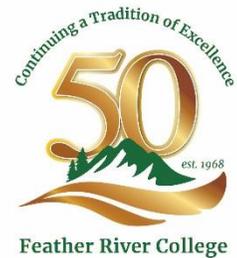


REPORT TO BOARD OF TRUSTEES  
SUPERINTENDENT/PRESIDENT KEVIN TRUTNA, ED.D.  
NOVEMBER 21, 2019



1. STUDENT AND EMPLOYEE ACCOMPLISHMENTS

One year ago on November 8<sup>th</sup>, FRC students **Jill Mariluch** and **Manuel Uribe** lost everything in the Paradise Fire. Although they had to switch campsites frequently, and Jill had to discontinue her coursework for the Associates Degree, she completed everything for the LVN Certification and received her pin in the June ceremony. Today, changing a November 8<sup>th</sup> from a date representing tragedy to a date representing triumph, Jill passed the LPN exam allowing her to practice as a Nurse in Oregon where she and Manuel relocated. **Monica Potter** writes, "I'm so proud of her!"

**Carlie McCarthy, Michelle Petroelje, and Joan Jarrett** participated in the Basic Skills Initiative Leadership Institute (BSILI) in Lake Arrowhead in June for "Leadership for Curricular and Institutional Transformation." As a result, they have planned a number of professional learning events, including hosting a 3CSN Regional Sharing Summit in September, launching a Peer Mentor program, and facilitating the Supervisors of Student Employees workshops.



On September 13<sup>th</sup>, Los Angeles-area 3CSN coordinators **Joanna Zimring-Towne** and **Kelan Koning** had the great pleasure of experiencing the crispness of autumn as they journeyed far north to Feather River College for the first of six fall regional summits. BSILI 2019 team of Joan, Carlie, and Michelle, an



incredible group of 35 students and educators from as far away as Sacramento, and three regional coordinators from the Chancellor's Office, meaningfully engaged in a day of community-building, learning, and sharing.



On November 8<sup>th</sup>, Carlie, Michelle, and Joan provided the first of a series of three workshops for 15 supervisors of student employees entitled "Make the Most of Student Employment Experiences." The objectives were to identify strengths and opportunities for improvement within current student employee training practices, generate ideas for a training program to address those areas, and build relationships across

departments in order to foster collaboration and consistency in a student employee training and orientation program. These workshops are focused on developing professionalism, leadership, communication, time management, and 21<sup>st</sup> century skills in student employees.



Freshman **Jenna Asnault** earned All-Conference at the GVC Cross Country finals. This is FRC's first award at FRC since 2010 and is especially noteworthy for **Coach Carlos Suarez** after he resurrected the program a few years ago.

**Coach Terry Baumgartner** shares that shortstop **Peter Mendazona** signed his National Letter of Intent with the University of Nevada. Peter comes to FRC from Monmouth, Oregon and was selected to the 1<sup>st</sup> team all-conference last year as a freshman.

**Merle Rusky's** ECE 162 – Child Growth and Development students recently collaborated with the Child Development Center staff and children for the annual Day on the Green to learn about theories from class and to help the development of children in the center.

On Tuesday, October 22<sup>nd</sup>, **Stacey Svilich** organized the second Careers & Cuisine event, with a focus on careers in physical therapy. Approximately 50 students attended to hear guest speaker, **Kory Felker**, from Plumas Physical Therapy, describe his educational and career path and offer insight for those people interested in not only a career in physical therapy, but in healthcare in general. Following the presentation, Chef Sean Conry served up a delicious meal to all attendees.

On Wednesday, November 6<sup>th</sup>, 40 grocery bags of milk, eggs, cheese, yogurt, butter, and bread were distributed in an effort to ease food insecurity on campus. The supplies were purchased with funds from the Hunger Relief Grant under Stacey's leadership.

Upward Bound is pleased to report that fifteen high school student participants from throughout Plumas County attended a field trip to the Chico State Preview Day on November 2<sup>nd</sup>. While at the preview day, students were able to tour the Chico State campus, talk to faculty and staff, as well as tour specific departments of interest including the Nursing Department.



Photos: Upward Bound participants **Elainna Warndorf** (QHS), **Elliott Clark** (QHS), and **Jasmine Kinsler** (PCS) check out the sim lab during the Chico State Nursing Department tour; Upward Bound participants pose for a picture with the Chico State Wildcat during CSUC Preview Day

**Director Audrey Peters** and Upward Bound staff recently conducted informational presentations in Chester, Greenville, and Portola High School staff meetings and answered many questions staff had about the program and participants. As a result, they have seen a wave of interested students at weekly Upward Bound lunch meetings who were urged by their teachers to join. Upward Bound staff have been working diligently with 12<sup>th</sup> grade participants to help them complete their CSU and UC applications as the November deadline to apply is drawing near.



**Elisa Adler** shares some insights from one of her ISP English 245 students. She touts his accomplishment for being able to articulate and analyze the situations he has faced in life, "I stopped objectifying my enemy. Instead of viewing the ...“insurgents” as insects needing to be squashed, I placed them back into humanity," writes the English student. This demonstrates an FRC accomplishment in our commitment to learning.



**Dr. Darla DeRuiter** writes that students in ENVR 240 Intro to Wildlife captured and collared a deer on October 22<sup>nd</sup> with the assistance of four wildlife biologists from the California Department of Fish and Wildlife. This exciting, hands-on project has been going on for nine years in partnership with CDFW. The GPS collar is scheduled to drop off on November 19<sup>th</sup>. Students will use a VHF radio to track down the collar, download the data that tracked her movements, and present the results at the Student Research Symposium on Monday, November 25<sup>th</sup>.



Photos: Kyla taking measurements and preparing to insert ear tag; Rebekah untangling deer from drop net and hobbling legs; ENVR 240 class under the drop net, which is set up and baiting with apples for 2 weeks before capture day



A few pictures from the football Sophomore Day recognition ceremony. One student's parents could not attend, so he asked **Joan Jarrett** to accompany him during the event. What an honor! Also, **Dorsey Thom's** mother, **Laurie Thom**, "adopted" the entire offensive line and served as a mother to anyone who needed one during the ceremony.



FRC held a viewing party with about 40 students and staff in attendance for the PBS special. The program can be viewed at [www.insidecaled.org/videogallery/video/icae-cc-four-year-degree-at-a-community-college](http://www.insidecaled.org/videogallery/video/icae-cc-four-year-degree-at-a-community-college)

We have had great Soar visitors **Becky Easley**, **Carlie McCarthy**, and **Monica Potter** come to visit the CDC. The little eagle, Soar, has allowed members of our campus community to join CDC and get to know our program and children writes **Kinderlin Hoznour**.





FRC employees celebrate Halloween! The Student Services staff hosted a potluck for all employees on Halloween. There were several creative costumes including **Connie Litz's** photo booth strip, **Alyia Pilgrim** as a killer mime, and **Monica Potter** as Sally from Nightmare Before Christmas. Several opted for a comfy and warm costume. Who knew they made onesies so big?!

Students **Brenna Chavez** and **Alexia Garcia** nailed Cheech and Chong with a trip to the Dean's Office.

FRC staff and foundation staff also handed out candy during the Chamber's annual Safe Trick or Treat event in town.



Dear Bridget,  
 Congratulations on successfully completing the criteria to become a nationally recognized Firewise USA® program participant!  
 It is with great pleasure that we welcome Feather River College to the growing number of Firewise sites, where residents throughout the nation are working to reduce their wildfire risks.  
 A set of two Firewise USA® street signs, constructed for outdoor installation in high visibility locations, have been ordered and will arrive via UPS. The signage promotes resident's active participation in the program. You'll also receive a commemorative Firewise recognition plaque and will start receiving our monthly electronic [Fire Break](#) newsletter.  
 Utilizing the [Firewise portal](#) to enter outreach, education and risk reduction activities as they're completed, will make meeting the annual renewal requirements an easy process.  
 Outreach and educational resources are available at no charge with shipping included and can be ordered through our [online catalog](#) or the [portal](#). You'll also find additional information, [online trainings](#), [research fact sheets](#) and access to [webinars](#) at [Firewise.org](#). Please consider sharing the myriad of available wildfire resources with your neighbors, in your community newsletter, or other neighborhood communication channels.  
 Consider liking [Firewise on Facebook](#) and follow us on [Twitter](#) to learn about success stories, new research and other important wildfire topics.  
 We're here to provide information and assist with all your programmatic needs. To contact our customer service staff email us at [Firewise@nfpa.org](mailto:Firewise@nfpa.org) or call 720-475-1931, Monday through Friday from 8am to 4pm mountain time, in our Denver office.  
 We look forward to working with you and learning about your community's risk reduction successes.  
[View Community](#)  
 Sincerely,  
 The Firewise USA® Team

On October 29<sup>th</sup>, EOPS partnered with the California Health Collaborative to bring “Every Woman Counts” to campus. It is an informative presentation for breast cancer awareness – specifically for underserved populations to gain access to screening and treatment. **Monica Potter** collaborated with Health Educator **Peggy Bartley**, and Allied Health Director **Darlene Oertle** embraced the event and held it in her classroom with many LVN students in attendance. Pink bandanas to show Breast Cancer Awareness were provided by the Ford Foundation’s Warriors in Pink program, and are being worn proudly by workshop participants (**Jonathan Reimann** and group shot).



*A letter to President Trutna from a student:*

I would like to express my sincere appreciation for the opportunity to attend the recent field trip to Idaho and Montana, October 11-15, 2019, for the Beef Cattle Production and Management Class. **JP Tanner** put together an extremely informative and eye-opening agenda which exposed the students to different management practices.

We had a busy schedule and saw an enormous amount of cattle country different than what many of us had been exposed to in our local area. Some highlights were:

- Toured The River Bend Primary Sales Yard in Idaho, site of spring Bull Sale.
- Cows flushed for embryo collection for reproduction.
- Bull semen collection for reproduction.
- Toured The River Bend Feed Lot in Montana.
- Observed the areas different livestock handling & feeding techniques such as daily exercise for cattle and dry runs through chutes for new cattle to get them accustomed to the facility.
- Cow Calf Rancher discussed his winter feed ground through the Bureau of Land Management (BLM).
- Visited the Montana Simmental Association Office where they discussed breeding improvements through genetics.

The trip was well planned and organized so we were able to see and obtain a lot of information. I feel it was also a good bonding trip for students in the FRC Equine & Ranch Management Bachelor of Science Major. There was positive camaraderie among the group which is important for promotion of our program, business contacts and possible jobs in the future.

Thank you again for supporting this field trip and I hope you will continue to do so for the benefit of students in the future.

Kind regards,

Theresa LaGrande  
FRC Student

**Carlie** McCarthy and **Katie Schmid** recently participated in their first ACCJC accreditation site visit to Carrington College chaired by **Dr. Kevin Trutna**. Please contact them if you want to learn about the experience and would like to serve on an evaluation team in the future.





The recent FRC Rodeo was a huge success, with the FRC Foundation sponsoring a party after the event. Pictured are FRC Foundation members, **Emma Wade** barrel racing, **Kylie Askew**, **Chaney Tidwell**, **Gwen Johnson** and **Abby Van Horn**.



### SMALL BUSINESS WORKSHOPS

The **Sierra Small Business Development Center**, in cooperation with the **Quincy Chamber of Commerce**, held a small business workshops in Quincy at Feather River College on Tuesday, Oct. 29<sup>th</sup>.

Supporting entrepreneurs with topics that will include identifying what business resources are available to you, exploring financing options, both traditional and alternative, and understanding government contracting opportunities.

The Small Business Administration, California Capital, Alliance for Workforce Development and US Bank sponsored the workshops.

## 2. SUPERINTENDENT/PRESIDENT ACTIVITIES REPRESENTING FRCCD

- a) October 18 – Friday in the Fall new student orientation welcome
- b) October 18 – attended FRC Rodeo
- c) October 21 – Quincy Rotary meeting
- d) October 25 – personal vacation
- e) October 28 – Quincy Rotary meeting
- f) October 28 – meeting with **Jerry Thomas**
- g) October 30 – Annual FRC Chili Cook-off
- h) October 30 – attended volleyball game vs. College of Siskiyous
- i) October 31 – meeting with trustees **Dr. Dana Ware** and **Guy McNett**
- j) November 1 – FRC Foundation meeting
- k) November 4 – Quincy Rotary meeting
- l) November 5 – meeting with **Hannah Hepner** from FireSafe Council
- m) November 5 – attended men's and women's soccer games at Butte College, Oroville
- n) November 6 – offered public testimony at Plumas County Behavioral Health Commission
- o) November 6 – attended volleyball game vs. Shasta College
- p) November 7 – personal vacation
- q) November 8 – attended volleyball game vs. Butte College for sophomore night
- r) November 9 – attended football game vs. College of the Siskiyous for sophomore night

- s) November 9 –FRC Foundation *Dancing with the Stars*
- t) November 12 – breakfast meeting with trustee **Guy McNett**
- u) November 12 – attended men’s and women’s soccer games vs. Lake Tahoe Community College
- v) November 13 –Plumas County Behavioral Health Department Community Meeting to provide input into upcoming 5-year plan
- w) November 13 – attended student viewing of PBS bachelor’s degree program
- x) November 14 – teleconference with **Nate Solce** regarding advocacy for bachelor’s degree
- y) November 15 – attended Intersegmental Pathways Symposium: Meeting California’s 2030 Baccalaureate Completion Goals, Bakersfield
- z) November 18 – Quincy Rotary meeting
- aa) November 19 – Plumas County Community Food Council meeting
- bb) November 20 – FRC Foundation BMC meeting

**3. EDUCATIONAL TALENT SEARCH PROGRAM (ETS) – FEDERAL ANNUAL PERFORMANCE REPORT FOR 2018-19**

Upon submitting its Federal APR for 2018-19 to the U.S. Department of Education, the FRC Educational Talent Search program was awarded the maximum number of Prior Experience (PE) points that could be earned for meeting, or exceeding, the program’s approved objectives. These points are vital in that they contribute towards the next grant application. The points were awarded as follows:

<b>Summary of Prior Experience Points for 2018-19 Assessment Year</b>				
<b>PE Criteria</b>	<b>Maximum Points - 15</b>	<b>Approved Rate</b>	<b>Attained Rate</b>	<b>PE Points Earned - 15</b>
Secondary School Persistence	3	97%	100%	3
Secondary School Graduation (regular diploma in standard # of yrs.)	3	85%	100%	3
Secondary School Graduation (completed rigorous program in standard # of yrs.)	1.5	40%	64%	1.5
Postsecondary Education Enrollment	3	68%	87%	3
Postsecondary Attainment for 2013 Graduates	1.5	30%	38%	1.5
Funded Number to Serve	3	<b>Number of Participants Funded to Serve</b>	<b>Number of Participants Actually Served</b>	<b>Percent Served</b>
		500	604	121%

Forty-six of the program's fifty-three 2019 graduates enrolled in postsecondary education in the fall. Postsecondary enrollment was as follows:

Type of Institution	# of 2019 Graduates	Names of Institutions Where Students Enrolled
Two Year Institution	31	Feather River(11), Shasta(4), Truckee Meadows(3), American River(2), Lassen(2), and one student at each of the following: Butte, Yuba, Cogswell, Reed, Cuesta, Ventura, Cabrillo, Central Oregon and Southern Idaho Community Colleges
Four Year Institution	15	UNR(6), University of Montana(2), CSU Chico(1) and one student at each of the following: UC Davis, UC Santa Cruz, Sacramento State University, Oregon State University, University of Northern Florida and Grand Canyon University
Vocational/ Trade School	0	N/A

For six years, ETS must track previous participants who entered postsecondary education the fall after high school graduation. This is only the second year that ETS has been required to report on a past cohort in its APR. The program needed to meet its objective of 30% of its 2013 graduates who enrolled in postsecondary education earning a credential within the six years to 8/31/2019.

The results for the 2013 graduates were as follows:

Postsecondary Attainment Target for 2013 High School Graduates - 30% of 34 students			
Actual Attainment by August 31, 2019 - 38%			
Type/Mix of Credentials	# of Students	Institutions	Subjects/Majors
Certificate(s) only	0	N/A	N/A
Associate degree(s) only	2	<ul style="list-style-type: none"> <li>FRC (transferred to CSU Fresno but subsequently withdrew)</li> <li>FRC</li> </ul>	<ul style="list-style-type: none"> <li>University Studies-Agriculture</li> <li>Environmental Studies</li> </ul>
Bachelor's degree(s) only	8	<ul style="list-style-type: none"> <li>UC Davis</li> <li>University of Nevada-Reno</li> <li>University of Nevada-Reno</li> <li>Oregon State University</li> <li>Boise State University</li> <li>CSU Chico</li> <li>UC Irvine</li> <li>UC Irvine</li> </ul>	<ul style="list-style-type: none"> <li>Viticulture and Enology</li> <li>French</li> <li>Criminal Justice</li> <li>Forestry</li> <li>Physics</li> <li>Interior Architecture</li> <li>Public Health Policy</li> <li>Biological Science</li> </ul>
Both an associate degree and bachelor's degree	0	N/A	N/A

More than one credential (other combinations)	3	<ul style="list-style-type: none"> <li>• Dominican University</li> <li>• Butte College</li> <li>• FRC</li> </ul>	<ul style="list-style-type: none"> <li>• BS Health Science/MS Occupational Therapy</li> <li>• EMT certificate/AS degree</li> <li>• ECE certificates/AS degree</li> </ul>
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❖ Two **more** students are on track to complete a bachelor’s degree after the 8/31/2019 reporting deadline.

**4. ACCJC PRESIDENT DR. RICHARD WINN – THE BOARD’S ROLE IN ACCREDITATION**

The following slides include part of the information presented to the FRC Board of Trustees by Dr. Richard Winn, President ACCJC.



## Why Accreditation Matters

- **Quality Assurance:** Verifying an effective learning experience and institutional stability to multiple stakeholders
  - Students and their families
  - Employers
  - Other higher education institutions for students’ further study
  - Taxpayers and society as a whole
- **Quality Improvement:** Embedded processes for continuous reflection and improvement
  - Data-supported systems for self-analysis, targeted improvement, achievement
  - Ongoing curricular alignment with changing employer and societal needs



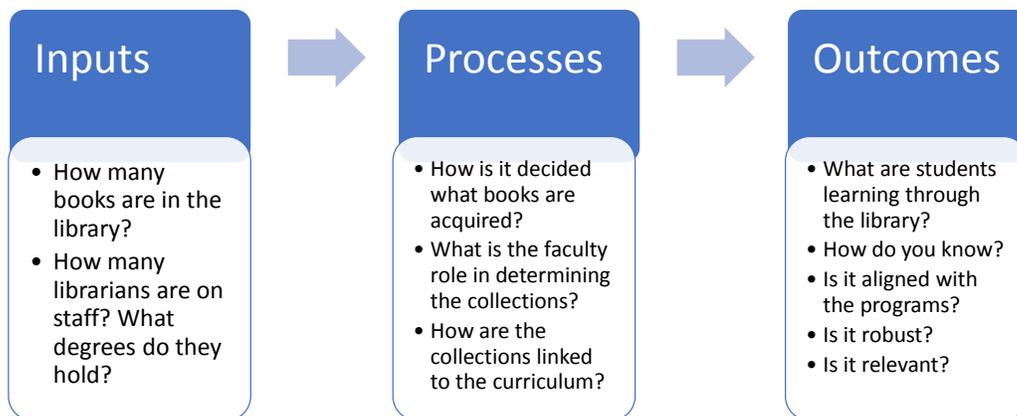
ACCREDITING COMMISSION FOR  
COMMUNITY AND JUNIOR COLLEGES

ACCJC.ORG

## Why Accreditation Matters - 2

- **Access to Financial Aid:** Higher Education Act (HEA, 1965) looks to accreditors to verify trusted institutions
  - Federal Title IV aid (Pell, Perkins, other forms of student aid \$170B+ / year)
  - State-level aid
  - Institutional research grants, both governmental and private
- **Institutional Reputation:** A broadly beneficial endorsement of status
  - Recruiting students
  - Recruiting, retaining faculty, staff, administrators
  - Institutional accreditation: Criteria for programmatic accreditation
  - Philanthropy

## An analogy: “Will that be on the test?”



## Regarding those outcomes. . .

### Outcomes

- What are students learning through the library?
- How do you know?
- Is it aligned with the programs?
- Is it robust?
- Is it relevant?

- Faculty are transitioning from “This is what I want to say” to “How do I know you have learned?” This is a paradigm shift for some academics.
- Large implications here for faculty development plans and resources to create a robust assessment infrastructure for the institution.
- Accreditors often have been the change-agent to encourage these developments, sometimes against resistance.

## Range of Accreditor Decisions for Your School

1. *Reaffirm* accreditation for \_\_ years
2. Reaffirm for shorter period, with follow-up report or visit
3. Issue a sanction for various levels of non-compliance, often in this order of severity:
  - a) **Warning** (with two year limit to establish compliance)
  - b) **Probation** (expression of serious concern about non-compliance and institutional capacity to address it)
  - c) **Show Cause** (accreditation will be withdrawn on a date certain unless institution can *show cause* why this should not happen)
4. Withdraw accreditation



## Why institutional accreditors care about governance:

- Accreditors are required to assure:
  - Institutional **mission** (adoption, adherence, fulfillment)
  - Institutional **effectiveness** (student learning and achievement)
  - Institutional **stability** (fiscal strength, long-term viability)
  - Institutional **integrity** (accurate portrayal and delivery of services)
  - Institutional **operations** (leadership, planning, employee culture)
  - Institutional **improvement** (data-supported planning, resource allocation)
- These are fundamental board-level concerns
- The message “You are accredited” goes ultimately to the board
- Accreditation arose from the academy (NOT descended from the government) to codify/foster good practice. It’s not an alien intrusion.



Depending on the nature of the institution, board members are either elected in a local election, appointed by an oversight body, or recruited and vetted by the existing board through a board development committee. Elected trustees have secured their position by garnering the support of a constituency that is often defined by a geographical region, by interested organizations, or both. Trustees, once elected, must ensure their allegiance is to the college and not to any constituent person or organization. **Trustees do not represent specific constituencies in the sense of taking board actions in favor of their interests. Elected trustees are expected to bring to board deliberations a broad understanding of the college’s role in serving their entire region and its multiple stakeholders. There must be no implied obligation for a trustee to serve the interests of a specific constituency over the interests of the broad mission of the college.** – ACCJC *Guide to Accreditation for Governing Boards*, p. 7



## Common areas of Board concern by accreditors:

- **Balancing the budget, especially during an economic downturn**
  - Catering to the agenda of a sector of the electoral base
  - “Kicking the can down the road” to a later era, to a subsequent board
- **Intruding into daily operations**
  - Assuming students and faculty are “my constituency” to be heard directly
  - Not trusting the CEO to manage, or empowering her to do so
- **Neglecting integrated planning**
  - Not linking budget to student achievement initiatives and strategic goals
  - Failure to obtain and use appropriate data
  - Using a top-down, non-inclusive approach; little or no “buy-in” on campus



## Areas of Board Concern – 2:

- **High rates of executive turn-over, with loss of continuity, history**
  - Failure to create a supportive, collaborative relationship with the CEO
  - Not holding a CEO accountable for meeting accreditation standards
  - CEO evaluations: Too little, too late; punitive versus formative
- **Internal Board conflicts: factions, media leaks, COI breaches**
  - Inability to come together quickly to take urgent, well-considered actions
  - Loss of governance credibility among internal and external stakeholders
- **Neglecting student success**
  - Lack of an embedded CQI process around student achievement
  - Failure to track key trends and indicators, using data to target initiatives

## Areas of Board Concern – 3

- Ignoring prior recommendations by accreditors
  - The federal two-year rule: “two years to comply or terminate”
  - It’s unwise to appear indifferent to your accreditor
- For colleges in a system or district . . .
  - Lack of clear delineation of roles, responsibilities between system and college
  - Accreditors don’t accredit systems; yet system actions can hurt their colleges

### 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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