

Bakersfield College

Comprehensive Program Review

Program Information:

Program Name:

Program Type: Instructional Student Affairs Administrative Service Other

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:

Not only does the Agricultural Business Management Program support the college's diversity mission, it also focuses on preparing students for their place in the world. This is accomplished by focusing on the three differing goals of the students (Career and Technical Education, Transfer and Basic Skills).

Career and Technical Education: Students have the opportunity to obtain a Certificate of Achievement. These students select between 26-32 units that are enriching their individual needs to impact the agricultural industry.

Transfer: Students have an opportunity to obtain an Associate in Science - Transfer degree. Every course in the Agricultural Business Management major is transferrable. We are also in partnership with California State University Bakersfield and are exclusively providing the coursework needed for the first two year's of their Agriculture Business Major.

Basic Skills: Each course in the program is designed to provide students with a particular set of industry skills. If a community member was interested in brushing up on their salesmanship or applying business principles to their knowledge of crop science there is opportunity in Agricultural Business Management.

Program Mission Statement:

The mission of the Bakersfield College Agriculture Department is to provide pertinent state-of-the-art education for vocational and transfer students in order to produce skilled agricultural and natural resource professionals for the industry, both public and private. As Agricultural Business Management can be applied to all facets of the agriculture industry, every student in the overall department is supported.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers
 - Agriculture Business Associate of Science
 - Agriculture Business Associate of Arts
 - Agriculture Business Certificate of Achievement
 - Agriculture Business Associate of Science - Transfer
 - Agriculture Business Job Skills Certificate
- 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.

In the past, both AA and AS degrees have been offered. Over time, we began to realize the strong majority of our students transfer to a four year college to continue their education. We are in the process of phasing out both the AA and AS in lieu of the AS-T

C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.

Although the AA and AS are being phased out in favor of our newly adopted AS-T, we still feel there is a need for skill certificates. The CE allows students to take a strong cross section of AGBS and support courses to better enable them to immediately enter the agricultural industry. The Job Skills Certificate is designed to provide the 3-4 core classes that that other agriculture majors (non-AGBS) can use to give them a competitive edge in their fields by applying agribusiness principles to their technical knowledge.

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 goals, please duplicate this section.

Current Program Goals	Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)	Progress on goal achievement (choose one)	Comments
<p>1. Learning Environment Poor lab conditions combined with a lack of funding does not allow instructors to teach with the newest technology. A lack of classroom space and updated lab facilities does not allow the goal to teach the latest technology.</p>	<p><input type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input checked="" type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement</p>	<p><input type="checkbox"/> Completed: _____ (Date) <input checked="" type="checkbox"/> Revised: <u>8/1/2022</u> (Date) <input type="checkbox"/> Ongoing: _____ (Date)</p>	<p>Although the agriculture building was refurbished over the summer of 2014, the department is still in need of additional expansion. The passing of Measure J, should begin to take some pressure off our facility concerns. However facility completion is at least 5 years away. In the meantime, we could potentially teach courses at the Delano and BC Southwest locations.</p>
<p>2. A lack of instructors reduces section offerings making completion more difficult for students when they can’t enroll in classes.</p>	<p><input type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement</p>	<p><input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: <u>08/01/2018</u> (Date) <input type="checkbox"/> Ongoing: _____ (Date)</p>	<p>Although our staffing has witnessed recent improvements, we are still in need. Even with the addition, students are still working hard to find classes and complete their degree in a timely manner. California State University Bakersfield recently launched their 4-year degree in AGBS. All the lower division courses must be taught at a community college and BC is the primary partner to do this. Therefore we are expecting additional</p>

			students vying for limited courses. Finally, BC is strongly supporting a dual enrollment initiative partnering with Wonderful Education (Previously Paramount Education Program) working with Wonderful Career Prep Academy and Wasco Union High School. In order to follow through on our commitments and teach the courses there, additional staffing is required. At this moment each of the 4 current teachers are carrying over a 1.3 teaching load.
3. Reinstitute the AGBS B5 Agriculture Computer Applications	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input checked="" type="checkbox"/> Revised: <u>08/01/2018</u> (Date) <input type="checkbox"/> Ongoing: _____ (Date)	This course will be offered in spring of 2018. The AS-T is being redesigned to add this course in place of COMP B5.
4. Add an Agricultural farm accounting course to the AGBS major.	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: <u>08/01/2018</u> (Date)	Industry has expressed a desire to have employees that have a foundation in agricultural accounting. This course has not been offered at Bakersfield college in quite some time. Students desiring the course have had to attend another community college to get this education. The course is currently navigating BC's curriculum process and should be offered in Fall of 2018. The AS-T is being redesigned to add this course to "List A."

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.

Future Goals	Which institutional goals from the 2015-2018 Strategic Directions for Bakersfield College will be advanced upon completion of this goal? (select all that apply)	Action Plan	Timeline for Completion	Lead person for this goal
1. Bakersfield College will continue to develop partnership with California State University	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input checked="" type="checkbox"/> 3: Facilities	A. Recruit CSUB staff to actively engage with the BC Agriculture Advisory Committee.	Summer 2019	Dr. James Selgrath

<p>Bakersfield to align curriculum creating an efficient system to help students transfer and achieve a 4-year degree.</p>	<input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<p>B. Work with CSUB staff and insure coursework in the AS-T is sufficient for their needs. C. Develop protocol to teach Bakersfield College courses on the CSUB campus, beginning with opening BC West to CSUB Agriculture Business and BC students D. Increase collaboration and interaction with CSUB students to maximize BC's role in the 4 year Agriculture business program E. Create opportunities for the BC students to be exposed to CSUB faculty and 4-year degree program.</p>		
<p>2.Redesign the AGBS AS-T.</p>	<input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<p>A. The AGBS program has added an ag computers course that will replace the COMP B5 requirement. B. A new agricultural accounting class will be added as an option in the AS-T. C. AGBS will update our major to reflect these new classes. D. Submit to curriculum committee.</p>	<p>Completed for Fall 2018 catalog.</p>	<p>Heather Baltis</p>
<p>3. Summer Bridge Program</p>	<input checked="" type="checkbox"/> 1: Student Learning <input type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement	<p>A. Partner with Strong Work Force to provide summer bridge programs as outreach to local high school districts for the purpose of promoting the various certificates, pathways, and programs available through the Agricultural department at BC.</p>	<p>Summer 2018</p>	<p>LeAnn Riley</p>
<p>4. Implement a Job Skills Certificate (<12 units)</p>	<input type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input type="checkbox"/> 5: Leadership and Engagement	<p>A. Create Job Skills Certificate. B. Submit to curriculum committee.</p>	<p>Completed for Fall 2018 catalog.</p>	<p>Heather Baltis</p>

Best Practices:

Programs often do something particularly well; usually they have learned through assessment – sometimes trial and error – what solves a problem or makes their programs work so well. These are often called Best Practices and can help others. Please share the practices your program has found to be effective.

Use real world applications relevant to the lesson plan.

Recruit industry professionals and utilize as guest speakers.

Keep students engaged with concentrated tests, not broad topic cumulative tests. (Not including final exams.)

Use of the early warning system.

Tutoring recommendations for those in need.

Provide additional resources using Canvas. These can be enriching for students that are excelling and looking for a challenge or more rudimentary for students that may be struggling.

Use the phone to issue warnings and ideas to a stumbling student, because phone calls are much more personal and less likely to be ignored than an e-mail.

3 Year Program Analysis:

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).

In the last year, three statistically significant trends can be noted. First, our Latino population has continued to increase an additional 8%. Latinos have averaged 8% growth in AGBT over the last four years. Secondly, AGBT has 21% more students in our college in the “younger than 19” category compared to the campus average. This is likely due to the strength of the dual enrollment program and the high school students that are participating in it. Finally, the percentage of females enrolled in the AGBT major again carries the majority (for 4 of the last 5 years). This is quite positive as agriculture traditionally can be considered more of a male dominated industry.

2. Changes in enrollment (headcount, sections, course enrollment, and productivity).

For the fourth consecutive year the unduplicated headcount up in Agriculture Business. We enrolled 25% more students compared to the prior year and have doubled the numbers from two years prior. The number of declared majors is up nearly 60% from the previous year and the number of sections available for our students increased nearly 70%. Productivity levels (FTES/FTEF) are up over 18% over the same period.

3. Changes in achievement gap and disproportionate impact.

With the advent of our dual enrollment initiative, our program has more 19 & Younger students than the norm. This population has caused our team to focus more on them. Fortunately this focus resulted in a statistically higher success rate than the traditional campus. Unfortunately, it has brought into light the challenges that other populations are embedded in. Our 30-39 population has a success rate 23% lower compared to that population at large. Our older that 40 population succeeds at a rate of 9% lower than their peers. This is unacceptable. We need to do a better job resourcing students in those

population groups. Fortunately, we have already started to do this. Our department is now offering every one of our core courses in the evenings on a rotational basis. As we communicate these offerings, we hope that the older students who are pursuing their education along with full time employment will be able to take the courses they need to obtain their degree. We are also starting to modify of teaching structure to potentially offer more online classes at a convenience for many students.

Since the dual enrollment courses are nearly exclusively attended by the high school students that are being served, we also need to offer more courses on the main campus or other satellite campuses for the older populations. Students may not be graduating in a timely manner because they simply cannot enroll in courses due to their unavailability.

4. Success and retention for face-to-face as well as online/distance courses.

Over the last four years the retention rate for AGBS students has increase with a humble margin (2-3%/year), arriving at 90%. This is slightly higher than the collegiate average of 89%. The success rate grew 4% over last year, but has remained relatively constant over the same four year period. That rate is 1% high than the college's average with the female students accounting for a larger percentage of the change.

5. Any unplanned events that affected your program.

The growth of dual enrollment is still stretching our staffing. Not only are there more courses that our department is becoming responsible, we have also been asked to provide support to the high schools as liaisons (coaches for the high school teachers). While these are all opportunities, our AGBS staff are all teaching overload classes and additional staffing is needed.

6. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded).

Over the last 3 years the number of AA degrees in AGBS has grown exponentially from 1 to 9 to 15 associate degrees. The number of AS degrees has been relatively stagnant with the exception of a jump from 1 degree to 4 degrees the last year. This flat trend is likely due to the fact that most of the highest paying jobs in AGBS require a 4-year degree from one of our partnering universities. Certificates have shown slightly better than the AS degree (from 2-4 in the last 3 years). The rationale for the minor growth is likely the same.

7. Reflect on any changes you would like to see in your program in the next 3 years.

Degrees and Certificates offered

The AGBS program recently launched an AS-T degree for our future graduates. This degree is will likely become the premiere degree for our students due to its ease of transfer to accepting 4-year institutions. In its place the AA and AS degrees will be phased out over time. Some of our students are simply looking to brush up on their job related skill set so we will continue to offer the CE for those who are looking to gain skills for potential salary advancement without pursuing a BS. We also have students in other agriculture majors that are looking to apply the technical knowledge they are receiving in an agribusiness arena. We have starting the curriculum process to develop an AGBS Job Skills Certificate (about 12 units) to provide applicable knowledge for students you are either entrepreneurial minded or who may be hired in managerial roles.

We are also looking to help untraditional students reach their goals. We are in the process of offering all of our core AGBS courses on a rotational basis in the evening for students who have obligations during the daytime. We are also starting the curricular process to provide as much of our content in content in online or hybrid courses as possible and we are researching the possibility of providing our major entirely online.

Program Outreach

Kern County was recently recognized as the number one agriculture county in the United States of America. The agriculture industry is clamoring for quality employees in all subject matters. We intend to be more efficient in reaching out to prospective students and encourage their participation in the program. The county high schools are our biggest potential resource for students and we intend to work with them more closely in providing bridge programs, summer camps, field days and open house activities. As our new programs and certifications fall into place, we will also target local industries to provide retraining that may be needed.

Our team is committed to communicating the positive message of our program and utilizing social media to do so. We are in the process of modernizing our website and providing Facebook and twitter posts to deliver that message.

Curriculum Improvement

Now that the shell of the AS-T is in place, we are taking a look at our curriculum and modernizing it with the input of our local industry. Our AGBS B5 and AGBS B7 courses are the first in our series to do so. We are looking to partner with University of California institutions to improve the transferability of our courses (they transfer to the CSU system at this time). We are also attempting to streamline the graduating process for our students by exploring the possibility that our courses may be able to receive general education credit. At this time AGBS B2 Agriculture Economics fulfills a GE requirement and we are researching if the AGBS B6 Ag Sales and Communication can as well.

Facility and Equipment Modernization

Of all community colleges that have an AGBS program, Bakersfield College has the most limited facilities and equipment. We do not have proper classrooms to teach in. Computer labs are non-existent. We are hoping with the passing of Measure J, that situation will be rectified.

- 8. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years.

Full Name of Degree or Certificate	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021
Agriculture Business Associate of Science	1	4	4	3	1	0
Agriculture Business Associate of Arts	9	15	20	10	5	0
Agriculture Business Certificate of Achievement	2	4	6	8	10	12
Agriculture Business Associate of Science - Transfer	0	0	60	90	120	135
Agriculture Business Job Skills Certificate	0	0	0	0	5	10

Resource Request and Analysis:

Resource Request		If Fulfilled, Discuss How Previous Year’s Requests Impact Program Effectiveness?
Positions: <i>Discuss the impact new and/or replacement faculty and/or staff had on your program’s effectiveness.</i>	<input type="checkbox"/> 1: Classified Staff <input checked="" type="checkbox"/> 2: Faculty	Although we asked for one professor, we were able to hire two professors in AGBS the last year. This has had a huge impact on our dual enrollment offerings. This fall there is a teaching load of 2.532 FTE to support the dual enrollment program. On the main campus, our staff is also teaching 2.666 FTE to support the program there. So 4 teachers are providing 5.198 FTE and there are more dual enrollment courses that have not been offered.
Professional Development: <i>Describe briefly, the effectiveness of the</i>	<input checked="" type="checkbox"/> 1: Provided Professional Development <input checked="" type="checkbox"/> 2: Attended Professional Development	Our staff attended the midwinter program and curriculum conference designed for community colleges with agriculture programs. This was quite insightful. Professor McCraw is also on the California Agriculture Teacher’s Association Post Secondary Leadership Team and have been providing professional development

<p><i>professional development your program has been engaged in (either providing or attending) during the last cycle</i></p>		<p>opportunities to his peers in his roll on the Student Leadership Committee.</p>
<p>Facilities: <i>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.</i></p>	<p><input type="checkbox"/> 1: Space Allocation <input type="checkbox"/> 2: Renovation <input type="checkbox"/> 3: Furniture <input type="checkbox"/> 4: Other <input type="checkbox"/> 5: Beyond Routine Maintenance</p>	<p>Not applicable.</p>
<p>Technology: <i>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?</i></p>	<p><input type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____</p>	<p>Not applicable.</p>
<p>Resource Request</p>		<p>Discuss How Effective Request is for Student Success?</p>
<p>Other Equipment: <i>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.</i></p>	<p><input type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____</p>	<p>Our equipment requests are computer technology.</p>

Budget:

Explain how your budget justifications will contribute to increased student success for your program. (Fiscal requests will be submitted by the faculty chair and/or area administrator.)

1. At this juncture in time the school is not providing any funding to the Agricultural Business Management program. However there is certainly a need. Enriching, creative lessons that could be implemented on behalf of the instructors are either skipped or funded with personal resources. In addition there are paid listservs and subscriptions that could be used to develop instruction that would better model what is occurring in industry.
2. As we build partnerships with other groups (California State University Bakersfield, Wonderful Career Prep Academy...) enhancing collaboration with our constituents will become crucial. Quality Professional development becomes much more likely when a funding source is linked to it.
3. As the program gets rebranded with the AS-T as well as the collaboration with CSU Bakersfield, promotional resources are needed to communicate the opportunities to stakeholders and future students. They can only be done if the costs of the promotional materials are budgeted.

Conclusions & Snapshot:

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 Agriculture Business Major is thriving and growing. The possibilities in agriculture business are significant. The growth is likely due to the partnerships we have with California State University Bakersfield and Wonderful Career Prep Academy (WCPA). However we are only in the fourth year with WCPA and have only reached 75% of our staffing obligations with that grant. CSUB launched their 4-year AGBS major two years ago. CSUB students simply cannot receive their 4-year degree without taking their lower division courses at a community college. And of course they have partnered with Bakersfield College! Kern County finally has a 4-year agriculture degree in our humble community and students are deciding to stay home and receive quality education in agriculture business. As CSUB continues to prosper our entire agriculture program (not just AGBS) will grow to provide the foundation for the CSUB degree. Staffing to support this is an ongoing effort as well as improving the two colleges' working relationship is going to be crucial.

Continuing to partner with industry leaders will keep the program growing and flowing and give our graduates employable skills that will lead to their long-term success.