The Program Review Process

Program review ensures that the college’s academic programs are effective and responsive to students and the local community within the limitations of available resources. The review process includes the systematic collection, analysis and interpretation of relevant data, an assessment of progress made in achieving student learning outcomes, the fulfillment of program needs, and the accomplishment of program objectives and goals.

Academic program review is an integral part of educational planning, supports the Enrollment Management Plan, and enables the college to meet the accreditation standards of the Accreditation Commission for Community and Junior College (ACCJC).

The major objective of program review at Feather River College is to guide the development of the Education Plan. Essential items within program reviews include the following:

1. Collect and analyze accurate and complete data on key performance indicators, student learning outcomes, program activities, and accomplishments.
2. Ascertain and document program weaknesses and strengths.
3. Develop program objectives and goals.
4. Justify program budget requests.
5. Comply with Federal and State law, Title 5, Student Equity, VTEA, matriculation (including prerequisite and co-requisite standards), ADA (American with Disabilities Act), and other legal or certification requirements.

**Academic Program Link to College Mission**

Feather River College provides high-quality, comprehensive student learning and education and workforce preparation in a small college environment. The College provides general education, Associate’s Degrees, transfer programs, and life-long learning for a diverse student population. The College serves as a community, cultural, and economic leader encompassing all communities that lie within the District and embraces the opportunities afforded by its natural setting.

**Agriculture Department Program Review**

###### Connection to Mission

1. **Briefly describe your program objective(s) and how the program supports and furthers the College’s 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 by:

* *Providing staff, facilities, and equipment to enable students to acquire practical experiences and skill 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 support Feather River College’s mission and objectives 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.

######  B. Program Curriculum, Instruction & SLO Assessment

1. **Describe how your program’s curriculum and instruction connect with the program objectives (see Appendix G-2: Data Sets for supporting information).**

The program curriculum and instruction connect with program objectives such that course level student learning outcomes support program student learning outcomes. Each program and certificate offered by the Agriculture Department has been evaluated by mapping courses and activities to the student learning outcomes (Mapping attachment), courses aligned with program and certificate learning outcomes, and then assessed by Agriculture Department faculty (SLOAC program and certificate attachment). Curriculum and instruction were selected to best fit the agriculture and equine industry recommendations (Advisory Meeting Attachment).

1. **What are the Program-level Student Learning Outcomes (PSLOs) for the degrees and certificates in your program? (see also Appendix G-1: SLO Assessment Forms from Prior Years).**

Program level Student Learning Outcomes for the Agriculture Department:

**Agriculture Department Student Learning Outcomes:**

Upon degree completion, graduates of the Agriculture Department will acquire the following;

* *Theoretical knowledge, practical experience and skills of modern procedures reflecting the technology and science based nature of agriculture and animal resource management,*
* *Knowledge of concepts and theories for a balance between production and protection of soil, plant, and animal resources,*
* *An ability to analyze data and solve problems related to the agricultural field,*
* *A proficiency in critical reading, writing, and oral language skills in the agriculture occupational context,*
* *An ability to enter employment in a field that is agriculture related or transfer to a College of Agriculture at a four-year University.*

**Equine and Ranch Management Bachelor of Science Student Learning Outcomes:**

Upon degree completion, graduates of the Equine and Ranch Management Bachelor of Science Program will acquire the following:

* *Theoretical knowledge, practical experience, and skills that reflect the impact of technology and science on agriculture, natural resource conservation and stewardship, equine and bovine production, and facility management.*
* *Knowledge of ethical concepts and practices for a balance between production and protection of resources (soil, plant, water) and animal welfare.*
* *A proficiency in critical thinking, reading, writing, and oral language skills and an ability to analyze data and solve problems related to equine and ranch management.*
* *A proficiency in equine, bovine, and ranch management, business and personnel management.*
* *Develop and demonstrate business and ethical leadership skills that enhance professional success in the agriculture and equine industry.*
* *An ability to enter employment or create a successful entrepreneurial business in the field of equine and ranch management, or transfer to a university for an advanced degree in a related field.*

**Associate of Science in University Studies – Agriculture:**

The student will be able to:

* *Demonstrate the ability to listen and engage in verbal communication through participation in discussions/ debates and oral presentations, the ability to compose and create papers with correct grammar, spelling, punctuation, and appropriate language, style, and format, which conform to Modern Language Association style in in text source citations and works-cited pages,*
* *Demonstrate critical thinking skills through the application of logic to the solution of a variety of problems,*
* *Systematically collect, organize, and present appropriate data from a variety of sources including independent research, written journals and the Internet,*
* *Apply the scientific method by formulating a hypothesis; researching the topic; determining appropriate tests; performing tests; collecting, analyzing, and presenting data; and finally proposing new questions about the topic,*
* *Demonstrate an awareness of the scope and variety of works in the arts and humanities and articulate the value of aesthetics and creativity,*
* *Analyze an individual's civic responsibilities within the context of the basic principles of American national, state, and local governments, contents of the U.S. Constitution and Amendments and the electoral process,*
* *Identify and explain cultural customs, beliefs, traditions, and lifestyles and interpret how biases, assumptions and prejudices that impact multicultural interactions may result,*
* *Apply theoretical knowledge, practical experience and skills of modern procedures reflecting the technology and science based nature of agriculture and animal resource management.*

**Certification of Specialization in General Agriculture**

The student will be able to:

* *Demonstrate an understanding of introductory agriculture small business management,*
* *Analyze basic concepts related to business and agriculture,*
* *Apply effective business, sales and marketing skills when presented with an agribusiness situation.*

**Certificate of Specialization in Ranch Technology**

The student will be able to:

* *Locate, read, and interpret appropriate plans, manuals and equipment documentation in order to fabricate and/or repair equipment effectively,*
* *Select proper tools and equipment for various applications, staying within the desired financial restraints,*
* *Maintain tools and equipment and demonstrate the value of preventative maintenance and proper equipment usage.*

**Associate of Science in Equine Science**

The student will be able to:

* *Demonstrate proficiency in practical application and skills for successful equine practices related to ranch skills, horse training skills, pack skills or rodeo skills,*
* *Establish an understanding of the Equine Industry and acquire knowledge in the vocabulary and related terminology,*
* *Integrate practical applications and skills to develop the relationship between horses and humans in a learning and changing environment,*
* *Develop an ability to analyze data, solve problems, apply critical reading, writing, and oral language skills in the equine science occupational context through the application of general education courses,*
* *Gain employment in a field that pertains to agriculture or equine science or transfer to a College of Agriculture at a four-year University.*

**Certificate of Achievement in Equine Studies**

The student will be able to:

* *Demonstrate practical application and skills for successful equine practices related to ranch skills, horse training skills, pack skills or rodeo skills;*
* *Establish an understanding of the Equine Industry and acquire knowledge in the vocabulary and related terminology;*
* *Integrate practical applications and skills to develop the relationship between horses and humans in a learning and changing environment;*
* *Gain employment in a field that pertains to the Equine Industry or develop an aptitude in ranch skills, horse training skills, pack skills or rodeo skills through practical application of experience;*

**Certificate of Specialization in Fundamentals of Ranch Skills**

The student will be able to:

* *Demonstrate practical application and skills for successful ranch practices with horses,*
* *Develop an ability to analyze data and solve problems related to fundamentals in ranch skills.*

**Certificate of Specialization in Fundamentals of Horse Training Skills**

The student will be able to:

* *Demonstrate practical application and skills for successful horse training practices,*
* *Develop an ability to analyze data and solve problems related to fundamentals in horse training skills.*

**Certificate of Specialization in Fundamentals of Pack Station and Stable Operations**

The student will be able to:

* *Demonstrate practical application and skills for successful Pack Station and Stable Operations,*
* *Develop an ability to analyze data and solve problems related to fundamentals in pack skills.*

**Certificate of Specialization in Fundamentals of Rodeo Techniques**

The student will be able to:

* *Demonstrate practical application and skills for successful rodeo techniques,*
* *Develop an ability to analyze data and solve problems related to fundamentals in rodeo techniques.*
1. **How do PSLOs support college-wide SLOs (CWSLOs)?**

To summarize the CWSLOs, students will effectively communicate, demonstrate critical thinking skills, evaluate and apply information, demonstrate personal and professional ethics, achieve goals, develop relationships, be responsible citizens (CWSLO attachment). Agriculture Department PSLOs were developed to support the CWSLOs such that students who complete a certificate or degree in the Agriculture Department will be able to demonstrate achievement of the CWSLOs. Agriculture department faculty members are aware of, refer to, and utilize the CWSLO rubrics as provided by the Office of Instruction (CWSLO rubric attachment).

1. **How do course-level student learning outcomes (CSLOs) and other program learning experiences support the PSLOs?**

Agriculture Department CSLOs and other program learning experiences support the PSLOs. Each program and certificate offered by the Agriculture Department has been evaluated by mapping courses and learning experiences to the student learning outcomes (Mapping attachment), courses and learning experiences have also been aligned with program and certificate learning outcomes, and then assessed by Agriculture Department faculty (SLOAC program and certificate attachment). Courses and learning experiences have been selected for their ability to support PSLOs by the individual faculty members based on their own experiences as well as recommendations by the Agriculture Advisory Committee (Advisory Meeting Minutes).

1. What methods did you use to assess these PSLOs (methods may include student survey, portfolio, exit class, etc.)?

PSLOs are assessed by evaluating the course projects and assignments, learning experiences and opportunities, evaluation of students during a capstone course AGAB 270, and by discussing the PSLOs with advisory committees.

1. What were the most meaningful findings from the assessment of PSLOs (which outcomes showcase student achievement; which indicate a need for program improvement?)?

The assessments that are the most useful are those that take into consideration the hands-on experiences; such as the course projects, assignments, internships, and evaluation from the Advisory meeting, horse sale, pack trip, rodeo, field trips, and industry visits. We also would like to conduct periodic alumni reviews to determine the effectiveness of the Agriculture and Equine degrees and certificates by collecting data from our graduates who have entered the industry. Other methods of assessment for the future would include a proficiency exam/ evaluation before being awarded a degree or certificate.

The most meaningful findings/results for the outcomes assessed included the number of Agriculture students who are selecting this degree for its flexibility to better prepare them for a wide variety of goals. Therefore, the Agriculture curriculum was recently updated to incorporate more diverse courses such as beef cattle and plant science courses. Another meaningful findings/results for the outcomes assessed included the number of Equine Studies students who we found to also be interested in the completion of the Equine and Ranch Management Bachelor Degree Program. Therefore, the Equine Studies curriculum was recently updated to incorporate more of the lower division prerequisites to facilitate the transfer of students into the Bachelor Degree Program. The findings will have to be evaluated with the next cycle of the Comprehensive Program Review.

Student achievement is showcased in the course projects and activities such as internships, horse sale, horse shows, pack trip, and FRC rodeo. These events apply the knowledge and skills the students have learned throughout their time at Feather River College.

Basic skills such as reading and writing seem to be where the Agriculture and Equine Studies students struggle. For future curricular improvement, it would be beneficial for students to exit Feather River College with a better knowledge of the basic skills.

1. **What are the program’s overall strengths and weaknesses? Describe any changes in the following since the last program review. Explain the reasons for those changes, and their impact on the program.**
	1. **Curriculum (including articulation and course scheduling)**
	2. **Instructional methodology (i.e., distance education)**
	3. **SLO Assessment**

Overall, the Agriculture Department’s curriculum and instructional methodology is strong. The main strengths are in the comprehensive curriculum, outstanding instructional facilities, exceptional faculty and staff, and extensive agriculture industry connections that further supplement the Agriculture curriculum. The “weaknesses” listed are not necessarily faults in the department but areas where we would like to see improvements.

Strengths in Curriculum:

* **Comprehensive Agriculture Curriculum**. A comprehensive program in Agriculture, Equine studies and Rodeo offers hands-on learning opportunities for our students from beginner to advanced. Beginning western equitation classes teach students how to ride and advanced horse training classes to teach students how to improve their horse training skills. The curriculum is updated regularly based on Student Learning Outcomes, changes in the Agriculture and Horse Industry, and transferability to four-year institutions. FRC is the only Bachelor Degree Program to be offered at a community college that offers a comprehensive, quality, livestock-based curriculum that draws students worldwide;
* **Exceptional Full-time Agriculture Employees**. Quality of full-time faculty and staff who have practical experience, advanced degrees, talent, industry recognition/awards, and dedication to providing the best quality instruction possible. Students frequently receive one-on-one instruction that extends beyond the classroom. Each student receives individualized attention and is a name, not a number;
* **Outstanding Instructional Facilities**. State-of-the-art facilities (such as an indoor arena, rodeo arena, round pens, bucking machine, mechanical flag arena, student horse boarding stalls, classrooms and office areas, tack rooms) to enable students to achieve a quality education;
* **Agriculture Industry Connections**. Distinguished industry professionals (horse trainers, rodeo athletes, and other industry leaders who serve as guest speakers) visit our campus/community and interact with our students. These industry supporters frequently extend employment and internship opportunities to our students.

Weakness in Instruction and Curriculum:

* **Agriculture Facility Repairs and Maintenance.** Instructional facilities need to be maintained to ensure safety and efficiency of instruction (arena footing, dust, drainage, building repair). Currently, the Agriculture Department is dependent on a Maintenance Department that is stretched very thin on resources and staff hours. Many projects/requests are not completed at all or in a timely matter. Several projects have not been addressed, such as lights in the hay barns, repairs to arena panels, gates and livestock holding pens, installation of a security system such as surveillance cameras.
* **Agriculture Course Scheduling**. Difficulty communicating with other FRC support services the need to provide students with a “user friendly” educational experience. For example, the scheduling of short-term, two-day courses is problematic. Difficulties adversely affect Agriculture students by causing confusion and excessive paperwork.
* **Adverse Weather Accommodations**. Lack of sheltered Instructional facilities during winter months to provide a safe and comfortable learning environment for outdoor classes. For example, a covered arena at the rodeo facility, indoor arena space for conflicting riding classes. There is limited space in the winter to offer courses concurrently.
* **Instructional Assistance**. Lack of instructional aide support for students enrolled in Agriculture courses. Some classes have a large number of students enrolled with no instructional aide to assist the instructor to safely and efficiently manage the classroom. There are an increasing number of underprepared students in which the current courses taught are too difficult; however, there has been no money set aside for tutors or instructional aides for students enrolled in the Agriculture and Equine classes.
* **Faculty and Staff Overload**. The current full-time faculty are overloaded since there is a shortfall of qualified associate faculty with the necessary skills and availability to teach. Furthermore, the full-time faculty and one staff member (Instructional Assistant) perform multiple roles including filling in for the vacant Farm Manager position. Consequently, there is not enough time to complete daily tasks or plan and accomplish goals for the future.
* **Livestock Husbandry**. Various types of instructional livestock are required for the courses offered in the Agriculture Department including but not limited to horses and cattle. A significant amount of routine care is involved in upkeep including feeding, veterinary care, and manure removal. There currently are not enough student employee hours to help with this care and management.
* **Limited General Ed Curriculum**. Obtaining a degree in two years is difficult when there are so few general education courses available. This is even more difficult when students are underprepared in math and English. Most of the Agriculture students have no problem enrolling in Agriculture related courses; however, the general education courses always seem to conflict with each other, are at capacity, or the student falls out of course sequence. Universities have enquired about other Agriculture courses (for example CSU Chico wants to articulate courses such as Introduction to Plant Science, Introduction to Agricultural Education, and Greenhouse Management). The Agriculture Department would like to offer these; however, there is a lack of availability of instructors, instructional supplies, and funding associated with the courses.

Since the previous program review, the Agriculture Department has been focusing on providing students with a comprehensive, hands-on education that provides practical, current information, connects the students to the Agriculture industry, and is a safe environment for students, staff, and livestock.

* **Provide Practical, Current Information.** The Agriculture Department will continue to develop curriculum and teaching methodologies to improve instructional and Student Learning Outcomes. Stay up-to-date with new and changing technologies in the Agricultural field and relate these modifications in our course offerings. Continue to track student learning objectives for individual students, courses, and the department. Consider expanding program offerings as reflected by desired industry and student outcomes.
* **Connect Students To The Agriculture Industry**. The Agriculture Department will continue to encourage distinguished agriculture, rodeo, and equine industry professionals to visit our campus/community and interact with our students. Local and national professionals provide real world experience, motivation, and employment opportunities for the students. This objective depends on the funding available and schedules of intended guest speaker.
* **Safe Environment for Students, Staff, and Livestock**. Working with livestock can be dangerous for everybody involved and a very important objective of the Agriculture Department is to instruct the students on how to work with livestock while maintaining the safety and welfare of all involved. This objective is facilitated by small class sizes, attentive instructors and/or coaches, students who are aware and pay attention, and properly maintained instructional supplies, equipment, and facilities.
1. Describe any proposed future changes to the following. Explain how these changes will positively impact the program and improve achievement of PSLOs?
	1. Curriculum (including articulation and course scheduling)
	2. Instructional methodology (i.e., distance education)
	3. SLO Assessment

With the development of the Equine and Ranch Management Bachelor Degree Program and recent review of course level, program level, and department level SLO’s, we feel comfortable with the current status of the curriculum. There may be some slight adjustments but large edits are not being planned at this time. Faculty members will continue to take into consideration additional instructional methodologies to best suit their individual courses. The Agriculture Department will continue to evaluate our curriculum and instructional methodology as we gain information from our student data after graduation. The experiences our graduates have in their occupation will be carefully incorporated in our evaluation process for the program and for our course SLOs.

 **C. Physical Resources**

1. **How is the program affected by the size, type and quality of available:**
	1. **Physical space and facilities**

Significant improvements have been made since the previous comprehensive program review (outlined in C2). However, both the Equine and Rodeo facilities are a constant work in progress and the Agriculture Department is focusing its efforts on maintaining what it currently has when it should be focusing on replacing some of these original “temporary facilities”. The Equine Facility has been “very well used” by students in the last decade and consequently, most of the facility is in need of repair, maintenance, and replacement of panels for holding pens, arenas, stalls, and the replacement of the temporary classroom with a permanent structure with multiple classrooms.

* 1. **Information technology**

Feather River College Agriculture Department would like to be on the cutting edge of technology. The Agriculture Department has a vision that includes a user friendly website, and up-to-date technology to support students, instructors, and staff. The Agriculture Department is dependent on the FRC website for information. The website is utilized to inform prospective, current, and past students. Campus Suite, the software FRC utilizes to maintain the website, has been an upgrade from Contribute, the former software. Students still express confusion when it comes to navigating through the FRC website and do not understand the difference between the FRC website, the FRC student portal, and FRC online. The Equine and Ranch Management Bachelor Degree is listed under the Agriculture Program. We would like to see better visibility to this portion of the website since students have indicated trouble navigating to this information.

Other information technologies that the Agriculture Department has utilized include Facebook, Ustream live, and Youtube. These websites have been useful for promoting the Agriculture Department’s programs, contacting alumni and prospective students.

The Agriculture Department would like to include up-to-date Agriculture technology and software in its courses. Some examples of this would include tractor hydraulics and repair, solar power geothermal systems, and computer assisted farming. We have received VTEA funds to update some of the technologies available for our programs such as Cameras, PC notebooks, monitors, Agriculture Interactive Learning Laboratory Technology, Tractor Implements

* 1. **Library holdings and services**

The current library holdings are excellent. Because of the incorporation of the Bachelor Degree Program, the Agriculture Department has committed to the purchase of an upgrade to the new Community College Library Consortium electronic information database. Current Agriculture faculty members could do a better job of coordinating with the library about reviewing the literature and updating the library holdings.

* 1. **Instructional equipment and supplies**

The Agriculture Department will focus on providing our students with adequate facilities, equipment and supplies necessary for effective operation. With the Career Pathways Grant we received, updated were incorporated to the welding shop and a new equipment was purchased for the horse breeding program. Instruction and safety are important issues for the Agriculture Department so the majority of instructional supplies and equipment have been focused towards keeping the arenas in the best/ safest condition possible, maintaining livestock health and preventative care, and repairing or replacing broken equipment and supplies when needed. We are focusing our efforts on maintaining what we currently have by repairing stalls, repairing sprinklers, working up the arenas, and improving water drainage in dry-lots. However, we are focusing on maintenance and repair when we should be thinking about replacing some of these temporary fixtures with new items.

1. **Have there been significant changes in the program’s facilities, technical infrastructure, or other resources since the last review? If so, how have the changes impacted the program?**

The physical space and facilities have been greatly improved since the last comprehensive Program Review in 2011. These changes have allowed us to better serve our students and meet the Agriculture Department and Program Level student learning outcomes.

* New property was purchased that expands the campus by 180 acres. The addition of the property will further develop Agricultural Department offerings, improve livestock management, develop a small-scale cattle teaching operation, and provide land for planned uses in equine studies, rodeo program, agriculture laboratories, environmental studies laboratories, annual crop production, and a potential University of California Agricultural Experiment plot.
* The Rodeo Classroom was remodeled and updated with new technology and a computer lab. New bucking chutes were installed to replaced outdated structures.
* A new Equine Veterinary Hospital was constructed to assist in our animal science and horse reproduction classes, improve healthcare of the broodmares and foals, and to allow students and staff to care for horses 24 hours a day indoors instead of outside in inclement winter weather.
* Constructing and renovating existing structures (ORL building and former Veterinary room) to develop additional classrooms and meeting areas to accommodate concurrent Equine Studies classes and Bachelor of Science classes.
* Relocation of the Ag welding shop from the Vocational Technology Building to the storage/warehouse next to the Rodeo classroom.
1. **What are the program’s projected needs in facilities, technology, or other resources, and how are these needs related to program goals? Are these goals supported by results from the assessment of program and course-level student learning outcomes?**

The program’s projected needs in facilities, technology, or other resources include:

* The construction of a covered arena with solar panels to provide adequate energy for the campus, better instruction opportunities for Rodeo and Equine Studies students, and protection from the elements;
* Improve arena footing and reduce the amount of dust to provide students and instructors with a safe riding environment
* Add on to the existing breeding facility with broodmare stalls, laboratory, isolation/veterinary stalls, and overnight observation areas;
* Construction of student barn manager housing for Agriculture Department intern students;
* Development of a new, progressive Agriculture Shop for welding and mechanized Agriculture courses;
* Pasture development/ management plan to improve the efficiency and longevity of the campus owned pasture lands;
* Livestock holding pens need to have drainage ditches maintained to improve drainage during the winter months to improve health and welfare of livestock;
* Replacement of existing stalls, classrooms, offices, media center and computer laboratory;
* Develop adjacent property for use in Agriculture courses;
* Purchase farming equipment and tractor implements for Agriculture Operations;
* Improve security by installing cameras to discourage theft, reckless or delinquent student behavior around horses and livestock;
* Construct interactive learning lab for updated instructional environment.

All projected needs will be utilized within our courses to better serve our students and provide them with diverse opportunities and learning experiences. Improved teaching resources directly relates to the Agriculture Department and program level student learning outcomes since it enables out students to keep pace with the current agriculture industry practices and development of career skills. These resource facilitate the instruction within the courses by also improving course level student learning outcomes to provide enhancement of quality experiences while at Feather River College.

######  D. Staffing

1. **What is the full- to part-time ratio of faculty within the program? (Determine the ratio by counting up the number of sections taught by full-time faculty and the number of sections taught by part-time faculty in the most recent semester for which the data is available).**
* The full to part time faculty ratio is approximately 2:1. In the fall of 2016, the ratio was 42 sections taught by full time faculty and 20 sections taught by part time faculty. The number of sections can be misleading since a large number of the courses are offered concurrent. The number of concurrent courses offered in the Agriculture Department brings the number to 23 courses taught by full time faculty and 11 courses taught by part time faculty. However, this does not change the ratio from 2:1.
1. **How does the current staffing structure positively and/or negatively affect the program?**
* The Agriculture Department has incredibly talented, dedicated staff that provide an exceptionally high quality education to the students within the Agriculture program areas. That being said, the Agriculture Department is understaffed in both the faculty and staff areas. Full-time faculty are overloaded and part-time faculty are already at their maximum teaching limit. Another Agriculture full-time faculty position has been requested via Academic Senate and Office of Instruction to facilitate the teaching of the upper division course work. Classified staff is also spread thin and the much needed “Ranch Manager”, or Agriculture facilities/ maintenance position, has been vacant for nearly a decade. The current faculty and staff have provided extra service to make up for this shortfall but it is becoming increasingly difficult to backfill the work load especially in the face of increased work load with the new Bachelor Degree Program requirements. These highly devoted individuals constantly provide their own time and resources for the benefit of the programs within the Agriculture Department. Additional staff is required for safe, effective management of facilities and program outcomes.
1. **What are the objectives and goals in staffing to make this program more effective? Are these goals supported by results from the assessment of student learning outcomes described in Section B? (see also Appendix G-1: SLO Assessment Forms from Prior Years)?**
* Continue to request for the position of full-time Agriculture Instructor for Bachelor Degree Program via Academic Senate and Office of Instruction.
* Request to hire a “ranch manager” or Agriculture facilities/ maintenance position
* Reevaluate job classifications based on recent department changes and actual duties performed

These goals are supported by the results from the assessment of student learning outcomes and are described in the annual program review process. In order to achieve SLOs, it is important to provide quality instructors, supplies, and equipment. Student success and student achievement can be directly related to the requests in the annual as well as comprehensive program review cycles. They are important for developing activities and improving courses within the Agriculture Department.

######  E. Student Retention and Success

1. **Describe any significant trends within the student demographics of the program (see Appendix G-2: Data Sets for supporting information).**

The Agriculture Department consists of a diverse student demographic. There are more women in the Agriculture Department than men (3 to 1). This differs from the previous comprehensive program review where gender demographics were closer to even. The ethnicities of a majority of students who participate in Agriculture Department courses are white. Other ethnicity demographics consists of Hispanic, Native American, Other Non-White, black, Pacific Islander. The age of students varies from below 18 to above 60 with the majority of students being between the ages of 18 and 24 followed by a large group of students that are 25 to 39.

1. **What are the program’s strengths or weaknesses in the area of student retention and success (see Appendix G-2: Data Sets for supporting information)?**

 Student retention, the number of students who do not withdraw from class and who receive a valid grade, and student success, the number of students who receive a passing/satisfactory grade is also very important for the Agriculture Department. According to the college wide data, the courses within the Agriculture Department have a student retention rate of above 99% and a success rate average of 85% over the last 5 years.

***Strengths in Student Retention and Success***

* **Positive Student Learning Environment**. The Agriculture Department cultivates an open and friendly student learning environment where students develop a relationship with their instructors, other students, and industry professionals. Students with different learning styles and abilities are supported and encouraged to succeed due to the one on one learning opportunities available with smaller class sizes.
* **Engaging Comprehensive Curriculum**. The Agriculture curriculum keeps students involved by providing valuable hands on learning opportunities where students “learn by doing”. There is a sense of accomplishment for the students with the hands on curriculum.
* **Agriculture Faculty Mentoring**. Agriculture faculty mentor students each semester and assist students in the development of their class schedules and four semester Education Plan.
* **Success of Past Students**. The average Agriculture Program student is academically oriented with a background or interest in Agriculture, Equine Studies, or Rodeo.

***Weaknesses in Student Retention and Success***

* **Small Community**. Quincy is a relatively small town and there are not many employment opportunities available for students. The Agriculture Department has had difficulties with student retention because not all students have enough financial resources to complete the semester or the student finds employment closer to home.
* **Underprepared Students.** The open enrollment policy at Feather River College permits any and all students to enroll in the Agriculture Department courses. Some of these students are underprepared and lack basic skills such as English and Math. Instructors find it difficult to find the time to follow up with poor performing students especially when they do not attend class regularly, do not bring writing utensils to class, do not turn in assignments, do not ask instructors for help, and generally prefer riding horses and working with livestock to attending and completing college courses.
* **Student Advising.** Students are not always enrolled in appropriate classes to be successful and receive a degree in a timely manner. This is due in part to students not following the recommendations and/ or academic advising provided by the faculty advisor, students forgetting to attend the short term courses they enrolled in, or students not knowing what they want to study.
* **Limited General Education Courses**. Obtaining a degree in two years is difficult when there are limited general education courses available. The general education courses conflict with each other and the Agriculture courses, are at capacity, or are not offered on a regular schedule.
* **Lack of Instructional and Student Support**. Maintaining a support system with Student Services that is “student friendly” (Admissions and Records, Advising/Counseling, Student Accounts). Difficulty communicating with other FRC support services the need to provide students with a “user friendly” educational experience. For example, the scheduling of short-term, two-day courses is problematic. Difficulties adversely affect Agriculture students by causing confusion and excessive paperwork. Not enough instructional and support staff to meet all the needs of the students (tutors, instructional aides) especially during large classes. Facilities are not large enough to accommodate student needs during conflicting classes especially during adverse weather conditions.
1. **What objectives are needed to better ensure student retention and success? Are these goals supported by results from the assessment of student learning outcomes described in Section B? (see also Appendix G-1: SLO Assessment Forms from Prior Years)?**

To improve student retention and success, the Agriculture Department would like to develop an Enrollment Management Plan, a student employment program, an Agriculture advising program, and continue to develop programs that are nationally recognized for academic, vocational and athletic success.

* **Enrollment Management Program.** The development of an “Enrollment Management Plan” for the Agriculture Department would improve student success and retention because students would have to apply for the Agriculture programs thus focusing underprepared students or “beginner” riders to the appropriate courses instead of the major’s courses. An Enrollment Management Plan would require a separate application for the Agriculture Department disciplines; courses listed with descriptions for a minimum of physical abilities standards statement, and have “try-outs” for Rodeo Team and Equine Studies Program. This objective will require the cooperation of Enrollment Management Committee and other departments.
* **Student Employment Program.** Student retention and success would be improved if there were more student employment opportunities on campus. It can be a challenge to retain students between their first and second year because of a lack of student employment options. The Agriculture Department would like to develop a student employment program for students to be instructional aides to facilitate instruction and assist in handling large classes and participate in livestock husbandry. This program would model an instructional aide program similar to that of “graduate students” teaching and assisting at four-year institutions. Although students have been able to “volunteer” to assist instructors and the program in the past, current budget allowances (such as the reduction in student employment hours) have reduced the Agriculture Department’s ability to employ student workers. We will continue to request student employment hours that reflect need and develop a plan to utilize student volunteers in exchange for reduced horse board fees by assisting with feeding and facility clean up.
* **Agriculture Advising Program.** Another objective of the Agriculture Department is to take a larger role in advising Agriculture students to improve the number of students who complete degrees, certificates and ultimately graduate. Students enrolled in an Agriculture majors are encouraged to meet with faculty or staff for advice on class schedules and student enrollment plans. Students also need to understand that if they are under prepared, remedial classes are going to set them back on their time lines for graduation.
* **Nationally Recognized Programs.** The Agriculture Department consists of several unique programs that are recognized nationally for their success. Students are encouraged to focus on athletic, academic, and vocational success. The Rodeo Team is ranked within the top 10 in the nation and will continue to train to maintain top levels of performance. Equine Studies students have become successful in the horse and animal industry after graduation. The Agriculture Department will continue to provide students with unique opportunities to work with top professionals in their areas of interest. The Agriculture Department is currently working on tracking graduates and contacting the department’s alumni to determine their success after graduation. Knowing the success of past students greatly facilitates the success and retention of current students.

 **F. Outreach and Compliance**

If program faculty and staff are tasked with outreach and/or compliance efforts, which can include outreach, working with advisory committees, consulting or technical assistance, service-based instruction, compliance with laws or regulations, or economic development, please respond to the following.

1. **In what types of community outreach does the program engage, and how is the program’s academic and professional expertise extended to the local communities?**

The Agriculture Department encourages it’s faculty and staff to be involved in activities outside the classroom that connects them to the Agriculture community. The Agriculture Department employees are active in the Agriculture industry. Through participation in a variety of agriculture/environment organizations/meetings, Feather River College promotes Agriculture in our community. Feather River College’s role is to provide Agriculture education not only to our students but to our Plumas and Sierra county citizens as well.

Russell Reid is involved with the Cattlemen’s Association, Farm Bureau, California Agriculture Teachers Association, Feather River College Foundation and local Agriculture Watershed group. Jesse Segura is involved with the National Intercollegiate Rodeo Association, the local High School Rodeo Club, and various other local charities. Chuck Mills stays connected with equine industry professionals who assist the horse program with high quality horse donations, and expertise for the horse sale committee. JP Tanner is involved with the California Agriculture Teachers Association. Crystal Anderson stays connected with equine industry professionals, local horse show groups, and horse breed organizations. Students are encouraged to be involved in the production of a majority of Agriculture Department organized community service events, fundraisers and volunteer their time towards the success of these events.

Other examples of community service provided by the Agriculture Department include:

* Tough Enough to Wear Pink fundraiser for local breast cancer support groups
* Fundraisers for community
* Snow removal for community’s elderly and disabled
* Child development center horse rides multiple times per year
* Multiannual fundraisers for multiple student scholarships
* Provide facilities for local 4-H groups
* Provide local farmers and gardeners with free composted manure
* Assist with fundraiser for Horses Unlimited
* Judge and volunteer at local horse shows
* Judge horse mastership for the California State Fair
* Provide horses for Plumas Sierra County Fair “Round Robin” 4-H Livestock judging
* Junior Rodeo Production for the local county fair
* Professional Rodeo Production for the local county fair
* Volunteer with local ranches checking cattle, “branding,” fixing fences
* Volunteer at National Reined Cow Horse Association Snaffle Bit Futurity
* Community education events (weekend and evening classes, clinics, demonstrations, other special events)
* Local veterinarians utilize facility to meet clients from the community to provide healthcare at a reasonable cost
* Tours for local school groups and other special interest groups
* Annual Horse Sale Open House and Demonstration

The Agriculture Department produces multiple events each year that educate local community members and business about the unique opportunities that Feather River College brings to this community.  The Annual Horse Sale enables the local community (non-horse buyers) to enjoy our Equine Studies student’s accomplishments with their project sale horse, support local businesses that sponsor this event, and buyers purchase a reliable horse and life-long friend.  The annual Rodeo is another opportunity for the community to come together, see the accomplishments of the Rodeo students, support local business, and learn about Feather River College.  Our Saturday Equine Studies course is also designed to garner community support as well as educate the community about riding and enjoying horses.

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.**

The Agriculture Department relies on the support and advise of the Agriculture and Equine industry and therefore listens carefully to our advisory committee. The advisory committee reviews curriculum, discusses facilities, equipment, and supply needs, program operations, student success, animal welfare and care, and industry expected outcomes for our students to achieve prior to entering the workforce. The advisory committee independently responds to the program review and provides their input and recommendations.

November 22, 2013: Russell Reid, Chuck Mills, Nick Dowers, Katie Harris, Sean Harris, Jaime Messerli, Lauren Pearson, Crystal Anderson, Beth Reid

May 17, 2014: Russell Reid, Eric Duarte, Nick Dowers, Mark Holt, Victor Madrigal, Chuck Mills, Crystal Anderson

March 26, 2015: Russell Reid, Jesse Segura, Lauren Pearson, Chuck Mills, Derek Lerch, Richard Leonhardt, Carolyn Shipp, Carlie McCarthy, Gene Armstrong, Gail Armstrong, Paula Wittler, Bob Baylor, Holly George, …

May 21, 2016: Russell Reid, Eric Duarte, Nikki Duarte, Nick Dowers, Mark Holt, Victor Madrigal, Chuck Mills, Crystal Anderson

November 18, 2016: Russell Reid, Tanya Balaam, Paul Roen, Rick Leonhardt, JP Tanner, chuck Mills, Paula Wittler, Rick Roberti, Weston Roberti, Holly George, Susie Gunter, Bubba Kelley, Sean Harris, Carlie McCarthy, Riley York, Crystal Anderson, Lauren Pearson, Anna Poldervaart, Derek Lerch, Carolyn Shipp, Chris Connell, Joe Egan, multiple student representatives.

1. **How does the program help the College comply with laws, regulations, and other legal or certification requirements?**

The Agriculture Department follows and enforces with our students the laws and regulations concerning animal welfare and care. We also notify students and community members about California Department of Food and Agriculture (CDFA) laws and regulations as well as public service notices about disease outbreaks.

**G. Appendices**

1. SLO Assessment Forms should be attached for the previous years, depending on the program’s review cycle.
2. DATA SETS
3. Program FTES
4. Duplicated Headcount
5. Demographic Information (duplicated headcount): Gender, Age, Ethnicity
6. Number of Students with Declared Majors in Program
7. Number of Courses Offered
8. Number of Sections Offered
9. Average Enrollment per Section
10. Course Completion Rate (# of students who received a grade/total students enrolled at census)
11. Student Success Rate (# of students with C or better/total students enrolled at census)

Data can be found here:

<http://frc-sps-01/Admin/IR/TabularDataTest/Forms/AllItems.aspx>

This template is an adaptation of the Instructional Program Review template designed by Saddleback College.