

#### **PROGRAM LINK TO COLLEGE MISSION**

---

*Feather River College provides high-quality, comprehensive student education as well as opportunities for learning, workforce preparation, and achievement in a small college environment. The College provides general education, associate and bachelor's degrees, certificates, transfer programs, and life-long learning for a diverse student population by serving local, regional, national and international students through traditional face-to-face instruction as well as distance education. The College also serves as a cultural and economic leader for all communities that lie within the District and embraces the opportunities afforded by its natural setting.*

#### **PROGRAM VISION AND GOALS**

1. Describe the goals of the program and how these relate to the FRC Mission.

##### Agriculture Department Mission Statement:

To provide our students with an excellent academic experience at a state-of-the-art facility where students prepare for diverse occupational opportunities in the field of Agriculture.

It is the commitment of the Feather River College Agriculture Department to carry out the mission statement and department outcomes (goals and objectives) by:

- Supplying staff, facilities, livestock, and equipment to enable students to acquire practical experiences and skills of modern agricultural procedures
- Providing staff, facilities, and equipment that will facilitate the student to integrate the applications of skills and demonstrate their proficiency in practical applications
- Maintaining and upgrading the facilities and equipment to provide a safe environment to enhance student learning outcomes

The Agriculture Department's mission and program objectives are to support Feather River College's mission and objectives. This is accomplished by offering a high-quality, comprehensive student education in the field of Agriculture where students can have diverse opportunities for learning and workforce preparation. The Agriculture Department consists of the Equine and Ranch Management Bachelor Degree Program, Agriculture, Equine Studies, and Rodeo Programs; where students can earn associate and bachelor's degrees, certificates, and lifelong learning opportunities.

2. What have been some program accomplishments since the last program review?

Since the last program review, there have been major improvements to the Agriculture Facilities due to Strong Workforce and other external sources of funding. The Beef Program developed the beef facilities by building a calving barn, hay barn, pens, chutes/working pens, and hydraulic stocks. The Beef Program also added tractors, a truck and trailer, feed processor, and several utility vehicles. The Equine Program added a stallion collection area to the vet barn, another group of stalls for the overflow from the vet barn, a new manure pad, and renovation to the Equine arena. The welding shop has had new upgrades as well. The Welding Shop has added a new welding truck, welding equipment, safety upgrades, and a new plasma cutter. The Rodeo Program has added new bucking



# COMPREHENSIVE PROGRAM REVIEW

## AGRICULTURE DEPARTMENT

and roping chutes. The Bachelor Degree Program has graduated several classes of students since the last comprehensive program review. The undergraduate student degrees (both associate degrees and certificates are also holding strong).

		2018	2019	2020	2021	2022	Average
AG Equine & Ranch Management	BS	8	11	20	10	12	12
AG Equine Studies/Horse Training	AS	2	4	5	7	5	7
AG Equine Studies/Pack Skills	AS		2	0	0	1	.75
AG Equine Studies/Ranch Skills	AS	1	2	0	1	2	1.2
AG Equine Studies/Rodeo Skills	AS		3	0	1	1	1.25
AG Univ Studies-Ag General	AS	26	17	27	24	15	21.8

3. What support does the program need to assure its continued success? Explain by referring to specific program goals and objectives.

The Ag. Dept. depends on financial support through the Colleges budget process each year. The funds are budgeted into several different Ag accounts for the day-to-day operations of the programs i.e., Rodeo, Animal Science, Agriculture, Bachelors, Beef. These funds are related to all the Ag programs goals and objectives. Without sufficient funds these goals, objectives and operations cannot be accomplished. The Ag Dept. also depends heavily on financial support from the Colleges Foundation accounts i.e., Rodeo, Equine and Beef to supplement the Ag budgets as needed to assist the programs with achieving continued students' successes.

The Ag Dept. also will continue to need marketing support from the college to ensure we can attract and retain our Ag students. i.e., regional and nation advertising, regular recruiting trips off campus, digital marketing opportunities.

It is imperative we have the support of the colleges Maintenance Dept. to complete regular repairs and maintenance of our Ag equipment, make repairs/replace Ag facilities and provide prompt support for the day-to-day operations of the program

### STAFFING

1. How many full-time and part-time faculty teach in this program (in-person, online, and ISP)?

There are 4 full time faculty teaching in the Agriculture Department (Beef, Rodeo, Equine, and Agriculture Department Chair).

There are 6-10 part time faculty teaching this program. This number varies depending on the semester.

2. What changes to staffing, if any, could make this program more effective for course offerings and student success? Also, how could staffing changes contribute to other programs and towards improving student interest and success in the program?

The Ag dept. desperately needs additional full-time Ag Faculty as well as Instructional Aid. We find it difficult to staff our existing courses each semester with associate faculty. The department's need to provide an additional full time Instructor Assistant will assist in the operations of the programs instructional, livestock and safety needs. This is due to the quantity of students enrolled in the courses, and majority of the ag/equine courses being hands-on and high risk. The addition of Faculty, Associate Faculty, and Instructor Aids would be a major asset in order to maintain safety and ensuring progression in order to meet the students' learning outcomes. Additional resources allow the students to obtain an optimal learning experience, which assists in student retention and continuing student interests.

#### **CURRICULUM**

1. Describe the educational pathways the program offers: completion of general education, certificates, associate degrees, bachelor's degrees, and/or transfer degrees.

Below is a list of the degrees available from the Agriculture Department:

- Bachelor of Science Degree
  - o Equine and Ranch Management
- Associate of Science Degree
  - o Equine Studies: Horse Training Skills
  - o Equine Studies: Ranch Skills
  - o Equine Studies: Rodeo Skills
  - o Equine Studies: Pack Skills
  - o University Studies – Agriculture: General Agriculture
  - o University Studies – Agriculture: Agricultural Science
- Certificate of Achievement
  - o Equine Studies
- Certificate of Specialization
  - o Ranch Technology
  - o General Agriculture
  - o Fundamentals of Horse Training Skills
  - o Fundamentals of Pack Station and Stable Operations
  - o Fundamentals of Ranch Skills
  - o Fundamentals of Rodeo Techniques
  - o Fundamentals of Western Horse Show Techniques

2. What changes and conversations have occurred in the program to incorporate equity-minded curriculum? Examples from specific courses may be included. *See the Building Equity into Curriculum and Reducing Barriers to Learning (i.e., ideas, checklist) in the appendices to guide this reflection.*

The Ag Department has incorporated equity-minded curriculum due to the need to prepare young people to have a positive influence on society and the agriculture industry. This is a serious issue because the next generation needs to be prepared to earn their living and be a productive member of the agriculture industry. It is a primary role for the department to provide equal learning opportunity to all students in order to enable successful students. Fortunately, Feather River College has incredible additional resources available to assist in the promotion of success in a course. Faculty are continuously adjusting curriculum in or to promote equity in the classroom. The goal is to empower the students in the Agriculture Department to reject all forms of discrimination and empower everyone to meet their best version of themselves. As a department, we discourage inappropriate language, behavior and attitudes. Discrimination, harassment, victimization and bullying are unacceptable and highly discouraged by all faculty and staff members. Each program in the Agriculture Department must develop an infrastructure to promote equality, tackle discrimination and to foster healthy relationships between the different student groups. The end goal is to empower faculty, staff and students to challenge all forms of discrimination.

3. Discuss how the program incorporates sustainability efforts, goals, or conversations in its curriculum?

The Ag Dept. incorporates Ag sustainability in its curriculum. The Department believes that sustainability practices have been and continue to be essential to any natural resource-based endeavor. We have many Ag courses that incorporate information of sustainability (AGAB Introduction to Ag Business, AGAS 125 Animals Feeds and Nutrition, AGPS 104 Intro Plant Science, AGPS 210 Intro to Soil Science AGPS 300 Pasture Rangeland and Forage Management, AGMA 404 Livestock Facilities Maintenance and Management, AGAS 421 as well as 423 Beef/Equine Production and Management, etc.) that directly cover principals and methods that teach sustainability.

The program department is very conscientious of their environmental impact and continues to work on minimizing their negative environment footprint by managing manure, dust control, properly storing hazardous materials, housing livestock in ethically proper conditions and continuing to encourage the importance of this topic to faculty and students.

4. Discuss how course outlines have been reviewed, and what curricular changes have resulted from these reviews.

The Ag dept. monitors all the Ag courses for compliance to course revision timelines by sending out requests to each Ag faculty member, recording them and maintaining records. We encourage and require each semester when scheduling for the next semester courses that staff regularly review their courses and discuss with the Ag Dept. Faculty and Staff changes in curriculum and suggestions for improvement to their individual courses to better serve our students. The Ag dept. also monitors the number of students in the class to determine whether it would be beneficial to add another section of the course or to reschedule the class to better fit the student's schedule. The Ag Dept. works closely with the advisors to try to not create conflicts with other general education courses. This method has been very successful in updating our courses.

### **INSTRUCTION**

1. How does the program develop course scheduling to meet student needs?

Scheduling is developed based on the needs of the students so that they may achieve their degrees. The Ag/Equine Program Coordinator works with the Department Chair and the advisors to determine which courses are in high demand and what times are most convenient for the schedule. If a course is full, an additional section may be added to keep head count at a reasonable number so that safety of the students and quality of education may be prioritized.

2. Describe effective and innovative teaching strategies (activities, projects, etc.) used by faculty to increase student learning and engagement.

The instructors in the Ag department are dedicated to the students in their individual programs. They are using both traditional and new teaching methods to encourage student learning and engagement.

In the equine program, to promote student engagement and continued progression the equine department has begun to implement a flipped classroom method of instruction. This innovative method delivers material in a non-traditional reversed manner. Course material is delivered to the students as homework prior to attending class, therefore when the students arrive to class they are prepared on the topic and material that will be covered in class, and the students are able to dive into the hands-on activity. This allows for the class sessions to be extremely productive in terms of being able to practice the skill with instructors present during the class hour.

In the beef program, instructors are using the newest agriculture research to encourage students to learn while developing their own innovative research projects. Students can go on field trips to progressive ranches in the west that have implemented the latest technology. These hands-on teaching strategies encourage the students to learn more about the beef sciences.



# COMPREHENSIVE PROGRAM REVIEW

## AGRICULTURE

## DEPARTMENT

In the Mechanized Ag Programs, instructors provide hands-on learning opportunities while keeping the information “fun” for the students. For example, in the welding program, instructors have been using fun, light-hearted videos to introduce safety topics to the students. They have found that the students remember this information better than the “boring” videos that they used to show. Also, the students are encouraged to work at their own pace to ensure that all students will be able to complete the assignments and not feel “bored” or “overwhelmed” by the tasks.

For the bachelor degree programs, students are encourage to experience many real-world type scenarios. Instructors set up learning opportunities that mimic those seen in the ranch management, horse, or cattle industry. Students are encouraged to use critical thinking skills as they develop and analyze these real-world experiences.

For the Rodeo Team, coaches have been actively working to improve student involvement in the rodeo program by attaining more training tools for the rodeo courses along with building and improving the rodeo facility to ensure the safety and success of the students. The coaches also heavily emphasize a high standard in taking pride in the rodeo facility (arenas, stalls, facilities, etc.) and livestock to achieve optimal success on all levels of competition and education.

### ASSESSMENT

1. Describe how students have achieved Program-level Student Learning Outcomes (PSLOs). Explain how PSLOs are assessed and how assessment been used to improve student learning and/or curriculum? Please be as detailed as possible.

The Ag Dept. feels like the college level SLO’s as well as the PSLOs have been achieved when the students are successful in their individual classes and ultimately when they enter the Ag industry and are successful in their careers. The Ag Dept. often follows up with graduates from the Bachelor Degree Program and undergraduate programs to see how students are progressing in their chosen careers. Students can also demonstrate successful completion of PSLOs by facilitating the success of Ag Dept. functions such as the horse sale and rodeo. These are large events that mimic real world scenarios. When students successfully work towards achieving these successful events, they learn the soft skills that will benefit them in the future and demonstrate a successful achievement of PSLOs such as communication, critical thinking, info literacy, professionalism, understanding of technology, ethics, sense of self, interpersonal skills, and responsibility.

2. How do PSLOs support college-wide SLOs (CWSLOs)? Please use the table below and example, to capture this support using the following scale: (0) PSLO does not address CWSLO; (1) PSLO scarcely touches on CWSLO; (2) PSLO addresses the CWSLO to a moderate degree; (3) PSLO strongly meets the CWSLO:

Blank Table

Equine and Ranch Management Bachelor of Science Degree

	<b>Communi cation</b>	<b>Critical Thinking</b>	<b>Info Literacy</b>	<b>Ethics</b>	<b>Sense of Self</b>	<b>Inter- personal</b>	<b>Responsibility</b>
<b>Technology</b>	3	3	2	3	2	2	3
<b>Ethics</b>	3	3	3	3	2	3	2
<b>Critical Thinking</b>	3	3	3	3	3	3	3
<b>Management</b>	3	3	2	3	2	3	3
<b>Professionalism</b>	2	3	2	3	2	2	2
<b>Career</b>	3	3	3	3	3	3	3
<b>Total Impact</b>	<b>17</b>	<b>18</b>	<b>15</b>	<b>18</b>	<b>14</b>	<b>16</b>	<b>16</b>

Agriculture Associate of Science Degree

	<b>Communi cation</b>	<b>Critical Thinking</b>	<b>Info Literacy</b>	<b>Ethics</b>	<b>Sense of Self</b>	<b>Inter- personal</b>	<b>Responsibility</b>
<b>Experience</b>	2	3	2	2	2	2	2
<b>Resource Management</b>	2	2	3	3	1	2	2
<b>Research</b>	2	2	2	2	1	1	2
<b>Critical Thinking</b>	2	2	2	2	2	2	2
<b>Career</b>	1	3	2	2	2	2	2
<b>Total Impact</b>	<b>9</b>	<b>12</b>	<b>11</b>	<b>11</b>	<b>8</b>	<b>9</b>	<b>10</b>

Equine Science Associate of Science Degree

	<b>Communi cation</b>	<b>Critical Thinking</b>	<b>Info Literacy</b>	<b>Ethics</b>	<b>Sense of Self</b>	<b>Inter- personal</b>	<b>Responsibility</b>
<b>Equine Practices</b>	1	2	2	1	2	1	2
<b>Equine Terminology</b>	1	2	2	1	2	1	2
<b>Equine Behavior</b>	1	3	2	1	2	1	3
<b>Critical Thinking</b>	2	3	2	1	2	1	2
<b>Career</b>	2	2	2	2	2	2	3



<b>Total Impact</b>	7	12	10	6	10	6	12
---------------------	---	----	----	---	----	---	----

3. How do course-level student learning outcomes (CSLOs) and other program learning experiences support the PSLOs? Please use the table below and example, to capture this support using the following scale: (0) CSLO does not address PSLO; (1) CSLO scarcely touches on PSLO; (2) CSLO addresses the PSLO to a moderate degree; (3) CSLO strongly meets the PSLO:

**Equine and Ranch Management Bachelor of Science Degree**

	<b>Technology</b>	<b>Ethics</b>	<b>Critical Thinking</b>	<b>Management</b>	<b>Professionalism</b>	<b>Career</b>
<b>AGPS 300</b>	3	2	3	3	2	3
<b>AGAB 335</b>	3	3	3	3	2	3
<b>AGAS 313</b>	2	2	3	2	2	3
<b>AGAB 465</b>	3	2	3	3	2	3
<b>AGMA 404</b>	3	2	3	3	2	3
<b>AGAS 421</b>	2	2	3	3	2	3
<b>AGAS 423</b>	2	2	3	3	2	3
<b>CWEE 418</b>	2	2	3	3	2	3
<b>ENGL 310</b>	2	3	3	2	1	2
<b>ENGL 416</b>	2	3	3	2	2	2
<b>ENVR 480</b>	2	3	2	2	1	1
<b>HIST 400</b>	1	1	2	2	2	2
<b>AGAS 302</b>	1	1	3	2	3	3
<b>AGAS 303</b>	1	1	3	2	3	3
<b>AGAS 307</b>	1	1	3	3	3	3
<b>AGAS 308</b>	1	1	3	3	3	3
<b>AGAS 360</b>	3	2	3	3	3	3
<b>AGAB 364</b>	3	2	3	2	2	3
<b>AGPS 370</b>	3	2	2	3	2	3
<b>AGAB 410</b>	3	3	3	3	3	3
<b>AGAS 450</b>	2	2	3	3	2	3
<b>AGAS 455</b>	2	2	3	3	2	3
<b>AGAS 350</b>	2	1	2	3	2	3
<b>AGAS 402</b>	1	1	3	3	3	3
<b>AGAS 403</b>	1	1	3	3	3	3
<b>Total Impact</b>	<b>49</b>	<b>48</b>	<b>68</b>	<b>67</b>	<b>56</b>	<b>70</b>



Agriculture Associate of Science Degree

	Experience	Resource Management	Research	Critical Thinking	Career
AGAB 110	2	1	1	2	2
AGAB 112	2	1	1	2	2
AGAB 124	1	1	2	2	1
AGAB 150	2	1	2	2	2
AGAB 188	2	2	2	2	3
AGMA 108	3	2	1	3	3
AGMA 116	3	0	0	3	3
AGMA 146	3	0	0	3	3
AGMA 160	3	0	0	3	3
AGPS 210	2	3	1	2	3
AGPS 104	2	3	1	2	3
AGAS 120	3	1	1	2	3
AGAS 125	3	1	1	2	3
AGAS 170	3	2	1	3	3
AGEQ 102	3	2	1	3	3
AGEQ 103	2	0	0	2	2
AGEQ 104	2	0	0	2	2
AGEQ 106	3	0	0	3	2
AGEQ 115	2	0	0	2	2
AGEQ 116	3	0	0	3	3
AGEQ 204	2	0	0	2	2
AGEQ 205	3	0	0	3	3
AGPS 210	2	3	1	2	2
AG 295	2	2	2	2	2
AG 299	2	2	2	2	2
AGEQ 140	3	0	1	2	2
AGEQ 141	3	0	1	3	3
AGEQ 214	2	0	0	2	2
AGEQ 215	3	0	0	3	3
AGEQ 296	2	2	2	2	2
AGMA 132	3	0	1	3	3
AGMA 140	2	0	0	2	2
BUS 106	2	0	2	2	2
BUS 115	2	0	1	3	2
Total Impact	82	29	28	81	83

Equine Science Associate of Science Degree

	<b>Equine Practices</b>	<b>Equine Terminology</b>	<b>Equine Behavior</b>	<b>Critical Thinking</b>	<b>Career</b>
<b>AGAS 120</b>	2	1	2	2	2
<b>AGAS 125</b>	2	1	2	2	2
<b>AGEQ 009</b>	2	2	2	3	2
<b>AGEQ 102</b>	3	3	3	2	3
<b>AGEQ 103</b>	2	2	2	3	2
<b>AGEQ 104</b>	2	3	1	3	2
<b>AGEQ 106</b>	3	2	3	3	3
<b>AGEQ 123</b>	1	3	2	2	2
<b>AGEQ 140</b>	2	3	2	2	2
<b>AGEQ 141</b>	3	3	3	3	2
<b>AGEQ 214</b>	2	3	3	2	2
<b>AGEQ 215</b>	3	3	3	3	3
<b>AGEQ 107</b>	2	2	2	3	3
<b>AGEQ108</b>	3	2	3	3	3
<b>AGEQ 109</b>	3	2	3	3	3
<b>AGEQ 208</b>	3	2	3	3	3
<b>AGEQ 210</b>	2	2	2	2	2
<b>AGEQ 211</b>	3	3	3	3	3
<b>AGEQ 212</b>	3	3	3	3	3
<b>AGEQ 115</b>	2	2	2	2	2
<b>AGEQ 116</b>	3	2	3	3	2
<b>AGEQ 225</b>	2	2	3	2	2
<b>AGEQ 226</b>	2	2	3	3	3
<b>AGEQ 204</b>	2	2	2	2	2
<b>AGEQ 205</b>	3	2	3	3	3
<b>AGEQ 206</b>	3	2	3	3	3
<b>AGEQ 207</b>	3	2	2	3	3
<b>AGEQ 180</b>	2	2	2	2	2
<b>AGEQ 181</b>	2	2	2	2	2
<b>AGEQ 182</b>	3	2	2	3	3
<b>AGEQ 184</b>	3	3	3	3	3
<b>AGEQ 186</b>	2	2	2	2	2
<b>Total Impact</b>	<b>80</b>	<b>72</b>	<b>79</b>	<b>83</b>	<b>79</b>



# COMPREHENSIVE PROGRAM REVIEW

## AGRICULTURE DEPARTMENT

4. What were the most important things your department learned from assessment? How has the program used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

Overall, all the College level and program level SLOs are being taught in the Ag courses. There is a comprehensive distribution within the degree that enable the students to obtain knowledge in each of these areas. Forms of assessment are giving throughout the semester which allows the instructor to have information on whether the students are comprehending the material or not, and adjusting curriculum as necessary. Some courses do a better job than others at exposing students to these SLO's, but we have found that each course is beneficial to the degrees. These results have helped the Ag Department during the analysis of each course prior to this comprehensive program review.

### STUDENT LEARNING AND SUCCESS

1. What are some program goals to strengthen and/or grow this program to accomplish greater student interest, learning and success?

Potential students see Feather River College as a place to learn from talented instructors, meet other likeminded students, and have hands on experiences in a beautiful environment. To strengthen and grow the Ag Department, faculty members attend industry events to recruit like-minded students. Faculty members have attended FFA Leadership Conference, Red Bluff Bull and Gelding Sale, High School Rodeo Association events, Snaffle Bit Futurity, and other local collaborative events. There are many print ads that potential students see advertising the annual horse sale and rodeo. There are also career related articles in major industry magazines that highlight Feather River College. Social media presence is used to attract new students into the program. In terms of strengthening student interest, having a strong and positive presence is extremely important. Changes were made to the horse sale website last year creating a modern and relevant page, the program will continue to make changes to the department's website in order to create up-to-date and accurate information for drawing students into the program. Having an interactive online presence, obtaining student testimonials, and industry professional testimonials.

2. How does the program consider or approach issues of student equity related to retention and success? This may include use of tutors and other student support services, etc.

The Ag Department relies on faculty members to interact with students to help them to be successful in their programs. Student tutoring and other support services help with student equity related retention and success and students are encouraged to use these valuable services. Instructors in the Ag Department also use office hours to try to meet with students privately to help students achieve a successful grade in their courses.

3. Describe the average student demographics of the program and discuss success rates of different student populations by mode of instruction (i.e., race, ethnicity, sex, age. Analyze data provided by the Institutional Research. *Look at enrollment, retention, and success data by delivery mode as applicable.* What are your observations?
  - In-person (on campus)
  - Hybrid
  - Online
  - ISP

The average student demographics in the Ag Department are:

Except for Mechanized Agriculture, the Agriculture Department consist of more female than male students. Mechanized Ag has an even proportion of 50:50 male to female ratio. Animal Science and Equine Science is approximately 77% female to 23% male. Success rates tend to be higher for female students in the Ag Department with female success rates being 4-6% higher than male student success rate.

The Ag Department consists of primarily Caucasian ethnicity with 83% or more of students identifying as Caucasian. The next ethnicity seen in the Ag Department with a range of 6 to 8% of students identifying as Latinx. Success rates vary by Ag program. Some minority groups tend to see lower success rates in some programs such as American Indian/ Alaskan Native, Latinx, and Black or African American.

4. Are there differences in course retention and completion rates between in-person/on campus, online/hybrid courses and ISP courses as applicable? Explain.

Most Ag courses are on campus. Course retention and completion rates are overall excellent for the Agriculture Department.

5. What has or might be done to improve course completion and retention rates?

To improve course completion and retention rates, instructors try to reach out and work with individual students. Student support services are also highly encouraged for eligible students. Overall, the course retention rates are 90% and above. The course completion rates are in the high 80% and above.

What has been done to improve the number of degrees and certificates awarded? Explain.

To improve the number of degrees and certificates, the Ag Department has tried to educate the students on their options. The Ag Department encourages students to meet with their advisors but also instructors in the program take the time to educate students about their options. Students are



# COMPREHENSIVE PROGRAM REVIEW

## AGRICULTURE

## DEPARTMENT

also encouraged to meet with the instructors and coaches to make sure they are on track with their student education plans.

### PHYSICAL RESOURCES

1. Describe the facility and resource needs of the program. Link these needs to student learning and overall program goals.

The Ag Department has been affected by inflation and the rising costs to keep horses and livestock. Hay, veterinary expenses, farrier, minerals, vaccines, have all increased in price in recent years. Facility upgrades are also necessary to keep a comfortable and efficient learning environment. There is a lot of deferred maintenance that would be very beneficial for the Ag Department such as new HVAC system, repairs and upgrades to bathrooms, replace student boarding stalls, and repair to livestock pens/shelters. Please see APR for more resources needed by the individual Ag Programs.

2. If applicable, discuss how the facilities used or needed for the program may be made or used in a more sustainable, environmentally-minded way?

The Ag Department works closely with several government agencies to ensure water quality of runoff water is healthy, and that FRC can achieve watershed conservation goals. Hay is bought locally within the nearest counties (primarily Lassen and Sierra Counties) to reduce transportation related expenses and manure and spoiled hay is recycled by local farmers. By recycling our manure locally, keeping our local water resources clean with a complex draining system, and being aware of our needs, we have created less of a footprint.

### ADVISORY COMMITTEES

1. If there is a program advisory committee, list the names and titles of members, and the meeting dates since the last program review. Describe any advisory committee involvement in this program review.

**2016**  
**MAY 21**

**2017**  
**MAY 20**

**2018**  
**MAY 18**

**2019**  
**MAY 17**



# COMPREHENSIVE PROGRAM REVIEW

## AGRICULTURE

## DEPARTMENT

**2020**

**CANCELLED DUE TO COVID**

**2021**

**MAY 14**

**2022**

- Feb 25-27<sup>th</sup> – Industry Professionals – Education symposium for equine professionals, discussed what our program does, potential changes to make, ideas of breeding, curriculum to focus on, etc.
- April 11<sup>th</sup>-15<sup>th</sup> – Darrell Norcutt, Brendon Clark, Lizzy Horve, Terrill Heaton, Nick Dowers, Gene Armstrong, Brady Weaver, Ticker Robinson (spring Break trip) – discussed the future and potential of the equine program & sale
- May 14<sup>th</sup> – Nick Dowers & Max Morin - Department meeting following the horse sale discussing the assessment, student learning styles, equine industry, etc. (5 hours)
- Sept 17<sup>th</sup> Brady Weaver – Discussing comparable programs (Snow college is starting an equine program similar) (1hr)
- Oct 1<sup>st</sup> – Ben Londo (Cal Poly Coach) – Discussed the difference between Cal Poly's & FRC's equine program, specifically Facilities Management Course (35mins)

### **PROGRAM GOALS MOVING FORWARD**

1. Given the analyses and reflection in this CPR, what are the goals of this program in the coming year?

Overall, the goals for the Agriculture Department this year are to find a way to operate within the current budgets during a time of limited resources and extreme inflation. Each of the individual programs within the Ag Department are faced with this challenge. Despite this challenge, faculty and staff continue to bring their best to the individual programs within the Ag Department.

In the Mechanized Ag Program, the goal is to expand curriculum and improve the instruction by adding instructional equipment and continuing the renovation of the welding shop. It has been extremely difficult to locate material and supplies for instruction.

In the Bachelor's Degree Program, the goal is to continue to recruit students to Feather River College and to continue to provide unique, hands on learning opportunities. Part of the learning opportunities we would like to provide our students include the soft skills one can only develop by gaining hand on work experience. The Ag Department would like to hire additional BDP students to help with the daily operations within the Ag Department. The BDP students also gain experience by travelling to professional facilities and creating student research projects that explore management topics. The Ag Department would like to continue to provide funding for students to



# COMPREHENSIVE PROGRAM REVIEW

## AGRICULTURE

## DEPARTMENT

travel and tour facilities while gaining knowledge by developing unique projects within the Bachelor Degree Program.

In the Beef Program, the focus will be directed to the daily operation with all the new equipment and facilities. Similarly to the other programs, the Beef Unit anticipates struggles with inflation and anticipation of significant budget issues with raising prices and limited access to supplies and equipment. Therefore, there has been an interest in the purchase of haying equipment. New courses that highlight the preparation of cattle for sales and ethical handling of livestock are also in development to meet the needs of students who would like to enter employment in the beef industry.

In the Equine Program, the challenge is being able to provide quality resources for the students that are currently enrolled in the courses. The Equine Program continues to draw in a lot of students to Feather River College but it has become very difficult to meet the students' need for quality horses to utilize in riding and colt starting classes. Additionally, the current budget is very tight and it is difficult to have the resources for the current horse population. For safety purposes, it would be in the program's best interest to provide additional support for instructors during the riding courses. For this upcoming year, the Agriculture Department's Equine Program plans on continuing to address this challenge. High student enrollment means that the Equine Program needs instructional tools such as horses, appropriate stalls/living conditions for the horses, and the major challenge of working through the minimal housing for students in the area. In addition, obtaining an Instructional Aid would help assist in areas of weakness for overall facility operations and supplementing the need for course density. This desired position would ensure that all students, livestock, and other faculty are having their needs met in a proper fashion.

All faculty and staff are willing and eager to tackle these challenges, and any difficulties that may arise in order to continue to offer the impressive and unique programs offered by the Agriculture Department.