

Bakersfield College 2018-2019 Program Review – Annual Update

Program Name: Ag Business

Bakersfield College Mission: Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world

Describe how the program supports the Bakersfield College Mission:

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
 - 1. AS-T
 - 2. Certificate of Achievement

Program Goals:

A. List the program's current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section. Please provide an action plan for each goal that gives the steps to completing the goal and the timeline.

1. Program Goal:

Increase the availability of Agriculture Business offerings to students unable to be at Bakersfield College Campus

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Student Progression and Completion

Progress on goal achievement: Classes in the Agriculture Business pathway are now being taught at the Delano and Southwest campuses. This was done to increase access to Agriculture Business in areas closer to students, making access easier.

Status Update – Action Plan and any link to Resource Requests: Classes are continuing on both campuses, and enrollment in Agriculture classes are increasing on the sites

2. Program Goal: Teach AGBS 5 (computer technology) in the agriculture building, linking the class to a certificate of completion for Microsoft Office

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(1. Student Learning, 2. Student Progression and Completion, 3. Facilities, 4. Leadership and Engagement)

Student Learning, Student Progression and Completion

Progress on goal achievement: Due to problems with ordering technology, the computers were delayed, and the class has not been able to be taught in the Agriculture Building

Status Update – Action Plan and link to Resource Requests

B. List new or revised goals (if applicable)

Program Goal:

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal?

(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Progress on goal achievement:

Status Update – Action Plan and link to Resource Requests:

Program Analysis:

Take a look at your trend data (all programs should have some form of data that is used to look at changes over time). *All programs will answer the following questions unless otherwise indicated.*

1. Please report on any unexpected changes or challenges that your program encountered this cycle:

The most serious challenge to the group this year has been a lack of sufficient faculty. All teachers are on overload, with the average overload being 0.4. This will be even more serious as we begin to develop new pathways (losing faculty within Agriculture Business) and extend the development of our programs to Arvin, in addition to expanding offerings in Delano and the Southwest campuses

2. How does your trend data (or other data your area collects) impact your decision making process for your program?

We meet biweekly to discuss items of importance. Our trend data indicates that we are doing well in providing the education our students deserve. Even so, we are all quite open and discuss best practices at every meeting.

3. Evidence of Department Dialog of data

- If you have had time to review and discuss your program's data with members of your department, attach documentation of your discussion. Documentation can come in the form of minutes from meetings or retreats, email dialog or any other ways that show substantive discussion.

4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle? No change.

5. Were there any changes to student success and retention rates for face-to-face and online courses? (instructional only).

No. Only completion rates changed as we graduated our first cohort of students from the Wonderful College Preparatory Academy

6. Equity gaps

- Please look for large differences, or gaps, between top performing groups and others. Consider how you could identify the reasons behind these gaps, and if there are changes that could be made to reduce them. For in depth review of equity issues, and on changes that are being made campus-wide, please refer to the current [Bakersfield College Student Equity Plan](#).

2018-19 Subject Trend Data

Bakersfield College

Agricultural Business

Student Demographic Information

Unduplicated Headcount ¹	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	% Change								
Bakersfield College	202	113%	207	2%	339	64%	421	24%	453	8%

Gender	Agricultural Business										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
Female	104	51%	117	57%	154	45%	219	52%	231	51%	18,262	53%
Male	97	48%	90	43%	185	55%	194	46%	216	48%	15,740	46%
Not Reported	1	0%					8	2%	6	1%	520	2%

Age	Agricultural Business										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
19 & Younger	79	39%	82	40%	130	38%	238	57%	290	64%	12,581	36%
20-29	80	40%	96	46%	156	46%	141	33%	125	28%	15,107	44%
30-39	18	9%	14	7%	37	11%	23	5%	23	5%	4,133	12%
40 & Older	25	12%	15	7%	16	5%	19	5%	15	3%	2,701	8%

Ethnicity	Agricultural Business										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
African American	4	2%	7	3%	11	3%	7	2%	3	1%	1,590	5%
American Indian	1	0%	2	1%			1	0%	1	0%	142	0%
Asian/Filipino/Pac. Islander	7	3%	4	2%	7	2%	5	1%	12	3%	1,603	5%
Hispanic/ Latino	121	60%	130	63%	215	63%	289	69%	331	73%	23,214	67%
White	62	31%	56	27%	90	27%	105	25%	93	21%	6,715	19%
Two or More Races	7	3%	8	4%	16	5%	14	3%	13	3%	965	3%
Not Reported											293	1%

Ed Plan Completion	Agricultural Business										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
Abbreviated	64	32%	39	19%	98	29%	91	22%	79	17%	8,876	26%
Comprehensive	1	0%	21	10%	49	14%	42	10%	58	13%	3,390	10%
Both (Abbrev. and Comp.)	74	37%	95	46%	153	45%	168	40%	166	37%	12,165	35%
Other Ed Plan							1	0%				
Exempt							1	0%	1	0%	223	1%
FSEP											5	0%
No Ed Plan Completed	63	31%	52	25%	39	12%	118	28%	149	33%	9,858	29%
NSEP											5	0%

Completed Matriculation ²	Agricultural Business										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
Fully Matriculated	138	68%	151	73%	252	74%	288	68%	263	58%	23,332	68%

Student Majors Information

Subject Majors ³	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	5-Year Average
Agriculture Business Mgmt	65	164	284	483	565	312

Course Enrollments

Active Sections	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	6	8	15	22	28
Total	6	8	15	22	28

First Day Enrollment ⁴	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	230	195	448	539	618
Total	230	195	448	539	618

Census Day Enrollment ⁴	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	229	231	457	538	571
Total	229	231	457	538	571

Subject Students/Section ⁵	Subject				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	38	29	30	24	20
Total	38	29	30	24	20

Collegewide Students/Section ⁵	Collegewide				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	32	31	31	30	27
Distance Ed	46	51	51	47	43
Total	33	32	32	31	29

First Day Waitlist ⁶	2013-14	2014-15	2015-16	2016-17	2017-18
	Traditional	11	28	12	3
Total	11	28	12	3	3

FTES, FTEF & Productivity

FTES ⁷	2013-14	2014-15	2015-16	2016-17	2017-18
	Traditional	24.2	22.1	42.1	53.7
Total	24.2	22.1	42.1	53.7	56.2

FTEF Workload ⁷	2013-14	2014-15	2015-16	2016-17	2017-18
	Traditional	1.2	1.6	3.0	3.2
Total	1.2	1.6	3.0	3.2	3.6

FTEF Workload By Contract Type	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%	#	%
1) Full-Time	1.0	83%	1.2	75%	1.6	53%	2.7	85%	3.2	89%
2) Overload	0.2	17%			1.0	33%	0.5	15%	0.4	11%
3) Adjunct			0.4	25%	0.4	13%	0.0	0%	0.0	0%
4) Summer									0.0	0%

Subject Productivity (FTES/FTEF) ⁸	Subject				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	20.1	13.8	14.0	16.6	15.6
Productivity (FTES/FTEF)	20.1	13.8	14.0	16.6	15.6

Collegewide Productivity (FTES/FTEF) ⁸	Collegewide				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	17.1	16.8	16.8	16.9	15.7
Distance Ed	23.6	25.8	24.8	22.7	19.8
Productivity (FTES/FTEF)	17.5	17.3	17.4	17.4	16.1

Success & Retention Rates

Subject ⁹	2013-14		2014-15		2015-16		2016-17		2017-18	
	Retention	Success								
Traditional	83%	68%	86%	72%	85%	68%	90%	72%	92%	81%
Total	83%	68%	86%	72%	85%	68%	90%	72%	92%	81%

Collegewide ⁹	2013-14		2014-15		2015-16		2016-17		2017-18	
	Retention	Success								
Traditional	87%	70%	87%	70%	88%	71%	89%	72%	91%	74%
Distance Ed	77%	53%	79%	55%	80%	55%	84%	58%	86%	66%
Total	86%	69%	86%	69%	87%	69%	89%	71%	90%	73%

Success & Retention Rates Disaggregated

Because of small numbers, the five years represented in this report were combined. Percentages shown in grey italics are from groups of less than 30 where overall results are more influenced by individual results.

Subject Overall Combined	Retention	Success
Agricultural Business	88%	73%

Collegewide Overall Combined	Retention	Success
Bakersfield College	88%	70%

Subject Gender	Retention	Success
Female	89%	76%
Male	87%	70%

Collegewide Gender	Retention	Success
Female	87%	70%
Male	88%	70%

Subject Age	Retention	Success
19 & Younger	91%	77%
20-29	87%	70%
30-39	80%	57%
40 & Older	79%	68%

Collegewide Age	Retention	Success
19 & Younger	88%	67%
20-29	87%	70%
30-39	88%	77%
40 & Older	88%	78%

Subject Ethnicity	Retention	Success	Collegewide Ethnicity	Retention	Success
African American	65%	38%	African American	79%	55%
American Indian	80%	80%	American Indian	87%	72%
Asian/Filipino/Pac. Islander	92%	85%	Asian/Filipino/Pac. Islander	91%	78%
Hispanic/ Latino	89%	73%	Hispanic/ Latino	87%	68%
Two or More Races	86%	72%	Two or More Races	85%	68%
White	88%	76%	White	89%	77%

Subject Ed Plan Completion	Retention	Success	Collegewide Ed Plan Completion	Retention	Success
Completed Student Ed Plan	87%	71%	Completed Student Ed Plan	88%	71%

Subject Fully Matriculated	Retention	Success	Collegewide Fully Matriculated	Retention	Success
Fully Matriculated	86%	69%	Fully Matriculated	88%	71%

Student Awards

Awards by Type & Program	2013-14	2014-15	2015-16	2016-17	2017-18	5-Year Total
AA	7	1	9	15	10	42
Award Type Total	7	1	9	15	10	42
AS	1	1	1	4	2	9
Award Type Total	1	1	1	4	2	9
Cert	2	2	2	4	1	11
Award Type Total	2	2	2	4	1	11
Total Awards	10	4	12	23	13	62

Footnote Explanations

- The Unduplicated Headcount is the number of students enrolled on census day, where each student is counted one time.
- Fully matriculated is completing (or being exempt from) all matriculation components (Assessment, Orientation, Counseling, and Ed Plan).
- When the same major is offered at another KCCD college, the student count includes students who selected their major at the other college but who attended this college. Only majors that students have declared are shown. An "*" indicates that a Major does not exist in the 2017-18 college catalog.
- Enrollments are reported on both First Day and Census Day. Each course a student is enrolled in is counted as one enrollment.
- Students per Section is defined as census enrollments divided by active sections. Cross-listed sections are not combined.
- Waitlisted Enrollments on First Day (determined by section start date) where each section a student is waitlisted in counts as one waitlisted enrollment.
- Acronyms FTES and FTEF represent full-time equivalent students and full-time equivalent faculty (workload associated with sections taught) respectively.
- FTES/FTEF: A measurement of productivity where the generally accepted target is 17.5.
- Success rate numerator: Number of course enrollments with a successful passing grade (A,B,C,P).
- Retention rate numerator: Number of course enrollments retained through the semester (grade=A,B,C,P,D,F,NP,I).
Success and Retention rate denominator: Number of enrollments retained (A,B,C,P,D,F,NP,I), and withdrawn (W).
- Only programs with student awards will be shown. An "*" indicates that the program major does not exist in 2017-18 college catalog.

Overall our results either mirror or exceed the college wide ed plan results. This indicates that our program is progressing. The large number increase further emphasizes the need for addition faculty. The one area of concern is African American Completers. But there the numbers are probably greatly exaggerated, only 1 % of the program's students identify as African American. The problem lies within agriculture as a career. The numbers of African American students have always been low in Agriculture. This requires further examination. In addition, one of the largest gaps we are focusing on is the completion rate of the program with students that are older than 30. These students seem to be having a tougher time accessing the courses and therefore the content to master the PLO's. We are in the process of adding more courses during off times (mainly the evenings) in an attempt to better meet their needs.

- Please describe any recent achievements of your department, including but not limited to faculty who have won awards or distinctions, new projects your department has implemented, professional development work, professional conference presentations or recently published work.

The Agriculture Business pathway is opening up the Delano and Southwest campuses to agriculture. By Spring of 2020 the program at Southwest should include all of the core classes requires to attain an AS-T in Agriculture Business. The group is also offering Agriculture Computers (AGBS 5) and Ag Sales and Marketing as (AGBS 6) as GE classes.

8. The college has embarked on significant efforts such as **Guided Pathways, affinity groups** and **completion coaching communities** to improve the success and completion rates of our students. Please describe what your program/department/office is doing to contribute to these efforts.

The Group has begun an outreach program that visits high school in the area and discusses the pathways available at Bakersfield College IN Agriculture. In addition, the development of pathway brochures that spell out in semester form the classes the individual will need to complete to finish with an AS-T in two years.

9. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.

Ag Business is extremely involved in Dual Enrollment. With programs in Wasco High school and at the Wonderful Campus, as well as overseeing eight dual enrollment classes being taught in the KHSD by qualified KHSD teachers. The Agriculture Business Faculty each spend at least 50% of their time at either Wasco or Wonderful, teaching Dual Enrollment students. The Agriculture Business team is on the forefront of curricular decisions effecting those students

Analysis of Received Resources from Previous Cycle

Discuss the type of resources you received and their Impact on program effectiveness?

Facilities:

If your program received a building remodel or renovation, additional furniture or beyond routine maintenance, please explain how this request or requests impacts your program and helps contribute to student success.

- 1: Space Allocation
- 2: Renovation
- 3: Furniture .
- 4: Other
- 5: Beyond Routine Maintenance

Technology:

If your program received technology (audio/visual – projectors, TV's, document cameras) and computers, how does the technology impact your program and help contribute to student success?

- 1: Replacement Technology
- 2: New Technology

The group wrote and received funding for laptop computers and carts that will be used to teach computer based classes in the agriculture building. As of now, those computers and carts have not arrived. Upon arrival, our team can use those devices to teach AGBS 5 Computers, but also can be used to strengthen teaching curriculum in Ag Sales and Marketing, ag accounting and ag economics.

- 3: Software
- 4: Other_____

Other Equipment

If your program received equipment that is not considered audio/visual or computer equipment technology, please explain how these resources impact your program and help contribute to student success.

Conclusion:

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract or synopsis of your program's current circumstances and needs. Consider this a snapshot of your program if someone were to only read this portion of your annual program review.

The Agriculture Business program at Bakersfield College is a program that has a strong backbone of success. What is driving the growth is a newfound interest in recruitment, a dedication to an expanding Dual enrollment presence, and a desire to reach more students by developing programs in the Delano and the Southwest campuses, and soon on the Arvin Campus. The program will definitely need more faculty in the very near future. Presently all full-time faculty are on overload (0.4 average). By Fall 2019, one of our Ag Business professors will be teaching a new pathway and stepping away from Ag Business. Plus, the expansion to the Arvin Campus will increase each professor's load. New faculty in this program is needed.

Curricularly, the AGBS B6, Ag Sales and Marketing class was just accepted as general credits for communication (BC), and soon the AGBS B5 computer class will be taught in the agriculture building. The dual enrollment programs at the Wonderful College Preparatory School and at Wasco High School are very successful, with the Wonderful campus graduating its first cohort of students. Those students received the AS-T in Agriculture Business or Liberal Studies.