

Bakersfield College

Program Review – Annual Update

Program Name: AG Forestry

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: The forestry program is a CTE program. The certificates , 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 in vocational and professional jobs in forestry , natural resources , environmental sciences , and wildlife management. All of the courses are transferrable to the CSU and/or the UC system. One course meets a CSU general education requirement. The closest competing school with a forestry program is over 90 miles away in Reedley.

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 , environmental science , and wildlife management job ready professionals for the industry , both public and private.

Instructional Programs only:

- A. List the degrees and Certificates of Achievement the program offers AA and AS and Certificate of Achievement
- 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. AA is best for transfer, and AS is best to enter workforce after BC graduation as you have more work done in your major and less GE.
- C. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both. No local degree and no ADT as per Chancellors office.

Progress on 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.

| Program Goal | Which institutional goals from the Bakersfield College Strategic Plan will | Progress on goal achievement (choose one) | Status Update – Action Plan |
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| | be advanced upon completion of this goal? (select all that apply) | | |
|---|---|---|--|
| 1. Facilities Needs— Learning Environment—poor laboratory conditions and the desperate need a new larger bus for very important required field trips. . | <input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input checked="" type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement | <input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date) | Measure J will eventually help us obtain a real forestry/plant science /ornamental horticulture laboratory. President Sonya Christian told us a recent tour that she is working on getting the bus for us. |
| 2.Student Success/Completion--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 | <input checked="" type="checkbox"/> 1: Student Learning <input checked="" type="checkbox"/> 2: Student Progression and Completion <input checked="" type="checkbox"/> 3: Facilities <input type="checkbox"/> 4: Oversight and Accountability <input checked="" type="checkbox"/> 5: Leadership and Engagement | <input type="checkbox"/> Completed: _____ (Date) <input type="checkbox"/> Revised: _____ (Date) <input checked="" type="checkbox"/> Ongoing: _____ (Date) | 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. |

B. List new or revised goals (if applicable)

| New/Replacement Program Goal | Which institutional goals | Status Update – |
|------------------------------|---------------------------|-----------------|
| | | |

| | will be advanced upon completion of this goal? (select all that apply) | Action Plan |
|--|--|-------------|
| <p>I think we need to make some progress on the two goals which we have before we start any new goals.</p> | <input 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 type="checkbox"/> 5: Leadership and Engagement | |

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.

We are very closely aligned to the forestry/natural resources/wildlife/environmental science industry through activities like our semi annual SAF (Society of American Foresters) Dinner/Speaker networking program. We work very closely with our advisory committee as well as the 5 Universities to which our students transfer. Our forestry majors all transfer or gain employment after BC graduation if that is their desire.

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).

1. Please report on any unexpected changes or challenges that your program encountered this cycle: No significant changes
- A. How does your trend data impact your decision making process for your program? 7% more forestry students and a little higher productivity. No significant changes in the other parameters.
- 2.
- B. Were there any changes to student success and retention for face-to-face, as well as online/distance courses? Forestry has no online courses. Forestry success and retention is almost the same as in past years. It is significantly higher than the college wide average.
- 3.
4. Were there any changes to student demographics (age, gender, or ethnicity) for the past cycle? No significant changes.

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 type="checkbox"/> 2: Faculty | |
| Professional Development: <i>Describe briefly, the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last cycle</i> | <input type="checkbox"/> 1: Provided Professional Development <input checked="" type="checkbox"/> 2: Attended Professional Development | We all attend several CATA—California Agriculture Teachers' Association—conferences and keep ourselves up to date with all the rapidly occurring changes in our field. Additionally, I am a member of the Cal Poly SLO Advisory Committee which meets two times per year and deals with curriculum and employment opportunities. BC students are allowed to access the website where all the jobs are posted. I represent community colleges on the committee. Please allow us to continue doing these activities which keep me current. |

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| <p>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.</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>N/A</p> |
| <p>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?</p> | <input checked="" type="checkbox"/> 1: Replacement Technology <input type="checkbox"/> 2: New Technology <input type="checkbox"/> 3: Software <input type="checkbox"/> 4: Other _____ | <p>The new equipment in Forum East where I teach is wonderful , and improves my teaching.</p> |
| <p>Resource Request</p> | | <p>Discuss How Effective Request is for Student Success?</p> |
| <p>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.</p> | <input checked="" type="checkbox"/> 1: Replacement <input type="checkbox"/> 2: New <input type="checkbox"/> 3: Other _____ | <p>Our budget is \$1,000.00 and is used for plant materials much of which we plant on campus , and for forestry hand tools—Biltmore Measures , clinometers , D-tapes , increment bores , etc. It is not enough to replace the equipment that gets worn out.</p> |
| <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</p> | | <p>Please See Above</p> |

administrator.)

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 annual program review. Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs. Present any conclusions and findings about the program. 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. 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 work at BC. Other students transfer to Cal Poly,SLO and CSU,Humboldt , an 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!!!