



ACCREDITING COMMISSION FOR  
COMMUNITY AND JUNIOR COLLEGES  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

Richard Winn, Interim President  
Raúl Rodríguez, Chair

May 1, 2017

Dr. Kevin Trutna  
Superintendent/President  
Feather River College  
570 Golden Eagle Avenue  
Quincy, CA 95971

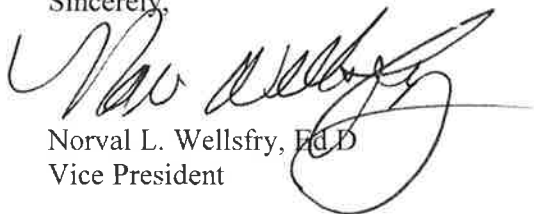
Dear Superintendent/President Trutna:

The Committee on Substantive Change of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges met April 21, 2017 to review the Six Month Baccalaureate Program Follow-Up Visiting Team Report for Feather River College. The Final Report from the team is attached.

The Baccalaureate Program Team Report for the College will be forwarded to the Comprehensive Evaluation Team scheduled in the Spring of 2018. This team will review the progress of the baccalaureate program to address the recommendations from the Baccalaureate Substantive Change Visiting Team.

On behalf of the Commission, I wish to express appreciation for the work that the College undertook to develop and implement this baccalaureate degree. If you should have any questions concerning this letter or the Committee action, please don't hesitate to contact me.

Sincerely,



Norval L. Wellsfry, Ed.D.  
Vice President

cc: Dr. Derek Lerch, Accreditation Liaison Officer

FEATHER RIVER COLLEGE  
OFFICE OF INSTRUCTION

MAY - 2 2017

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**The Report of the Substantive Change 6 month site visit for Baccalaureate Degrees**

**Visitation Date: December 7, 2016**

**COLLEGE:**  
**Feather River College**

**PROGRAM:**  
**Equine Studies and Ranch Management**

**Evaluators:**

**Team Chair/ACCJC Staff: Dr. Norval Wellsfry, Vice President, ACCJC**  
**Baccalaureate Content and Academic Representative: Dr. Barbara Kennedy, Associate Provost**  
**Eastern Florida State College**

**Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges**

## Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges

### Introduction and Summary of Visit

A two member baccalaureate substantive change evaluation team visited Feather River College on December 7, 2016 for the purpose of determining whether the College's Equine Studies and Ranch Management baccalaureate program meets the requirements for the baccalaureate degree as identified in the Eligibility Requirement, Accreditation Standards, and Commission Policies. In preparation for the visit, the team reviewed the original substantive change report and evidence that was presented by the college.

The team also reviewed numerous materials including documents and evidence supporting the Eligibility Requirement, Accreditation Standards, and Commission Policies. Evidence reviewed by the team included, but was not limited to, documents such as institutional plans, program review procedures and reports, student learning outcomes evidence, College policies and procedures, enrollment information, committee minutes and materials, and College governance information.

The team greatly appreciated the enthusiasm and support from College employees throughout the visit. The team appreciated the assistance of key staff members who assisted with requests for meetings and other needs throughout the evaluation process. College staff met all requests.

The Comprehensive review of the College will occur in Spring 2018.

## Team observations

The Team Visit focused on the content of the original substantive change proposal and updated information. The team used the *Protocol and Policy on the Accreditation of Baccalaureate Degrees* developed by ACCJC to determine the College's compliance with Accreditation Standards and Commission Policies, including the *Policy on Accreditation of Baccalaureate Degrees*. The following review standards were applied by the visiting team to the baccalaureate program previously approved through the substantive change process.

### Areas of Inquiry

#### Mission and Authorization:

Eligibility Requirement 1

Accreditation Standards:

I.A.1, I.A.2, I.A.3, I.c.1, II.A.1

#### Student Learning Outcomes:

I.B.2, I.C.3, I.C.4, II.A.3, II.A.11

#### Institution Set Standards:

I.B3

#### Assessment:

I.B.7

#### Baccalaureate Requirements:

II.A.5, II.A.6, II.A.9, II.,10, II.A.13, II.A.14

#### General Education:

II.A.12

#### Support Services/Library:

II.B.1, II.C.6

#### Infrastructure Support:

III.A.1, III.B.3, III.C.1, III.D.1, IV.A.4

#### Faculty Qualifications:

III.A.2, III.A.7

During the on-site evaluation, the team met with and interviewed faculty, staff and administrators from the Equine Studies and Ranch Management Program and the college at-large. The team toured the Equine Studies Program facilities; conducted a classroom visitation; and interviewed Feather River College students currently enrolled in the Equine Studies and Ranch Management Program.

The team reviewed numerous materials in the team room and electronically, which included documents and evidence supporting the Standard, Eligibility Requirements, Commission Policies, and USDE regulations. Evidence reviewed by the team included, but was not limited to, documents such as institutional plans, program review procedures and reports, student learning outcomes evidence, College policies and procedures, enrollment information, committee minutes and materials, and College governance structures.

## Elements of the Substantive Change Proposal

### Eligibility Requirements and Accreditation Standards

The Eligibility Requirement and Accreditation Standards listed below apply to the institution as a whole and to each baccalaureate program. As appropriate, the list includes criteria indicating how the Standards specifically apply to baccalaureate programs. In addressing the Standards, the institution must also address and provide evidence of its practices for the baccalaureate program-specific evaluation criteria identified below.

<b>Area of Inquiry - Mission/Authorization</b>
<b><u>Introduction:</u></b> Feather River College has adopted a Mission Statement that identifies that it offers education through the baccalaureate level. The College has been granted authorization by the State of California, Community College Chancellor, to offer the baccalaureate degree.

**Eligibility Requirement 1. Authority:** *The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.*

**Specified Baccalaureate Degree Program Evaluation Criteria:**

- Authority requires that an institution be authorized or licensed as a post-secondary institution to award degrees. An institution wishing to gain approval for a baccalaureate degree will have to provide evidence of the institution's authorization to offer the degree, as required by each of the jurisdictions or regions in which it operates.

**Evidence:**

Chancellor's letter.

**Findings:**

The College has been provided with authorization to provide a baccalaureate degree.

**Standard I.A. Mission:**

**Standard I.A.1,** *The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)*

**Specified Baccalaureate Degree Program Evaluation Criteria:**

- Baccalaureate degrees generally extend beyond previously identified credentials, service areas, and intended student populations. Member institutions may need to make changes within the institutional mission to reflect these differences.
- The baccalaureate degree program must align with the Institutional mission.
- Student demand for the baccalaureate degree should demonstrate its correlation with the institutional mission.

*Evidence:*

Board Policy 1200

*Findings:*

The Mission Statement for the College indicates that the bachelor degree is part of the Mission. The degree also aligns with the Mission of the College and current enrollment in the program is sufficient to operate the program.

**Standard I.A.2:** *The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

**Specified Baccalaureate Degree Program Evaluation Criteria:**

- The assessment of data, in addition to measuring institution effectiveness, must also demonstrate the effectiveness and success of the baccalaureate program.

*Evidence:*

The team reviewed College and program planning documents.

*Findings:*

The College used data to identify the need for the baccalaureate degree. The data currently collected by the College is largely based on the lower division Associate Degree programs. Because of the newness of the program, there is not sufficient data available to determine the effectiveness or success of this program.

**Standard I.A.3:** *The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The baccalaureate program is clearly aligned with the institutional mission.
- The institution has included the baccalaureate degree in its decision making and planning processes, and in setting its goals for student learning and achievement.

*Evidence:*

Mission Statement, Institutional planning documents

*Findings:*

The team reviewed the College Mission Statement and found that the baccalaureate degree was aligned with the Mission. The College has integrated the baccalaureate program into its institutional planning. The College has committed its resources as necessary to enable the program and ensure its success. The College and the program have development student learning outcomes for the baccalaureate program and its courses. However there is a need to provide further clarification to the outcomes to bring a more appropriate delineation between the lower division and upper division courses.

**Standard I.C.1:** *The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Information related to baccalaureate programs are clear and accurate in all aspects of this Standard, especially in regard to learning outcomes, program requirements, and student support services.

*Evidence:*

College Catalog and related student information. Interviews with program faculty and students.

*Findings:*

The College has provided information to delineate program requirements. Student support services are available to program students. The requirements and pre-requisites for enrollment in the program are clearly stated and consistently presented. However the specific course requirements for the second year are not specific. The program offers elective courses. However in interviews with program faculty, it was noted that specific course offerings for the final year had not yet been determined. There was some question as to the feasibility of the program to offer the variety of program electives noted given the relatively small size of the student cohort. It is suggested that the College clarify the course requirements prior to student enrollment in the final year of the program.

**Standard II.A.1:** *All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The baccalaureate degree field of study aligns with the institutional mission.
- Student demand for the baccalaureate degree program demonstrates its correlation with the institutional mission.

*Evidence:*

Mission Statement, program descriptions in brochures and the catalog

*Findings:*

There is an alignment between the Equine Studies and Ranch Management baccalaureate program and the College Mission Statement.

Area of Inquiry - Student Learning outcomes
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<u>Introduction:</u>
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The program has identified student learning outcomes for the baccalaureate program and the related upper division courses. It was identified that there should be continued dialog at the College on the level and formalization of the learning outcomes so that the upper division courses and the baccalaureate program reflect the higher levels of depth and rigor expected in higher education. The assessment program could also be strengthened to provide better and more quantitative information.
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**Standard I.B.2** *The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Student learning outcomes for upper division baccalaureate courses reflect higher levels of depth and rigor generally expected in higher education.
- Assessment must be accurate and distinguish the baccalaureate degree outcomes from those of other programs.

*Evidence:*

Review of curriculum

*Findings:*



The team saw in the documentation and interviews with Feather River leaders a concerted effort to identify outcomes, to assess the extent to which those outcomes are achieved, and to implement cycles of improvement based on the analysis of results in the baccalaureate degree in Equine Studies and Ranch Management. While the basic assessment concept seems to be understood and the institution appears to be making appropriate changes based on verbal feedback of faculty, administration, industry professionals, and students, there is an opportunity to strengthen institutional effectiveness, by revising student learning outcomes for the baccalaureate degree and assessing these outcomes in a more convergent and formalized manner. The opportunity to improve that process lies in focusing on a higher level of Bloom's Taxonomy of Learning for the student learning outcomes in the baccalaureate program and developing a more formalized process for assessment. Currently, the college depends on dialogue between the Agriculture Department, the Curriculum Committee, faculty and students to direct them towards revisions. A more formalized plan for assessment could yield important quantitative information.

**Standard I.C.3:** *The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The assessment results of student learning and student achievement in the baccalaureate programs are used in the communication of academic quality.

*Evidence:*

Review of College documents

*Findings:*

Feather River College leaders have not completed a formal assessment of the Baccalaureate program as it is in its first semester. There is documentation that is shared on the FRC website that shows results of a student survey and states that there is regular assessment done of the programs at the Associate level. The College has well established assessment processes for its existing Associate level programs. The team suggests that FRC develop a more quantifiable method of assessment that can be published. Assessment is on-going in existing courses and programs. However, because the baccalaureate program is in its first term, it has been unable to conduct assessments of this program.

**Standard I.C.4:** *The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The purpose, content, course requirements and learning outcomes of the baccalaureate programs are clearly described.

*Evidence:*

Program information

*Findings:*

Feather River College has done an excellent job of publishing the purpose, content, course requirements, and learning outcomes of the baccalaureate program by using the college catalog, the college website, Agriculture Department Program Guide, and the Bachelor's Degree Program packet.

**Standard II.A.3:** *The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Learning outcomes for baccalaureate courses, programs, and degrees are identified and assessed consistent with institutional processes.

*Evidence:*

College documents

*Findings:*

At Feather River College the Student Learning Outcome Assessment Cycle (SLOAC) committee meets annually with program leaders who have completed their program reviews. The committee holds informal meetings in a collegial, round-table format to encourage program leaders to learn from each other and discuss their successes and challenges. While the team is impressed with this collaborative approach, they feel that there is an opportunity to improve by adding a more formalized procedural plan that would yield both qualitative and quantitative results. At this point, assessment data has not been collected for the baccalaureate program.

**Standard II.A.11:** *The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Student learning outcomes in baccalaureate programs are consistent with generally accepted norms in higher education and reflect the higher levels expected at the baccalaureate level.

*Evidence:*

College documents and staff interviews.

*Findings:*

FRC has done extensive research from other institutions in choosing student learning outcomes specific to the Equine Studies and Ranch Management degree. In looking at the student learning outcomes chosen, the team proposes that there be some revisions to the baccalaureate degree that further delineates from the lower division courses. While the team feels confident that FRC leadership understands and can articulate the difference in the lower and upper division course expectations, revisions to the student learning outcomes will provide documented evidence.

<b>Area of Inquiry – Institution Set Standards</b>
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<b><u>Introduction:</u></b>
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The College has established Institution Set Standards for the baccalaureate program that reflect those of the lower division programs. The standards set do not contribute to continuous improvement.
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**Standard I.B.3:** *The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)*

**Specified Baccalaureate Degree Program Evaluation Criteria:**

- The Institution has institution-set standards for the baccalaureate program and assesses performance related to those standards. It uses this assessment to improve the quality of the baccalaureate program.
- Student Achievement standards are separately identified and assessed for baccalaureate programs to distinguish them from associate degree programs.

***Evidence:***

Review of college documentation and interviews.

***Findings:***

The team found that the College is using the lower division Institutional Set Standards as the ISSs for the upper division program. The program uses the Standard of the 3 year average minus one standard deviation. Although the use of a similar ISS between the lower division and upper division programs is acceptable, the use of a standard that is lower than the average performance over a period of years is inconsistent with the Standard. The use of a metric that is lower than a longitudinal average negates the requirement that the Standard contribute to the pursuit of continuous improvement.

<b>Area of Inquiry - Assessment</b>
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<b><u>Introduction:</u></b>
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The College has established policies and practices that address the needs of the baccalaureate program and has acquired additional resources to improve program quality.
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**Standard I.B.7:** *The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

**Specified Baccalaureate Degree Program Evaluation Criteria:**

- The institutional evaluation policies and practices recognize the unique aspects and requirements of the baccalaureate program in relation to learning and student support services and resource allocation and management.

***Evidence:***

College documents and interviews with college staff.

***Findings:***

Feather River College holds regular meetings through its established participatory governance structure. They have evaluated current student support services and resources and have acquired additional resources to provide for the baccalaureate program to include a land purchase, a new full time instructor, and adjustments in the general fund budget.

<b>Area of Inquiry – Baccalaureate Requirements – Units/upper Division</b>
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<b><u>Introduction:</u></b>
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The program has established upper division course requirements that meet the minimum criteria for the baccalaureate degree.
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**Standard II.A.5:** *The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)*

**Specified Baccalaureate Degree Program Evaluation Criteria:**

- A Minimum of 40 semester credits or equivalent of total upper division coursework including the major and general education is required.

- The academic credit awarded for upper division courses within baccalaureate programs is clearly distinguished from that of lower division courses.
- The instructional level and curriculum of the upper division courses in the baccalaureate degree are comparable to those commonly accepted among like degrees in higher education and reflect the higher levels of knowledge and intellectual inquiry expected at the baccalaureate level.
- Student expectations, including learning outcomes, assignments and examinations of the upper division courses demonstrate the rigor commonly accepted among like degrees in higher education.
- The program length and delivery mode of instruction are appropriate for the expected level of rigor.

*Evidence:*

College documentation and interviews with college staff.

*Findings:*

The Feather River College Baccalaureate degree in Equine Studies and Ranch Management does have a minimum of 40 semester credits or equivalent of total upper division coursework including the major and general education courses. The academic credit awarded for upper division courses within baccalaureate programs is clearly distinguished from the lower division courses. The instructional level and curriculum of the upper division courses in the baccalaureate degree is comparable to those commonly accepted among like degrees and reflect the higher levels of knowledge and intellectual inquiry expected at the baccalaureate level. Feather River College has done an excellent job of researching courses from other institutions in the effort to provide a quality education for their students. In reviewing the provided syllabi from the upper level courses, the assignments and examinations do demonstrate an appropriate level of rigor. The program length and mode of delivery are appropriate for the expected level of rigor.

The program has been designed with multiple options for the second year. However the College was unclear as to when the identified courses would be provided. The core requirements for the program were clear. The elective courses have been identified. It was unclear as to whether the program had identified which elective courses would be provided and when they would be provided. The College should consider the impact of very small class sizes on the overall viability of the program.

**Standard II.A.6:** *The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.*<sup>1</sup> (ER 9)

Specified Baccalaureate Degree Program Evaluation Criteria:

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<sup>1</sup> Glossary- Established expectations in higher education (also, appropriate for, accepted in, common to, accepted norms in, etc): Shared and time honored principles, values and practices within the American community of higher education.

- Baccalaureate courses are scheduled to ensure that students will complete those programs in a reasonable period of time.

*Evidence:*

College documents and staff interviews.

*Findings:*

The institution has a plan to schedule the classes in a manner that allows students to complete the degree in an appropriate time frame. While all of courses for the baccalaureate degree have not been offered, a schedule of courses has been prepared. Courses in Equine and Ranch Management have been scheduled utilizing the classrooms at the Agriculture, Equine, and main campus so that course work for students at upper divisions will not have conflicts with other upper division courses. Required upper division course will be offered annually to ensure students can graduate in a reasonable time period. However the College has not yet determined which or when the identified elective courses would be offered. The program has outlined an extensive range of program options for the baccalaureate program that may prove too ambitious for the program to sustain. This could have an adverse impact on the length of time required to complete a particular student's identified program option. The program may wish to consider reducing the number of elective options available.

**Standard II.A.9:** *The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Baccalaureate Degrees and the course credit in those programs are based on student learning outcomes. These outcomes are consistent with generally accepted norms and equivalencies in higher education, especially in relation to upper division courses.

*Evidence:*

College documents and staff interviews.

*Findings:*

At FRC student learning outcomes are developed by lead faculty in the discipline, often by comparing to similar courses of other two and four-year colleges. All student learning outcomes, both course and program, are reviewed and approved through the college established curriculum approval process which includes the Curriculum Committee, Academic Senate, Board of Trustees, and the Chancellor's Office. When applicable, course content and student learning outcomes are aligned with statewide curriculum-alignment efforts. For example, C-ID and California Agriculture Teachers alignment projects.

As has been noted elsewhere, the level of depth and rigor for some Student Learning Outcomes may not be reflective of those generally required in higher education.

**Standard II.A.10:** *The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Policies for student transfer into the baccalaureate program ensure that all program requirements are fulfilled, including completion of the minimum required semester units, prerequisites, experiential activities, and general education.

*Evidence:*

College documents and staff interviews.

*Findings:*

FRC has designated the composition of the committee charged with reviewing and accepting students into the baccalaureate degree program. The college has trained a lead agriculture academic advisor to be the main contact for incoming and potential baccalaureate degree students. Acceptance into the baccalaureate program is required prior to enrolling in upper division courses. Each student has an individualized education plan. There is a clearly stated transfer-of-credit policy.

**Standard II.A.13:** *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The baccalaureate degree programs include a focused study on one area of inquiry or discipline at the baccalaureate level and include key theories and practices appropriate to the baccalaureate degree level.

*Evidence:*

College documents and staff interviews.

*Findings:*

The baccalaureate degree is focused in the Agriculture field and area of study, with an emphasis in Equine Studies and Ranch Management. While the college will benefit from revisions of documented student learning outcomes, the courses offered appear to include key theories and practices appropriate to the baccalaureate level as evidenced by faculty report and course plans.

**Standard II.A.14:** *Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The CTE baccalaureate degree ensures students will be able to meet employment standards and licensure or certification as required in the field of study.

*Evidence:*

College documents and staff interviews.

*Findings:*

FRC has strengths in this area. There appears to be a strong collaboration between local agricultural industry leaders and other four-year institutions. The curriculum was vetted through the program's advisory board which consists of local agriculture industry leaders and peer faculty from other four-year institutions. The Agriculture Department researched job descriptions for a variety of farm and ranch managers to identify and develop the central themes in curriculum. The college consulted with the Agriculture Department Advisory Committee and agriculture departments at CSU, Chico, and UC Davis. There is also a strong relationship with internship sites for the students in the program.

<b>Area of Inquiry – Baccalaureate Requirements – General Education</b>
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<b><u>Introduction:</u></b>
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The College has identified 4 courses (12 units) that will meet the upper division general option. Nine units are required of which 6 units (2 courses) are required and an elective course may be chosen from the remaining 6 units.
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**Standard II.A.12:** *The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- At least 36 semester units or equivalent of lower and upper division general education is required, including at least 9 semester units or equivalent of upper division general education coursework.



- At least 9 semester units or equivalent of upper division general education coursework is required.
- The general education requirements are integrated and distributed to both lower division and upper division courses.
- The general education requirements are distributed across the major subject areas for general education; the distribution appropriately captures the baccalaureate level student learning outcomes and competencies.

*Evidence:*

College documents and staff interviews.

*Findings:*

The Equine Studies and Ranch Management degree requires 42 to 43 units of lower division general education and nine units of upper division general education courses. The general education requirements are integrated and distributed to both lower division and upper division courses. The general education requirements are also distributed across the major subject areas for general education.

A strength of FRC is the collaborative efforts between administration, staff, and faculty. Faculty expertise is held at a very high level and is appreciated and utilized.

The team found there to be a wide variety in the courses offered as core electives. The degree is in its infancy with limited data available to determine whether students in all degree programs have attained general education or core competencies through appropriate assessment measures. The team suggests that there needs to be more clarity around the choice of electives to maintain consistency of education and to ensure that specific student learning outcomes are met for each student.

There are 9 units of upper division general education courses required.

<p><b>Area of Inquiry – Support Services/Library</b></p>
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<p><b><u>Introduction:</u></b></p>
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<p>The College has provided student and learning support services and library resources sufficient to support the baccalaureate program.</p>
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**Standard II.B.1:** *The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not*

*limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.*

**Specified Baccalaureate Degree Program Evaluation Criteria:**

- Learning support services to support the baccalaureate program are sufficient to support the quality, currency, rigor and depth of the baccalaureate degree and reflect the unique needs of this program.
- Resource collections are sufficient in regard to the rigor, currency, and depth expected of baccalaureate programs.

*Evidence:*

College documents and staff interviews.

*Findings:*

As a member of the North State Cooperative Library System, the college library has access to the collections of seven other college libraries and thirteen county libraries. The college librarian was tasked with researching appropriate reference materials and standards expected at four-year Agriculture degree institutions and presented findings to start the acquisition process for appropriate materials. There will need to be follow-up to ensure that the acquisition is approved and materials are obtained.

**Standard II.C.6:** *The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways<sup>2</sup> to complete degrees, certificate and transfer goals. (ER 16)*

**Specified Baccalaureate Degree Program Evaluation Criteria:**

- The prerequisites and other qualifications for the baccalaureate are appropriately communicated and applied to students.
- The advising of students related to the baccalaureate degree appropriately identifies course sequencing and pathways.

*Evidence:*

College documents and staff interviews.

*Findings:*

FRC maintains an open door admission policy supporting its mission of providing equal access to its educational programs. For the baccalaureate degree students must apply and gain

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<sup>2</sup> Glossary- Pathways: The specific selection and progression of courses and learning experiences students pursue and complete and they progress in their education toward a certificate, degree, transfer, or other identified educational goal.

acceptance into the Equine Studies and Ranch Management program. The process is clearly stated in the Agriculture program guide found on the FRC website. The institution's admissions policies are consistent with California laws and regulations and are clearly communicated to students through the program's website. There is an academic advisor specifically assigned to the baccalaureate students who meet with the students on a regular basis to help guide them through the degree process.

<p><b>Area of Inquiry – Infrastructure Support</b></p>
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<p><b><u>Introduction:</u></b></p>
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<p>The College has provided sufficient resources to support the program and ensure its continued viability.</p>
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### **HUMAN RESOURCES**

**Standard III.A.1:** *The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The job descriptions for faculty members teaching in the baccalaureate degree accurately reflect the duties and responsibilities associated with the position.

*Evidence:*

Review of faculty qualifications and job descriptions.

*Findings:*

The job descriptions provide an accurate description of the duties and responsibilities associated with this position. The job descriptions are appropriate to a faculty position in a baccalaureate program.

### **PHYSICAL RESOURCES**

**Standard III.B.3:** *To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The facilities and other physical resources utilized by the baccalaureate program are evaluated for feasibility and effectiveness for the program on a regular basis.

*Evidence:*

Tour of College facilities, review of college documentation.

*Findings:*

The College has provided facilities for the Equine Studies and Ranch Management program. Specialized facilities for the livestock used in the program are well designed and maintained. In addition to numerous barns, corrals, and other out buildings, classrooms are provided that are sufficient for both the associate degree and baccalaureate degree programs. The college has acquired new space to accommodate program expansion. An Equine veterinary hospital has been built to provide additional resources for both breeding and care of livestock.

### **TECHNOLOGY RESOURCES**

**Standard III.C.1:** *Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Technology services, support, facilities, hardware and software utilized by the baccalaureate program are appropriate and adequate for the program.

*Evidence:*

Tour of college facilities and review of college documentation.

*Findings:*

The Technology resources for the program are sufficient to meet needs. The program does not depend on extensive technology resources. However the College has sufficient resources for both its operational and educational needs. The College resources are readily accessible to all programs.

### **FINANCIAL RESOURCES**

**Standard III.D.1:** *Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The financial resources allocated to the baccalaureate program are sufficient to support and sustain program student learning and effectiveness.

- Financial resources allocated to the baccalaureate program ensure the financial stability of the program.

*Evidence:*

Budget document, college documentation, and staff interviews

*Findings:*

The agricultural program at the College is strongly supported. The College acquired adjacent property and the master plan has outlined the property utilization. This will benefit the program. College resources allocated to the agricultural program are sufficient to ensure continued operation of the program.

### **Governance**

**Standard IV.A.4:** *Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

**Specified Baccalaureate Degree Program Evaluation Criteria:**

- The faculty and academic administrators assigned to the baccalaureate program have responsibility for making recommendations to appropriate governance and decision-making bodies about the curriculum, student learning programs, and services for the program.

*Evidence:*

Review of College documentation and staff interviews

*Findings:*

The College has a well-established governance process. Faculty are fully engaged in all aspects of the processes. The agricultural program faculty were fully engaged in the development of the baccalaureate program/ and remain actively engaged in all aspects of the program.

<b>Area of Inquiry – Faculty Qualifications</b>
<p><b><u>Introduction:</u></b></p> <p>The faculty in the program meet the qualification outlined in the baccalaureate criteria for the appropriate standards. Faculty possess both the requisite academic qualifications and work experience and professional experience to ensure the viability of the program.</p>

**Standard III.A.2:** *Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The qualifications for faculty teaching upper division courses in the baccalaureate degree include the requirement for a master's degree (or academic credentials at least one level higher than the baccalaureate degree) or doctoral degree, in an appropriate discipline.
- In cases where no Master's degree is available for the field of study, the qualifications for faculty teaching upper division courses in the baccalaureate degree include a bachelor's degree in the discipline or closely related discipline, and a Master's degree in any discipline, and demonstrated industry work experience in the field for a minimum of six years, and commonly required industry-recognized certification or professional licensure.
- The Commission may require some faculty in non-career technical education baccalaureate programs to have the recognized terminal degree in the field of study.

*Evidence:*

Review of college documentation and staff interviews.

*Findings:*

All faculty currently assigned to the baccalaureate program hold a Master's degree in an appropriate discipline as well as the professional and work experience necessary for the program. The job description used in the hiring of a new faculty member specified qualifications that complied with the baccalaureate criteria.

**Standard III.A.7:** *The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- There is at least one full-time faculty member assigned to the baccalaureate program.

*Evidence:*

Review of college documentation and staff interviews.

*Findings:*

Full time faculty with Master's degree are assigned to the baccalaureate program.

RECOMMENDATIONS AND FOLLOWUP
<p>The College is scheduled for a comprehensive site visit in 2018. This report will be forwarded to the site visiting team. The College should consider the comments included in this report as it prepares for the comprehensive site visit.</p>

