



**Feather  
River  
College**

**REPORT TO BOARD OF TRUSTEES  
SUPERINTENDENT/PRESIDENT - KEVIN TRUTNA, ED.D.  
APRIL 20, 2017**

**1. STUDENT AND EMPLOYEE ACHIEVEMENTS**



**Mary Alice Thurber** was selected to the Phi Theta Kappa California All-State Academic 1<sup>st</sup> Team and **Kristina Smith** was awarded with 2<sup>nd</sup> Team honors. FRC students were well represented at the awards ceremony in Sacramento with **Trustee Guy McNett** and **President Trutna** in attendance as well.



**Cathy Riley** writes that a CalWORKs Workshop was held on April 12<sup>th</sup> with the subject *Ten Steps to a Happy Family and a Peaceful Workplace*. As FRC Coordinator, Cathy also attended the 8<sup>th</sup> Annual Training Institute for *Empowering and Inspiring the CalWORKs Student*.

**Kevin Danaher** will be giving the keynote address at the 5<sup>th</sup> Annual Plumas Business Summit, April 24<sup>th</sup>, at the Grizzly Creek Ranch. The theme of the conference is *Mapping Our Business, Where Local Meets Global*.

Many thanks to **Gretchen Baumgartner** and the Trio Program for their accomplishments, including awarding 11 scholarships to deserving students as described in the press release:

Eleven Feather River College students have been awarded Student Support Services/Trio scholarships totaling \$16,250. Several Plumas County locals including **Marcela Cardenas** and **Kristie Williams** of Portola, **Tirian Shirley** of Beckwourth, and **Mariah Ruelas** of Quincy are the recipients of the scholarships. In addition to the local students, the other student grant recipients are **Allyson Fulk**, **Bethany Hammons**, **Haley Housel**, **Josh Miller**, **Dustin Silkwood**, **Devonta Toles**, and **Tucker Weaver**. The student scholars earned an average 3.57 GPA.



Annually, the federally funded SSS/Trio serves 160 FRC students offering academic advising, financial literacy and academic workshop, transfer guidance, peer mentoring/tutoring and cultural activities. The goal of the SSS/Trio scholarship program is to help first-generation, economically disadvantaged students graduate from FRC and transfer to a four-year college or university.

In addition, 15 Trio students recently attended an Etiquette Dinner at Sweet Lorraine's.

**Terry Baumgartner** sends along that on Saturday, March 25<sup>th</sup>, FRC baseball player **Samson Abernathy** pitched a no-hitter against College of the Siskiyous.

**Randy Rick** informs us that GVC Most Valuable Player **Anthony Smith** signed a scholarship offer with UNLV. Also, Randy was chosen to coach at the NorCalSportsTV Junior College All-Star game in the Bay Area.



In honor of Black History Month, Women's History Month and STEAM education and careers, SSSP/Equity sponsored the showing of *Hidden Figures*, a film about three African-American women who worked for NASA as mathematicians tasked with calculating the launch of astronaut John Glenn into orbit. Before the movie started, a panel of faculty including **Tom Heaney, Joan Parkin, Daryl Swarm** and **Jim Cross** highlighted the different themes represented in the film as well as Black History, Women's History and STEAM fields. With 94 tickets given out, the event was well attended by students and staff.

This March, **Bridget Tracy** accompanied a group of 18 students to CSU Chico, where they attended the *This way to Sustainability Conference*, toured some of the science labs, and learned about the environmental science programs and research at the University. The annual conference is about sustainability and covers all kinds of topics, from pasture management to green energy, and from community engagement to effective outreach through social media. Other students from the environmental studies, agriculture, and outdoor recreation leadership programs joined the day to learn about the campus and sustainability.



FRC students after touring science labs



FRC students listening to a talk about soil carbon storage



A campus bioswale, a biological, storm-water contaminant filter



Enjoying the sun, while waiting to meet **Dr. Sandrine Matiassek** for a tour of Physical Science building



**Darla DeRuiter** and the ENVR 251 Ecosystem Management class is writing a plan for a potential campus arboretum. They are discussing the future climate in Plumas County and selecting specimens that can handle the projected 7-9° increase in temperature. The concept is to plant trees in phases through the years and make the campus an even more beautiful place to learn. For Earth Day, the class planted the first three trees across from the Science Building. The students involved were:

**Tanner Bloom**  
**Jamie Buchanan**  
**Cassy Elzea**

**Walter Harmon**  
**Sarah Harvey**  
**Nikki Harvey-Marlow**

**Duncan Kennedy**  
**Sage Orozco**  
**Jacq Tardif**



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

- a) March 13-16 – Chaired ACCJC Accreditation Visit to Deep Springs College, Big Pine, CA
- b) March 17-18 – FRC Foundation Quincy Star Follies
- c) March 20 – attended Quincy Rotary meeting
- d) March 21 – lunch with Trustees **Bill Elliott** and **John Sheehan**
- e) March 22 – personal vacation
- f) March 23 – attended Phi Theta Kappa All-California Team Awards Luncheon with Trustee **Guy McNett**, Sacramento, CA
- g) March 24 – FRC Foundation meeting
- h) March 27 – 31 – Spring Break
- i) March 27 – meeting with CEO **Tom Hayes** and Eastern Plumas District Hospital administrators, Portola
- j) March 28 – FRC Foundation Fitness Center meeting
- k) March 28 – attended home baseball game vs. Delta College
- l) March 29 – lunch meeting with Trustee **Jim Meyers**, Graeagle
- m) March 31 – personal vacation, made presentation at Santa Monica College Leadership Development Institute
- n) April 4 – attended Quincy Rotary meeting
- o) April 4 – FRC Board of Trustees Special Meeting
- p) April 5-7 – ACCCA Mentor Program Retreat presentation, Los Altos, CA
- q) April 10 – attended baseball game at Lassen College, Susanville
- r) April 18 – chaired ACCJC Follow-up Visit to Taft College, Taft, CA
- s) April 19 – Phi Theta Kappa induction ceremony

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## 3. MEASURING THE MISSION – PART 2 OF 3

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 2017 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 focuses on the second part of the mission. The responses below provide suggestions generated by all faculty and staff at Institution Day relative to the FRC Mission. The purpose of this data is to answer the question “How well is FRC doing in meeting its mission?”

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Following are suggestions from faculty and staff for answering the three questions above specifically to this portion of the mission statement:

- Number of students and the breakdown of where they are from (local, regional national, international and other demographics)
- List of all programs, degrees, and certificates – catalog provides evidence of options and we should track graduating students and what they go on to do after FRC
- Student stories. Capture stories of faculty and staff. How are they individually serving the students? What are their experiences? How graduates contribute to the communities they are part of?
- Create a list of GE pathways, degrees and certificates, number of awards, campus surveys and DataMart information, difference in modes of delivery (face-to-face, online, correspondence)
- Comprehensive Program Reviews and Annual Program Reviews
- Student testimonials
- List the specific areas where our students come from. Do we have multiple students from the same areas?
- Number of out-of-state and international students who have applied vs. the number who have enrolled vs. the number who have graduated
- Financial Aid outreach efforts to the populations as defined in the mission statement
- Success rates: how many students get through the educational system and how many end up getting jobs upon completion
- Retention and graduation rates as samples

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#### **4. UPDATE FROM THE ALPHA PSI ZETA CHAPTER OF PHI THETA KAPPA**

The Alpha Psi Zeta chapter of Phi Theta Kappa has had a stellar year. There are 24 new members this spring semester, and the chapter received the PTK Reach award for its 20% member acceptance rate. There are currently over 70 members, and we will be honoring a few dozen graduates this spring who are moving on to exciting new academic ventures.

For the first time in its history, the chapter has received the prestigious Five-Star status with the national organization. The FRC chapter now ranks within the top 100 chapters out of over 1,200 chapters internationally. Attaining this status has required incredible work by Alpha Psi Zeta members, past and present.

*Being an active member ...should immerse you into a community of motivated students; a community that will help you when you need it; a community that will push you to do your best; and a community to share the accomplishments made as a team. – Amanda Leppert*

In 2016, members made it their goal to complete an Honors in Action Program, the most challenging project for a PTK chapter. Using the guidelines established in the 2016-18 Honors in Action Program Guide, *How the World Works: Global Perspectives*, members researched various topics. They ultimately settled on the “rights and responsibilities” theme so they could highlight their community’s location in the global economy.

This theme was then integrated into the POL/SOC 160 - Globalization curriculum and members and project leaders enrolled in the course, which provided structure for the project. The group focused on food security and food production in Plumas County and they examined the literature about global food security, and international and national policies around agriculture and those that affect access to food. They identified vulnerable populations when it comes to food security as well as some of the innovative efforts across the globe for addressing hunger and food production. Then they investigated what food insecurity looks like in Plumas County and the services available to Plumas County residents. Students then wondered where the food in Plumas County comes from? Using the global commodity chain concept, they interviewed food retailers who helped them map the county’s food sources, regionally and globally. Interviewing local farmers was inspiring for students, helping them formulate a project they saw as important in contributing to sustainability and highlighting responsibility.

After compiling a research paper and video of their interviews and findings, students came up with a campus composting project. Upon receiving an FRC Foundation mini grant, they met with the facilities department, the Student Environmental Association advisor and the Eagle’s Perch, and have identified a process where the campus can better manage its food waste. The project will be implemented in Fall 2017.

Achieving Five-Star status involved the chapters many services to its region, campus and community. This included member participation in a Chapters United activity/regional project in Fall 2016, an ecological restoration project with the City of Chico. The project was organized by the Butte College chapter, and along with members from the Sacramento City College and Yuba College chapters, as well as students from CSU, Chico, we spent the morning planting native trees to prevent soil erosion along a waterway.



During the 2016 semesters, members also identified the FRC Student Lounge renovation as important for students, so chose this as their College Project. The chapter participated in the planning process, and painted a chalk-wall in the lounge as a “creative space” for students. This work was in addition to hosting a scholarship workshop, as well as the many activities organized by the chapter’s service committee: the winter clothing drive, stocking the food pantry, and volunteering for many Community Connection members. Service remains the chapter’s strength and essential to its identity.



*Kristina Smith and Bethany Hammons complete the chalkboard wall in Student Lounge.*

A number of members have represented the chapter at this year’s PTK conferences. In Fall 2016, **Chris Clements** represented the chapter at the Leadership Conference in Burbank. He came back with many ideas about improving APZ’s executive committee’s communications and practices.



*Mary Alice Thurber, Amanda Leppert, Kristie Williams, Miko Fogarty at regionals.*



*Kristina Smith and Haley Housel, selfie at Catalyst*

In Spring 2017, **Miko Foggarty, Kristie Williams, Mary Alice Thurber, and Amanda Leppert** attended the Phi Theta Kappa NV/CA Regional Convention in Burlingame. The group attended sessions about the many PTK components, how to run effective meetings, and how to promote a chapter. The group was especially proud to accept many rewards on behalf of the chapter: Financial Literacy, Chapters United, College Project, Founders Day, Community Service, and the NV/CA region’s second place for the Honors in Action project.

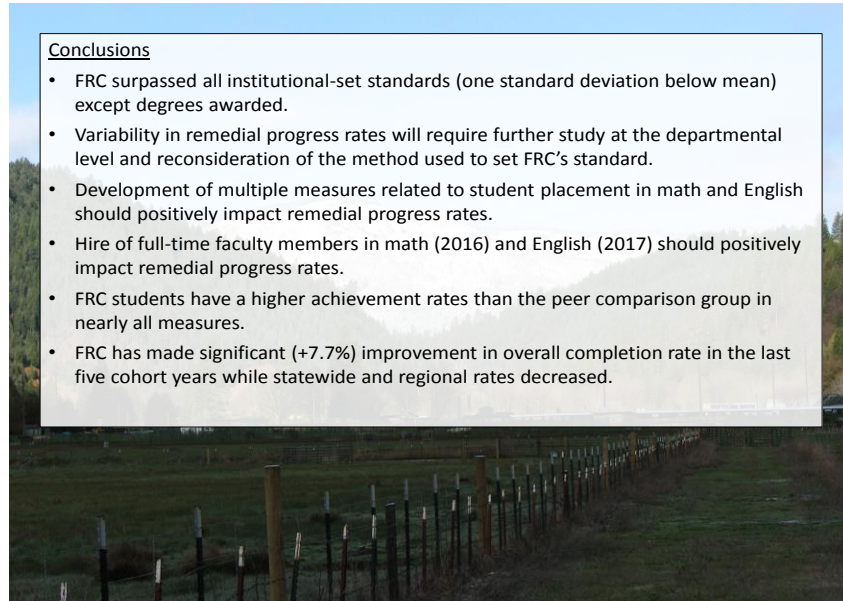
The highlight of the Spring was the attendance of two members at the International Catalyst Convention in Nashville. **Haley Housel** and **Kristina Smith** participated in the election of international officers, met and networked with regional and national chapters, and came back with

tremendous ideas for collaboration and outreach. According to Smith, “Catalyst was probably the single most impactful experience of my career with PTK and at Feather River College.” In addition to learning about strategies to create and sustain a strong chapter, they talked to four-year school representatives, all recruiting PTK students to their institutions, offering up to \$12,000 in PTK transfer scholarships.

This successful year would not have been possible without tremendous institutional support. FRC administration and trustees have been PTK champions, and the chapter is beyond grateful for your faith and encouragement. The support the group receives from FRC employees is also appreciated. From the invaluable assistance from **Cindy Hall** to the facilities department, it is obvious how important student success is to everyone on this campus. Thank you!

## 5. INSTITUTION SET STANDARDS AND CCCC REPORT CARD

As part of the ACCJC Standards, every institution must determine their own Institution Set Standards. FRC has chosen to include these with the Chancellor's Office Scorecard. Below is a yearly update on how well FRC measures against our own goals as part of a report to the Board of Trustees by **Derek Lerch**.



### Mandated institutional-set standards selected by ACCJC

Metric	Institutional-set standard	2015-2016 performance
Successful course completion	76.14%	81.1%
Completion of degrees	151 total awards	212 total awards
Completion of certificates	91	124
Number of students who transfer to four-year	480	510
Licensed vocational nursing pass rate (NCLEX)	75%	80%



Persistence: percentage of degree and/or transfer-seeking students tracked for six years who enrolled in the first three consecutive terms.

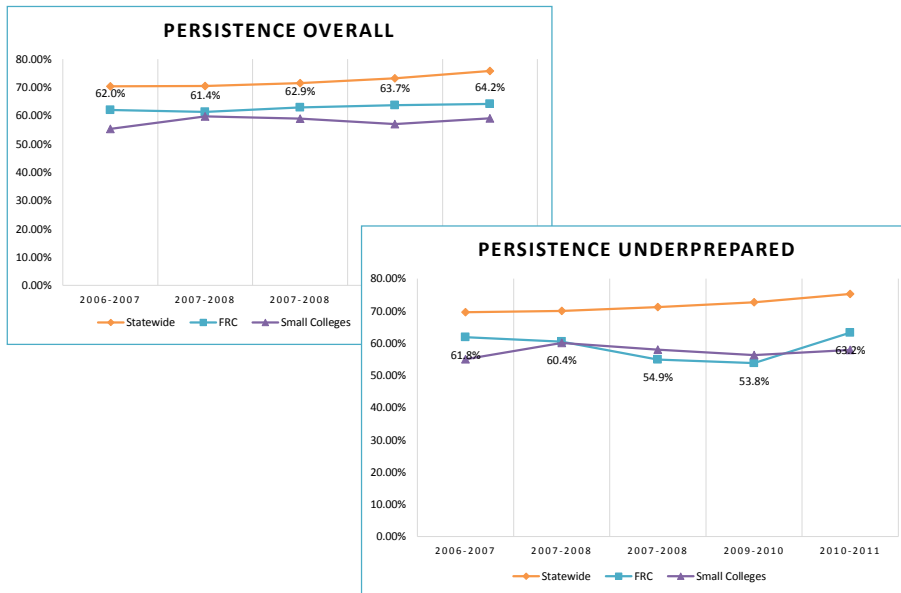
2017 Scorecard results (2010-2011 cohort year)

	Prepared	Underprepared	Overall
FRC	65.6	63.2	64.2
Small college avg.*	65.0	57.9	59.1
Statewide avg.	78.0	75.2	75.9

- FRC outperforms small schools for all student categories.
- FRC improved in persistence for underprepared students in this cohort year (+9.4%).
- Variability by age and race/ethnicity is significantly greater for FRC than the statewide average, attributable to the small sample size in these categories of students.
- Categorical funding for Student Success and Support Programs, as well as Equity Funding, has allowed for greater services for a broad spectrum of students. These services will include increased academic advising staff, increased academic support staff, and improving student life.

\* Small college average: Barstow, Copper Mtn., Lassen, Lake Tahoe, Mendocino, Palo Verde, Siskiyou, FRC

Persistence: percentage of degree and/or transfer-seeking students tracked for six years who enrolled in the first three consecutive terms.



30 units: Percentage of degree and/or transfer seeking students tracked for six years who achieved at least 30 units.

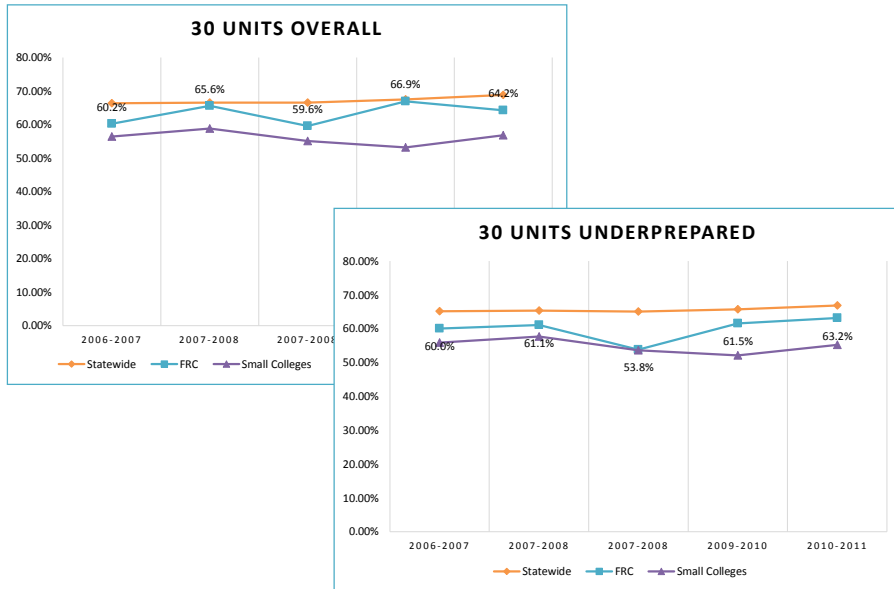
2017 Scorecard results (2010-2011 cohort year)

	Prepared	Underprepared	Overall
FRC	65.6	63.2	64.2
Small college avg.*	64.4	55.2	56.8
Statewide avg.	73.1	66.8	68.8

- FRC beats small school overall average, trails statewide average slightly.
- “30 unit” measure is a proxy for persistence, possibly more meaningful.
- Improved visibility/clarity of student education plans should help focus student progress.
- Increased staffing levels related to SSSP and Equity funding will provide greater student attention and direction.

\* Small college average: Barstow, Copper Mtn., Lassen, Lake Tahoe, Mendocino, Palo Verde, Siskiyou, FRC

30 units: Percentage of degree and/or transfer seeking students tracked for six years who achieved at least 30 units.



**Completion:** percentage of degree and/or transfer-seeking students tracked for six years who completed a degree, certificate or transfer related outcome.

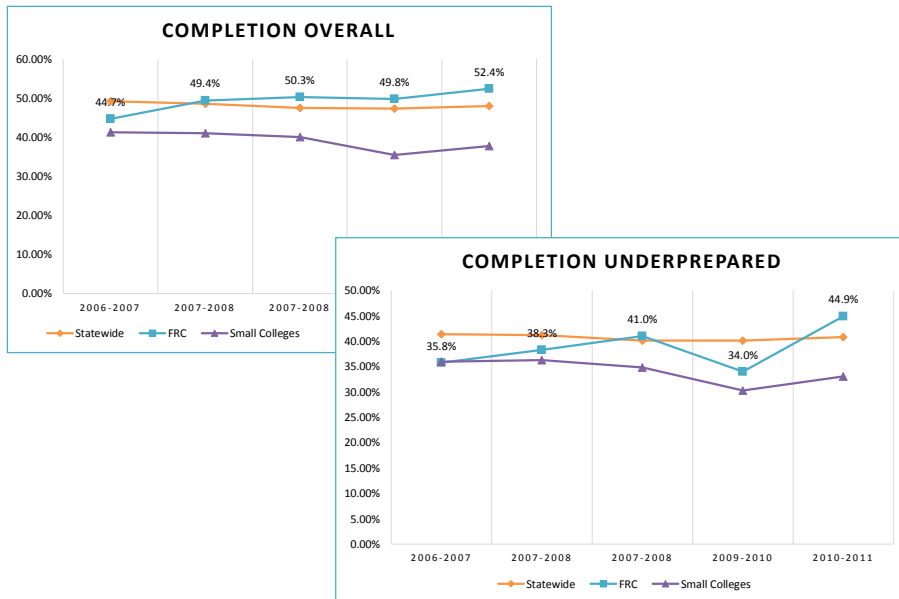
2017 Scorecard results (2010-2011 cohort year)

	Prepared	Underprepared	Overall
FRC	63.4	44.9	52.4
Small college avg.*	60.4	33.0	37.7
Statewide avg.	70.6	40.8	48.0

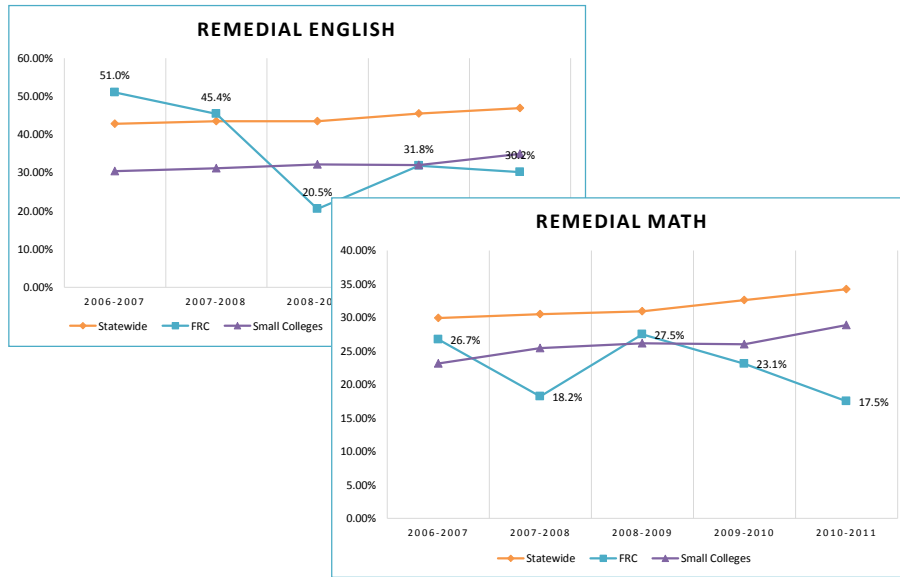
- FRC outperforms state and small college overall averages.
- FRC's disparity between completion rates for prepared and underprepared students closed significantly in this cohort year (from a difference of 15.8% to 7.5%).
- Development of transfer degrees (a.k.a. TMCs, ADTs) should provide students streamlined degree paths with more meaningful degrees.
- Development of multiple measures related to student placement in math and English should positively impact remedial progress rates.
- As has been the case in the past, FRC students have a higher completion rate relative to the 30-unit mark than regional and statewide averages.

\* Small college average: Barstow, Copper Mtn., Lassen, Lake Tahoe, Mendocino, Palo Verde, Siskiyou, FRC

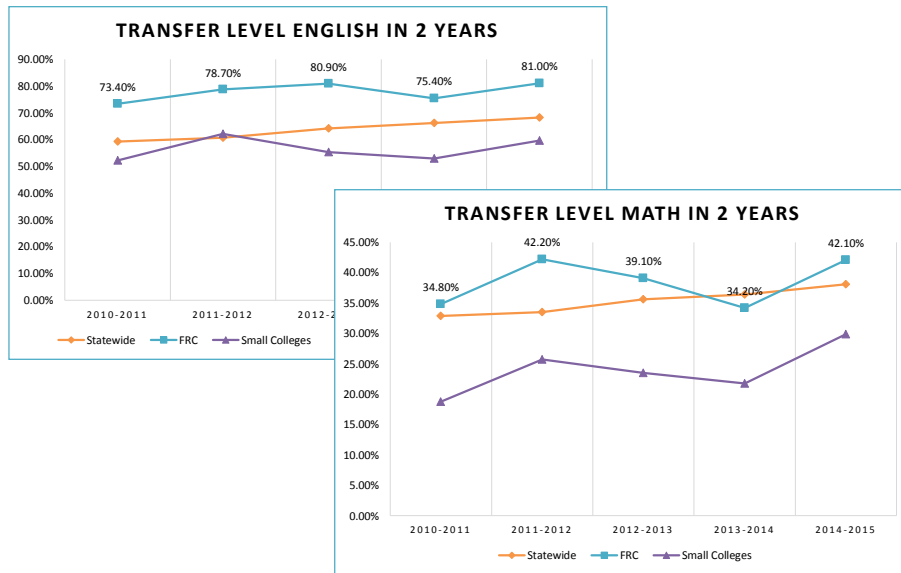
**Completion:** percentage of degree and/or transfer-seeking students tracked for six years who completed a degree, certificate or transfer related outcome.



**Remedial progress:** Percentage of credit students tracked for six years who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.



**Transfer progress:** Percentage of credit students who completed transfer-level coursework in math and English within two years.



Career Technical Education: Percentage of students tracked for six years who completed eight units classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred

2017 Scorecard results (2010-2011 cohort year)

	CTE
FRC	54.1
Small college avg.*	45.4
Statewide avg.	53.9

- Supportive, personal CTE programs at FRC encourage completion and transfer.
- ADTs developed for some CTE programs (Early Childhood Education, Business, Administration of Justice) have not yet had a substantial affect on transfer rates due to the staleness of the Scorecard data.

\* Small college average: Barstow, Copper Mtn., Lassen, Lake Tahoe, Mendocino, Palo Verde, Siskiyou, FRC

Skills Builder: The median percentage change in wages for students who completed higher level CTE coursework in 2012-2013 and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate.

2017 Scorecard results (2010-2011 cohort year)

	Wage increase
FRC	43.7
Small college avg.*	31.3
Statewide avg.	22.6

\* Small college average: Barstow, Copper Mtn., Lassen, Lake Tahoe, Mendocino, Palo Verde, Siskiyou, FRC

# EarthDay

Date	Time & Location	Event	Sponsor
Saturday, April 15	9am Spanish Creek Bridge by Oakland Camp	Native Plant Walk with David Popp	Plumas Native Plant Society
Tuesday, April 18	8:45am – 1pm, A23/Hwy70 Junction	Bird-watching Fieldtrip at Roberti Ranch, Sierra Valley with David Arsenault	Plumas Audubon Society
Wednesday, April 19	3 – 5pm, Quincy Elementary School	Kids' Earth Day	Quincy Elementary School & Plumas Charter School
Thursday, April 20	1pm, FRC Big Green by LRC (Library)	Trash Pick-up Contest	FRC Student Environmental Association
Thursday, April 20	5pm, Outside across from Town Hall Theatre	T-Shirt Silk Screen Demo & Giveaway	Plumas County Public Health and Plumas Earth Days Committee
Thursday, April 20	6:30pm – Info Fair 7pm, Town Hall Theatre	<i>Love Thy Nature</i> film and announcement of Community Sustainability Awards	Plumas Earth Days Committee & FRC Sustainability Action Team
Saturday, April 22	10am (poster making) 11am (march begins) Dame Shirley Park	March 4 Science	Plumas Action Network
Saturday, April 22	8:30am, FRLT Sierra Valley Preserve	Bird Walk / Property Tour (reservations required)	Feather River Land Trust / Plumas Audubon Society
Saturday, April 22	10:30am-2pm, Lake Almanor, Canyon Dam Campground	Plumas Paddle Fest	FRC Outdoor Recreation Leadership program
Saturday, April 29	11am – 1pm, Plumas County Fairgrounds, Lawrence-Main Street loop, Dame Shirley Park	Plumas People's Climate Parade – Costumes!	Plumas Earth Days Committee / Plumas Action Network / Plumas County Democratic Central Committee