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QUINCY, CA 95971

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# SPECIAL REPORT

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Bachelor of Science: Equine and Ranch Management

Submitted to the Accrediting Commission for Community and Junior Colleges | October 1, 2016

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# PROTOCOL AND POLICY ON THE ACCREDITATION OF BACCALAUREATE DEGREES

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## Eligibility Requirements

**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.

College: Provide a description and supporting documentation demonstrating how the College meets this Eligibility Requirement and the associated criterion.
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Feather River College is authorized by the Chancellor's Office of the California Community Colleges to offer educational programs in accordance with the requirements of the Board of Governors of the California Community Colleges and with California Education Code. The College has been recognized as a degree-granting institution by the Western Association of Schools and Colleges since 1973.
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Feather River College was granted the authority to award a baccalaureate degree through the approval of SB 850 (2014), which authorized the Board of Governors of the California Community College, in consultation with representatives of the California State University and University of California systems, to establish a statewide baccalaureate degree pilot program at no more than 15 California Community Colleges. Feather River College was selected as one of those 15 colleges after the Chancellor's Office issued a request for proposals and selected FRC's application. [E01, E02, E03]
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The Equine and Ranch Management Bachelor Degree courses and program were approved by the College's curriculum process and the Board of Trustees in the Fall of 2015 [E04, E05, E06]. The College submitted a Substantive Change Proposal to the Accrediting Commission for Community and Junior Colleges in the Fall of 2015 and the proposal was approved in December of 2015 [E07, E08, E09].
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## Accreditation Standards

The 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.

### MISSION

#### 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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

After the approval to offer a baccalaureate degree, the College’s mission statement was revised and approved through the College’s shared-governance process in fall of 2015 to reflect the new degree offering [E10]. This included review and approval by the Academic and Classified Senates, the Cabinet, and the Board of Trustees [E11, E12]. This revision reflects the changes to the previously identified credentials, service areas, and intended student populations, and therefore aligns with the institutional mission.

Offering the baccalaureate degree conforms to the mission of the College to provide high-quality, comprehensive student learning and education and workforce preparation by offering students a chance to receive an upper division education in a small college environment with all of the opportunities afforded by its natural setting. The baccalaureate degree also aligns with the Agriculture Department’s mission statement by providing educational opportunities to its diverse student population through a broad variety of instructional methods [E13].

Student demand for the baccalaureate degree demonstrates a correlation with the institutional mission, as confirmed by the high number of Equine Studies and Agriculture Degrees and certificates awarded each year. The first class accepted into the Equine and Ranch Management Bachelor Degree Program demonstrates how the program serves a diverse student population including local, regional, national, and international students. (See Table 1)

Table 1. Baccalaureate Degree Program Demographics

Residency Status	In-state: 17	Out-of- State: 3	
Gender	Female: 16	Male:4	
Ethnicity	White: 16	Hispanic: 3	Native American:1
Age	19-20 years: 3	21-25 years: 11	>25 years: 6

**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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The College collects data to determine effectiveness of the mission and for directing institutional priorities for the educational needs of students. The Institutional Researcher maintains the College data reporting systems and provides charts and tables for institutional reporting such as those in the Comprehensive Program Review and Annual Program Review. Data available to program faculty and staff during these program review processes are accessed through a searchable data warehouse on the College’s intranet site. These latitudinal data include course and program enrollment information, as well as student success in courses and programs that can be disaggregated by subpopulation and student attainment.

The Agriculture Department also maintains and assesses data for determining the effectiveness of the Equine and Ranch Management Bachelor Degree Program. Weekly enrollment data and enrollment information are tracked to monitor the progress of individual courses and to make decisions regarding enrollment management and budget allocation. This information is compiled in the Agriculture Department’s Annual Program, and Comprehensive Program Reviews [E14, E15].

In previous years, the Agriculture Department has a course completion success rate greater than 83%, which is comparable to the College average. This data demonstrates the effectiveness and success of students at the associate degree level. (See Table 2)

Table 2. Course Completion Rate

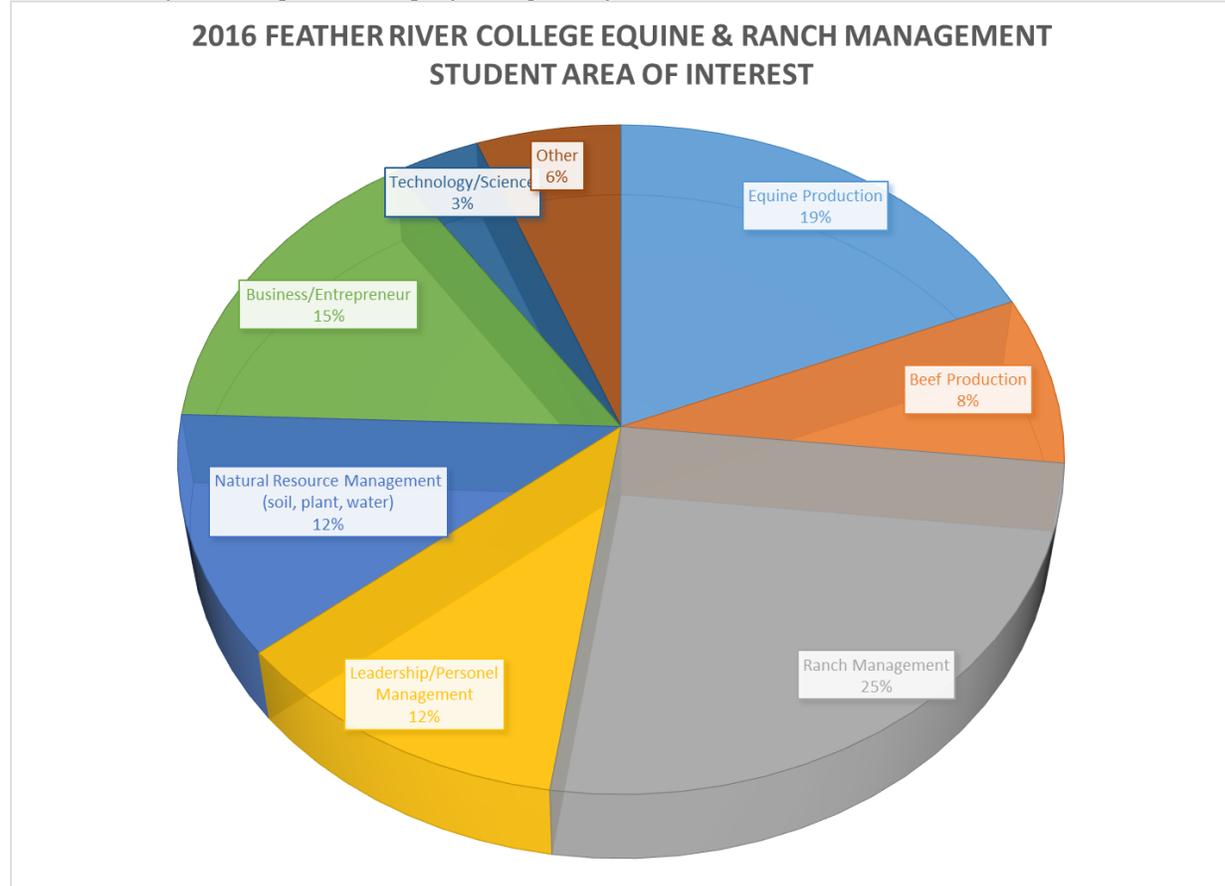
Award Sought	AY 2013-2014	AY 2014-2015	AY 2015-2016
A.S. Equine Studies-Horse Training	84.2%	81.2%	81.7%
A.S. Equine Studies- Pack Skills	84.4%	83.3%	100.0%
A.S. Equine Studies- Ranch Skills	89.4%	77.6%	73.3%
A.S. Equine Studies- Rodeo Skills	89.1%	82.2%	87.6%
A.S. University Studies- Ag General	93.9%	90.1%	92.5%
A.S. University Studies- Ag Science	100.0%	100.0%	66.7%
Total	88.2%	83.0%	84.4%

Since 2010, over 40 degrees have been awarded annually with 52 degrees and certificates awarded in spring of 2014. Over 30% of the total degrees awarded at Feather River College for the 2013-2014 academic year were Agriculture or Equine Studies degrees.

The Fall 2016 semester is the first offering of the Equine and Ranch Management Bachelor’s Degree so there is no data yet on the current effectiveness and success of the degree program. However, the baccalaureate degree is designed to build upon success at the lower division level and the College’s historical success in the Agriculture and Equine Industry. Enrollment numbers for the current Equine and Ranch Management class scheduled to graduate in 2018 are in line with expectations set by program faculty and the College when the degree was proposed to the Chancellor’s Office.

Other data collected by the Agriculture Department regarding the Baccalaureate Degree includes a student survey collected from students currently enrolled in the Equine and Ranch Management

Program. In this survey, students were asked their area of career interest/ focus within the Equine and Ranch Management discipline. Of the students who completed the survey, 25% indicated an interest in Ranch Management, 19% an interest in Equine Production, 15% indicated an interest in Business and/or Entrepreneurship. (See Figure 1.)



**Figure 1**

**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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The Feather River College Strategic Plan 2016-2020 [E16] sets forth guidelines for institutional decision-making, planning, and resource allocation through the development of Comprehensive, Annual Program Reviews, and strategic direction standards. The Strategic plan utilizes the College’s mission to guide resource allocation and to inform the institution of goals for student learning and achievement, and mentions the baccalaureate degree as a specific objective for the College. The Agriculture Department is responsible for reporting the Equine and Ranch Management Bachelor Degree Program and will include it in future Comprehensive Program Reviews, Annual Program Reviews, and budget development processes.

## **ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS**

**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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Student learning outcomes for the upper division baccalaureate courses will reflect higher levels of depth and rigor consistent with expectations across higher education. The Agriculture Department faculty created the student learning outcomes for the baccalaureate degree by careful research and review of current industry standards and comparison of similar courses at other institutions. During the planning and development of the Equine and Ranch Management Bachelor Degree Program, course level student learning outcomes were developed through Agriculture Department meetings as well as collaboration with other universities, including CSU, Chico and UC Davis [E17, E18].

Student learning outcomes demonstrate the appropriate levels of depth and rigor as is expected in higher education curriculum. Upper division courses will have one or more of the following characteristics: in-depth study of theories and methods that develop an understanding of the theories, applications, and their limitations; specialization in specific intellectual and professional abilities that will enable success or progress in the Agriculture Industry; refinement and building of skills learned at the lower division level and applying these skills in a more challenging context; preparation beyond the lower division level by completing general education and or major prerequisites.

The Equine and Ranch Management Bachelor Degree Program focuses on the application of conceptual and applied student learning outcomes at the course and program level. Examples of appropriate depth and rigor at the program level include a capstone course that will integrate the student learning outcomes well as internships that will develop workforce training and practical industry experience.

Course-level student learning outcomes reflect a greater complexity of depth, rigor, breadth, and specialization than what is expected for lower division courses. To ensure that each upper division course was designed based off of industry preferences, the Agriculture Department identified four reoccurring themes often stated in agriculture job descriptions, and these Skill and Knowledge Themes [E19] were incorporated into the student learning outcomes for each course. These themes were developed during the program planning phase and in consultation with the Agriculture Department advisory committee and agriculture departments at other four-year colleges in the region.

Examples of techniques that will ensure the attainment of student learning outcomes include application of knowledge in Agriculture or Equine industry specific situations, analysis and evaluations of performance, and assignments that develop and demonstrate critical thinking through writing, oral communication or computation, and other types of independent learning projects. These techniques will delve into a deeper level of learning and focus on areas that are beyond the scope of lower division outcomes.

The ongoing dialog between the curriculum committee, the Agriculture Department, and the College will ensure that the goals of the program will be regularly updated, based on annual student learning outcomes assessments and student achievement data that will better support student success. The Agriculture staff meet regularly to ensure that the course teaching and class content coincide with the program's student learning outcomes. Staff will follow the same guidelines to assess the baccalaureate degree's outcomes as when assessing Certificate and Associate's Degree student learning outcomes. These guidelines include program and course reviews that ensure the integration of student learning outcomes into program planning and budget development [E14, E15].

**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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Key shared governance bodies such as the Academic Senate, the Council on Instruction, the Budget Committee, the Strategic Planning Committee, and the Student Services Council work in an integrated manner to support sustained, substantive, and collegial dialog concerning student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Faculty take ownership and leadership in the arenas of curriculum, instructional student learning outcomes assessment, and program review.

The baccalaureate degree has, and will, follow the same rigorous course approval process and programs assessment process as every other course and program at FRC. The degree maintains the same level of accountability and integrity by the instructors. The College uses the same strategy in setting student achievement institutional-set standards for the baccalaureate degree program as for other programs: a three-year running average minus one standard deviation. Although no data exists yet for the upper division coursework, program leaders have used lower division success rates to set an initial standard for the baccalaureate degree program (see Table 3.)

Table 3. Lower Division Success Rate					
	2013-2014	2014-2015	2015-2016	Average	(Inst.-set std.) Average - SD
<b>Success rate</b>	88.2	83.0	84.4	85.2	82.5
<b>Degree completers</b>	N/A	N/A	N/A	N/A	15
<b>Employment rate</b>	N/A	N/A	N/A	N/A	75%

The baccalaureate program's student achievement standards are separately identified from all other programs and degrees. By following the College's student learning outcomes as established through the Curriculum Committee and published in the course catalog [E20], the baccalaureate degree is clearly distinguished from any other degree the College offers, both in course content and course requirements. Students are given accurate instruction on the requirements, application processes, and the level of rigor expected from the student enrolled in the baccalaureate degree program. Achievement data will be analyzed as a part of the ongoing program review processes.

**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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.
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The College regularly evaluates and revises policies and practices through its established participatory governance structure. After approval from the CCCCO to offer a baccalaureate degree, the College revisited all pertinent common practices throughout the College to ensure compatibility with the new guidelines as established by the CCCCO and the ACCJC. The revisions include the Mission Statement, Financial Aid processes, and Admission Policies [E21]. The College also acquired additional resources to provide for the program including a land purchase [E22], hiring a full time instructor, and making adjustments in the general fund budget for the baccalaureate degree program.
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## **INSTITUTIONAL INTEGRITY**

**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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.
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Feather River College provides clear, accessible information to students and the public about its mission, student learning outcomes, education programs and accreditation status. Information on the baccalaureate degree is and will be provided through the current channels of communication including the College Catalog, the College website [E23], social media, and handouts. The College also utilizes a new phone based application to communicate the latest information instantly to students who have downloaded the application.
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**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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The Agriculture Department follows the established College program development and review process for all degrees and certificates. FRC program-level assessments are conducted annually through the Annual Program Review assessing program planning, student learning outcomes and new fiscal year budget requirements. Comprehensive Program Reviews include reflection and assessment on student learning and achievement. Comprehensive Program Reviews are submitted to Strategic Planning Committee, plus a review of assessment results occurs in round table presentation to the Student Learning Outcome Assessment Cycle Committee (SLOAC). The SLOAC committee produces an annual report on assessment of student learning outcomes, includes summary of program-level assessments. This report is sent to all employees and is placed on the College's website for interested parties to view (<http://www.frc.edu/instruction/SLOAC-Info.cfm>) and is reviewed with the Board of Trustees annually.

At the departmental level, discussion of student learning and evaluation of student achievement is discussed at Agriculture Department meetings and advisory committee meetings. The result of these reviews will determine the effectiveness of the delivery modes, teaching methodologies and learning support services offered to the baccalaureate students. [E14, E15]

**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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The College catalog, the College website, Agriculture Department Program guide [E24], and Bachelor's Degree Program packet [E25] thoroughly describe the purpose, content, course requirements and learning outcomes of the baccalaureate degree. Individual course outlines describe individual student learning outcomes and requirements which are conveyed to students in the course's syllabi and are available for instructors and College staff for reference. [E26]

## **INSTRUCTIONAL PROGRAMS**

**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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The Bachelor of Science in Equine and Ranch Management Degree aligns with the mission of Feather River College by offering an advanced post-secondary degree to a diverse student population. As the only community College in the state chosen to implement a four-year agriculture degree, students are now be able to receive an affordable education in an area that has great demand in the workforce (See Table 4). The baccalaureate degree will build upon the institution’s goal of student learning and student achievement in the field of Equine and Ranch Management and cater to a student population who may not have continued their education beyond the associate degree level.

*Table 4. Availability of Graduates versus the Demand for Equine Degrees*

Occupation (sampling)	Annual Openings	Absorption Rate Analysis Ratio Jobs vs. FRC Agriculture Degrees
Farmers, Ranchers, and Other Agricultural Managers	770	192:1
Animal Scientists	18	-
Agricultural and Food Science Technicians	187	47:1
Farm and Home Management Advisors	21	
Veterinary Assistants and Laboratory Animal Caretakers	411	102:1
Animal Breeders	31	-
Annual Openings	1,438	359:1

Source: Theresa Milan, Centers of Excellence Los Rios Community College District, EDD California Labor Market Information, other independent analysis.

Student interest in the program was one of the compelling factors that encouraged program leaders to propose the baccalaureate degree to the Chancellor’s Office. Program faculty communicated with former and current students and received a large amount of interest, interest that has been substantiated by student applications in the first year of offering the upper division coursework. After the pilot program was approved by the Chancellor’s Office, the College began to work through established shared governance processes to ensure that the baccalaureate degree was incorporated in the Strategic Plan, the Mission, and College operations.

**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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

All programs undergo a Comprehensive Program Review every four years. This program review process is orchestrated by the Strategic Planning Committee but the results of the self-assessment included in these reviews is integral to the work of the Student Learning Outcome Assessment Cycle (SLOAC) Committee. This committee refines College's approach to assessment in general but has broadened its scope to include a thorough review of program-level assessments as captured in each program's program review.

The SLOAC Committee meets annually with program leaders who have completed their program reviews. The SLOAC Committee solicits feedback from the program review submitters about how they feel the structure of the assessment processes works, what strategies they have identified and implemented to assess student learning, what they have learned from their assessment of student learning, and what program needs they have to improve student learning and help the program better support the College's mission. These meetings are held in a collegial, round-table format to encourage program leaders to learn from each other and discuss their successes and challenges. Starting in the 2014-2015 academic year, the SLOAC Committee has used the results of these discussions to recommend funding allocations to improve student learning as identified by program leaders to improve the effectiveness of these programs. Additionally, the feedback provided by program leaders as they describe their assessment results with the SLOAC Committee has provided the basis for refinement of the program review process and drove the reconfiguration and alignment of program reviews and program-level SLO assessment in the 2014-2015 academic year for instructional programs and in the 2015-2016 academic year for student services programs.

Program faculty lead the curriculum review process: providing regular updates to the Curriculum Committee for review and approval. The Curriculum Committee approves course outlines of record that contain student learning outcomes, and syllabi provided to students contain these SLOs as well. This same process, including Academic Senate and Board of Trustee approval, will be applied to the baccalaureate degree.

**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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.		
<p>Feather River College’s baccalaureate degree is aligned to meet ACCJC accreditation standards. The degree course content was created with significant input from esteemed four-year college agriculture departments. The degree layout follows minimum degree requirements of 120 units, with a minimum requirement of 42 units of upper division course work and 14 units of upper division general electives, for a total of 56 upper division units (See Table 6).</p> <p>Students will receive credit for the course work based on the achievement of student learning outcomes that are assessed by the instructor. The student learning outcomes for each baccalaureate course are appropriate to the upper division course level and require competency in program-specific learning outcomes that are beyond the scope of lower division course work. The course content, student learning outcomes, assignments and examinations of the upper division course work were adapted from current higher education models and ensure that the program length and delivery mode of instruction is appropriate for the expected level of rigor.</p> <p>Student learning outcomes demonstrate the appropriate levels of depth and rigor as is expected in higher education curriculum such that upper-division courses will have one or more of the following characteristics: in-depth study of theories and methods that develop an understanding of the theories</p>	<p><b>Table 6. Degree Layout for Bachelor’s Degree</b></p>	
	<b>Lower Division Requirements</b>	
	General Education	42-43 units
	<b>-AND-</b>	
	Lower Division Major Courses	22 units
	<b>Total Lower Division Units:</b>	<b>64-65 units</b>
	<b>Bachelor of Science Upper Division Requirements</b>	
	Upper Division Core Requirements	24 units
	Upper Division General Education	9 units
	Upper Division Career Options/Electives	min. 9 units
	<b>-AND-</b>	
	General Electives	14 units
<b>Total Units for Degree:</b>	<b>56 units</b>	
<i>Lower Division Units:</i>	<i>min. of 64 units</i>	
<i>Upper Division Units:</i>	<i>42 units</i>	
<i>Bachelor’s Degree General Electives:</i>	<i>14 units</i>	
<b>Total Completed Units for Degree:</b>	<b>120 units</b>	

applications and their limitations; specialization in specific intellectual and professional abilities that will enable success or progress in the Agriculture Industry; refinement and building of skills learned at the lower-division level and applying these skills in a more challenging context; preparation beyond the lower-division level by completing general education and or major prerequisites. [E27]

The Equine and Ranch Management Bachelor Degree Program will focus on the application of conceptual and applied student learning outcomes at the course and program level. Examples of appropriate depth and rigor at the program level include a capstone course that will integrate the student learning outcomes and the Skill and Knowledge Themes as well as internships that will develop workforce training and practical industry experience.

Course-level student learning outcomes reflect a greater complexity of depth, rigor, breadth, and specialization. Examples include application of knowledge in Agriculture or Equine industry specific situations, analysis and evaluations of performance, group presentations, assignments that develop and demonstrate critical thinking through writing, oral communication or computation, case studies, student evaluation, and other types of independent learning projects [E28].

**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:

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

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The institution will schedule the classes in a manner that allows students to complete the degree in a reasonable period of time, consistent with established expectations in higher education. A first-year, college-ready agriculture student could complete the bachelor degree in four years. Additionally, students who transfer to the program at the third-year (junior) level and have satisfied all lower-division coursework can complete the upper division requirements in two years. The Agriculture Department has developed a four year plan [E29] to offer the required lower and upper division courses, lower and upper division general education courses, and select upper division elective courses so that a transfer student may be able to graduate as early as Spring of 2018. Students must meet with the advisor assigned to the Equine and Ranch Management Bachelor Degree Program to develop a Student Education Plan.

Equine and Ranch Management courses have been scheduled utilizing the classrooms at the Agriculture, Equine and main campus so that course work for students at upper division standing will not have conflicts with other upper division courses. Required upper division courses will be offered annually to ensure students can graduate in a reasonable period.

**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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

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's 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.

The baccalaureate degree program courses were constructed based on the Agriculture program's student learning outcomes. Within those courses are specified student learning outcomes that were established based on commonly accepted outcomes at other higher education institutions. The College specifically examined upper division courses from other schools to ensure that outcomes are consistent with generally accepted norms and equivalencies in higher education. A list of courses used to compile student learning outcomes has been made available [E30].

The College awards credit at the course, degree, and certificate level consistent with local policies and procedures that govern the development of credit curriculum and aligned with standard practices in higher education and in compliance with all state and federal laws. The College determines the appropriate units of credit for each course during the curriculum approval process as described previously, and based on formulas that are compliant with the parameters set forth in federal regulations (34CFR 600.2) and state regulations (§55002.5 of the California Code of Regulations, Title 5, Division 6, Chapter 6). The College's formula is based on an 18-week semester, with the assumption that every unit of credit represents a minimum of 54 total hours of student work, inclusive of in-class and outside-of-class work.

**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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Transfer of lower-division credit policies are described in the Feather River College Catalog [E20]. Transfer students who wish to transfer credits are evaluated on an individual basis to ensure expected learning outcomes for transferred courses are comparable to the learning outcomes of current Feather River College baccalaureate degree courses. This review occurs initially by the academic advisor for the program in consultation with the registrar. In situations where expertise within the field is required to determine the appropriateness of credit, program faculty are consulted. However, the College has trained a lead agriculture academic advisor, who has participated throughout the development of the baccalaureate degree, to be the main contact for incoming and potential baccalaureate degree students.

The College has designated the composition of the committee charged with reviewing and accepting students into the baccalaureate degree program. This committee consists of three representatives from the Agriculture Department and two representatives from Student Services [E21]. This admissions process has been established for the baccalaureate program for students applying at the freshman level or as transfer students. The application and score sheet for these admission processes have been made available [E31]. For transfer students, typically having junior status, the academic advisor follows the process described above to review and assign credit for previous coursework.

Acceptance into the baccalaureate program is required prior to enrolling in upper division courses. Once accepted into the program, students work with an academic advisor to establish a student education plan that will allow the student to graduate in a reasonable amount of time. Each individual student education plan clearly captures all course and credit requirements expected of the student in order to earn the baccalaureate degree [E32].

**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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.
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The student learning outcomes for the baccalaureate program are consistent with the generally accepted norms in higher education as per the College's curriculum approval process and state requirements. The upper division student learning outcomes reflect the higher levels of skill and competency as expected in upper division coursework and can be viewed in the Bachelor's Degree Packet [E25].
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Lower division prerequisites courses establish a student learning outcome baseline that will be enhanced in upper division courses. Upper division courses and lower division prerequisites have been linked to the degree student learning outcomes [E33]. Program and course learning outcomes focus on communication competency, information competency, analytical inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other learning outcomes specific to Equine and Ranch Management.
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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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

**Table 6. Degree Layout for Bachelor's Degree**

**Lower Division Requirements**

General Education	42-43 units
<b>-AND-</b>	
Lower Division Major Courses	22 units
<b>Total Lower Division Units:</b>	<b>64-65 units</b>

**Bachelor of Science Upper Division Requirements**

Upper Division Core Requirements	24 units
Upper Division General Education	9 units
Upper Division Career Options/Electives	min. 9 units
<b>-AND-</b>	
General Electives	14 units
<b>Total Units for Degree:</b>	<b>56 units</b>

*Lower Division Units:* min. of 64 units

*Upper Division Units:* 42 units

*Bachelor's Degree General Electives:* 14 units

**Total Completed Units for Degree:** 120 units

The Baccalaureate Degree Program requires a diverse array of courses to ensure competency at the degree level. The degree requires 42 to 43 units of lower division general education and nine units of upper division general education courses. Many of the general education courses are also requirements to move on to the upper division level. Both the upper division and the lower division general education courses are distributed throughout the major subject areas, and the distribution ensures that students will have the tools necessary to accomplish the program's student learning outcomes. (See Table 6).

**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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The baccalaureate degree is focused in the Agriculture field and area of study, with an emphasis in Equine and Ranch Management. Each upper division course listing is labeled as an Agriculture course and offered through the Agriculture Department. The only exceptions are the nine units of upper division general education. The agriculture discipline ensures that the theories of Equine and Ranch Management are conveyed appropriately at the baccalaureate degree level.

**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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The College's Agriculture Department studied job descriptions for a variety of farm and ranch managers to identify and develop the central themes in the curriculum [E19]. Additionally, the College consulted with the Agriculture Department Advisory Committee and agriculture departments at CSU, Chico and UC Davis to identify and clarify these themes. The themes led curriculum development and created a foundational structure and framework that ensured that each theme, and therefore workplace requirement, would be sufficiently covered. Once the program was developed, the draft curriculum was also vetted through the program's advisory board, which included local agriculture industry leaders and peer faculty from other four-year schools [E34, E17, E18]

## **LIBRARY AND LEARNING SUPPORT SERVICES**

**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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The Feather River College Library and Instructional Resource Center offers a rich collection of information resources in print and online to support Equine and Ranch Management students and faculty. The library supports the College curriculum with a collection of approximately twenty-one thousand books, over one hundred periodical subscriptions, several state, local and national newspapers, and hundreds of videos and DVDs. High quality research can be performed using the scholarly electronic databases accessible to students from the library, learning center, computer labs, as well as from off-campus computers with an Internet connection, for which a password is required.

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. Weekly delivery service between these libraries ensures that Feather River College students can promptly obtain almost any

library materials they may need. The library is a comfortable and well-lighted area with tables for group study and individual carrels where students may study or read for pleasure in a quiet atmosphere. An audio-visual room with carrels allows students to use the media collection in privacy, without disturbing others.

After the Baccalaureate Program was approved by the Chancellor's Office, the College librarian was tasked with researching appropriate reference materials and standards expected at four-year Agriculture degree institutions. He presented his findings to the College and started the acquisition process for the appropriate materials. The College library staff have been integrated and briefed on the development and planning of the baccalaureate degree program.

## **STUDENT SUPPORT SERVICES**

**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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The College adheres to admissions policies consistent with its mission and applicable California laws and regulations. Admissions requirements and associated processes are clearly communicated to students through the program's website (<http://www.frc.edu/admissions/index.cfm>). The admissions timeline for the baccalaureate program at Feather River College mirrors the timeline of the California State University system.

The College has a dedicated and readily available corps of academic advisors who meet regularly with students. In the baccalaureate degree program, academic advisors work closely with students and provide proactive and consistent communication that is essential to their success. The academic advisors orient the students to ensure they understand the requirements related to the degree program, and receive timely, useful and accurate information about relevant academic requirements. This includes the communication of foundational coursework at the lower division level, both through program literature and through personal meetings with advisors, which must be completed to satisfy the requirements of the baccalaureate degree program. With the guidance of the academic advisors, students are made familiar with the degree requirements and make informed decisions about how the classes that they use in their student education plans lead to their personal attainment of educational goals while meeting the overall degree requirements.

Academic advisors participated in the development of the baccalaureate degree and admission policies, ensuring communication and understanding between Student Services and the Agriculture Department.

## 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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Feather River College ensures the integrity of its programs and services by employing administrators, faculty, and staff who are qualified with appropriate educational training and workplace experience to offer upper division courses in Equine and Ranch Management and to maintain and monitor a baccalaureate degree. All faculty must meet the minimum qualifications in their respective disciplines, as set by College policy and Chancellor's Office standards. Faculty who will be teaching baccalaureate degree courses hold a minimum of a master's degree and professional experience for the course content for which they will be assigned. Below is the list of full time faculty who will be teaching courses in the baccalaureate degree and their qualifications:

- **Agricultural Department Chair Russell Reid** is the founder of the College's original Pack Station Program and has overseen its growth over the past thirty- six years. As the senior equine faculty member, Mr. Reid has earned the Foundation for California Community Colleges Hayward award for excellence in teaching. His education background includes a B.A. in Agriculture Business from Cal Poly, SLO and a M.A. in Recreation Administration from CSU Sacramento. Mr. Reid also operates two pack stations during the summer months and owns a cattle, hay and horse ranch in Plumas County.
- **Professor Chuck Mills** earned a B.S. in Animal Science from CSU Fresno and a M.S. in Reproductive Physiology from University of Nevada, Reno (UNR). A former horsemanship instructor at UNR and clinician, Mr. Mills has been in the horse and cattle business for more than 50 years, including breeding training and showing Quarter Horses.
- **Professor J.P. Tanner** earned a B.S. in Animal Science from Utah State University and a M.S. in Animal Science from UNR. A former Montana State University Extension Agent, Mr. Tanner has worked with many 4-H youth, livestock producers, and government agencies (Forest Service, BLM, NRCS, and State Lands).
- **Instructional Assistant and Associate Faculty Crystal Anderson** earned a B.S. in Veterinary Science from the University of Arizona and a M.S. in Animal Science with research focused on equine reproduction.
- **Professor Rick Leonhardt** has more than 20 years' experience in business and animal agriculture. He holds a Bachelor's Degree in Business Administration from CSU, Chico and a Master's Degree in Finance from Golden Gate University.

**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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.
Qualifications for faculty teaching upper division courses in the baccalaureate degree require at least a master’s degree or academic credentials at least one level higher than the baccalaureate degree in an appropriate discipline. In cases where there is no Master’s degree in the relevant field of study, the qualifications for faculty teaching upper division courses in the baccalaureate degree include a baccalaureate 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. A recent job description for a baccalaureate program instructor has been made available [E35].

**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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.
Feather River College has hired at least one new faculty member to act as a full-time Agriculture Upper Division instructor. Feather River College also has adjunct faculty, and full-time faculty currently in place, who meet the requirements to teach upper division courses. Overall, the College has four full-time faculty, one full-time instructional assistant and several adjunct faculty in the Agriculture Department. See Standard III.A.1 for a list of the Agriculture department faculty who will be teaching the 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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The Feather River College Agriculture Facility consists of an estimated \$1.2 million facility built in 2001 with exceptional quality and consideration for the horse training/classroom setting. The facility includes a twelve thousand square foot building and classroom that includes a heated indoor arena. Additionally, the facility supports a rodeo arena equipped with bucking shoots, a performance horse arena, a cattle working arena, large hay barns, two round pens, a horse health care facility, over a hundred student horse boarding stalls, three stallion pens, a flag arena, and three classrooms, and acres of pastures and corrals.

To accommodate for the growing class room and facility needs, the College has purchased an 180-acre parcel of land adjacent to the College. This property will act as a pasture and grazing land for more livestock as well as a learning landscape for baccalaureate students [E22].

These facilities and equipment are kept in good condition and are maintained by Feather River College maintenance staff and through College resources. All facilities are evaluated through the program review process. At this time, the College sees no significant need to add any additional resources to implement the baccalaureate degree

## **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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Feather River College utilizes technology in a variety of forms, both software and hardware, to support the needs of learning, teaching, college-wide communications, research, and operational services. Faculty currently use the learning management system, Canvas, for online and hybrid classes as well as Banner for internal communications and management. The College continuously plans for, updates and replaces its technology to make sure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs and services. The technology needs are reviewed through the program review process.

## **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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The financial resources allocated to the baccalaureate program are sufficient to support and sustain the program and associated student learning. Throughout the evolution of the Agriculture Department, FRC has consistently provided sufficient funding to deliver high-quality, safe, and student-centered instruction in agriculture. Going forward, FRC will continue to fund this flagship program as one of the College's most important programs for enrollment and student achievement. Adjustments to the budgets are evaluated and identified through the annual program review and budget development process.

The Agriculture Department's current operating budgets total nearly \$940,000 [E36]. All programs within the Department hold multiple fundraisers throughout the year that generate approximately \$200,000 annually for the Feather River College's Agriculture Foundation to help with other operating costs such as horse registration, student activities, facility construction and development [E37].

## **DECISION-MAKING ROLES AND PROCESSES**

**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.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Effective leadership at Feather River College is evident at all levels. The College is fundamentally committed to education as an ideal, and to the empowerment and fulfillment of all learners. The College leadership creates and encourages innovation that leads to institutional excellence and milestones at the College such as the development of this baccalaureate program.

The faculty and academic administrators assigned to the baccalaureate program are responsible for making recommendations to the appropriate governing bodies about the curriculum, student learning outcomes and services for the programs. The faculty and administrators follow established guidelines for introducing and getting the necessary approvals for every course, student learning outcome and service.

The program will rely on broad institutional support for sustainability and leadership. The program will report to the Academic Senate, the Dean of Instruction, the College President and the Agriculture Department Chair. The Dean of Instruction oversees all academic programs and divisions including the baccalaureate degree, and the Agriculture Department Chair reports to the Dean of Instruction.

Feather River College has followed all the College's written policies and procedures in the development of the Equine and Ranch Management Degree including curriculum development, program development, and hiring and faculty evaluation. The Board of Trustees is regularly informed and involved in the program development process.

## **Catalog Requirements**

The institution assures that the Catalog [E20] provides the following information about the baccalaureate degree program:

1. General Information – See catalog: pp. 5-39
  - Course Program and Degree Offerings – See catalog: pp. 52-59
  - Student Learning Outcomes for Programs and Degrees – See catalog: pg. 59
2. Requirements for
  - Degrees, Certificates, Graduation and Transfer – See catalog, pp. 52-55

## **Commission Policies**

In preparing its ISER, an institution with one or more ACCJC-accredited baccalaureate degrees must, for the evaluation criteria cited in the Checklist for Evaluating Institutional Compliance with Federal Regulations and Related Commission Policies<sup>3</sup> in the categories identified below, specifically address and provide evidence of its practices as to the baccalaureate degree and how those practices meet the criteria.

- Standards and Performance with Respect to Student Achievement – See responses to Standards I.B.2, I.B.3, I.C.3, and II.A.1.
- Credits, Program Length, and Tuition – See responses to Standards II.A.5, II.A.6, II.A.9, II.A.12, and II.A.14.
- Transfer Policies – See response to Standard II.A.10.
- Distance Education and Correspondence Education – None of the upper-division courses are taught through distance education or correspondence education.
- Institutional Disclosure and Advertising and Recruitment Materials – See response to Standard I.C.1.

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<sup>3</sup> See the Checklist for Evaluating Institutional Compliance with Federal Regulations and Related Commission Policies for articulation of the evaluation criteria.

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