**Bakersfield College**

**Comprehensive Program Review**

**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:

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 and natural resources professionals for the industry , both public and private.

Program Description: 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 trained individuals to work in in vocational and professional jobs. All of the courses are transferrable to the CSU and/or the UC system. One course meets a general education requirement, The closest competing school with a forestry program is over 90 miles away in Reedley.

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| ***Instructional Programs only:***   1. List the degrees and Certificates of Achievement the program offers 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. 3. If your program offers a local degree in addition to the ADT degree, please explain the rationale for offering both. |

**II. Progress on Program Goals, Future Goals, and Action Plans:**

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 goals, please duplicate this section.

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| **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** |
| 1. Facilities Needs—Learning Environment—poor laboratory conditions and desperately need a new larger bus for very important required field trips. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | The entire ag department has been asking for a new bus for many years. The Ag Advisory Committee wrote the Dean and President a letter last year asking for a new bus , and stating how important and necessary field trips are to the success of our students. |
| 2.Student Success/Completion—A lack of instructors (adjunct and full-time) in forestry and ag business reduces section offerings and impacts success and completion. CSUB now has ag bus and environmental resources mgmt. majors and uses BC for all lower division ag courses. We are growing. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | CSUB is sending students it their two ag majors to BC for all their lower division ag cources. |

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 must include an action plan.

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| **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. Facilities Needs—Learning Environment—poor laboratory conditions and desperately need a new larger bus for very important required field trips. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | We are patiently waiting for administrative help to obtain the resources to accomplish this longstanding goal. | Soon as possible. | The entire agriculture faculty—especially Cluff , Kelly, McCraw and Ono. |
| 2. 2.Student Success/Completion—A lack of instructors (adjunct and full-time) in forestry and ag business reduces section offerings and impacts success and completion. CSUB now has ag bus and environmental resources mgmt. majors and uses BC for all lower division ag courses. We are growing. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | We are patiently waiting for administrative help to obtain the resources to accomplish this longstanding goal. | Soon as possible. | The entire agriculture faculty—especially Cluff , Kelly, McCraw and Ono. |

**III. 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). Same
2. Changes in enrollment (headcount, sections, course enrollment, and productivity). From 14 to 19 sections---from 884 students to 913.
3. Changes in achievement gap and disproportionate impact.
4. Success and retention for face-to-face as well as online/distance courses. No on-line.
5. Degrees and certificates awarded (three-year trend data for each degree and/or certificate awarded). See chart below.
6. Other program-specific data (please specify or attach).
7. List degrees and certificates awarded (three-year trend data for each degree and certificate awarded). Include targets (goal numbers) for the next three years.

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| Full Name of Degree or Certificate | 2011- 2012 | 2012- 2013 | 2014-15 | 2014- 2015 | 2015- 2016 | 2016- 2017 |
| Forestry Certificate of Achievement | 1 | 5 | 8 | 7 |  |  |
| Forestry Associate in Arts | 1 | 1 | 4 | 5 |  |  |
| Forestry Associate in Science | - | 4 | 6 | - |  |  |
|  |  |  |  |  |  |  |

**IV. Program Assessment: A**

1. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)1. **Demonstrate managerial and leadership abilities for forestry majors that will enhance opportunities for employment and success in the agriculture industry in the 21st century.**
2. **Master skills needed for baccalaureate level education or obtain a certificate in forestry at Bakersfield College.**
3. **Demonstrate specific skills within the forestry discipline needed for employment.**
4. How did your outcomes assessment results during the past three years inform your program planning? Use bullet points to organize your response. In progress
5. How did your outcomes assessment results during the past three years inform your resource requests? The results should support and justify resource requests for this year. In progress
6. Describe how the program monitors and evaluates its effectiveness. In progress
7. Describe how the program engages all unit members in the self-evaluation dialog and process. The ag faculty and staff meets WEEKLY and discusses this and many other departmental issues.
8. Provide recent data on the measurement of the PLOs/AUS., as well as a brief summary of findings. In progress
9. What have the program’s PLO’s/AUO’s revealed or confirmed in the past three years? Hundreds of our graduates are working in entry level to CEO/Presidential positions.
10. *If applicable,* list other information, data feedback or metrics to assess the program’s effectiveness (e.g., surveys, job placement, transfer rates, output measurements). Job placement is fantastic—determined by faculty contact with former students. The District should have a scientific way to track this—perhaps it is too expensive to do.
11. 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). Very well.
12. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond. Very Well.
13. How did your program address Equity, specifically referencing the achievement gap and disproportionate impact, over this comprehensive cycle? The District data shows all forestry minorities and special populating doing MUCH better than College—page 3 of 4 Intuitional Research & reporting—2015-16 Subject trend Data.

***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. Discuss your program’s strengths . Exactly the same as the 2014-15 Program Review-have you read it? Many succefful BC graduater gainging really great jpbs and careers.
2. Discuss your program’s weaknesses. Facilities—greatest need is a new field trip bus.
3. *If applicable,* describe any unplanned events that affected your program. BC growth money allowing us to offer more and larger sections.

**V. Resource Analysis:** 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.
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. CATA summer conference , Midwinter conference , monthly and semiannual CATA meetings with all Kern County and San Joaquin Valley ag teachers---all sponsored by the CA Dept of ED/CC Chancelor’s offices. Paid for with VTEA funds. These keep us in touch with our high school counterparts, and keep us up to date in the rapidly changing field of forestry/natural resources /wildlife management/environmental sciences. This allows us to give our students the tools they need to get and keep real good jobs.
5. What professional development opportunities and contributions can your program make to the college in the future? Continue Ag Summit ,Urban Forestry Institute 10/10/2015 , SAF –Society of American Foresters Speaker and Dinner 10/29/2015.
6. Facilities:
7. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success? None received in the last year.
8. How will your Facilities Request for next year contribute to student success? New bus -- Continue valuable field trips which train students and help them begin to network.

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? Existing technology is very helpful—ie internet in every classroom.
2. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success? We have no new technology.
3. Discuss the effectiveness of technology used in your area to meet college strategic goals. Showing good movies and items from the internet generate discussion and thereby teach important principals to students.

D. Budget: Explain how your budget justifications will contribute to increased student success for your program. Same as B2 above.

**VII. Faculty and Staff Engagement:**

1. Discuss how program members have engaged in institutional efforts such as college committees, presentations, and departmental activities. There are currently 65 events already on the 2015-16 BC ag calendar and it is still growing. All ag faculty /staff sponsor and operate these educational events in each of their subject areas. We all serve on 1 or more committees on campus, and we are also on community non-profits that benefit students like the Tree Foundation of Kern.
2. Instruction Only: Discuss how adjunct faculty are included in departmental training, discussions and decision-making. We meet regularly with all our adjunct faculty and involve them heavily in all our ag department activities. hey give input to the courses we offer and the schedule—also, many of them help get our students hired.

**VIII. Conclusions and Findings:**   
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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 forestry program is very successful at preparing BC students for the myriad of careers that exist in forestry/natural resources/wildlife/environment . Students with a certificate start in entry level or slightly above positions. 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 . 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—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

**IX. 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Certificate Form**

**Annual Update 2015-16**

**Name of Program:** \_\_Forestry\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Certificate Name** | **JSC** | **CA** | **Is the certificate stackable?** | **Is the certificate a**  **stand alone program?** |
| Forestry Certificate Of Achievement |  | x | YES |  |

**VI. Curricular Review (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.\*\***

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| **A. Course** | **B. Fall Term Review will be Submitted** | **C. Compliance Due Date** | **D. Distance Education Changes** | **E. C-ID Descriptors Available** |
| Fore B1` | 2018 | 2018-19 |  | None |
| Fore B2 | 2018 | 2018-19 |  | None |
| Fore B3 | 2018 | 2018-19 |  | None |
| Fore B4 | 2018 | 2018-19 |  | None |
| Fore B5 | 2018 | 2018-19 |  | None |
| Fore B6 | 2018 | 2018-19 |  | None |
| Fore B7 | 2018 | 2018-19 |  | none |

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