Bakersfield College

Comprehensive Program Review

**I. Program Information:**

Program Name: Agricultural Business Management

Program Type:  Instructional  Non-Instructional

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.

Program Description: 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 or an Associate of Science degree. 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 Arts 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 Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)—please list:

1. List the degrees and Certificates of Achievement the program offers.
   * Agricultural Business Management Associate in Arts
     + PLOs
       - demonstrate in exams or work samples the ability to explain microeconomic and macroeconomic, analyze and evaluate agribusiness problems and management decisions, and perform basic algebra and introductory calculus operations in the context of applied economic analysis and optimization.
       - demonstrate skills in fundamental agribusiness principles and analysis techniques into logical decision-making constructs.
       - develop strong communication skills, both oral and written, for the purpose of conveying the results of business analyses in a clear, persuasive, and informative manner.
       - learn to apply the concepts, principles, and terminology of business (economics, management, finance, marketing, and others) to real-world issues and opportunities in the agricultural and life sciences industries.
       - demonstrate specific skills in agriculture business, such as record keeping, marketing, and problem solving
   * Agricultural Business Management Associate in Science
     + PLOs
       - master skills in agriculture business such as statistical methods to analyze commodity markets and economic data, explain how external forces such as law, environmental regulation, and government policies impact agribusiness decision making.
       - demonstrate specific skills in agriculture business.
       - have an understanding of the business and economics of the agricultural industry; agriculture business and the implications to the agricultural producer, consumer, and the food system; management principles encountered in the day to day operation of an agricultural enterprise.
       - understand production and marketing as needed for employment.
       - demonstrate managerial and leadership abilities such as public speaking skills and record keeping abilities in the field of agriculture business; understand and interpret economic news and trends using economic theory and apply them to agricultural operations for employment that will enhance opportunities and success in agriculture business in the 21st century.
   * Agricultural Business Management Certificate of Achievement
     + PLOs
       - understand economic concepts and quantitative methods.
       - demonstrate critical, integrative, and evaluative thinking.
       - have well-developed verbal and written communication
       - skills that are necessary for efficient and clear dissemination of economica analysis, as well as for success in private and public sector careers.
       - understand and interpret economic news and trends using economic theory and apply them to agricultural operations for employment that will enhance opportunities and success in agriculture business in the 21st century.
       - demonstrate specific skills in agriculture business.
       - have an understanding of the business and economics of the agricultural industry, agricultural business, and the implications to the agricultural producer, consumer, and the food system.
       - have an understanding of management principles encountered in the day to day operation of an agricultural enterprise.
       - understand the production and marketing disciplines needed for employment.
2. If your program offers both an A.A. and an A.S. degree in the same subject, please explain the rationale for offering both.
   * This major serves 3 groups of students and supports their education needs. A portion of the students are intending to attend a 4-year university and intend to have the significant portion of their subject matter knowledge presented to them the last two years of their schooling
   * A second category of student is looking for a 2-year degree and intending to continue on in the agriculture industry. It is more practical for those students to focus on the 32 units of required major courses and develop their subject matter knowledge earlier in their educational endeavors.
3. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both.
   * We are in the process of developing a TMC in CurricUNet to better enable students to transfer to a four-year university.

**II. Program Assessment:**

1. How did your outcomes assessment results during the past three years inform your program planning?

A program outcome is to produce job ready students and student degrees. The goal was to increase degrees and certificates and results from previous years show an improvement (75% increase in AA degrees from the previous year). We will continue to follow up with students to increase awareness about degrees. We are also working on streamlining the program to fall in line with proposed AS-T’s and providing dual enrollment opportunities for high school students.

1. How did your outcomes assessment results during the past three years inform your resource requests this year?

Since there was an increase in staffing for Agricultural Business Management during the 2013-14 school year, the program requested funding to support instruction. It was not provided and we will be re-requesting funding again this year in hopes of being included in the guooy budget.

1. Describe how the program monitors and evaluates its effectiveness.

Once each semester the program instructors will analyze data, share syllabi and communicate issues. There is also collaboration that occurs through the year including input from the Bakersfield College Agriculture Advisory Committee.

1. Describe how the program engages all unit members in the self-evaluation dialogue and process.

The teaching staff will meet a minimum of two times each year to evaluate the programmatic goals. There is also communication between instructors via email throughout the year.

1. Provide recent data on the measurement of the PLOs/AUOs, as well as a brief summary of findings.

We haven’t significantly completed the assessments on the PLOs. There is a trend of student success in AA completion and preparation to transfer to a 4-year university. If one can reason that degree and certificate competition is indicative of the knowledge of PLOs, then there was a 10% increase from the prior year.

1. What have the program’s PLOs/ AUOs revealed or confirmed in the last three years?

The volume of students that have successfully completed degrees and certificates in Agricultural Business Management has risen over the last 3 years. This has been the case even as number of majors has slowly decreased.

1. *If applicable*, list other information, data feedback or metrics to assess the program’s effectiveness (e.g., surveys, job placement, transfer rates, output measurements).

None available

1. Discuss the strengths of your program.

The Agriculture Business Management is likely the most diverse student program in the department. Not only does is it diverse from an economic, cultural and economic background, it also provides classes and instruction for all majors in the Agriculture Department.

1. Discuss areas for improvement in your program.

The program needs to do a better job promoting the opportunities within agriculture and the major as well. Building a partnership with California State University Bakersfield will give students a local opportunity to complete a four-year degree in agriculture. Industry is ready for the graduates, both with an associate’s degree and a bachelor’s degree.

1. *If applicable*, describe any unplanned events that impacted your program.

**III. Resource Analysis:**

1. Human Resources
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success.
   1. Bakersfield College is committed to providing Dual Enrollment Courses at many local high schools. Currently BC is a crucial partnership in the Paramount Agricultural Career Academy (PACA) grant. This grant will allow students from Paramount Academy, McFarland High School and Wasco High School to take Bakersfield College Courses on their campuses. This will in turn create course offerings and will need to be supported with staffing. The grant will be providing the funding for the first 3 years of the partnership.
   2. The partnership of the PACA will help Bakersfield College develop better relationships with the agriculture industry and increase our offerings of work placement experiences for students. Students will be better linked to industry and master specific job skill sets more readily.
3. (Faculty Request form; Classified Request form)
4. Professional Development (Professional Development form)
5. Describe briefly the effectiveness of the professional development your program has been engaged with (either providing or attending) during the last cycle, focusing on how it contributed to student success.
   1. The majority of professional development has been two fold.
      1. Firstly, we have worked very closely with industry partners and endeavored to maintain a skill and knowledge set that is current in the industry. This fresh and immediate information keeps our students on the forefront of education. We do not deliver instruction based on practices of the past. It is relevant to the student’s “now” while helping them focus and prepare for future trends.
      2. Secondly, we also work closely with other agriculture professors and colleges throughout the state of California (and the nation). This allows instructors to collaborate in the best practices of our subject matter. That in turn has a direct effect on student learning as they are experiencing the best instructional strategies for student success.
6. Provide rationale for future professional development opportunities and contributions that your program can make.
   1. The program continues to expand and evolve through the partnership in the PACA grant and CSU Bakersfield. Professional development is going to make the different in terms of overall teacher preparation for the future growth. Working with industry and other teaching professionals will allow us to stay at the forefront of our new offerings.
7. Facilities (M&O requests can be submitted by completing the [M&O Request form](https://committees.kccd.edu/sites/committees.kccd.edu/files/Copy%20of%2012%20M%26O%20Needs%20Workbook%2012-13%20APR.xlsx).)
   1. Assess the effectiveness of the facilities used by your program in meeting college strategic goals.
      1. The facilities that are used by the Agricultural Business Management Program are more than adequate. Since our current courses are lecture and small group activity based we are able to adequately complete our SLOs and enable the student community to strive for success.
   2. Justify your facilities and M & O request.
8. Technology (Technology requests can be made by filling out the [ISIT Request form](http://www.bakersfieldcollege.edu/irp/Annual%20Program%20Reviews/2012-13/13%20ISIT%20Priority%20Workbook%2012-13.xlsx).)
9. Has your program received new or repurposed technology in this 3-year cycle?
   1. If yes, discuss the assessment of its effectiveness as it relates to student, program, or administrative outcomes.
      1. The entire agriculture building was renovated the summer of 2014. From a technological point of view, this translated to the installation of “smart boards.” Unfortunately professional development has not been available to maximize the potential of the technology.
   2. If no, what technology could play a contributing factor in future student success and outcomes for your program? How would you evaluate the effectiveness of this technology?
10. Discuss the effectiveness of technology used in your area to meet [college strategic goals](http://www.bakersfieldcollege.edu/collegecouncil/BAKERSFIELD%20COLLEGE%20STRATEGIC%20FOCUS%202013-14.pdf).
    1. The majority of computer technology that has been used in Agricultural Business Management has been computer based. Most classes engage students using the “Moodle” to facilitate interaction. To this end, the Moodle software program seems to be adequate, however the learning curve for educators is significant. Structured professional develop could be quite valuable. But other than network speed inconsistencies, the presentation hardware and software certainly gets the job done.
11. Does your program need new or repurposed technology to support student success? Justify your ISIT Technology Request and your vision for meeting student, program, or administrative unit outcomes for this next 3-year cycle.
    1. The Agricultural Business Management program could certainly use some additional computer technology. Having departmental portable laptop access would allow the students to expand their educational experience. For example, having computers available to during the marketing exercise (buying and selling faux commodities) would provide better instructional access to the information and a significantly higher mastery of the subject matter.
    2. Since several of our courses are taught in a “dual enrollment” environment, our colleagues are spread across several campuses many of which are not in the district. Providing support for the PACA grant has staff at McFarland High School, Paramount Academy and Wasco High School. At this juncture in time, there is not a method in place to access the district’s servers (i.e. the “R Drive”) away from the main campuses of KCCD. And we need one!
12. Budget (Changes to the budget allocation can be requested using the [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)).

If you are requesting any additional funding, explain briefly how it will contribute to increased student success.

1. At this juncture in time the school is not providing any guooy 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 that could be used.
2. As we build partnerships with other groups (California State University Bakersfield, Paramount Academy Career Academy…) enhancing collaboration with our constituents will become crucial. Quality Professional development becomes much more likely when a funding source is linked to it.

**IV. Trend Data Analysis:**

Review the data provided by Institutional Research. Provide an analysis of program data throughout the last three years, including:

* 1. Changes in student demographics (gender, age and ethnicity).

It would stand to reason the Agriculture Business Management Program is growing (113%) after Bakersfield College increase staffing to support those classes. Although our gender has numbers fluctuate year to year, our date trends is the same as 3 years ago. The data for ethnicity is lining up very similarly to the collegewide data however there was a significant increase in the Latino population (a 15% increase from the previous 4 year average).

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

The increase in staffing likely explains increase in enrollment in all sectors. Since it took a year to get the faculty hired, it would also tell the tale about why the overall enrollment dropped the year before.

The program’s productivity data (20.1) is tracking slightly better than the collegewide standard of 17.5.

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

Overall student retention is very similar to the average of the previous 4 years (1.7% decrease). Overall student success rates were higher than the collegewide averages with the exception of older student populations. It should be noted however the program prioritized traditional “face to face” courses as distance education adjunct teachers entered the classroom.

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

AA’s in AGBS totaled at 7 with a 75% increase over the previous year.

AS’s in AGBS totaled at 1 with a 50% decrease compared with the previous year.

CA’s in AGBS totaled at 2 with a 30% decrease compared with the previous year.

Over all there was a 10% increase compared with the previous year and nearly a 100% increase over the 4 year average.

* 1. Other program-specific data (please specify or attach).

None

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Degree or Certificate** | **2011-2012** | **2012-**  **2013** | **2013-**  **2014** | **2014-**  **2015** | **2015-**  **2016** | **2016-**  **2017** |
| Associates of Arts | 1 | 4 | 7 | 7 | 9 | 12 |
| Associate of Science | 1 | 2 | 1 | 2 | 2 | 0 |
| Certificate of Achievement | 0 | 3 | 2 | 2 | 3 | 3 |
|  |  |  |  |  |  |  |

**V. Progress on Previously Established Program Goals, Future Goals and Action Plans:**

1. List the program’s goals from the previous Program Review. For each goal, please discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

|  |  |  |  |
| --- | --- | --- | --- |
| **Previously Established Goal** *(state goal)* | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal?**  **(select all that apply)** | **Progress on goal achievement**  **(Choose one)** | **Comments**  **(if applicable)** |
| 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. | 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | Completed: \_\_\_\_\_\_\_\_ (Date)  Revised: 8/1/2017 (Date)  *(*state revised goal) | Although the agriculture building was refurbished over the summer, the department is still in need of additional expansion. |
| 2. Completion  A lack of instructors reduces section offerings making completion more difficult for students when they can’t enroll in classes. | 1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development | Completed: \_\_\_\_\_\_\_\_ (Date)  Revised: 8/1/2015 (Date)  *(*state revised goal) | A single instructor was hired last year, however that position was supposed to be ear marked for Agriculture Mechanics. Since the staff member also has a business background they were used in AGBS. Even with the addition, students are still working hard to find classes and complete their degree in a timely manner. |

1. 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 goal must include an action plan.

|  |  |  |  |
| --- | --- | --- | --- |
| **Future Goal** | **Action Plan** | **Lead person for this goal** | **Timeline for Completion:** |
| 1.Development of an AS-T according to the Transfer Model Curriculum Framework | 1. Identify courses need for AS-T.  2. Determine if like courses are already offered at Bakersfield College.  3. Submit needed courses in CurricUNET.  4. Patiently wait as it goes through the curriculum vetting process.  5. Apply for the AS-T. | Chris McCraw & Billy Barnes (Dept. Head) | October 2015. |
| **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | | | |
| **1: Student Success**  **2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability**  **5: Integration  6: Professional Development** | | | |
| **Future Goal** | **Action Plan** | **Lead person for this goal** | **Timeline for Completion:** |
| 2.Develop Curriculum for “Introduction to Agriculture Business | 1. Derive SLOs from CID descriptors.  2. Develop Course Outline  3. Look for text and other resources.  4. Write Syllabus. | Chris McCraw | 8/2015 |
| **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | | | |
| **1: Student Success  2: Communication  3: Facilities & Infrastructure  4: Oversight & Accountability  5: Integration  6: Professional Development** | | | |

**VI. Curricular Revisions *(Instructional Programs only):***

1. Review of Course Information:

* Column A list all of the courses associated with the degree.
* Column B list the Fall term the review process will be started for ongoing compliance.
* Column C list the compliance due date.
* Column D list any changes to courses with regard to distance education.
* Column E list corresponding C-ID descriptors if available. <http://www.c-id.net/>

**\*\*Dates listed should reflect a five year cycle allowing for one year of review**

**to maintain ongoing compliance.\*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A. Course** | **B. Fall Term Review will be Submitted** | **C. Compliance Due Date** | **D. Distance Education Changes** | **E. C-ID Descriptors Available** |
| AGBS B2 Agricultural Economics |  | 5-2016 |  |  |
| Soil B1 Introduction to Soil Science |  | 5-2016 |  |  |
| AGRI B1 Agriculture, Environment and Society |  | 5-2016 |  |  |
| AGBS B6 Agricultural Sales and Communication |  | 5-2016 |  |  |
| CRPS B1 Principles of Crop Production |  | 5-2016 |  |  |
| COMP B5 Introduction to Microsoft Office |  | 5-2016 |  |  |
| AGRI B49 Agriculture Leadership Training |  | 5-2016 |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. Review of Program Information:

Is the program information housed in CurricUNET accurate? (Considerations: changes in course(s) names and/or suffixes as well as additions/deletions of courses). If not, then a program modification needs to be started in CurricUNET to reflect the necessary changes. Explain the requested changes below.

Yes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Is the program and course listing information in the current catalog accurate? If not, list the requested

changes below. Catalog information should reflect what is in CurricUNET.

Accurate\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Student Education Plan (SEP) Pathway(s) uploaded to “Attached Files” in CurricUNET.

If applicable, SEP Pathway with CSU Breadth indicated? **Yes** or No

If applicable, SEP Pathway with IGETC indicated? **Yes** or No

If applicable, SEP Pathway with BC General Education indicated? **Yes** or No

**\*\*Please ensure that the information housed in CurricUNET and the current catalog match. \*\***

1. If applicable, provide a description of the program’s future adoption of C-ID descriptors and Associate Degree for Transfer (ADT) or Model Curricula.

We are in the process of developing a AST for the Agriculture Business Management Program. It should be starting through the system by 10/15/14.

**VII. Faculty and Staff Engagement:**

1. Discuss how program members have engaged in institutional efforts such as committees, presentations, and departmental activities.

Professor McCraw has supported the goals of the department as serving as the departments’ representative with the PACA grant. He also works with the Bakersfield College Ag Ambassador’s recruitment efforts. He also represents the Agriculture Department serving as the President of the South Valley California Agriculture Teacher’s Association.

1. *Instruction Only*: Discuss how adjunct faculty are included in departmental training, discussions and decision-making.

Although the full time faculty meets weekly, the entire department meets once each semester. Professor Barnes leads the department in a discussion of department goals, calendar of events and classes offered. All adjunct professors are encouraged to attend. Professor Baltis (AGBS Adjunct Professor) is a contributor at these meetings.

**VIII. Program Funding Sources:**

Identify any non-KCCD general fund sources

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Title of Account/Grant/Categorical Funding** | **Start Date** | **End Date** | **Percentage of Program Budget Covered** | **Positions funded wholly or in part** |
| Foundation Accounts |  |  |  |  |  |
| Grants |  |  |  |  |  |
| Categorical Funding |  |  |  |  |  |

**IX. Conclusions and Findings:**

Present any conclusions and findings about the program.

The opportunities that exist working in concert with the PACA as well as providing an instructional foundation for California State University Bakersfield’s Agriculture Business major are going to provide consistent growth for the program. Staffing to support this is ongoing effort is going to be crucial.

Many of the students in the program seem to be focused on a 4 year degree. Developing the AS-T to assist in transferring needs to be a priority.

**VII. Attachments (place a checkmark beside the forms listed below that are attached):**

[Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview)  [Budget Change Request Form](http://committees.kccd.edu/bc/committee/programreview)

Professional Development  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview)  [M & O Form](http://committees.kccd.edu/bc/committee/programreview)

[Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_