

Bakersfield College 2018-2019 Comprehensive Program Review

Program Name: Forestry

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

Program Mission Statement: The mission of the forestry program is to provide pertinent state-of-the art education for vocational and transfer students in order to produce skilled forestry, natural resources, wildlife management and environmental science job ready professionals for the industry, both public and private.

Describe how the program supports the Bakersfield College Mission: The forestry program is a CXTE program. The certificate, the AA Degree, and the AS degree align us with one of the core missions of BC which is to supply highly trained individuals to work in vocational and professional jobs in forestry, natural resources, wildlife and environmental sciences. All of the courses are transferrable to the CSU and/or the UC system as well as to most private universities. One course meets a CSU GE requirement. The closest competing school is over 90 miles away.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers CA AA AS
- B. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both and the difference between the two. The AS degree is badly needed for students wanting to go to work after graduating from BC. The AS students do more work in their major and less GE so they are more employable at BC graduation than an AA degree student would be at the time of graduation. The AA degree is badly needed for students desiring to transfer to a university. They do less in their major and have time to get all their GE done for transfer. - If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

Progress on Program Goals, Future Goals, and Action Plans:

- 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:

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal? Learning Environment—poor laboratory conditions and the desperate need a new larger bus for very important required field trips
(Student Learning, Student Progression and Completion, Facilities, Leadership and Engagement)

Progress on goal achievement: The bond will provide the needed labs. We still need the bus.

Status Update – Action Plan and any link to Resource Requests:

2. Program Goal:

List the institutional goals from the Bakersfield College Strategic Plan that will be advanced upon completion of this goal? CSUB now sends all of their Environmental Resources Management (BS) majors to BC to take all of their forestry/plant science/ornamental horticulture lower division courses. We need to continue to grow and offer even more sections

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

Progress on goal achievement: Our wonderful President Christian hired 4 new agriculture teachers for the 2017-18 school year, so we are growing. We still need a little more growth in forestry/plant science/ornamental horticulture.

Status Update – Action Plan and link to Resource Requests

B. List the program's goals for the next three years. Ensure that stated goals are specific and measurable. State how each program goal supports the College's strategic goals. Each program must include an action plan.

1. **Future Program Goal: Please see the two goals above—in addition to them we hope to continue the excellent forestry program that we now have and continue serving meeting our students' needs.**

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

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

Action plan:

Lead person for this goal: Bill Kelly, et al

2. Future 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)

Action plan:

3. Lead person for this goal:

3 Year Program Analysis: (All programs will answer the following questions unless otherwise indicated)

Take a look at your trend data. Provide an analysis of program data throughout the last three years (all programs should have some form of data that is used to look at changes over time) and report:

1. Changes in student demographics (gender, age and ethnicity). NONE
2. Changes in enrollment (headcount, sections, course enrollment, and productivity). *Instructional only NONE*
3. Changes in achievement gap and disproportionate impact.

- 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 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](#).

4. Success and retention for face-to-face as well as online/distance courses. *Instructional only N/A*
5. Any unplanned events that affected your program/. No
6. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded). *Instructional only*
7. Reflect on any changes you would like to see in your program in the next 3 years. *More of the same.*
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 planning/doing to contribute to these efforts. My students and I participate in all of them---they are helping our students succeed and in time will greatly increase graduation and employment rates.
9. Explain your role if you are involved in Dual Enrollment, Inmate Education, or Rural Initiatives.
10. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years. *Instructional only*

Full Name of Degree or Certificate	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021

Analysis of Received Resources from Previous Cycle NONE

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: NONE

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

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.

Conclusions:

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 Comprehensive Review.

The forestry program is very successful at preparing BC students for the myriad of careers that exist in forestry/natural resources/wildlife management/environmental science fields. Students with a certificate start in entry level or slightly above positions. The Forestry Certificate of Achievement is badly needed for students desiring to get into the workforce quickly in an entry level or slightly higher position. Students with an AS degree start in mid-level positions, and students with an AA degree transfer to earn BS/MS/PhD degrees and enter professional series positions. The AS degree is badly needed for students wanting to go to work after graduating from BC. The AS students do more work in their major and less GE so they are more employable at BC graduation than an AA degree student would be at the time of graduation. The AA degree is badly needed for students desiring to transfer to a university. They do less in their major and have time to get all their GE done for transfer. Many BC students transfer to CSUB to the ERM-environmental resource management program. Over half of their graduates started at BC. ALL their graduates do their lower division ag /forestry work at BC. Other students transfer to Cal Poly, SLO and CSU, Humboldt, and a very few to UC, Berkley—the only university forestry programs in California. We have a very dedicated faculty and staff who have a vision for the program. They are determined to continue to improve and innovate to create an educational program that will continue to grow and flourish for the next 100 years and serve our diversified students' needs. Please reward these students with better supplies, equipment, facilities and a new second bus!!! Additionally, I will be retiring in May ,2019 and becoming an adjunct forestry professor, so additional forestry faculty is imperative.