



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

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BUSINESS PROGRAM REVIEW

A. CONNECTION TO MISSION

1. Briefly describe your program objective(s) and how the program supports and furthers the College's mission.

The Business Program provides a general and practical foundation for a wide range of career opportunities in business. It also provides a course of study that prepares students for transfer to a four-year college or university. The curriculum is designed to help students develop business knowledge and managerial skills beneficial to them and meaningful to employers. The curriculum of introductory courses covers all the major areas in business study.

The business program supports and furthers the College's mission by providing rigorous course offerings to prepare a diverse student population for the workforce and/or transfer to a four-year university. The business program works with local businesses to provide the skills and training necessary for employees to thrive in a competitive work environment. Classes are offered through traditional face-to-face instruction as well as distance education. A focus of the business program going forward is to provide more courses in an online format to better serve our student population.

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 business program curriculum provides relevant coursework for individuals who want to prepare for the demands of today's business environment. In addition, many courses meet the C-ID designation which identify lower-division transferable courses commonly articulated between the California Community Colleges (CCC) and universities (including Universities of California, the California State Universities, as well as with many of California's independent colleges and universities).

Students who graduate from the business program with an AS-T business degree simultaneously earn an associate degree and prepare themselves for special benefits/guarantees upon transfer to the CSU system.

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2. 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).

Business Program AA and AS-T degree Student Learning Outcomes:

- i. Identify the role of business in society - from the local level to the diverse global economy.
 - ii. Demonstrate analytical and critical thinking skills involved when making business decisions.
 - iii. Apply effective interpersonal communication skills to build professional relationships and participate competently in work teams.
 - iv. Explain the distinct functional areas of business and how they work together to create a sustainable organizational structure.
 - v. Employ technology as a tool to increase efficiency and productivity.
 - vi. Discuss the importance of ethics and social responsibility in a business context.
3. How do PSLOs support college-wide SLOs (CWSLOs)?

College-wide Student Learning Outcomes:

- i. Students will communicate effectively by: • Writing clearly and accurately in a variety of contexts and formats • Articulating thoughts, ideas, concepts, and opinions verbally • Reading, comprehending, and applying published ideas • Listening and responding to others
- ii. Students will demonstrate critical thinking skills by: • Applying principles of scientific and/or qualitative reasoning and logic to solve problems • Evaluating strengths, weaknesses, and fallacies of logic in arguments and information • Utilizing a variety of academic lenses to develop and employ a multidisciplinary worldview • Applying knowledge and skills in real-life settings
- iii. Students will locate, evaluate, and apply information by: • Using technologies to identify, access, evaluate and use information to accomplish a specific purpose or task (e.g., library and Internet search engines) • Using social learning tools (e.g., systems that connect learners, instructors, and information: Moodle, SharePoint, Google docs, social software/ media sites) • Organizing information (e.g., creating and maintaining electronic organization system for files) • Understanding the social and ethical issues surrounding

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the responsible use of information technology • Demonstrating competency in concepts, terminologies, and applications (e.g., word processing, spreadsheets, databases, presentations, and web)

- iv. Students will demonstrate a sense of personal and professional ethics by: • Accepting responsibility for their own actions • Respecting and honoring diversity of individuals and ideas • Exhibiting personal, professional, and academic honesty
- v. Students will develop a clear sense of self, purpose, and ability to achieve goals by: • Developing autonomy • Developing prioritization skills • Advocating for self • Delaying self-gratification • Setting goals • Using time management skills • Accessing resources
- vi. Students will demonstrate skills in relationships through interpersonal communication, compromise, teamwork, and collaboration.
- vii. Students will value their education, understand its privilege, and become responsible citizens by: • Participating in community service • Respecting and questioning authority • Expressing themselves creatively • Being proactive in learning

Many of the business program SLOs directly correlate to the college wide SLOs including; *critical thinking, technology utilization, organization, applying knowledge to real-life settings, interpersonal communication, ethics, and social responsibility.*

Other college wide SLOs are demonstrated as underlying themes throughout the business program curriculum. For example, developing a clear sense of self, purpose, and ability to achieve goals are presented to students throughout the different classes in the business program. Also, professional written and oral communication skills are taught in most courses as part of the general curriculum.

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

The course-level student learning outcomes are a direct result of the program student learning outcomes in many respects. All business courses are selected for the program to support the program level student learning outcomes to provide students with a well-rounded business education.

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Course-level SLOs for the C-ID approved courses are taken from the course objectives of the C-ID final descriptors to ensure compliance with the transfer model curriculum for the AS-T degree in business. C-ID is being used to develop “descriptors” for all the courses in the TMCs, providing assurances to students and faculty that courses offered at one institution are comparable to those elsewhere, provided they have the same C-ID number. Once a TMC has been drafted by intersegmental discipline faculty, it is vetted on the C-ID site where feedback is posted by a wider sampling of faculty. Once finalized, TMCs become available for community colleges to use as they develop their associate degree for transfer.

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

The assessment of the program-level SLOs begin with assessment of student achievement at the individual course level. Course-level SLOs are assessed in many ways including; comprehensive exams, homework assignments, writing assignments, collaborative class projects & exercises, and student feedback.

As students advance through the business curriculum, the courses build on knowledge gained from previous courses and reinforce concepts pertaining to the program-level SLOs. The ability of students to comprehend themes relating to the PSLOs and understand how these themes apply to different topics in business can be assessed by student performance in advanced business courses. Exams, comprehensive homework problems, written and oral communication exercises, and class participation are graded and evaluated using the PSLOs as a measuring tool.

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

The most meaningful findings of the PSLO assessment process are when students can combine concepts from various business courses and apply them to complex business situations. This critical thinking process is key to making decisions based on sound business principles and applying them in a timely manner in a “real-life” on-the-job scenario. This critical thinking process is assessed by the aforementioned methods of exams, assignments, participation, and student collaboration.

Areas of program improvement include offering courses which are accessible by a wider audience to serve our diverse student population. This can be accomplished by offering distance education courses and more sections of on-campus courses. Adding more course options will also help keep class size down to provide a more personalized learning experience. Currently,

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micro and macroeconomics and financial accounting average around 40 students per class. Offering multiple sections (either online or on campus) will help keep class size down to a more optimum level.

7. 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.
 - a. Curriculum (including articulation and course scheduling)
 - b. Instructional methodology (i.e., distance education)
 - c. SLO Assessment

Some of the program's overall strengths include the fully transferable courses available so students can transfer directly to a four-year college or university. Students completing the AS-T transfer degree can transfer to a California State University or University of California as a junior with assurance they have completed all the necessary lower-level requirements for the business major.

Another strength of the program is the individualized attention students receive. Due to the small size of the program, students are able to communicate one-on-one with the instructors as necessary. Students are encouraged to meet with instructors outside of scheduled class time if they need extra help or require further assistance for any reason.

Several weaknesses in the business program include a lack of distance education offerings, limited selection of business courses, and courses only being offered once per academic year.

8. Describe any proposed future changes to the following. Explain how these changes will positively impact the program and improve achievement of PSLOs?
 - d. Curriculum (including articulation and course scheduling)
 - e. Instructional methodology (i.e., distance education)
 - a. SLO Assessment

Several changes to the business program are proposed to address some of the weaknesses stated above. One proposed change is to offer more distance education courses to make the program accessible to a wider variety of students. Starting in the spring semester 2020, personal finance will be taught as an online course. This will allow students to take the course who would not be able to otherwise. It is also being proposed to offer financial accounting as an online class in summer 2020. Financial accounting is a requirement for the FRC bachelor's degree in Equine and Ranch Management and is a C-ID transfer course. This will address several weaknesses in



the business program; availability of distance education courses, availability of courses only once an academic year, and increasing class size. If these courses prove to be successful, other courses will be offered online in the future. Micro and Macroeconomics are likely candidates to be offered online because they are C-ID transfer courses, general education courses, required for the bachelor's degree program (one economics course is required), and usually have around 40 students enrolled in each class.

C. PHYSICAL RESOURCES

1. How is the program affected by the size, type and quality of available:
 - a. Physical space and facilities
 - b. Information technology
 - c. Library holdings and services
 - d. Instructional equipment and supplies

One limiting factor in adding more courses to the business program is a lack of classroom availability during the morning hours. Many of the business students are student athletes who are only available to take classes in the morning hours due to practice in the afternoon. Another limiting factor is the lack of a full-time IT faculty to teach business technology classes. The current library services are adequate for the business program as are instructional equipment and supplies.

2. 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 only change in facilities since the last review has been a need for larger classrooms for financial accounting and economics due to increased enrollment, mostly from students of the bachelor's degree program. The computer lab has been upgraded with all new Microsoft Windows-based networked computers in summer of 2019 which has increased the use of the computer lab by business students. Both changes have been beneficial for the business program.

3. 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?

As more classes are offered online, it should keep the need for new facilities at a minimum. Having a full-time IT faculty member would help with growth in the business technology area.

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This would help meet the program goals of providing an innovative and comprehensive business program available to a diverse population of students.

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).

In the fall semester 2019, 4 classes were taught by full-time faculty including; *financial accounting, microeconomics, introduction to business, and small business management*. All these classes, along with *ranch and equine entrepreneurship*, were taught by Rick Leonhardt. 4 other business classes were taught by associate faculty including; *computer literacy* – Jachin Reilley, *introduction to IT* – Bryon Hughes, *marketing* – JoDee Tittle, and *project-based learning* – Carolyn Shipp.

In spring 2020, 5 business classes will be taught by Rick Leonhardt including, *managerial accounting, business law, personal finance, macroeconomics, and human relations in business*. Rick will also teach *equine and ranch enterprises* for the bachelor's degree program. 3 other business classes will be taught by associate faculty including; *introduction to IT* – Bryon Hughes, *spreadsheet-Excel* – Sean Harris, and *project-based learning* by Carolyn Shipp.

2. How does the current staffing structure positively and/or negatively affect the program?

At the current time, staffing is adequate for the business program. As the program continues to grow and more courses are offered online there will be a need for additional staffing.

3. 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)?

As mentioned above, the current staffing is adequate for the courses being offered. If the business program continues to grow and/or the bachelor's degree program continues to grow, additional faculty will be needed to continue the effectiveness of the classroom and keep class size down to an optimal level.

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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).
2. 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)?
3. 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)?

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 business program is involved with community outreach in many ways. The program coordinator, Rick Leonhardt, is a board member and past president of the Rotary Club of Quincy. Rotary is a leading community service organization for business and community leaders. Through Rotary, there is outreach to community business leaders, community organizers, and local high school students.

Another way the business program participates in community outreach is through our work-based learning class and internship program. Many FRC students participate in internships with local businesses and organizations. Examples of past internships include; Plumas Bank, U.S. Forest Service, Plumas County governmental offices, Plumas District Hospital, Gray's Flower Garden, The Breaux Group, and many more.

Lastly, traditional types of outreach including; speaking at local high schools, job fairs, and FRC sponsored outreach events are utilized by the business program to attract new students to the program and provide information on career opportunities in business.



2. 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 current business program advisory committee consists of the following members:

David Little – Chief Financial Officer, Sierra Pacific Industries

Lisa Kelly – Quincy High School business instructor and owner of Moon’s Restaurant

John Breaux – Accountant and owner of The Breaux Group

Julie White – Plumas County Tax Collector and graduate of FRC business program

Kris Miravalle – Retired Bank of America branch manager and member of FRC Foundation

Josh MacLean – Branch manager of U.S. Bank in Quincy

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

G. APPENDICES

1. SLO Assessment Forms should be attached for the previous years, depending on the program’s review cycle.
2. DATA SETS
 - a. Program FTES
 - b. Duplicated Headcount
 - c. Demographic Information (duplicated headcount): Gender, Age, Ethnicity
 - d. Number of Students with Declared Majors in Program
 - e. Number of Courses Offered
 - f. Number of Sections Offered
 - g. Average Enrollment per Section
 - h. Course Completion Rate (# of students who received a grade/total students enrolled at census)
 - i. Student Success Rate (# of students with C or better/total students enrolled at census)

Data can be found here:

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

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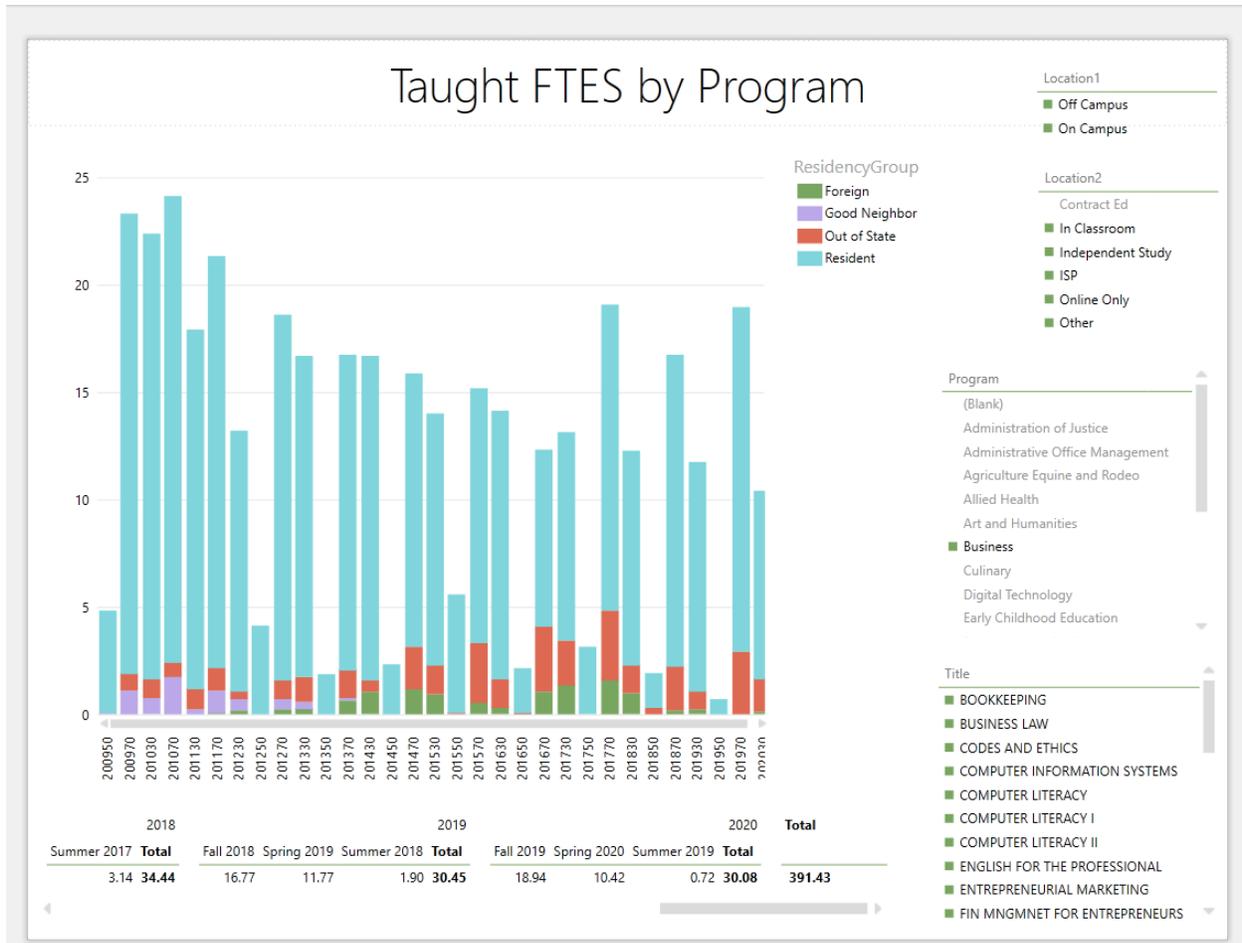
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Program FTES

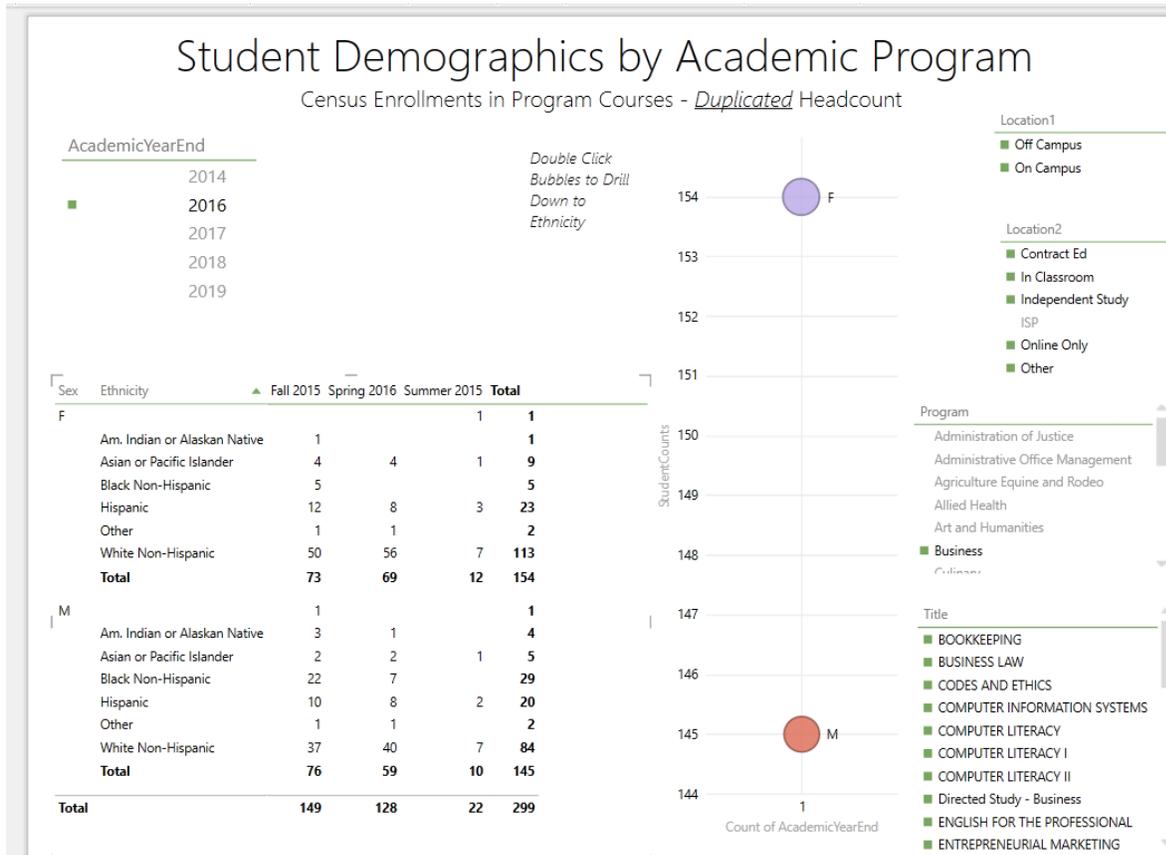


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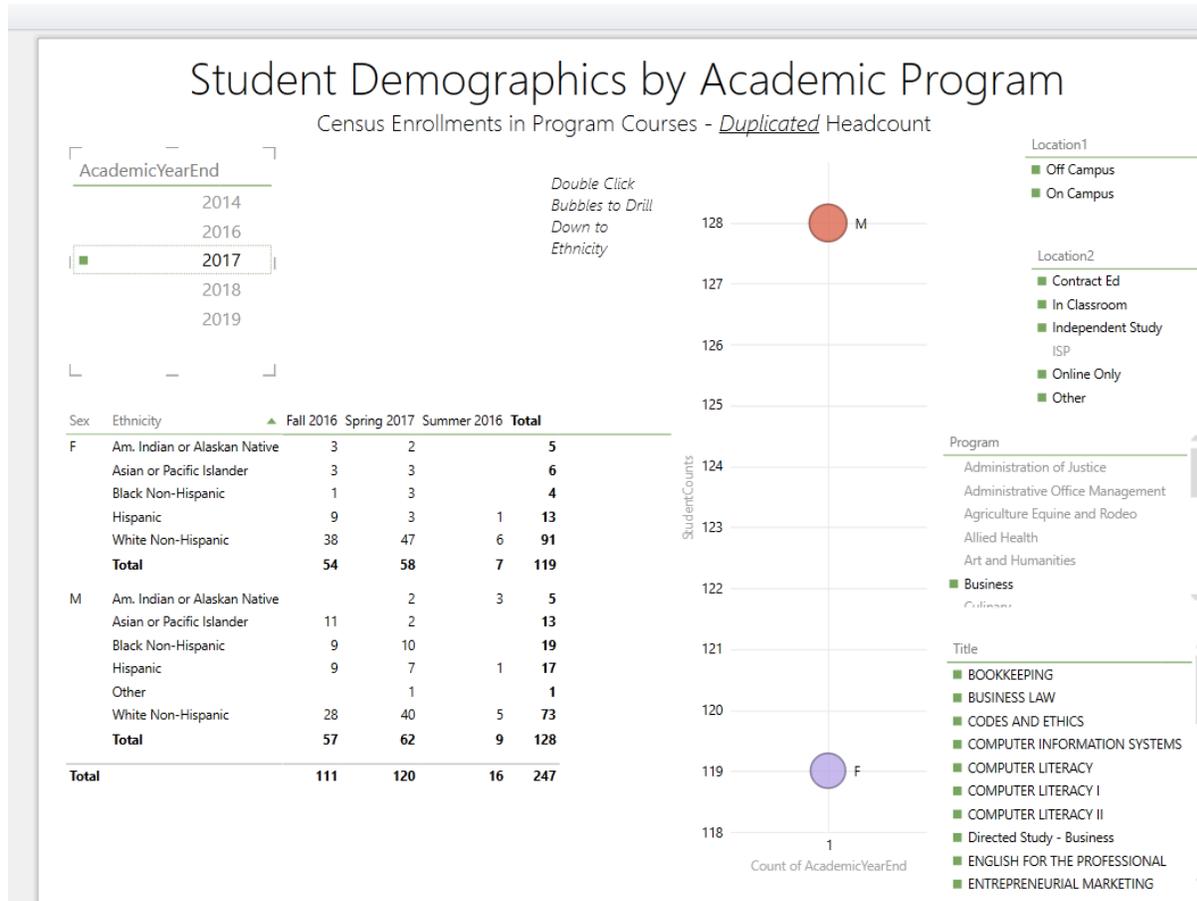


Demographic Information (duplicated headcount)



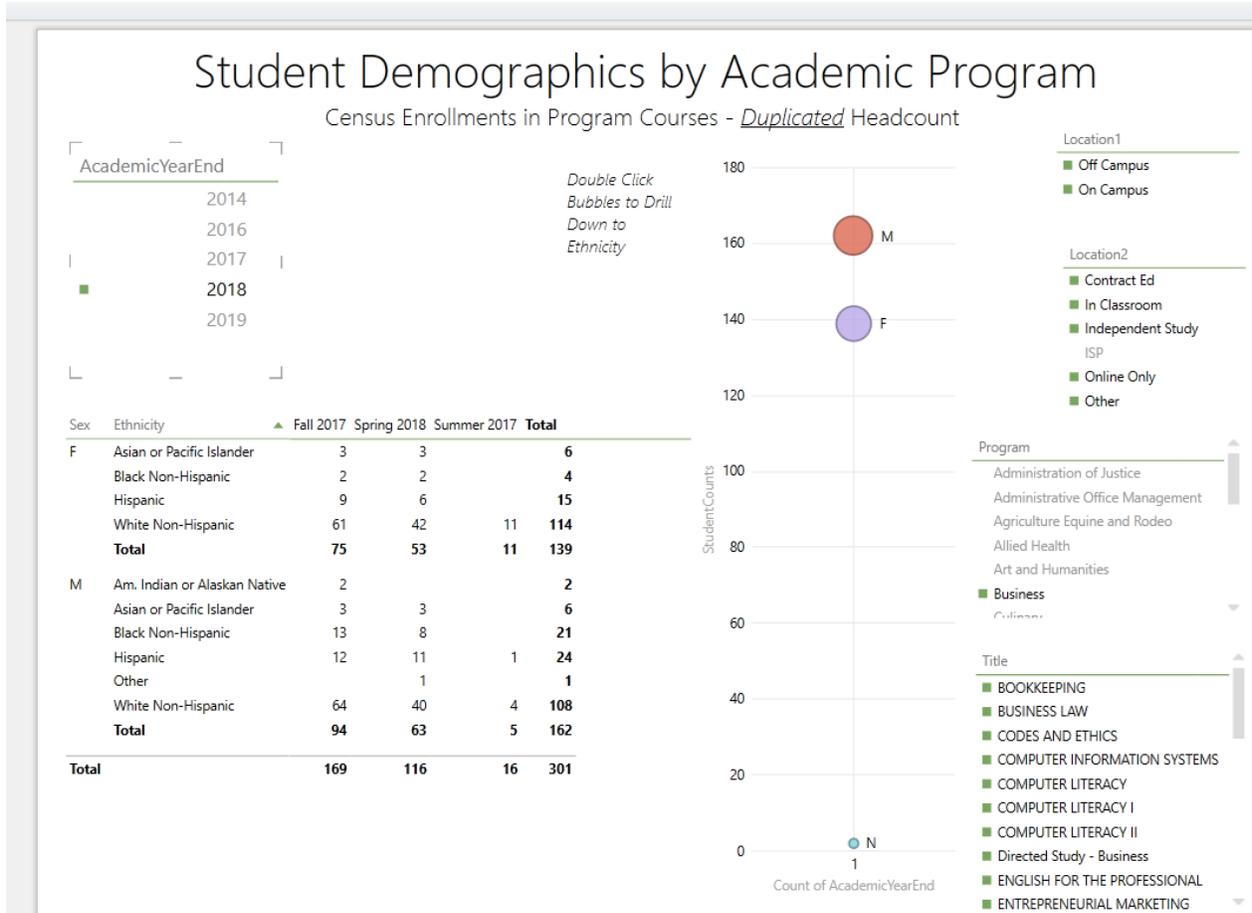
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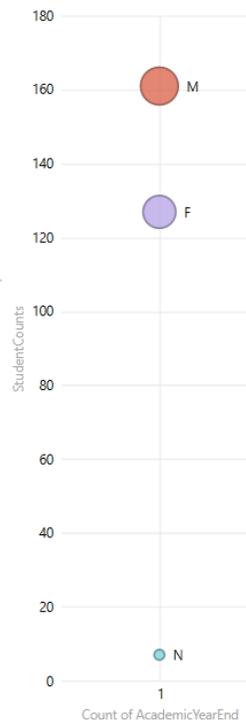


Student Demographics by Academic Program

Census Enrollments in Program Courses - *Duplicated* Headcount

AcademicYearEnd
2014
2016
2017
2018
2019

*Double Click
Bubbles to Drill
Down to
Ethnicity*



Location1
 ■ Off Campus
 ■ On Campus

Location2
 ■ Contract Ed
 ■ In Classroom
 ■ Independent Study
 ■ ISP
 ■ Online Only
 ■ Other

Program
 Administration of Justice
 Administrative Office Management
 Agriculture Equine and Rodeo
 Allied Health
 Art and Humanities
 ■ Business
 Culinary

Title
 ■ BOOKKEEPING
 ■ BUSINESS LAW
 ■ CODES AND ETHICS
 ■ COMPUTER INFORMATION SYSTEMS
 ■ COMPUTER LITERACY
 ■ COMPUTER LITERACY I
 ■ COMPUTER LITERACY II
 ■ Directed Study - Business
 ■ ENGLISH FOR THE PROFESSIONAL
 ■ ENTREPRENEURIAL MARKETING

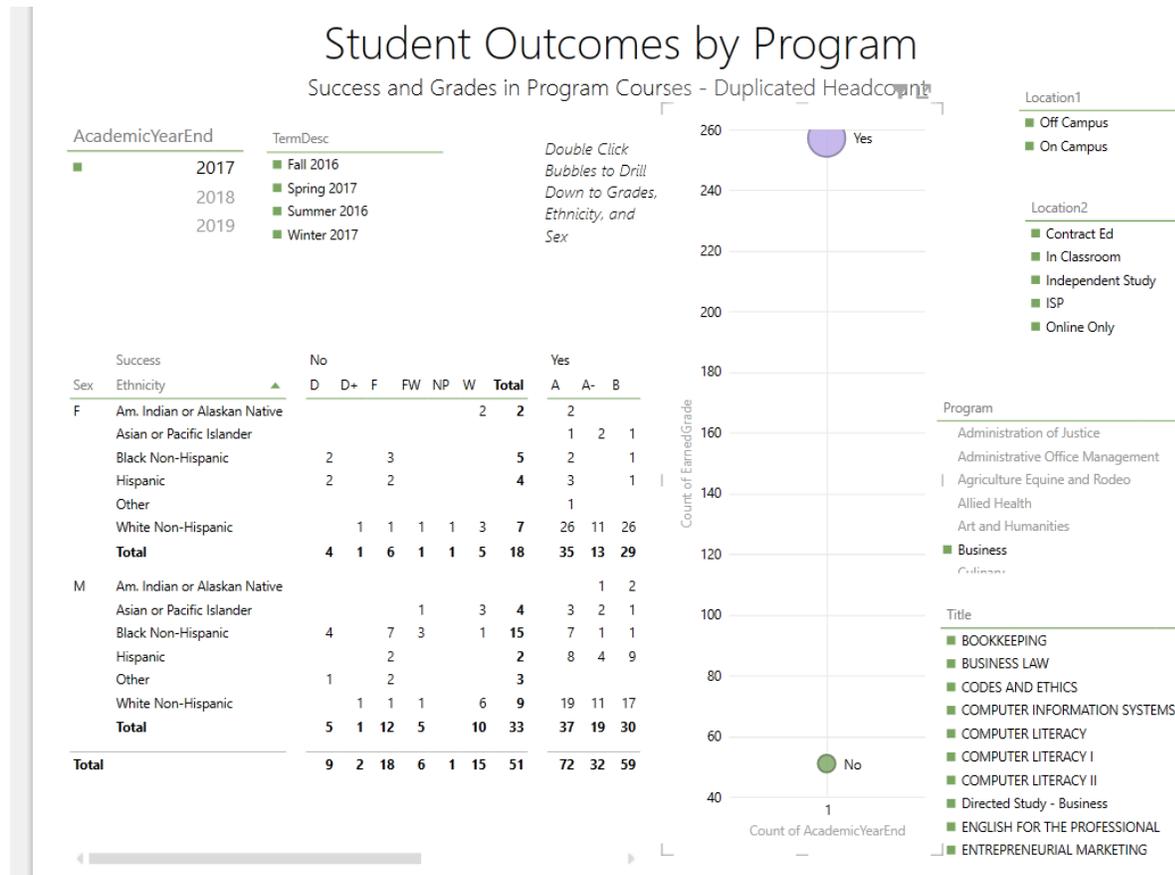
Sex	Ethnicity	Fall 2018	Spring 2019	Summer 2018	Total
F	Am. Indian or Alaskan Native	2	1		3
	Black Non-Hispanic	2	1		3
	Hispanic	6	4	1	11
	Other	2	2		4
	White Non-Hispanic	56	41	9	106
	Total	68	49	10	127
M	Am. Indian or Alaskan Native	1	1		2
	Black Non-Hispanic	16	1		17
	Hispanic	8	3		11
	Other	1	1		2
	White Non-Hispanic	62	62	5	129
	Total	88	68	5	161
Total		156	117	15	288

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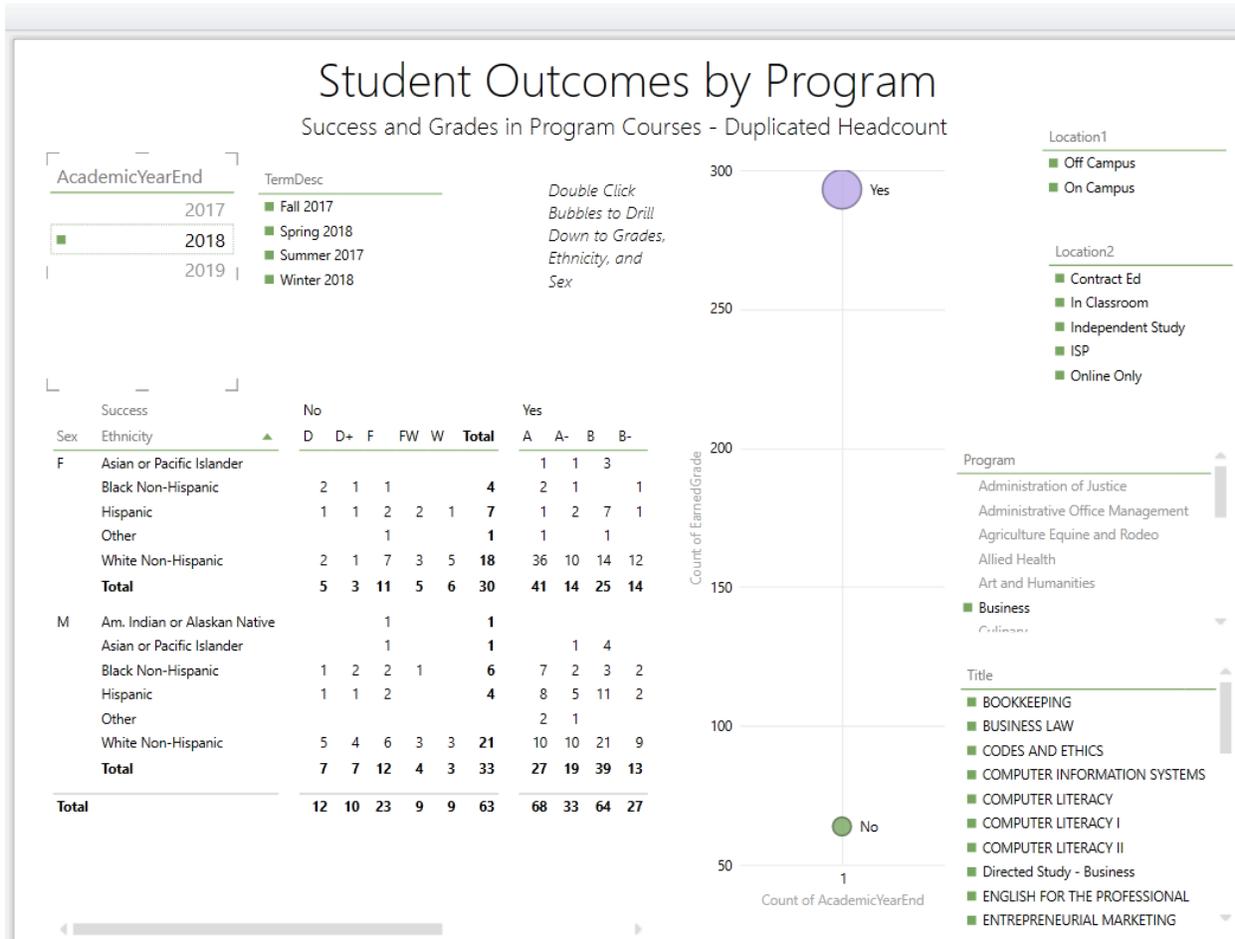


Student Outcomes by Program



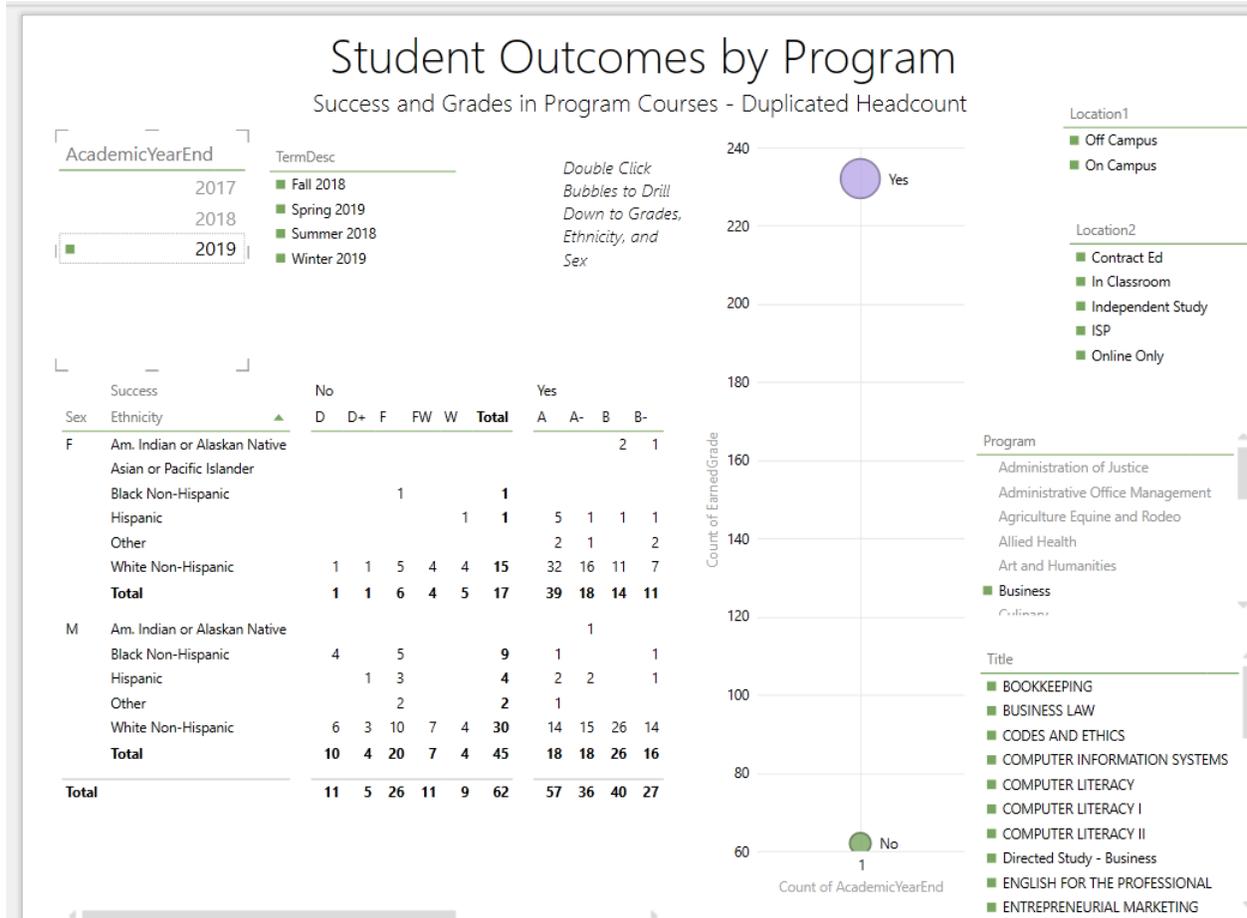
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