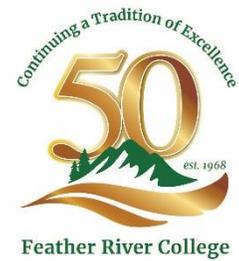
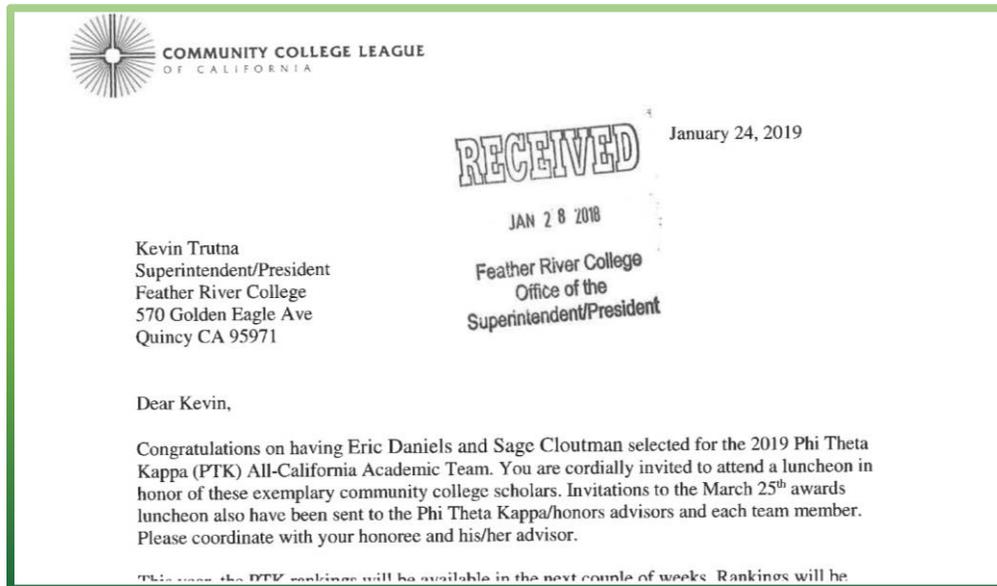


REPORT TO BOARD OF TRUSTEES
SUPERINTENDENT/PRESIDENT KEVIN TRUTNA, ED.D.
MARCH 21, 2019



1. STUDENT AND EMPLOYEE ACCOMPLISHMENTS



FRC has been recognized by the University of Illinois as an exemplar school in “retaining and matriculating underserved racially minoritized students at community colleges. Specifically, Feather River Community College District was identified as one of the top institutions in the country in enrolling and supporting associate degree completion for African American/Black students.” The University of Illinois Office of Community College Research and Leadership (OCCRL) Program has invited FRC to nominate candidates for a Bill & Melinda Gates Foundation Engaging Excellence Fellowship. **Greg McCarthy** has been accepted as a founding member to join other professionals as they build what is known about serving and supporting racially minoritized students, creating a network of culturally responsive practices and developing policies that can champion scaling-up the project.

Dr. Derek Lerch and **Anna Thompson** have been accepted to a NSF-funded workshop for Preparing Competitive Proposals to the National Science Foundation S-STEM Program. The program provides grant funds to institutions of higher education to support the efforts of low-income, academically talented STEM majors. The support includes scholarships and funds to implement and assess evidence-based curricular and co-curricular practices that enhance STEM learning environments. This will be a great opportunity to develop a proposal and look at STEM education in-depth and plan the vision for STEM education at FRC.



On February 21st, **Carlie McCarthy** graduated from the Association for California Community Colleges (ACCCA) Mentor Program, a statewide, year-long professional development program. Carlie’s mentor was **Dr. Samia Yaqub**, President of Butte College. Carlie shared that the Mentor Program was a great opportunity to learn from an experienced administrator and expand her network of other community college professionals throughout the state. She learned a lot about the CCC system and more about herself as a leader. **Dr. Kevin Trutna** is on the Mentor Program Coordination Team and served as a mentor to **Jonathan King**, the new VP of Student Services at Lake Tahoe Community College.



Dr. Darla DeRuiter and the ENVR 251 Ecosystem Management class burned five piles near the campus water towers on Tuesday, March 12th with **Darrel Jury's** oversight. This is part of the FRC Watershed Improvement Project. Students had to prep the piles (see picture on left) and have proper clothing and tools.



The Crock Stars Crockpot Cooking Competition was held in the student lounge on February 28th. Judges **Derek Lerch**, **Valerie Campa** and **Jeff Lewis** had some help deciding on the winners from the crowd of students enjoying all the food. **Michelle Petroelje** helped direct the activities.



- Ultimate Crock Stars - TRiO students **Sydney Guinto** and **Diali Baez** for their delicious Tortilla soup
- Most Original Dish - **Krysha Love** and **Baylee Rippee** three-ingredient peach cobbler
- Most Inexpensive Dish - **Nick Johnston** from Financial Aid Department with his 1561 Poor Man's Stew

Greg McCarthy sends that FRC alumni **Jordan Whitchurch**, who transferred to Delta State University, recently won several awards at the Delta State Annual Student Art Exhibition. Jordan won top prizes in the following awards: President's Cabinet Purchase Award, Ron Koehler Printmaking Award, and the Bill Lester Award. Jordan came to FRC from Australia and he is a former soccer student-athlete who earned an AA-T in Studio Arts from FRC. He will be graduating in May from Delta State University in Cleveland, Mississippi. The picture on the right shows one of his winning pieces.



Anna Thompson and members of PTK thank everyone who showed up to the Pi Day event! Enjoy these epic pictures of **Dr. Will Lombardi** and **Dr. Tom Heaney** being whip-creamed as a fund raiser!

In an effort to assist with instructor comments on Student Intervention Reports regarding students' minimal use and/or knowledge of Canvas, Student Success Specialist, **Stacey Svilich** led several Canvas for Students Workshops in which she walked individuals through the steps of navigating the dashboard, submitting assignments, reading and responding to instructor feedback, keeping up with assignments on the Canvas calendar, among other essential components needed for student success with Canvas. There were five workshops held at a variety of times, including during two football study halls which was requested by the head coach, **Nick Goulet**, and altogether the attendance totaled 73 students. Student feedback at the workshops shows that there definitely was a gap in their knowledge of Canvas, and we will follow up throughout the semester to see if instructors notice increased student use of Canvas to assess workshop effectiveness.

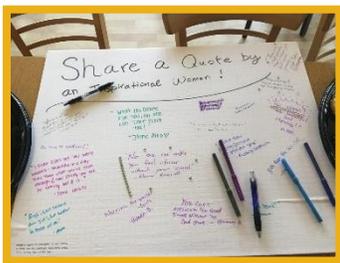
Student Services, in conjunction with the English Department and Writing Across Curriculum held the first of three Paper Formatting Workshops in early February. English instructor, **Dr. Will Lombardi**, with the assistance of Student Success Specialist, **Stacey Svilich**, led an hour long workshop on the importance of passing the “sight test” with instructors when it comes to how students format their papers. This workshop was well attended and the student feedback was that they had little idea that instructors cared what their papers looked like; they thought they only cared what was written in the paper. There will be two more workshops this semester that address additional topics when it comes to researching, writing, and formatting papers for college courses.

On Wednesday, February 6th, Student Success Specialist, **Stacey Svilich**, led the first *FRC Feast* of the semester. The theme for the night was Careers in History, and in an effort to engage students more in this event, the format was switched to a round table discussion where students got to pick two different speakers that they spent 10-15 minutes acquiring information from regarding a degree in history and the various career paths one could take with that degree. The five speakers present that night, all of whom have degrees in history, were **Wayne Yates**, a local attorney and history teacher at Plumas Christian School, **Scott Lawson**, local historian and Director of the Plumas County Museum, **Dr. Tom Heaney**, history instructor at FRC, **Aleece Oravetz**, high school history teacher and Athletic Director at Quincy High School, and **Tara Usko**, assistant volleyball coach and TRiO advisor at FRC. Additionally, Student Success Specialist **Stacey Svilich**, who led the event, also teaches history at FRC, and this variety of speakers highlighted to the students that a degree in history can help prepare you for several career paths since you obtain skills like critical thinking, effective communication, and knowledge of diverse populations when working on a degree in history. Thirty-nine students attended this event, and the feedback showed that students’ eyes were opened, not only to the importance of history courses, but how much one can actually do with the degree. We even had a small number of students request more information about the history degree here at FRC!



At the end of February, **Sandy Holman** of the Davis Culture C.O.O.P. visited FRC for Black History month and spoke to a packed house in the Gallery.

On Wednesday, February 13th the first Black Student Union meeting at FRC was held. The students who attended were very excited to have a club that would represent them on campus and they are looking forward to increasing cultural awareness, celebrating diversity, and creating unity on the FRC campus. They came up with a number of activities they would like to bring to campus, and have already set out plans for fundraising to assist with these activities. Freshman **Taneesha Porter** is President of the club, Sophomore **Tony Jones** will be Vice President, Freshman **Kayla Reis** will be Secretary and there is still an opening for Treasurer. Student Success Specialist and History Instructor, **Stacey Svilich** will be the faculty/staff advisor of the club. The club will spend the next week working to recruit students from diverse cultures, races, and backgrounds to be a part of the club.



Nina Martynn and the Mental Health & Wellness Center organized an event for International Women's Day on March 8th where cookies containing the female symbol were handed out and people wrote inspiring quotes on a poster by inspiring women in their lives and wrote letters to their personal S-Heros (female heroes).

The Center also held a Paint and Slurp night on March 12th in the Student Lounge where students abstract painted using various emotions as inspiration. Students painted images based on emotions such as anger, fear, joy, and gratitude. Root beer floats and popcorn were available for students to enjoy while painting.



On March 13th, the Wellness Center had an Open House where students were able to get a 10-minute chair massage by massage therapist **Annie Holt** enjoy sandwiches, make a collage to create vision boards, and get their picture taken for the wellness wall.

On March 19th, donuts and coffee were available in the Wellness Center to entice students to create a health checklist that has a list of goals for themselves to stay healthy - i.e. eating veggies with every meals, drinking eight cups of water a day, exercising 30 minutes a day, sleeping eight hours each night, seeing a counselor once a week, meeting up with friends for coffee, reading a book instead of watching TV, etc. A list of healthy items were available for students to choose from and create their top ten health goals. Students who come in and meet with Nina once a week to talk about how they are working to meet their goals will be entered into a drawing to win prizes in April.

Terry Baumgartner writes that the FRC Baseball team is currently ranked 4th in Northern California in the coaches poll.

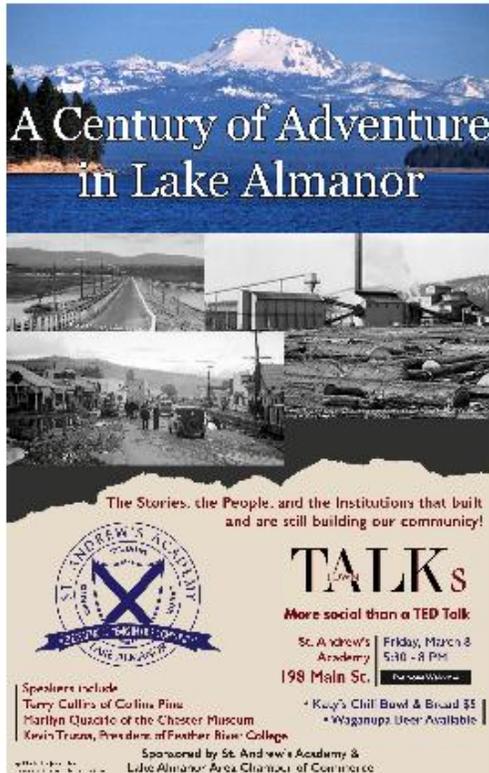
Coach Randy Rick has some former FRC Eagles flying high at their transfer schools. **Jamel White** is playing at Concordia University Irvine and led his team to a conference championship. **Gerard Andrus** also led his team to a conference championship playing at Prairie View in Houston, TX.



Forty students attended the joint Student Support Services/TRiO/First Year Experience Workshop on February 27th. **Josh MacLean**, from US Bank and **Robin Wight** from Plumas Bank explained how to establish and maintain credit and how to develop a budget.

Dr. Will Lombardi has been busy representing FRC in the community this past month.

- Eagle Pride Club hosted a showing of the film “Boy Erased” at the Town Hall Theater on February 26th. This event was sponsored by Student Services in conjunction with Plumas Rural Services. It was well attended and was truly a coordinated effort between students, student services, and the community.
- Eagle Pride is hosting a “Day of Color” in the student Lounge on March 19th in support of Student Services’ monthly theme “Express Yourself.”
- Will also serves as a board member for Plumas Arts and they held a day-long retreat on Saturday, March 16th, planning upcoming activities for the year.
- His recent article, a review of *Affective Ecocriticism: Emotion, Embodiment, Environment*, was accepted by the journal *Environmental History*.



JP Tanner receiving tenure from the Board of Trustees

2. SUPERINTENDENT/PRESIDENT ACTIVITIES REPRESENTING FRCCD

- a) February 19-22 – ACCCA Conference, Rancho Mirage
- b) February 25 – 50th Anniversary Presentation at Quincy Rotary
- c) February 26 – meeting with **Gabriel Hydrick**, County Administrator Plumas County
- d) February 27 – FRC Foundation meeting
- e) February 28 – meeting with **JoDee Tittle**, Plumas District Hospital CEO and **Matt Evans**, TCSIG CEO
- f) March 1-4 – Community College League of California CEO Symposium, San Diego
- g) March 5 – personal vacation
- h) March 6 – Plumas County Mental Health Commission meeting
- i) March 7 – meeting with **Jerry Thomas** regarding Maidu Memorial
- j) March 8 – 50th Anniversary presentation at Chester Town Talk, St. Andrews School, Chester
- k) March 11 – Butte County Office of Education Board meeting, Oroville
- l) March 12 – breakfast meeting with **Trustee Guy McNett**, Indian Falls
- m) March 14-16 – FRC Foundation Quincy Star Follies
- n) March 16 – FRC Softball game vs. Yuba College
- o) March 18 – Earth Day Planning meeting
- p) March 19 – ACCJC webinar
- q) March 20 – Community Food Council meeting
- r) March 20 – FRC Feast & Open Mic Night
- s) March 21 – Quincy Chamber of Commerce meeting

3. FRC FOREST RESILIENCE



FRC Forest *resilience*

BALANCING OPPORTUNITY AND RISK
IN THE NATURAL PART OF OUR CAMPUS.

*"Today we understand that forest fires are
wholly within the control of men."*

Gifford Pinchot, first Chief of the Forest Service
1910

MUCH WORK HAS BEEN DONE; MORE AWAITS

History affects our forests in ways that could not have been predicted a century ago. When Chief Pinchot so confidently stated that fire was under human control, a doctrine of utility and dominance took over for decades.

Now almost 10 million acres burn each year and the Forest Service spends over half its budget fighting fire.

Something needs to change – starting right here on FRC's campus. We have a great *opportunity* to train students how to prevent high-intensity wildland fire through reduction of volume and continuity of wildland fuels.

At the same time, we must realize that our campus has many elements of *risk* that make us susceptible to catastrophe: exceptionally high fuel loads, egress issues, a vulnerable water supply and an uninformed student body. Efforts to reduce the risk to our campus community started shortly after FRC was established, and those efforts are ongoing. But more must be done.

In 1975 forestry professor Mike Yost began using fire to manage fuels around the buildings. His students thinned trees, built fire line, and underburned stands around upper campus on an annual basis until Mike retired in 2004.



RECENT EFFORTS

In 2005, Ken Cawley and forestry students wrote a treatment plan for the oak woodland above upper campus. A contractor reduced the density of oaks which was removed and sold as firewood to benefit the Student Environmental Association.

In 2013 Darrel Jury wrote the FRC Forest & Fire Management Plan. The 10-year plan (2015-2025) provides a 50-year vision for the forested portion of campus. In 2015, Jury and students burned 150 slash piles from the 2005 thinning project.

In 2016, part-time faculty members Darrel Jury and Terri Rust secured federal funding for the Greenville Indian Rancheria to build a ¼-mile trail and thin 20 acres above Rodeo.



MOVING AHEAD

"Keep firmly in mind that fires have always been in the forest, centuries and centuries before we began to meddle with them. The only question that remains is whether, after accumulating kindling by twenty years or so of 'protection,' we can now get rid of it safely... In other words, if we try to burn it out now, will we not get a destructive fire?"

We have caught the bear by the tail – can we let it go?"

Stewart Edward White, 1920

November 8th, 2018 served as a wake-up call across Plumas County and the whole of California when the Camp Fire ripped through over 100,000 acres in less than 48 hours. It was very personal for many in the FRC community.

Addressing the risks on FRC's campus is urgent and ongoing. FRC administrators and faculty have worked to strengthen the fire curriculum, reduce fire hazards, and improve forest health. For example:

- Derek Lerch is working with the Plumas National Forest to offer training at FRC for USFS staff
- Bridget Tracy is working to make FRC a FireWise community
- Darla DeRuiter is working with her Ecosystem Management class on the FRC Watershed Improvement Project
- Darrel Jury and Terri Rust have worked on multiple grants and agreements to reduce forest fuels

All these efforts, while important, will not suffice due to their piecemeal nature and the many other duties each employee is responsible for.

FRC needs to commit more resources to forest management.

A full-time "Campus Forester" could focus on fuels reduction and curriculum development to train students how to be leaders in carrying out this important work.

Let's work together to make FRC's campus resilient – before it's too late.

RESOURCES & PARTNERSHIPS



The Environmental Studies Department has close connections with:

- Plumas County Fire Safe Council
- Plumas National Forest fuels and wildfire staff
- UC Cooperative Extension
- Feather River Resource Conservation District

The Environmental Studies Department also has a significant tool cache including:

- Fire safety gear (Nomex clothing, helmets, gloves, eye protection)
- Drip torches
- McLeods, Pulaskis, shovels, and other tools



CAMPUS FOREST TIMELINE

Until mid-1850s	Mountain Maidu managed forests with fire for thousands of generations
1891	Forest Reserves established and administered by the General Land Office
1905	Plumas National Forest established and administered by the Department of Agriculture
1910	Big Burn killed 87 people, 78 of which were firefighters, and led to fire suppression policy
1946	August 14 high-severity fire burned the majority of what is now campus
1970	FRC campus established
1975-2004	Mike Yost and forestry students thinned and used fire to manage fuels
1991-2005	Ken Cawley and forestry students developed Tx for oak woodland thinning project in 2004
2005	RAC grant funded contractor to thin oak woodland above campus
2012	Darrel Jury received FRC Fuels Reduction and Fire Planning RAC grant: 150 slash piles burned
2014	FRC Forest & Fire Management Plan written: 10 year plan (2015-2025) to achieve 50 year vision
2016	NRCS Tribal Environmental Quality Improvement Project: Thinned 20 acres above Rodeo
2018	Sierra Nevada Conservancy FRC – Watershed Improvement Project planning grant for 150 acres

4. FRC MAKES COMMUNITY A PRIORITY

Feather River College Serves the Community Through Changing Statewide Mandates

Dr. Kevin Trutna
Superintendent/President
Feather River College

When Feather River College started offering classes 50 years ago, its mission was simple: offer transfer classes and a few vocational programs to residents of Plumas County. This was at a time when Plumas County had a large tax base due to a thriving timber industry and ten years before Proposition 13 tax reforms were enacted. The world has changed in the past 50 years, and so have the mandates from the California legislature, forcing FRC to change the way it serves the community and beyond.

There are two interesting facts about California community colleges that shock most people when I discuss FRC: (1) community colleges have a cap on the number of students we are funded to serve and (2) tuition plays a minor role in funding community colleges.

Enrollment Cap

From its inception until 2018, FRC and other community colleges were funded per student, with a formula converting “seat time” attendance into a Full Time Equivalent Student (FTES) value. One FTES equals one student taking 15 units each semester for a full year. What is shocking people with whom I speak is that FRC is currently capped at 1,637 FTES. This means that the state will only pay FRC for 1,637 in-state students, each of whom takes a full load of 15 units per semester. This 1,637 FTES can be chopped up and split amongst any number of students who are part time or take overload classes, but when you add up the totals, FRC is not funded by the State of California for any attendance over the 1,637 cap. Out-of-state and international students do not factor into this enrollment cap. The fact that FRC has an enrollment cap for in-state student revenue surprises many people.

New Funding Formula

Starting in 2018, the Legislature enacted a new Student Centered Funding Formula. Instead of 100% of income coming from enrollment, now only 70% of FRC income comes from seat time attendance calculations. An additional 20% comes from the Access Portion of the formula, which pays colleges more money for students who have demonstrated financial need by being eligible for financial aid programs like Pell Grants, the California Promise Program (free tuition for first-time California residents), and AB 540 Dream Act students. The goal is to remove the financial barrier to attendance and colleges are financially rewarded for enrolling students in these categories. The final 10% of FRC funding comes from the Student Success Portion, which rewards colleges for students who make expedited progress towards degrees and certificates, transfer to a university, and earn a living wage for their major after graduation. The goal of the Student Success Portion is to ensure that students enter a path towards graduation and colleges provide the necessary support and offer classes for educational success.

The new Student Success Funding Formula is designed to have students pick a major early in their studies, then use the available college support necessary to navigate their chosen pathway and graduate in a timely manner and move on to relevant employment or transfer to a university. Colleges are now funded based upon these ideals instead of being fully funded simply on enrollment. FRC is very strong in this regard as evidenced by the new formula increasing FRC funding 7.9% this year due to high graduation, success, and retention rates compared to other colleges in the state.

Tuition Does Not Provide a Majority of Income

Whether FRC's income came from the old FTES enrollment formula or the new Student Centered Funding Formula, tuition (technically called an "enrollment fee") plays a minor role in California community college revenue. If a student is fully funded by the State of California by hitting all of the bonus funding factors in the new funding formula, FRC would receive approximately \$5,457 from the state for each student. Full time in-state tuition is less than \$800 per semester with the remainder of the \$5,457 being made up through state apportionment funding. Factor in the College Promise free tuition program, and the percent of total income from tuition at FRC is significantly less than 7% overall. It should also be noted that the Legislature sets the same tuition for all California community colleges, as tuition fees began in 1984.

As mentioned above, out-of-state tuition and international students are not factored into the new funding formula. On the contrary, non-residents must pay their full amount as no state tax dollars are used to subsidize their education. In other words, the tuition for non-residents is much higher than California residents and FRC gets to keep this larger revenue on top of any state funding for California residents.

Legislature Imposes New Regulations

In the Proposition 13 funding times, FRC was able to offer many classes above and beyond transfer classes, associate degree programs, and vocational training. Community interest courses in woodworking, dance, and craft classes were common throughout the state. With the recession of 2007, the Legislature changed the enrollment rules to help ensure that students moved through the system. With the financial crisis, California legislators were hesitant to fund colleges that limited enrollment in nursing, math, sciences, English and history while some colleges were expanding adult interest classes in golf and yoga. California put strict limits on any enrollment that was not considered a core academic or vocational program. Repeatability limits were enacted where students could no longer repeat classes multiple times, further disallowing community-based interest classes. Students who had earned more than 90 units overall were discouraged from continuing to attend community colleges and new students were given enrollment priorities to make sure they could get the classes needed to graduate.

Throughout the 2000's, FRC had a large community-interest program that allowed residents to access the Fitness Center through low cost FRC classes. This enrollment was disallowed by the state during the recession, and FRC accordingly dropped most of its community offerings for college credit. Overall resident FTES declined significantly as a result. This model still exists today and answers another question I am often asked "Why don't you offer aerobics/woodworking/Elderhostel/etc. for low tuition and college credit anymore?"

Supporting the Community

Feather River College places a priority on Plumas County residents for enrollment and programs that fit the educational goals of Plumas residents. Through persistent outreach to local schools, FRC has a

“capture rate” in excess of 50% whereby well over half of the Plumas County high school graduates enroll at FRC within six years of their high school graduation. This rate is very high compared to other colleges in the state.

FRC has evolved from serving only Plumas County residents based upon funding through attendance to a new formula that rewards expedited graduation and enhanced access to college. Additional constraints of capping in-state enrollment and mandates to remove community interest classes from the academic curriculum now exist.

It is a juggling act to balance the budget based upon ever-evolving state mandates for enrollment. FRC is exemplary in this regard with contract education programs, online courses, and statewide initiatives that serve the needs of students from Plumas County and beyond. Through all of this change, FRC still maintains one of the most robust fiscal positions of any college in the state. It is this foundation that will allow FRC to adapt to changing legislation for the next 50 years while fulfilling its mission of serving the community.

FRC CELEBRATION DAY



**FRIDAY, APRIL 12TH
SAVE THE DATE!**

Participate in the festivities to celebrate everything awesome about FRC including academics, programs, clubs, as well as the different cultures and diversity among our students and staff! There will be a free barbecue and fun activities (mechanical bull, games, music, etc.) FRC baseball and softball will also be playing double headers making it an action-packed day! The date coincides with the College’s 30th Anniversary of Independence from Peralta when FRC became a single-college district.

FEATHER RIVER COLLEGE STUDENT LEARNING OUTCOMES

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
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