Agriculture IPR 2022

LASSEN COMMUNITY COLLEGE
(Brian Wolf, Agriculture Instructor)

Accepted by Academic Senate: (May 24, 2022)
Accepted by Consultation Council: (June 13, 2022)
Accepted by Governing Board: (June 15, 2022)

CONTENTS

IPR TEMPLATE

SECTION 1: ACADEMIC PLANNING

I. . Program Overview, Objectives, and Student Learning Outcomes

Description/Evaluation:

a. Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog]. Maps may be utilized to help illustrate ideas.

The mission of the Lassen Community College Agriculture Department is to provide a comprehensive education in agriculture. The Agriculture Department emphasizes transfer level classes in conjunction with vocational training. The program is going to continue to expand technology and couple that with the industry need for applied experience. The department will continue offering the best education for our transfer and non-transfer students. Agriculture is a vast and changing field; Lassen College Agriculture will continue to adapt and change with it for the best education.

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The Agriculture Program at Lassen Community College currently consists of four associate degree options, and five certificate options. There are currently 25 course options in agriculture for students to take as well as an agriculture business course offered under the business discipline. A student could also take individual courses as needed.

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences**, the student will be able to:

1. Demonstrate effective animal husbandry skills, analyze the current market in order to sell the crop or animal at a premium and report the profit or loss, in a ranching situation.
2. Apply effective business, sales and marketing skills when presented with an agribusiness situation.
3. Demonstrate an understanding of the basic methodologies of science.

Upon completion of the **Associate in Science Degree in Agriculture Business for Transfer** or the **Certificate of Accomplishment in Agriculture Business**, the student will be able to:

1. Analyze and make business decisions based on a business model.
2. Make business decisions using supply and demand.
3. Effectively and efficiently use computer programs, including Word and Excel.
4. Demonstrate an understanding of accrual accounting.

Upon completion of the **Associate in Science Degree in Animal Science and Certificate of Accomplishment in Agricultural Animal Science**, the student will be able to:

1. Evaluate common management practices for farm animal health and reproduction.
2. Evaluate a genetic data sheet and rank the animals for a given scenario.

3. Plan a ranch management calendar for major animal species.
4. Plan a breeding program to maximize maternal heterosis.
5. Balance a ration using least cost principles.
6. Evaluate an animal production operation evaluating all production practices.

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in Agricultural Science and Technology** the student will be able to:
1. Demonstrate effective animal husbandry skills, analyze the current market in order to sell the crop or animal at a premium and report the profit or loss, in a ranching situation.
2. Apply effective business, sales and marketing skills when presented with an agribusiness situation.

b. Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information provided by the Office of Institutional Effectiveness. Once again, maps may be utilized.

All of the Agriculture Program Student Learning Outcomes link to the Lassen Community College Institutional Student Learning Outcomes, which are posted below.

College SLO's

1. **Communication -** Ability to listen and read with comprehension and the ability to write and speak effectively

2. **Critical Thinking -** Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

3. **Life Long Learning -** Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

4. Personal/Interpersonal Responsibility - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures.

Program Student Learning Outcomes (see attached SLO chart)
Upon completion of the Associate in Arts Degree in University Studies:
1. Demonstrate effective animal husbandry skills, analyze the current market in order to sell the crops or animals at a premium and report the profit or loss.
2. Apply effective business, sales and marketing skills when presented with an agribusiness situation.
3. Demonstrate and understanding of the basic methodologies of science.

Upon completion of the associate in science degree or certificate of achievement in agriculture:
1. Demonstrate effective animal husbandry skill; analyze the current market in order to sell products at a premium.

2. Apply effective business, sales and marketing skills when presented with an agribusiness operation.

Upon completion of the certificate of accomplishment in animal science, students will be able to:

1. Evaluate common management practices for farm animal health and reproduction.
2. Evaluate a genetic data sheet and rank the animals
3. Plan a ranch management calendar.
4. Balance a ration using least cost principles.

Upon completion of the certificate of accomplishment in Horsemanship, students will be able to:

1. Analyze pedigrees, evaluate horses for correct structure and balance, and select the most complete horse for the required task.
2. Demonstrate comprehension of correct procedures for horses and apply those practices in order to produce a well-trained horse.

Course student learning Outcomes/Current course offerings

AGR 1 Agriculture Accounting

Demonstrate basic principles of accrual accounting

AGR 2 Agriculture Economics

1. Analyze and make business decisions based on supply and demand
2. Identify breakeven production positions in a business model

AGR 3 Introduction to agriculture business

1. Demonstrate a basic understanding of agriculture business practices

AGR 4 Introduction to agriculture Sales and communication

1.

AGR 8 Introduction to animal production

1. Recognize at least six major breeds of beef, sheep, and swine along with giving one identifying characteristic of that breed.
2. Evaluate common management practices for farm animal health and reproduction.

AGR 9 Food and animal selection

1. Given a set of animals, rank and support that ranking orally.
2. Evaluate a genetic data sheet and rack the animals for a given scenario.
3. Demonstrate sheep, swine and cattle carcass grading and evaluations

AGR 10 Introduction to animal science

1. Demonstrate effective animal husbandry practices, utilizing available nutrients to develop a least cost method of feeding
2. Demonstrate animal health practices and prescribe proper treatment
3. Plan a ranch management calendar for the major farm animals species

AGR 11 Beef cattle production

1. Plan a breeding program for a breeding program for a commercial operation to maximize maternal heterosis.
2. Analyze and give economical recommendations for a production cow calf operation
3. Recognize and diagnose heard health problems and make recommendation to correct the health issue.

AGR 12 Animal Health and Disease

1. Identify common diseases, determine treatment, and evaluate environmental factors that contributed to spread of disease

AGR 13 Feeds and feeding

1. Balance a ration using least cost principles given an animal species.
2. Recognize nutritional deficiency conditions in the major farm animal and make recommendations for correcting the nutritional deficiency.

3. Analyze the approximate nutrient composition of at least 10 different feedstuffs.

AGR 14 Horse Husbandry

1. Design and implement a basic health management and disease prevention plan for a horse.

AGR 19 Introduction to Soil Science

1. Demonstrate a working ability to use soil taxonomy
2. Explain water movement in soil and water holding capacity of soil.

AGR 20 Introduction to Plant Science

1. Analyze and make recommendations to improve the various conditions impacting the successful propagation of a specific plant species

AGR 21 Theory of rodeo skills

1. Plan, promote and manage a college rodeo.

AGR 21B Intercollegiate Rodeo Skills

First Enrollment

Compete safely at a novice to beginning level in a selection of the following rodeo events: bull riding, bareback riding, bronc riding, calf roping, team roping, and steer wrestling.

Second Enrollment

Compete safely at a beginning to intermediate level in a selection of the following events: Barrel racing, Goat Tying, Breakaway roping, Team roping.

Third Enrollment

Compete safely at a intermediate to advanced level in a selection of the following events: Barrel racing, Goat Tying, Breakaway roping, Team roping.

Fourth Enrollment

Compete in a selection of the following rodeo events: Barrel racing, Goat Tying, Breakaway roping, Team roping, calf roping, bronc riding, bull riding at an appropriate level for continued participation in the NIRA.

AGR 22 Rodeo Skills

1. Demonstrate the proper use of equipment for each rodeo event.
2. Demonstrate proper safety procedure.
3. Demonstrate knowledge and understanding of proper technique when performing each rodeo event (riding and roping).
4. Demonstrate knowledge and understanding in all aspects of rodeo events. This would include improved riding along with rules and regulations regarding the rodeo events.

AGR 30 Team roping

First enrollment

Ability to rope a stationary roping dummy eight times out of ten

Second Enrollment

1. perform horsemanship skills for arena safety
2. Demonstrate scoring

Third enrollment

Ability to rope in a competitive situation using correct horse position

Fourth Enrollment

Demonstrate the correct running of a sanction roping

AGR 31 Introduction to Bovine Embryo Transfer

Plan and implement a successful recover and embryo transfer

AGR 40 Basic Agriculture Mechanics

Perform hot and cold metal work

Demonstrate basic knots and rope splicing in an agriculture setting

AGR 41 Farm tractor and farm power

Perform all pre inspection and operations of at least two different types of farm machinery

AGR 57 Beginning Horseshoeing

Analyze structural design then correctly shape and apply shoes to a given horse

AGR 61 Introduction to Bovine Reproduction

1. Demonstrate the procedures to collect semen and perform semen straw preparation for maximum conception rate.
2. Properly run an estrus synchronization protocol and explain how the protocol works.

AGR 70 Rodeo Team Roping

1. Perform proper horsemanship and roping skills to be successful in the event of team roping.

AGR 116 Pesticides update "Continuing Education"

Properly identify correct pesticide and application procedure for a given situation.

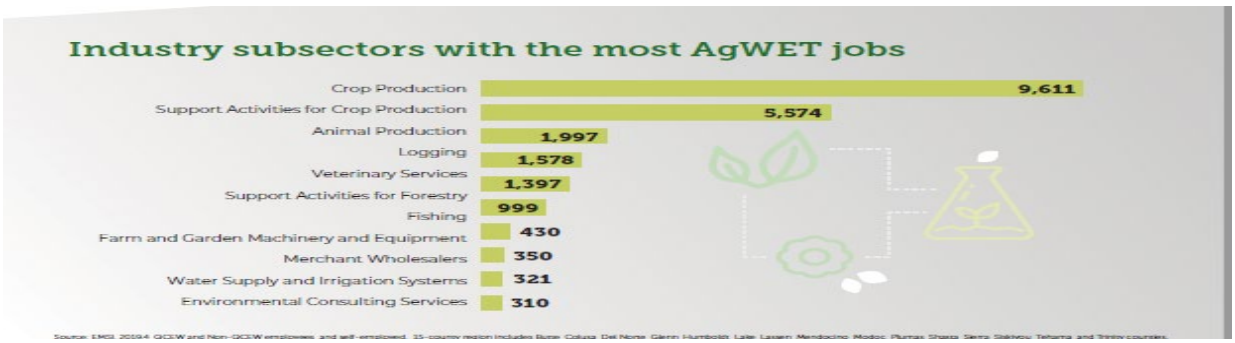
Various curriculum has been updated therefore the agriculture department updated PSLO's and mapped all SLO to the current PSLO's this will now ensure that course and program SLO are in alignment with ISLO. Data was provided for PSLO assessments in an addendum see attachment B. Overall the program is showing high success rates in PSLO achievement. Some areas have no data and this was due to curriculum changes that have not been appropriately mapped in the past. Additionally there where two PSLO's with no data from classes that are no longer being offered. This has now been corrected and the department will review all data at the next program review.

The data addendum also showed that the agriculture program positively contributed to the GESLOs and ISLOs. The agriculture program will continue to align with the ISLOs, GESLOs and the college mission and vision.

c. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review. Regular program assessment will drive program improvements.

Working with the Agriculture advisory team, there has been many changes to the curriculum and degrees. The major changes has been the inactivation of the irrigation and horsemanship certificate. With this change, some of the horsemanship classes also got inactivated (AGR 50, 51, 23) and the surveying class (AGR 42). These courses did not serve the program well and were not highly attended. The certificates were not industry recognized and had low achievement rates.

The agriculture department with the advisory team have seen a need in the data for a Veterinarian Technician Certificate program. Lassen College has a unique opportunity to provide the Vet Tech Certificate that will allow students another certificate option that provides them the opportunity to go directly into industry with a high living wage option of $15-$23 in Far North and $16-$37 in North Region. The Far North Region Workforce data supports that this industry is in need of workforce see information below from a 2020 report. See advisory committee meeting minutes Attachment C.



What are employers looking for?

Hardest-to-fill jobs

Job Title	# of Job Postings	Days to Fill
Veterinary Technologists and Technicians	30	45
Veterinary Assistants and Laboratory Animal Caretakers	22	501

Most in-demand jobs

Job Title	# of Job Postings	Demand
Sales Representatives, Wholesale and Mfg, Except Technical and Scientific Products	180	Very High
Heavy and Tractor-Trailer Truck Drivers	139	Very High
Maintenance and Repair Workers	43	Very High
Veterinary Technologists and Technicians	30	Medium
Forest and Conservation Technicians	24	Low

Most desired certifications

Driver's license
Certified pest control
Applicator's license (pest control)
Certified arborist
Forklift operator certification
Hazardous Waste Operations and Emergency Response (HAZWOPER)

Most desired skills

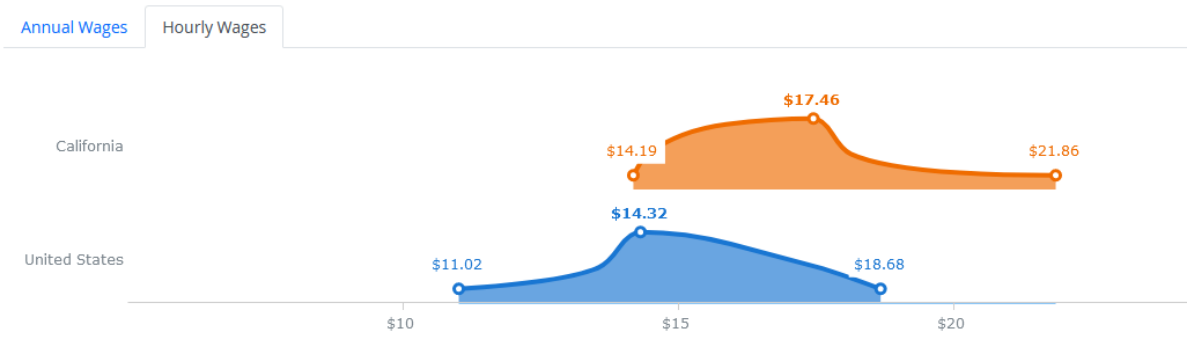
Customer service/customer contact
Sales
Scheduling
Retail industry knowledge
Repair
Budgeting
Forklift operation
Quality assurance and control
Business process
Staff management

Data from Demand Tool from Centers of Excellence from June 2021 data:

SOC Code	Occupational Title	Entry Level Education	2018 Jobs	2018-2028 Total Job Openings	Annual Job Openings
29-1131	Veterinarians	Doctoral or professional degree	320	190	19
29-2056	Veterinary Technologists and Technicians	Associate's degree	290	310	31
31-9096	Veterinary Assistants and Laboratory Animal Caretakers	High school diploma or equivalent	290	550	55

Wage information from Onet.org:

31-9096.00 - Veterinary Assistants and Laboratory Animal Caretakers Bright Outlook



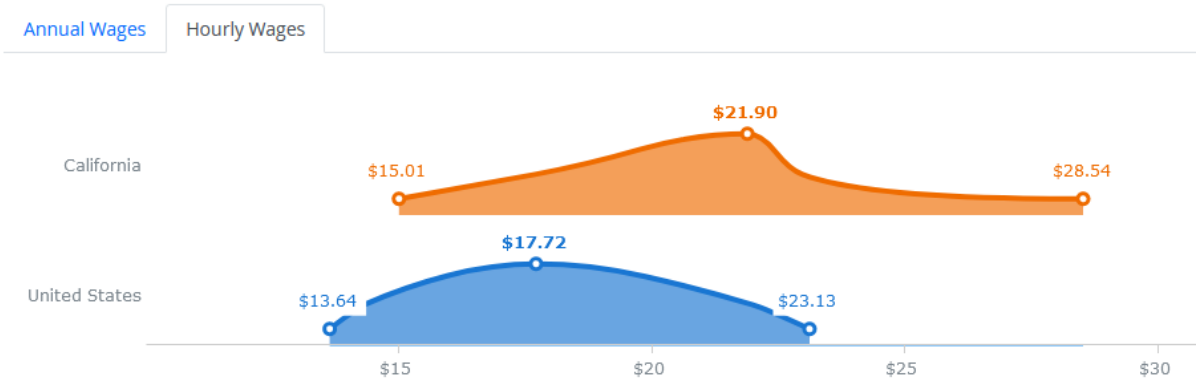
In California:

- Workers on average earn **$17.46** per hour.
- 10% of workers earn **$14.19 or less** per hour.
- 10% of workers earn **$21.86 or more** per hour.

In the United States:

- Workers on average earn **$14.32** per hour.
- 10% of workers earn **$11.02 or less** per hour.
- 10% of workers earn **$18.68 or more** per hour.

29-2056.00 - Veterinary Technologists and Technicians Bright Outlook



In California:

- Workers on average earn **$21.90** per hour.
- 10% of workers earn **$15.01 or less** per hour.
- 10% of workers earn **$28.54 or more** per hour.

d. Analyze program-related promotional materials/advertising as appropriate

To my knowledge, there has been no new printed promotional materials for the program. This is a challenge as Lassen Community College is in a rural area and does not have enough population to support all of the programs. The College has a lot of interesting courses of study but if the population doesn't know about the opportunities, the college will continue to struggle with enrollment.
Grant funds were used for advertising for all CTE programs using facebook and Pandora radio. LCC does not have the data tracking to see if these advertising efforts were successful. Advertising is expensive and we need to have mechanisms in place to track traffic to our website, how potential students are hearing about LCC, and how successful our advertising efforts actually are so we can most effectively use our advertising funds.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action. Resources requested via these planning tables must consider the Total Cost of Ownership. Funding amounts entered as "Estimated Cost" part of these requests must be calculated according to the following formula;

Estimated Cost calculation: In order to most appropriately capture the true costs—the *Total Cost of Ownership*—of resource allocation (budget) requests, the "Estimated Cost" that you submit within our planning process must be representative of the total annualized cost of what you are requesting. As you work to develop these costs, please feel free to reach out to the appropriate LCC department to get estimated costs (i.e. HR, Facilities, etc.) for any assistance that you may need.

As an example, if you are requesting a new piece of equipment, the Total Annualized Cost ("C") would include all of the following cost elements:

- The purchase price ("P") of the equipment, *plus*
- The installation cost ("I") of the equipment, *plus* Annualized energy costs ("E") (electricity, natural gas, etc.) to operate the equipment (Facilities department can assist with this calculation) , *plus*
- Any initial and ongoing (annual) supplies costs ("S") for the equipment (eg: paper and toner for copiers or printers) , *plus*
- Any initial and ongoing (annual) maintenance costs ("M") for the equipment (eg: annual service, oil change, license fees, etc.)
- The resulting formula would then be: [C = P + I + E + S + M]

Another example would be for staffing (Human Resources) requests, for which the total annualized cost ("C") would include both of the following cost elements:

- Annual pay ("P") for the position
- Annual benefits ("B") for the position
- The resulting formula would then be: [C = P + B]

The vet. Tech program is a very highly demanded and very few programs offer this around the state and nation. This provides a big opportunity for Lassen College Agriculture. The challenge is this is a very expensive program to get started. I will try and lay out a rough outline of what this program should look like however the cost associated with this new program will be estimation. This would be a two-year program that would teach to the state certification allowing a student to immediately be placed into a job. A few of the necessary items are listed below.

1. Lab and classroom facilities - Class or lab room with animal handling equipment
2. Equipment for a vet tech program
3. Instructor (part time –Veterinarian)
4. Animal housing facilities
5. Cooperating vet offices- internships
6.

II Student Outcomes

A. Trends and Patterns in Student Outcomes

Identify, use language of, include data for adopted Institutional set standards. Link student achievement standards to LCC mission. Filter data for equity metrics such as: Gender, Ethnicity, CalWorks Eligibility, Disability/DSPS Status, EOPS Eligibility, CARE Eligibility, Veteran Type, Residency Status, Parents Education Level

Description/Evaluation:

1. Provide in tabular form followed by an analysis
   a. Number of degrees and certificates awarded during the last four years.

Transfer numbers for the last four years

Degrees/Certifications Earned by Agriculture Program Graduates at Four-Year Colleges and Universities, 2017 - 2020

Year of Award:	Degree Type:	Degree Subject/Description/Specialization:	College/University:	State:
2017-18	BACHELOR OF SCIENCE	AGRICULTURAL BUSINESS (BS)	CALIFORNIA STATE UNIVERSITY - CHICO	CA
2017-18	BACHELOR OF SCIENCE	AGRI: AGRI SCIENCE & ED (BS)	CALIFORNIA STATE UNIVERSITY - CHICO	CA
2018-19	BACHELOR OF SCIENCE	AGRICULTURAL BUSINESS (BS)	CALIFORNIA STATE UNIVERSITY - CHICO	CA
2018-19	B.S. IN BUSINESS ADMINISTRATION	MANAGEMENT	UNIVERSITY OF NEVADA-RENO	NV
2018-19	CREDENTIAL	AGRICULTURE SPECIALIST	CALIFORNIA STATE UNIVERSITY - CHICO	CA
2018-19	CREDENTIAL	AGRICULTURE	CALIFORNIA STATE UNIVERSITY - CHICO	CA
2019-20	BACHELOR OF SCIENCE	ANIMAL SCIENCE	MONTANA STATE UNIVERSITY - BOZEMAN	MT
2019-20	BACHELOR OF SCIENCE	ANIMAL SCIENCE (BS)	CALIFORNIA STATE UNIVERSITY - CHICO	CA
2019-20	BACHELOR OF SCIENCE	ANIMAL SCIENCE (BS)	CALIFORNIA STATE UNIVERSITY - CHICO	CA

   b. Completion, retention and success data for the last four years

Success and Retention by Academic Year

Academic Year	Census Enrollment	Success Rate	Retention Rate
Totals	841	92.6%	96.9%
2020	161	83.9%	93.2%
2019	201	94.5%	96.5%
2018	206	94.7%	99.5%
2017	273	94.9%	97.4%

2. Analyze program effectiveness based on available quantitative data and qualitative experiences.

The program effectiveness looks favorable, retention rates are high and students are transferring successfully. It would be nice to see more students get degrees and certificates in a 4-year period. I think the more active participation of the instructors to promote petition to graduate times and applications will help. To touch on retention rate, students are staying actively involved in classes.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

The program does not need to change, data shows students are going and staying in the classroom. With some

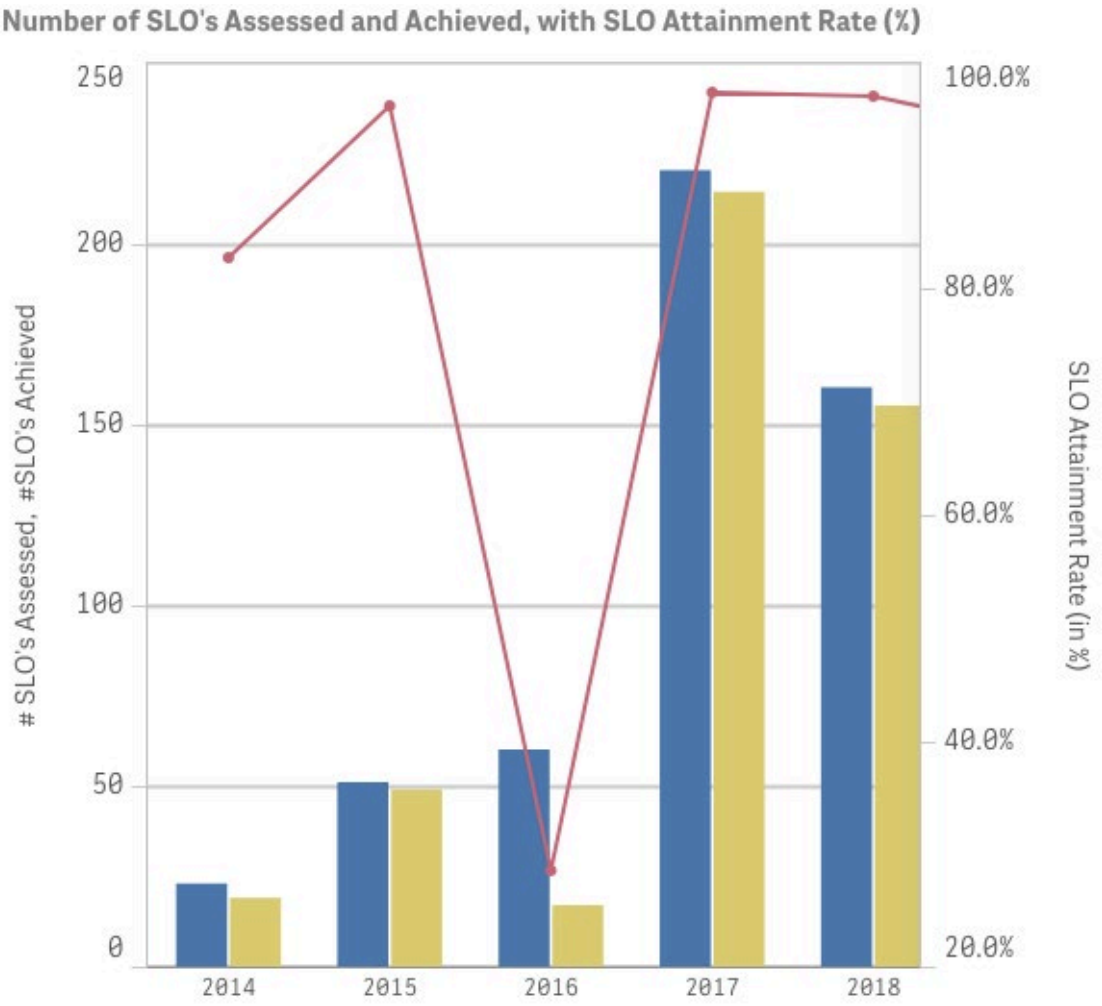
coordination with counseling office and faculty, more students will apply to graduate in the future.

B. Student Learning Outcome Assessment

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. There is a link between SLO assessment results, SLO improvement plans and review of curriculum and/or budget requests. Regular program assessment will drive program improvement. By contract, faculty are required to measure at least one SLO for every class taught each semester; these records are maintained in the online Data Management and Visualization tool (CLIC) and are available for review by faculty at any time through its self-updating, interactive dashboards and reports.

Description/Evaluation:

1. Attach an SLO assessment summary as provided by Office of Institutional Effectiveness.



Student Learning Outcomes (SLO's) by Course and Academic Year

Course	Academic Year	# Assessed	Achieved	% Attained
AGR-1	*Course Totals*	*73*	*65*	*89%*
	2014	23	19	83%
	2016	18	17	94%
	2018	32	29	91%
AGR-2	2017	44	40	91%
AGR-3	*Course Totals*	*18*	*16*	*89%*
	2017	5	5	100%
	2019	13	11	85%
AGR-8	*Course Totals*	*32*	*31*	*97%*
	2015	10	9	90%
	2017	12	12	100%
	2019	10	10	100%
AGR-9	2018	12	13	108%
AGR-10	*Course Totals*	*59*	*55*	*93%*
	2017	22	22	100%
	2018	14	12	86%
	2019	23	21	91%
AGR-11	2017	17	17	100%
AGR-12	2017	7	7	100%
AGR-13	*Course Totals*	*61*	*60*	*98%*
	2015	21	21	100%
	2017	25	25	100%
	2019	15	14	93%
AGR-14	2018	17	16	94%
AGR-19	2018	0	0	-
AGR-20	*Course Totals*	*26*	*25*	*96%*
	2017	16	15	94%
	2018	10	10	100%
AGR-21B	*Course Totals*	*28*	*28*	*100%*
	2017	14	14	100%
	2018	14	14	100%
AGR-22	*Course Totals*	*51*	*29*	*57%*
	2015	9	9	100%
	2016	22	0	0%
	2017	0	0	-
	2018	11	11	100%
	2019	9	9	100%
AGR-23	2016	10	0	0%
AGR-31	*Course Totals*	*18*	*18*	*100%*
	2017	10	10	100%
	2018	8	8	100%
AGR-40	*Course Totals*	*22*	*21*	*95%*
	2015	11	10	91%
	2018	11	11	100%
AGR-49	*Course Totals*	*4*	*3*	*75%*
	2017	3	2	67%
	2018	1	1	100%
AGR-50	*Course Totals*	*3*	*3*	*100%*
	2017	0	0	-
	2019	3	3	100%
AGR-53	*Course Totals*	*13*	*13*	*100%*
	2017	8	8	100%
	2018	5	5	100%
AGR-57	*Course Totals*	*22*	*22*	*100%*
	2017	8	8	100%
	2018	7	7	100%
	2019	7	7	100%
AGR-61	*Course Totals*	*49*	*39*	*80%*
	2016	10	0	0%
	2017	21	21	100%
	2018	18	18	100%
AGR-70	*Course Totals*	*8*	*8*	*100%*
	2017	8	8	100%
	2019	0	0	-
AGR-116	*Course Totals*	*0*	*0*	-
	2017	0	0	-
	2018	0	0	-

Student Learning Outcomes (SLO's) by Modality

Modality	Measure	Academic Year						Modality Average	Modality Totals
		2019	2018	2017	2016	2015	2014		
Face-to-Face	% Attained	93.8%	96.9%	97.7%	28.3%	96.1%	82.6%	82.6%	
	Assessed	80	159	217	60	51	23		590
	Achieved	75	154	212	17	49	19		526
Hybrid	% Attained	-	100.0%	66.7%	-	-	-	83.3%	
	Assessed	-	1	3	-	-	-		4
	Achieved	-	1	2	-	-	-		3

Student Learning Outcomes (SLO's) - All Modalities

All Modalities	Measure	Academic Year						Modality Average	Modality Totals
		2019	2018	2017	2016	2015	2014		
	% Attained	93.8%	98.4%	82.2%	28.3%	96.1%	82.6%	80.2%	
	Assessed	80	160	220	60	51	23		594
	Achieved	75	155	214	17	49	19		529

2. Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments. Consider the impact or influence of the assessment results at the program level. Consider how SLO results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.

Overall, student learning outcomes are very high showing students are meeting the SLOs. These numbers could be retained by increasing our classroom size with laboratory facilities and upgrading the current classroom. Staffing is needed to maintain the success of the program.

Planning Agenda:

List recommendations and actions necessitated by the above evaluation of SLO results. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

Approval of proposed certificate and degree programs will only enhance the SLO results. Additional laboratory classroom space will maintain the high SLO results as well.

C. Student Evaluation Summary

The student survey portion of the evaluation procedure is designed to solicit comments concerning the program only, and is not an evaluation of instructors (See Attachment C, Student Survey).

An anonymous questionnaire is considered to be the most effective format. This will encourage the students to be frank in their responses. The student evaluation will be scheduled and administered by the Office of Instruction during October/November and February/March of each instructional review process. The Office of Instruction staff will consult with the members of the self-evaluation group to determine the student sampling

and consider any program-specific revisions to the student survey. The sampling will consist of a minimum of three core courses and other courses as selected by the self-evaluation team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

Description/Evaluation:

Attach Student Evaluation Summary provided by Office of Academic Services and provide an analysis of the results of the student evaluations

There was only 5 students that filled out the survey. When looking at those 5 responses, it was favorable. Students had what they needed to successfully complete the classes. The students took the classes for a variety of reasons but all students were transfer students.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

According to the USDA.gov website, employment is increasing. According to their statistics 54,400 jobs will be available and only 29,300 graduates in agriculture. That leaves a 45% shortage that will come from other fields. The bureau of labor statistics expects the biggest growth to be in the field of veterinary technology. This field is expected to have the biggest growth over the next eight years.

III. Curriculum

A. Degrees and/or Certificates

Description/Evaluation:

- List degree and/or certificates offered in the program. Review/revise two-year plan(s). Update scheduling sequence listed on course outline where needed (course outline and/or program revisions need Curriculum Committee approval) attach the approved two-year plan for each degree and certificate (see Attachment D, Degrees/Certificates by Program). Degree and certificate student learning outcomes, if different from program student learning outcomes, should be included in this section.
- Faculty should analyze progress made on the assessment of program (degree/certificate) learning outcomes
- Evaluate the need for courses, degrees and/or certificates
- Transfer programs: Evaluate the core courses against the major preparation requirements for an entering junior at receiving four-year institutions (e.g. CSU System and UC System).
- Transfer programs: Evaluate the courses against the specific area requirements needed to satisfy the general education requirements for associate degrees and transfer. Consider whether there are adequate opportunities to meet the area requirements in combination with all disciplines within each general education area. Is there an adequate number of course and discipline options within each area, and can those courses be offered in a manner that

maximizes student enrollment in each section? Do courses need to be added or deleted from any general education area?

- Career/Technical programs: Attach dates of Advisory Committee meetings (a minimum of two meeting per year). Reference Committee Member Rosters and Minutes located in the Office of Academic Services. Summarize the advisory committee recommendations for program curriculum enhancement or improved student competencies

- Career/Technical programs: Use advisory committee recommendations, labor market or other standards to answer the following question: Do the core courses in the certificates and degrees meet current employer skill requirements for the field?

- Special Programs: By nature, special programs themselves do not lead to a degree or certificate. However, special programs may have coursework that is included in transfer or vocational degrees or certificates. Note the relationship between special program courses and LCC transfer or vocational degrees or certificates.

Associate in Arts Degree University Studies: Emphasis in Agriculture Science

Total Units for the Associate in Arts Degree: 60 Units **Required Core Courses: 18 Units**

Select 18 units from the following:		Units
Course No		
AGR 1	Agricultural Accounting	3.0
AGR 2	Agricultural Economics	3.0
AGR 10	Introduction to Animal Science	3.0
AGR 13	Feeds and Feeding	3.0
AGR 20	Introduction to Plant Science	4.0

Associate in Science Degree: Agriculture Business for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units
Total Core Units: 21-24 Units
Required Core Units: 12-14

Course No	Course Title	Units
AGR 19	Soil Science ***OR***	3.0
CHEM 1A	General Chemistry I	5.0
AGR 2	Agricultural Economics	3.0
MATH 40	Elementary Statistics	3.0
ECON 10	Macro-Economics	3.0
Required Electives: 9-10 Units		
AGR 1	Agricultural Accounting	3.0
AGR 3	Intro to Agricultural Business	3.0
AGR 10	Intro to Animal Science ***OR***	3.0
AGR 20	Intro to Plant Science	4.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Associate in Science Degree: Agriculture Animal Science for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units
Total Core Units: 20 Units
Required Core Units: 14

Course No	Course Title	Units
AGR 2	Agricultural Economics ***OR***	3.0
ECON 11	Micro-Economics	3.0
AGR 10	Intro to Animal Science	3.0
CHEM 1A	General Chemistry I	5.0
MATH 40	Elementary Statistics	3.0

Required Electives: 6 Units one course from each area:
Area 1: Animal Production

AGR 11	Beef Cattle Production	3.0
AGR 14	Equine Science	3.0

Area 2: Animal Heath

AGR 12	Animal Health and Sanitation	3.0
AGR 13	Feeds and Feeding	3.0

Completion of either the CSU General Education or IGETC option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Associate in Science Degree: Agriculture Science and Technology

Total Units for the Associate in Science Degree: 60 units

Required Core Courses: 31 Units

Course No	Course Title	Units
AGR 1	Agricultural Accounting ***OR***	3.0
BUS 13	Basic Accounting	3.0
AGR 2	Agricultural Economics	3.0
AGR 9	Food Animal Selection	3.0
AGR 10	Introduction to Animal Science	3.0
AGR 11	Beef Cattle Production	3.0
AGR 13	Feeds and Feeding	3.0
AGR 14	Equine Science	3.0
AGR 19	Introduction to Soil Science	3.0
AGR 20	Introduction to Plant Science	4.0

Certificate of Achievement: Agriculture Science and Technology

Total Units for the Certificate of Achievement Agriculture Science and Technology: 34 Units

Required Core Courses: 31 Units

Course No	Course Title	Units
AGR 1	Agricultural Accounting ***OR***	3.0
BUS 13	Basic Accounting	3.0
AGR 2	Agricultural Economics	3.0
AGR 9	Food Animal Selection	3.0
AGR 10	Introduction to Animal Science	3.0
AGR 11	Beef Cattle Production	3.0
AGR 13	Feeds and Feeding	3.0
AGR 14	Equine Science	3.0
AGR 19	Introduction to Soil Science	3.0
AGR 20	Introduction to Plant Science	4.0

Certificate of Accomplishment: Agriculture Business

Total Units for the Certificate of Accomplishment–Agriculture Business: 11 Units

Required Core Courses: 11 Units

Course No	Course Title	Units
AGR 1	Agricultural Accounting	3.0
AGR 2	Agricultural Economics	3.0

Certificate of Accomplishment: Animal Science

Total Units for the Certificate of Accomplishment:

Animal Science: 15 Units

Course No	Course Title	Units
AGR 8	Introduction to Animal Production	3.0
AGR 10	Introduction to Animal Science	3.0
AGR 11	Beef Cattle Production	3.0

AGR 1 - Agricultural Accounting

3.0 units

CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

The Study of the principles of agricultural accounting systems and types of records, their use and how to compute, and use measures of earnings and cost of production to improve agribusiness efficiency. Also included are farm income tax, Social Security, and employee payroll records. Application of these concepts and methods through hands-on projects developing computer-based solutions for

agriculture business.

AGR 2 - Agricultural Economics
3.0 units
CSU/UC
General Education Area B
CSU GE Area D2
IGETC Area 4B
C-ID AG-AB 124
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Study of agriculture and farming in the economic system; basic economic concepts, and problems of agriculture; pricing and marketing problems, factors of production; and state and federal farm programs affecting the farmer's economic position.

AGR 3 - Introduction to Agriculture Business
3.0 units
CSU/UC
C-ID AG-AB 104
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course is a survey and basic understanding of the business and economics of the agriculture industry. It is an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer and the food system. The management principles encountered in the day-to-day operation of an agricultural enterprise are stressed as they relate to the decision-making process.

AGR 4 – Agricultural Sales and Communication
3.0 units
CSU
34 hours lecture/51 hours lab
The study of principles and practices of the selling process: Selling strategies and approaches, why and how people buy, prospecting, territory management and customer service. Self-management, communication, and interpersonal skills necessary in developing leadership qualities and facilitating teamwork within the agribusiness sector will be explored. Students will gain experience through role-play, formal sales presentations, and job shadowing. The course content is organized to give students an in-depth understanding of the factors and influences that affect the agribusiness industry on a day to day basis.

AGR 8 - Introduction to Animal Production
3.0 units
CSU/UC (Unit limitation)
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course is specifically designed for students planning to raise livestock for personal use with limited resources, with emphasis placed on its importance in agriculture and to the local and national economy; common breeds, specialty breeds, terminology, and cycles of production; and its importance and use of the basic sciences in the livestock industry.

AGR 9 - Food Animal Selection
3.0 units
CSU/UC (Unit limitation)
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
34 hours lecture/51 hours lab
An introductory survey of the factors involved in the evaluation of market and breeding livestock used for human consumption. Class activities will be a combination of lecture, visual appraisal, performance data, record keeping, and oral presentation. Introductory course does not require student to compete past the local level.

AGR 10 - Introduction to Animal Science
3.0 units
CSU/UC (Unit limitation)
General Education Area A
CSU GE Area B2
IGETC Area 5B
C-ID AS 104
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
34 hours lecture/51 hours lab
This is a course in principles of Animal Science. Topics will include anatomy, physiology, endocrinology, reproduction, molecular and classical genetics, animal health and animal behavior. The course will provide an overview of the origin, characteristics, adaptation and contribution of farm animals to the agriculture industry. Laboratory exercises will provide an introduction to the empirical method including data collection and analysis.

AGR 11 - Beef Cattle Production
3.0 units
CSU/UC (Unit limitation)
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
34 hours lecture/51 hours lab

Principles and practices of purebred and commercial beef production on farm and range. Feeding, breeding management, housing, health, equipment, marketing, record keeping and other basic factors underlying successful beef production.

AGR 12 – Animal Health and Disease
3.0 units
CSU/UC
34 hours lecture/51 hours lab
Study of common livestock diseases and fundamentals of immunity; includes the livestock technicians role in promoting animal health and the foundation of disease control programs.

AGR 13 - Feeds and Feeding
3.0 units
CSU/UC
C-ID AG-AS 132L
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
34 hours lecture/51 hours lab
The science of animal nutrition; the fundamentals of digestion and absorption in both ruminants and non-ruminants is discussed. The nutritive value of feedstuffs as they related to the formulation of livestock rations will be emphasized.

AGR 14 – Equine Science
3.0 units
CSU/UC
C-ID AG-AS 116L
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
34 hours lecture/51 hours lab
Survey of the equine industry, encompassing the evolution and role of the equine species throughout history, breed selection and development, nutrition, disease, preventative health, reproductive management, basic horsemanship and stabling alternatives.

AGR 19 – Introduction to Soil Science
3.0 units
CSU/UC
GE Area A
CSU GE Area B1
IGETC Area 5A
C-ID AG-PS 128L
34 hours lecture/51 hours lab
The study of soil, physical, chemical and biological properties. Soil classification, derivation, use, function and management; including erosion, moisture retention, structure, cultivation, organic matter and microbiology. Laboratory topics include soil type, classification, soil reaction, soil fertility and physical properties.

AGR 20 - Introduction to Plant Science
4.0 units
CSU/UC
General Education Area A
CSU GE Area B2
IGETC Area 5B
C-ID AG-PS 106L
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture/51 hours lab
This course is an introduction to plant science including structure, growth processes, propagation, physiology, growth media, biological competitors, and post-harvest factors of food, fiber, and ornamental plants.

AGR 21B - Intercollegiate Rodeo
3.0 units
CSU
General Education Area E2
170 hours lab (R)
Intercollegiate rodeo competition – men and women. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

AGR 22 - Rodeo Skills
3.0 units
CSU
153 hours lab
This course is an introduction and practice in the basics of Rodeo Skills. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

AGR 23 - Western Riding and Training
2.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/51 hours lab
This course specializes in the many phases of Western riding and training. It will bring together material which is important to the student

interested in horses as a career. This course will enable the student to show and compete more successfully in the horse industry. It prepares the student to enter the horse business as a riding instructor, trainer or manager.

AGR 30 - Team Roping
3.0 units
CSU
170 hours lab
The study and practice of the fundamentals and techniques of the professional and amateur team roper. Includes safety, technique and horse mastership related to team roping. Skills and proficiencies in this course are enhanced by supervised repetition and practice within class periods.

AGR 31 - Bovine Embryo Transfer
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
42.5 hours lecture/25.5 lab
This course is designed to present Bovine Embryo Transfer subject matter in a seminar format. The embryo transfer process and how it relates to the cattle industry will be studied.

AGR 40 - Basic Agricultural Mechanics
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/102 hours lab
A course designed to teach basic skills required in a farm shop, which includes, but is not limited to equipment repair, metal work, hydraulics and farm construction.

AGR 41 - Farm Tractors and Farm Power
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/102 hours lab
The selection, use, application, operation, service, maintenance, adjustment and handling of minor repairs of wheel and track-type farm tractors. Principles of operation of internal combustion engines will be taught through practical application.

AGR 49 - Agricultural Work Experience 1.00–8.00 units
CSU
General Education Area E1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
75-600 hours lab (R)
This work based learning course is designed to assist students with educational or career goals in agriculture, who are working in the field of agriculture, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

AGR 57 - Beginning Horseshoeing
3.0 units
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
24 hours lecture/68 hours lab
An introduction to the shoeing of horses, utilizing both hot and cold shoes. Also included will be the anatomy and physiology of the horse's hooves with the ability to identify blemishes and soundness. Use of the forge and the making of shoes from bar stock will be presented in addition to the instruction of actually shoeing horses.

AGR 61 - Introduction to Bovine Reproduction
1.5 units
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/25.5 hours lab
This course is designed to give students an understanding of bovine reproduction. This course will focus on the application of artificial insemination and estrous synchronization. During this course both male and female reproduction will be discussed. The course is designed to give students the ability to understand and master the skills of artificial insemination.

AGR 70 - Rodeo Team Roping
1.0 unit
48 hours lab (1 week)
This course is designed for those students interested in expanding their skills in horsemanship, cattle work and team cooperation. This course is highly competitive and will address every phase of team roping. Skills and proficiencies in this course are enhanced by supervised repetition and practice within class periods.

AGR 116 - Pesticide Update
"Continuing Education Requirements"
0.5 units
10 hours lecture (1 week) (R)
A course designed to update licensed pesticide personnel on cha changes in the pesticide industry, laws and regulations, and safety. Repeatable as necessary to maintain certification.

The course offering are working well for the current students in agriculture. The majority of the students are transferring to a university as shown in the student data above. However if we want to tap into a new group students the vet tech degree needs to be implemented. This would open us up to a new pool of students from all around the state, as there is a shortage of these programs.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table at the end of the section for any recommendations requiring institutional action.

Keep being creative of course offerings by working with counseling on offer dates and times. To make that next step and create a program that will draw students from around the state, Vet Tech is the way of the future for Lassen College Agriculture.

B. Courses

Description/Evaluation:

1. Identify courses added or deleted from the instructional program since the last IPR.

   There has been no new courses added since the last program review.

   Courses inactivated are listed below:

AGR 50 - Basic Riding
2.0 units
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/51 hours lab
A course designed to introduce horse care and basic western riding skills. This course covers not only the ability to ride, but an understanding of equipment, conformation, breeds, care and feeding.

AGR 51 - Horsemanship
2.0 units
17 hour lecture/51 hours lab
Intermediate Level: Utilizing natural horsemanship techniques to build confidence and communication between horse and rider. Special instruction in problem solving and preparing the horse and rider for trail horse obstacles, reining and cattle handling.

AGR 53 - Colt Training
2.0 units
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/51 hours lab
This course is designed to present beginning methods of colt training to include catching, creating trust, driving, first ride, first 30 days and loading.

AGR 42 - Farm Surveying, Irrigation and Drainage
3.0 units
CSU
17 hour lecture/102 hours lab
Student will be involved in irrigation and drainage problems concerning pumps, motors, sprinkler systems, pipe lines, ditches, and wells. The use of survey or leveling equipment will be applicable to this course as fields are prepared for irrigation systems.

2. Each course offered within the instructional program must be reviewed for accuracy and currency (see Attachment I, Course List by Program). Review of each course outline should include asking the following questions:
   - Should the Disciplines of Assignment remain the same or be changed?
   - Should the Catalog/Schedule description remain the same or be updated?

- Is the course repeatable? Is the repeatability reflected in the SLOs, Objectives, and Course Content sections? What is the basis for repeatability: legal requirement or increased skill level?
- If the course meets a core requirement within specific degrees or certificates, is it accurately noted on the outline?
- If the course satisfies a specific area within the general education requirement for an associate degree or transfer, is it accurately noted on the outline?
- Are course-level student learning outcomes included on each course outline? Are learning outcomes included for each allowable repetition?
- Does the course require a prerequisite or have recommended preparation? Are content review forms on file for each recommended preparation and/or prerequisite?
- Do any of the learning outcomes or objectives need revision?
- Does any content need to be updated?
- Are any changes necessary in the Methods of Instruction, Assignments, Critical Thinking or Methods of Evaluation sections?
- Is the course being considered for distance education offering? If so, has it been approved for specific distance education delivery?
- Is the textbook current (within the last 7 years for transfer courses) and is the publication date included?
- Does the course outline match the two year plan with regard to sequence of course offerings?

3. Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. When changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that "the course has been reviewed as part of the program review and no changes are necessary." Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.
4. Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.
5. The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents for all certificates and degrees.

All courses have been evaluated by the curriculum committee. See the attached review from the curriculum committee. See attachment A.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table for any recommendations requiring institutional action.

Actions have already been taken by the curriculum committee.

C. Articulation/Integration of Curriculum

Description/Evaluation:

1. Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center)

2. Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (i.e. two courses at Lassen needed to articulate with one course at UC).and the units requirements for Lassen Community College courses as compared to four-year institutions.

1. Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center)

Agriculture
Articulation as of 8/11/19

Lassen Course	C-ID	Cal Poly SLO	CSU Chico	CSU Fresno	Humboldt State
Agr 1			ABUS 261		
Agr 2		AGB 101	ABUS 101		AGRESEC 1
Agr 3	AG-AB 104		ABUS 101		
Agr 8					AN SCI 1
Agr 9		ASCI 226		ASCI 81	AN SCI 21
Agr 10			ANSC 101		AN SCI 41, 41L
Agr 11			ANSC 271	ASCI 21	
Agr 13		ASCI 220	ANSC 230	ASCI 35	
Agr 14				ASCI 51	AN SCI 15
Agr 19	AG-PS 128L				SOIL 260
Agr 20	AG-PS 106L		PSSC 101		
Agr 40		BRAE 121	AGET 120		
Agr 41		BRAE 141	AGET 150	MEAG 3	

Note: CSU Fresno articulation is not current, it is from 2002-04

Agriculture
Articulation as of 9/25/20

Lassen	C-ID	CSU GE	Cal Poly	Cal Poly	CSU Chico	CSU	Humboldt	UC

Course			Pomona	SLO		Fresno	State	Davis	
Agr 1			ABM 2240		ABUS 261	AGBS 31			
Agr 2	AG-AB 124	Area D2		AGB 101	ABUS 101	AGBS 1			AGRESEC 1
Agr 3	AG-AB 104				ABUS 101	AGBS 5			
Agr 4									
Agr 8									AN SCI 1
Agr 9				ASCI 226		ASCI 81			AN SCI 21
Agr 10	AG-AS 104	Area B2&B3	AVS 1112 & 1114L		ANSC 101	ASCI 1			AN SCI 41 & 41L
Agr 11				ASCI 221	ANSC 271	ASCI 21			
Agr 12						ASCI 65			
Agr 13	AG-AS 132L			ASCI 220	ANSC 230	ASCI 35			
Agr 14	AG-AS 116L			ASCI 224		ASCI 51			AN SCI 15
Agr 19	AG-PS 128L	Area B1&B3					SOIL 260		
Agr 20	AG-PS 106L	Area B2&B3		AEPS 120	PSSC 101				
Agr 31									
Agr 40				BRAE 121	AGET 120				
Agr 41				BRAE 141	AGET 150				

Planning Agenda:

Complete Student Services Planning table (see below) for any proposed changes to articulation or C-ID designation

Ag 31 is the embryo transfer course however, Lassen is the only college offering this type of class. Ag 4 has not yet been taught and possibly not up to date as far as articulation. There are some courses that are articulated to some colleges and not others. More research will be conducted to find out why that is.

III. Scheduling and Enrollment Patterns

Description/Evaluation:

1. Describe and explain any deviation from the two-year plan in course scheduling during the last four years.

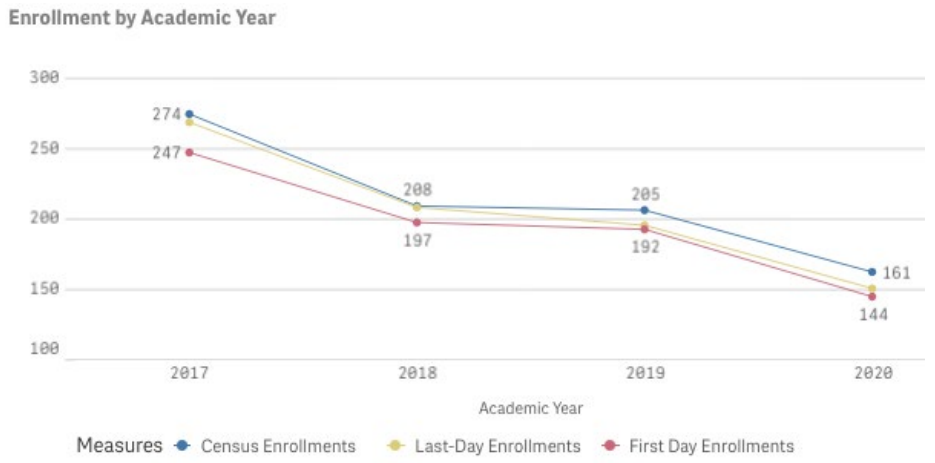
There has been very little deviation from the two-year schedule, which is a challenge in the agriculture department as the course are on a two-year rotation. There should be no deviation in the scheduling.

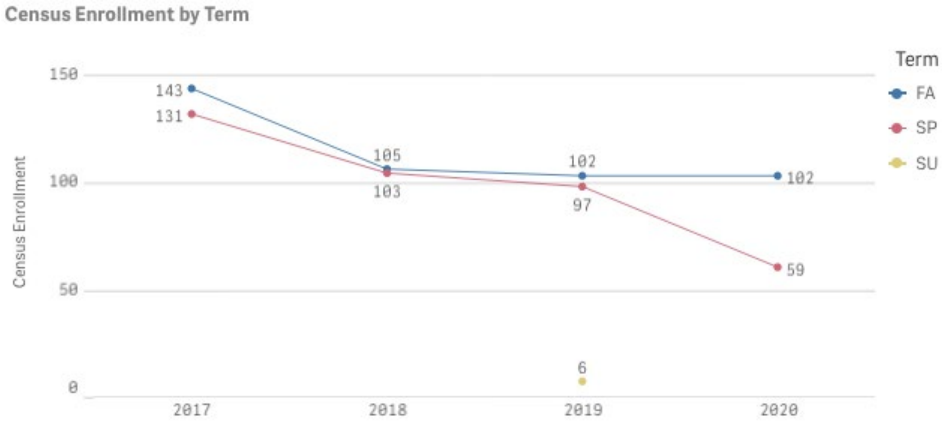
2. Evaluate the relationship between schedule, enrollment patterns and FTE generated statistics.

There is a decrease in enrollments as we get to covid scheduling. This is showing a decline in

enrollment. It should show an increase this last semester and with any luck, that trend will continue in the future.

ENROLLMENTS





3. Using FTE data provided, evaluate how the scheduling of courses within the program has served the needs of a variety of students (e.g. day, evening, single parents, employed full-time). Include the following considerations:
   a. Number of sections (too many/too few to serve student needs)
   b. Variety of times (three times a week, twice a week, one day a week and morning/afternoon/evening)
   c. Length of courses (traditional semester/short term)
   d. Method of delivery (traditional/technology-mediated/correspondence delivered instruction).

The agriculture department is small and works hard to offer courses at times that students can take them. This is done by working with counseling and finding time slots that fit the majority of the students. This process cannot fit everyone as we do not have enough students to offer more than one section of a class in less than a two year period.

4. Evaluate student access to general education courses within the context of the scheduling of the instructional program courses.

It is a constant effort to offer classes that do not interfere with general education courses. This is done by offering course primarily on Tuesday and Thursdays and evenings.

Planning Agenda:

Complete Academic Planning table (see below) for any proposed changes in the schedule that might improve enrollment patterns and better meet student needs.

N/A

IV. Equipment

Description/Evaluation:

List capital outlay equipment, age of equipment and replacement schedule Trucks

	License Number	Life expectancy
2000 ford diesel	e1030686	4 years
2000 ford ranger		1 year
2018 Ford Diesel		10 years

Trailers	License number	
6 horse slant Sooner	1030681	5 years
Titan stock combo		15 years
Econ-lite	1000600	1 year
Flat bed Gooseneck	e318139	needs work
Flat bed pull trailer		needs work
Two horse trailer	No Plates Brown Mile	not usable
Ford Tractor	Carl Moyer	not usable
John Deere Tractor 90 horse		5 years
John Deere Tractor 70 horse		10 years
Greenhouse		1 year

Miscellaneous equipment for the agriculture department

√	computers with printers	need to be hooked up
√	Miller Welder	
√	New Lincoln welder /with hand tools in trailer	New
√	Cutting torch and tanks	5 year
√	Grinder	
√	Tool Chest	
√	Hi-Qual Squeeze chute	5 years
√	Hi-qual Sweep and Crowd alley	5years
√	True test Scale	5 years
√	Ultra sound/ new	10 years
√	Semen tank	10 years
√	8 Compound Microscopes	1 years
√	6 dissecting microscopes	1 years
√	6 horse-shoeing forges	5 years
√	Incubator	5 years
√	Embryo Freezer	old needs update

√	2 cattle blowers	5 years
√	2 fitting stations	5 years
√	8 fence line feeders	15 years
√	Show box	5 years
√	Brush mower for tractor	10 years
√	Welding trailer	10 year
√	Repro simulator	10 years
√	Two sets of aluminum bleachers	12 years
√	Ultrasound machine	

1. Identify any existing equipment maintenance/service agreements

There are no existing equipment maintenance or service agreements.

2. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.

Equipment has been being replaced as it wears out, right now the Perkins money is set aside to replace the aged embryo freezer.

3. Evaluate the effectiveness of and need for additional maintenance/service agreements.

Most of the equipment has been serviced though the farm power class. Not a big need for extended service contracts.

4. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

Obviously, we have an unending need for equipment for classes such has farm power. This class needs more equipment to train students better. If the Vet Tech program moves forward then equipment for that program will be substantial.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, Facilities Planning, or Technology Planning tables as appropriate for any recommendations requiring institutional action.

Equipment is always an important need for a vocation program, however the biggest place of improvement for equipment would be an up-to-date green house. The current one is old and requires constant maintenance. It is also very cumbersome with a full class trying to work as it is two small with very poor ventilation.
The second big need would be equipment and facilities to start a vet tech program.

V: Outside Compliance Issues (if appropriate for program) Description:

If appropriate, describe the role of outside compliance issues on the Special Program.

No compliance Issues

Evaluation:

Assess changes in compliance or identification of compliance-related needs and the impact on the Special Program.

None

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

Serious planning need to be for an updated green house. This is the main lab facility for the AGR 20 class and it is just not sufficient for training students in modern greenhouse management.

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section One that do not require institutional action (i.e. curriculum development) in order of program priority.

Development of the veterinarian technician certificate and curriculum.

B. Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section One that should be included in Lassen College's planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Education Master Plan: The EMP addresses the instructional planning needs of the college.

Agriculture, 2022

** Note: "Estimated Cost" includes calculated Total Cost of Ownership as described in Section I*

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost * (implementation & ongoing)	Expected Outcome
1	Vet Tech Program	2022-2023	$$$$	Program growth
2	greenhouse	2022-2023	$30,000	Increase student access
1	Agriculture animal facilities	2022-2023	50,0000	Increase student learning

Prioritized Recommendation for Inclusion in Student Services Master Plan: The SSMP

highlights the services needed to maximize the student experience through a variety of key student support services.

Agriculture 2022

** Note: "Estimated Cost" includes calculated Total Cost of Ownership as described in Section I*

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost * (implementation & ongoing)	Expected Outcome

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan: The IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

Agriculture 2022

** Note: "Estimated Cost" includes calculated Total Cost of Ownership as described in Section I*

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost * (implementation & ongoing)	Expected Outcome

Section Two: Human Resource Planning

I. . Program Staffing

Description/Evaluation:

1. List the current staffing for the program include: full-time and part-time faculty positions, instructional assistants and classified staff

1- Full-time faculty
3- part-time faculty

1- ISS part time

2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Clerical support by the Office of Academic Services and work-study needs may be included.

The Agriculture department is handling classes with the current instructors. There is one full time faculty member and numerous part time faculty members currently employed by the college for the agriculture department. The program has room to expand but can't with the current staff.
One part time ISS position is not enough to keep the facility in a respectable order and assist with lab courses offered. Student workers and faculty have tried to pick up the extra. This has been very taxing on those positions. Agriculture ISS is a seven day a week job, one support position only covers 5 days. Two days a week are completely covered by faculty and students. This creates a challenge in the facility area. It is impossible for one half time person to manage our facilities and keep up with maintenance. This is a critical area as it is a hub for most of the students and a first contact point for new and prospective students. It needs to be a priority to increase the personnel in the area of agriculture support staff. At this point the program is planning for expansion; a full time faculty replacement position is a must. This would set the program for sustainable growth. Agriculture has the ability to grow student numbers, however if numbers grow there is not enough staff to maintain the contact with the students.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

1. Need additional staff for upkeep of agriculture grounds and caring for animals. This requires more than one support staff due to the labor of caring for animals that must occur every day of the week and year.
2. Instructor for the set up and implementation of Vet Tech program.

II. Professional Development

Description/Evaluation:

1. If available, reference Flex Contracts for full-time faculty teaching in the program for each of the last two years. [Copies may be available in the Office of Instruction].

The faculty in the agriculture area are very active in their profession. This allows them to be current in the agriculture industry. There are many trainings and activities done for the youth in the county. Along with this a current membership is being kept in the California Agriculture Teachers Associations (CATA). The faculty has been attending professional development at the yearend state conference; this is a yearly meeting that focusses on changes in the industry that will drive curriculum changes. Faculty are also

active in farm bureau and State and National Cattlemen's organizations. Last year attending the national cattlemen's college in Nashville Tennessee.

2. Describe the professional development and professional activities of the program faculty/instructional assistants in addition to flex obligation relevant to program improvement that has occurred during the period under review. (Workshops, conferences, staff development, sabbatical leaves, work experience, etc.)

   Faculty events for the past two years are listed below:

   1. California Cattlemen's Association- Local and state
   2. NCBA
   3. CATA – Local – Sectional - State
   4. Lassen county Fair carcass contest
   5. State and Local Farm Bureau
   6. Pork Producers Council meeting
   7. 4-H and FFA Skills days – Local and Regional

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

It is obvious that more support staff is needed in the agriculture area. This could be done with another ISS dedicated to Agriculture or a part time maintenance position to keep facilities in good repair. Carrying for animals in the agriculture department is a 7 day a week, 365 day a year job. There is not enough staff to handle carrying for the livestock on the campus and keeping the facilities in good repair. This need will greatly increase when the vet tech certificate program is developed.

III. Student Outcomes

Description/Evaluation:

Description/ Evaluation:

Describe any results from assessment of learning outcomes that affect human resource planning.
Student outcomes can improve with a better facilities and a facility that is better cared for. Students need to be trained in an area that is equivalent to that of what they could be working in after graduation. The current facilities does not meet this standard. This is the reason for off campus labs and research projects.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional

action.

Additional maintenance staff would assist in caring for the livestock needed for the instruction of several agricultural courses. This livestock is essential for student learning and we therefore have an obligation to care for them. Presenting quality grounds and a good learning environments will only continue to raise and support the positive numbers in the agricultural department.

IV. Prioritized Recommendation

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Two that do not require institutional action (i.e. curriculum development) in order of program priority.

N/A

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Human Recourse Master Plan: The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully-staffed and highly functioning team of employees.

Agriculture, 2022

** Note: "Estimated Cost" includes calculated Total Cost of Ownership as described in Section I*

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost * (implementation & ongoing)	Expected Outcome
	ISS or Maintenance position	Immediately	80,000	Improve learning, address current labor law issues, care for animals, maintain facilities
	Vet tech instructor /program set up	2022-2023	30,0000	Increase student numbers

Section Three: Facilities Planning

I. . Facilities

Description/Evaluation:

Describe and evaluate the Lassen Community College facilities available to the program.

Currently the agricultural classroom has areas that are carpeted and then areas that are not carpeted which presents a tripping hazard for students. The classroom also has large open holes in the walls that allows cold outside air to come in. Our classroom does not represent the agricultural department nor LCC well.

The field of agriculture is a highly science based field. This requires lots of lab work and equipment. We do not currently have an adequate space to conduct lab classwork. We have an existing barn that was built with lab classrooms included in the plans however, those were never completed. Having these classrooms would greatly enhance the student experience and success in courses.

1. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)

   None

2. Describe any facilities needs identified by assessments of student learning outcomes

The current classroom is in desperate need of repairs to create a proper classroom and learning environment. The flooring needs to be changed to eliminate tripping hazards and the walls need to be repaired so they don't have holes leading directly outside. We are also in need of a laboratory area for current courses as well as future vet tech classes. The current animal holding and handling are facilities below industry standards and should be up graded.

3. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

Currently the issues in the agriculture classroom prevent a safety hazard to the students and the instructors. A new laboratory classroom area would greatly enhance the student success and ability to expand the lab portion of the current and future classes. Along with the classroom up grades would be animal holding and handling facilities to promote student learning.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

Upgrades to the agriculture facility is needed and additional staff to maintain current facility

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Three that do not require institutional action (i.e. curriculum development) in order of program priority.

none

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in the Facilities Master Plan: The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

Agriculture, 2022

** Note: "Estimated Cost" includes calculated Total Cost of Ownership as described in Section I*

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost * (implementation & ongoing)	Expected Outcome
	Agriculture lab room	2023	150,000	Increased enrollment and student success
	Animal Holding facilities	2023	40,000	Safety of animals and students on campus
	Animal Handling Facilities	2023	20,000	Safety of animals and students

Section Four: Technology Planning

I. . Technology

Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructionalsupport.

Agriculture has a working lap top and a smart board in the classroom. The department has a new printer, has not been hooked up yet. You don't realize the challenges with no printer until you don't have one.

2. Describe any technology and technology support needs identified by assessment of student learning outcomes.

Technology changes so quickly there is always a need; some of the new technology in agriculture is animal management and tracking systems. This is a computer software system that works with each animal individually for record keeping and disease trace back systems. I would be very beneficial for the students to invest in the Grow Safe technology for the animal science students. I could list many others from drones to measure water content to smart tags, which record all animals' functions and can report back to your phone.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

Click here to enter text. Ask yourself "What are we going to change?" Go into detail here and provide a snap shot of the items in the table below

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action (i.e. curriculum development) in order of program priority.

Set up printer in Agriculture office

Prioritized Recommendation for Inclusion in the Planning Process

List all recommendations made in Section Four that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations Inclusion in Institutional Technology Master Plan: The ITMP addresses the technology needs of the campus.

Agriculture, 2022

** Note: "Estimated Cost" includes calculated Total Cost of Ownership as described in Section I*

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost * (implementation & ongoing)	*F* Expected Outcome
	RFID Management system	2021-2024	10,000	Increase student learning
	Growsafe system	2024-2025	100,000	Increase student learning

(IPR Template) Attachment A:

Lassen Community College
Status of Curriculum Reviews

Agriculture Instructional Program Review
Status of Curriculum Review May 3, 2022

Course	Curriculum Committee Review Completed	Curriculum Committee Review Not Completed	Course SLO mapping Curriculum Committee reviewed
AGR 1 Agricultural Accounting	03/15/2022		04/06/2021
AGR 2 Agricultural Economics	03/15/2022		04/06/2021
AGR 3 Introduction to Agriculture Business	03/15/2022		04/06/2021
AGR 4 Agriculture Sales and Communication	03/15/2022		04/06/2021
AGR 8 Introduction to Animal Production	03/15/2022		04/06/2021
AGR 9 Food Animal Selection	03/15/2022		04/06/2021
AGR 10 Introduction to Animal Science	03/15/2022		04/06/2021
AGR 11 Beef Cattle Production	03/15/2022		04/06/2021
AGR 12 Animal Health and Disease	03/15/2022		04/06/2021
AGR 13 Feeds and Feeding	03/15/2022		04/06/2021
AGR 14 Equine Science (Name changed)	03/15/2022		04/06/2021
AGR 19 Introduction to Soil Science	03/15/2022		04/06/2021
AGR 20 Introduction to Plant Science	03/15/2022		04/06/2021
AGR 21B Intercollegiate Rodeo	03/15/2022		04/06/2021
AGR 22 Rodeo Skills	03/15/2022		04/06/2021
AGR 23 Western Riding and Training	03/15/2022		04/06/2021
AGR 30 Team Roping	04/06/2021 Inactivated		
AGR 31 Bovine Embryo Transfer	03/15/2022		04/06/2021
AGR 40 Basic Agricultural Mechanics	03/15/2022		04/06/2021
AGR 41 Farm Tractors and Farm Power	03/15/2022		04/06/2021

Lassen Community College
Status of Curriculum Reviews

AGR 42 Farm Surveying, Irrigation and Drainage	03/15/2022		04/06/2021
AGR 50 Basic Riding	Inactivated 03/15/2022		04/06/2021
AGR 51 Horsemanship	Inactivated 03/15/2022		04/06/2021
AGR 53 Colt Training	Inactivated 03/15/2022		04/06/2021
AGR 57 Beginning Horseshoeing	03/15/2022		04/06/2021
AGR 61 Introduction to Bovine Reproduction	03/15/2022		04/06/2021
AGR 70 Rodeo Team Roping	03/15/2022		04/06/2021
AGR 116 Pesticide Update 'Continuing Education Requirements'	03/15/2022		04/06/2021
Program	**Curriculum Committee Review Completed**		**Program PSLO mapping Curriculum Committee reviewed**
AA University Studies: Emphasis in Agriculture Sciences	02/15/2022		05/03/2022
AS Agriculture Animal Science for Transfer	03/15/2022		05/03/2022
AS Agriculture Business for Transfer	04/19/2022		05/03/2022
AS Agriculture Science & Technology	04/19/2022		05/03/2022
Certificate of Achievement - Agriculture Science & Technology	02/15/2022		05/03/2022
Certificate of Accomplishment – Animal Science	Inactivated 02/15/2022		05/03/2022
Certificate of Accomplishment – Agriculture Business	Inactivated 02/15/2022		05/03/2022
Certificate of Accomplishment – Agriculture Irrigation	Inactivated 02/15/2022		Inactivated
Certificate of Accomplishment – Horsemanship	Inactivated 02/15/2022		Inactivated

Lassen Community College
Status of Curriculum Reviews

Brian Wolf, Subject Area Faculty Signature — Date: 5-9-2022

Chad Lewis, Curriculum and Academic Standards Committee Chair Signature — Date: 5/4/22

Michell Williams, Interim Dean of Instruction — Date: 5/9/2022

(IPR Template) Attachment B:

Instructional Program Review (IPR) Data -ADDENDUM

Program: Agriculture (AGR)

Academic Year: 2017-18, 2018-19, 2019-20 and 2020-21

The data in the addendum is in addition to the previously issued IPR Data document.

This document provides additional data to previously provided AGR program Student Learning Outcomes (SLO's) assessment results, and subsequent contributions of those outcomes results to higher level learning outcomes of the AGR program and to the and Strategic Goals of the institution.

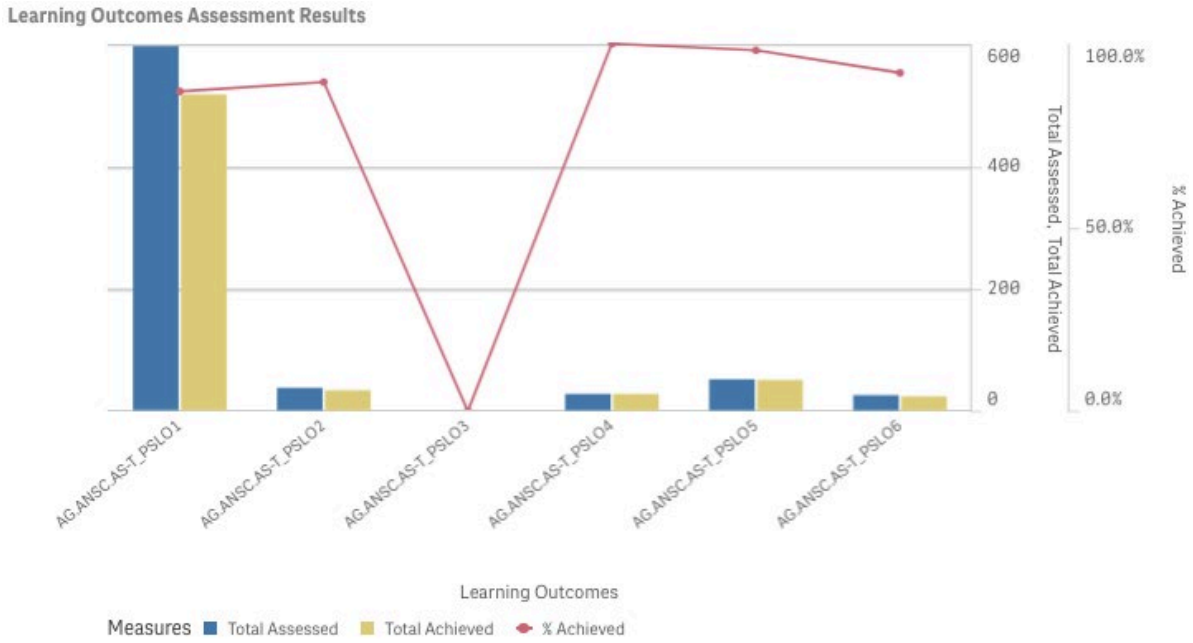
Therefore, all data listed in this report is based solely on the assessment results of AGR Program Course SLO's being mapped to the higher-level learning outcomes of the institution and institutional Strategic Goals.

PROGRAM LEARNING OUTCOMES (PSLOs)

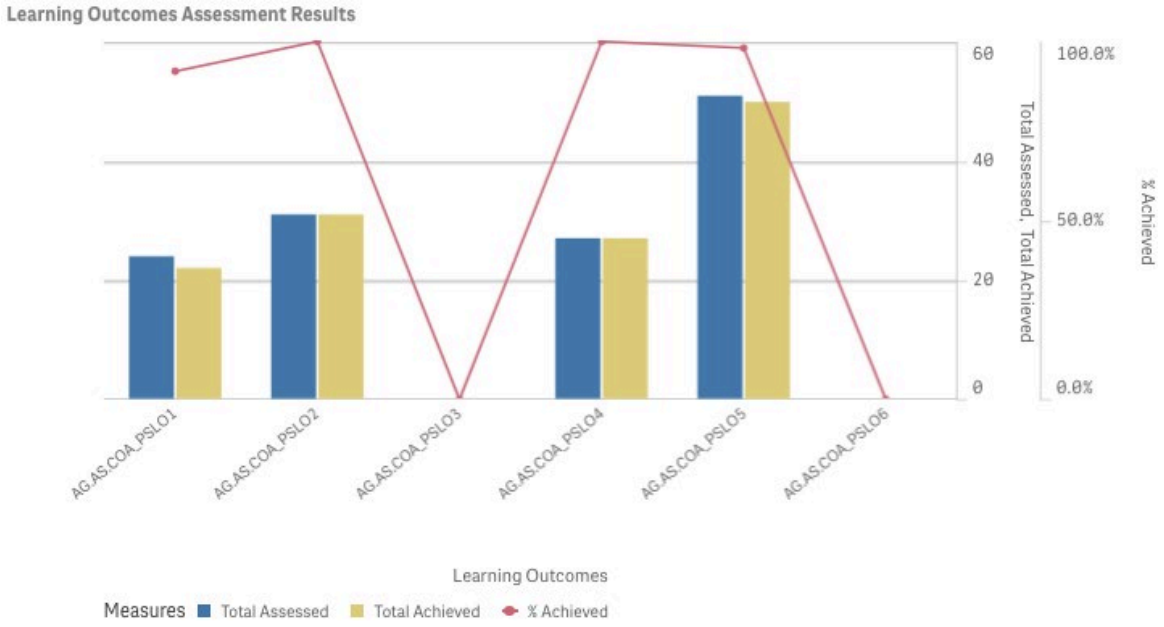
Learning Outcomes Descriptions + Results

Learning Outcomes	Assessment Method	Total Assessed	Total Achieved	% Achieved
Totals		2,442	2,202	90.2%
AG.ANSC.AS-T_PSLO1	Evaluate common management practices for farm animal health and reproduction.	597	518	86.8%
AG.ANSC.AS-T_PSLO2	Evaluate a genetic data sheet and rank the animals for a given scenario.	37	33	89.2%
AG.ANSC.AS-T_PSLO3	Plan a ranch management calendar for major animal species.	0	0	-
AG.ANSC.AS-T_PSLO4	Plan a breeding program to maximize maternal heterosis	27	27	100.0%
AG.ANSC.AS-T_PSLO5	Balance a ration using least cost principles.	51	50	98.0%
AG.ANSC.AS-T_PSLO6	Evaluate an animal production operation evaluating all production practices.	25	23	92.0%
AG.AS.COA_PSLO1	Evaluate common management practices for farm animal health and reproduction.	24	22	91.7%
AG.AS.COA_PSLO2	Evaluate a genetic data sheet and rank the animals for a given scenario.	31	31	100.0%
AG.AS.COA_PSLO3	Plan a ranch management calendar for major animal species.	0	0	-
AG.AS.COA_PSLO4	Plan a breeding program to maximize maternal heterosis.	27	27	100.0%
AG.AS.COA_PSLO5	Balance a ration using least cost principles.	51	50	98.0%
AG.AS.COA_PSLO6	Evaluate an animal production operation evaluating all production practices.	0	0	-
AG.BUS.AS-T_PSLO1	Analyze and make business decisions based on a business model	526	451	85.7%
AG.BUS.AS-T_PSLO2	Make business decisions using supply and demand	59	53	89.8%
AG.BUS.AS-T_PSLO3	Effectively and efficiently use computer programs, including Word and Excel	0	0	-
AG.BUS.AS-T_PSLO4	Demonstrate an understanding of accrual accounting.	32	29	90.6%
AG.BUS.COA_PSLO1	Analyze and make business decisions based on a business model.	77	69	89.6%
AG.BUS.COA_PSLO2	Make business decisions using supply and demand.	59	53	89.8%
AG.BUS.COA_PSLO3	Effectively and efficiently use computer programs, including Word and Excel.	0	0	-
AG.BUS.COA_PSLO4	Demonstrate an understanding of accrual accounting.	32	29	90.6%
AG.HM.COA_PSLO1	Analyze pedigrees, evaluate horses for correct structure and balance, and select the most complete horse for the required task and design appropriate training program.	9	9	100.0%
AG.HM.COA_PSLO2	Demonstrate comprehension of correct procedures for horses and apply those practices in order to produce a well-trained horse in the Western or English disciplines.	85	82	96.5%
AG.IR.COA_PSLO1	Analyze and make recommendation to improve the soil and positively impaction the successful propagation of Plants	43	42	97.7%
AG.IR.COA_PSLO2	Students will be able to implement at least two different irrigation systems	0	0	-
AG.IR.COA_PSLO3	Explain water movement in soil and understand water holding capacity.	0	0	-
AG.US.AGSC.AA_PSLO1	Demonstrate effective animal husbandry skills, analyze the current market in order to sell the crop or animal at a premium and report the profit or loss, in a ranching situation.	17	15	88.2%
AG.US.AGSC.AA_PSLO2	Apply effective business, sales and marketing skills when presented with an agribusiness situation.	142	132	93.0%
AG.US.AGSC.AA_PSLO3	Demonstrate an understanding of the basic methodologies of science.	137	131	95.6%
AGGN.AS_PSLO1	Demonstrate effective animal husbandry skills, analyze the current market in order to sell the crop or animal at a premium and report the profit or loss, in a ranching situation.	17	15	88.2%
AGGN.AS_PSLO2	Apply effective business, sales and marketing skills when presented with an agribusiness situation.	160	148	92.5%
AGGN.CA_PSLO1	Demonstrate effective animal husbandry skills, analyze the current market in order to sell the crop or animal at a premium and report the profit or loss, in a ranching situation.	17	15	88.2%
AGGN.CA_PSLO2	Apply effective business, sales and marketing skills when presented with an agribusiness situation.	160	148	92.5%

AGR Program PSLO's

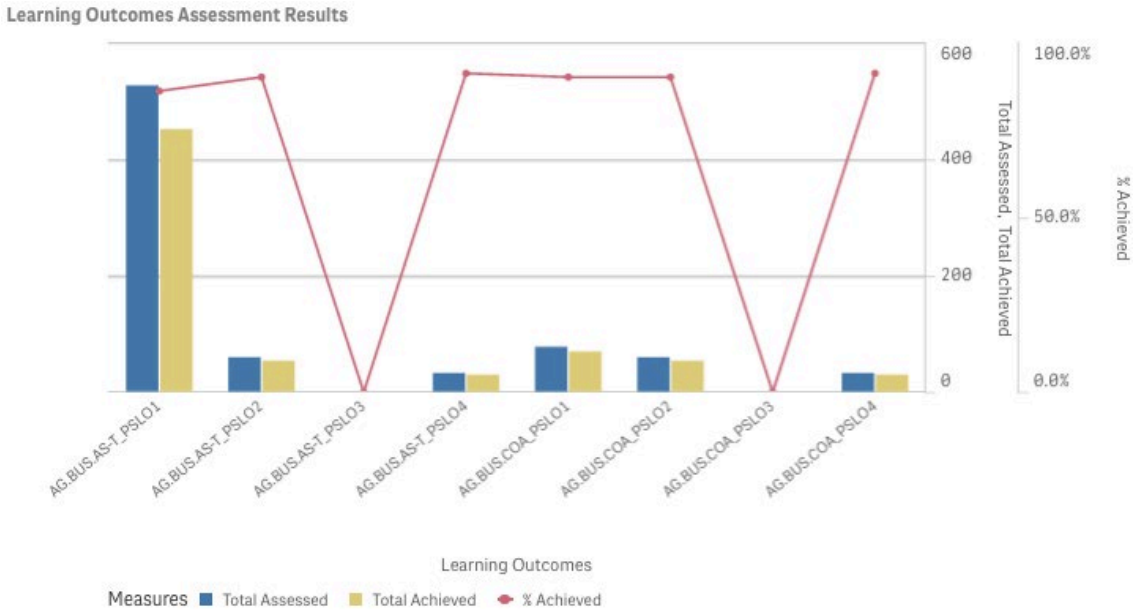


AGR Program PSLO's (AG.ANSC.AS-T)

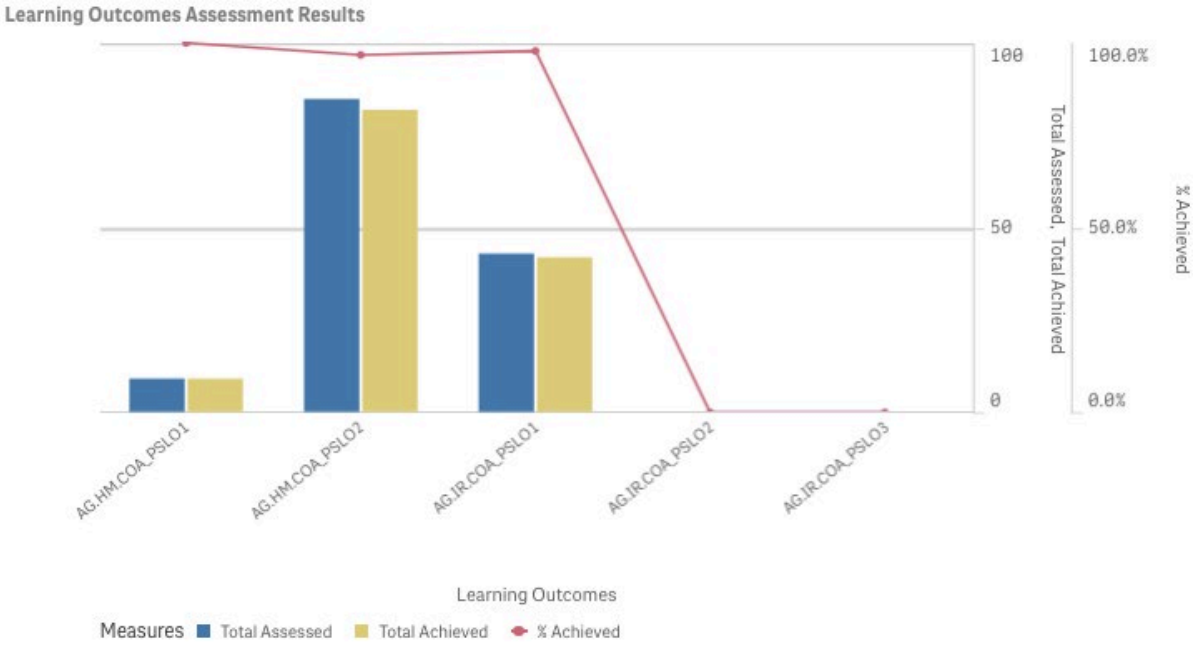


AGR Program PSLO's (AG.AS.COA)

AGR Program PSLO's (AG.BUS.AS-T, AG.BUS.COA,)



AGR Program PSLO's (AG.BUS.AS-T, AG.BUS.COA)



AGR Program PSLO's (AG.HM.COA, AG.IR.COA)

AGR Program PSLO's (AG.US.AGSC.AA, AGGN.CA)

GENERAL EDUCATION LEARNING OUTCOMES (GESLOs)

Learning Outcomes Descriptions + Results

Learning Outcomes	Assessment Method	Total Assessed	Total Achieved	% Achieved
Totals		6,241	4,964	79.5%
GESLO 1	Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquiries.	2,330	1,844	79.1%
GESLO 2	Explain and analyze relationships between science and other human activities.	61	43	70.5%
GESLO 3	Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.	0	0	-
GESLO 4	Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and a...	0	0	-
GESLO 5	Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.	1,323	994	75.1%
GESLO 6	Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.	42	40	95.2%
GESLO 7	Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.	2,448	2,007	82.0%
GESLO 8	Demonstrate appreciation of themselves as living organisms through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.	37	36	97.3%

AGR Program Alignment with and Contribution to GESLO's

Learning Outcomes Assessment Results

AGR Program Alignment with and Contribution to GESLO's

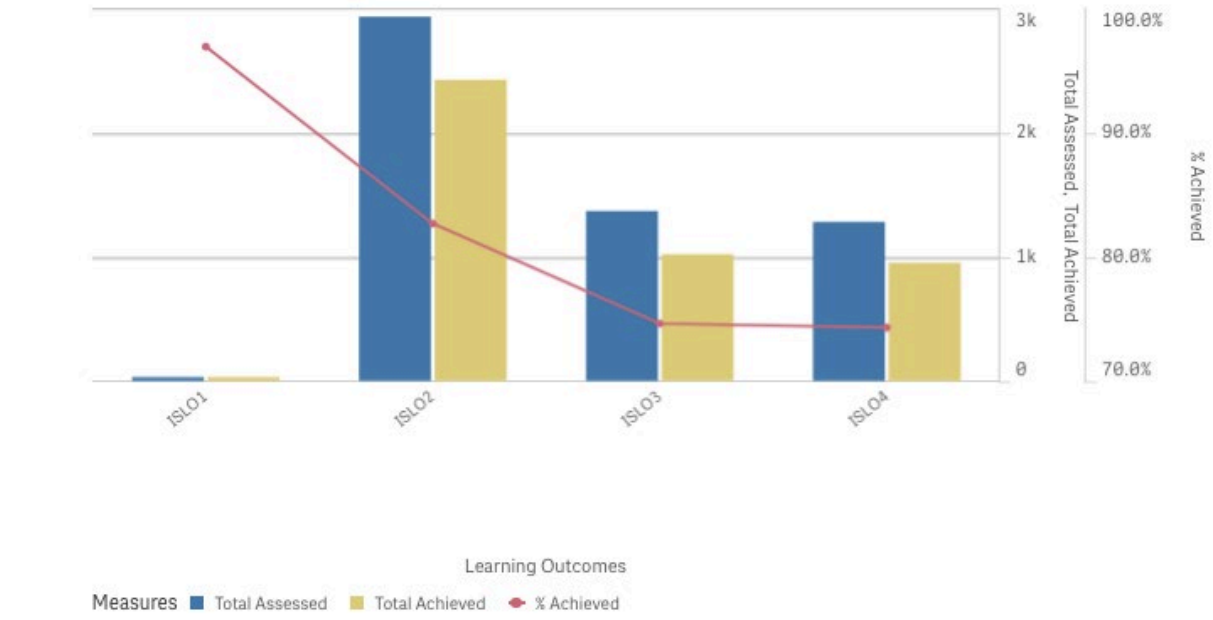
INSTITUTIONAL LEARNING OUTCOMES (ISLOs)

Learning Outcomes Descriptions + Results

Learning Outcomes	Assessment Method	Total Assessed	Total Achieved	% Achieved
Totals		5,611	4,425	78.9%
ISLO1	Communication: Ability to listen and read with comprehension and the ability to write and speak effectively.	31	30	96.8%
ISLO2	Critical Thinking: Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired o...	2,932	2,423	82.6%
ISLO3	Lifelong Learning: Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; abili...	1,368	1,021	74.6%
ISLO4	Personal/Interpersonal Responsibility: Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate wit...	1,280	951	74.3%

AGR Program Alignment with and Contribution to ISLO's

Learning Outcomes Assessment Results



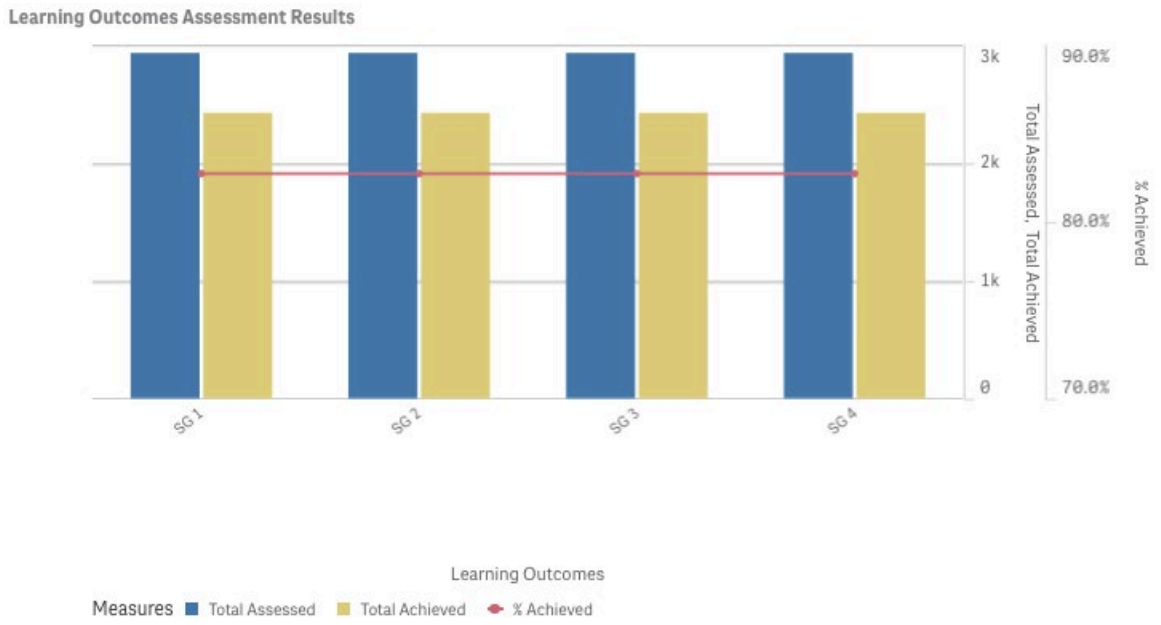
AGR Program Alignment with and Contribution to ISLO's

LCC STRATEGIC GOALS

Learning Outcomes Descriptions + Results

Learning Outcomes	Assessment Method	Total Assessed	Total Achieved	% Achieved
Totals		11,728	9,692	82.6%
SG 1	Institutional Effectiveness: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning environment, while ensuring responsible stewardship of public trust and resource...	2,932	2,423	82.6%
SG 2	Learning Opportunities: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.	2,932	2,423	82.6%
SG 3	Resource Management: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.	2,932	2,423	82.6%
SG 4	Student Success: Provide a college environment that reaches out to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degr...	2,932	2,423	82.6%

AGR Program Alignment with and Contribution to LCC Strategic Goals



AGR Program Alignment with and Contribution to LCC Strategic Goals

(IPR Template) Attachment C:

CTE Advisory Committee Agenda

Agriculture Advisory Committee

Meeting Date: 12/21/2021
Meeting Time: 5:30pm
Meeting Location: Pizza Factory, Susanville
Committee Members/Invitees:

1. Trevor Wood	Present	Woods Ranch
2. Jack Hanson		Cattle Rancher
3. Petra Finks	Present	Horse Trainer
4. Joe Egan		Farm Credit
5. Holly Egan		FFA advisors
6. Brad Hanson		Plumas Bank
7. Dr. Wayne Cockrell	Present	Thompson Peak Veterinary service
8. Sandy Fortin	Present	4-H-FFA Community Leader,
9. Ramsey Wood	Present	Wood Ranch
10. Melissa McCoy		Every Bloomin Thing
11. David Lyle		UC Cooperative Extension Agency
12. Craig Hemphill	Present	USDA weights and measures
13. Suzanne Williams	Present	AG ISS/Rodeo instructor

None Voting Members

1. Brian Wolf	Present	Chair
2. Dan Williams	Present	
3. Garret Taylor		
4. Michell Williams	Present	
5. Alison Somerville	Present	

1. CALL TO ORDER 5:41pm
   A. Introductions
   B. Approval of Minutes December 4, 2019 approval occurred via email after the meeting.
   C. Approval of Agenda - Ramsey Wood motion Sandy Fortin second, majority approved.

II. REPORT ITEMS
   A. Report on Recommendations from Previous Advisory Meeting
      a. Student clubs started
         i. Show team competitions

Brian Wolf Reported that the Bylaws were created for a livestock club that we can have sub-clubs under. Right now we have a livestock show team and if we can get some interest maybe a judging team or a young cattleman's group. The show team has done well. All college shows have been canceled due to Covid so we have been going to open shows. The kids are learning how to fit, halter break, feed, and show, and it's been going well. We are somewhat competitive but don't have the funds for $20,000 cattle to show.

      b. COVID Update
         i. All classes are being taught F2F or hybrid

Brian Wolf and Suzanne Williams gave COVID update- we were teaching classes all online and we had the quick meeting so we could approve curriculum to teach online or hybrid. It was challenging but we made it work. Had Youtube videos for lectures for the classes. All classes were written to be taught at least hybrid and a few online. That's probably not the best way for us to go. Student numbers were impacted, rodeo team enrollment was lower. Our CTE students want hands on and face to face- Beginning of this semester Covid testing was discussed for rodeo kids but that was for NCAAA rules and we don't follow that agency we are governed by NIRA and their rules were different so we were testing before we leave and after return. It hurt recruitment this year but we are gaining back. We have 4 new kids coming in the spring.

Michell Williams reported that the District is working to have a Pre-covid schedule next semester and moving to more face to face. Some courses will still be offered online but we will also provide face to face courses.
Craig Hemphill- Congratulations to the department and instructions for keeping things going, it's a challenge to be a teacher and keep going in the face of these new challenges.

B. Program Update-
   a. Ag Department Update.

Brian- We got voted outstanding small Community College program for the intermountain section.

   b. Rodeo Team Update

Susanne- Our team went above and beyond even with COVID. We had two kids that went Nationals one ranked 3rd overall in breakaway roping. Last year we had a 2nd at nationals in barrel racing. We have had some outstanding kids. This year is going well- Our national competitor last year had a severe injury during practice this semester. She is recovering well and is still sitting 5th in the region after only attending one rodeo and is looking to return in Spring. We have a couple of team members that have potential to make it to Nationals.

1. Curriculum- Need to streamline certificates and degrees so the existing ones receive more completions. This will help with increased grant funding and funding for the college.

Brian- Our IPR was approved and we are on the next cycle. We have some curriculum updates to go through to include in our new program review.

A. Inactivate the following Certificate of Accomplishments (do not get reported to the chancellor's office as completions and do not have significance in the field.)
   a. Certificate of Accomplishment Animal Science
   b. Certificate of Accomplishment Agriculture Business
   c. Certificate of Accomplishment Horsemanship

Ramsey Wood motion Craig Hemphill second. Discussion included Suzanne expressed concern about affecting the rodeo team eligibility. The student can continue eligibility if they declare a new educational goal. Michell Williams explained that these certificates do not appear on transcripts and do not provide any industry recognized certificates. This may not be acceptable to NIRA as a new educational goal because it is not transcripted.
Motion approved

B. Revise Certificate of Achievement Agriculture Science to be a stackable certificate with the other Ag Science degrees so the student receives a certificate in their first year and then the degree the second year. (Reduce units required for certificate to closer to 16).

Craig Hemphill motion Ramsey Wood second. Discussion- Brian explained this was designed so students could achieve in one year no matter when they begin the program because of the "or" options. The department will work with the counselors to improve students applying for the certificate and increase achievement numbers. Majority of students will take the courses to achieve certificate if they apply.
Motion approved.

C. Inactivate the following courses
   a. AGR 41 Farm Tractors & Farm Power
   b. AGR 23 Western Riding – looking at creating community education courses for all horse classes if insurance costs make it affordable. This will allow for repeatability.
   c. AGR 50 Basic Riding
   d. AGR 53 Colt Training
   e. AGR51 Horsemanship

Ramsey Wood motion, Trevor Wood second. Discussion- Brian explained that the AGR 41 class is very difficult to teach because the college does not have the resources to properly teach. More tractor experience can be included in AGR 40. Extensive discussion occurred surrounding the effects on the rodeo team members by inactivating the horse riding classes. Suzanne explained that NIRA rules require the student to be enrolled in 15 units and complete, with passing grade, at least 12. These courses help the students achieve this rule. She also explained that some students struggle with general education courses like math or science and these courses help boost their GPA. Brian explained that moving the courses to community education would allow more community members to take courses and repeat the courses because they are not for credit and wouldn't fall under the repeatability rules. Brian also explained that he worked with the counselor to identify at least one AGR class that will have a late start to accommodate students that need to enroll in a different class at the drop date. Suzanne said most of her students are transfer students however, most of these classes

are not transfer classes they would only count positively towards overall GPA. Suzanne questioned the benefits to the college by moving to community education. Michell explained that these classes must be self-sustainable meaning the cost of tuition covers the cost of the class. It is important to have allow for continuing education for our community members. Our college would not gain FTE funding for the courses if they were moved to community service. Enrollment for the courses have been low and they are in danger of consistently being cancelled. This could affect the students that have enrolled because they have to find a new course to take later. In the interest of time, a motion was made to table this until the next meeting and see if enrollment increases. Motion to table approved.

D. Move AGR 57 Beginning Horseshoeing to a non-credit adult education offering.

Craig Hemphill motion, Wayne Cockrell second. Discussion- this could be a very good certificate program for the college. The one course is not enough for all students to master the skills. This could lead to a credit program and there are no certified horseshoeing schools on the west coast.
Motion approved.

E. Mirror AGR 61 Introduction to Bovine Reproduction as a non-credit adult education course. Can be offered as a stand-alone certificate course with industry recognized certificate. Partially funded through Lassen Modoc Adult Education grant funds.

Wayne Cockrell motion, Ramsey Wood second. Motion approved.

F. Add AGR 4 in the Associate in Science Degree Agriculture Business for Transfer in the required electives section. This course does have a CID Descriptor and is included in the CSU or IGETC Degree plan.

Craig Hemphill motion to approve F and G to include AGR 4 into both degree plans, Ramsey Wood second. Discussion committee members agree AGR 4 is a good class that fits both degree programs. Motion Approved.

G. Replace AGR 41 Farm Tractors & Farm Power with AGR 4 Agriculture Sales and Communications in the Associate in Arts Degree University Studies- Emphasis in Agriculture Science (transferable degree) and Associate in Science Degree Agriculture Science and Technology (terminal Degree).

Approved with motion from above.

2. Projects

A. Vet Tech Certificate update

Brian explained that this is still a needed certificate option however, improvements to the facility need to occur first. He does not want to start the process until there is classroom and lab space to hold instruction. Committee agreed. Wayne expressed that there are many online programs however the graduates he has had experience with are not well trained. Committee agreed this is still a good option when facility is improved. Suzanne asked if there were bids yet to finish the barn into classrooms. Michell reported that there have not been bids yet and facility was also looking and a new pre-fabricated classroom building that could be placed down by the ag facilities. Not sure on costs yet to make all improvements. It is very expensive to complete construction projects because of contracting rules.

3. Graduates / placement

A. Need Increased recruitment- due to time tabled to next meeting.

4. Program Review Status/accreditation

B. Completed in 2020 and working on new cycle to be up to date- working on curriculum.

III. DISCUSSION ITEMS

A. Industry Update- due to time tabled to next meeting.
B. Recruitment Activities - due to time tabled to next meeting.
    a. Show team competitions, local recruitment, FFA competition visits.
C. Job Placement/Work Experience Opportunities- due to time tabled to next meeting.
D. Equipment / Facility Needs
    a. New tables and chairs
    b. Finish barn into classrooms or build new classroom and lab space. Discussed with vet tech certificate.
    c. New fence line feeders just need to be installed. - due to time tabled to next meeting.
E. Articulation Activities- due to time tabled to next meeting.
F. Perkins / Strong Workforce Update - due to time tabled to next meeting.
    a. Funded new ultrasound machine, embryo freezer with Perkins.
    b. Will include financial needs in IPR to include in SWP plans.

G. Need email updates for committee

IV. NEXT MEETING

May have one in the Spring if needed.

V. ADJOURNMENT 7:13pm

ATTACHMENT B

LASSEN COMMUNITY COLLEGE
MASTER PLAN OVERVIEW

Six master plans comprise the Comprehensive Institutional Master Plan. Recommendations from program reviews will be input into the selected master plans as determined by faculty in the prioritized recommendation spreadsheets. To better understand which master plan might be most appropriate for each program recommendation, a summary/objective of each plan is included below. More information can be found in the Shared Governance and Consultation Council Handbook and the Comprehensive Institutional Master Plan.

Educational Master Plan (EMP): The EMP addresses the instructional planning needs of the college.

Facilities Master Plan (FMP): The FMP addresses the physical infrastructure, facility, and maintenance needs of the campus.

Human Resources Master Plan (HRMP): The HRMP identifies and manages the administrative functions of recruitment, selection, evaluation, and professional development needs of the College to ensure a fully- staffed and highly functioning team of employees.

Institutional Effectiveness Master Plan (IEMP): the IEMP addresses college needs not addressed in other plans. These needs include research, governance, outcome assessment, and administrative operations.

Institutional Technology Master Plan (ITMP): The ITMP addresses the technology needs of the campus.

Student Services Master Plan (SSMP): The SSMP highlights the services needed to maximize the student experience through a variety of key student support services.

ATTACHMENT C

LASSEN COMMUNITY COLLEGE
INSTRUCTIONAL PROGRAM REVIEW - STUDENT EVALUATION

Name of Program:_____ Date Survey Completed: _____

Current Course:_____

Overview:
Instructional programs are reviewed periodically by LCC faculty. The_____ Instructional Program is currently undergoing its periodic review. The_____ Instructional Program is made up of the courses leading to a degree or certificate of achievement in_____. The courses in this program include: _____

As a student enrolled in one of these courses, your insight about the course and program can provide valuable information to assist the program faculty in making program improvements. This student survey is your opportunity to provide information to the program faculty. This is a student survey of the course and program, N O T the instructor. Instructor evaluations occur at a different time.

Instructions for Completion:
Please be as objective and concise as possible when answering the following questions. Read and evaluate each question and check the responses, which most closely relate to your views. Space has been provided at the end, for any additional comments you would like to make.

Tell Us About Yourself:

1. Educational Goal: What is your educational objective at Lassen Community College? (Check all that apply).

General Education:	Degrees/Certificates:	General Interest:
Transfer to a 4-year Institution	AA/AS	Job Requirement
IGETC Certification	Certificate of Achievement Certificate of Completion	Continuing Education
CSU Certification	Certificate of Accomplishment	Personal Development
Transfer to another Community College	Title of Degree or Certificate: _____	

2. Your Need for this Course: Why are you taking this course?

Core Requirements for degree or certificate △ Job Requirements

Electivefordegreeorcertificate

GeneralEducationcoursefordegreeortransfer

Other:PleaseSpecify

ContinuingEducation

PersonalDevelopment

1. **Does the course content reasonably compare with the catalog/schedule description?**
   ☐ YES ☐ NO

2. **Did the catalog clearly explain the order in which the courses in this program should be taken?**
   ☐ YES ☐ NO

3. **Was any cost for this course/program, beyond registration and books clearly identified in the catalog?**
   ☐ YES ☐ NO

4. **Did instructors use the required textbooks in the program?**
   ☐ YES ☐ NO ☐ N/A

5. **Are the textbooks purchased for this program useful to you?**
   ☐ YES ☐ NO ☐ N/A

Scheduling:

6. **Did the scheduling of this course meet your needs?**

   ☐ current schedule met my needs
   ☐ needed morning offering
   ☐ needed afternoon offering
   ☐ needed evening offering
   ☐ needed one day a week schedule
   ☐ needed summer offering
   ☐ needed week-end offering
   ☐ needed short-term (less than semester) offering
   ☐ other: Please Specify _____

Facilities/Equipment: Do the facilities for this course/program adequately meet your needs?

7. **I was provided with reasonable access to the facilities?**
   ☐ YES ☐ NO

8. **The temperature of the facilities in summer or fall is:**

- ☐ OFTEN TOO HOT FOR THE SEASON
- ☐ COMFORTABLE FOR THE SEASON
- ☐ OFTEN TOO COLD FOR THE SEASON
- ☐ N/A

9. The lighting of the facilities is?

☐ TOO BRIGHT ☐ ADEQUATE ☐ TOO DARK ☐ N/A

10. The chairs/tables/desks are?

☐ ADEQUATE ☐ INADEQUATE ☐ N/A

11. Is there enough space for you to do your work in class?

☐ YES ☐ NO ☐ N/A

12. Please elaborate on your responses and include any additional facilities-related comments:

_____

_____

_____

13. Did the course/program provide the necessary equipment?

☐ YES ☐ NO ☐ N/A

14. Is enough time on equipment allowed for each student?

☐ YES ☐ NO ☐ N/A

15. Is equipment current?

☐ YES ☐ NO ☐ N/A

16. Is equipment generally in good operating condition?

☐ YES ☐ NO ☐ N/A

17. Describe how this course/program could be improved to better meet the needs of the students at Lassen Community College.

_____

_____

18. Provide any additional comments on the course or program:

_____

ATTACHMENT D

LASSEN COMMUNITY COLLEGE
EDUCATIONAL PROGRAMS AND DEGREES/CERTIFICATES/LICENSES BY PROGRAM

For the purpose of the instructional review process, a program is defined as an organized sequence of courses leading to a defined objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education (Title V, Section 55000).

Administration of Justice/Correctional Science
Associate in Science Degree in Administration of Justice for Transfer
Associate in Art Degree in Administration of Justice
Certificate of Achievement in Administration of Justice
Certificate of Accomplishment in Administration of Justice

Agriculture
Associate in Science in Agriculture Animal Science for Transfer
Associate in Science in Agriculture Business for Transfer
Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences
Associate in Science Degree in Agriculture Science and Technology
Certificate of Achievement in Agriculture Science and Technology
Certificate of Accomplishment in Animal Science
Certificate of Accomplishment in Horsemanship
Certificate of Accomplishment in Agriculture Business
Certificate of Accomplishment in Agriculture Irrigation

Studio Art
Associate in Arts Degree in Studio Art for Transfer

Automotive Technology
Associate in Science Degree in Automotive Technology
Certificate of Achievement in Advanced Mechanics
Certificate of Achievement in Engine Repair
Certificate of Accomplishment Basic Mechanics
Certificate of Accomplishment in Electrical
Certificate of Accomplishment in General Mechanics
Certificate of Achievement in Auto Chassis and Maintenance

Business
Associate in Science Degree in Business Administration for Transfer
Associate in Science Degree in Accounting
Associate in Arts Degree in Economics for Transfer
Associate in Science Degree Administrative Office Technician
Certificate of Achievement Administrative Office Technician
Certificate of Achievement in Small Business Management

Child Development
Associate in Science Degree in Early Childhood Education for Transfer
Associate in Arts Degree in Child Development
Certificate of Achievement in Child Development
Certificate of Accomplishment in Child Development-Associate teacher

Fire Technology

Associate in Science Degree in Fire Technology
Certificate of Achievement in Fire Technology
Certificate of Accomplishment in Fire Technology
Certificate of Accomplishment in Basic Fire Fighter

Gunsmithing
Associate in Science Degree in Firearms Repair
Associate in Science Degree in General Gunsmithing
Certificate of Achievement in Firearms Repair
Certificate of Achievement in General Gunsmithing
Certificate of Accomplishment in Gunsmith Machinist and Metal Finishing
Certificate of Accomplishment in Long Guns
Certificate of Accomplishment in Pistolsmith
Certificate of Accomplishment in Riflesmith

Health Occupations/Medical Assisting
Certificate of Achievement in Medical Assisting
Certificate of Accomplishment in Administrative Medical Assisting
Certificate of Accomplishment in Clinical Medical Assisting

History/Social Science/Sociology/Psychology
Associate in Arts Degree University Studies: Emphasis in Social Sciences
Associate in Arts Degree General Studies: Emphasis in Social Sciences
Associate in Arts Degree in History for Transfer
Associate in Arts Degree in Sociology for Transfer
Associate in Arts Degree in Psychology for Transfer

Certificate of Achievement California State University General Education
Certificate of Achievement in Intersegmental General Education Transfer Curriculum

Human Services
Associate in Science Degree in Drug and Alcohol Paraprofessional
Associate in Science Degree in Human Services
Certificate of Achievement in Drug and Alcohol Paraprofessional Certificate of Achievement in Human Services

Humanities
Associate in Arts Degree University Studies: Emphasis in Humanities
Associate in Arts Degree in English for Transfer

Information Systems
Certificate of Achievement in Geographic Information Systems

Natural Science
Associate in Arts Degree University Studies: Emphasis in Natural Sciences
Associate in Arts Degree General Studies: Emphasis in Natural Sciences
Associate in Science Degree in Biology for Transfer
Associate in Science in Nutrition and Dietetics for Transfer

Physical Education
Associate in Arts Degree in Kinesiology for Transfer
Associate in Arts Degree University Studies: Emphasis in Physical Education
Associate in Arts Degree General Studies: Emphasis in Physical Education

Vocation Nursing/Allied Health

Associate in Arts Degree University Studies: Emphasis in Allied Health
Associate in Science Degree in Vocational Nursing
Certificate of Achievement in Vocational Nursing
Certificate of Accomplishment in Administrative Medical Assisting
Certificate of Accomplishment in Clinical Medical Assisting

Welding Technology
Associate in Science Degree in Welding Technology
Two-Year Certificate of Achievement in Welding Technology
One-Year Certificate of Achievement in Welding Technology
Certificate of Accomplishment in Welding Technology

Special Instructional Programs (no degrees or certificates)
Athletics
Developmental Studies
Work Experience

ATTACHMENT E

LASSEN COMMUNITY COLLEGE COURSE LIST BY PROGRAM

Administration of Justice/

(All AJ Courses) AJ 5, AJ 8, AJ 9, AJ 10, AJ 11, AJ 12, AJ 14, AJ 16, AJ 20, AJ 23, AJ 24, AJ 35, AJ 49, AJ 52A, AJ 52B, AJ 52BR, AJ 53, AJ 57, AJ 58, AJ 59, AJ 60, AJ 71, BUS 22

Agriculture

(All AGR Courses) AGR 1, AGR 2, AGR 3, AGR 4, AGR 8, AGR 9, AGR 10, AGR 11, AGR 12, AGR 13, AGR 14, AGR 19, AGR 20, AGR 21B, AGR 22, AGR 23, AGR 30, AGR 31, AGR 40, AGR 41, AGR 42, AGR 49, AGR 50, AGR 51, AGR 53, AGR 57, AGR 61, AGR 70, AGR 116

Studio Art

(All Art Courses) ART 1A, ART 1B, ART 2, ART 3, ART 6, ART 7, ART 8, ART 9, ART 10 A-D, ART 18, ART 19A-D, ART 21, ART 22, ART 23, ART 25, ART 26, ART 30, ART 36 A-D, ART 38, ART 39, ART 43A-D, ART 46, ART 49, ART 50, FILM 1

Automotive Technology

(All AT Courses) AT 49, AT 50, AT 54, AT 56, AT 58, AT 60, AT 64, AT 66, AT 68, AT 70, AT 72, AT 74, AT 76, AT 80, AT 82, AT 84, AT 88, AT 90, AT 90A, AT 91, AT 150

Business

AGR 1, AGR 2, AGR 3 (and All Bus Courses) BUS 1A, BUS 1B, BUS 1C, BUS 2, BUS 10, BUS 13, BUS 18, BUS 19, BUS 22, BUS 25, BUS 27, BUS 34A, BUS 34B, BUS 49, BUS 75, BUS 76, BUS 77, BUS 78, BUS 79, BUS 84, BUS 98, (and all CA courses) CA 31, CA 32, CA 49, CA 52, CA 53, ~~CA 54~~, CA 55, CA 56, CA 58, CA 60, CA 150 and COT 50, COT 52, COT 59 and CS 1, and ECON 10, ECON 11, and FS 91, and HO 71

Child Development

(All CD Courses) CD 11, CD 12, CD 15, CD 16, CD 17, CD 19, CD 20, CD 22, CD 23, CD 24, CD 25, CD 26, CD 27, CD 28, CD 30, CD/PSY 31, CD 49, CD 50

Fire Technology

(All FS Courses) EMT 21, and FS 3, FS 4, FS 5, FS 6, FS 8, FS 13, FS 14, FS 20, FS 23, FS 26, FS 49, FS 50, FS 51, FS 52, FS 53, FS 54, FS 56, FS 57, FS 58, FS 59, FS 60, FS 60A, FS 61, FS 64, FS 65A, FS 65B, FS 65C, FS 68, FS 70, FS 70A, FS 70B, FS 70C, FS 72, FS 72A, FS 73A, FS 73B, FS 74, FS 75, FS 76, FS 77, FS 78, FS 79A, FS 80, FS 81, FS 84, FS 85, FS 86, FS 87, ~~FS 88~~, FS 89, FS 90, FS 91, FS 92A, FS 92B, FS 92C, FS 92D, FS 92E, FS 93, FS 94, FS 95, FS 97, FS 98.18, FS 98.20, FS 98.21, FS 156

Gunsmithing

(All GSS Courses) GSS 49, GSS 50, GSS 50.01, GSS 50.03, GSS 51, GSS 51.01, GSS 51.03, GSS 51.05, GSS 51.06, GSS 52, GSS 52.01, GSS 52.02, GSS 52.03, GSS 52.04, GSS 52.05, GSS 52.06, GSS 52B, GSS 52BR, GSS 54.05, GSS 55.04, GSS 56.01, GSS 56.03, GSS 56.04, GSS 57.01, GSS 57.02, GSS 57.03, GSS 57.06, GSS 57.08, GSS 57.15, GSS 58.02, GSS 59.02, GSS 59.03, GSS 59.04, GSS 59.05, GSS 59.07, GSS 59.09, GSS 60, GSS 60.01, GSS 60.02, GSS 60.04, GSS 61.01, GSS 61.02, GSS 61.03, GSS 62.03, GSS 62.04, GSS 63.01, GSS 63.02, GSS 63.03, GSS 63.04, GSS 63.05, GSS 64.01, GSS 66.01, GSS 66.02, GSS 66.03, GSS 67.01, GSS 68.01, GSS 68.02, GSS 68.03, GSS 69.01, GSS 69.02, GSS 69.03, GSS 69.04, GSS 70, GSS 70.01, GSS 70.02, GSS 71, GSS 71.01, GSS 71.02, GSS 71.03, GSS 71.04, GSS 72, GSS 72.01, GSS 73.02, GSS 75.02, GSS 77, GSS 78, GSS 79, GSS 80, GSS 81, GSS 82, GSS 83, GSS 84, GSS 85, GSS 87, GSS 88, GSS 89, GSS 90, GSS 91, GSS 93, GSS 94, GSS 95, GSS 98.02, GSS 98.03, GSS 98.04, GSS 98.05, GSS 98.06, GSS 98.08, GSS 98.09, GSS 98.12, GSS 98.13, GSS 98.21, GSS 98.22, GSS 98.23, GSS 98.24, GSS 112, GSS 112B, GSS 114, GSS 116, GSS 117, GSS 119, GSS 120, GSS 120B, GSS 123, GSS 124, GSS 127, GSS 129A, GSS 129B, GSS 129C, GSS 130, GSS 133, GSS 134, GSS

135, GSS 136, GSS 143, GSS 147, GSS 148

History/Social Science/Sociology/

ANTH 1, ANTH 2, ANTH 3, GEOG 2, HIST 14, HIST 15, HIST 16, HIST 17, HUM 1, HUM 2, PLSC 1, PLSC 11, PSY 1, PSY 2, PSY 3, PSY 5, PSY 6, PSY 18, PSY 31/CD 31, PSY 33, SOC 1, SOC 2, SOC 3, SOC 4

Humanities

BS 156, CD 17, (and All Music Courses) MUS 1, MUS 6, MUS 7, MUS 12, ANTH 1, BUS 27, ENGL 1, ENGL 2, ENGL 3, ENGL 4, ENGL 5, ENGL 7, ENGL 9, ENGL 10, ENGL 12, ENGL 22, ENGL 33, ENGL 34, ENGL 105, ENGL 105A, ENGL 150, ENGL 151, ENGL 155, ES 1, ESL 155, FILM 1, GEOG 2, HUM 1, HUM 2, PHIL 1, PHIL 2, PHIL 10, SPAN 1, SPAN 2, SPCH 1

Human Services

(All HUS Courses) HUS 10, HUS 22, HUS 24, HUS 25, HUS 30, HUS 31, HUS 32, HUS 35, HUS 37, HUS 40, HUS 41, HUS 42, HUS 48.05, HUS 49, HUS 61

Information Systems

GIS 1, GIS 2, GIS 3, GIS 4, GIS 5

Mathematics /Natural Science

ANTH 1, ASTR 1 (and All Bio Courses) BIO 1, BIO 10, BIO 20, BIO 25, BIO 26, BIO 32, BIO 32L, BUS 84, COT 59 (and All Chem Courses) CHEM 1A, CHEM 1B, CHEM 8, CHEM 45, GEOL 1, GEOL 5, GEOG 1, (and All Phys Courses) PHY 2A, PHY 2B, PHSC 1, (and All Math Courses) MATH 1A, MATH 1B, MATH 7, MATH 8, MATH 11A, MATH 11B, MATH 40, MATH 60, MATH 156, MATH 164, MATH 187, MATH 168, and FS 91

Physical Education

HLTH 2, HLTH 25, and HO 120, HUS 30, (and All PE Courses) PE 15, PEAC 2A, PEAC 2B, PEAC 2C, PEAC 2D, PEAC 5A, PEAC 5A.02, PEAC 5B, PEAC 5C, PEAC 5C.02, PEAC 5D, PEAC 6, PEAC 6B, PEAC 6D, PEAC 7, PEAC 7D, PEAC 9, PEAC 9B, PEAC 9D, PEAC 10, PEAC 10D, PEAC 16, PEAC 32D, PEAC 34, PEAC 44

Vocational Nursing/Allied Health

CD 50, (and All HO Courses) HO 3, HO 49, HO 70, HO 71, HO 80A, HO 88, HO 120, (and All EMT Courses) EMT 21, EMT 60, EMT 61 and FS 20, (and All VN Courses) VN 50, VN 51, VN 52, VN 53, VN 54, VN 55, VN 56, VN 57, VN 58, VN 59, VN 60

Welding Technology

GSS 124, IT 22, IT 72 (and All WT Courses) WT 20, WT 21, WT 22, WT 23, WT 25, WT 31, WT 32, WT 36, WT 37, WT 38, WT 39, WT 42, WT 43, WT 44, WT 45, WT 49, WT 50, WT 51, WT 52, WT 52

<u>Special Educational Programs</u>:

Developmental Studies

(All DS Courses) DS 110, DS 111, DS 112, DS 113, DS 114, DS 115, DS 116, DS 120, DS 121, DS 122, DS 153, DS 155, DS 158, BS 156, BS 170, BS 171

Work Experience

CARS 2, CARS 151, CARS 153 (and all 49 courses) AGR 49, AJ 49, ART 49, AT 49, BUS 49, CD 49, CT 49, FS 49, GSS 49, HO 49, HUS 49, JOUR 49, WT 49, WE 1, WE 2

ATTACHMENT F

DEFINITION OF TERMS

Assessment	The process of judging student behavior or product in terms of some criteria (Clark, 1975). It includes various means of gathering information about the quantity, quality and progress of students, their performance and academic work.
Assessment Cycle	The assessment cycle in higher education is generally annual and fits within the academic year. In order to incorporate recommendations into Lassen Community College planning and budgeting processes, the LCC IPRs are conducted over the course of an academic year, culminating in September.
Assessment Results	The data/information acquired from the implementation of an assessment tool.
Assessment Tool	A tool that has been designed to collect objective data about students' attitudes and skill level. An appropriate learning outcomes assessment tool measures students' abilities to integrate a set of individual skills into a meaningful, collective demonstration. Some examples of assessment tools include standardized tests end-of-program skills test, student inquiries, common final exams, and comprehensive embedded test items.
C-ID	Course Identification Number
Core Course	Courses within a discipline specifically required for a degree or certificate.
Course Embedded Assessment	The review of materials generated in the classroom. In addition to providing a basis for grading students, such materials allow faculty to evaluate approaches to instruction and course design.
Description/Evaluation	A subsection provided within the IPR to allow faculty to identify and analyze the current situation within the program to justify recommended changes to the current situation.
Direct Cost per Program	All identified direct costs charged to a program as defined by TOP (e.g., instructor salaries, supplies, etc.).
Direct Measures of Learning	Students display knowledge and skills as they respond directly to the assessment itself.
Full-time Equivalent Faculty (FTEF)	The amount of instructional employee time expressed in a proportion to that required in a full-time teaching position, with 1.0 representing one full-time position. FTE is derived by dividing the amount of time taught in a position by the amount of teaching hours required in a corresponding position.
Full-time Equivalent Student (FTES)	For state accounting purposes, an FTES is a full-time student who attends 15 hours per week for 35 weeks (two primary terms). The rule is: 15 hours x 35 weeks = 525 total WSCH = 1 FTES. To determine FTES, multiply number of students by the number of hours per week and number of weeks, then divide by 525.

General Education or Transfer Programs	For the purposes of this review, general education refers to courses satisfying Associate degree requirements, CSU Certification, or IGETC.
Indirect Measures of Learning	Assessment tools such as surveys and interviews, which ask student to reflect on their learning rather than to demonstrate it.
IGETC	Intersegmental General Education Transfer Curriculum - completion of the IGETC guarantees that a transferring community college student has satisfied the lower division general education requirements of the CSU/UC systems.
Instructional Program	For the purpose of this review, a program shall be defined as follows: a program is an organized `sequence course or series of courses leading to a definite objective, a degree, certificate, diploma, a license, or transfer to another institution of higher education.
Planning Agenda	A subsection provided within the IPR to allow faculty to make recommendations for improvement of their programs. Recommendations are divided into those that require institutional support and those to be implemented by the program faculty.
Prerequisite	A condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or program.
Program Learning Outcome	A measurable educational objective as a consequence of participation in an organized sequence of courses (i.e. ability to perform specific work place competencies).
Program Outcome	A measurable objective as a consequence of participation in an organized sequence of courses (i.e. employment, receipt of degree or certificate].
Recommended Preparation	A condition of enrollment that a student is advised, but not required, to meet before, or in conjunction with, enrollment in a course or program.
Statistical Data	The Offices of Institutional Research and Instruction will provide departmental staff with the minimum statistical data as required by the state-wide accountability model.
Student Learning Outcome	An overarching specific observable characteristic developed by local faculty that allows them to determine or demonstrate evidence that learning has occurred as result of a specific course, program, activity, or process.
Weekly Student Contact Hours (WSCH)	The class hour or contact hour is the basic unit of attendance for computing average daily attendance. A contact hour is the basic period of not less than fifty minutes of scheduled instruction. Weekly student contact hours are the total number of student contact or class hours per week.
WSCH per FTE	A ratio of weekly student contact hours to full-time faculty equivalency. This is a measure of faculty load.