**Bakersfield College**

**Program Review – Annual Update 2015**

**I. Program Information:**

Program Name:

Program Type:  Instructional  Student Affairs  Administrative Service

***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 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 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.

**II. Progress on Program Goals:**

1. 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.

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| **Program 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** |
| 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 Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: 8/1/2017 (Date) | Although the agriculture building was refurbished over the summer, the department is still in need of additional expansion.  One possibility to quicker expansion might be to partner with Kern High School District and purchase some of their excess portable classroom until the district is prepared to build permanent facilities. |
| 2. *Completion*  A lack of instructors reduces section offerings making completion more difficult for students when they can’t enroll in classes. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: 8/1/2016 (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | A single instructor was hired in 2013-14 for a position that was ear marked for Agriculture Mechanics. Since the staff member also had 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.  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 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. |

1. List new or revised goals (if applicable)

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| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| 1. Reinstitute the AGBS B4 Agriculture Computer Applications. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | AGBS B4 was retired in the past and needs to be resurrected. Computers and technology are crucial in the Agriculture industry and this class reinforces and builds on student’s knowledge using Microsoft Office. Also the industry has proprietary software and this class would expose students to that software and make them industry ready. |

**III. Trend Data Analysis:**

Highlight ***any significant changes*** in the following metrics and discuss what such changes mean to your program.

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

It would stand to reason the Agriculture Business Management Program is growing (115% after two years) after Bakersfield College increase staffing to support those classes. Although our gender has numbers fluctuate year to year, our date trend is the same as 3 years ago. The data for ethnicity is lining up very similarly to the college wide data however there was a significant increase in the Latino population (a 17% increase from the previous 4 year average).

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

Although the data does demonstrate it, two additional classes have been added due to the dual enrollment courses from the CPPT grant partnering with Wonderful education. The program is stronger and more prosperous than the data indicates.

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 (3.0% increase). 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. Changes in the achievement gap and disproportionate impact (Equity).

There has been a slight increase in African American and Latino students mirrored by a decrease in white students.

1. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.

NA

**IV. Program Assessment (focus on most recent year):**

1. How did your outcomes assessment results inform your program planning?
   * The data changes are not significant to draw definite conclusions. However, during our outreach opportunities we will continue to encourage underrepresented students to consider BC and AGBS as a viable career option.
2. How did your outcomes assessment results inform your resource requests?
   * The AGBS major in underfunded in our department. At this juncture in time, the request to fund this department major has not been approved. A lack of resources is detrimental in achieving the very best outcomes.
3. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).
   * The SLO’s were derived from the PLO’s with input from our agricultural advisory committee. The PLO’s were reviewed for congruency with the latest ILO’s.
   * This last year the curriculum was developed for the new AGBS B3 Introduction to AgriBusiness Management. It this case the course PLO’s were “reverse engineered” and build on the school ILO’s and the department’s PLO’s.
4. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

***Institutional Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

1. Describe *any significant changes* in your program’s strengths since last year.
   * The addition of the new AS-T in AGBS has stream lined the student’s transferability to four year colleges. This should increase our retention and success overtime (although it will likely take a couple of years to get the best data).
   * Through the CPPT grant, our department was able to hire a full time professor to build the MCAG program allowing our AGBS faculty to focus on working towards the specific goals of the AGBS Program.
2. Describe *any significant changes* in your program’s weaknesses since last year.
   * NA
3. If applicable, describe any unplanned events that affected your program.

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.
   1. Bakersfield College is committed to providing Dual Enrollment Courses at many local high schools. Currently BC is a crucial partnership in the Wonderful Career Prep Academy (WCPA) grant. This grant will allow students from Cesar Chavez (Delano), Wonderful Academy (Delano) 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. At the beginning of this partnership, we have 1.0 FTE providing instruction in AGBS and this will grow to 3.0 FTE over the next two years. We need to hire additional staffing during the summer of 2016.
   2. At the same time, we are partnering with CSUB to provide graduates for their new AGBS major. As CSUB does not have any production facilities (and agribusiness must be tied agricultural production), students will need to complete the AGBS AS-T and BC to complete that major. For the first time in Kern County history, students have an opportunity to stay in Kern County and receive their four year degree in agriculture. This influx of additional students is going to continue to maintain the AGBS program’s growth mode. We need to have additional staffing to meet it.
3. Professional Development:
4. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.

* 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.
* 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.

1. What professional development opportunities and *contributions* can your program make to the college in the future?
   * 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.
   * Our department embraces working with outside groups with the purpose of recruiting the next generation of quality students in our program. We currently participate in multiple outreaches each year.
2. Facilities:
3. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?
   1. The facilities that are used by the Agricultural Business Management Program are generally 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. In the near future we will be offering the AGBS B4 course again and access to a computer lab will be necessary. Re-establishing curriculum is a year away.
4. How will your Facilities Request for next year contribute to student success?

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?
2. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?
   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.
3. Discuss the effectiveness of technology used in your area to meet college strategic goals.
   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.

D. Budget: Explain how your budget justifications will contribute to increased student success for your program.

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.

**VI. Conclusions and Findings:**

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.

The opportunities that exist working in concert with the WCPA 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.

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.

**VII. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

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

Curricular Review Form **(Instructional Programs Required)**

[Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

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

Professional Development Form  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview)  [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_