



1. STUDENT AND EMPLOYEE ACHIEVEMENTS

Amanda Nolan is happy to report progress on the internship program where 16 FRC students are currently participating in summer internships with the United States Forest Service through a collaboration with FRC Work-Based Learning, the USFS, and the Foundation for California Community Colleges.

Six students are working at the Mt. Hough Ranger District:

- **Anthony McNulty** and **Kaleigh Gomez** are Silviculture Technicians assisting in fieldwork and data collection
- **Jamie Buchanana** is a Biologist intern working on diverse restoration projects impacting plants and animals in terrestrial and aquatic environments
- **Jason Nery** is an Information Receptionist working with the public and key stakeholders providing information on topics such as recreational opportunities, Plumas forest products, services and history
- **Lauren Huseby** is working in Recreation. She is doing trail work, which includes learning to use a variety of tools such as a chainsaw, loppers and crosscut saws.
- **Emma Whelan** is gaining skills in archaeological inventory and site recording techniques

Six students are working at the Forest Service Supervisor's Office:

- **Kalah Wann, Timothy Hudak** and **Jackson Peace** are working as a team to complete macro invertebrate sampling in various stream habitat settings. They collect and organize data that is used to understand stream health in the Plumas National Forest
- **Miko Fogarty** and **Tirian Shirley** are working as field assistants learning to collect data on plant composition, forest stand structure, surface fuels and fire effects
- **Margaret Bell** is learning about records management, compiling records, systematically organize records, conduct quality control, and store all records in appropriate locations

Four students are working at the Beckwourth Ranger District:

- **Samantha Keely** and **Shannon Weller** are working in Natural Resource Management
- **Alyssa Rude** and **Sierra Slighton** are working in Range Management



FRC staff **Carlie McCarthy** and **Greg McCarthy** and students **Emily Croft**, **Guido Battistini** and **Juan Manuel Anasco Arias** represented FRC and assisted with activities organized by the Eastern Plumas Chamber of Commerce during the 4th of July festivities in Graeagle.



Recent graduate, **Mariah Piepho**, wrote to inform our advising staff of her experience transferring to UC Davis.

I just did my orientation at Davis and everything went super well, I can't thank you and the FRC family enough for giving me the incredible foundation of classes and direction. When I was in the room picking classes I could definitely tell that I was one of few people who was set ahead of the game to get into upper division classes since I'd already completed the basics at FRC. Also if any future transfer students are ever wondering about specifically transferable classes, I can tell you that all of the ones I've taken were transferable (at least at UC Davis) which was awesome and continued to reassure me that I made a great decision starting my college career at Feather River. I could brag about the college all day. Again, thank you for all that you and the FRC crew has done to help me succeed, I couldn't have asked for a better support team! Have a good one! 😊

Nicholas Johnston received intensive training on financial aid administration at the WASFAA Sister Dale Brown Summer Institute in Reno June 5-9. Nick is currently taking the NASFAA Credential Exams for the intermediate track modules. The Summer Institute is a 5 day training on financial aid administration. Using the NASFAA University materials allow each participant that graduates from SDBSI to credential in provided topics at no additional cost.

Intermediate Track (2-5 years experience)

- NASFAA Campus-Based Programs*
- NASFAA Cost of Attendance*
- NASFAA Professional Judgment*
- NASFAA TEACH Grant*
- NASFAA Satisfactory Academic Progress*
- NASFAA Return to Title IV*
- NASFAA Packaging*
- History of Financial Aid
- FISAP & Reporting
- SULA
- Three Generations in the Workplace
- Loan Repayment/Default Rates
- Federal Update

* Graduates from Intermediate Track will have access to take the NASFAA Credential Exams and materials for the 12 modules listed under Beginner and Intermediate Tracks.

2017 Sister Dale Brown Summer Institute: Financial Aid Fundamentals



WASFAA Sister Dale Brown Summer Institute
University of Nevada | Reno, Nevada | June 5-9, 2017

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

- a) June 16 – California Community College CEO meeting representing NorCal colleges, Sacramento
- b) June 19-22 – personal vacation
- c) June 26 – FRC Foundation meeting
- d) June 28 – Quincy Chamber of Commerce meeting
- e) July 6-10 – personal vacation
- f) July 11 – Testified before California Senate Higher Education Committee for SB 769, Sacramento
- g) July 12 – Lost Sierra trails workgroup meeting, Quincy
- h) July 12 – Rotary Community Supper
- i) July 17 – Quincy Rotary meeting

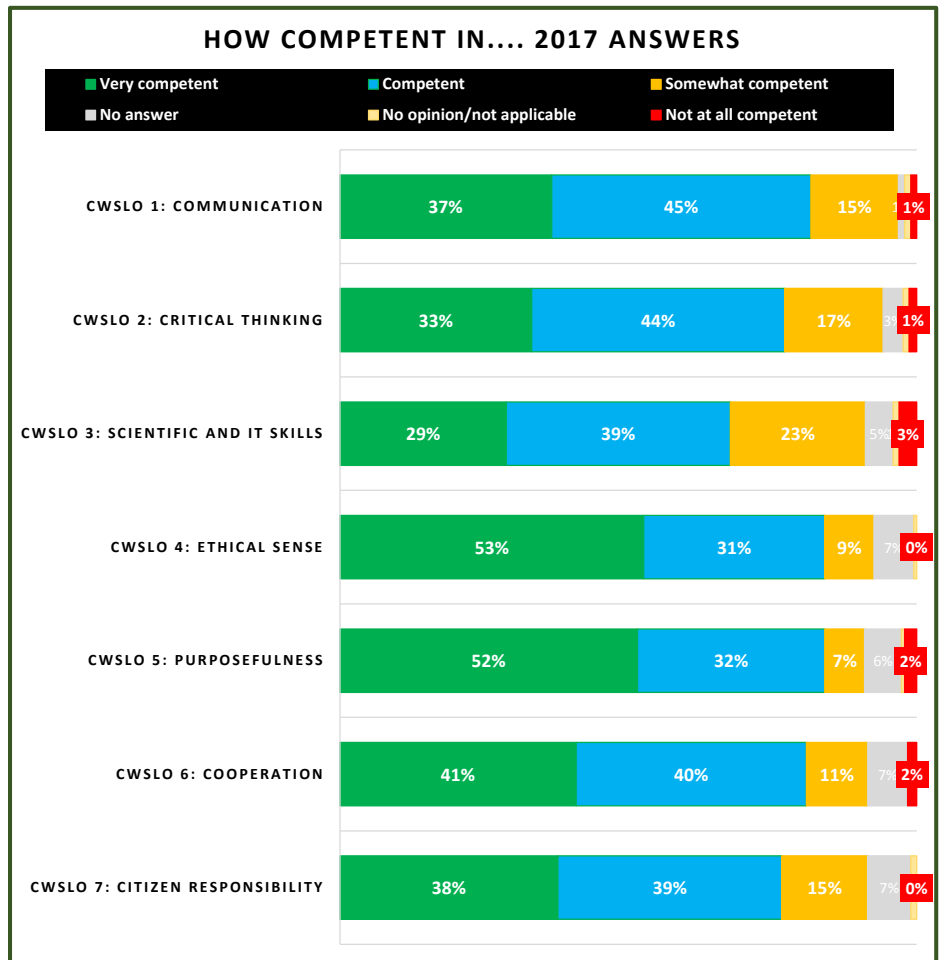
3. FINDINGS FROM THE 2017 YEAR-END STUDENT SURVEY

The 2016-17 Year-End Student (YES) Survey was taken by more students than ever; a total of 188 responses, of which 88 are hardcopies and 100 electronic answers through SurveyMonkey.

(A) Campus-Wide Student Learning Outcomes

The YES Survey is one of the main instruments to measure College-Wide SLOs (CWSLO). As in previous years, respondents rated FRC high in obtaining outcome goals.

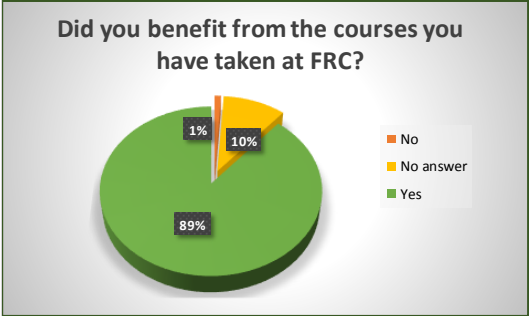
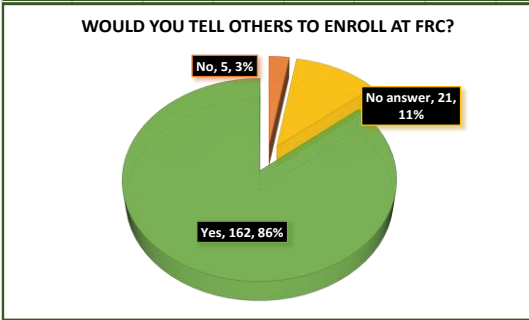
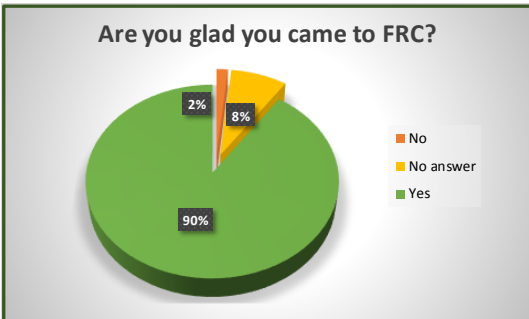
100 respondents attached some comments to their answer choices. Some spoke about the domains in which they felt they had improved, others mentioned the sources of their improvement. A small number seized this opportunity to formulate critiques or share some personal distress.



(B) General Satisfaction with FRC

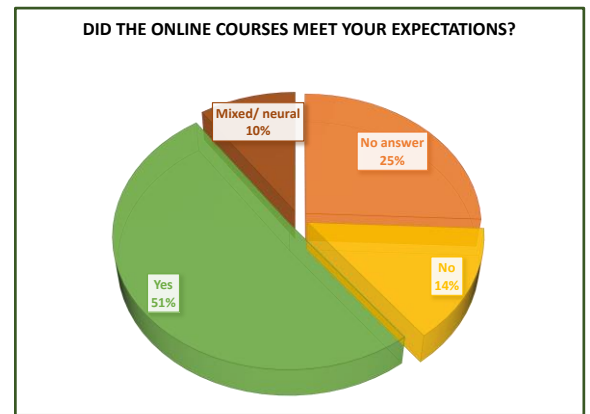
Improvement through:	Mentioned #
Coursework	30
Community Service; volunteer work	4
Hands-on learning; field experience	3
PTK	3
Outside FRC experience	2
Sport, athletics (--> teamwork)	2
Work and sports (--> time management)	2
Diversity at FRC	1
DSPS	1
Online classes	1
Support and enthusiasm of my teachers	1
Support by/through the softball program	1
Support of the community @ FRC	1
Welcoming atmosphere @ FRC (--> 'people skills', 'being social')	1

Of which courses did you benefit most? (Q15)	
All of them	9
Social science (history, sociology, political science)	30
Math (statistics, calculus, algebra etc)	26
Biology (anatomy, physiology etc.)	20
English (speech, critical thinking etc.)	19
Agriculture (AGAB, AGEQ)	14
BUS (accounting, economics, etc.)	13
ECE	13
ORL (leadership, adventure etc)	8
Art (art appreciation, photography etc)	7
Environmental studies (forestry etc)	5
Anthropology	4
Geography	3
Nutrition, NCA	3
ADMJ	2
Health	2
ICT	2
Kinesiology	2
Nursing	1
Psychology	1
"communication"	1
"general ed"	2
"science"	2

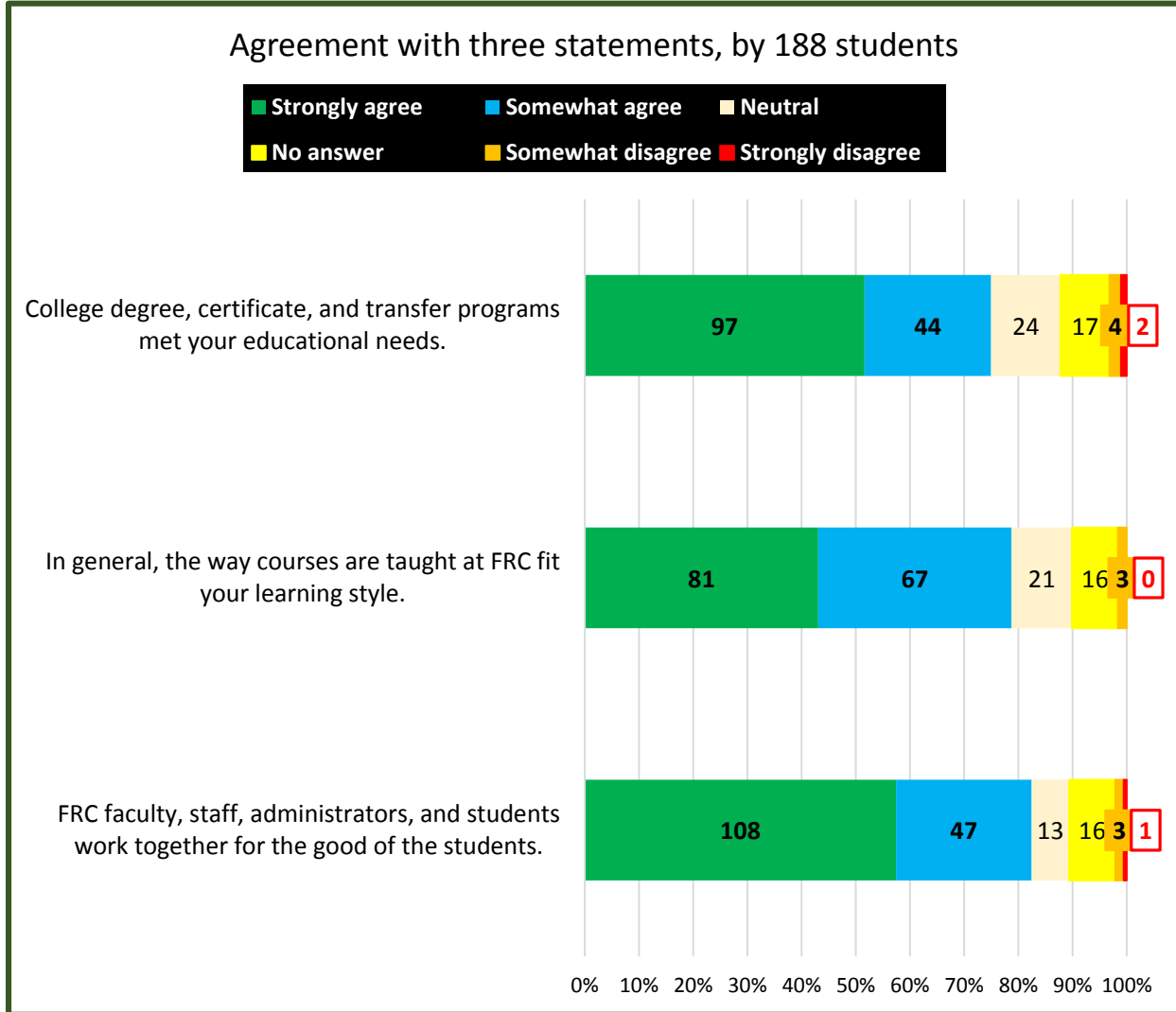


Like in previous years, the basic satisfaction questions returned a very high level of approval for FRC. In the open-ended answers, 137 students gave justification for their overall positive evaluation of the time spent at FRC. Again, like in other years, the most often mentioned reason for praise were people (colleagues, faculty, staff, larger Quincy community), sometimes indirectly ('great atmosphere!' or 'small, friendly campus' or 'diverse opinions').

68% of the respondents took online courses with FRC, but only a very slim majority expressed contentment with them. Several students claimed that they were harder than on-campus classes and did not like how hard it was to contact the instructor.

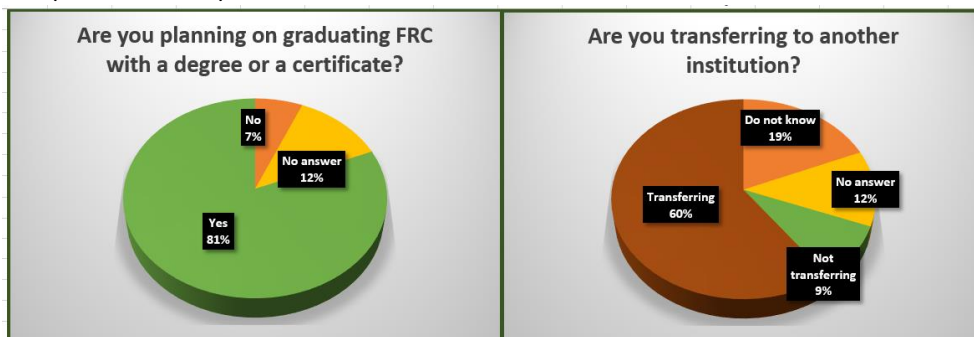


The answers to three further questions on satisfaction with FRC show that 75-82% of students are definitely positive towards FRC, while 3-6% express some critical attitude.



(C) Graduation and transfer

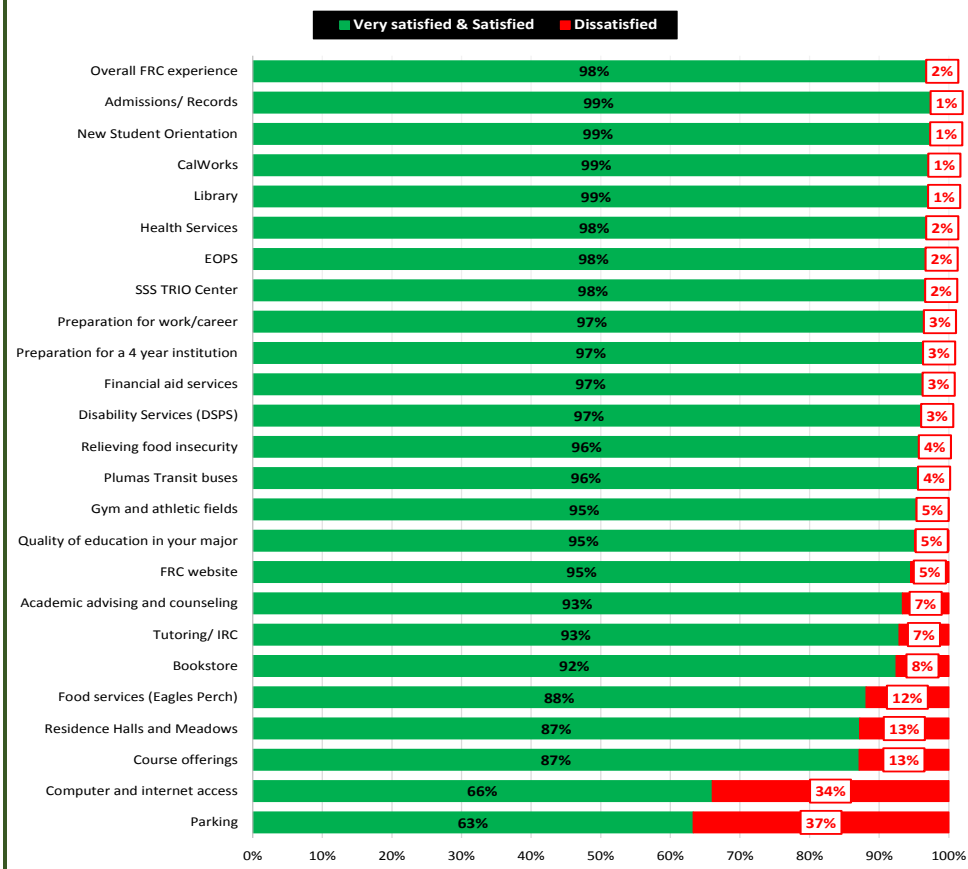
81% of those who answered the survey claim that they plan on graduating FRC, with either a degree or a certificate, and 60% claim they are transferring. These numbers are only slightly below the corresponding numbers in 2016 (85% and 64%).



(D) Satisfaction with specific programs/ services

The questions about FRC’s services led to results very similar to the findings from previous years. Parking and internet are the main causes of frustration for students.

SATISFACTION WITH FRC, % VALID RESPONSES



The issues mentioned from the small number of critical responses are recorded in the chart on the right.

With regard to the parking, the main comment is that students would like to have parking closer to classrooms near the top of the hill. They also think that the parking lot is too small, want stricter enforcement of the traffic rules, recommend the use of safety cameras, and they would like to be able to buy parking passes online or for longer than one semester. The most important remark about the website is that it’s hard to locate information about health services and mental health services.

Negative remarks from Q 20 and 21	# negative mentions
FACILITIES	
Parking	16
Internet (campus, dorms)	24
Update technology, computers, and dust them	2
Better signage	2
Gym, sport facilities	2
Website	1
INSTRUCTION	
Classes needed	10
Instructors needed	2
articulation of classes	1
Individual faculty criticized	3
Tutoring	2
Library	1
STUDENT SERVICES	
Counseling	4
Bookstore	3
Food	3
Student activities	3
Residences/Meadows	2
Child Development Center	1
Covered area for smokers	1

4. CCCAA GENDER EQUITY REVIEW FEEDBACK

Each year, the CCCAA requires all California community colleges to complete a gender equity review and submit a form to their office. The purpose of the review is to assist colleges, utilizing a statewide review, in addressing gender equity requirements. Below are the comments received by FRC.



CCCAA Gender Equity Committee Form R-4 Review (2015-16)

Per the directions of the CCCAA Gender Equity Committee, your College's 2015-16 data for Form R-4 has been reviewed by members of the Gender Equity Committee. Please consider these comments as helpful suggestions for your future submissions.

College: Feather River Athletic Director: Merle Trueblood

Page	Content	Reviewer Comments
1	Title IX Coordinator identified	Appropriate; campus administrator other than athletic director designated. Does not identify professional job title.
1	Test 1 - Proportionality	Table completed appropriately: FT Student Population: Women – 48.87%; Men – 51.13% Current Sport Participation: Women – 38.19%; Men – 61.81% Test 1 Compliance: No. <u>Notation</u> : Percentage of male enrollment and sports participation substantially increased over previous year.
2	Test 2 – Program History	Clearly outlined, documented by date and participation numbers.
3	Test 2 – Program History	Narrative explains sound planning and execution to add offerings for under-represented gender in five-year segments.
4	Test 3 – Meeting student interests and abilities	Evidence and results of ongoing student-interest survey included.
5	Test 3 – Interest in sport offerings for high schools within recruitment area	Appropriately identified and documented.
5	Test 3 – radius of competition	Identified at 260 miles (perhaps largest in state).
5	Test 3 – Survey results	Action plan narrative should identify and/or focus on evidence to initiate women's tennis.
6	Signature page	Interpretation considering Test 2 compliance clearly understandable. All signatures in order.

Additional Comments: Initiative to establish Athletic Title IX Committee a well-intentioned, well-planned and commendable effort to address the gender equity issue.