

REPORT TO BOARD OF TRUSTEES
SUPERINTENDENT/PRESIDENT KEVIN TRUTNA, ED.D.
SEPTEMBER 13, 2020



1. STUDENT AND EMPLOYEE ACCOMPLISHMENTS

Kelly Conner and Kim Beaton are extraordinarily proud of former FRC Incarcerated Student Program participant who was featured in the UC Berkeley News article *From Solitary Hell to ‘Sacred Ground,’ Kevin McCarthy Defies the Odds*. What an accomplishment for our ISP student!

<https://news.berkeley.edu/2020/09/09/from-solitary-hell-to-sacred-ground-kevin-mccarthy-defies-the-odds/>

The screenshot shows the UC Berkeley News website interface. At the top, there is a search bar and navigation links for 'All news' and 'Search Berkeley News'. The main header features the 'Berkeley News' logo and several category dropdown menus: 'Research', 'People', 'Campus & community', 'Arts & culture', and 'Opinion'. Below the header, the article title 'From solitary hell to ‘sacred ground,’ Kevin McCarthy defies the odds' is prominently displayed. The author is identified as Gretchen Kell, with a date of September 9, 2020. Social media sharing options for Twitter, Facebook (448 shares), and Print are visible. The main image shows Kevin McCarthy walking through the Sather Gate. A caption below the image reads: 'Kevin McCarthy, who spent nine years and four months in solitary confinement, is a new member of the Berkeley student body this fall. “In order to see this day,” he said, “I had to force myself to remain positive during some very frustrating and discouraging times.” (UC Berkeley photo by Irene Yi)'. A paragraph of text follows, describing McCarthy's journey and his daydream of enrolling at UC Berkeley. On the right side of the page, there are sections for 'TOP STORIES' and 'RELATED STORIES'. 'TOP STORIES' includes three items: 'Despite eerie darkness, air quality remains...', 'For an effective COVID vaccine, look beyond...', and 'Dark, orangey skies over campus: Let there be...'. 'RELATED STORIES' includes two items: 'Black athletes and the fight for racial justice' and 'Berkeley Haas, Law faculty help small businesses...'. At the bottom, there is a 'TRENDING NOW' section with three items: 'For an effective COVID vaccine, look beyond antibodies to T-cells', 'Dark, orangey skies over campus: Let there be light, please?', and 'Study challenges reports of low fatality rate for COVID-19'.

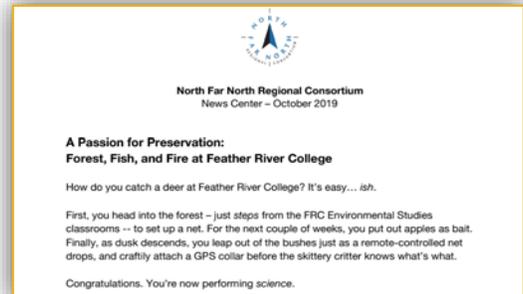


Nick Maez (Mental Health and Wellness Counselor) and his wife **Whitney**, welcomed Emma Sue Maez to the world on Monday, August 17th.

Nick shared that Emma already has him wrapped around her little finger! Despite being sleep deprived, both he and Whitney absolutely love being her parents and everyone is doing really well! Welcome to the FRC family, Miss Emma!

Dr. Darla DeRuiter recently wrote an article for the North Far North Regional Consortium - *A Passion for Preservation*.

<https://nfnc.org/category/news/>



Kim Beaton is happy to report that FRC now has Canvas Studio, which has been integrated into our Learning Management System, allowing faculty access to this tool for teaching. Four FRC employees are participating in the initial training: **Kim Beaton**, **Dr. Will Lombardi**, **J. Damron**, and **Josh Olivera**. Upon completion, Kim will provide training for all faculty at FRC. The tool allows students to submit video assignments and presentations.

Canvas Studio Features

- Learners and instructors **engage** with video content by commenting directly onto the video timeline (in real time) and through quiz questions embedded directly into the media. Learners benefit from each other's insights as well as from the instructor's direction and feedback. Instructors and learners can check their understanding through the embedded quizzing tool.
- Canvas Studio's analytics allow instructors and administrators to quickly and easily **analyze** which videos people are watching, how long they are watching, and when they stop watching.

The ORL program offered a Beginning and Intermediate Whitewater Kayaking course the first weekend of the semester. The course had the largest enrollment it has ever seen (27 individuals), and 100% of the students enrolled were women. We were able to escape the smoke, learn technical skills in our outdoor laboratory (Plumas National Forest), and responsibly participate in face-to-face instruction. **Saylor Flett** is happy to report on the class success.



Online EOPS students were met in the fresh air, received academic and personnel counseling, while having their textbooks delivered. This allowed for the personal touch from **Monica Potter** while avoiding large gatherings at the bookstore and unnecessary visits to campus. Pictured is EOPS student **Yessica Garcia** who met Monica at Portola City Park while on her work break.

The FRC Equine Program was featured in Woodside Horse Owners Association (WHOA) *California Riding Magazine* that includes features on education, horses, horse people and horse care in California.



California Riding Magazine's September issue

Back To School

Feather River College offers formal preparation for careers in the horse world.

by Kim F. Miller

The schools of hands-on experience and hard knocks are the pathways to careers in equestrian sports for many. But not for all. There are many benefits to having a formal education for those seeking a career involving horses, says Crystal Anderson, the Agriculture Equine program coordinator at Feather River College.



Equine science academic tracks exist at universities around the country, typically within agriculture and animal science programs. And, there are several associate's (two year) or certificate programs at schools in California.

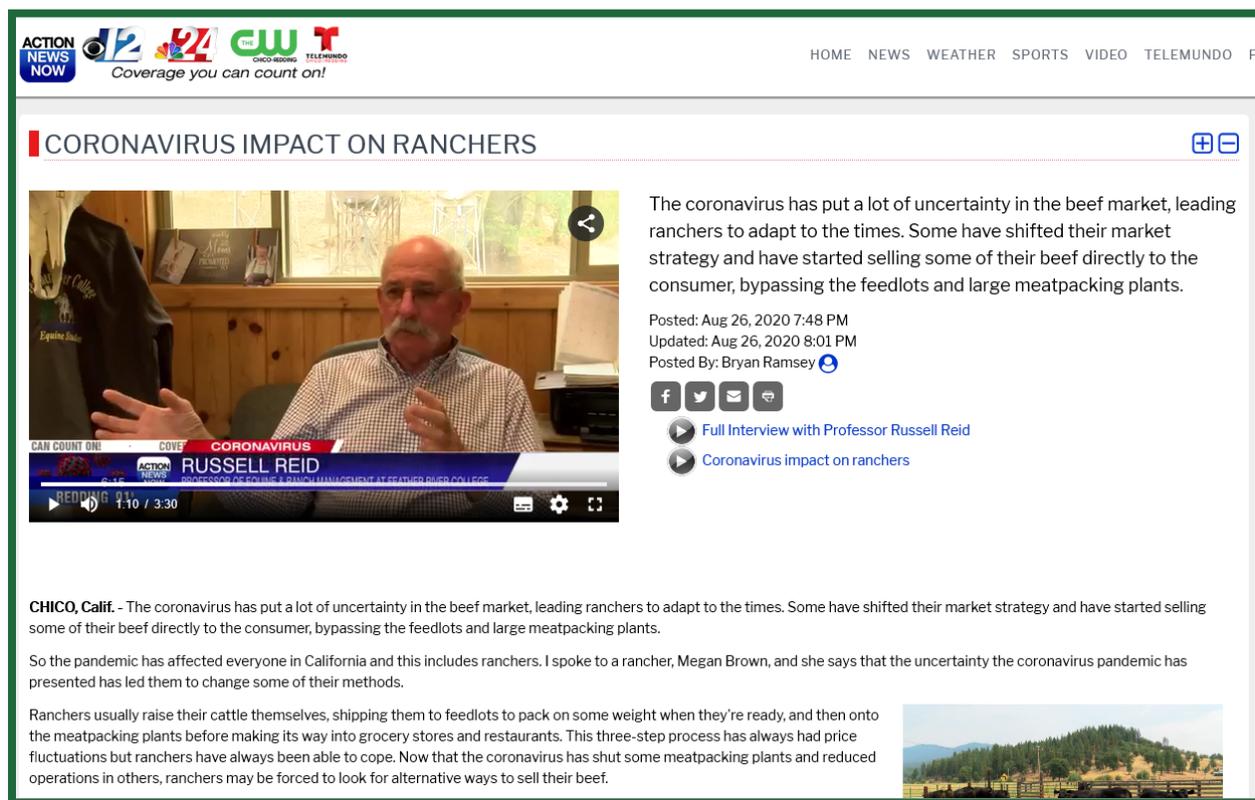
[Read more ...](#)

A crazy start to the semester in pictures: (l to r) student drive-thru COVID testing prior to orientation; El Dorado Fire Department sleeping in FRC classrooms after overnight shifts on Claremont Fire; evacuated East Quincy residents using FRC parking lot; and ECE student **Terise Seits** posting in **Monica Potter's** Canvas online check-in with a meme that describes the first week of classes.



Russell Reid was recently interviewed by Action News, Chico/Redding for the agriculture industry's response to COVID.

<https://www.actionnewsnow.com/content/news/Coronavirus-Impact-on-Ranchers-572233421.html>



CORONAVIRUS IMPACT ON RANCHERS

The coronavirus has put a lot of uncertainty in the beef market, leading ranchers to adapt to the times. Some have shifted their market strategy and have started selling some of their beef directly to the consumer, bypassing the feedlots and large meatpacking plants.

Posted: Aug 26, 2020 7:48 PM
Updated: Aug 26, 2020 8:01 PM
Posted By: Bryan Ramsey

CHICO, Calif. - The coronavirus has put a lot of uncertainty in the beef market, leading ranchers to adapt to the times. Some have shifted their market strategy and have started selling some of their beef directly to the consumer, bypassing the feedlots and large meatpacking plants.

So the pandemic has affected everyone in California and this includes ranchers. I spoke to a rancher, Megan Brown, and she says that the uncertainty the coronavirus pandemic has presented has led them to change some of their methods.

Ranchers usually raise their cattle themselves, shipping them to feedlots to pack on some weight when they're ready, and then onto the meatpacking plants before making its way into grocery stores and restaurants. This three-step process has always had price fluctuations but ranchers have always been able to cope. Now that the coronavirus has shut some meatpacking plants and reduced operations in others, ranchers may be forced to look for alternative ways to sell their beef.

Carlie McCarthy would like to acknowledge and thank the many staff who have been instrumental in the planning and preparation to return a limited number of students to campus for fall semester. These staff were involved in frequent meetings all summer to organize and schedule (and re-schedule) multiple testing and orientation events: **Valerie Campa, Sarah Ritchie, Juan Nunez, Michelle Petroelje, Krystal Drybread, Merle Trueblood and Crystal Anderson.** The contributions from **Carlos Suarez, William (Bama) McKenzie, Sean Conry, and Terrea VanCleve** and the many others who jumped in to be extra hands on-deck have played a critical role as well. Student leadership has also been phenomenal. Special thanks to **Natalie Bugarin, Jesse Williams, George Tribble, Angelina Wilson, and Ryann Reese.** Last, the collaboration with Plumas District Hospital and Plumas County Public Health Agency has also been incredible and truly commendable.

2. SUPERINTENDENT/PRESIDENT ACTIVITIES REPRESENTING FRCCD

- a) August 14, Chancellor's Office Budget Workshop
- b) August 17, 24, 31 – Quincy Rotary Meeting
- c) August 17, 27 – CCCAA Board Meeting
- d) August 18, 24 – Plumas County JIC meeting
- e) August 18, September 1 – Statewide CEO meeting
- f) August 18 – Campus Plumas County Public Health presentation on Contact Tracing processes
- g) August 19 – Campus Presentation of statewide budget update
- h) August 19 – meeting with **Student Trustee Angelina Wilson**
- i) August 19 – Adjunct faculty orientation
- j) August 28 – CCLC Rural College CEO Forum
- k) September 2 – CCLC college TRAN presentation
- l) September 4 – meeting with Plumas County Health Department **Andrew Woodruff, Dr. Satterfield, and Tina Venable**
- m) September 4 – FRC Foundation Finance Committee meeting

3. ANNUAL REPORT ON ASSESSMENT OF STUDENT LEARNING 2019-20

2019-20 Annual Report on Assessment of Student Learning Prepared by the SLOAC Committee

J. Jarrett, A. Koos, D. Lerch, C. McCarthy, J. Parkin, M. Petroelje, M. Walterson

Assessment is ongoing, reporting is periodic.

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 continues to reduce redundancy and confusion surrounding the college's processes for program-level SLO assessment and comprehensive program review (CPR): instructional 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 comprehensive program reviews. The Committee began the review of updated Student Services SLOs and the CPR template for student services programs in the 2019-2020 year and will make further improvements to better align program review and Student Services SLO assessment in the 2020-2021 year.

As an additional source for reflection and study related to student learning in both instructional and student services programs, the SLOAC Committee and the College have engaged in internal and external analyses of campus processes and services toward continuous improvement. Specifically, the College continues to survey internally through the Year-End Student (YES) Survey to gauge student satisfaction and learning. Additionally, the College has contracted with an external company in 2019 to analyze the effectiveness and responsiveness of a variety of instructional and student services programs. Although this new analysis is still underway, early feedback from the company has provided valuable information that has been shared across numerous departments resulting in variety improvements and updates such as updates to program and service websites and communication to new students regarding the onboarding process and program pathways.

Beyond survey and process analysis, the College has been implementing new placement and curricular offerings in math and English. This includes the reduction of pre-collegiate course offerings in both math and English, as well as better curricular alignment and stronger support structures to aid students in their accelerated path to satisfying their math and English requirements. Specifically, to comply with AB 705 regarding student placement into math and English, the Advising and Counseling department in consultation with Council on Instruction implemented the MMAP model which has been validated by the Research and Planning Group as a multiple measures instrument to guide students in their initial course placement in English and math. The major change was using a student's cumulative unweighted high school grade point average and level of courses completed rather than scores from an assessment test. As a result, enrollment in pre-college and lower level courses declined and there was a greater need for English 101. Although data presented in last year's Assessment Report indicated increased success rates in college-level English, data from Fall 2019 that when averaged over a three-year period, success rates were constant. Further, new math curriculum was developed to better prepare students for transfer-level math. This includes new courses in intermediate algebra that are tracked dependent upon a student's educational goals: Math 015 is Intermediate Algebra for non-STEM majors, Math 020 is Intermediate Algebra for STEM majors. These classes were taught for the first time in the 2019-2020 year and preliminary data record above-average success rates but further analysis will be required to better understand the success of students in their transfer-level math classes (i.e., Math 110 and Math 202).

Assessment of College-Wide SLOs

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

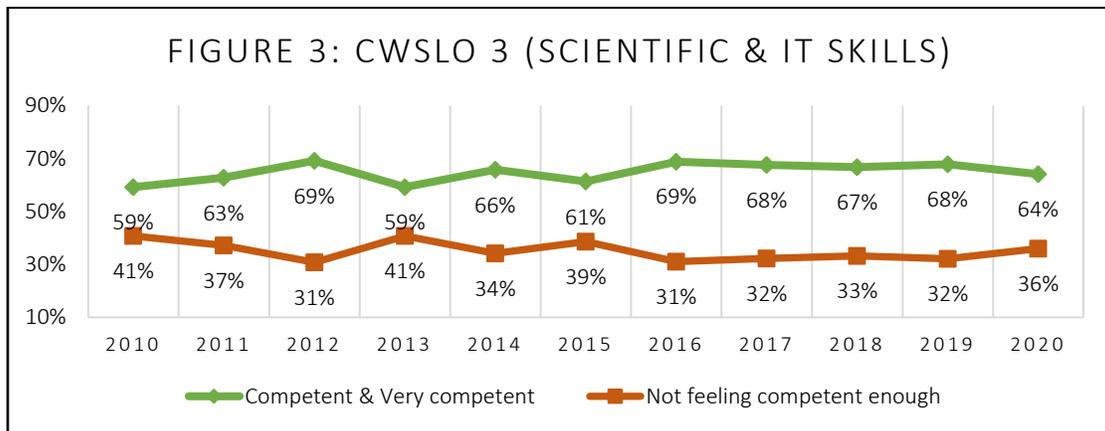
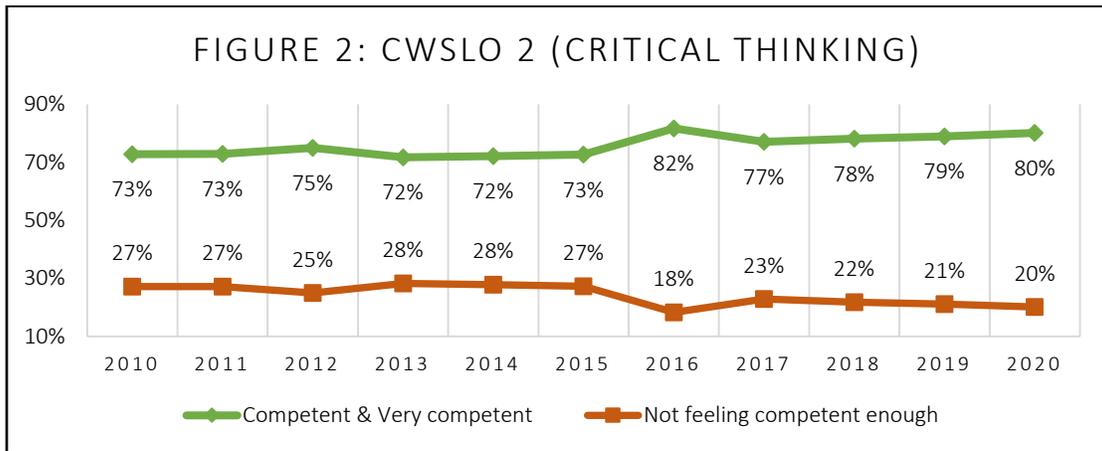
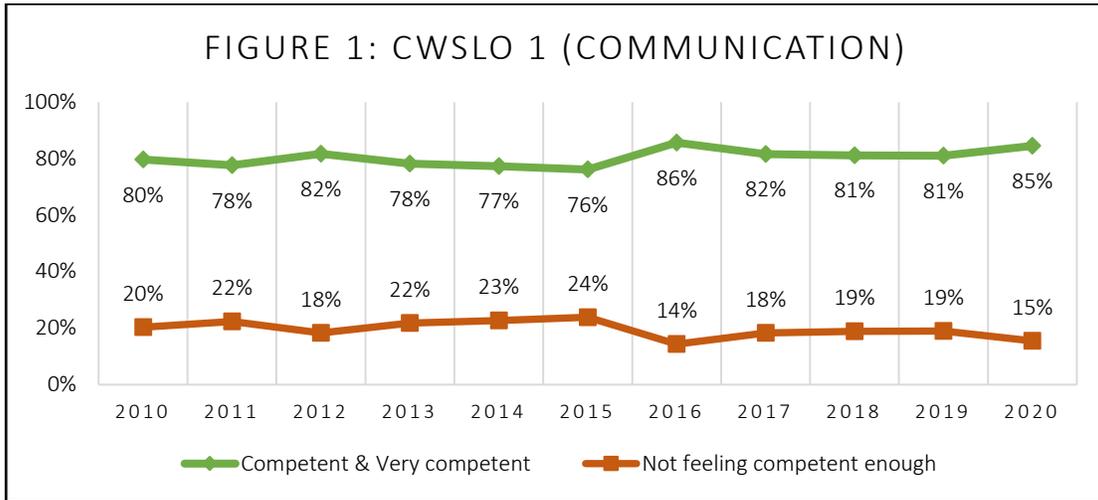


FIGURE 4: CWSLO 4 (ETHICAL SENSE)

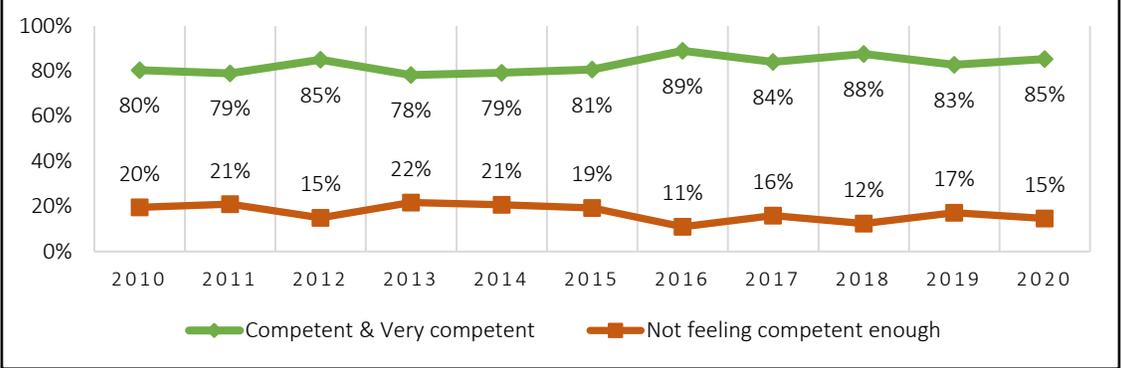


FIGURE 5: CWSLO 5 (PURPOSEFULNESS)

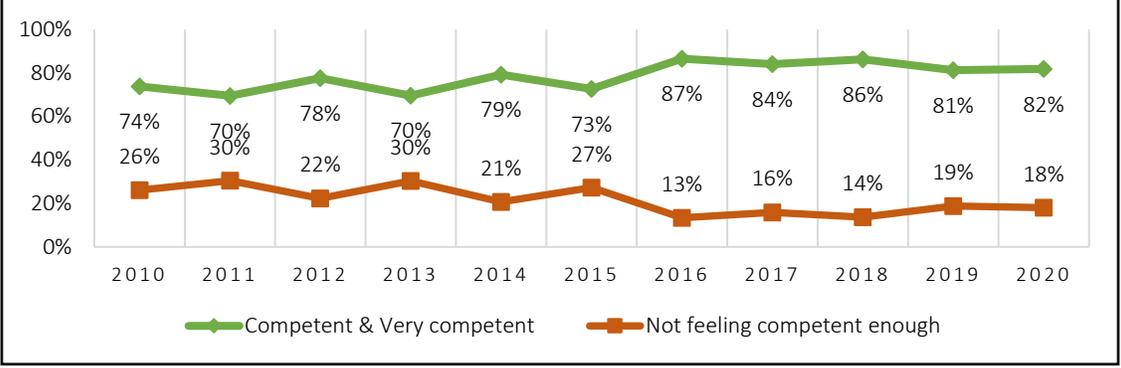
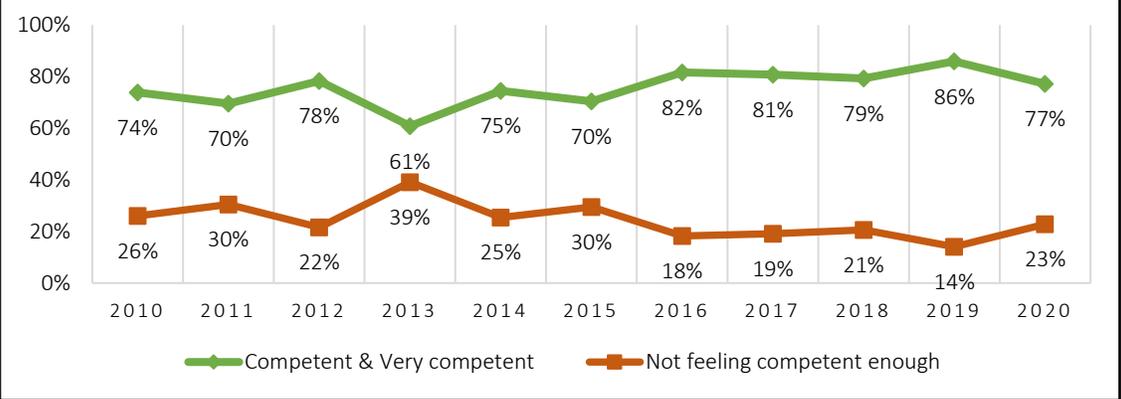
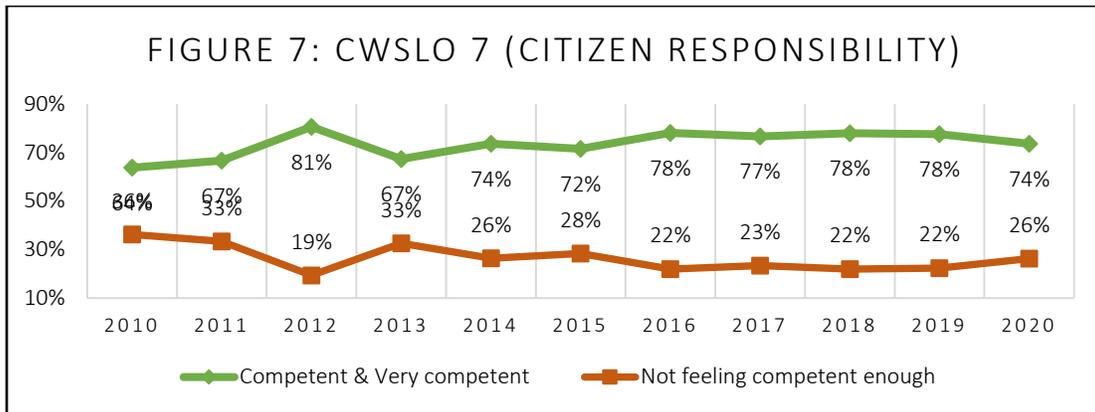


FIGURE 6: CWSLO 6 (COOPERATION)





The graphs above (figures one through seven) demonstrate a positive understanding and sense of accomplishment in meeting the CWSLOs with an average of 78% of students citing "very competent" or "competent" as their level of attainment. This average exceeds the 11-year average going back to 2010. These data have the statistical credibility of a decade of survey data and show remarkably strong consistency from year to year for each CWSLO. 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 modest increase in student confidence since this time.

Assessment of program-level outcomes

Program-level assessment occurs in conjunction with comprehensive program reviews. As has been the case since 2010, 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. Summary notes from the 2019-2020 meetings with instructional and student services programs are captured here.

Instruction: *Business*

- As a relatively small department with few faculty, program leadership has direct and personal connections to students that are used to assess program effectiveness and student learning.
- Feedback collected from prior students indicates positive program outcomes in terms of transfer and employment success.
- The program is developing a stronger online presence and will offer Financial Accounting online for the first time in the Summer 2020 term.
- The Personal Finance class has been revised to have a heavier focus on investing as a means to attract broader interest.
- Certification for students to be chartered market technicians (CMTs) is being developed as an additional online offering.

Instruction: *Distance Education*

- FRC received approval from the Accrediting Commission for Community and Junior Colleges (ACCJC) in fall 2019 to offer fully online educational programs
- Course review and alignment process with the Online Education Initiative through the Chancellor's Office has begun; some faculty pioneers have already had their courses reviewed, others will participate in a multi-year process within FRC to align courses with statewide standards.
- Canvas usage has increased dramatically in recent years, it is widely regarded as an effective course delivery platform by teachers and students.
- NetTutor usage, a Canvas-embedded support resource, has grown in usage and has great potential in helping students proof their writing assignments.
- Online degree programs are being developed, including the scheduling of online courses as necessary to complete the general education requirements.

Instruction: *Instructional Service Agreements*

- Relationships between FRC and instructional partners continue to be stable and mutually beneficial.
- All instructional partners report successful attainment of SLOs as measured through instructor assessment and student feedback.
- Where practical, instructional partners are implementing greater amounts of distance education in their curriculum; FRC is delivering focused training in Canvas usage to these partners.
- Consistent with trends in DE offerings, training is also underway with instructional partners in the usage of NetTutor.
- Instructional partners coordinate with FRC and broader certifying bodies to ensure that students are meeting educational standards appropriate to the goals of their educational program; this includes coordination with bodies such as the California Department of Education, Rescue 3 International, and the International Rafting Federation.

Student Services: *Financial Aid*

- Feedback from program leaders on program review and SLO assessment process was positive.
- The program has served a consistent number of students since the last comprehensive program review.
- SLOs are evaluated based on the successful navigation of loan/aid processes by students.
- Program leaders noted that many students don't take full advantage of scholarship opportunities; Financial Aid staff added a spring scholarship application cycle to encourage better participation.
- Proactive communication on deadlines and processes have led to a measurable decrease in student default rates: these rates have declined from 23% in 2014 and are expected to approach 0% in the coming year.

Student Services: *Admissions and Records*

- The program has found that program-level SLOs are difficult to measure directly, has relied on indirect (proxy) measurements to assess achievement.
- The program is undertaking new technology projects to better serve students and to better quantify services: these include the development of a payment plan through TouchNet, issuance of electronic transcripts, improved tracking of student applications and demographics through CCC Apply, and streamlined management of student housing through Banner.
- Similar to feedback from Financial Aid, many students still rely on guidance and direction from A&R staff for information that is readily available through MyFRC, staff will continue to empower students to be resourceful through education on using MyFRC and other resources.

Student Services: *Child Development Center*

- Program leaders felt that the CPR process was helpful in allowing them to reflect on and communicate the role of the CDC to the broader campus.
- The CDC has set goals for SLOs related to resilience and resourcefulness for its students: students have a “professional growth advisor” who helps students define career goals and monitor progress toward them. Work force readiness programs with work-study students are already established.
- The program is audited regularly by the state, (Title 5), and Community Care Licensing (Title 22), this comprises part of the program’s self-assessment: the most recent audit for the QRIS/IMPACT gave the CDC one of the highest scores in California (4.9 of 5.0 points).
- The program is planning to make facility and equipment improvements thanks to funding received as part of QRIS/IMPACT funding. .
- The CDC utilizes student and parent surveys as a feedback mechanism to ensure continuous improvement.

Student Services: *Community Education*

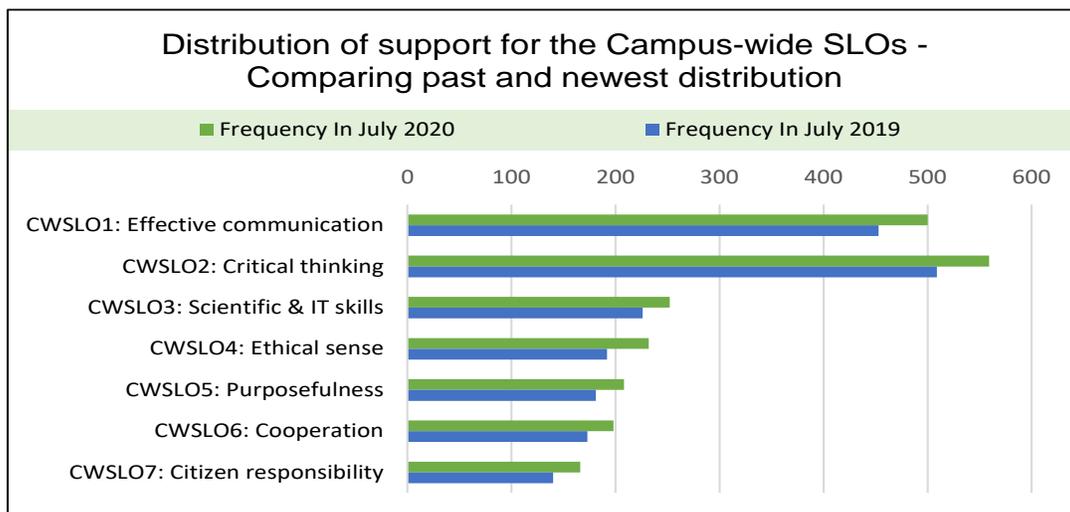
- Community Education is a not-for-credit, fee-based program that provides education in areas of personal enrichment.
- The system operates independently of Banner in terms of registration and payment, this is currently managed by the Student Services Office; this system requires significant management labor and would benefit from an online registration and payment system.
- Further, there is discussion on whether this program should continue to be housed under Student Services or if it should migrate to Instruction.
- Course offerings and enrollment have been relatively steady in recent years, the stability of a particular course offering typically depends on the instructor’s ability to draw interest from the community.
- All classes use an evaluation tool to gather feedback on the effectiveness of the course and the instructor as the principal means of assessing student learning.

Assessment of course-level outcomes

Thanks to significant efforts made by the SLOAC Committee over the past two years, the college began to use a new course-level SLO assessment tool in the 2017-2018 year. One of the SLOAC Committee's goals with the new assessment system was to remove the disincentive for faculty to state that they would make revisions to their course as a result of their assessment. In the previous system, indicating that revisions were planned as a result of assessment necessitated a subsequent assessment report to be completed in the following semester while indicating that no revisions were necessary necessitated a report simply to be completed within the next four years. As a result, nearly all assessment report indicated that no revisions were necessary. Many of the data that are being captured in the new assessment system will need to be reviewed over a multi-year period before significant conclusions can be drawn regarding the effectiveness of the format but our preliminary data indicate that one-third of the respondents in the new system did indicate they will be making revisions due to their assessment. Importantly, respondents indicated that students met their expectations for the course-level SLOs 85% of the time.

Unfortunately, the COVID-19 disruption that impacted FRC starting in spring 2020, the number of new course-level assessment reports increased only moderately. This was due to the CIO notifying faculty that he was suspending this requirement until the 2020-2021 year. Despite this pause in activity, Agnes Koos continued to improve the dashboard tools related to course-level assessment

One of the tools available through the new assessment interface is our ability to more directly quantify connections between course-level assessments and college-wide learning outcomes. Because each course-level SLO is tied to a college-wide SLO, we can see the frequency with which the course-level outcomes intersect the college-wide outcomes. In the preliminary data, we see the greatest intersection of course-level outcomes with CWSLOs #1 and #2 (communication and critical thinking), with CWSLO #3 (scientific and information literacy) coming next, then followed by the remainder of the CWSLOs. This interconnectedness will be studied more carefully in coming years as the course-level assessments that are submitted in the new interface become more representative of the college's overall curriculum.



Beyond this simple analysis of the connectivity between course-level and college-wide SLOs, the SLOAC Committee was also able to quantify the strength with which students met CWSLOs by reviewing the level of attainment of the associated course-level outcomes. The feedback from instructors broadly mirrors the self-reported feedback from students on their attainment of CWSLOs with the exception of CWSLO #4 (ethical sense). Here, students rated themselves the highest of all the CWSLOs while the proxy measurement through the course-level assessments recorded instructors rating the students low in this area. As stated above, it will be important and informative to return to these measures as more assessment data is entered into the reporting tool over the coming year as the college gets back on track with course-level assessments post COVID disruption.

| | Expectations not met # | Expectations partially met # | Expectations met # | Total SLOs mentions of the CWSLO# |
|---------------------------------|------------------------|------------------------------|--------------------|-----------------------------------|
| CWSLO1: Effective communication | 3 | 67 | 430 | 500 |
| CWSLO2: Critical thinking | 5 | 74 | 480 | 559 |
| CWSLO3: Scientific & IT skills | 4 | 33 | 215 | 252 |
| CWSLO4: Ethical sense | 1 | 36 | 195 | 232 |
| CWSLO5: Purposefulness | 1 | 19 | 188 | 208 |
| CWSLO6: Cooperation | 1 | 25 | 172 | 198 |
| CWSLO6: Citizen responsibility | 2 | 20 | 144 | 166 |
| TOTAL | 17 | 274 | 1824 | 2115 |

| | Expectations not met # | Expectations partially met # | Expectations met # | Total SLOs mentioning the CWSLO# |
|---------------------------------|------------------------|------------------------------|--------------------|----------------------------------|
| CWSLO1: Effective communication | 0.6% | 13.4% | 86.0% | 100.0% |
| CWSLO2: Critical thinking | 0.9% | 13.2% | 85.9% | 100.0% |
| CWSLO3: Scientific & IT skills | 1.6% | 13.1% | 85.3% | 100.0% |
| CWSLO4: Ethical sense | 0.4% | 15.5% | 84.1% | 100.0% |
| CWSLO5: Purposefulness | 0.5% | 9.1% | 90.4% | 100.0% |
| CWSLO6: Cooperation | 0.5% | 12.6% | 86.9% | 100.0% |
| CWSLO6: Citizen responsibility | 1.2% | 12.0% | 86.7% | 100.0% |
| TOTAL | 0.8% | 13.0% | 86.2% | 100.0% |

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 |
|----------------------------|---|--|---|---|--|---|