



REPORT TO BOARD OF TRUSTEES
INTERIM SUPERINTENDENT/PRESIDENT – KEVIN TRUTNA, ED.D.
FEBRUARY 21, 2013

1. STUDENT AND EMPLOYEE ACHIEVEMENTS

Cindy Hall has been nominated as the FRC Classified Employee of the Year and an application packet will be forwarded to the Chancellor's Office for entrance into the statewide award. We all know of Cindy's dedication to our students and the school, so it was a pleasure to have her nominated from our classified staff. Congratulations Cindy.

FRC student **Owen Donnell** has written a three part series of experiences in the Ugandan village he visited with SIFE/ENACTUS. You can view the articles at the plumasweekly.com. The English 150 - Intro to Journalism class is busy learning about linking and creating content for the web. The website averages between 65-100 views per day.

The Outdoor Recreation Leadership Program grant application with the California Department of Boating and Waterways, Aquatic Grants program was recently awarded. We will receive \$17,400 to purchase life jackets, helmets, stand up paddle boards, rafts, and additional money to provide faculty and one student with Kayak Instructor Certification through the American Canoe Association. Kudos go to **Saylor Flett** who did most of the grant application.

Three students from the Introduction to Wildlife & Fisheries class volunteered to continue the Beaver Dam Monitoring project along Spanish Creek that we worked on last semester. This is in partnership with the Coordinated Resource Management Group, who plans to develop a stream rehabilitation strategy that takes advantage of the natural engineering and erosion control that beaver provide through habitat alteration in the form of dam construction. A Beaver Management Strategy with short- and long-term components will be developed to identify ways to work with beaver to enhance restoration efforts and minimize future damage by, in part, identifying dams that pose a high risk of end-running. Such restoration efforts will allow for careful responses to management challenges, rather than knee-jerk reactions when an emergency situation arises.

These students, **Rose Brunnelle**, **Laurie Munroe**, and **Dana Rogers**, will help answer the following research questions:

- What site characteristics do beaver like / not like? What might determine dam locations?
- Why are beaver structures persistent in some places, and not others?
- When structures wash out do the beaver replace them or move elsewhere?
- What do beaver use to anchor dams?



2. PREVIOUS MONTH'S ACTIVITIES REPRESENTING FRCCD

- a) January 25-26 – attended CCLC Effective Trustee Conference
 - b) January 27-28 – attended CCLC Legislative Conference
 - c) January 28 – met with LTCC President Kindred Murillo, CCLC CEO Scott Lay, Teresa Tena, and Erik Skinner regarding Good Neighbor Policy strategies
 - d) February 4 – attended Foundation BMC Meeting regarding bond refinance options
 - e) February 7 – attended Plumas County Economic Recovery Meeting at Feather Publishing
 - f) February 13 – participated in ACCCA Conference planning session
 - g) February 14 – attended Automotive Advisory Council Meeting at QHS
 - h) February 20 – co-presented the Mentor Program Orientation at the ACCCA Conference
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3. MOOC'S – WHAT ARE THEY AND HOW TO THEY WORK?

Massive Open Online Courses (MOOC's) have been prevalent in the news during the last few months. They have developed at the same time that easy access to online courses, open resource software from companies like Google with their GoogleDocs are becoming widely used, and large waiting lists and impacted courses exist at many college and universities. Additionally, MOOC's are often free or very little cost. It is a combination of these factors that have caused the number of MOOC's offered to increase.

In the past, students earned credit by sitting in a class for a prescribed number of hours. MOOC's differ from traditional education because no predetermined number of contact hours exist – the course content is simply open to anyone with the appropriate software and a thirst for the particular knowledge. MOOC's are large courses where students watch streaming videos, participate in blogs, read material, and complete certain software applications. Individual contact is often missing as tens of thousands people can sign up for a single course. Since January 2011, Coursera already has an enrollment of 1.85 million. Another MOOC at Georgia Tech recently crashed GoogleDocs because too many students entered the same site and exceeded the capacity of the existing technology. One course from Udacity had 150,000 students sign up for the course. In their current incarnation, there is no standard for course content, contact hours, and rigor – thus college credit is not being offered for MOOC's. In short, MOOC's are online courses that are often self-paced, self-taught, or utilize technology to learn a skill. They are offered through a college or company, but lack traditional educational oversight that would be found in courses offered by an accredited school.

Nevertheless, MOOC's may move into traditional education territory since a simultaneous push for credit is coming for previous learning, military experience, and now from course material learned through MOOC's. Think of a massive Credit-by-Examination system or a process where a student can earn credit if they “challenge” a final examination and pass the material with a satisfactory grade. If colleges change the notion of getting an education measured in seat time to that of proficiency outcomes, then MOOC's will allow expanded access to higher education while at the same time producing graduates who are proficient in the material. In other words, MOOC's will not grant credit for participation or passing a course, but if they are partnered with a system that grants credit by testing for proficiency, then the theory is that MOOC's will help increase number of degrees earned.

Besides the obvious criticism of MOOC's in their lack of standard measurements, they are also noted for failing to end the digital divide of inequality, promoting low retention and success rates, and offering education that is not monitored through our system of accreditation. Proponents of MOOC's claim that access to education is the important element, and if only 10% of the 150,000 in the above course successfully pass a subsequent Credit by Examination, then we will be better off as a society since education is the key to a well-qualified workforce and competitive society.

The jury is still out and the future of MOOC's has not been determined. Nevertheless, they are a growing player in the higher education marketplace. They do offer interesting avenues for partnerships and collaboration with traditional higher education colleges.

4. STUDENT SUCCESS TASK FORCE

It has been several years since the Basic Skills Initiative was funded and the resultant Student Success Task Force presented their recommendations. New legislation and regulations are making their way through their respective processes. In the attached sheets, the current status is listed for the 22 recommendations from the California Community College Chancellor's Office Student Success Task Force. These regulations will impact FRC and our policies. The attached sheet is provided to guide our work in implementing the Student Success Task Force.

5. EMERGENCY BOARD PACKET

Next month, I would like to present an emergency board packet that could be used in the event that an emergency board meeting needed to be called and/or the FRC campus was not available for such a meeting. The board packet will include the following items and I am open to adding or changing any additional necessary items.

- a) Preprinted agenda will fill-in spots for handwritten emergency agenda items
- b) Preprinted Superintendent/President proclamation for campus state of emergency
- c) Emergency response resolution for purchasing, contracts, and bidding
- d) Brown Act language defining "emergency" and "dire emergency" with legal limitations for each situation, including public notice requirements
- e) Trustee contact information
- f) Alternate facilities locations and contacts
- g) Local media contact for emergency public notices
- h) Legal counsel contacts
- i) FRCCD BP/AP for emergency procedures

The goal is for each Board Member, the Superintendent/President, and members of the President's Staff to have available the packet in case of emergency, whereby an emergency Board meeting can be called to deal with situations as they arise.

6. UPCOMING CAMPUS EVENTS AT FEATHER RIVER COLLEGE

February 21	Board of Trustees Meeting (LR 105)	3:00 pm
February 21	Women's Basketball v. Lassen (MP Building)	5:30 pm
February 21	Men's Basketball v. Lassen (MP Building)	7:30 pm
February 22	Dr. Marlon Hall, will share his personal story of his passion for education and his journey to his current position as Superintendent/President of Lassen College (Gallery). Sponsored by the Diversity Committee as part of Black History Month.	12:00 noon
February 22	Live Jazz concert by Lowell Siwundhla and his band (Eagles Perch). Sponsored by the Diversity Committee as part of Black History Month.	12:00 noon
February 28	Carletha Stewart – an FRC graduate who was recently released from 33 years of incarceration will tell her story and answer questions from a panel (Gallery). Sponsored by the Diversity Committee as part of Black History Month.	12:00 noon
March 16	Baseball v. Lassen DH (BB field)	12:00 pm
March 5	Softball v. Butte DH (SB field)	12:00 pm
March 15	Softball v. Redwoods DH (SB field)	12:00 pm
March 16	Softball v. Siskiyou DH (SB field)	12:00 pm
March 21	Board of Trustees Meeting (LR 105)	3:00 pm