

(Including Reedley, Madera, and Oakhurst Campuses)

Forestry & Natural Resources Program Review

Cycle Four

Contents

Reedley College Mission Statement 3

Program Review Self-Study: Instructional Programs 4

Student Learning Outcome Assessment Timeline 53

Curriculum Revision Timeline 54

Appendix A: Course Assessment Reporting Forms. 55

Appendix B: SAF Accreditation Letter 178

Dean/Manager Program Review Sign-Off 189

Reedley College Program Review Rubric 190

Program Review Committee Response To Programs’ Drafts 191

Committee Comments 192

Program Review Substantiation Scoring Sheet 193

Strategic Plan Annual Report 195

Program Review Annual Progress Report 198

### Reedley College Mission Statement

Reedley College, including its centers and sites, provides an accessible educational environment ensuring high-quality innovative learning opportunities supported by services for student success. We offer associate degree programs, career technical education, transfer level and basic skills courses. We instill a passion for learning that will meet the academic, workforce, and personal goals of our diverse population.

Strategic Plan

The current Strategic Plan may be found at:

<http://www.reedleycollege.edu/index.aspx?page=87>

### Program Review Self-Study: Instructional Programs

**I. General Information**

A. List the Instructional Area(s)

*Agriculture and Natural Resources*

*Program: Forestry and Natural Resources*

B. The program is offered (please select all appropriate locations):

**X**  Reedley College ☐Madera Center ☐Oakhurst Site ☐Distance Education

If program is offered at more than one campus site, these sites must be referenced where appropriate.

C. List California Community College Chancellor’s Office Taxonomy of Programs (TOP) Code (found on Blackboard—RC Program Review, Documents, Handbook and Supporting Documents)

*0114.00 Forestry*

*0115.00 Natural Resources (NR)*

*0115.10 Parks & Outdoor Recreation*

*0115.20 Wildlife and Fisheries*

*0199.00 Other Agriculture and Natural Resource*

D. General description of program(s) or service(s) offered:

D1. Current staffing (full-time and part-time faculty, staff, student aides, etc.);

***Full Time***

***Kent Kinney –***

*B.S. Natural Resources Management, California Polytechnic State University, San Luis Obispo*

*M.S. Agriculture Education, California Polytechnic State University, San Luis Obispo*

***Joshua Soderlund –***

*B.S. Natural Resources, California Polytechnic State University, San Luis Obispo*

*M.S. Natural Resources, California Polytechnic State University, San Luis Obispo*

***Louie Long –***

*B.S. Biology, California State University, Fresno*

*M.S. Biology, California State University, Fresno*

***Adjunct Instructors***

***Robert Cannell –***

*B.S. Natural Resources Management, California Polytechnic State University, San Luis Obispo*

*M.S. Agriculture, California Polytechnic University, San Luis Obispo*

***David McCandliss (RC)***

*US Forest Service Fire Fighter - Retired*

***Craig Cooper-***

*A.S. Reedley College, Adminstration of Justice*

*EMT Mt. San Antonio College, Pomona, CA*

*California Department of Fish and Wildlife, Game Warden - Retired*

***Neil Metcalf –***

*US Forest Service Fire Fighter - Retired*

***Matthew Meadows****-*

*M.S. Forest Management, Humboldt State University*

*Registered Professional Forester, CA*

***David Kohut (ROP)***

*California Registered Professional Forester*

*US Forest Service Fire Fighter – Retired* ***Rodney Roberts (ROP)***

*US Forest Service Fire Fighter*

***Matthew Brown****-*

*B.S. Natural Resources Management, California Polytechnic State University, San Luis Obispo*

*M.S. Forestry Management, California Polytechnic State University, San Luis Obispo*

*Registered Professional Forester, CA*

***Alexadra Clifton –***

*A.S. Arts, Fresno City College*

*B.S. Psychology, San Houston State College, Huntsville, TX*

*M.S. Arts in Kinesiology: Sport Phychology, California State University Fresno*

*Course Instruction Experience – Packpacking in the Sierra, Yosemite Experience, Rock Climbing*

***Staff***

***George Heaton*** *(RC)*

*Agriculture and Natural Resources Department Technician*

***Student Aides***

*Several student aides are employed each semester.*

D2. listing of courses in the program area including transfer/degree applicable, degree applicable/non-transfer, non-degree applicable, and non-credit;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Courses Number and Description** | **Degree Applicable** | **Non-Degree Applicable** | **Transfer** | **Certificate** |
| AGNR 1 – Career Preparation | x |  |  | x |
| AGNR 2 – Career Leadership Seminar | x |  |  | x |
| NR 1 – Introduction to Forestry | x |  | x | x |
| NR 3 – Computers in Natural Resources | x |  |  | x |
| NR 4 – Forest Ecosystems | x |  |  | x |
| NR 5 – Wildland Fire Technology | x |  | x | x |
| NR 6 – Dendrology | x |  |  | x |
| NR 7 – Conservation of Natural Resources | x |  | x | x |
| NR 8 – Career Preparation | x |  |  | x |
| NR 11 – Silviculture | x |  |  | x |
| NR 12 – Watershed Ecology | x |  |  | x |
| NR 14 – Principles of Wildlife Management | x |  |  | x |
| NR 17 – Introduction to Forest Surveying | x |  | x | x |
| NR 18 – Aerial Photo Interp. & Geo. Info. Sys. | x |  |  | x |
| NR 19V - Coop Training Forestry | x |  |  | x |
| NR 20 – Forest Measurements | x |  | x | x |
| NR 25 – Forest & Resource Management | x |  |  | x |
| NR 35 – Interpretation of Natural Resources | x |  |  | x |
| NR 108 – Introduction to Forest Field Studies | x |  |  | x |
| NR 109 – Forest Field Studies I | x |  |  | x |
| NR 110 – Forest Field Studies II | x |  |  | x |
| NR 115 – Advanced Field Studies I | x |  |  | x |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Selected Electives** | **Degree Applicable** | **Non-Degree Applicable** | **Transfer** | **Certificate** |
| NR 21 – Forest Products | x |  |  | x |
| NR 30 – Forest Recreation | x |  |  | x |
| NR 31 – Animal Packing | x |  |  | x |
| NR 34 – Conservation Laboratory | x |  | x | x |
| NR 36 – Natural Resources Law Enforcement | x |  |  | x |
| NR 42 – Advanced Wildland Fire Technology | x |  |  | x |
| NR 43 – Wildland Fire Technology 2 |  |  |  |  |
| NR 44 – Fire Ecology |  |  |  |  |
| NR 45 – Fuels Management |  |  |  |  |
| NR 46 – Wildland Fire Technology 3 |  |  |  |  |
| NR 90 – Backpacking | x |  | x | x |
| NR 91 – Wilderness Navigation | x |  | x | x |
| NR 92 – Wilderness Survival | x |  | x | x |
| NR 133 – Introduction to Chain Saw Operation | x |  |  | x |
| NR 151 – Portable Pumps and Water Use | x |  |  | x |

D3. list of degrees and ;

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Degree or Certificate Description** | **Associate in Science** | **Certificate of Achievement** | **Certificate** | **Units** |
| Backcountry Skills |  |  | x | 3 |
| Forest Surveying Technology |  | x |  | 23 |
| Forest Technology |  | x |  | 22 |
| Forestry Skills |  |  | x | 9.5 |
| Forestry and Natural Resources | x |  |  | 69 |
| Forestry Technician Firefighting Emphasis |  | x |  | 21 |
| Natural Resources Trn and Applied Wrk Exp |  | x |  | 24 |
| Recreation and Interpretation Techniques |  | x |  | 22 |
| Wildfire Resources Supervisors |  |  | x | 8.5 |

D3. Does your program allow AP credit;

☐ Yes **X** No

Explain: *The Forestry and Natural Resources Program does not offer these types of courses therefore we do not allow AP credit.*

D4. Does your program have articulation agreements (eg. 2+2, Occutrack);

**X** Yes ☐No

Explain:

*The Reedley College Forestry and Natural Resources Program currently has a concurrent enrollment agreement with the Reedley High School ROP program for NR 1 – Introduction to Forestry and NR 5 – Wildland Fire Technology. The Program is also currently working on a concurrent enrollment agreement with Sequoia High School in Visalia California. Dual enrollment courses are being established for numerous high schools. The Program also has an articulation agreement with California State University, Humboldt and California Polytechnic State University, San Luis Obispo. In addition, CSU Fresno’s Recreation Administration Program and the University of Idaho are accepting many of the Reedley College NR classes on a 1 for 1 basis. The University of Idaho accepts NR course work as elective units. We are currently working to improve the rigor of our courses so that they may be accepted as major courses.*

D5. brief facilities overview;

*The Reedley College campus is situated on 110.8 acres with an adjacent 300-acre school farm. Areas directly assigned to the Forestry Program are as follows:*

*Reedley College Forest at Sequoia Lake - The Sequoia Lake Conference of YMCAs provides an 818 acre forest at Sequoia Lake for use by the Reedley College Forestry Program. The agreement calls for the instructional use and management of the Sequoia Lake property by Reedley College faculty, staff, and students. The Sequoia Lake property contains a 77 acre lake, residential cabins, and cafeteria facilities all available for Reedley College use. The forest is located at 5,500 feet elevation, roughly 40 miles from the main college campus, accessible by paved highway.*

*Each year, the school forest is utilized for five two-day field study courses (NR 108, 109, 110, 115, and 116). The forest is also used extensively for field trips by several courses including; Dendrology, Silviculture, Forest Measurements, Forest Product, Forest Recreation, Forest Management, Introduction to Natural Resources, Wildlife Management, and Watershed Ecology.*

*Additionally, the Sequoia Lake Conference of YMCAs has developed a Forest Management Plan and a Non-Industrial Timber Management Plan (NTMP) further outlining their commitment to the forest resource and Reedley College. The Reedley College faculty, staff, and students provide a variety of forest management projects throughout the year. The Reedley College relationship with the Sequoia Lake Conference of YMCAs allows the Forestry and Natural Resources Program access to the forest without any land requirement actions. The Sequoia Lake forest provides students the opportunity to acquire and develop “hands on learning” skills necessary to secure employment in the forestry and natural resources field.*

*A 2-acre clonal eucalyptus block developed in conjunction with the Eucalyptus Improvement Association. This area is used for tree measurements, ecological field studies, silvicultural practices, and chainsaw instruction.*

*A substantial amount of riparian acreage adjacent to the Kings River is also utilized by the Program. This area is used for dendrology instruction, wildlife instruction, watershed instruction, and trail construction. Included within this area is a horse trail developed and maintained by Forestry Program faculty & students. These areas are all readily accessible, with the furthest being within one mile away from the main campus location. A Reedley College River Ranger program has recently been established with support of funding from the Kenneth Martin Family Trust and the Fresno Regional Foundation. This provides employment of students to perform public contact and habitat restoration. The River Ranger employment is a permanently-funded, endowed program which is directed by the Reedley College Natural Resources Program staff.*

*A four-acre grove of valley oak trees (Quercus lobata). This area is used for forest ecosystem instruction, wild fire instruction, wildlife instruction, dendrology, vegetation classification, silviculture, and individual projects.*

*Forestry Program Compound – This area is used as a wood storage facility for the Forestry Club, equipment storage for animal packing class, and hazardous materials (e.g. chainsaw oil, fuel, and paint) in OSHA approved containers. Additionally, this area is being used for outdoor instruction and maintenance of tools, chainsaws, and the Portable Mobile Dimension Sawmill. A minimum ½ acre lot is essential to the Program.*

*The following classrooms and shop areas are assigned to the Reedley College Forestry Program. In the past 20 years, due to increased student numbers campus wide, classes from other program areas have been assigned to instruct courses in these facilities, when not in use by the Forestry and Natural Resources Program.*

1. *FEM 6 – 680 square feet – Tool Room & Storage area. This area is primarily used for storage of laboratory and instructional materials. Currently, the area is used for equipment maintenance and for laboratory preparation. The FEM Forestry tool room has been improved by moving chainsaws out and allowing for student space and better storage of hand tools*
2. *FEM 6A – 144 square feet – Walk-in refrigerator for plant samples.*
3. *FEM 7 – 1221 square feet of classroom space and a dry lab. Mostly used for lecture or measurement & surveying labs. This is also where the wood and map collection is housed. Additionally, 24 Dell wireless laptop computer workstations and 4 stationary workstations are available for student use. This room was originally designated as a forest mensuration laboratory but is now primarily used as a lecture room by the English Department.*
4. *FEM 8 – 1800 square feet of wet lab. Used for Forest Ecosystems, Dendrology, Wildlife Managememt, Conservation of Natural Resources, Wildland fire, and Taxidermy. This is where the plant, pine cone, and wildlife collections are housed. Also used for lecturing, particularly by other departments.*
5. *FEM 9 – 407 square feet – Forest Library & Conference room. Used for college-wide meetings, forestry student studies, and storage of various Forestry and Natural Resources journals, books and taxidermy collection.*
6. *FEM 10 – 204 square feet – Faculty Office houses one forestry instructor/ Dept.Chair.*
7. *FEM 11 – 180 square feet – Forestry surveying storage*
8. *FEM 12 – 938 square feet computer lab with 36 desktop computers and 1 instructor computer. The room also houses a large format printer (a.k.a. plotter).*
9. *LSH 3 Environmental Horticulture Shop and storage building has recently been partially assigned to the Forestry Program. Forestry has equipped the shop with steel tables with vises attached. Equipment within this building includes stationary wood saws and shapers and an air exhaust system. This facility provides for student and laboratory use related to forest products and tool skills development in NR1, NR5, NR21, and NR 133.*
10. *LSH Storage Building – This non-student-accessible building is uninsulated and has no electrical or lighting installed. It houses repair parts, OHV vehicles, and motorized portable equipment. A chainsaw storage cage has been built inside the storage building in which all chainsaws are stored*
11. *Fuel and oil storage cabinets are located in a wooden shed on the southwest exterior of LSH 3.*
12. *One 8 by 40 foot Conex and two 8 by 10 foot Conex, steel containers are used to store fire hand tools, and other department inventory.*

*Forestry classes are now primarily being instructed in 2 classrooms, FEM 8 & FEM12. The hands-on nature of the coursework and materials required to instruct these courses, such as wood samples, measurement equipment, and plant specimens cannot be easily transported across campus. Due to the nature of and materials required for the NR classes, it is imperative that the Program maintain its own classrooms.*

*The Reedley College Middle High School is expanding to accommodate an estimated 400–600 students. The classrooms are going to be built on the senior garden site adjacent to the arboretum, LHS 1 and 3 classrooms, as well as the wood lot where chainsaw training, wood cutting, and sawmill operations occur on a regular basis. We have been reassured that Kings Canyon Unified School District was aware of this when they began planning the buildout and were not concerned with the noise that results from these activities. Once the AGNR Department became aware of the “proposed” site, we offered an alternative site that would provide more room for the high school as well as easier access to the school farm, which is required for the Future Farmers of America (FFA) program that the high school participates in. Despite our efforts, by the time we were made aware of the “proposed” site, it was in fact, the chosen site. Whether or not the noise of chainsaw and sawmill operations will be disruptive to the high school remains to be seen. The impact of the disturbance could range from no impact at all to the forced rescheduling of labs (virtually impossible in an already cramped schedule of classes)or moving the labs to a new location altogether. As mentioned before, the hands-on nature of the coursework and materials required to instruct these courses cannot be easily transported across campus. It is imperative that the Program maintain its own classrooms and lab facilities.*

*The following areas assigned to the department are also used by the program:*

*CCI 203 – 80 student capacity lecture hall in which NR 7, Conservation of Natural Resources is taught.*

D6. equipment requirements including ongoing maintenance requirements and costs;

1. *The Forestry and Natural Resources Program has a large inventory of specialized equipment. In the natural resources industry, manual surveying equipment, and measurement devices are now being replaced with digital and computer-based tools. Much of the equipment is up to current industry standards, however a continual renewal of this equipment which replicates industry standards (i.e. radio telemetry gear used in wildlife research, GIS software including the latest software version and additional licensing agreements, survey grade GPS units, modern computers capable of supporting advanced software and laser range finders) will be critical purchases to meet advancing industry standards. Capital outlay for these equipment upgrades will be vital in order to stay current with industry standards. The estimated annual cost for maintenance of equipment on-hand is approximately $45,000. Specialized equipment necessary to run the Program is listed below;*

* *Mobile Sawmill Components*
* *Cobra Combi Rock Drill*
* *Boulder Buster*
* *Hydraulic Self-Loading Log Trailer*
* *Diameter and Logger Tapes*
* *Relascopes and Clinometers*
* *Compasses*
* *Fiberglass and Steel Tapes*
* *Railroad Chalk & Holders*
* *US Fish & Wildlife Salvage Permit Fees*
* *Professional Society Membership Dues*
* *Society of American Foresters Accreditation Fees*
* *Chainsaw Components*
* *Chainsaw Sharpens*
* *Alaskan Sawmills*
* *Utility Vehicles*
* *Animal Packing Saddles & Tack*
* *Nursery Plant Equipment and Supplies*
* *Climbing/Aboricuture*
* *Hand Tool Components*
* *Multimeter Supplies*
* *Surveying Equipment*
* *Mechanic Shop Equipment and Hand Tools*
* *Skid Steer Masticator Attachment (Teeth, Hoses)*
* *Skid Steer Log Skidder Components*
* *Skid Steer Log Tongs Components*
* *Skid Steer Winch Attachment*
* *Grip Hoists Components and Cable*
* *Graphic Large Format 48”Printer*
* *Communications Radios*
* *Radio Telemetry Transmitters and Receivers*
* *Electrofishing Units*
* *Small mammal traps*
* *Water Quality Sampling Equipment*
* *Safety Equipment and Supplies*
* *River Ranger Uniforms*
* *Herbarium Supplies*
* *Fire Pumps, Hoses and Fittings*
* *Taxidermy Blades and tools*
* *Equipment Fuel*
* *Wood Chippers**Equipment needs vary by type and by class. An individual piece of equipment may be sufficient to teach a class of 25 students (i.e. Mobile Saw Mill), however in some cases, multiple pieces of the same equipment may be necessary (i.e. water quality meters, chainsaws, backpack electrofishers). A redundancy in equipment supplies improves the learning experience for students by providing more hands on time.*

1. *The Forestry and Natural Resources instructors utilize the newest Geographic Information System (GIS) software available, Arc GIS 10.0 for classroom instruction. Additionally, computer programs such as Microsoft PowerPoint, Word, Publisher, and Excel are integrated into numerous courses enhancing student communication skills. The estimated annual cost to maintain required licenses and upgrades is approximately $2,000.*

* *GIS Software License*
* *Software License & Program Upgrades*

1. *The Forestry and Natural Resources staff recognizes the need to expand the curriculum. This curriculum should contain advancements in fire suppression and timber harvesting techniques as well as* *arboriculture, urban tree care, utilization of urban tree products and utility forestry. In order to obtain these directives various pieces of equipment (i.e. fire suppression truck, wheel log skidder, and a log loader, and an additional wood chipper and a self-dumping hydraulic chip trailer, forestry* *Bucket Truck, bandsaw, wood mill) must be purchased and maintained. This equipment will become an integral portion of the curriculum. It will also provide more realistic industry practices and hands-on experience at the Sequoia Lake school forest. The estimated cost of purchasing this equipment is $65,000.*

* *Pumps*
* *Hoses*
* *Hand Tools*
* *Dump-Trailer*
* *Forestry Bucket Truck*

1. *Appropriate vehicles are needed for instructors to travel to forest sites where students participate in internships. These trips are integral to the Program. One 4-wheel-drive vehicle is now shared by the entire Agriculture and Natural Resources Department. It is only available for use by the Forestry Program when not in use by the Agriculture Programs, which often restricts curricular activities related to our Program. Work at the Reedley College Forest at Sequoia Lake is dependent upon the availability of properly equipped vehicles. Additional 4-wheel drive vehicles with hauling and towing capabilities are necessary.*

*Transportation for course fieldtrips has become an increasingly problematic issue which now threatens the quality of instruction and the College accreditation by the Society of American Foresters. To properly offer high quality career technical training in Forestry, individual classes may take as many as 6 field trips in a semester.  
Prior to the year 2000 transportation needs were well-met by the College. Fifteen-passenger vans were staged at Reedley College and properly-licensed faculty and student employees drove these vehicles. Busses were also kept at Reedley College and provided for transportation of large groups. SCCCD policy changed to eliminate student employees as drivers. A 28-passenger transit bus, staged at Reedley College, was driven by Forestry instructors to transport students. That bus was removed from service in 2004 and a replacement was never made available to the Forestry Program. Since that time several 15-passenger vans have been kept at Reedley College. It was difficult to serve the transportation requirement of a class of more than fifteen students because only the instructor was available to drive. District busses that have passenger capacities of over 40 people were often used, but were impractical for a single class field trip, and often could not be driven on unimproved forest roads.   
   
As of May 2015, the challenge of transportation has become further complicated by the newly-adopted SCCCD transportation policy. According to the policy, all vehicles used for student transport will be rented from Enterprise Car Rental, Inc. and large transport busses will be contracted from tour bus companies. Vehicles will be subject to availability which has the potential to severely restrict field trips that are a necessity to the Program.*

*To further complicate the issue, the vans will not be staged on the Reedley College Campus. Thus far, Enterprise has been able to deliver the vans to the campus however, delays and miscommunication in the Enterprise Online Reservation program through which the District reserves the vans has led to problems. 15-passenger vans are not housed at the Dinuba Enterprise location. They are delivered to Dinuba from one of the Fresno locations. Delays in communication between the reservation system and the various branch offices has led to 12-passenger vans being delivered to the campus rather than the requested 15-passenger van. This has resulted in a lack of space for the number of students in the class and long, unnecessary delays as we wait for the proper van to be delivered. This has happened on at least two occasions in the first semester that the new District policy was implemented (FA15).*

*The process of reserving a vehicle must begin 30 days in advance of the planned trip. It requires the creation of many pages of applications and signature documents that must be signed by students, instructors, deans, vice-presidents, plus personnel in the SCCCD office in Fresno. Although field trips must often be flexible in order to accommodate weather and timing of forestry practice schedules, the transportation system imposed on the Reedley College Forestry Program is too rigid to allow for changes of day and time. This is an inefficient, ineffective, and unmanageable burden on instructors that will eliminate field trips in many classes and reduce the quality of education received by our students.*

*The availability of appropriate sized vehicles for class field trips will be an ongoing, perplexing issue. A 28-passenger bus, or equivalent vehicles, that are available to the Forestry Program, with the authorization of instructors to operate it is needed to facilitate student transportation for fieldtrips.*

* *28- Passenger Bus - $85,000*
* *2 – 15-Passenger vans - $80,000*

*Although student exposure to advanced technological equipment is valuable, the most immediate training needs are in entry-level skills. These include such things as use and repair of hand tools, chainsaw use and maintenance, basic land and timber measurement skills, vehicle and tractor equipment operation and maintenance, communication skills, and interpersonal and leadership abilities. Students must gain employment or complete volunteer experience while completing the AS degree. Those basic skills mentioned here are most important in entry-level employment, and are critical for advancement past that level upon graduation.*

D7. supply requirements, if any.

*As with any program, basic office supplies are required for the Forestry Program. These supplies include printer paper, printer toner, dry erase markers, ink pens, pencils, Scantron forms, note pads, binders, manila folders, staples, paper clips, sticky notes, batteries (AA, AAA, C, & D Cell), stationary supplies such as staplers and staples, and hole punches.*

*In addition to the basic needs of any program, the Forestry Program has a few special supply needs. These include large format printer paper, large format printer ink, and taxidermy supplies such as various gage wires and preservative powders to name a few items.*

E. Mission and Strategic Plan

E1. Describe how your program supports the College Mission Statement. Give a few specific examples.

***Mission Statement:***

*Reedley College, including its centers and sites, provides an accessible educational environment ensuring high-quality innovative learning opportunities supported by services for student success. We offer associate degree programs, career technical education, transfer level and basic skills courses. We instill a passion for learning that will meet the academic, workforce, and personal goals of our diverse population.*

*The Reedley College Forestry Program currently offers an Associate of Science degree in Forestry/Natural Resources as well as certificates in multiple areas related to Forestry and Natural Resources. We are currently in the process of splitting the degree program into two separate Associate of Science degrees; AS in Forestry and AS in Natural Resources, thus reducing the number of units required to complete the program to the standard 60 units as opposed to the current 73 units.*

*The majority of our students enter the Program seeking the quickest way to a career in the forest. The Forestry Program prepares these students for entry-level positions within various state and federal agencies. A very small proportion of our students seek advanced degrees in Fisheries or Wildlife Biology, Recreation Administration, or Forestry/Natural Resources. These students often transfer to Humboldt State University, CalPoly SLO, or University of Idaho to complete these degrees. The Reedley College Forestry Program does a great job of providing a solid foundation for these students before they transfer to a university. This foundation will be further enhanced when the new AS in Natural Resources degree is instituted. This degree was designed with these particular students in mind.*

*The Program provides a highly accessible, student-centered learning environment that emphasizes hands-on learning, quality curriculum, one-on-one student advising, and access to current technology utilized by industry. Although the Forestry Program does not have a structured cohort system in place, there is a strong sense of camaraderie among students in the Program. Many of the students that enter the Program take it upon themselves to create small study groups and assist each other with completion of the Program. These groups tend to stick together throughout their tenure in the Program. The groups are not exclusive however, and are very welcoming of new students. These unofficial cohorts are extremely helpful to students who may be struggling with the mastery of unfamiliar equipment and/or techniques that the students learn in the various classes.*

*Personal leadership skills (such as teamwork, work ethic, organizational skills, responsibility, accountability, efficiency, attention to detail, and the ability to work with individuals of diverse ethnic and socioeconomic backgrounds) are promoted through a wide array of classroom, laboratory and co-curricular activities. The Forestry Program emphasizes teamwork and prepares students for working in a crew setting. First semester freshman are introduced to the standard chain of command structure found in the Incident Command System that is widely used in the industry. This structure is reinforced in the Field Study trips required for graduation (NR 108, 109, 110, 115, & 116) through the use of student Squad Bosses and Crew Bosses to complete work assignments. This gives many students their first experience in a responsible leadership position and also trains students to receive and carry out work orders from superiors.*

*The Program also tries to stay on the cutting edge of industry technology. This is demonstrated through the utilization of GIS technology in the Aerial Photo Interpretation & Geographic Information Systems class (NR 18), Radio Telemetry equipment in Wildlife Management (NR 14), digital water quality meters in Watershed Ecology (NR 12), and modern chainsaws in the Introduction to Chainsaw Operations course (NR 133).*

E2. Describe how your program supports the College Strategic Plan. Give a few specific examples in the following chart. Actions and results are to be updated annually as a part of the Program Review Annual Report due each May 1.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Proposed Implementation Program/Department Name: Forestry/AGNR Program Review Year: 2014** | | | | |
| **Strategic Direction: # 1**  **Student Success** | Goal Statement:  Reedley College is committed to empowering students to achieve their educational and vocational goals by offering academic guidance and support, career technical training, and opportunities for personal growth that will promote success. | | | |
| Objective 1.1  Assist students in creating a clear vision towards their educational goals through the development of an educational plan. (DO 1.2) | | | | |
| SPECIFIC  Activity/Project  Manner in which activity supports objective | MEASURABLE  Qualitative Data Baseline Measures Quantitative Data | ACTION  How will you implement this activity/project? | RESULT  FOCUSED | TIMELINE |
| Laurie Tidyman-Jones works directly with students in the Program to help insure that they meet their educational goals. Program faculty also meet with students to assist them in achieving their goals. The Program also has a Recommended Course Sequence document that each student receives. | The success of this process can be seen in student completion and retention rates. | Implemented | X | Ongoing |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Proposed Implementation Program/Department Name: Forestry/AGNR Program Review Year: 2014** | | | | |
| **Strategic Direction: # 1**  **Student Success** | Goal Statement:  Reedley College is committed to empowering students to achieve their educational and vocational goals by offering academic guidance and support, career technical training, and opportunities for personal growth that will promote success. | | | |
| Objective 1.2  Offer instructional programs that provide basic skills, transfer preparation, and career technical education. | | | | |
| SPECIFIC  Activity/Project  Manner in which activity supports objective | MEASURABLE  Qualitative Data Baseline Measures Quantitative Data | ACTION  How will you implement this activity/project? | RESULT  FOCUSED | TIMELINE |
| As stated in section E1, the Program is a CTE program that prepares students for entry-level positions with various state and federal agencies. | Job placement statistics | Implemented | X | Ongoing |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Proposed Implementation Program/Department Name: Forestry/AGNR Program Review Year: 2014** | | | | |
| **Strategic Direction: # 1**  **Student Success** | Goal Statement:  Reedley College is committed to empowering students to achieve their educational and vocational goals by offering academic guidance and support, career technical training, and opportunities for personal growth that will promote success. | | | |
| Objective 1.3  Increase students’ campus and community engagement in order to facilitate persistence and completion rates for all students. (DO 1.5, 4.3) | | | | |
| SPECIFIC  Activity/Project  Manner in which activity supports objective | MEASURABLE  Qualitative Data Baseline Measures Quantitative Data | ACTION  How will you implement this activity/project? | RESULT  FOCUSED | TIMELINE |
| The Program encourages and facilitates campus and community engagement through the Forestry Club, Society of American Foresters (SAF) and Future Farmers of America (FFA) events. | The results of this can be seen in student engagement within the Program. | Implemented |  | Ongoing |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Proposed Implementation Program/Department Name: Forestry/AGNR Program Review Year: 2014** | | | | |
| **Strategic Direction: # 3**  **Teaching and Learning** | Goal Statement:  Reedley College is committed to providing the highest quality instructional programs utilizing current and emerging instructional methods that focus on student success | | | |
| Objective 3.3  Provide and support opportunities for faculty development that foster innovation | | | | |
| SPECIFIC  Activity/Project  Manner in which activity supports objective | MEASURABLE  Qualitative Data Baseline Measures Quantitative Data | ACTION  How will you implement this activity/project? | RESULT  FOCUSED | TIMELINE |
| The Department/Program supports attendance of conferences by faculty. Conferences include California Ag Teachers Association (CATA) meetings, Society of American Foresters (SAF) conferences, and The Wildlife Society (TWS). Attendance of these meetings and conferences helps to maintain connections to industry and knowledge of current methods and techniques employed in the industry. | Our faculty attend professional conferences and meeting annually. | Implemented |  | Ongoing |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Proposed Implementation Program/Department Name: Forestry/AGNR Program Review Year: 2014** | | | | |
| **Strategic Direction: # 4**  **Economic and Workforce Development** | Goal Statement:  Reedley College is committed to providing the highest quality instructional programs utilizing current and emerging instructional methods that focus on student success | | | |
| Objective 4.1  Assess, maintain, and develop effective and relevant career technical education programs in collaboration with business and industry partners. (DO 4.1) | | | | |
| SPECIFIC  Activity/Project  Manner in which activity supports objective | MEASURABLE  Qualitative Data Baseline Measures Quantitative Data | ACTION  How will you implement this activity/project? | RESULT  FOCUSED | TIMELINE |
| The Program is in constant contact with industry members to insure that we are providing relevant material in our courses. The Program Advisory Committee is comprised of members from U.S. Army Corps of Engineers, U.S. Forest Service, National Park Service, CA Fish & Wildlife, YMCA, private industry (Intermountain Nursery), Reedley College, Sierra High School, and retired RC Faculty. | Faculty meet with the Advisory Committee annually and acts upon their recommendations. | Implemented |  | Ongoing |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Proposed Implementation Program/Department Name: Forestry/AGNR Program Review Year: 2014** | | | | |
| **Strategic Direction: # 4**  **Economic and Workforce Development** | Goal Statement:  Reedley College is committed to providing the highest quality instructional programs utilizing current and emerging instructional methods that focus on student success | | | |
| Objective 4.2  Pursue continued support of signature programs, including infrastructure improvements in order to align with industry standards. (DO 3.2, 4.2) | | | | |
| SPECIFIC  Activity/Project  Manner in which activity supports objective | MEASURABLE  Qualitative Data Baseline Measures Quantitative Data | ACTION  How will you implement this activity/project? | RESULT  FOCUSED | TIMELINE |
| The Program continues to stay abreast of technological advances in the industry. By training students to be proficient in the use of modern equipment, our students are able to blend seamlessly into the workforce. We stay concurrent through conference attendance and Advisory Committee interaction. | The Program continuously works to update equipment and techniques to insure that our students are prepared for the work environment they will be entering. | Implemented |  | Ongoing |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Proposed Implementation Program/Department Name: Forestry/AGNR Program Review Year: 2014** | | | | |
| **Strategic Direction: # 4**  **Economic and Workforce Development** | Goal Statement:  Reedley College is committed to providing the highest quality instructional programs utilizing current and emerging instructional methods that focus on student success | | | |
| Objective 4.3  Increase the number of quality work and internship experiences, apprenticeships, and job shadowing and service learning opportunities. (DO 4.4) | | | | |
| SPECIFIC  Activity/Project  Manner in which activity supports objective | MEASURABLE  Qualitative Data Baseline Measures Quantitative Data | ACTION  How will you implement this activity/project? | RESULT  FOCUSED | TIMELINE |
| Students are required to complete at least 4 Field Study trips prior to graduation. As stated in section E1, these trips are designed to reinforce the teamwork concept that is prevalent in the Forestry Program. We also employ students on campus using funds from a STEM grant and Ag Backers Council funds. Furthermore, we bring employers to the campus for direct recruitment. | The results of student learning and preparation for employment are seen when students are hired by private, state, and federal agencies. We often hear from employers about the preparedness of student employees and these students are rehired year after year. | Implemented | X | Ongoing |

F. In the table below, list only the recommendations deemed substantiated by the Program Review Committee from the previous Program Review and the implementation status of each. Include in the status column any barriers encountered. Add or delete rows as needed.

**Previous Program Goals**

| **Goal** | **Status** | **Outcome** |
| --- | --- | --- |
| *1. Prepare students for career employment through entry level skill attainment in natural resources fields that offer strong employment availability* | *Complete and Ongoing* | *We continue to place well prepared student sin entry level positions each summer with federal and state government agencies as well as private industry.* |
| *2. Students will have access to instructors that have expertise in timber, wildlife, wildfire management, and wildland recreation for skills attainment and job placement assistance. The ratio of full time equivalent students to each fulltime equivalent teacher will not exceed 20:1* | *Complete and Ongoing* | *With two full time instructors hired since 2012, students have access to instructors with expertise in the listed areas.* |
| *3. Provide appropriate maintenance, inventory and storage of equipment.* | *Ongoing* | *Maintenance is an ongoing need that will continue to be a priority as is equipment inventory.* |
| *4. Support instruction and safety in laboratory classes by reducing the student to staff ratio.* | *Complete* | *Classes are capped at 25 students which maintains the proper student to instructor ratio for safe laboratory instruction.* |
| *5. Achieve and maintain Society of American Foresters accreditation.* | *Complete* | *We currently are in compliance with Society of American Foresters Accreditation guidelines.* |
| *6. Increase enrollment of female students in the NR Program.* | *Ongoing* | *We are currently at a 5-year average of 22% female enrollment. We continue to recruit females into the program.* |
| *7. Access to field study will be improved through practical transportation methods. Vehicles designed for travel on forest roads will be available for Forestry Program transportation.* | *Ongoing* | *Changes to District transportation policies have increased the difficulty of obtaining transportation for the numerous field trips taken in the Program. We continue to pursue the purchase of a 28-passenger bus.* |
| *8. Provide safe practical vehicular transportation for Forestry Program instructors to forest locations to supervise student interns and to access the College forest during snow conditions.* | *Ongoing* | *The Department recently acquired a new 4-wheel drive Ford F-250 Super Duty Crew Cab truck. This vehicle is shared within the Department and is subject to availability.* |

G. If applicable, in the table below, list the recommendations from the previous accreditation report and the status of each. Include in the status column any barriers encountered.

Previous ACCJC or Other Accreditation Recommendations

|  |  |  |
| --- | --- | --- |
| **Recommendation** | **Status** | **Outcome** |
| ***Society of American Foresters Accreditation 2009, Standard III, Faculty,*** *1. Standard III: Faculty*  *a. The teaching ratio between FTE students taught by the forest technician faculty and FTE*  *teachers on the forest technician faculty should not exceed 20 to 1.*  *b. The number of students per faculty or qualified staff member should not exceed 25 in indoor*  *and field laboratories, and should not exceed 12 in laboratories where hazardous equipment,*  *such as logging or sawmilling equipment, is used.* | *The number of students has fluctuated above the standard in some courses at the beginning of some semesters. The ratio of less than 25 in lecture and less than 12 in hazardous labs often has decreased by attrition during each semester to meet the SAF accreditation standard.*  ***The Faculty to Student ratio***  *As total enrollment of FTE Forestry Program students continues to increase the ratio of FTE between FTE teachers and students is becoming too high to meet the SAF standard.* | *In order to continue to receive Society of American Foresters Accreditation the college will have to employ an additional Forestry instructor or begin to limit the number of students allowed in the program.* |
| ***Society of American Foresters Accreditation 2009, Standard VII: Physical Resources and Facilities,*** *2. Standard VII: Physical Resources and Facilities*  *a.* *Transportation shall be arranged by the program and available to students for scheduled, off-campus*  *class activities.* | *As described in section D6,d of this report, the availability of transportation for off-campus class activities has become increasing difficult.* | *Presently, the Forestry Program is presented with challenges to practical transportation for off-campus laboratory experiences. State Center Community College has imposed policy changes that have eliminated District-owned busses and vans. Rental vehicles are to be arranged in the future. The process required to reserve these vehicles is extremely difficult. The system is too inflexible to provide for common, necessary adjustments to such factors as specific destination, departure and return time, numbers of students to transport, availability of staff drivers, appropriateness of vehicle type to accommodate the terrain to be accessed, etc.*  *The cost and budgetary support for transportation appears to be shifting to become a responsibility of each program that requests vehicles. There has been no explanation, or appearant planning that will enable the Forestry Program to pay for this expense.*  *The outcome will likely be the loss of transportation for off-campus class field trips. That will cause the Forestry Program to be out for compliance with Society of American Foresters Accreditation standards and, therefore, to lose the Reedley College accreditation of the Society of American Foresters.*  *Additionally, courses will no longer be taught within the scope of curriculum outlines. Educational skills that are necessarily taught at the College Forest will no longer be instructed, and so the quality and reputation of the Reedley College Forestry Program will be degraded.* |

**II. Quantitative Analysis**

A. Provide short written comparative and trend analyses examining program and overall college trends for the data elements listed below. Include in the analyses:

* Significant fluctuations
* Impact of trends on Program
* Possible data elements to support this analysis. Total Enrollment
* Enrollment by Demographics: age, gender, & ethnicity
* Retention
* Success
* Program Mark Analysis Report
* FT/PT Enrollment Status
* WSCH/FTEF
* Number of Degrees/Certificates Awarded
* Perkins Core Indicators (if career-technical education program)
* Additional Data

*Forestry Program enrollment has fluctuated over the reporting period (09FA – 14SP). This is consistent with enrollment trends college wide. During this time, NR enrollment has ranged from 180 to 247 students per semester representing 2.61% to 4.03% of the total enrollment at Reedley College. The Program’s average enrollment for this time period was 218 students representing 3.3% of the college enrollment (Table 1). Between the spring of 2011 and the fall of 2013, Natural Resource enrollment was trending upward. The Program experienced a slight decline in enrollment in the spring of 2014 however; this was in keeping with total enrollment for Reedley College.*

Table 1 - ENrollment trends FA09 – FA13

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP |
| REEDLEY  COLLEGE | **6991** | **6982** | **7032** | **6909** | **6702** | **6601** | **6218** | **5561** | **6122** | **5865** |
| FORESTRY PROGRAM | **208** | **216** | **207** | **180** | **225** | **225** | **238** | **213** | **247** | **210** |
| PROPORTION OF TOTAL ENROLLMENT | **2.98%** | **3.09%** | **2.94%** | **2.61%** | **3.36%** | **3.41%** | **3.83%** | **3.83%** | **4.03%** | **3.58%** |

*The average NR student predominantly identifies as Hispanic (49%), followed closely by those that identify as White (non-hispanic, 39.2%). The remaining proportion of students range from 4.5% (Race/Ethnicity Unknown) to 2.1% (American Indian). This is consistent with the reporting period average for total Reedley College enrollment, which is predominantly Hispanic (64.8%) followed by White (non-hispanic, 21.3%). These data are illustrated in Table 2.*

*Age statistics were also found to be in keeping with campus wide enrollment. Most NR students were in the 20-24 years of age category. On average, 43% of NR enrollment fell into this category for the reporting period. The next largest group was 19 or less (33%) followed by 25 – 29 year olds comprising 13% of NR enrollment. Statistics for campus wide enrollment were very similar; 40% were 20-24 year olds, 32% were 19 or less, and 11% were 25-29 year olds (Table 3).*

Table 2 – Ethnicity. (Forestry Program statistics are denoted in parentheses)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| REEDLEY COLLEGE | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP |
| African-American/  Non-Hispanic | **2% (7%)** | **2% (4%)** | **2% (1%)** | **2% (1%)** | **3% (1%)** | **2% (0%)** | **2%**  **(4%)** | **2% (2%)** | **3% (4%)** | **2% (0%)** |
| American Indian/Alaskan | **1% (1%)** | **1% (0%)** | **1% (1%)** | **1% (2%)** | **1% (2%)** | **1% (4%)** | **1% (2%)** | **1% (2%)** | **1% (4%)** | **1% (3%)** |
| Asian/Pacific Islander | **5% (3%)** | **5% (2%)** | **5% (2%)** | **5% (2%)** | **5% (3%)** | **6% (2%)** | **5% (2%)** | **6% (3%)** | **5% (3%)** | **5% (5%)** |
| Hispanic | **60% (39%)** | **60% (44%)** | **64% (47%)** | **63%**  **(42%)** | **64% (53%)** | **64% (49%)** | **67%**  **(54%)** | **68% (56%)** | **69% (57%)** | **69% (50%)** |
| Race/Ethnicity Unknown | **10% (12%)** | **9%**  **(10%)** | **6% (3%)** | **6% (4%)** | **5% (3%)** | **5% (3%)** | **3% (1%)** | **3% (5%)** | **2% (1%)** | **2% (3%)** |
| White/ non-Hispanic | **22% (38%)** | **23% (39%)** | **22% (45%)** | **22% (51%)** | **22% (38%)** | **22% (43%)** | **21% (37%)** | **20% (32%)** | **19% (31%)** | **20% (38%)** |

Table 3 – Age. (Forestry program statistics are denoted in parentheses)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| REEDLEY COLLEGE | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP |
| 19 or Less | **34% (30%)** | **28% (26%)** | **34% (40%)** | **29% (35%)** | **35% (44%)** | **30% (28%)** | **35% (39%)** | **30% (31%)** | **35% (33%)** | **29% (21%)** |
| 20-24 | **35% (47%)** | **39% (47%)** | **36% (38%)** | **40% (38%)** | **38% (35%)** | **41% (44%)** | **40% (42%)** | **45% (50%)** | **40% (40%)** | **44% (53%)** |
| 25-29 | **11% (12%)** | **11% (15%)** | **11% (13%)** | **12% (15%)** | **10% (11%)** | **11% (15%)** | **10% (11%)** | **11% (12%)** | **11% (16%)** | **12%**  **(12%)** |
| 30-34 | **6% (6%)** | **7% (6%)** | **6% (6%)** | **6% (7%)** | **5% (4%)** | **6% (5%)** | **6% (3%)** | **6% (1%)** | **6% (6%)** | **6% (6%)** |
| 35-39 | **4% (1%)** | **4% (2%)** | **4% (2%)** | **4% (3%)** | **3% (4%)** | **4% (5%)** | **3% (3%)** | **3% (4%)** | **3% (2%)** | **3% (1%)** |
| 40-49 | **5% (4%)** | **6% (1%)** | **5% (0%)** | **5% (2%)** | **4% (0%)** | **4% (1%)** | **4% (1%)** | **4% (2%)** | **3% (2%)** | **4% (3%)** |
| 50+ | **5% (1%)** | **4% (2%)** | **4% (1%)** | **4% (0%)** | **4% (0%)** | **4% (1%)** | **3% (1%)** | **2% (0%)** | **2% (0%)** | **2% (2%)** |
| Not Reported | **0%** | **1%** | **1%** | **1%** | **1%** | **1%** | **1%** | **0%** | **0%** | **0%** |

*Unit load statistics for NR students was also in keeping with campus wide enrollment. Full time (FT) enrollment for NR students ranged from 47% to 60%. The average unit load for the reporting period was 54% FT. Full time enrollment by NR students was slightly greater than the RC enrollment that averaged 50% FT for the same period. These data are illustrated in Table 4.*

*Gender statistics show that NR enrollment varies greatly from RC enrollment. The male to female ratio in the NR Program is slightly greater than 3:1 (77% male, 22% female, 1% declined to state). RC enrollment is closer to a 1:1 male to female ratio (43.6% male, 55.7% female, 1% declined to state). The 3:1 male to female ratio observed in NR enrollment is likely due to the perception and long history of the industry being a male dominated one. When one thinks of forestry, they often envision heavy equipment, chainsaws, and big, burly loggers. The reality is that while some aspects of forestry are male dominated, there are far more career opportunities available for women in the natural resources than many people are aware of. A female instructor would serve as a welcome role model to any women interested in a career in the natural resource field.*

Table 4 – Unit Load (Forestry Program statistics are denoted in parenthesis)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| REEDLEY COLLEGE | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP |
| FULL TIME | **51% (57%)** | **49% (57%)** | **51% (59%)** | **48% (49%)** | **50% (54%)** | **48% (60%)** | **50% (49%)** | **51% (54%)** | **52% (47%)** | **49% (57%)** |
| PART TIME | **49% (43%)** | **51% (43%)** | **49% (41%)** | **52% (51%)** | **50% (46%)** | **52% (40%)** | **50% (51%)** | **49% (46%)** | **48% (53%)** | **51% (43%)** |

Table 5 – Gender (Forestry Program statistics are denoted in parenthesis)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| REEDLEY COLLEGE | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP | 12FA | 13SP | 13FA | 14SP |
| Female | **58% (20%)** | **58% (23%)** | **56% (15%)** | **56% (24%)** | **55% (18%)** | **55% (22%)** | **54% (26%)** | **54% (24%)** | **55% (22%)** | **56% (26%)** |
| Male | **42% (80%)** | **42% (77%)** | **44% (85%)** | **43% (75%)** | **44% (80%)** | **44% (77%)** | **45% (73%)** | **45% (75%)** | **44% (76%)** | **43% (72%)** |
| Unreported | **0% (0%)** | **0% (0%)** | **1% (0%)** | **1% (1%)** | **1% (2%)** | **1% (1%)** | **1% (2%)** | **1% (1%)** | **1% (2%)** | **1% (2%)** |

B. List the modes of delivery of instruction your program uses (F2F, DE, LGI, hybrid, virtual hybrid).

*All of the Program courses are taught Face-to-Face. NR 7 - Conservation of Natural Resources is the only NR class taught in an LGI format.*

C. Use any conclusive comparison data provided/requested\* to analyze the success of the modes listed in B above. Compare these modes to total program and College data for:

* Enrollment
* Retention
* Success
* Program Mark Analysis
* GPA

*The Face-to-Face instructional format used by the Program has been and continues to be successful. When compared to Reedley College enrollment as a whole, students in the Forestry Program have averaged a G.P.A. of 0.38 points higher (GPA =2.64) than that of the Reedley College average (GPA = 2.27). The average Retention percentage (95.4%) and average Successful Completion percentage (78.1%) were also higher for the Forestry Program than for the College as a whole (90.3% and 66.4% respectively). These data are illustrated in Table 6.*

Table 6 – GPA, Retention, and Success summary

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RC** | **09FA** | **10SP** | **10FA** | **11SP** | **11FA** | **12SP** | **12FA** | **13SP** | **13FA** | **14SP** |
| **GPA** | **2.21** | **2.23** | **2.24** | **2.25** | **2.26** | **2.27** | **2.29** | **2.29** | **2.28** | **2.34** |
| **Retention** | **88.5%** | **90%** | **90%** | **89.9%** | **90.8%** | **90.3%** | **90.7%** | **90.9%** | **90.9%** | **90.8%** |
| **Successful Completion** | **63%** | **64.5%** | **65.6%** | **66.2%** | **67%** | **66.8%** | **67.2%** | **68%** | **67.3%** | **68.3%** |
| **Forestry Program** | **09FA** | **10SP** | **10FA** | **11SP** | **11FA** | **12SP** | **12FA** | **13SP** | **13FA** | **14SP** |
| **GPA** | **2.51** | **2.57** | **2.67** | **2.81** | **2.52** | **2.74** | **2.58** | **2.74** | **2.45** | **2.85** |
| **Retention** | **96.4%** | **93.6%** | **97.9%** | **95.4%** | **95.5%** | **94.2%** | **94%** | **95.8%** | **97.2%** | **94.4%** |
| **Successful Completion** | **76%** | **73%** | **81.7%** | **81.9%** | **74.8%** | **76.2%** | **77.2%** | **80%** | **79.6%** | **81%** |

D. Analyze how the program’s historical funding patterns have impacted the program

*Program funding has varied drastically over the last 5 years.* *Instructional Supplies funding has decreased by as much as 68% in the 4th year (2013-2014FY) as compared to the 1st year (2010-2011FY). Though the funding has increased significantly since the 4th year, the current 5th year Instructional Supplies funding level is still 6.6% below 1st year funding level. XXO funds have continually decreased since the 2010-2011FY. Over the last 5 years, XXO funds have decreased by 78.9%. Much of the lost instructional supplies allotment has been covered by Perkins funding though this has not completely made up for the cuts seen in the XXO budget.*

*Equipment funds have varied over the reporting period however they currently stand at 220% above 1st year funding. This can be contributed to a steady increase in Perkins funding as well as grant funds obtained in the 5th year. It is unknown if Perkins funding will continue to make of for the loss of funding from the XXO budget.*

*All in all, the Program has continued to function well despite changes in the funding.*

**Budget Summary (to be completed by Dean)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2010-2011** | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** | **Total Division Budget**  For the 5th year  **2014-2015** | **Percent of Division 2014-2015** |
| **Salaries** | 302143 | 343741 | 286662 | 341442 | 364840 | 3993345 | 9.14% |
| **Benefits** | 74370 | 95364 | 84142 | 98916 | 105497 | 1011778 | 10.43% |
| **Instructional Supplies** | 25292 | 22593 | 26759 | 8112 | 23640 | 247646 | 9.55% |
| XX0 | 22670 | 19131 | 9703 | 6602 | 4781 | 129064 | 3.70% |
| LT0 |  |  |  |  |  |  |  |
| Perkins | 2622 | 3462 | 16298 | 1510 | 17485 | 42747 | 40.90% |
| Grant Funded |  |  | 758 |  | 1374 | 75835 | 1.81% |
| **Non-Instructional Supplies** |  | 22 | 363 | 747 |  | 10021 |  |
| XX0 |  | 22 | 363 | 747 |  | 5034 |  |
| LT0 |  |  |  |  |  |  |  |
| Perkins |  |  |  |  |  |  |  |
| Grant Funded |  |  |  |  |  | 4987 |  |
| **Operating Expenses** | 4493 | 6200 | 8085 | 3807 | 6044 | 304515 | 1.98% |
| XX0 | 88 | 1190 | 5114 | 1272 | 1455 | 81058 | 1.8% |
| LT0 |  |  |  |  |  |  |  |
| Perkins | 4405 | 5010 | 2971 | 2535 | 4541 | 20694 | 21.94% |
| Grant Funded |  |  |  |  | 48 | 202763 | .02% |
| **Equipment** | 19267 | 10727 | 54100 | 27688 | 42467 | 407019 | 10.43% |
| XX0 |  |  | 1726 |  | 288 | 2568 | 11.21% |
| LT0 |  |  |  |  |  |  |  |
| Perkins | 19267 | 10727 | 52374 | 27688 | 30007 | 127279 | 23.58% |
| Grant Funded |  |  |  |  | 12172 | 277172 | 4.39% |
| Total | 425565 | 478647 | 460111 | 480712 | 542488 | 5974324 | 9.08% |

**III. Student Learning Outcomes**

A. Describe in what ways the program maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning, including work with adjunct faculty. Provide examples.

*The Forestry and Natural Resources Program has been in a bit of transition over the last five years. For much of that time, the Program was run by a single full time faculty member. In the fall of 2012, a second full time instructor was hired followed by a third full time instructor in the fall of 2013. This has provided some stability within the Program and allowed for focus and development of each of the instructor’s respective areas of expertise.*

*Periodic meetings are held to discuss recruitment issues, curriculum issues, and SLOs. We work closely with our advisory council, meeting at least once a year, to insure that the Program is meeting the industry needs. The Advisory Council was instrumental in the decision to divide the current A.S. Forestry & Natural Resources degree into two separate degrees: A.S. Forestry and A.S. Natural Resources.* *We also work closely with adjunct faculty to improve upon the courses, certificates, and degrees offered by the Forestry Program. Adjunct faculty played a prominent role in the development of the new wildland firefighting certificate that is currently under development.*

B. Include the hyperlink(s) for the course and program/degree/certificate to GELO mapping grid as it is stored in your Blackboard SLO Assessment folder here.

<https://scccd.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content_id=_1017020_1&course_id=_23199_1>

C. Give a brief overview of the course assessments completed during the last five years, highlighting any results and action plans that have been particularly helpful in improving student learning and your program. Provide all Course SLO Assessment Report Forms for your program in appendix A.

*The majority of the course SLOs are assessed using the item exams/quizzes as well as direct observation of performances. Many of the forestry/natural resources courses have laboratory portions which accounts for the majority of direct observation of performances. With three full time instructors, each can focus on their area of expertise, improving upon how to best achieve each SLO (Tables 7 & 8).*

Table 7 - Analysis of Assessment Type

|  |  |
| --- | --- |
| **Assessment Type** | **Total number of courses using this assessment type** |
| Item analysis of exams, etc. | 19 |
| Assignments based on rubrics | 10 |
| Assignments based on checklists |  |
| Direct observation of performances | 23 |
| Student self-assessments | - |
| CAT (clickers, mediated responses) | - |
| Capstone projects or final summative assessments | - |
| Other | 1 |

Table 8 - Action plan

|  |  |
| --- | --- |
| **Action Plan** | **Total number of courses using this action plan** |
| Results are positive--no changes | 34 |
| Conduct further assessment | - |
| Use new or revised teaching methods | - |
| Develop new methods of evaluating student work | - |
| Plan purchase of new equipment or supplies | - |
| Make changes in staffing plan | - |
| Engage in professional development about best practices | - |
| Revise the course sequence or prerequisite | - |
| Revise the course syllabus or outline | - |
| Unable to determine | - |
| Other | 1 |

D. Give an overview of the program/degree/certificate assessments completed during the last five years, highlighting any results and action plans that have been particularly helpful in improving student learning and your program. Provide all Instructional Program/Degree/Certificate SLO Assessment Report Forms for your program in appendix B.

*The hiring of two full time instructors has been particularly helpful in improving student learning and the Program as a whole. In addition to adding expertise in the areas of forestry management and wildlife management, the additional full time instructors have allowed us the opportunity to focus on assessment of the current degree and certificates being offered in the Program.* *We are currently in discussion regarding the restructuring of the certificate programs. We are considering reducing the number offered from 8 to 6. This would include the wildland fire fighting certificate and a possible transfer certificate. Furthermore, we are in the process of creating two AS degrees and reducing the units required from the current 73 units down to the standard 60 units.*

E. Based on your assessments, have you identified additional resources needed to support the improvement of student learning or remedy any gaps you have found within your program (ie. staff development/training, equipment, technology, guest speaker, etc.)? Be sure to include these in your goals with appropriate page number references.

*The Program has recently acquired new technology in the form of GIS software and a new computer lab. We have also purchased new equipment for the Wildlife Management and Watershed Ecology classes. There remains, however, a continued need to update old equipment and acquire new equipment to keep pace with advances in the industry. We need to purchase additional water quality meters for the NR12 Watershed Ecology class. Currently there are 2 water quality meters on hand. With a cap of 25 students, the time each student is allowed on the equipment is severely limited. The addition of more water quality meters will increase hands-on time with the equipment and improve learning. Additionally, we currently possess a single backpack electrofisher unit for a class of 25 wildlife (NR14) students. The addition of at least one* *other electrofisher would improve instruction in its safe and effective use. We are also in need of additional forest measurement equipment such as relascopes, laser range finders, and surveying equipment to name a few items.* *As mentioned earlier in this report, there is also a need for a 28-passenger bus and additional 4-wheel drive vehicles to facilitate field trips which play an integral role in the Program.*

*The Program needs to expand the size of LSH 3. This is a metal building that is currently used to teach the NR133 Chainsaw class. It will also house wood, a table saw, planer, and band saw to used in the NR 21 Forest Products class. This equipment will be purchased in the fall of 2015. This equipment will consume much of the space that is currently available necessitating expansion of the building. LSH 3 is a metal building that is by multiple classes.*

**IV. Qualitative Analysis**

Please note that these data should be integrated with the quantitative analysis, and SLO assessment to help support your Summary Statements and Goals. You must reference all campus sites, where appropriate.

A. Describe future trends or current best practices in teaching and learning unique to your area which are likely to influence your discipline. How will students be affected by these trends?

* Political (local ordinances, state or federal legislation, Title 5, Ed Code)
* Economic (Labor Market Data, District Fact Book, Advisory Committees)
* Sociological (migrant population, single parents, aging population trends)
* Technological (access, security, ethics)
* Educational (High School Graduation Rates, competition from other public and private postsecondary institutions, online education)

*According to the most recent labor statistics, in 2012 the average annual salary for Forest & Conservation Technicians was $33,920[[1]](#footnote-1). This category includes Forest Technicians, Forestry Aides, Forestry Technicians, Natural Resource Technicians, Soil Conservation Technicians, and Timber Management Technicians. The typical entry-level education for these types of positions is an Associate degree. These are the positions that many of our students are filling each summer. It is predicted that by 2022, there will be 13,400 Forest & Conservation Technician position to fill due to growth and replacement needs. Coupled with an ever-increasing awareness and interest in the environment by the general public, and an upward trend in NR enrollment, the employment opportunities in the foreseeable future seem to indicate a continued demand for the Forestry Program at Reedley College.*

B. Describe and include rationale for any curriculum changes anticipated in the next 5 years. (If not applicable leave blank)

* Major course revisions
* Course deletions
* New courses
* Revised or new options within a program
* Proposed new programs
* Distance education/hybrid courses
* Enrollment trends
* Articulation changes
* Provide justification for programs consisting of 30 units or more in the major. (Reference quantitative data relative to degrees and certificates awarded)

*As described in Section E1 (page 16), the current AS in Forestry & Natural Resources requires 73 units to complete. The process of reducing this requirement to the standard 60 units for an Associates degree is currently underway.*

*The Program will be offering two separate associates degrees; an AS in Forestry and an AS in Natural Resources. The AS in Forestry will focus on courses relevant to individuals interested in a career in forest management. Courses such as Dendrology (NR6) and Silviculture (NR11) will be included in this degree program. The AS in Natural Resources will focus on the natural sciences and includes courses such as Wildlife Management (NR14) and Watershed Ecology (NR12).*

*The Program is also in the process of creating a Wildland Fire Certificate. This is a 1-year (2 semester) certificate that focuses on wildland fire fighting. This is intended to provide focused training and education in wildland fire fighting, preparing incoming students for a career in fire. Upon completion of the certificate, students will have obtained the required federal certifications ( I-100, S-130, S-131, S-190, L-180, S-211, S-212, S-260, IS-200, and PMS 427) necessary for employment as a wildland fire fighter.*

*The Program is also considering a transfer certificate. This would insure students interested in transferring to a university will have completed the required general education necessary for transfer as well as giving them a good foundation in the natural resources through field related course work. Currently, students who complete the AS degree and wish to transfer are lacking the required biology, chemistry, and math necessary for entry into a Forestry or Natural Resource program at a university.*

*Over the past five years there has been and significant increase in industry demand for Utility Forestry employees. The job requires technical or professional education and skills to monitor, prescribe treatment of trees, and implement cultural management of vegetation near utility facilities and transmission lines. Urban forestry is necessary to maintain safety, property value, and to create desirable environmental conditions in and around urban residential and commercial areas. The Reedley College Forestry and Natural Resources Advisory Council has recommended that curriculum that prepares students to be employable in arboriculture and urban forestry should be offered in order to meet the increasing demand for these services.*

*Arboriculture is a technical skill in which specific training and certification is required for safety and instructor qualification. The International Society of Arboriculture has established criteria that meet the American National Standards Institute (ANSI), A300 Standards for the Tree Care Industry Association. Reedley College instruction in arboriculture should be offered by properly certificated personnel. As with the fire course instructors, it will be advantageous to employ instructors that have recently worked in the industry and who possess current training and certification. Currently, no tenured or technical staff currently employed by Reedley College meet the ANSI standards.*

*The Agriculture and Natural Resources Department has a need to offer courses related to Environmental Horticulture. The creation of this course, as a combination of ornamental tree identification, should be combined with forestry practices. The curriculum will benefit RC students who wish to be employed with those acquired skills. They will have options to work in either urban or wildland settings. Units of study will include: plant identification, plant characteristics and hazard assessment, tree trimming and removal techniques, tree climbing, tree service equipment operation, public relations and communication.*

*The Reedley College Forestry Program currently possesses and routinely has students operate two large, diesel-engine powered wood chippers. These produce large volumes of wood chips that are difficult to relocate, and are hazardous as students must avoid the outlet chute. A chip truck is the appropriate equipment to improve safety, efficiency and better model industry-standard technical skills. A Chip Truck is a dump-truck fitted with an enclosed, open-back bed used to collect the woodchips produced by a wood chipper machine. The truck is used to transport condensed tree attrition during trimming and plant removal work. It is an industry standard device that promotes safety and enables efficient vegetation management practices.*

*A Boom Truck is a utility truck fitted with an articulated arm used to lift personnel to gain access to trees. The equipment is used during trimming and tree removal work. It is an industry standard device that promotes safety and enables efficient vegetation management practices. This equipment will be necessary to train students to perform skills that are required in arboriculture, and will allow Reedley College students to greatly increase their employability in the profession of urban tree care.*

*The NR 34 Conservation Laboratory course has not been offered for more than fifteen years. Several benefits will be derived by making this class available once again. These benefits include: satisfying a senior college transfer lab science course requirement and providing skills development for students who need to experience the practical application of environmental conservation practices. This course will also provide better stewardship of the Reedley College riparian natural area along the Kings River and of the Reedley College Forest at Sequoia Lake.*

*For more than 40 years Reedley College students have benefitted from the generous cooperation of the Sequoia Lake Conference of YMCA. This partnership allows students to perform hands-on forest management skills under supervision of Reedley College teachers within an actively managed forest. This has offered irreplaceable opportunity for education, while demonstrating real techniques used by entities that hire Reedley College students and alumni.*

*The travel time to the College Forest is one hour from Reedley.* *Although there is food service and cabins at the Sequoia Lake property, appropriate classroom facilities are not available. A meeting room and classroom are needed so that teachers may use diverse techniques including lecture and audio/video technology to instruct students. It will be advantageous to acquire computer stations along with audio and video devices in order to best teach coursework at the College forest.*

*A classroom at the Sequoia Lake facility is particularly necessary because weather is unpredictably hot or cold at the lake, which is situated at 5,000 feet above sea level. Snow is a common challenge as classes must remain flexible in order to successfully administer curriculum components. Additionally, the YMCA has many activities that naturally interfere with Reedley College course exercises that require indoor facilities thus preventing these activities from taking place.*

*A classroom at the College Forest will reduce the impact of room scheduling at the Reedley campus, and it will reduce the demand for and expense of daily bus transportation between Sequoia Lake and Reedley. It will facilitate the use of GIS technology within the forest for mapping and inventory, a common practice in modern forestry. Computer access is now necessary to perform forest management technical skills that Reedley College students must be prepared to do in their profession. The construction of a classroom will strengthen the mutually-beneficial partnership that the College maintains with the YMCA.*

*The Forestry and Natural Resources Program has many machines that should be stored and/or operated under a protective structure in order to reduce weathering and premature failure. Current equipment that should have protected storage includes: a Mobile Dimensions sawmill, two Vermeer wood chippers, a self-loading log trailer, a fire truck, a log skidder, a wood splitter, a Kubota RTV, and a Kawasaki Mule RTV. Future equipment that will need protective storage includes: a Wood Mizer bandsaw mill, a Woodchip truck, and a bucket manlift truck*

*The NR21, Forest Products course teaches students to mill lumber using a sawmill. The course curriculum includes drying techniques for lumber to prevent warping which causes loss of salability. The Program needs to obtain a drying kiln and storage facility that will allow for proper treatment of student-milled lumber.*

*Certificate opportunities are beneficial as students must verify their mastery of technical skills. However, the Forestry Program currently makes more than nine certificates available. Several of these are redundant and overlap with each other. They are not all focused on current industry needs, nor are they pertinent to the interests of many students. It will be advantageous to merge several certificates and delete those that are less useful, as directed by the Advisory Committee.*

*The ability of Forestry students to recognize the contribution of female, as well as male technicians is important to their own insight and success. In a profession in which the recruitment of female employees is prominent, and where both men and women equally share all professional positions and rank, Reedley College students should recognize the full reality of this benefit and opportunity. There is value is providing to students role models that exhibit a reflection of the workforce they are about to enter. This is particularly important in the Forestry career area that, until recently, has been primarily dominated by male employees. As a social transition is still at play, it is important for educational institutions to play a positive part in developing understanding of the contributions that all people offer in the natural resources profession.*

*Through a generous and mutually beneficial agreement with Sequoia Lake Conference of YMCA’s, Reedley College is benefiting from access for its students and staff to practice forestry technician skills at the lake site. Many curriculum objectives, plus Society of American Foresters Accreditation, require that instruction must occur in a forest setting. There must be continued support from the College and SCCCD in order to maintain a positive relationship with the YMCA. This will include providing assistance in maintaining the health of the forest by implementing fuels reduction projects that will be performed by students and with Reedley College tractors and equipment. The College should guide decisions pertaining to the management of the YMCA property. Expertise about forest management should be provided by Reedley College staff (preferably that staff will include an instructor possessing a Registered Professional Foresters License). Equipment, technical staff, and financial support for projects and facilities should be provided by the College just as it provides for program instruction at other sites including the Reedley College Farm.*

*The fire science curriculum is an important part of our program. The courses are taught solely by adjunct faculty. Due to the fact that it is such a large component of our program, it is important to hire a manager for the fire science curriculum, not only to maintain its current status, but to help the curriculum grow in the future.*

C. Discuss how your program meets the needs of the College’s diverse student:

C1. High-quality instruction of varying delivery modes and teaching methodologies. Provide examples.

*One of the unique aspects of the classes taught in the Forestry Program is the combination of lecture-based instruction and hands on instruction. The majority of the classes taught in the Program require a significant amount of time in the field learning to apply the theories taught in the classroom. This combination fits well with the students that enter our program as they tend learn best by doing.*

C2. Discuss course offerings, (ie. times, location, delivery, etc.), identifying any needs that are not met. Provide examples.

*Most of the needs for class times, location, and delivery are being met. We are currently working on changing the lab times for several classes to facilitate trips to the school forest for enhanced instruction opportunities. Total travel time to and from the school forest is approximately 1.5 hours. For a 3 hour lab, this amount of travel time leaves approximately 1 – 1.5 hours in the field for instruction. Scheduling a 2 hour lecture and a 3 hour lab back to back would provide enough time to travel to the school forest, hold a lecture and a meaningful lab and still provide for enough time to return to the campus within the 5 hour block.*

C3. Appropriate breadth, rigor, sequencing, and completion time. Provide examples.

*Students completing the Program are well prepared for an entry-level position in the natural resources field. Employers frequently and repeatedly come to the campus and recruit directly from our classrooms. Sequencing does not appear to be problematic and completion time is 2 years for a focused and motivated student. Students who are less focused and unsure of which direction they want to go require more time. This is true for students in any program.*

*Currently, students on an AS track who decide to transfer to a university require more time prior to transfer as they complete general education courses required for transfer but not required for the AS degree. We hope to remedy this issue with the creation of a transfer certificate. Completion of the certificate will ensure that students have completed the G.E. coursework required for transfer in a timely manner.*

D. For students completing vocational and occupational certificates and degrees, describe how students will meet employment and other applicable standards and are prepared for external licensure and certifications.

*Students completing the Forestry Program are well prepared for employment in the natural resources field. Students in the Program are taught to identify, use, and safely maintain equipment used extensively in a forest setting. As discussed previously in this report, the Program focuses on personal leadership skills. The Program emphasizes teamwork and prepares students for working in a crew setting. First semester freshman are introduced to the standard chain of command structure found in the Incident Command System that is widely used in the industry. This structure is reinforced in the Field Study trips required for graduation through the use of student Squad Bosses and Crew Bosses to complete work assignments. This gives many students their first experience in a responsible leadership position and also trains students to receive and carry out work orders from superiors.*

*Those students interested in a career in wildland firefighting can obtain the necessary certifications required by the U.S. Forest Service by completing the coursework offered in the Program.*

*All full time and adjunct faculty within the Program have extensive industry experience. This allows us to properly prepare students for the demands and expectation that their future employers will have.*

E. Describe what your program has done to create links with support services or other instructional programs, if any.

*All of our instructors work closely with support services on campus such as the Disabled Student Programs & Services.*

*The RC English Department has developed an English 125 and English 1A class for Natural Resource students. These classes incorporate natural resource literature into the curriculum. This is a major interest to the students in our program and helps to maintain their focus and drive to complete these courses. The first Eng1A for NR Students course was taught in the spring of 2015 and was well liked by those students that completed the class. These classes are very promising and are generating a lot of interest from students in the Forestry and Natural Resources Program. We have 24 students currently enrolled in the second offering of the Eng1A for NR Students (SP16).*

*Eng125 for NR Students was first offered in FA15. Enrollment by NR students was low. This was likely due to the fact that the majority of the students in the Program at the time of offering were freshman who already had a full load and were reluctant to add additional units. We are working with the English Department to increase enrollment in this class by offering it as a short term (9 week) hybrid class with the classroom time being held in the Ag building. The Ag building is located on the side of the campus that the NR students feel most comfortable in. Many students have expressed that they feel out of place when taking general education classes on the south side of campus. Hopefully, offering the class in the Ag building will make them more comfortable and improve enrollment and completion.*

F. Describe any community or other institution partnerships or collaboration of which your program has had a part.

*We work very closely with our industry partners. We host recruiting events on campus and coordinate workshops for proper completion of government applications. We also encourage involvement in the Student Chapter of the Society of American Foresters.*

G. If you are a CTE-eligible program and wish to be designated as a Signature Program, justify your reasons with responses to the following, as applicable:

**Qualitative Measures** (External demand, workforce needs, and economic development)

* Describe the community need and job availability for program graduates.
* How does the program respond to changing needs of industry?
* Describe community support for the program (e.g., advisor groups, partners, and employers).
* Address if the program duplicates similar training programs in the area with the same Standard Operating Codes (SOC).
* Describe job placement and internships for this program.
* What are the required external accreditation, licensure, and/or oversight (if any)? If yes, please describe.
* How does the program align with nationally recognized industry standards, curriculum, and/or skill development?
* Describe the program’s physical resources including facilities and equipment.

*The Reedley College Forestry and Natural Resources Program wishes to be designated as a Signature Program.*

*The Program has the following qualitative and quantitative attributes:*

***Community need and job availability for program graduates***

* *As verified in the Reedley College Forestry and Natural Resources Program Professional Advisory Committee meeting minutes, there is steady or increasing demand for both seasonal and permanent employees in the governmental and private sectors of natural resources professions. Employers entities including the United States Forest Service, National Park Service, U. S. Army Corps of Engineers, California Department of Fish and Wildlife, private timber Companies and utility forestry companies including ACRT, Davey Tree Resource Group, Environmental Restoration Technologies and public utility companies including Pacific Gas and Electric Company and Southern California Edison Company are employing Program students and graduates both in seasonal and permanents positions. Of increasing demand are employees to serve as wildland firefighters and forest restoration technicians due to the increasing occurrence of wildfires.*

***Program responds to changing needs of industry***

* *During the Programs initial creation in the late 1970’s there was a demand for many employees to work as timber sale preparation technicians in advance of tree harvests. As the reduction in timber harvest volume was reduced by changing environmental regulation and international supply of wood products the Reedley College Forestry Program responded by focusing a greater degree on biological technician training for the increased wildlife monitoring required for implementation of the Endangered Species Act management. The Program also expanded training of firefighters as forest fuels accumulated due to limited tree harvest and insufficient natural fire allowed to burn. At the present time the Program still makes available students trained in timber sale preparation, but also facilitates curriculum to meet the urban forestry industry that has become a significant employer.*

***Community support for the program***

* *Advisor groups, partners, and employers are prominent resources guiding the Reedley College Forestry Program administration. A prominent advisory council of about 20 people meet at least once per year to review changes that have been implemented from previous council mandates. New recommendations are made to the Program staff, and a report by each member is presented about changing employee needs for the entity represented by that council member. The membership is selected to be representative of a wide scope of private and public employers, educators and Program alumni. Reedley College administrators and State Center Community College board of trustees are typically council members, as well, in order to better understand industry needs and to help answer questions posed by other council members.*
* *Numerous Partners are associated with the Reedley College Forestry and Natural Resources Program. These include: The Sequoia Lake Conference of YMCA’s providing (under an MOU) an 800 acre managed forest at which Reedley College Forestry Program students practice practical technician skills, Public and private employer entities (listed above)that serve as internship site hosts, Valley Regional Occupation Program serving to teach dual enrollment firemanship courses within the Reedley College Forestry Building, Central California Consortium (a division of the United States Forest Service) that assists student in applying for employment, Society of American Foresters providing students with professional training and scholarship support, Irascible Order of Soararsis providing scholarships specifically for Reedley College Forestry students, Joel Wahlenmeir Memorial Scholarship providing scholarships specifically for Reedley College Forestry students, Tulare County Department of Education alone with Americorps and Sequoia National Park which is offering internship opportunities and environmental training and recruitment of students from Sequoia High School to Reedley College, Southern California Edison Company that sponsors educational tree harvesting* *events for Reedley College students, Gerald Purviance Tree Service in Reedley donating tree logs to rhe College program to be used for wood milling demonstration and student practice, Arbormasters providing tree climbing training, Davey Tree Company providing tree climbing train and employ opportunities, Husqvarna Corparation providing financial support for arboriculture training for instructors and students.*

***Program duplicates similar training programs in the area with the same Standard Operating Codes (SOC****)*

* *There are no other similar forestry and natural resources college programs in the geographic area. The Reedley program is unique in the State of California as the only community college that is accredited by the Society of American Foresters. Many students learn about the RC Forestry Program by doing an internet search for forestry schools in California. The S.A.F accreditation attracts students from all over the state and even a few students from out of state.*
* ***Job placement and internships for this program***
* *The Reedley College Forestry and Natural Resources Program has an extremely successful job placement and internship component. Career placement skills are taught as a component of the Program curriculum. This includes job application, resume and interview skills for job seekers. Employers routinely visit the classrooms and present information about opportunities and career advice. Reedley College Forestry and Natural Resources instructors maintain formal communication with prospective student employers. Job announcements are posted on Blackboard for students and teachers to actively connect students with appropriate prospective employers. The summer season placement from 2009 to 2015 (Table 9) is documented each May from a survey of students present in classes. The average number of students with fulltime or seasonal employment each summer over the last seven years is 58. The actual number of currently-enrolled students who are employed is projected to be approximately 15% higher than the audit is capable of verifying due to the absence of students who are still working toward a degree but are not present for the audit. With this correction, there have been on average of 67students placed in fulltime or seasonal employment each year.*

Table 9 – Summer Empoyment Placement Statistics 2009-2015



***Required external accreditation, licensure, and/or oversight***

* *The Society of American Foresters has currently accredited the Reedley College Forestry and Natural Resources Program. This accreditation requires the compliance with seven standards of excellence including: Program Objectives, Curriculum, Faculty, Student, Program, Parent Institution and Support, Physical Resources and Facilities.*
* *As a benefit of SAF accreditation, students in Reedley may receive two years of credit toward the minimum required to qualify for the California State Professional Foresters examination*

***Program aligns with nationally recognized industry standards, curriculum, and/or skill development***

* *The Reedley College Forestry and Natural Resources Program aligns with nationally recognized industry standards curriculum and skill development as verified by Society of American Foresters. Additionally national standard curriculum and instructor qualification is met through the use of National Wildfire Coordinating Group (NWCG) curriculum is taught within all Reedley College fire technology courses.*

***Program physical resources including facilities and equipment***

* *Facilities and equipment meet the needs of the Reedley College Forestry and Natural Resources Program as verified by the Program Advisory Council and the SAF accreditation (with a concern noted by SAF during the most recent accreditation that appropriate transportation must be provided for access to forest sites)*

**Quantitative Measures**

* What are the program’s WSCH/FTEF and FTES/FTEF data for last three years?
* What is the full-time faculty to part-time faculty ratio?
* What are the enrollment trends for the last three years?
* Indicate the number of degrees and certificates awarded in the last three years.
  + Certificates of Completion
  + Certifications of Achievement
  + Local (low unit) Certificates
* What are the program’s retention rates for the last three years?
* What is the demand for the program (Standard Operating Code) – State and Regional?
  + Please include industry size and growth, current and forecasted job growth by position, count, and percentage, and wage data (identify low, median, and high wage levels).

*The Program has the following qualitative and quantitative attributes:*

* *WSCH/FTEF and FTES/FTEF data for last three years?*

|  |  |  |
| --- | --- | --- |
|  | ***WSCH / FTEF*** | ***FTES / FTEF*** |
| ***Fall 2011*** | *423.36* | *14.11* |
| ***Spring 2012*** | *423.01* | *14.10* |
| ***Fall 2012*** | *426.77* | *14.23* |
| ***Spring 2013*** | *439.00* | *14.63* |
| ***Fall 2013*** | *443.27* | *14.78* |
| ***Spring 2014*** | *432.49* | *14.42* |

* *Full-time faculty to part-time faculty ratio?*

|  |  |
| --- | --- |
|  | ***Full Time : Part Time*** |
| ***Fall 2011*** | *7.71 : 1* |
| ***Spring 2012*** | *2.89 : 1* |
| ***Fall 2012*** | *1.03 : 1* |
| ***Spring 2013*** | *1.33 : 1* |
| ***Fall 2013*** | *3.22 : 1* |
| ***Spring 2014*** | *2.35 : 1* |

* *Enrollment trends for the last three years?*

|  |  |
| --- | --- |
|  | ***Enrollment Trends (% of RC Enrollment)*** |
| ***Fall 2011*** | *225 (3.36%)* |
| ***Spring 2012*** | *225 (3.41%)* |
| ***Fall 2012*** | *238 (3.83%)* |
| ***Spring 2013*** | *213 (3.83%)* |
| ***Fall 2013*** | *247 (4.03%)* |
| ***Spring 2014*** | *210 (3.58%)* |

* *Number of degrees and certificates awarded in the last three years.*

|  |  |  |
| --- | --- | --- |
|  | ***Certificates (18 – 30 units)*** | ***AS Degrees*** |
| ***2010 - 2011*** | *22* | *8* |
| ***2011 - 2012*** | *10* | *7* |
| ***2012 - 2013*** | *7* | *9* |

* *Retention rates for the last three years?*

|  |  |
| --- | --- |
|  | ***Retention Rates*** |
| ***Fall 2011*** | *95.5%* |
| ***Spring 2012*** | *94.2%* |
| ***Fall 2012*** | *94.0%* |
| ***Spring 2013*** | *95.8%* |
| ***Fall 2013*** | *97.2%* |
| ***Spring 2014*** | *94.4%* |

* *Demand for the program (Standard Operating Code)* 
  + *Industry size and growth, current and forecasted job growth by position, count, and percentage, and wage data (identify low, median, and high wage levels).*

*The Standard Operating Code of the Forest and Conservation Technician positions that most of our students fill is 19-4093. Current data suggests an overall industry job decline of 3.5% by 2022 however, replacement needs will provide 13,400 jobs by 2022. In 2012, the average hourly wage for a Forest and Conservation Technician was $16.31 and the median annual salary was $33,920. An Associate Degree is required to fill these positions[[2]](#footnote-2).*

H. Accreditation Standard II.A. makes regular reference to ensuring appropriate (and sometimes equivalent) offerings “regardless of…location.” If this program is being considered for expansion to the Madera and/or Oakhurst campuses, answer the following questions:

*Due to the facilities and equipment requirements, this Program is not being considered for expansion to the Madera and/or Oakhurst campuses.*

**V. Summary Statement**

A. Describe the major conclusions reached based on this report’s quantitative and qualitative analyses and evaluation of the assessment of student learning outcomes.

*With industry replacement needs projected to be more than 13,000 jobs by 2022 and an upward trend in enrollment, the Program remains strong and is fulfilling an industry need. We continue to place well-qualified students in positions with state and federal agencies as well as in private industry each summer. Many former Reedley College Forestry & Natural Resource Program students are now in leadership positions and doing much of the recruiting and hiring of our current students.*

*The gender discrepancy continues to be a problem that needs attention. As stated earlier in the report, this is likely an issue related to the misconception that careers in the natural resource field are male dominated and only involve chainsaws and heavy equipment. We continue to work to overcome this misconception. Despite the fact that the majority of our students are male, with a 5-year average female enrollment of only 22%, we have a slightly higher percentage of women in our Program than the Humboldt State University Forestry Department, which has an average female enrollment of 18.4% for the same period[[3]](#footnote-3). We continue to focus on efforts to increase female enrollment in the Program through recruitment fairs and FFA conventions and competitions. Adding a female instructor to the staff might also attract females to the Program. A female instructor would be a welcome role model for any young women considering a career in the outdoors.*

*Vehicle availability is an ongoing issue that has been exacerbated by recent changes to the SCCC District transportation policy. In addition to sharing a single 4-wheel drive vehicle with the Ag programs, we no longer have easy access to 15-passenger vans. The District decision to outsource all transportation is having and will continue to have a serious negative impact on the quality of instruction that we are able to provide to our students. The nature of the courses taught in the Forestry Program require a significant amount of hands on instruction in a forest setting. In fact, our S.A.F. accreditation requires it. The change in District transportation policy has the potential to eliminate most, if not all, class field trips. This is unacceptable. The Forestry Program needs to acquire a 28-passenger bus (or equivalent vehicles) and additional 4-wheel drive vehicles to maintain our current accreditation.*

B. Based on the conclusions above, complete the table below. Use these goals to inform annual budget worksheet. Add rows as needed.

0=Required for the function of the program

1=Would help program function

2=Would enhance program

3=desired, but not required for function of the program

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Curriculum/Pedagogical Goals | Page number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal  Link |
| *1. Add Arboriculture & Urban Forestry Classes* | [*13*](#Arboriculture12)*,* [*37*](#ConLab36)*,* [*38*](#Arboriculture37)*,* [*44*](#Arboriculture43) | *2* | *$200,000* | *FA20* | *1, 2, 4* |
| *2. Reinstate NR 34 – Conservation Lab* | [*7*](#ConLab7)*,* [*39*](#ConLab37) | *2* | *$0* | *FA20* | *1, 2, 4* |
| *3. Improve rigor of courses so that they may be accepted by universities as major courses rather than electives for transfer students* | [*8*](#Rigor8) | *1* | *$0* | *FA20* | *1, 3* |
| *4. Reduce the number of certificates currently being offered and create a Wildland Fire Certificate.* | [*35*](#CertReduction34)*,* [*37*](#WildfireCert36)*,* [*40*](#CertReduction38)*,* [*41*](#CertReduction40) | *1* | *$0* | *FA16* | *1, 3* |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Facility Goals | Page number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal  Link |
| *1. Expansion of the chainsaw class/shop to provide room for woodworking equipment* | [*10*](#Chainsaw10)*,* [*12*](#Chainsaw12)*,* [*15*](#Chainsaw14)*,* [*36*](#Chainsaw35) | *1* | *$200,000* | *FA20* | *1, 2, 3, 4* |
| *2. Add a classroom at Sequoia Lake* | [*8*](#SeqLakeClass8)*,* [*9*](#SeqLakeClass9)*,* [*39*](#SeqLakeClass37)*,* [*40*](#SeqLakeClass39)*,* [*44*](#SeqLakeClass43) | *2* | *$500,000* | *FA20* | *1, 2, 3* |
| *3. Protected storage for Equipment* | [*9*](#Equipment9)*,* [*10*](#Equipment10)*,* [*11*](#Equipment11)*,* [*12*](#Equipment12)*,* [*13*](#Equipment13)*,* [*35*](#Equipment34)*,* [*36*](#Equipment35)*,* [*38*](#Equipment37)*,* [*39*](#Equipment38) | *1* | *$200,000* | *FA20* | *1, 2* |
| *4. Milled Lumber Dryer and Storage* | [*40*](#Lumber38) | *1* | *$50,000* | *FA20* | *1, 2* |
| *5. Maintain dedicated classrooms for NR courses* | [*11*](#Classroom11) | *0* | *$0* | *None* | *1, 2, 3, 4* |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment Goals | Page number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal  Link |
|  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Supply Goals | Page number(s) where supported | Priority (0-3) | Estimated cost/resources needed | | Proposed timeline | | SP Goal  Link | |
| *1. Acquire a 28-passenger van(or equivalent vehicles) to facilitate field trips* | [*13*](#Transportation13)*,* [*14*](#Transportation14)*,* [*27*](#Transportation26)*,* [*36*](#Transportation35)*,* [*46*](#Transportation44)*,* [*49*](#Transportation47) | *0* | *$85,000* | | *FA20* | | *1, 2, 3, 4* | |
| *2. Acquire additional 4-wheel drive vehicle(s)* | [*13*](#FourWheel13)*,* [*27*](#FourWheel27)*,* [*36*](#FourWheel36)*,* [*49*](#FourWheel48) | *0* | *$45,000* | | *FA20* | | *1, 2, 3, 4* | |
| *3. Acquire inventory and monitoring equipment required to keep pace with industry standards for all courses.* | [*11*](#Equipment11)*,* [*12*](#Equipment12)*,* [*13*](#Equipment13)*,* [*36*](#Equipment35)*,* [*39*](#Equipment38) | *1* | *$9,500* | | *FA20* | | *1, 2, 3, 4* | |
| *4. Acquire necessary equipment for creation of arboriculture class(es).* | [*13*](#Arboriculture12)*,* [*38*](#Arboriculture37)*,* [*39*](#Equipment38) | *2* | *$100,000* | | *FA20* | | *1, 2, 3, 4* | |
| *5. Maintain current funding for general supplies* | [*15*](#Supplies15)*,* [*32*](#Supplies31) | *2* | *$11,000* | | *SP16* | | *1, 2, 3, 4* | |
| *6. Maintain a sufficient number of hand tools and a redundancy in equipment to provide greater hands-on learning opportunities* | [*12*](#Redundancy12) | *0* | *$15,000* | | *SP16* | | *1, 2, 3, 4* | |
| *7. Update old equipment and acquire new equipment when necessary to keep pace with industry standards.* | [*11*](#Update11)*,* [*35*](#Update34) | *0* | *$50,000* | | *FA20* | | *1, 2, 3, 4* | |
| Technology Goals | Page Number(s) where supported | Priority (0-3) | | Estimated cost/resources needed | | Proposed timeline | | SP Goal Link |
| *1. Acquire computer technology and audio/video equipment for a proposed classroom at the Reedley College Forest at Sequoia Lake* | [*39*](#Technology38) | *2* | | *$100,000* | | *FA20* | | *1, 2, 3, 4* |
| *2. Upgrade computers and software to keep up with industry standards* | [*13*](#Technology12) | *1* | | *$50,000* | | *FA20* | | *1, 2, 3, 4* |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Staffing Goals  (grow or maintain staffing—this section may be copied and pasted into the Faculty Prioritization Request) | Page Number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal Link |
| *1. Promote gender diversity within the tenured, adjunct and technical Forestry Program staff* | [*30*](#Diversity29)*,* [*40*](#Diversity39)*,* [*49*](#Diversity48) | *2* | *$0* | *FA20* | *2, 4* |
| *2. Additional instructors for the Arboriculture classes* | [*13*](#Arboriculture12)*,* [*38*](#Arboriculture37)*,* [*44*](#Arboriculture43)*,* [*45*](#Arboriculture44) | *2* | *$50,000* | *FA20* | *1, 2, 3, 4* |
| *3. Hire a manager for the fire science program.* | [*34*](#FireManager34)*,* [*37*](#FireManager37)*,* [*40*](#FireManager40) | *2* | *$50,000* | *FA20* | *1, 2, 3, 4* |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Distance Education Goals  (curricular or student services) | Page Number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal Link |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Scheduling Goals  (FTES/SQ.FT. data needed for reports) | Page Number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal Link |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Additional Goals | Page Number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal Link |
| *1. Increase female enrollment* | [*25*](#Diversity25)*,* [*30*](#Diversity30)*,* [*40*](#Diversity40)*,* [*49*](#Diversity49) | *2* | *$0* | *FA20* | *2, 4* |
| *2. Actively management the school forest at Sequoia Lake & the riparian zone on campus.* | [*8*](#SchoolForest8)*,* [*9*](#SchoolForest9)*,* [*40*](#SchoolForest40) | *1* | *$100,000* | *FA20* | *1, 2, 3, 4* |

\*As supported primarily by the report’s quantitative and qualitative analyses and evaluation of the assessment of student learning outcomes

**Note: Summary Statements are needed for each campus, if applicable.**

### Student Learning Outcome Assessment Timeline

Complete the following chart indicating which year course, program, degree, and certificate outcomes will be completed. Each course must be assessed at least once during this timeframe. The program may conduct as many assessments of a single course, program, degree, or certificate as is meaningful.

|  |  |  |
| --- | --- | --- |
| Year | Courses, Program, Degree, and/or Certificate to be assessed | Person responsible for heading assessment and completing Reporting Form |
| Year 1  2015-2016 | AGNR 10, NR 1, 3, 4, 5, 6, 7, 11 | K. Kinney, J. Soderlund, L. Long, D. McCandliss |
| Year 2  2016-2017 | NR 12, 14, 17, 18, 19v, 20, 21 | K. Kinney, J. Soderlund, L. Long, D. McCandliss |
| Year 3  2017-2018 | NR 25, 30, 32, 31, 35, 36, 42 | K. Kinney, J. Soderlund, L. Long |
| Year 4  2019-2020 | NR 90, 91, 92, 108, 109, 110, 115 | K. Kinney, J. Soderlund, L. Long |
| Year 5  2020-2021 | NR 116, 133, 145, 150, 151, 157, 158 | K. Kinney, J. Soderlund, L. Long, D. McCandliss |

### Curriculum Revision Timeline

This Curriculum Revision Timeline will be tracked by the Curriculum Chair. Add/delete rows as needed.

|  |  |  |
| --- | --- | --- |
| **Course** | **Semester revision to be submitted** | **Person responsible for revision** |
| *NR 1* | *Spring 2016* | *Kent Kinney* |
| *NR 3* | *Spring 2016* | *Louie Long* |
| *NR 4* | *Spring 2016* | *Louie Long* |
| *NR 5* | *Spring 2016* | *David McCandliss* |
| *NR 6* | *Spring 2016* | *Kent Kinney* |
| *NR 7* | *Spring 2016* | *Joshua Soderlund* |
| *NR 11* | *Spring 2016* | *Joshua Soderlund* |
| *NR 12* | *Spring 2016* | *Louie Long* |
| *NR14* | *Spring 2016* | *Louie Long* |
| *NR 17* | *Spring 2016* | *Joshua Soderlund* |
| *NR 18* | *Spring 2016* | *Joshua Soderlund* |
| *NR 20* | *Spring 2016* | *Joshua Soderlund* |
| *NR21* | *Spring 2016* | *Joshua Soderlund* |
| *NR 25* | *Spring 2016* | *Joshua Soderlund* |
| *NR 30* | *Spring 2016* | *Kent Kinney* |
| *NR 31* | *Fall 2016* | *Kent Kinney* |
| *NR 32* | *Fall 2016* | *Louie Long* |
| *NR 35* | *Fall 2016* | *Kent Kinney* |
| *NR 36* | *Fall 2016* | *Craig Cooper* |
| *NR 42* | *Fall 2016* | *David McCandliss* |
| *NR 90* | *Fall 2016* | *Kent Kinney* |
| *NR 91* | *Fall 2016* | *Joshua Soderlund* |
| *NR 92* | *Fall 2016* | *Craig Cooper* |
| *NR 108* | *Fall 2016* | *Louie Long* |
| *NR 109* | *Fall 2016* | *Louie Long* |
| *NR 110* | *Fall 2016* | *Joshua Soderlund* |
| *NR 115* | *Fall 2016* | *Louie Long* |
| *NR 116* | *Fall 2016* | *Joshua Soderlund* |
| *NR 133* | *Fall 2016* | *Kent Kinney* |
| *NR 19V* | *Fall 2016* | *Kent Kinney* |

### Appendix A: Course Assessment Reporting Forms.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:3/23/12**
2. **Contact Person: Kent Kinney**
3. **Department: AGNR**
4. **Course Name and Number: NR 1 Introduction to Forestry**
5. **Assessed Course SLO(s):**
6. Compare the difference between multiple use and preservation management.
7. Prepare equipment for safe operation to fell and buck trees.
8. Explain specified public and private timber resource entities' authority in the management of natural resources in the United States.
9. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

We find it appropriate to have a sample size of 2-4 class periods for each course to average assessed scores, for a more accurate picture of the success of the course because of our smaller class sizes, eliminating random semester to semester variation errors.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate for assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success was within guidelines. Student success with assessment tool reflected overall student success in the course. Poor attendance was reflected in falling below the guideline for success.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date: 3/23/2012**
2. **Contact Person: David McCandliss**
3. **Department: AGNR**
4. **Course Name and Number: NR 5 Wildland Fire**
5. **Assessed Course SLO(s):**
6. Analyze how environmental factors influence fire behavior and a know how to respond appropriately.
7. Perform fire line construction using hand tools in a crew formation safely
8. Recite and be able apply the NWCG (National Wildfire Coordinating Group) “18 Watch Out Situations” and correctly evaluate possible consequences of the violation of these in the context of fire behavior principles.
9. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

We find it appropriate to have a sample size of 2-4 class periods for each course to average assessed scores, for a more accurate picture of the success of the course because of our smaller class sizes, eliminating random semester to semester variation errors.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate for assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success was within guidelines. Student success with assessment tool reflected overall student success in the course. Poor attendance was reflected in falling below the guideline for success.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:10/17/11**
2. **Contact Person: Kent Kinney**
3. **Department: AGNR**
4. **Course Name and Number: NR 6 Dendrology**
5. **Assessed Course SLO(s): 1)** **Define and distinguish common forest community biome types of the Western United States. 2)**  **Determine basic ecological requirements of common forest trees. 3) Differentiate between species by observation of plant morphology.**
6. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

We find it appropriate to have a sample size of 2-4 class periods for each course to average assessed scores, for a more accurate picture of the success of the course because of our smaller class sizes, eliminating random semester to semester variation errors.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success was within guidelines. Student attendance had an effect on learning outcomes; poor attendance was reflected in falling below the guideline for success.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:10/17/2011**
2. **Contact Person:Julie Constable**
3. **Department:AGNR**
4. **Course Name and Number:Conservation of Natural Resources, NR7**
5. **Assessed Course SLO(s):1. Assess man’s role and impact on the environment. 2. Recognize ecological inter-relationships, biotic and abiotic components. 3. Analyze social issues, correlate those issues to ecological principles, and hypothesize long term results.**
6. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010: Determine Assessment**

**Fall 2010: Define Measurements, Assess**

**Spring 2011: Evaluate Data**

**Fall 2011: Make recommendations**

We find it appropriate to have a sample size of 2-4 class periods for each course to average assessed scores, for a more accurate picture of the success of the course because of our smaller class sizes, eliminating random semester to semester variation errors.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70%**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate for assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success was within the guidelines. Student attendance had an effect on learning outcomes; poor attendance was reflected in falling below the guideline for success.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:10/17/2011**
2. **Contact Person:Julie Constable**
3. **Department:AGNR**
4. **Course Name and Number:Forest Ecosystems NR4**

**Assessed Course SLO(s):** 1. Identify tree species and ecosystem components to properly respond to management directives in the field. 2. Interpret scientific data and analysis, demonstrating understanding of the relevant scientific literature. 3. Demonstrate understanding of biological or environmental factors that affect forest growth and development.

1. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010: Determine Assessment**

**Fall 2010: Define Measurements, Assess**

**Spring 2011: Evaluate Data**

**Fall 2011: Make recommendations**

We find it appropriate to have a sample size of 2-4 class periods for each course to average assessed scores, for a more accurate picture of the success of the course because of our smaller class sizes, eliminating random semester to semester variation errors.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70%**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate for assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success was within the guidelines. Student attendance had an effect on learning outcomes; poor attendance was reflected in falling below the guideline for success.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:10/17/2011**
2. **Contact Person:Julie Constable**
3. **Department:AGNR**
4. **Course Name and Number:Computers in Natural Resources, NR3**
5. **Assessed Course SLO(s):** 1. Discuss the value of microcomputers in the modern natural resources industry. 2. Correctly and appropriately use microcomputing terminology. 3. Select and use appropriate programs to create high quality natural resource related documents and projects using software programs such as Microsoft Word, Excel, PowerPoint, and Publisher.
6. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010: Determine Assessment**

**Fall 2010: Define Measurements, Assess**

**Spring 2011: Evaluate Data**

**Fall 2011: Make recommendations**

We find it appropriate to have a sample size of 2-4 class periods for each course to average assessed scores, for a more accurate picture of the success of the course because of our smaller class sizes, eliminating random semester to semester variation errors.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70%**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate for assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success was within the guidelines. Student attendance had an effect on learning outcomes; poor attendance was reflected in falling below the guideline for success.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date: 3/23/2012**
2. **Contact Person: Kent Kinney**
3. **Department: AGNR**
4. **Course Name and Number: NR19V Cooperative Work Experience: Forestry**
5. **Assessed Course SLO(s):**
6. Investigate work experiences that lead to career decisions.
7. Apply elements of human relations that maintain gainful employment.
8. Demonstrate technical skills specified by work objectives training agreement.
9. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

We find it appropriate to have a sample size of 2-4 class periods for each course to average assessed scores, for a more accurate picture of the success of the course because of our smaller class sizes, eliminating random semester to semester variation errors.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe): Interviews with student employer |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**Positive reviews by student employer.**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate for assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success with assessment tool reflected overall student success in the course.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:10/17/11**
2. **Contact Person: Ian Stone**
3. **Department: AGNR**
4. **Course Name and Number: NR 11 Silviculture**
5. **Assessed Course SLO(s): 1)** **Differentiate among salvage cutting, pre-salvage cutting, and sanitation timber cutting. 2)Select an appropriate sivicultural systam (e.g. single tree selection, vsual retention clearcut, shelterwood, and regeneration method, etc.) in order to meet specific management objectives. 3) Perform timber marking of a forest stand to meet specific silvicutural prescriptions and marking rules.**
6. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

**This was over the period prior to my hire and was conducted by the two previous instructors.**

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.). See item number 8**
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success was within guidelines. Student attendance had an effect on learning outcomes; poor attendance was reflected in falling below the guideline for success.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:10/17/11**
2. **Contact Person: Kent Kinney**
3. **Department: AGNR**
4. **Course Name and Number: NR 20 Forest Measurements**
5. **Assessed Course SLO(s): 1) Analyze natural and human-induced disturbances to in a forest watershed. 2) Apply skills to aide a biologist with data collection, scientific analysis, record data, and to prepare basic reports. 3) Correlate biological and environmental factors that affect ecosystem health.**
6. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

We find it appropriate to have a sample size of 2-4 class periods for each course to average assessed scores, for a more accurate picture of the success of the course because of our smaller class sizes, eliminating random semester to semester variation errors.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success was within guidelines. Student attendance had an effect on learning outcomes; poor attendance was reflected in falling below the guideline for success.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:10/17/2011**
2. **Contact Person:Julie Constable**
3. **Department:AGNR**
4. **Course Name and Number:Wildlife Management, NR14**
5. **Assessed Course SLO(s):** 1. **Differentiate selected wildlife species and correlate their habitiat requirements. 2. Outline management practices for selected species populations that willife biologists and resources managers have historically, and currently use. 3. Identify species of wildlife through the use of track plate surveys.**
6. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010: Determine Assessment**

**Fall 2010: Define Measurements, Assess**

**Spring 2011: Evaluate Data**

**Fall 2011: Make recommendations**

We find it appropriate to have a sample size of 2-4 class periods for each course to average assessed scores, for a more accurate picture of the success of the course because of our smaller class sizes, eliminating random semester to semester variation errors.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70%**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate for assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success was within the guidelines. Student attendance had an effect on learning outcomes; poor attendance was reflected in falling below the guideline for success.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:10/17/11**
2. **Contact Person: Ian Stone**
3. **Department: AGNR**
4. **Course Name and Number: NR 17 Introduction to Forest Surveying**
5. **Assessed Course SLO(s): 1) Determine distance and area measurements using manual, and electronic devices. 2) Compute topographic elevation with ocular and electronic devices and/or trigonometric functions. 3) Locate a land property boundary by use of civil engineering techniques.**
6. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

**This was over the period prior to my hire and was conducted by the two previous instructors.**

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.). See item number 8**
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate assessing student learning. Prior instructor assessed performance going back to 2008 and discovered that only 33.3% were meeting outcome 3. This was raised to 73% in 2009 by changing the teaching methodology.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success was within guidelines. Student attendance had an effect on learning outcomes; poor attendance was reflected in falling below the guideline for success.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:10/17/11**
2. **Contact Person: Ian Stone**
3. **Department: AGNR**
4. **Course Name and Number: NR 18 Aerial Photo Interpretation and Geographic Information Systems**
5. **Assessed Course SLO(s): Prepare topographic or planimetric maps using advanced surveying techniques (e.g., Global Position System (GPS), Geographic Information System (GIS), etc.). 2) Measure natural features and import pertinent information into a GIS database. 3) Integrate and apply GIS and GPS technologies to answer specific research questions.**
6. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

**This was over the period prior to my hire and was conducted by the two previous instructors.**

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.). See item number 8**
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success was within guidelines. Student attendance had an effect on learning outcomes; poor attendance was reflected in falling below the guideline for success.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:10/17/11**
2. **Contact Person: Ian Stone**
3. **Department: AGNR**
4. **Course Name and Number: NR 20 Forest Measurements**
5. **Assessed Course SLO(s): 1) Assess forest inventory by various sampling designs(e.g. strip cruise, 3P sampling, systematic or stratified sampling designs) and gather information regarding tree species, height, and diameter to predict stand or forest volume. 2)Scale logs for board-foot volume. 3)Calculate basic statistical information (e.g., sample size, mean, coefficient of variation, standard deviation, etc.) to describe a sample poplulation.**
6. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

**This was over the period prior to my hire and was conducted by the two previous instructors.**

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.). See item number 8**
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success was within guidelines. Student attendance had an effect on learning outcomes; poor attendance was reflected in falling below the guideline for success.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:10/17/11**
2. **Contact Person: Ian Stone**
3. **Department: AGNR**
4. **Course Name and Number: NR 21 Forest Products**
5. **Assessed Course SLO(s): Differentiate among the major logging systems used in California 2)Prepare a simplified timber appraisal 3)Assess lumber grades**
6. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

**This was over the period prior to my hire and was conducted by the two previous instructors.**

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.). See item number 8**
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success was within guidelines. Student attendance had an effect on learning outcomes; poor attendance was reflected in falling below the guideline for success.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date: 3/23/2012**
2. **Contact Person: Kent Kinney**
3. **Department: AGNR**
4. **Course Name and Number: NR 25 Forest and Resource Management**
5. **Assessed Course SLO(s):**
6. Predict environmental changes based upon natural or applied management practices.
7. Evaluate environmental laws and regulations of natural resources.
8. Critique a forest management plan.
9. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

We find it appropriate to have a sample size of 2-4 class periods for each course to average assessed scores, for a more accurate picture of the success of the course because of our smaller class sizes, eliminating random semester to semester variation errors.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate for assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success was within guidelines. Student success with assessment tool reflected overall student success in the course. Poor attendance was reflected in falling below the guideline for success.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:10/17/11**
2. **Contact Person: Kent Kinney**
3. **Department: AGNR**
4. **Course Name and Number: NR 30 Forest Recreation**
5. **Assessed Course SLO(s): 1)** **Defend the importance of wilderness ethics that minimize environmental degradation. 2)** **Construct and evaluate trail structures while complying with United State Forest Service standards. 3) Illustrate the proper design for a campground**
6. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

We find it appropriate to have a sample size of 2-4 class periods for each course to average assessed scores, for a more accurate picture of the success of the course because of our smaller class sizes, eliminating random semester to semester variation errors.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success was within guidelines. Student attendance had an effect on learning outcomes; poor attendance was reflected in falling below the guideline for success.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:3/23/2012**
2. **Contact Person: Kent Kinney**
3. **Department: AGNR**
4. **Course Name and Number: NR 31 Animal Packing**
5. **Assessed Course SLO(s):**
6. Integrate the use of livestock in wilderness management operations.
7. Differentiate between proper and inappropriate livestock techniques observed in wilderness areas.
8. Practice the packing of livestock with minimal supervision.
9. Inspect and assess animals and equipment for safety and efficiency in packing
10. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.). See item number 8**
2. **What is your expected level of achievement for measuring success?**

**70% of student achieving proficiency in SLO assessments**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

The success metrics were met, the assessment worked.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

The assessment metrics were, no changes are necessary.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date: 3/23/2012**
2. **Contact Person: Kent Kinney**
3. **Department: AGNR**
4. **Course Name and Number: NR 32 Museum Techniques Taxidermy**
5. **Assessed Course SLO(s):**
6. Preserve skin and mount birds and mammals for study and display.
7. Prepare preserved skeletal materials.
8. Employ approprate safety procedures when preparing taxidermy specimens.
9. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

We find it appropriate to have a sample size of 2-4 class periods for each course to average assessed scores, for a more accurate picture of the success of the course because of our smaller class sizes, eliminating random semester to semester variation errors.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate for assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success was within guidelines. Student success with assessment tool reflected overall student success in the course.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:10/17/11**
2. **Contact Person: Kent Kinney**
3. **Department: AGNR**
4. **Course Name and Number: NR 35 Interpretation of Natural Resources**
5. **Assessed Course SLO(s): 1)** **Demonstrate thematic natural resources interpretation 2)** **Organize research information for guided and self-guided presentations. 3) Illustrate the proper design for a campground**
6. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

We find it appropriate to have a sample size of 2-4 class periods for each course to average assessed scores, for a more accurate picture of the success of the course because of our smaller class sizes, eliminating random semester to semester variation errors.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success was within guidelines. Student attendance had an effect on learning outcomes; poor attendance was reflected in falling below the guideline for success.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:3/23/2012**
2. **Contact Person: Craig Cooper**
3. **Department: AGNR**
4. **Course Name and Number: NR 36 Law Enforcement**
5. **Assessed Course SLO(s):**
6. Diagram the organization and jurisdiction of federal and state government natural resources agencies.
7. Explain laws pertaining to natural resources law enforcement.
8. Describe the duties and services performed by natural resources law enforcement officers.
9. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

We find it appropriate to have a sample size of 2-4 class periods for each course to average assessed scores, for a more accurate picture of the success of the course because of our smaller class sizes, eliminating random semester to semester variation errors.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate for assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success was within guidelines. Student success with assessment tool reflected overall student success in the course. Poor attendance was reflected in falling below the guideline for success.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date: 3/23/2012**
2. **Contact Person: David McCandliss**
3. **Department: AGNR**
4. **Course Name and Number: NR 42 Wildland Fire**
5. **Assessed Course SLO(s):**
6. Apply the risk management process in a changing environment (e.g. initial attack, structure protection, hand line construction, etc.)
7. Perform field maintenance and troubleshoot operational problems of portable pumps.
8. Construct a simple and progressive hoselay.
9. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

This course is taught every 2 years, so timeline reflects this.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate for assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success was within guidelines. Student success with assessment tool reflected overall student success in the course. Poor attendance was reflected in falling below the guideline for success.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:3/23/2012**
2. **Contact Person: Kent Kenny**
3. **Department: AGNR**
4. **Course Name and Number: NR 90 Backpacking**
5. **Assessed Course SLO(s):**
6. **Gain confidence in backcountry travel and navigation.**
7. **Prepare food using a backpacking stove, water filter and dried food.**
8. **Navigate trails in mountain terrain using a map and compass.**
9. **Practice appropriate trail etiquette and “leave no trace” camping methods.**
10. **Recognize potential backcountry hazards and minimize risks.**
11. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

**This was over the period prior to my hire and was conducted by the two previous instructors.**

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.). See item number 8**
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success was within guidelines. No changes are necessary

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:10/17/11**
2. **Contact Person: Ian Stone**
3. **Department: AGNR**
4. **Course Name and Number: NR 91 Orienteering**
5. **Assessed Course SLO(s): 1) Demonstrate the use of Global Positioning System, triangulation, and compass and maps to travel to given land locations. 2) Navigate through steep, brushy terrain to arrive at a chosen point. 3) Chart a travel route using a topographic map.**
6. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

**This was over the period prior to my hire and was conducted by the two previous instructors.**

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.). See item number 8**
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success was within guidelines. Student attendance had an effect on learning outcomes; poor attendance was reflected in falling below the guideline for success.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:3/23/12**
2. **Contact Person: Ian Stone**
3. **Department: AGNR**
4. **Course Name and Number: NR 92 Wilderness Survival**
5. **Assessed Course SLO(s):**
6. Use survival skills to remain comfortable and healthy for extended periods in wilderness settings with minimal equipment.
7. Recognize potential hazards in the wilderness settings and address them safely.
8. Construct an effective shelter and fire from materials available in a wilderness setting.
9. Choose an effective shelter design based on specific conditions and terrain.
10. Address minor first aid issues as they arise in a wilderness setting.
11. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.). See item number 8**
2. **What is your expected level of achievement for measuring success?**

**70% of the class achieving proficiency in assessed SLOs**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Over 90% of the Spring 2012 (first semester taught) class demonstrated 90% proficiency in test and practical exam assessment metrics. Average score in the class on assignments was 90% or higher.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

The proficiency targets were met no changes are necessary

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:10/17/11**
2. **Contact Person: Ian Stone**
3. **Department: AGNR**
4. **Course Name and Number: NR 108 Introduction to Forestry Field Studies**
5. **Assessed Course SLO(s): 1) Demonstrate safe use of a Pulaski tool to remove forest brush. 2) Identify career employment positions that match their interest and skill sets. 3) Analyze ecological relationships of the biotic and abiotic components of a giant sequoia groves within a mixed conifer forest**
6. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

**This was over the period prior to my hire and was conducted by the two previous instructors.**

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.). See item number 8**
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:10/17/11**
2. **Contact Person: Ian Stone**
3. **Department: AGNR**
4. **Course Name and Number: NR 109 Forestry Field Studies 1**
5. **Assessed Course SLO(s): 1) Prepare hand tools and power equipment for efficient implementation of prescribed forest management tasks. 2) Differentiate between plant species that have similar morphology. 3) Apply incident command system as a member of a crew.**
6. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

**This was over the period prior to my hire and was conducted by the two previous instructors.**

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.). See item number 8**
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:10/17/11**
2. **Contact Person: Ian Stone**
3. **Department: AGNR**
4. **Course Name and Number: NR 110 Forestry Field Studies 2**
5. **Assessed Course SLO(s): 1) Identify tree species and ecosystem components to properly respond to management tasks assigned. 2) Construct recreation trail or erosion control features in a forest area as a member of a crew of students. 3) Correlate map locations to position on the ground.**
6. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

**This was over the period prior to my hire and was conducted by the two previous instructors.**

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.). See item number 8**
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:10/17/11**
2. **Contact Person: Ian Stone**
3. **Department: AGNR**
4. **Course Name and Number: NR 115 Advanced Field Studies 1**
5. **Assessed Course SLO(s): 1) Describe the biological or environmental factors which affect forest growth. 2) Formulate a management strategy to achieve a specific outcome in forest management. 2) Implement and appraise a forest management strategy.**
6. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

**This was over the period prior to my hire and was conducted by the two previous instructors.**

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.). See item number 8**
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:10/17/11**
2. **Contact Person: Ian Stone**
3. **Department: AGNR**
4. **Course Name and Number: NR 116 Advanced Field Studies 2**
5. **Assessed Course SLO(s): 1) Demonstrate a skill set common to previous courses to plan, and execute a project in a forest environment. 2) Perform field skills independent of direct and continuous instructor supervision and to the standards set by the natural resources industry. 3) Generate safe and efficient implementation of a prescribed tactic as a squad boss, or higher rank supervisor, under the incident command system.**
6. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

**This was over the period prior to my hire and was conducted by the two previous instructors.**

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.). See item number 8**
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:3/23/2012**
2. **Contact Person: Kent Kinney**
3. **Department: AGNR**
4. **Course Name and Number: NR 133 Introduction to Chain Saw Operations**
5. **Assessed Course SLO(s):**
6. Apply chainsaw safety standard skills outlined by Occupational Safety & Health Administration.
7. Differentiate among basic chainsaw parts nomenclature, maintenance, tuning, troubleshooting, and safety features
8. Demonstrate tactical chainsaw skills related to brushing, limbing, bucking, and felling operations.
9. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

This course has been offered every 2 years thus far, and a 2 year timeline accommodates this.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective.**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate for assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Assessment worked. Tool is adequate for assessing student learning.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:3/23/2012**
2. **Contact Person: Ian Stone**
3. **Department: AGNR**
4. **Course Name and Number: NR 145 Logging Skills**
5. **Assessed Course SLO(s):**
6. Select the appropriate knot style for tree climbing.
7. Perform chainsaw or crosscut saw operation, choker setting, and tree climbing.
8. Differentiate among various conventional or modern timber harvesting techniques.
9. Choose the proper safety equipment and technique for sharpening or using a crosscut saw, throwing axe, and a chopping axe.
10. Differentiate among common western United States commercial tree species (e.g. ponderosa pine, incense cedar, coast redwood, or Douglas-fir).
11. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.). See item number 8**
2. **What is your expected level of achievement for measuring success?**

**70% of enrolled students achieving proficiency in SLO outcome**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Course has not been taught during the assessment period, SLO data is unavailable

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other: Results are not available

*Provide a brief description with a timeline for changes:*

Assessment will begin when and if the course is taught

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date: 3/30/2012**
2. **Contact Person: Kent Kinney**
3. **Department: AGNR**
4. **Course Name and Number: NR 150 Incident Command System 200**
5. **Assessed Course SLO(s):**
6. Use the Incident Command System (ICS) to manage an incident.
7. Create or critique an operational period briefing.
8. Select the appropriate elements of information involved in transfer of command.
9. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

We find it appropriate to have a sample size of 2-4 class periods for each course to average assessed scores, for a more accurate picture of the success of the course because of our smaller class sizes, eliminating random semester to semester variation errors.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate for assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success was within guidelines. Student success with assessment tool reflected overall student success in the course. Poor attendance was reflected in falling below the guideline for success.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date: 3/30/2012**
2. **Contact Person: Kent Kinney**
3. **Department: AGNR**
4. **Course Name and Number: NR 151 Portable Pumps and Water Use**
5. **Assessed Course SLO(s):**
6. Select the appropriate water delivery technique under specific circumstances.
7. Troubleshoot mechanical problems associated with a portable pump and perform appropriate field repairs.
8. Apply knowledge of pump systems to various fire situations.
9. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

We find it appropriate to have a sample size of 2-4 class periods for each course to average assessed scores, for a more accurate picture of the success of the course because of our smaller class sizes, eliminating random semester to semester variation errors.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate for assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success was within guidelines. Student success with assessment tool reflected overall student success in the course. Poor attendance was reflected in falling below the guideline for success.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date: 3/30/2012**
2. **Contact Person: Kent Kinney**
3. **Department: AGNR**
4. **Course Name and Number: NR 157 S230 Crew Boss (Single Resource)**
5. **Assessed Course SLO(s):**
6. Identify the hazards and risks on various incidents and describe how to mitigate them.
7. Describe tactics which are appropriate to various wildland fire situations and implement them through the chain of command.
8. Fulfill and implement crew boss responsibilities prior to and during mobilization, on the incident and during demobilization
9. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

We find it appropriate to have a sample size of 2-4 class periods for each course to average assessed scores, for a more accurate picture of the success of the course because of our smaller class sizes, eliminating random semester to semester variation errors.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate for assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success was within guidelines. Student success with assessment tool reflected overall student success in the course. Poor attendance was reflected in falling below the guideline for success.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date: 3/30/2012**
2. **Contact Person: Kent Kinney**
3. **Department: AGNR**
4. **Course Name and Number: NR 158 S231 Engine Boss**
5. **Assessed Course SLO(s):**
6. Maintain lookouts, communications, escape routes and safety zones and standard safety procedures.
7. Make tactical decisions required to safely manage an engine and personnel on an incident.
8. Make decisions as an engine boss to ensure crew member safety is not compromised
9. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

We find it appropriate to have a sample size of 2-4 class periods for each course to average assessed scores, for a more accurate picture of the success of the course because of our smaller class sizes, eliminating random semester to semester variation errors.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) is central to your course?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)  Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective  journals, surveys)  Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)  Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

Assessment worked. Tool is adequate for assessing student learning.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised teaching methods (e.g., more use of group work, new

lecture, etc.)

Develop new methods of evaluating student work

Plan purchase of new equipment or supplies needed for modified student

Activities

Make changes in staffing plans (e.g., modified job descriptions, requests for

new positions, etc.)

Engage in professional development about best practices for this type of

class/activity

Revise the course sequence or prerequisites

Revise the course syllabus or outline (e.g., change in course topics)

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Student success was within guidelines. Student success with assessment tool reflected overall student success in the course. Poor attendance was reflected in falling below the guideline for success.

**Program/Degree/Certificate Assessment Report for Instruction**

Please complete a form for each assessed program, degree, and/or certificate.

1. **Date: 3/23/2012**
2. **Contact Person: Kent Kinney**
3. **Instructional Program: Forestry & Natural Resources Program**
4. **Assessed Program/Degree/Certificate SLO(s):**
5. Upon completion of the Reedley College Forestry and Natural Resources program a student will be able to: Communicate effectively, including use of proper presentation and interpretative techniques to the public and co-workers using diverse media.
6. Upon completion of the Reedley College Forestry and Natural Resources program a student will be able to: Utilize and apply digital/electronic technology and specialized software programs for forest mapping, inventorying, and communication.
7. Upon completion of the Reedley College Forestry and Natural Resources program a student will be able to: Demonstrate a breadth of knowledge of scientific, social, and political issues tied to the natural resources industry, providing a base for decision making and credibility in personal interactions and career decisions.
8. Upon completion of the Reedley College Forestry and Natural Resources program a student will be able to: Perform technical skills important for entry level positions in the forestry and natural resources field.
9. Upon completion of the Reedley College Forestry and Natural Resources program a student will be able to: Successfully secure and maintain seasonal employment in the forestry and natural resources field while demonstrating professional ethics.
10. Upon completion of the Reedley College Forestry and Natural Resources program a student will be able to: Describe scientific concepts and processes which affect the sustainability of natural resources.

1. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

We find it appropriate to have a sample size of 2 year for Program Review to average assessed scores, for a more accurate picture of the success of the program. Associates Degrees are attainable every 2 years, so a 2-year Program Review allows us to evaluate 2 groups of graduates. Program assessment is in line with timeline for SLO assessments.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) are central to your program?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO(s)?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific outcomes)  Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective journals, surveys)  Classroom Assessment Techniques (CATs, “clicker” mediated responses, etc.)  Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)  Internal/External Data  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome(s)? Did the assessment work, and if not, what needs to be revised?

Assessment was successful. Student success measured appropriately by assessment instruments. Attendance was strongly correlated to success.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised resources or services (e.g., mode of communication,

additional workshops, etc.)

Develop new methods of evaluating student learning

Plan purchase of new equipment or supplies needed for modified student

activities

Make changes in staffing plans (e.g., modified job descriptions, requests for new

positions, etc.)

Engage in professional development about best practices for this type of activity

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Learning outcomes are appropriately measured, but AGNR would benefit greatly by having 4 full-time faculty to cover our range of courses successfully and further improve student learning.

**Program/Degree/Certificate Assessment Report for Instruction**

Please complete a form for each assessed program, degree, and/or certificate.

1. **Date: 3/23/2012**
2. **Contact Person: Kent Kinney**
3. **Instructional Program: Forestry & Natural Resources A.S. Degree**
4. **Assessed Program/Degree/Certificate SLO(s):**
5. Upon completion of the Reedley College Forestry and Natural Resources A.S. Degree a student will be able to: Communicate effectively, including use of proper presentation and interpretative techniques to the public and co-workers using diverse media.
6. Upon completion of the Reedley College Forestry and Natural Resources A.S. Degree a student will be able to: Utilize and apply digital/electronic technology and specialized software programs for forest mapping, inventorying, and communication.
7. Upon completion of the Reedley College Forestry and Natural Resources A.S. Degree a student will be able to: Demonstrate a breadth of knowledge of scientific, social, and political issues tied to the natural resources industry, providing a base for decision making and credibility in personal interactions and career decisions.
8. Upon completion of the Reedley College Forestry and Natural Resources A.S. Degree a student will be able to: Perform technical skills important for entry level positions in the forestry and natural resources field.
9. Upon completion of the Reedley College Forestry and Natural Resources A.S. Degree a student will be able to: Successfully secure and maintain seasonal employment in the forestry and natural resources field while demonstrating professional ethics.
10. Upon completion of the Reedley College Forestry and Natural Resources A.S. Degree a student will be able to: Describe scientific concepts and processes which affect the sustainability of natural resources.

1. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

We find it appropriate to have a sample size of 2 year for Program Review to average assessed scores, for a more accurate picture of the success of the program. Associates Degrees are attainable every 2 years, so a 2-year Program Review allows us to evaluate 2 groups of graduates. Program assessment is in line with timeline for SLO assessments.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) are central to your program?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO(s)?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific outcomes)  Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective journals, surveys)  Classroom Assessment Techniques (CATs, “clicker” mediated responses, etc.)  Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)  Internal/External Data  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome(s)? Did the assessment work, and if not, what needs to be revised?

Assessment was successful. Student success measured appropriately by assessment instruments. Attendance was strongly correlated to success.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised resources or services (e.g., mode of communication,

additional workshops, etc.)

Develop new methods of evaluating student learning

Plan purchase of new equipment or supplies needed for modified student

activities

Make changes in staffing plans (e.g., modified job descriptions, requests for new

positions, etc.)

Engage in professional development about best practices for this type of activity

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Learning outcomes are appropriately measured, but AGNR would benefit greatly by having 4 full-time faculty to cover our range of courses successfully and further improve student learning.

**Program/Degree/Certificate Assessment Report for Instruction**

Please complete a form for each assessed program, degree, and/or certificate.

1. **Date: 3/23/2012**
2. **Contact Person: Kent Kinney**
3. **Instructional Program: Backcountry Skills Certificate**
4. **Assessed Program/Degree/Certificate SLO(s):**
5. Upon completion of the Reedley College Forestry and Natural Resources Backcountry Skills Certificate a student will be able to: Communicate effectively, including use of proper presentation and interpretative techniques to the public and co-workers using diverse media.
6. Upon completion of the Reedley College Forestry and Natural Resources Backcountry Skills Certificate a student will be able to: Utilize and apply digital/electronic technology and specialized software programs for forest mapping, inventorying, and communication.
7. \*Upon completion of the Reedley College Forestry and Natural Resources Backcountry Skills Certificate a student will be able to: Demonstrate a breadth of knowledge of scientific, social, and political issues tied to the natural resources industry, providing a base for decision making and credibility in personal interactions and career decisions.
8. Upon completion of the Reedley College Forestry and Natural Resources Backcountry Skills Certificate a student will be able to: Perform technical skills important for entry level positions in the forestry and natural resources field.
9. Upon completion of the Reedley College Forestry and Natural Resources Backcountry Skills Certificate a student will be able to: Successfully secure and maintain seasonal employment in the forestry and natural resources field while demonstrating professional ethics.
10. \*Upon completion of the Reedley College Forestry and Natural Resources Backcountry Skills Certificate a student will be able to: Describe scientific concepts and processes which affect the sustainability of natural resources.
11. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

We find it appropriate to have a sample size of 2 year for Program Review to average assessed scores, for a more accurate picture of the success of the program. Associates Degrees are attainable every 2 years, so a 2-year Program Review allows us to evaluate 2 groups of graduates. Program assessment is in line with timeline for SLO assessments.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) are central to your program?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO(s)?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific outcomes)  Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective journals, surveys)  Classroom Assessment Techniques (CATs, “clicker” mediated responses, etc.)  Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)  Internal/External Data  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome(s)? Did the assessment work, and if not, what needs to be revised?

Assessment was successful. Student success measured appropriately by assessment instruments. Attendance was strongly correlated to success.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised resources or services (e.g., mode of communication,

additional workshops, etc.)

Develop new methods of evaluating student learning

Plan purchase of new equipment or supplies needed for modified student

activities

Make changes in staffing plans (e.g., modified job descriptions, requests for new

positions, etc.)

Engage in professional development about best practices for this type of activity

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Learning outcomes are appropriately measured, but AGNR would benefit greatly by having 4 full-time faculty to cover our range of courses successfully and further improve student learning.

**Program/Degree/Certificate Assessment Report for Instruction**

Please complete a form for each assessed program, degree, and/or certificate.

1. **Date: 3/23/2012**
2. **Contact Person: Kent Kinney**
3. **Instructional Program: Forest Technology Certificate**
4. **Assessed Program/Degree/Certificate SLO(s):**
5. Upon completion of the Reedley College Forestry and Natural Resources Forest Technology Certificate a student will be able to: Communicate effectively, including use of proper presentation and interpretative techniques to the public and co-workers using diverse media.
6. Upon completion of the Reedley College Forestry and Natural Resources Forest Technology Certificate a student will be able to: Utilize and apply digital/electronic technology and specialized software programs for forest mapping, inventorying, and communication.
7. Upon completion of the Reedley College Forestry and Natural Resources Forest Technology Certificate a student will be able to: Demonstrate a breadth of knowledge of scientific, social, and political issues tied to the natural resources industry, providing a base for decision making and credibility in personal interactions and career decisions.
8. Upon completion of the Reedley College Forestry and Natural Resources Forest Technology Certificate a student will be able to: Perform technical skills important for entry level positions in the forestry and natural resources field.
9. Upon completion of the Reedley College Forestry and Natural Resources Forest Technology Certificate a student will be able to: Successfully secure and maintain seasonal employment in the forestry and natural resources field while demonstrating professional ethics.
10. Upon completion of the Reedley College Forestry and Natural Resources Forest Technology Certificate a student will be able to: Describe scientific concepts and processes which affect the sustainability of natural resources.

1. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

We find it appropriate to have a sample size of 2 year for Program Review to average assessed scores, for a more accurate picture of the success of the program. Associates Degrees are attainable every 2 years, so a 2-year Program Review allows us to evaluate 2 groups of graduates. Program assessment is in line with timeline for SLO assessments.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) are central to your program?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO(s)?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific outcomes)  Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective journals, surveys)  Classroom Assessment Techniques (CATs, “clicker” mediated responses, etc.)  Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)  Internal/External Data  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome(s)? Did the assessment work, and if not, what needs to be revised?

Assessment was successful. Student success measured appropriately by assessment instruments. Attendance was strongly correlated to success.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised resources or services (e.g., mode of communication,

additional workshops, etc.)

Develop new methods of evaluating student learning

Plan purchase of new equipment or supplies needed for modified student

activities

Make changes in staffing plans (e.g., modified job descriptions, requests for new

positions, etc.)

Engage in professional development about best practices for this type of activity

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Learning outcomes are appropriately measured, but AGNR would benefit greatly by having 4 full-time faculty to cover our range of courses successfully and further improve student learning.

**Program/Degree/Certificate Assessment Report for Instruction**

Please complete a form for each assessed program, degree, and/or certificate.

1. **Date: 3/23/2012**
2. **Contact Person: Kent Kinney**
3. **Instructional Program: Forestry Skills Certificate**
4. **Assessed Program/Degree/Certificate SLO(s):**
5. Upon completion of the Reedley College Forestry and Natural Resources Forestry Skills Certificate a student will be able to: Communicate effectively, including use of proper presentation and interpretative techniques to the public and co-workers using diverse media.
6. \*Upon completion of the Reedley College Forestry and Natural Resources Forestry Skills Certificate a student will be able to: Utilize and apply digital/electronic technology and specialized software programs for forest mapping, inventorying, and communication.
7. Upon completion of the Reedley College Forestry and Natural Resources Forestry Skills Certificate a student will be able to: Demonstrate a breadth of knowledge of scientific, social, and political issues tied to the natural resources industry, providing a base for decision making and credibility in personal interactions and career decisions.
8. Upon completion of the Reedley College Forestry and Natural Resources Forestry Skills Certificate a student will be able to: Perform technical skills important for entry level positions in the forestry and natural resources field.
9. Upon completion of the Reedley College Forestry and Natural Resources Forestry Skills Certificate a student will be able to: Successfully secure and maintain seasonal employment in the forestry and natural resources field while demonstrating professional ethics.
10. Upon completion of the Reedley College Forestry and Natural Resources Forestry Skills Certificate a student will be able to: Describe scientific concepts and processes which affect the sustainability of natural resources.
11. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

We find it appropriate to have a sample size of 2 year for Program Review to average assessed scores, for a more accurate picture of the success of the program. Associates Degrees are attainable every 2 years, so a 2-year Program Review allows us to evaluate 2 groups of graduates. Program assessment is in line with timeline for SLO assessments.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) are central to your program?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO(s)?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific outcomes)  Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective journals, surveys)  Classroom Assessment Techniques (CATs, “clicker” mediated responses, etc.)  Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)  Internal/External Data  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome(s)? Did the assessment work, and if not, what needs to be revised?

Assessment was successful. Student success measured appropriately by assessment instruments. Attendance was strongly correlated to success.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised resources or services (e.g., mode of communication,

additional workshops, etc.)

Develop new methods of evaluating student learning

Plan purchase of new equipment or supplies needed for modified student

activities

Make changes in staffing plans (e.g., modified job descriptions, requests for new

positions, etc.)

Engage in professional development about best practices for this type of activity

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Learning outcomes are appropriately measured, but AGNR would benefit greatly by having 4 full-time faculty to cover our range of courses successfully and further improve student learning.

**Program/Degree/Certificate Assessment Report for Instruction**

Please complete a form for each assessed program, degree, and/or certificate.

1. **Date: 3/23/2012**
2. **Contact Person: Kent Kinney**
3. **Instructional Program: Forestry Technician Firefighting Emphasis Certificate**
4. **Assessed Program/Degree/Certificate SLO(s):**
5. Upon completion of the Reedley College Forestry and Natural Resources Forestry Technician Firefighting Emphasis Certificate a student will be able to: Communicate effectively, including use of proper presentation and interpretative techniques to the public and co-workers using diverse media.
6. \*Upon completion of the Reedley College Forestry and Natural Resources Forestry Technician Firefighting Emphasis Certificate a student will be able to: Utilize and apply digital/electronic technology and specialized software programs for forest mapping, inventorying, and communication.
7. Upon completion of the Reedley College Forestry and Natural Resources Forestry Technician Firefighting Emphasis Certificate a student will be able to: Demonstrate a breadth of knowledge of scientific, social, and political issues tied to the natural resources industry, providing a base for decision making and credibility in personal interactions and career decisions.
8. Upon completion of the Reedley College Forestry and Natural Resources Forestry Technician Firefighting Emphasis Certificate a student will be able to: Perform technical skills important for entry level positions in the forestry and natural resources field.
9. Upon completion of the Reedley College Forestry and Natural Resources Forestry Technician Firefighting Emphasis Certificate a student will be able to: Successfully secure and maintain seasonal employment in the forestry and natural resources field while demonstrating professional ethics.
10. Upon completion of the Reedley College Forestry and Natural Resources Forestry Technician Firefighting Emphasis Certificate a student will be able to: Describe scientific concepts and processes which affect the sustainability of natural resources.

1. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

We find it appropriate to have a sample size of 2 year for Program Review to average assessed scores, for a more accurate picture of the success of the program. Associates Degrees are attainable every 2 years, so a 2-year Program Review allows us to evaluate 2 groups of graduates. Program assessment is in line with timeline for SLO assessments.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) are central to your program?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO(s)?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific outcomes)  Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective journals, surveys)  Classroom Assessment Techniques (CATs, “clicker” mediated responses, etc.)  Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)  Internal/External Data  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome(s)? Did the assessment work, and if not, what needs to be revised?

Assessment was successful. Student success measured appropriately by assessment instruments. Attendance was strongly correlated to success.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised resources or services (e.g., mode of communication,

additional workshops, etc.)

Develop new methods of evaluating student learning

Plan purchase of new equipment or supplies needed for modified student

activities

Make changes in staffing plans (e.g., modified job descriptions, requests for new

positions, etc.)

Engage in professional development about best practices for this type of activity

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Learning outcomes are appropriately measured, but AGNR would benefit greatly by having 4 full-time faculty to cover our range of courses successfully and further improve student learning.

**Program/Degree/Certificate Assessment Report for Instruction**

Please complete a form for each assessed program, degree, and/or certificate.

1. **Date: 3/23/2012**
2. **Contact Person: Kent Kinney**
3. **Instructional Program: Forestry Technician Skills Certificate**
4. **Assessed Program/Degree/Certificate SLO(s):**
5. Upon completion of the Reedley College Forestry and Natural Resources Forestry Technician Skills Certificate a student will be able to: Communicate effectively, including use of proper presentation and interpretative techniques to the public and co-workers using diverse media.
6. \*Upon completion of the Reedley College Forestry and Natural Resources Forestry Technician Skills Certificate a student will be able to: Utilize and apply digital/electronic technology and specialized software programs for forest mapping, inventorying, and communication.
7. Upon completion of the Reedley College Forestry and Natural Resources Forestry Technician Skills Certificate a student will be able to: Demonstrate a breadth of knowledge of scientific, social, and political issues tied to the natural resources industry, providing a base for decision making and credibility in personal interactions and career decisions.
8. Upon completion of the Reedley College Forestry and Natural Resources Forestry Technician Skills Certificate a student will be able to: Perform technical skills important for entry level positions in the forestry and natural resources field.
9. Upon completion of the Reedley College Forestry and Natural Resources Forestry Technician Skills Certificate a student will be able to: Successfully secure and maintain seasonal employment in the forestry and natural resources field while demonstrating professional ethics.
10. Upon completion of the Reedley College Forestry and Natural Resources Forestry Technician Skills Certificate a student will be able to: Describe scientific concepts and processes which affect the sustainability of natural resources.

1. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

We find it appropriate to have a sample size of 2 year for Program Review to average assessed scores, for a more accurate picture of the success of the program. Associates Degrees are attainable every 2 years, so a 2-year Program Review allows us to evaluate 2 groups of graduates. Program assessment is in line with timeline for SLO assessments.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) are central to your program?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO(s)?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific outcomes)  Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective journals, surveys)  Classroom Assessment Techniques (CATs, “clicker” mediated responses, etc.)  Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)  Internal/External Data  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome(s)? Did the assessment work, and if not, what needs to be revised?

Assessment was successful. Student success measured appropriately by assessment instruments. Attendance was strongly correlated to success.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised resources or services (e.g., mode of communication,

additional workshops, etc.)

Develop new methods of evaluating student learning

Plan purchase of new equipment or supplies needed for modified student

activities

Make changes in staffing plans (e.g., modified job descriptions, requests for new

positions, etc.)

Engage in professional development about best practices for this type of activity

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Learning outcomes are appropriately measured, but AGNR would benefit greatly by having 4 full-time faculty to cover our range of courses successfully and further improve student learning.

**Program/Degree/Certificate Assessment Report for Instruction**

Please complete a form for each assessed program, degree, and/or certificate.

1. **Date: 3/23/2012**
2. **Contact Person: Kent Kinney**
3. **Instructional Program: Natural Resources Training and Applied Work Experience Certificate**
4. **Assessed Program/Degree/Certificate SLO(s):**
5. Upon completion of the Reedley College Forestry and Natural Resources Training and Applied Work Experience Certificate a student will be able to: Communicate effectively, including use of proper presentation and interpretative techniques to the public and co-workers using diverse media.
6. Upon completion of the Reedley College Forestry and Natural Resources Training and Applied Work Experience Certificate a student will be able to: Utilize and apply digital/electronic technology and specialized software programs for forest mapping, inventorying, and communication.
7. Upon completion of the Reedley College Forestry and Natural Resources Training and Applied Work Experience Certificate a student will be able to: Demonstrate a breadth of knowledge of scientific, social, and political issues tied to the natural resources industry, providing a base for decision making and credibility in personal interactions and career decisions.
8. Upon completion of the Reedley College Forestry and Natural Resources Training and Applied Work Experience Certificate a student will be able to: Perform technical skills important for entry level positions in the forestry and natural resources field.
9. Upon completion of the Reedley College Forestry and Natural Resources Training and Applied Work Experience Certificate a student will be able to: Successfully secure and maintain seasonal employment in the forestry and natural resources field while demonstrating professional ethics.
10. Upon completion of the Reedley College Forestry and Natural Resources Training and Applied Work Experience Certificate a student will be able to: Describe scientific concepts and processes which affect the sustainability of natural resources.

1. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

We find it appropriate to have a sample size of 2 year for Program Review to average assessed scores, for a more accurate picture of the success of the program. Associates Degrees are attainable every 2 years, so a 2-year Program Review allows us to evaluate 2 groups of graduates. Program assessment is in line with timeline for SLO assessments.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) are central to your program?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO(s)?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific outcomes)  Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective journals, surveys)  Classroom Assessment Techniques (CATs, “clicker” mediated responses, etc.)  Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)  Internal/External Data  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome(s)? Did the assessment work, and if not, what needs to be revised?

Assessment was successful. Student success measured appropriately by assessment instruments. Attendance was strongly correlated to success.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised resources or services (e.g., mode of communication,

additional workshops, etc.)

Develop new methods of evaluating student learning

Plan purchase of new equipment or supplies needed for modified student

activities

Make changes in staffing plans (e.g., modified job descriptions, requests for new

positions, etc.)

Engage in professional development about best practices for this type of activity

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Learning outcomes are appropriately measured, but AGNR would benefit greatly by having 4 full-time faculty to cover our range of courses successfully and further improve student learning.

**Program/Degree/Certificate Assessment Report for Instruction**

Please complete a form for each assessed program, degree, and/or certificate.

1. **Date: 3/23/2012**
2. **Contact Person: Kent Kinney**
3. **Instructional Program: Recreation and Interpretation Techniques Certificate**
4. **Assessed Program/Degree/Certificate SLO(s):**
5. Upon completion of the Reedley College Forestry and Natural Resources Recreation and Interpretation Techniques Certificate a student will be able to: Communicate effectively, including use of proper presentation and interpretative techniques to the public and co-workers using diverse media.
6. Upon completion of the Reedley College Forestry and Natural Resources Recreation and Interpretation Techniques Certificate a student will be able to: Utilize and apply digital/electronic technology and specialized software programs for forest mapping, inventorying, and communication.
7. Upon completion of the Reedley College Forestry and Natural Resources Recreation and Interpretation Techniques Certificate a student will be able to: Demonstrate a breadth of knowledge of scientific, social, and political issues tied to the natural resources industry, providing a base for decision making and credibility in personal interactions and career decisions.
8. Upon completion of the Reedley College Forestry and Natural Resources Recreation and Interpretation Techniques Certificate a student will be able to: Perform technical skills important for entry level positions in the forestry and natural resources field.
9. Upon completion of the Reedley College Forestry and Natural Resources Recreation and Interpretation Techniques Certificate a student will be able to: Successfully secure and maintain seasonal employment in the forestry and natural resources field while demonstrating professional ethics.
10. Upon completion of the Reedley College Forestry and Natural Resources Recreation and Interpretation Techniques Certificate a student will be able to: Describe scientific concepts and processes which affect the sustainability of natural resources.
11. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

We find it appropriate to have a sample size of 2 year for Program Review to average assessed scores, for a more accurate picture of the success of the program. Associates Degrees are attainable every 2 years, so a 2-year Program Review allows us to evaluate 2 groups of graduates. Program assessment is in line with timeline for SLO assessments.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) are central to your program?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO(s)?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific outcomes)  Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective journals, surveys)  Classroom Assessment Techniques (CATs, “clicker” mediated responses, etc.)  Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)  Internal/External Data  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome(s)? Did the assessment work, and if not, what needs to be revised?

Assessment was successful. Student success measured appropriately by assessment instruments. Attendance was strongly correlated to success.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised resources or services (e.g., mode of communication,

additional workshops, etc.)

Develop new methods of evaluating student learning

Plan purchase of new equipment or supplies needed for modified student

activities

Make changes in staffing plans (e.g., modified job descriptions, requests for new

positions, etc.)

Engage in professional development about best practices for this type of activity

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Learning outcomes are appropriately measured, but AGNR would benefit greatly by having 4 full-time faculty to cover our range of courses successfully and further improve student learning.

**Program/Degree/Certificate Assessment Report for Instruction**

Please complete a form for each assessed program, degree, and/or certificate.

1. **Date: 3/23/2012**
2. **Contact Person: Kent Kinney**
3. **Instructional Program: Wildfire Resources Supervisors Certificate**
4. **Assessed Program/Degree/Certificate SLO(s):**
5. Upon completion of the Reedley College Forestry and Natural Resources Wildfire Resources Supervisors Certificate a student will be able to: Communicate effectively, including use of proper presentation and interpretative techniques to the public and co-workers using diverse media.
6. Upon completion of the Reedley College Forestry and Natural Resources Wildfire Resources Supervisors Certificate a student will be able to: Utilize and apply digital/electronic technology and specialized software programs for forest mapping, inventorying, and communication.
7. \*Upon completion of the Reedley College Forestry and Natural Resources Wildfire Resources Supervisors Certificate a student will be able to: Demonstrate a breadth of knowledge of scientific, social, and political issues tied to the natural resources industry, providing a base for decision making and credibility in personal interactions and career decisions.
8. Upon completion of the Reedley College Forestry and Natural Resources Wildfire Resources Supervisors Certificate a student will be able to: Perform technical skills important for entry level positions in the forestry and natural resources field.
9. Upon completion of the Reedley College Forestry and Natural Resources Wildfire Resources Supervisors Certificate a student will be able to: Successfully secure and maintain seasonal employment in the forestry and natural resources field while demonstrating professional ethics.
10. \*Upon completion of the Reedley College Forestry and Natural Resources Wildfire Resources Supervisors Certificate a student will be able to: Describe scientific concepts and processes which affect the sustainability of natural resources.

1. **Describe your assessment timeline, including a rationale for your decision:**

**Spring 2010-define assessment**

**Fall 2010-define measurements and assess**

**Spring 2011-evaluate data**

**Fall 2011-make recommendations**

We find it appropriate to have a sample size of 2 year for Program Review to average assessed scores, for a more accurate picture of the success of the program. Associates Degrees are attainable every 2 years, so a 2-year Program Review allows us to evaluate 2 groups of graduates. Program assessment is in line with timeline for SLO assessments.

1. **Institutional Outcome Alignment:**

Which institutional outcome(s) are central to your program?

Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.

1. **Assessment Assignments and/ or Instruments:**

Which were used to assess the SLO(s)?

|  |  |
| --- | --- |
| Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific outcomes)  Assignments based on rubrics (essays/reports, projects, performances, presentations, etc.)  Assignments based on checklists  Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | Student self-assessments (e.g. reflective journals, surveys)  Classroom Assessment Techniques (CATs, “clicker” mediated responses, etc.)  Capstone projects or final summative assessment (final exams, capstone projects, portfolios, etc.)  Internal/External Data  Other (please describe) |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).** See assessment tools.
2. **What is your expected level of achievement for measuring success?**

**70% of class achieving objective**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome(s)? Did the assessment work, and if not, what needs to be revised?

Assessment was successful. Student success measured appropriately by assessment instruments. Attendance was strongly correlated to success.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

Results are positive—no changes to be made

Conduct further assessment related to the issue and outcome

Use new or revised resources or services (e.g., mode of communication,

additional workshops, etc.)

Develop new methods of evaluating student learning

Plan purchase of new equipment or supplies needed for modified student

activities

Make changes in staffing plans (e.g., modified job descriptions, requests for new

positions, etc.)

Engage in professional development about best practices for this type of activity

Unable to determine what should be done

Other:

*Provide a brief description with a timeline for changes:*

Learning outcomes are appropriately measured, but AGNR would benefit greatly by having 4 full-time faculty to cover our range of courses successfully and further improve student learning.

### Appendix B: SAF Accreditation Letter

### 

### Dean/Manager Program Review Sign-Off

After reading the program review report, please complete the following and send electronically, along with the report draft/final document, to the Program Review Chair. Thank you.

I have read the attached Program Report draft/final report from the Click here to enter text. Program. The following sections are completed as required or are still in need of attention.

|  |  |  |
| --- | --- | --- |
| Program Review Section | Complete | Incomplete |
| General information, including staffing summary | ☐ | ☐ |
| Mission, Strategic Plan, and Ed Master Plan support | ☐ | ☐ |
| Previous goal status/outcome | ☐ | ☐ |
| Quantitative analysis in support of goals | ☐ | ☐ |
| Funding/budget summary | ☐ | ☐ |
| SLO summary/reports, including mapping, assessment results, gaps, and action plans | ☐ | ☐ |
| Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations | ☐ | ☐ |
| Goals | ☐ | ☐ |
| SLO timeline | ☐ | ☐ |
| Curriculum Revision timeline | ☐ | ☐ |

Comments: Click here to enter text.

Dean/ Manager’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Reedley College Program Review Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| Program Review Section | Does Not Meet | Meets | Exceeds |
| General information, including staffing summary | One or more sections are incomplete | All sections are complete and accurate | All sections are complete and accurate with analysis which support’s program’s goals |
| Mission, Strategic Plan, and Ed Master Plan support | One or more sections are incomplete | All sections are complete and exhibit support | All sections are complete, supportive with analysis which supports program’s goals |
| Previous goal status/outcome | Incomplete | Completed | Completed with some degree of depth |
| Quantitative analysis in support of goals | Sections are incomplete or poorly executed | Sections are complete and data analyzed | Analysis of data supports the program’s goals |
| Funding/budget summary | Incomplete | Completed | Completed with some degree of depth |
| SLO summary/reports, including mapping, assessment results, gaps, and action plans | Reports for courses, program, and/or certificates are incomplete or poorly executed. Mapping, results, gaps, and/or action plans are not addressed or poorly executed. | Program completed all sections, including mapping and reports. Program analyzes assessment results and creates action plans with at least some degree of critical thought. | Program completed all sections, including mapping and reports. Program analyzes assessment results and creates action plans which support program’s goals |
| Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations | Sections are incomplete or poorly executed. | Program completed all sections with at least some degree of critical thought. | Program analyses sections in support of program’s goals. |
| Goals | Incomplete, including no page numbers | Complete, including page numbers | Complete, including page numbers |
| SLO timeline | Incomplete | Complete | Complete |
| Curriculum Revision timeline | Incomplete | Complete | Complete |

### Program Review Committee Response To Programs’ Drafts

Program: Click here to enter text.

Date: Click here to enter text.

Thank you for submitting your program’s program review report draft. The Program Review Committee has read your program’s report draft and offers the following suggestions/comments as you revise your final report.

|  |  |  |  |
| --- | --- | --- | --- |
| Program Review Section | Does Not Meet | Meets | Exceeds |
| General information, including staffing summary |  |  |  |
| Mission, Strategic Plan, and Ed Master Plan support |  |  |  |
| Previous goal status/outcome |  |  |  |
| Quantitative analysis in support of goals |  |  |  |
| Funding/budget summary |  |  |  |
| SLO summary/reports, including mapping, assessment results, gaps, and action plans |  |  |  |
| Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations |  |  |  |
| Goals |  |  |  |
| SLO timeline |  |  |  |
| Curriculum Revision timeline |  |  |  |

**(OVER)**

### Committee Comments

|  |  |
| --- | --- |
| Program Review Section | Comments |
| General information, including staffing summary | Click here to enter text. |
| Mission, Strategic Plan, and Ed Master Plan support | Click here to enter text. |
| Previous goal status/outcome | Click here to enter text. |
| Quantitative analysis in support of goals | Click here to enter text. |
| Funding/budget summary | Click here to enter text. |
| SLO summary/reports, including mapping, assessment results, gaps, and action plans | Click here to enter text. |
| Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations | Click here to enter text. |
| Goals | Click here to enter text. |
| SLO timeline | Click here to enter text. |
| Curriculum Revision timeline | Click here to enter text. |

Your oral presentation will take place on: Click here to enter text.

Please contact the Program Review Chair with questions. Thank you for your participation in this important process.

### Program Review Substantiation Scoring Sheet

To be completed by the Program Review Committee members

Program: **Forestry & Natural Resources Department**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | | |  |
| **Rating Scale** | **1**  **Unsubstantiated within the report** | **2**  **Minimally substantiated within the report** | | **3**  **Substantiated within the report** | | | | | **4**  **Well substantiated within the report** |  |
| **Goal** | | | **1** | | **2** | **3** | **4** | **Comments** | |  |
| *1. Add Arboriculture & Urban Forestry Classes. Pages* [*13*](#Arboriculture12)*,* [*37*](#ConLab36)*,* [*38*](#Arboriculture37)*,* [*44*](#Arboriculture43) | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| *2. Reinstate NR 34 – Conservation Lab.*  *Pages* [*7*](#ConLab7)*,* [*39*](#ConLab37) | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| *3. Improve rigor of courses so that they may be accepted by universities as major courses rather than electives for transfer students. Pages* [*8*](#Rigor8) | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| *4. Reduce the number of certificates currently being offered and create a Wildland Fire Certificate. Pages* [*35*](#CertReduction34)*,* [*37*](#WildfireCert36)*,* [*40*](#CertReduction38)*,* [*41*](#CertReduction40) | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| *5. Expansion of the chainsaw class/shop to provide room for woodworking equipment. Pages* [*10*](#Chainsaw10)*,* [*12*](#Chainsaw12)*,* [*15*](#Chainsaw14)*,* [*36*](#Chainsaw35) | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| *6. Add a classroom at Sequoia Lake.*  *Pages* [*8*](#SeqLakeClass8)*,* [*9*](#SeqLakeClass9)*,* [*39*](#SeqLakeClass37)*,* [*40*](#SeqLakeClass39)*,* [*44*](#SeqLakeClass43) | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| *7. Protected storage for Equipment.*  *Pages* [*9*](#Equipment9)*,* [*10*](#Equipment10)*,* [*11*](#Equipment11)*,* [*12*](#Equipment12)*,* [*13*](#Equipment13)*,* [*35*](#Equipment34)*,* [*36*](#Equipment35)*,* [*38*](#Equipment37)*,* [*39*](#Equipment38) | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| *8. Milled Lumber Dryer and Storage*  *Pages* [*40*](#Lumber38) | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| *9. Maintain dedicated classrooms for NR courses. Pages* [*11*](#Classroom11) | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| *10. Acquire a 28-passenger van(or equivalent vehicles) to facilitate field trips. Pages* [*13*](#Transportation13)*,* [*14*](#Transportation14)*,* [*27*](#Transportation26)*,* [*36*](#Transportation35)*,* [*46*](#Transportation44)*,* [*49*](#Transportation47) | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| *11. Acquire additional 4-wheel drive vehicle(s). Pages* [*13*](#FourWheel13)*,* [*27*](#FourWheel27)*,* [*36*](#FourWheel36)*,* [*49*](#FourWheel48) | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| *12. Acquire inventory and monitoring equipment required to keep pace with industry standards for all courses. Pages* [*11*](#Equipment11)*,* [*12*](#Equipment12)*,* [*13*](#Equipment13)*,* [*36*](#Equipment35)*,* [*39*](#Equipment38) | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| *13. Acquire necessary equipment for creation of arboriculture class(es). Pages* [*13*](#Arboriculture12)*,* [*38*](#Arboriculture37)*,* [*39*](#Equipment38) | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| *14. Maintain current funding for general supplies. Pages* [*15*](#Supplies15)*,* [*32*](#Supplies31) | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| *15. Maintain a sufficient number of hand tools and a redundancy in equipment to provide greater hands-on learning opportunities. Pages* [*12*](#Redundancy12) | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| *16. Update old equipment and acquire new equipment when necessary to keep pace with industry standards. Pages* [*11*](#Update11)*,* [*35*](#Update34) | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| *17. Acquire computer technology and audio/video equipment for a proposed classroom at the Reedley College Forest at Sequoia Lake. Pages* [*39*](#Technology38) | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| *18. Upgrade computers and software to keep up with industry standards. Pages* [*13*](#Technology12) | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| *19. Promote gender diversity within the tenured, adjunct and technical Forestry Program staff. Pages* [*30*](#Diversity29)*,* [*40*](#Diversity39)*,* [*49*](#Diversity48) | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| *20. Additional instructors for the Arboriculture classes. Pages* [*13*](#Arboriculture12)*,* [*38*](#Arboriculture37)*,* [*44*](#Arboriculture43)*,* [*45*](#Arboriculture44) | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| *21. Hire a manager for the fire science program. Pages* [*34*](#FireManager34)*,* [*37*](#FireManager37)*,* [*40*](#FireManager40) | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| *22. Increase female enrollment. Pages* [*25*](#Diversity25)*,* [*30*](#Diversity30)*,* [*40*](#Diversity40)*,* [*49*](#Diversity49) | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| *23. Actively management the school forest at Sequoia Lake & the riparian zone on campus. Pages* [*8*](#SchoolForest8)*,* [*9*](#SchoolForest9)*,* [*40*](#SchoolForest40) | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
|  | | | ☐ | | ☐ | ☐ | ☐ | Click here to enter text. | |  |
| **General Comments** | | | | | | | | | |  |
| Click here to enter text. | | | | | | | | | |  |

### Strategic Plan Annual Report

Due each May 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program/Department Name: Year \_\_ of 5:** | | | | |
| SPECIFIC  Activity/Project  Completed in this year | MEASURABLE  Success Measures | ACTION  How was this project implemented? | RESULT  FOCUSED | TIMELINE |
|  |  |  | ☐ |  |
|  |  |  | ☐ |  |

**PROGRAM REVIEW ANNUAL ACTION PLAN**

**DUE EACH SEPTEMBER 1**

(to be turned in with annual budget requests and prior to staffing prioritization request)

**PROGRAM:**

**DATE:**

0=Required for the function of the program

1=Would be additionally helpful in maintaining the program

2=Would enhance/grow program

3=Desired, but not required for function of the program

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Substantiated Curriculum/Pedagogical Goals | Priority (0-3) | Activities to complete | Estimated cost/resources needed | Proposed timeline | SP Link |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Substantiated Facility Goals | Priority (0-3) | Activities to complete | Estimated cost/resources needed | Proposed timeline | SP Link |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Substantiated Assessment Goals | Priority (0-3) | Activities to complete | Estimated cost/resources needed | Proposed timeline | SP Link |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Substantiated Supply Goals | Priority (0-3) | Activities to complete | Estimated cost/resources needed | Proposed timeline | SP Link |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Substantiated Technology Goals | Priority (0-3) | Activities to complete | Estimated cost/resources needed | Proposed timeline | SP Link |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Substantiated Staffing Goals  (grow or maintain staffing—this section may be copied and pasted into the Faculty Prioritization Request) | Priority (0-3) | Activities to complete | Estimated cost/resources needed | Proposed timeline | SP Link |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Substantiated Distance Education Goals  (curricular or student services) | Priority (0-3) | Activities to complete | Estimated cost/resources needed | Proposed timeline | SP Link |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Substantiated Scheduling Goals  (FTES/SQ.FT. data needed for reports) | Priority (0-3) | Activities to complete | Estimated cost/resources needed | Proposed timeline | SP Link |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Substantiated Additional Goals | Priority (0-3) | Activities to complete | Estimated cost/resources needed | Proposed timeline | SP Link |
|  |  |  |  |  |  |

### Program Review Annual Progress Report

Due each May 1

**PROGRAM:**

**DATE:**

0=Required for the function of the program

1=Would help program function

2=Would enhance program

3=desired, but not required for function of the program

|  |  |  |  |
| --- | --- | --- | --- |
| Substantiated Curriculum/Pedagogical Goals | Priority (0-3) | Status  ☐ Completed  ☐ Not completed  Explain | Links to which Strategic Plan goal? |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Substantiated Facility Goals | Priority (0-3) | Status  ☐ Completed  ☐ Not completed  Explain | Links to which Strategic Plan goal? |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Substantiated Assessment Goals | Priority (0-3) | Status  ☐ Completed  ☐ Not completed  Explain | Links to which Strategic Plan goal? |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Substantiated Supply Goals | Priority (0-3) | Status  ☐ Completed  ☐ Not completed  Explain | Links to which Strategic Plan goal? |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Substantiated Technology Goals | Priority (0-3) | Status  ☐ Completed  ☐ Not completed  Explain | Links to which Strategic Plan goal? |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Substantiated Staffing Goals  (grow or maintain staffing—this section may be copied and pasted into the Faculty Prioritization Request) | Priority (0-3) | Status  ☐ Completed  ☐ Not completed  Explain | Links to which Strategic Plan goal? |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Substantiated Distance Education Goals  (curricular or student services) | Priority (0-3) | Status  ☐ Completed  ☐ Not completed  Explain | Links to which Strategic Plan goal? |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Substantiated Scheduling Goals  (FTES/SQ.FT. data needed for reports) | Priority (0-3) | Status  ☐ Completed  ☐ Not completed  Explain | Links to which Strategic Plan goal? |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Substantiated Additional Goals | Priority (0-3) | Status  ☐ Completed  ☐ Not completed  Explain | Links to which Strategic Plan goal? |
|  |  |  |  |

**Additional Information:**

1. Provide any additional changes made to the program that were not a part of your program review report.

Click here to enter text.

2. List in detail any new program needs and a brief rational for this need.

Click here to enter text.

3. Summarize the progress your program has made this year on SLO assessment.

Click here to enter text.

4. Provide any additional information that your program would like to share.

1. *Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, Forest and Conservation Technicians,  on the Internet at* [*http://www.bls.gov/ooh/life-physical-and-social-science/forest-and-conservation-technicians.htm*](http://www.bls.gov/ooh/life-physical-and-social-science/forest-and-conservation-technicians.htm) *(visited May 27, 2015).*  [↑](#footnote-ref-1)
2. *Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, Forest and Conservation Technicians,  on the Internet at* [*http://www.bls.gov/ooh/life-physical-and-social-science/forest-and-conservation-technicians.htm*](http://www.bls.gov/ooh/life-physical-and-social-science/forest-and-conservation-technicians.htm) *(visited June 09, 2015).* [↑](#footnote-ref-2)
3. *Forestry Program Enrollments & Demographics 2015.* [*http://pine.humboldt.edu/anstud/cgi-bin/filter.pl?relevant=./progdata/programs/majors\_overview\_FOR.out*](http://pine.humboldt.edu/anstud/cgi-bin/filter.pl?relevant=./progdata/programs/majors_overview_FOR.out)*. Accessed June 6, 2015.*  [↑](#footnote-ref-3)