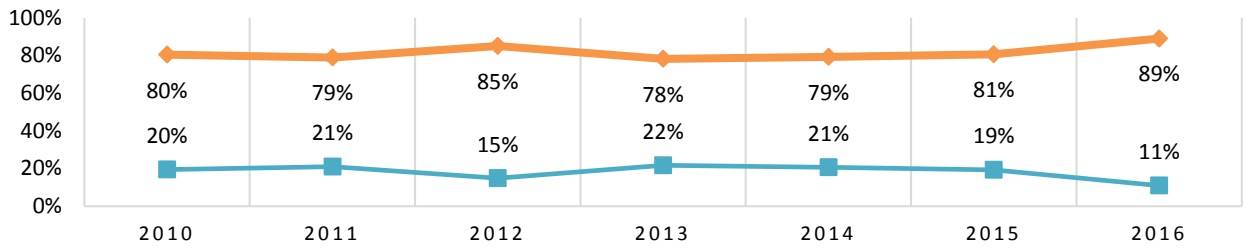


Figure 6: CWSLO #5 (Purposefulness)

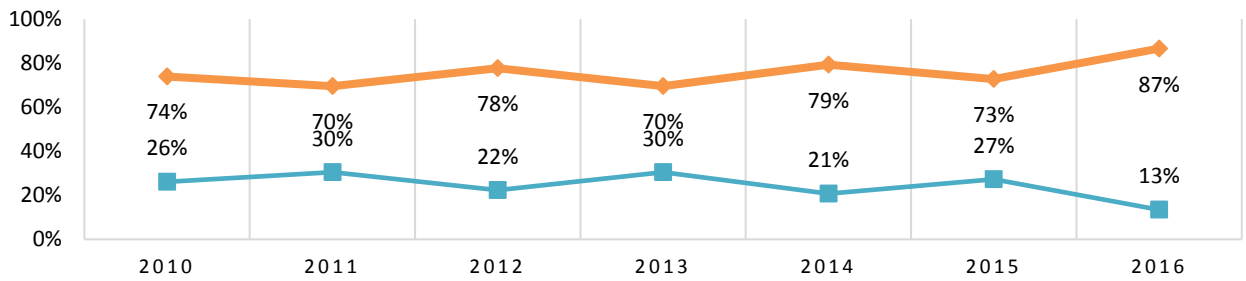
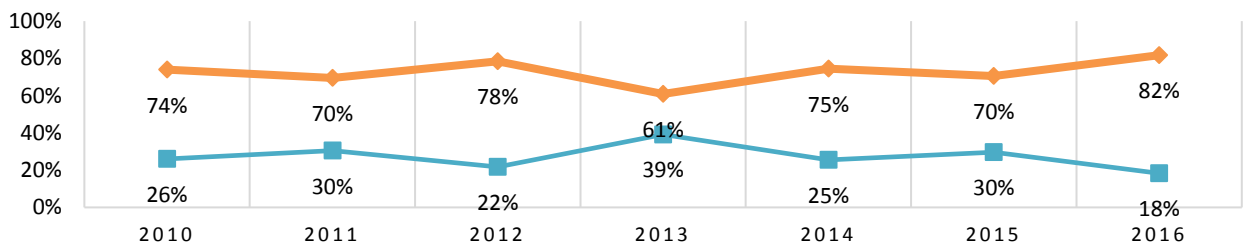
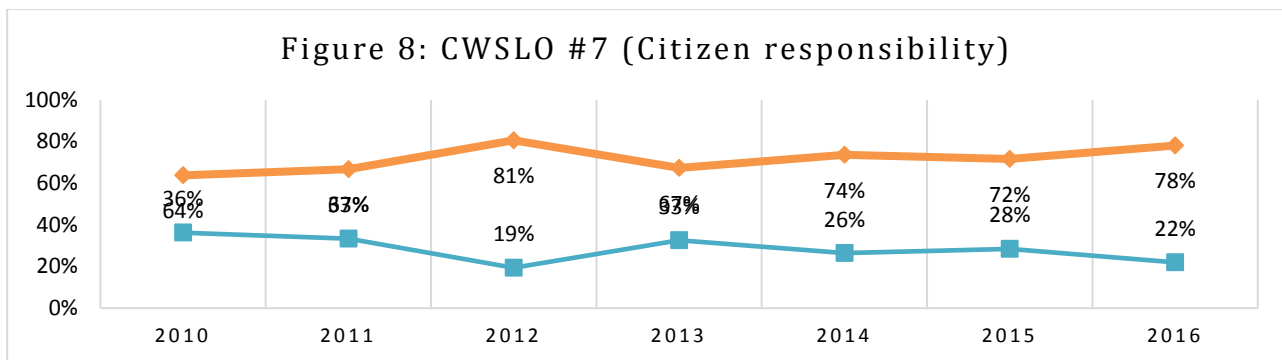


Figure 7: CWSLO #6 (Cooperation)





The graphs above (figures one through eight) demonstrate a positive understanding and sense of accomplishment in meeting the CWSLOs with an average of 82% of students citing "very competent" or "competent" as their level of attainment, an increase of 9% from the 2015-2016 year. These data have the statistical credibility of seven years of survey data and show relatively strong consistency from year to year for each CWSLO (figures two through eight) with a notable and strong improvement in all CWSLOs in the past year. All CWSLOs show similarly high attainment rates for students with the exception of Scientific and Information Literacy. In order to provide assurance that students are accurately gauging their performance relative to the Scientific and Information Literacy CWSLO, the SLOAC Committee worked with the Institutional Researcher to clarify the question on the student survey for 2016. This work appears to have positive impact on the relative score for this area as evidenced by the 8% increase in student confidence.

#### Assessment of program-level outcomes

Program-level assessment occurs in conjunction with comprehensive program reviews. As has been the case for the past four years, the SLOAC Committee meets with instructional and student services program leaders who have completed their program-level assessment and CPR processes. These group meetings provide an annual forum for programs to learn from each other and the SLOAC Committee on assessment strategies and student success.

***Recommendations for funding were made by the SLOAC Committee as an outcome from the program-level SLO assessment discussed at these meetings which resulted in one program, Biology, being highlighted as a program for which to focus special funding in the 2017-2018 year.***

Summary notes from the 2016-2017 meetings with instructional and student services programs are captured here.

#### *Instruction: Agriculture*

- Faculty use pre and post-assessments at the course level to gauge student ability and learning. Program faculty also rely heavily on the advisory committee for course and program-level guidance on SLOs. Program faculty feel this is an effective way to measure student learning in the classes and gives students a tangible feel for their improvement.

- Faculty also use the program's capstone class to assess how well students have met the various program-level outcomes through the completion of projects and large assignments that relate to the program-level outcomes.
- The program has responded to student interest and advisory committee feedback by more clearly aligning the degree requirements for the Equine Studies A.S. degree with the Equine and Ranch Management B.S. degree.
- Program faculty feel the updated CPR template effectively integrates program planning and assessment questions.

Instruction: *Outdoor Recreation Leadership*

- Program SLOs are mapped to course-level SLOs.
- Students complete capstone class and directed field experience in their second year, students complete culminating projects and lead outdoor excursions to ensure that they have met the program-level SLOs.
- Program faculty felt that the creation of a dedicated space for the program in the ORL/Art building has significantly improved student engagement and communication in the program. Additionally, the installation of the climbing wall has been hugely successful both for student and community use.

Instruction: *Environmental Studies*

- Program SLOs are mapped to course-level SLOs, this was done very clearly by program faculty and other program leaders felt that the work of the Environmental Studies program could be a model for other programs in their assessment.
- Like ORL, students complete a capstone class in their second year, students complete culminating projects to ensure that they have met the program-level SLOs.
- Based on feedback from its advisory committee, the program used categorical funding to purchase drones and display technology that will be used for a variety of monitoring projects both on the existing campus and on the newly purchased land south of Spanish Creek.

Instruction: *Biology*

- Program SLOs are mapped to course-level SLOs.
- Program faculty held in-depth interviews with past graduates to see how their work in biology at FRC prepared them for their four-year studies. The results of this focused research were very positive: students felt academically prepared and were successful in their post-FRC studies.
- Program-level reflection indicated that students would benefit from expanded training in DNA technology. The SLOAC Committee recommended that Anna Thompson explore appropriate technology for the laboratory and that funding be made available through the Instructional Equipment block grant in the 2017-2018 year to invest in this resource for students.



Student Services: *Disability Support Program for Students (DSPS)*

- DSPS staff work with all students who have temporary or permanent disabilities in order to provide support to help them reach their academic goals.
- Staff provide extensive and personal guidance to students in the program to develop and maintain a positive learning experience.
- Program staff use surveys to gauge the effectiveness of services, students are uniformly appreciative of the support offered by DSPS.

Student Services: *Student Success and Support Program (SSSP) and Transfer Services*

- Staff use surveys extensively to get feedback on services: feedback is both positive and informative.
- Changes to orientations and other SSSP services have been fine-tuned as a result of the feedback from students.
- Categorical funding has allowed for new initiatives to be funded such as a new scheduling program for advisors, new application process, and new assessment processes. These initiatives require additional technology support and the program is exploring using some funding to increase the staffing levels in the Information Services Department to help complete these initiatives.

Student Services: *Extended Opportunity Programs and Services (EOPS)*

- EOPS staff work with full-time students who are economically and educationally disadvantaged and provide extensive support to help retain these students and assist them in reaching their educational goals.
- Staff provide personal guidance to students in the program and can leverage FRC's connection to the county's Social Services programs to help refer needy individuals to EOPS.
- The program provides vital support to the vulnerable population it serves.

Student Services: *Admissions and Records*

- A&R staff have worked to improve students' financial literacy by creating clearer web-based information and brochures to explain the multiple fees and costs associated with attending FRC.
- A&R has implemented processes to communicate more proactively with students via email and hard-copy letters about potential holds that may affect their enrollment status.
- New office configuration has allowed A&R to serve students better as evidenced by feedback received from students.

Student Services: *TRIO/SSS*

- Program staff are focused primarily on graduation and transfer rates: these are the key progress points/SLOs for their grant compliance.
- The program has exceeded its persistence, graduation, and transfer rates although new federal requirements will increase the importance of students completing their four-year degree after leaving FRC.

### Assessment of course-level outcomes

Thanks to significant efforts made over the past decade, the college has completed at least one and in many cases multiple course-level assessments for nearly every course in the curriculum inventory. Faculty members have generally kept pace with assessment requirements by revisiting previously completed assessments within the established four-year timeframe. Currently, 87% of all courses have undergone at least one assessment, with newly added courses to the curriculum constituting the primary reason why the assessment rate is less than 100%. Disparities in the level of reflection captured in these assessments continue to exist. In order to improve tracking and reporting of course-level assessment, the SLOAC Committee has been developing an improved system that will use a database to store and make available initial and subsequent course-level assessments. This system will be finalized over the 2017 summer and will be rolled out in the fall of 2017.

