

AGED 539

Graduate Project



Presented to
Dr. Bill Kellogg
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By
Clint Cowden

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Graduate Project
Clint Cowden

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- E. All full time instructors in the Agriculture/Natural Resources program regularly participate in professional development activities provided by VTEA statewide AGNR Leadership funds.
- F. All instructors in the Agriculture/Natural Resources program regularly keep themselves current on degree and articulation requirements so they can advise students properly.
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- C. Faculty regularly attend meetings and participate in local advisory committee activities at the 9-12 agricultural education programs in their service area.
- D. Program managers and staff communicate regularly with UC/CSI to assist in course articulation and student transfer processes.
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- B. Students are completing industry internships at sites relating to career goals.
- C. Instructors are developing internship sites that support the industry and Agriculture/Natural Resources instructional programs.
- D. The program maintains a list of approved internship sites for each major within the department.
- E. The program utilizes a cooperative work experience program to place students in internships or jobs to foster relationships with the agriculture community.

California Community College
Agriculture/Natural Resources
Quality Program Criteria

Introduction

Twelve (12) quality criteria were developed for the California Community College system by the statewide Advisory Committee as benchmarks for California Community College Agriculture and Natural Resource programs statewide. These criteria were developed to meet VTEA Title 1B Statewide Agriculture Collaborative Grant Project by:

- Improving the academic skills of vocational and technical education students
- Strengthening connections between secondary and postsecondary education
- Preparing individuals for occupation
- Investing in effective, high quality, local programs

Each criterion addresses specific areas used to evaluate the quality of the school's program, curriculum, staff, resources and their ability to work with industry.

I have applied these twelve (12) criteria to the West Hills College Coalinga Farm of the Future, agriculture department, to evaluate the performance of program delivery of the agriculture programs. I have researched the areas, analyzed results, and developed conclusions, while sometimes making assumptions (based on experience) where appropriate to form an opinion about the quality of the Farm of the Future's performance in these 12 areas. I have remained objective, to the best of my ability, in the evaluation of these criteria and have evaluated the information accordingly.

QUALITY CRITERIA #1

INSTITUTIONAL MISSION

- A. Program's/Department's planning and decision making is consistent with the college mission statement and is documented in the Agriculture/Natural Resources self-study process.
- B. The program/department evaluates and revises its mission statement on a regular basis.

The West Hills College mission statement is as follows: "West Hills College Coalinga is committed to achieving student learning through the provision of educational, cultural, and economic development opportunities to our current and future students and the local and global communities that we serve." During the strategic planning meetings for the vision and mission of the West Hills College agriculture program, the West Hills College mission is reviewed in order to create a consistent mission and vision for the agriculture department. The West Hills College president is a member of the strategic planning committee and is invested in the agriculture program mission. The strategic planning meeting is committed to creating a mission and vision that follows the college mission but will allow for the greatest service to our students and community. The West Hills College, Farm of the Future mission statement is as follows: "WHCC Agriculture and Industrial Science Programs at the Farm of the Future provide exemplary education and training for students utilizing regional strengths, emerging technologies and applied learning, empowering those we serve to be competitive in the global economy."

The Agriculture department at West Hills College uses a self-study process which utilizes a strategic planning meeting. These meetings are facilitated by the Eaton Cummings Group, an outside, unbiased project planning consulting firm. Strategic planning enables us to anticipate and accommodate change, remain competitive, and be financially robust. Understanding the "big picture" vision helps administration and faculty to optimize time, money and human capital to achieve it. The process utilizes an accelerated one and one-half day process, in which the Eaton Cummings Group helps to assess our current condition and plan our future. Using the experience and intuition of advisory committee members, college administration, faculty and students, in combination with appropriate data, the process incorporates:

- Environmental scanning
- Assessment of strengths, weaknesses, opportunities and threats
- Development of values, mission and vision statements
- Strategic goal development

- Implementation plan development

The vision and goals of the agriculture department also align with those of West Hills College. West Hills College vision is as follows: “West Hills College Coalinga strives to become a premiere interactive learner-centered community college recognized for its contribution to educational, social, cultural, and economic vitality.” The agriculture department vision is: ““The Agriculture and Industrial Science Programs at the Farm of the Future will be an international model, emphasizing education and technical training using sustainable practices and resource management. They will specialize in integrated food, fiber, energy and environmental systems-serving our communities, region, State and global partners.” The vision of the college to be recognized for its contribution to educational social, cultural and economic vitality is the intention of the farm of the Future’s vision to be an international model, emphasizing education and technical training.

In response to the consistency between the mission and vision statements of West Hills College and its agriculture department, the following strategic goals were developed for the agriculture department:

1. Utilize program review, other assessments, and employer engagement to ensure the vitality, viability, and sustainability of Agriculture and Industrial Science programs at the Farm of the Future.
2. Expand programs in the Agriculture and Industrial Science fields.
3. Increase internship opportunities and employment placement for Agriculture and Industrial Science students.

The agriculture program holds a strategic planning meeting, a minimum of every five years. Each program performs a program review every three years and courses are reviewed and updated a minimum of every five years.

QUALITY CRITERIA #2

PROGRAM INTEGRITY

- A. The program/department maintains current, relevant instruction in Agriculture/Natural Resources as evident by up-to-date course outlines that have been approved by the local curriculum process and board of trustees.
- B. The program has integrated statewide course curriculum for applicable courses taught at the institution. These courses have been adopted by the local curriculum process and board of trustees.
- C. The program offers current information about certificate and degrees in Agriculture/Natural Resources.
- D. A system of student advising has been established by the program to provide accurate information to students about degrees and certificate programs at the institution.
- E. The program utilizes qualified full-time and adjunct faculty that meet all minimum qualifications as outlined by state and local equivalency standards.

There have been 279 Agriculture courses taught at West Hills College since 1970; with 60 courses all meeting or exceeding industry standards or articulation standards. All irrigation courses align with the Irrigation Association, Course Identification Numbering system (C-ID) and articulate with California State University-Fresno and California Polytechnic State University. The precision agriculture courses are college transferrable and students receive between 8-15 ESRI industry certificates upon completion. The pest control adviser (PCA) courses meet the California Environmental Protection Agency (Cal-EPA) requirement for the Agricultural Pest Control Adviser (PCA) exam requirements. Additionally, the PCA courses meet the C-ID standards, thus allowing students to transfer units to any California State College. The agricultural engineering technology (AET) courses align with C-ID standards as well. Industrial maintenance mechanic (IMT) courses meet OSHA-30 as well as Manufacturing Skill Standards Council (MSSC) and the National Center for Construction Education and Research (NCCER) standards for occupational trades. All of the courses are reviewed every three years and must be approved by the Agriculture advisory committee.

Currently, 100% of agriculture courses that have statewide curriculum are approved through the C-ID system. Transfer Model Curriculum (TMC) is written for AST's in Agriculture Plant Science, Agriculture Animal Science and Agriculture Business. When the agricultural transfer

model curriculums (TMC) are approved at the state level, West Hills College will be ready to finalize and submit for approval.

West Hills College offers current information about certificate and degrees in agriculture. The information can be seen on the West Hills College website and West Hills College Catalog, also available online. The West Hills College Coalinga catalog can be found at:

<http://westhillscollge.com/coalinga/academics/catalog/index.asp>

As part of the \$20 million Department of Labor Central California Community Colleges Committed to Change (C⁶) Consortium, all students enrolled in an agriculture course have an academic counselor and a financial aid counselor. During academic counseling agriculture students are highly encouraged to create an Educational Plan. As part of the new Priority Registration initiative students with educational plans will receive higher enrollment priority, thus encouraging students to take courses that are required for their degrees. In addition, the agriculture courses used to use the cohort model in which students took classes for nine hours per day or 40 hours per week. This format allowed students to receive their certificate in one to two semesters as opposed to the traditional two years.

As the CTE area Academic Senate representative, it is very important for all faculty to meet minimum qualifications. West Hills College has adopted a higher standard than the state's minimum qualification standard. We look for the minimum qualifications for the class or program, but also look at the minimum qualifications for all of the overlapping or complimentary programs which professors might have to teach. We then find the most limiting standard and use that as the minimum qualification.

QUALITY CRITERIA #3

PROGRAM EFFECTIVENESS

- A. The program conducts on-going evaluation in an effort to offer a relevant and effective Agriculture/Natural Resources program.
- B. The program has an annual process through which program effectiveness can be measured.
- C. The program evaluates student outcomes and makes adjustments to curriculum and programs in an effort to improve those outcomes.

The agriculture program at West Hills College has an agriculture advisory committee with over 200 years of agriculture working experience. We meet twice per year and discuss the trends in agriculture production and employment. In addition to the advisory committee, the agriculture program at West Hills College recommends a minimum of 18 hours of non-academic industry involved training each year. Additionally, all of faculty attend the World Ag Expo and are expected to spend 4-5 hours determining the required job competencies in their respective agriculture programs.

Program effectiveness is measured at West Hills College through program review. Program review is completed based upon Title V regulations for a vocational program and thus must be completed every three years. Program review is a process in which faculty look at job placement as well as FTE and WSCH loads by class. In addition, it is an excellent opportunity to review student demographics and student satisfaction.

In an effort to evaluate student learning outcomes and make adjustments to curriculum every course has a student learning outcome. The course level student learning outcomes lead into program level student learning outcomes. The problem with this bottom-up approach is that it is difficult to develop programs that are meeting the needs for employment. We should be reviewing the core competencies needed for the respective careers and using these to develop the program level student learning outcomes. From these program level outcomes, courses can be chosen, or developed that provide the skills needed for employment. The current approach ensures that students are receiving the skills we determined to be important for a given course and then at a program level we just pick some of these skills to make sure they are being achieved. This is a difficult way to assess new programs because we may be meeting the objectives of each course, but are failing the students upon graduation. If industry level competencies are used to start the process, then we create students that are ready for industry.

QUALITY CRITERIA #4

EDUCATIONAL PROGRAMS

- A. The program offers courses, certificates, and degrees that meet the needs of the college and community.
- B. The program offers certificates and degrees in a manner that provides students the opportunity to complete the program announced within a reasonable time.
- C. The program identifies and makes public student learning outcomes for its certificate and degree programs.
- D. The program documents the technical and professional competence of students completing certificate and degree programs.
- E. All certificates and degrees offered in the program have been approved through the local curriculum process and adopted by the local board of trustees.
- F. The program utilizes publications and other media to inform the community of program activities.
- G. The program continues to improve and expand course offerings to reflect the ever-changing agriculture industry.

Currently, West Hills College offers an Associate of Science degree in Agricultural Science and Technology, a state certificate in Precision Agriculture and a local certificate in Precision Agriculture. This program has met the needs of the college and the community in the past. But as precision agriculture has become more mainstream, those skills have become less advanced. Now companies have gone from needing a precision agriculture technician, to needing other employees to have some precision agriculture skills. With this shift in industry needs, for the past 18 months the agriculture program has shifted programs to include irrigation technology, pest control adviser and the courses needed to meet the Certified Crop Advisor education requirements. Though we have created and begun offering the courses, we have not created the certificate options in these areas. We have met with industry and the advisory committee to determine the best way to package these courses into meaningful certificate and degree options. In addition, in order to align with the proposed state Transfer Model Curriculum, we have created degree options in Agriculture Plant Science, Animal Plant Sciences and Agriculture Business. We are waiting on the approval of the statewide TMC in order to finalize our curriculum and send to the state for approval.

The agriculture certificate and degrees are offered in a manner that provides timely degree completion for our students. All courses are offered in a manner to allow students to complete their certificate and Associate degree level units in one year. This has been a major focus in the design of the degree programs and course schedules in order to increase student success.

Program level student learning outcomes are made public and provided in the West Hills College course catalog. In addition student learning outcomes are a requirement of the course syllabi provided to the student on the first day of class.

Due to the Family Educational Rights and Privacy Act (FERPA), individual student data to document the technical and professional competence of students in completing certificate and degree programs is not compiled. We do track cohort data and compare to the previous three years as a benchmark to ensure that we are providing students with the professional competence needed for employment or transfer.

Certificate and degrees must first go through the following approval process:

- Agriculture Advisory Committee
- Learning Area Faculty
- Technical Review Committee
- West Hills College curriculum committee
- Chief Instructional Officer (Vice-President of Educational Services)
- West Hills College Coalinga President
- West Hills College Lemoore President
- West Hills Community College District Chancellor
- Regional Vocational Deans
- California Community College Chancellor's Office

Currently, West Hills Community College District is a "paperless" campus. As such, much of the promotion and publications are completed online, through email or through social media. West Hills College agriculture department uses our website as the driving force in our information dissemination platform. Additionally, the District has a quarterly magazine that is readily available throughout our service area. Furthermore, we have a marketing department that sends news releases, articles and photos to the Farm Bureau and other local media.

The West Hills College agriculture program continuously improves and expands the course offerings in our area. In the past 10 years of my tenure, the college has added and deleted more courses than at any other time in its history. Agriculture is a fast-paced, technology advanced industry and as such we must be constantly adapting our courses to include the skills needed in the job market. The foundational courses in plant science and soil science have

remained the same, but the hands-on technological courses have adapted to fill the needs of the community.

QUALITY CRITERIA #5

PROGRAM STUDENT SUPPORT AND DEVELOPMENT

- A. The Agriculture/Natural Resources program has identified and conducts student leadership activities outside normal classroom instruction.
- B. Agriculture/Natural Resources student leadership organizations have been sanctioned by the appropriate college student body organization.
- C. Agriculture/Natural Resources student leadership organizations have been sanctioned by the appropriate college student body organization.
- D. The program provides funding for student leadership organizations and student expenses.
- E. The program has an Agriculture/Natural Resources ambassador program.
- F. The program regularly has students take part in CAL statewide leadership activities.
- G. The program has an alumni, boosters, or backers group that supports the educational program.

West Hills College has an Agricultural Ambassador club that has recruited at as many as 52 high schools in one year. We currently have drastically reduced the recruiting and other Agricultural Ambassador events due to funding. The student Rodeo Club is very active.

The Agricultural Ambassadors and the Rodeo Club are currently on a one year probation with the Associated Student Body. West Hills College has changed the sanctioning process for club organization and therefore a majority of the clubs on campus are being re-sanctioned.

Though in the past under the direction of Dr. Rathbun, the Agricultural Ambassadors were highly funded, there currently is no funding provided by the program for any student leadership or student expenses. The few events, in which the Agricultural Ambassadors participate, are either held at West Hills College or are funded by the faculty or students. The clubs do participate in a small amount of fundraising to fund a few small activities.

West Hills College does have an Agricultural Ambassador program, which has been very active in the past, but with the lack of funding and the change in student demographic, the program is less robust. The pest control adviser program average student age is 25 with a majority of students already having a Bachelor's degree. Over 90% of students are employed over 30 hours per week, which makes student club participation very difficult.

West Hills College has participated in CAL statewide leadership activities in the past, but with the emphasis to provide programs that are 10 months or less, it is very difficult for our current students to participate. The registration is either due too early to know the students' names or the activity is after the students have graduated. With over 90% of our students completing the programs in one year or less, we encourage industry statewide activities such as the World Ag Expo, Cotton Conference, Westside Field Station workshops, Irrigation Association, and California Pest Control Advisers Conferences.

West Hills College Agriculture Program does not have an alumni, boosters or backers group that supports the educational program. There is very strong support from the alumni, who participate in courses by being guest speakers, sponsor field trips, hire interns and or graduates, and participate in the advisory committee. Rodeo does have a strong boosters club that fundraises and provides support for student travel, student scholarships and helps support the assistant rodeo coaches.

QUALITY CRITERIA #6

INFORMATION AND LEARNING RESOURCES

- A. The college provides the Agriculture/Natural Resources program with a computer laboratory facility for students to have access outside of normal classroom situations.
- B. The college provides the Agriculture/Natural Resources program with adequate technology that reflects the agriculture industry.

The college does not provide the Agriculture program with a computer laboratory facility for students to have access outside of normal classroom situations. This has been an issue, which we have tried to resolve, but currently it requires the agriculture department, out of our budget, to hire a lab technician, which cannot be a student but has to be a member of the IT staff to facilitate the lab hours. The colleges answer is that there are facilities available at the library for all students to use. The faculty are very supportive in this area and often hold office hours in the computer laboratory to allow students access to the computer laboratory.

There has been nearly \$10 million spent on technology over the past 15 year for the agriculture department at West Hills College. All classrooms and laboratories are equipped with Wi-Fi, Smart Boards and LCD projectors. The agriculture computer laboratory has computers running the latest versions of AutoCAD, ArcGIS and the Microsoft Office Suite. The computers are replaced on a three to four year cycle to ensure the lab operates efficiently. The agriculture department has its own server and network, as we are the largest user of space and data on campus. The West Hills Community College District IT staff is very short-handed but is very supportive of the agriculture department. It may be delayed support during the busy times of the semester but the staff does support and maintain the computer laboratory.

The West Hills College agriculture department also has a \$500,000 inventory of three-dimensional machine control and surveying equipment; \$500,000 inventory of GPS and related precision agriculture equipment; and \$200,000 in irrigation technology, including VFD pump and CIMIS station. In addition to the equipment owned, local industry provides use of their GPS-guided tractors, variable rate technology, and advanced irrigation technology. The college farm has 5 acres of solar which provides electricity for the agriculture department.

QUALITY CRITERIA #7

FACULTY AND STAFF

- A. The program utilizes only qualified full-time and adjunct faculty meeting the minimum local and statewide qualifications.
- B. The institution has sufficient faculty and staff that are qualified by appropriate education and experience to support the Agriculture/Natural Resources program.
- C. The local faculty are compensated for extended time needed to maintain instructional programs.
- D. Instructors are given release time or compensation for the development and coordination of industry internships for students.
- E. All full time instructors in the Agriculture/Natural Resources program regularly participate in professional development activities provided by VTEA statewide AGNR Leadership funds.
- F. All instructors in the Agriculture/Natural Resources program regularly keep themselves current on degree and articulation requirements so they can advise students properly.
- G. All instructors keep current on agriculture/natural resources issues by working with their local industry advisory committees.
- H. All faculty are routinely evaluated through college guidelines and go through a process of self-evaluation.

The West Hills agriculture department only utilizes qualified full-time and adjunct faculty which meet the local minimum qualifications which meet or exceed the statewide minimum qualifications. Currently there are six full-time agriculture instructors, one rodeo coach and one adjunct faculty. Next year there will be three full-time instructors and one rodeo coach all of whom will meet the minimum qualifications as defined by the West Hills Community College District Human Resources department.

We are currently in a growth state, as such having grown by 200% in one year. Currently there are six full-time agriculture instructors, one rodeo coach and one adjunct faculty. During the growth period, we currently have more faculty than courses which they can teach or students to fill them; therefore the department has been under load the majority of the year. We are in the process of increasing our course offerings and recruiting students to fill the courses.

All faculty are compensated for the extended time required to maintain their instructional programs. As part of the college union contract, all tenure-track agriculture faculty are on a 221 day contract, thus allowing for the extended time to maintain the agriculture programs.

Instructors are not given release time or compensation for the development and coordination of industry internships for students. Faculty are allowed to develop their duty day calendars to account for the additional days not filled with teaching. The 221-day contract only includes teaching during the fall and spring semester, if faculty teach summer courses they are compensated at the adjunct rate. Therefore faculty can choose to fill their additional days with recruiting, internship development or farm operation duties as they see fit.

While a majority of the agriculture faculty at West Hills College attend professional development activities provided by VTEA statewide AGNR leadership funds, it is not required. The administration at West Hills College does recommend faculty attend the CATA Mid-Winter Institute and the CATA Summer Conference, and they are able to count attendance as duty days, they are not required to attend. In addition, if all faculty were to attend the conferences during the academic year, no classes could be taught during those days. This would require FTE reimbursement to the state since West Hills Community College District apportionment from the state is based on average weekly attendance not average daily attendance. But the college has been represented by one or more faculty for the past 10 years and has hosted the Mid-Winter Institute once.

All student advising officially happens with one of the college advisors/counselors. But I have met every year with both California State University, Fresno and California Polytechnic State University concerning articulation; in order to help students transition, as a majority of my transfer students transfer to those two institutions. I have also met with CSU Chico (three times), UC Davis (twice), Tarleton State (5 times), Texas A&M (twice), CSU Humboldt, Sam Houston State, Kansas State (twice), University of Wyoming and Oklahoma State, when I had students transferring to ensure students met the minimum transfer requirements and to help them receive as many units toward their degree as possible. I sit on the state C-ID standard board for Mechanical, Plant Science and Soil Science.

All West Hills College agriculture instructors keep current on industry issues by working with our advisory committee. It is also recommended that faculty spend time with local industry or attend industry trainings to remain current on industry issues and trends. The Ag Scan, completed by the Center of Excellence, found that many industry constituents feel advisory committees have little to no value. Instead faculty need to attend industry-based conferences and participate on industry-based boards.

All contracted, non-tenured faculty at West Hills College are evaluated every academic year and all tenured faculty are evaluated every three academic years as outlined in the faculty negotiated contract. Board Policy 310, concerning faculty evaluation, states that, "A central aspect of this process is the evaluation of all full-time and adjunct certificated personnel. This evaluation is to be a positive procedure specifically oriented toward program performance and instructional improvement. Furthermore, the process is to include self-evaluation, administrative evaluation and student evaluation. Because the responsibilities of each staff member exceed that of class contact, all facets including service, instruction, advisement, counseling and program development will be included in the evaluation."

QUALITY CRITERIA #8

PHYSICAL RESOURCES

- A. The institution has ensured that Agriculture/Natural Resources program has adequate physical resources to support its educational services wherever and however they are offered.
- B. The management, maintenance, and operation of the physical facilities ensure effective utilization and quality necessary to support the Agriculture/Natural Resources program.
- C. Physical resource planning and evaluation supports program outcomes and are linked to the planning and evaluation efforts of the program and the institution.
- D. The institution provides for a hands-on agriculture laboratory that provides for student outcomes necessary for the agriculture industry.

West Hills College has been in the process, over the past 10 years, of ensuring that the agriculture department has adequate facilities to support the agricultural programs. West Hills College has built the Phase I \$25 million facility for the agriculture and rodeo programs, which was operational starting in the 2012-13 academic year. The agriculture facility includes 9,600 square feet of instructional shop space for mechanics, welding and heavy equipment and 4,800 square feet of laboratory and classroom space. The facility includes a fully-equipped 20 person computer laboratory, two classroom spaces with Smart Board and LCD Projectors, welding shop with lecture seating, and a large comprehensive heavy equipment and industrial technology shop with lecture seating. In addition, we have purchased \$200,000 in industrial technology equipment, \$200,000 in welding equipment and \$400,000 in precision agriculture equipment. The 216 acre college farm has 26 acres of pistachios, 30 acres of almonds, 40 acres of onions, 5 acres of solar, 60 acres of forage crops and 10 acres of vegetables.

With a new facility, the management and maintenance is difficult to facilitate initially. This is where we are at right now. The expectation for the rodeo facility is to provide some activity every weekend, whether it be a college rodeo, high school rodeo or other event. This would require a full-time person to be in charge of scheduling, insurance, stock acquisition, vendor arrangements and etc. Currently the rodeo coach, with 15% release time, is expected to be in charge. If the need can be shown for staff to facilitate this, eventually someone can be hired. Additionally, with the off-site location of the agriculture facility, there is not sufficient cleaning staff. Although the faculty are in charge of keeping their instructional areas neat, they are not in charge of cleaning floors, windows, restrooms and etc.

Physical resource planning has been a major endeavor for the West Hills College agriculture department. The current facilities are Phase III of a nine phase process. The needs of the agriculture department have been planned well into the future. All West Hills College facilities undergo a facilities program review every 5 years, to evaluate the efficiency of possible upgrades and to determine if the facilities are being utilized in a manner conducive to the agriculture department mission as well as that of the college and district.

Hands-on agriculture laboratories are an important part of the instruction at West Hills College. All course with a laboratory component are designed to provide the maximum amount of hands-on learning while still fulfilling the requirements of the course outline of record. As a majority of our courses are aligned with C-ID and therefore must meet all of the transfer requirements outlined in the accepted curriculum. The location of the classrooms on the college farm is beneficial for hands-on laboratories at the farm. The new laboratory facilities allow for hands-on assignments to be completed in class. Students are also involved with industry and complete hands-on field trips to local farms to complete laboratories such as irrigation evaluations and integrated pest management. To increase the hands-on laboratory options for students, it would be beneficial to have a three-acre, non-commercial plot with a small number of a large variety of crops. If the plot was not intended to make a profit for the department, but is a teaching facility it would be more conducive to student learning.

QUALITY CRITERIA #9

FINANCIAL RESOURCES

- A. The program has a system for financial planning to support program educational goals.
- B. The program work within the governance structure of the college to secure college funding sources for the Agriculture/Natural Resources program.
- C. The institution provides sufficient human and financial resources to offer the programs and degrees and certificates.
- D. The program works with the local agriculture advisory committee to seek financial support for the agriculture industry for the program.
- E. The program operates the agriculture laboratory following industry standards in the production of agriculture commodities.

The financial planning for the agriculture program at West Hills College consists of the District Chief Financial Officer, the College Vice-President of Instructional Services and the Director of the Farm meeting each year to budget how the money will be spent and ensuring that the priorities coincide with the mission of the Farm, the college and the district. This process has been excellent budgeting for big picture ideas but ineffective in planning for the day-to-day operations of the farm. This causes the farm to operate on a reactionary basis, which is considerably more expensive than forecasting events and planning in advance. I have proposed the development of a small, advisory committee only involved with farm operations which can help forecast and determine the best use of the commercial farming operation. This will help change the decision-making from reactionary-based and will allow for the saved money to be used in the academic and instructional areas of the budget.

The agriculture program at West Hills College works with the governance structure of the college to secure funding for the department. The Chief Financial Officer and Vice-President of Instructional Services ensure that the agriculture department conducts budgetary planning and is included in the budgetary process of the college. The agriculture department reports quarterly to the Board of Trustees concerning the budget and state of the farm.

Previous to this year, West Hills College agriculture department has had 1.5 FTE of instructors. During the past year we have increased to 2.5 FTE with the addition of new faculty, but we have not really created new programs to account for the new faculty. When the new agricultural transfer model curriculum is adopted at the state level, we will be able to finalize our new curriculum and better align with the TMCs. This will allow the department to better utilize the

additional faculty within the department. The Farm budget is sufficient to offer the agricultural degrees and programs. The only area which has been lacking funding for the past few years has been the Agricultural Ambassadors and recruiting.

No, the agriculture program at West Hills College, though we have a strong and supporting advisory committee, does not use the advisory committee as a boosters program. The advisory committee offers advice for the direction of the program and assists in the development of grant proposals.

The West Hills College farm, for the most part, follows industry standards in the production of our almonds and pistachios. Like any government entity, there are barriers to operating at true industry standards. The bureaucracy and multitude of paperwork sometimes gets in the way of farming and the speed at which operations such as pesticide application must occur is delayed 14 days due to the requisition and purchase order process.

QUALITY CRITERIA #10

GOVERNANCE AND ADMINISTRATION

- A. The program faculty participate in the local governance process at the college.
- B. The program faculty meet on a regular basis to conduct departmental operations.
- C. The program leadership and faculty work with the institutional administration and board of trustees to effectively build the program.
- D. A staff member serves as program leader and receives release time to fulfill these duties.

The West Hills College agriculture faculty participate in the local governance process at the college. I am the CTE area representative for the Faculty Senate. The welding instructor was the representative for the Facilities Committee. The rodeo coach was the CTE area representative for the Curriculum Committee. The additional four faculty members were not on any committees. There has been a change in governance structure at the college over the past year and starting next academic year all faculty members will be required to be on a committee at the college level.

The agriculture faculty at West Hills College do not meet on a regular basis to conduct departmental operations; the faculty has only met 4 times this year. As the program is expanding this has been one of our largest concerns. Next year the plan is to have a 45 minute weekly departmental meeting. This will aid in the departmental communication and allow everyone to know what everyone else is doing. This will allow the department to maintain a more uniform message and to ensure that department is conducted in a manner which aligns with the vision and mission of the department and the college.

The Director of the Farm and the agriculture faculty work with the institutional administration and the Board of trustees to effectively build the program. The small size of West Hills College allows for a very hands-on administration and Board. Three of the Board members are farmers and are very invested in the agriculture department. The Vice-President of Instructional Services and the college president are also very involved in the management and operations of the agriculture department.

The Director of the Farm is the program leader, but does not receive release time as the position is not a faculty position. The Director is in charge of course scheduling, farming operations, farm budget, student employees and faculty schedules.

QUALITY CRITERIA #11

ACADEMIC COLLABORATION

- A. The program faculty and staff regularly meet with local 9-12 agriculture education managers and instructors to develop integration and articulation agreements recognizing the course content taught at the local high school level.
- B. Faculty regularly attend local 9-12 program activities and assist in the development and delivery of leadership training events such as parliamentary procedure, public speaking, etc.
- C. Faculty regularly attend meetings and participate in local advisory committee activities at the 9-12 agricultural education programs in their service area.
- D. Program managers and staff communicate regularly with UC/CSI to assist in course articulation and student transfer processes.
- E. Faculty and staff regularly attend Tech-Prep meetings and other educational activities that foster and encourage articulation and integration of programs at K-12 community college levels.

West Hills College agriculture faculty meet with local 9-12 agriculture education managers to develop integration and articulation agreements with local high schools but not on a regular basis. I have met with regional high school faculty and superintendents to discuss integration and articulation ideas. The difficulty is in that with the specialized nature of our agriculture programs, it is difficult for high school teachers to incorporate the material into their course schedule. We have been working closely with several local high schools, with West Hills College courses being taught at their high school by either their faculty or ours. This has worked as long as the high school faculty meet the minimum qualifications to teach West Hills College courses.

West Hills College agriculture faculty work closely with local high school agriculture departments and assist in the development and delivery of leadership training events. This has been something which has been faculty driven over the past few years. I have assisted Coalinga and Avenal High Schools with their FFA programs, judging, coaching and attending fair for their departments. With the addition of new faculty, this has been institutionalized and now one of our new agriculture faculty members has become very involved with the FFA programs at a wider range of high schools within our district. This is still an area in which the department needs to improve, with the increase in faculty numbers; we should be able to participate with a wider range of institutions within our area.

Faculty do regularly attend meetings and participate in local advisory committee activities with the 9-12 schools in our region. I am the advisory chair for both Coalinga and Avenal agriculture

advisory committees and am a member of several other advisory committees throughout the area. This is another area in which the department will be able to grow with the increase in faculty members.

West Hills College faculty communicate regularly with UC/CSU staff to assist in course articulation and student transfer. I work closely with Plant Science, Plant Health, and Agricultural Engineering departments and professors at CSU Fresno, Cal Poly and work some with CSU Chico. I am the chair for the statewide curriculum committee for precision agriculture and irrigation and authored the statewide curriculum for precision agriculture. Additionally, I sit on the statewide C-ID review committee for Mechanical, Plant Science and Soil Science and am involved with the statewide agriculture TMC effort. In addition, I have met with UC Davis, Tarleton State, Texas A&M, CSU Humboldt, Sam Houston State, Kansas State, University of Wyoming and Oklahoma State, when I had students transferring to ensure students met the minimum transfer requirements and to help them receive as many units toward their degree as possible.

West Hills College agriculture faculty and staff do not regularly attend CTE Transition (formerly known as Tech-Prep) meetings, as they are held during the semester and are difficult to attend. Articulation with local high schools has been faculty-driven. I meet frequently with high school faculty and administration to determine the most effective way to integrate our programs with the K-12 system.

QUALITY CRITERIA #12

COLLABORATION WITH INDUSTRY

- A. The Agriculture/Natural Resources programs have established advisory committees that meet at least twice a year to review curriculum, review student learning outcomes, and fulfill advisory functions of the various instructional programs.
- B. Students are completing industry internships at sites relating to career goals.
- C. Instructors are developing internship sites that support the industry and Agriculture/Natural Resources instructional programs.
- D. The program maintains a list of approved internship sites for each major within the department.
- E. The program utilizes a cooperative work experience program to place students in internships or jobs to foster relationships with the agriculture community.

The West Hills College agriculture program has an established advisory committee that meets a minimum of twice a year to review curriculum, review student learning outcomes, and fulfill the advisory functions relative to the Farm of the Future. The advisory committees meet at least twice per year, once formally in the fall and at least once at the World Ag Expo. In addition, there are smaller sub-committee meetings as needed. When I began teaching at West Hills College 10 years ago we had a large advisory committee consisting of 85+ members; not an active committee. The next era of advisory committees included very small advisory committees of three to four members, hand-picked to provide the answers we were seeking. This was also lacking in that we lost touch with the trends of industry. The current approach is having a few separate committees comprised of very active members. These committees will be in advisory to the respective programs or farming operations at the college. This is how I have utilized an ad hoc advisory committee in the past.

Students completing industry internships that relate to their career goals is a very important part of the learning process. This is an area in which the agriculture program at West Hills College excels, with at least 25% of students gaining a minimum of 1,000 hours of quality internship. At least 50% of students in our department are receiving summer employment and the other 50% are attending school or move out of the district for the summer. Currently, there are more job offers than students to fill the jobs.

Instructors develop internships that support the industry and the agriculture instructional programs at West Hills College. I work with a pool of employers who are committed to providing internships that go beyond summer employment, but actually offer the students a

glimpse into the career in which they are working. This is really important as it changes a summer internship from 1 week of experience repeated 10 times, into a 10 week learning experience. The creation of internships has been a process in which I have participated, but has not been a requirement or even recommendation from the college. The new plan for the 2014-15 academic year will be for all faculty to obtain a minimum of 5 internships for students within their discipline area.

The agriculture department does not maintain an official list of approved internships. I maintain a pool of internship opportunities, as many of the employers are small and may only hire one intern every three years or less. The advantage to the majority of these internships is they frequently turn into employment opportunities upon the student's graduation.

The agriculture department at West Hills College utilizes a cooperative work experience program to place students in internships within the agriculture community. The agriculture work experience courses are offered in General Ag (AG 15x), Welding (WT 15x) and Heavy Equipment (HE 15x); students are able to receive one unit for every 60 hours of unpaid internship and for every 75 hours of paid internship. This is an area that has been under-utilized in the past as it was conducted outside of the agriculture department and the courses were not offered during the summer when the students were working. This has been modified for the next academic year and the courses will be offered through the agriculture department and will be offered at times conducive to the student.

Section B

Quality Program Criteria

Project on Criteria #3

Program Effectiveness

Section B
Project on Criteria #3
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Project Proposal Form

Name: Clint Cowden
Address: 951 Chianti Circle
City, State, Zip: Coalinga, CA 93210
Phone: (559) 816-9465
E-mail: clintcowden@whccd.edu

Project Proposal

(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: Quality Criteria #3 Program Effectiveness

Goal or Purpose of the Project:

The **goal** of this project is to ensure the West Hills College Agriculture Program conducts on-going evaluation in an effort to offer a relevant and effective Agriculture/Natural Resources program. In response to the Lumina Foundation Degree Qualifications Profile Project (DQPP), I will assess and create a DQPP for the Agriculture Science and Technology program at West Hills College. The DQP describes five basic areas of learning: Broad, Integrative Knowledge; Specialized Knowledge; Intellectual Skills; Applied Learning; and Civic Learning. Associates Degree DQP is as a framework for aligning institutional, program, and student learning outcomes, and for developing effective assessment strategies. The DQPP will assist in the evaluation and revision of degree-level student learning outcomes for increased student achievement.

Specific Objectives to Accomplish (Be as detailed as possible):

- To create a degree qualification profile for the Agriculture Science and Technology degree at West Hills College, Coalinga.
- The degree qualification profile for the Agriculture Science and Technology degree at West Hills College, Coalinga will be approved by the DQPP committee at West Hills College, Coalinga.
- The degree qualification profile for the Agriculture Science and Technology degree at West Hills College, Coalinga will be approved by the Precision Agriculture Advisory Committee.

Estimated number of hours on this project: 180 hours

Estimated expenditures (\$) on this project (your costs) : -0-

Proposed timeline for completion of the project: Spring 2014

Progress Report: How will you inform the Cal Poly faculty of your progress on a regular basis? I will contact Dr. Bill Kellogg by email during the progression of the progress concerning timeline and completion date – June 2014.

For Office Use Only:

Project Approved By: _____

Date of Approval: _____

Quarter student will enroll in AGED 539: _____

Lumina Foundation
Degree Qualification
Profile Handbook

Applied Learning

Broad, Integrative Knowledge

Specialized Knowledge

Intellectual Skills

Civic Learning

The Degree Qualifications Profile

Defining degrees: A new direction for American higher education to be tested and developed in partnership with faculty, students, leaders and stakeholders



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Lumina Foundation for Education, an Indianapolis-based private foundation, is committed to enrolling and graduating more students from college — especially 21st century students: low-income students, students of color, first-generation students and adult learners. Lumina's goal is to increase the proportion of Americans who hold high-quality degrees and credentials to 60 percent by 2025. Lumina pursues this goal in three ways: by identifying and supporting effective practice, through public policy advocacy, and by using our communications and convening power to build public will for change.

Introduction

Through this document, Lumina Foundation for Education offers a “Degree Qualifications Profile,” a tool that can help transform U.S. higher education. A Degree Profile — or qualifications framework — illustrates clearly what students should be expected to know and be able to do once they earn their degrees — at any level. This Degree Profile thus proposes specific learning outcomes that benchmark the associate, bachelor’s and master’s degrees — which constitute the great majority of postsecondary degrees awarded by U.S. colleges and universities — regardless of a student’s field of specialization.¹

The learning outcomes specified in this Degree Profile are not without precedent. In fact, the Degree Profile draws on more than a decade of widespread debate and effort, across all levels of U.S. higher education, to define expected learning outcomes that graduates need for work, citizenship, global participation and life.

Building from this work, this Degree Profile is deliberately offered as a “beta version” that will be further tested and refined by a variety of stakeholders. The long-term goal is to clearly define quality in American higher education and to develop new capacity throughout postsecondary education to ensure that students achieve the levels of learning they need and deserve.

The need for a Degree Profile

Higher learning has taken on new importance in today’s knowledge society. To succeed in the contemporary workplace, today’s students must prepare for jobs that are rapidly changing, use technologies that are still emerging and work with colleagues from (and often in) all parts of the globe. The challenges that graduates face as citizens during their lives are similarly complex and also are affected by developments around the world.

Recognizing the economic and societal importance of higher levels of learning, national leaders, policy-makers, analysts and major philanthropies have called for a dramatic increase in the number of high-quality degrees awarded in the United States. But the press toward helping many more students earn degrees has not been grounded in any consistent public understanding of what these degrees ought to mean. Even as colleges and universities have defined their own expected student learning outcomes — typically to meet accreditation requirements — their discussions have been largely invisible to policy leaders, the public and many students. Similarly, while higher education institutions have been under increasing pressure to be accountable for the quality of their degrees, institutions have frequently responded by testing samples of students in ways that say too little about learning and even less about what *all* students should attain as they progress through college.

The Degree Profile responds to these concerns by describing concretely what is meant by each of the degrees addressed. Though clarity is certainly the goal, this effort is in no way an attempt to standardize degrees. Nor does the Degree Profile define what should be taught or how instructors should teach it. Instead, the Degree Profile describes student performance appropriate for each degree level through clear reference points that indicate the incremental and cumulative nature of learning. Focusing on conceptual knowledge and essential competencies and their applications, the Degree Profile illustrates how students should be expected to perform at progressively more challenging levels. Students’ demonstrated achievement in performing at these ascending levels creates the grounds on which degrees are awarded.

¹ Doctorates are not included at this time because of their emphasis on advanced research skills specific to individual disciplines. Medicine, law, and other such degrees are also excluded at this time because of their exclusive focus on advanced practice knowledge and skills. Profiles for these advanced degrees may be proposed later.

Degree Profile

The Degree Profile offers reference points, in short, for all associate, bachelor's and master's degrees. But no outcomes framework can or should attempt to address every element of a college education. The Degree Profile will take on its full meaning in the context of diverse institutional missions — for example, religious exploration or proficiency in the performing arts.

In addition, many colleges and universities emphasize their role in fostering personal growth and helping students examine their values and commitments. But such elements of institutional mission rarely are specified as criteria for awarding degrees. Therefore, they are not explicitly included in this Degree Profile, even though values reflection and personal growth are inherent in many of the competencies that the Profile does include.

Use of the Degree Profile over time should yield several positive results, including:

- A common vocabulary for sharing good practice.
- A foundation for better public understanding of what institutions of higher education do.
- Reference points for accountability that are far stronger than test scores or tallies of graduates, research dollars, student satisfaction ratings, job placements or patents.

More to the point, because the Degree Profile defines competencies in ways that emphasize both the cumulative *integration* of learning from many sources and the *application* of learning in a variety of settings, it can offer benchmarks for improving the quality of learning.

Further, because every stated learning outcome should lead to and support assessment, this resource is also designed to encourage colleges and universities to enhance their assessment practices and/or develop new assessments. While some institutions have developed impressive approaches to documenting what students achieve, all should find in the Degree Profile a helpful prompt to improve on those efforts. And every institution should expand this Degree Profile by adding outcomes that are specific to its mission and by aligning them with assessments in use or under development.

The uses of a Degree Profile

The Degree Profile proposes a set of reference points that benchmark what it should take for students to earn a degree at each of the three levels addressed — in addition to whatever an institution requires in terms of credits, grades and specific course completions. Beyond encouraging thoughtful discussion and evolution of those reference points, the Degree Profile can serve other purposes either lacking or imperfectly realized in American higher education today. While it is difficult to anticipate all of the purposes that the Degree Profile can serve, there are several obvious applications that deserve mention.

At the curriculum and classroom level, instructors and students can refer to the Degree Profile as a common source of understanding and as a point of departure for agreement on more detailed and specific expectations regarding the development of programs, courses, assignments and assessments. At the college and university level, the Degree Profile provides reference points that allow faculty members to articulate and better align institutional student learning outcomes with departmental objectives.

The Degree Profile also should offer students and advisers reference points for degree planning. In addition, institutions can use the Degree Profile to help align their expectations with those of other institutions and to give prospective students a clear statement of the outcomes they seek to assure. Regional accreditors should find that the Degree Profile prompts them to reach the consensus on learning outcomes that is being sought by many leaders and opinion makers. And specialized accreditors can use the Degree Profile as a platform for relating disciplinary expectations to institutional ones.

Degree Profile

In addition, the focus on student learning embodied in the Degree Profile and its clear demarcation of increasing levels of challenge as a student progresses from one degree level to the next should enable:

- A continuing and sustainable emphasis on learning as the proper determinant for the quality and value of degrees. This should help correct the tendency to view the credential as an end in itself, independent of the learning it should represent.
- Refinement and further elaboration of points of alignment between and among secondary schools and postsecondary institutions regarding achievement levels in specific knowledge, skill and application areas.
- Guidance (a) for students on what to expect at the next degree level, (b) for students who intend to transfer from one institution to another, and (c) for students returning to higher education after a period of absence.
- Expansion and elaboration of connections between school-based learning and out-of-school learning, including creditable prior learning (e.g., from employment) by adult students.
- Development of reference points to assess students' progress and levels of achievement in relation to specific learning outcomes.

Contexts for a Degree Profile

This Degree Profile was prompted and informed by similar exercises in other countries, usually called qualifications frameworks. However, it focuses on the issues, strengths and potential that are distinctive to higher education in the United States. American higher education is marked by a commitment to wide access, to rich diversity, to academic freedom and its responsibilities, to broad liberal education as well as specialized learning, to civic education for a democracy, and to innovative, integrative, inquiry-focused and collaborative pedagogies.

American higher education also emphasizes application of skills and knowledge. Most students enrolled at the associate, bachelor's and master's levels in our nation today are pursuing degrees in occupationally related fields, from medical technology to engineering to accounting. This Degree Profile embraces both applied fields such as these and the traditional arts and sciences by establishing learning outcomes that are common and critical to all fields. Looking to the future, because current and prospective students will face changing workplace demands, new technologies, civic challenges, and expanded parameters of knowledge, the Degree Profile emphasizes analysis, adaptation and application within both occupational fields and the arts and sciences.

The emphasis on application also acknowledges the importance of an educational experience rich in field-related projects, performances, investigative essays, demonstrations and other learning-intensive activities. And it points to the many ways in which students now demonstrate their growth in knowledge and competence. While conventional testing may still be useful, students often provide more persuasive evidence of their learning through assigned tasks and major projects both within and beyond the classroom. Any useful Degree Profile must be sensitive to these experiences and able to accommodate an increasing diversity of evidence from a variety of valid assessment techniques.

Fortunately, the nation is not starting from scratch in crafting a transformational, competence-based Degree Profile. Institutions representing every sector of American higher education can already present exemplary cases of competency-based education. There also are groups of faculty, administrators and

Degree Profile

institutional researchers working to improve the understanding of student learning outcomes and of the experiences and practices that move students toward those outcomes. Several disciplines have a solid history of clarifying objectives for learning and of engaging multiple stakeholders to establish benchmarks for reaching these objectives. National associations have launched bold projects to help craft the kind of credential that can be negotiable well into the 21st century. However laudable, though, these efforts are largely separate from one another and almost unknown to students or the public. One aim of this Degree Profile is to create a platform where such worthy undertakings come together.

The Degree Profile also acknowledges recent efforts within the K-12 community to reach a deeper — and *shared* — understanding of educational outcomes. Inevitably, the Degree Profile will contribute to and enlarge the research and discussions driving these efforts. Moreover, growing support of the Degree Profile should help K-12 and higher education work effectively together to provide the learning that individuals and our society will need in the decades to come. This presentation, however, focuses solely on the work that is necessary in higher education. Pre-collegiate learning standards are the proper purview of other initiatives.

The value of a Degree Profile for the student

American college students choose from among hundreds of fields of study, often with scant information to guide them in that choice. This Degree Profile — because it clearly defines the learning that each degree should reflect, regardless of the major field of study — should help all students develop and pursue a coherent, meaningful and efficient education plan. In effect, it can serve as a roadmap for navigating the often-fragmented landscape of higher education options.

We know, of course, that students must become masters of the content and methods in the fields they study in depth. The Degree Profile contributes to that goal by providing general reference points for acquiring field-specific knowledge and competence — core dimensions of higher learning that specific fields will elaborate in greater detail. But we also know that most students will change jobs and even fields many times during their lives. Therefore, the Degree Profile strongly emphasizes the kinds of crosscutting competencies that graduates need for continuous learning in complex and changing environments.

Students who understand the purposes of the courses they take usually learn more effectively. Therefore, the Degree Profile seeks to create a transparent and intentional environment to guide their learning. Such an environment should prove particularly hospitable to working adults and returning students because it will enable them to apply what they have learned elsewhere to their postsecondary degree programs. Indeed, by emphasizing what students can do with their knowledge, the Degree Profile supports the idea of validating and awarding academic credit for the learning acquired in work, military or other life settings. Thus, it should encourage efforts to expand the assessment of many different forms of experiential learning.

Use of the Degree Profile should also help students commit themselves to prepare fully for citizenship, for contribution to the economy, and for the accomplishment of their goals. We can imagine students signing a statement upon enrollment that says: “I have read and understand the learning outcomes for the degree I seek, and I commit myself to investing the time, energy, organization and creativity to qualify for that degree.” An over-arching student learning agreement for each degree should be an indispensable outgrowth of the framework envisioned here.

Organization of the Degree Profile

The Degree Profile describes five basic areas of learning: Broad, Integrative Knowledge; Specialized Knowledge; Intellectual Skills; Applied Learning, and Civic Learning. While sample outcomes for each area are described independently, in practice there should be considerable overlap and integration. For

Degree Profile

example, students gain conceptual understanding and sophistication both by exercising their intellectual skills and by applying their learning to complex questions and challenges in academic and non-college settings. Still, for the sake of clarity, the Degree Profile treats each of the basic areas of learning separately even when the language of the student learning outcomes is similar.

Here are a few guidelines for understanding the learning outcomes as presented in the Degree Profile:

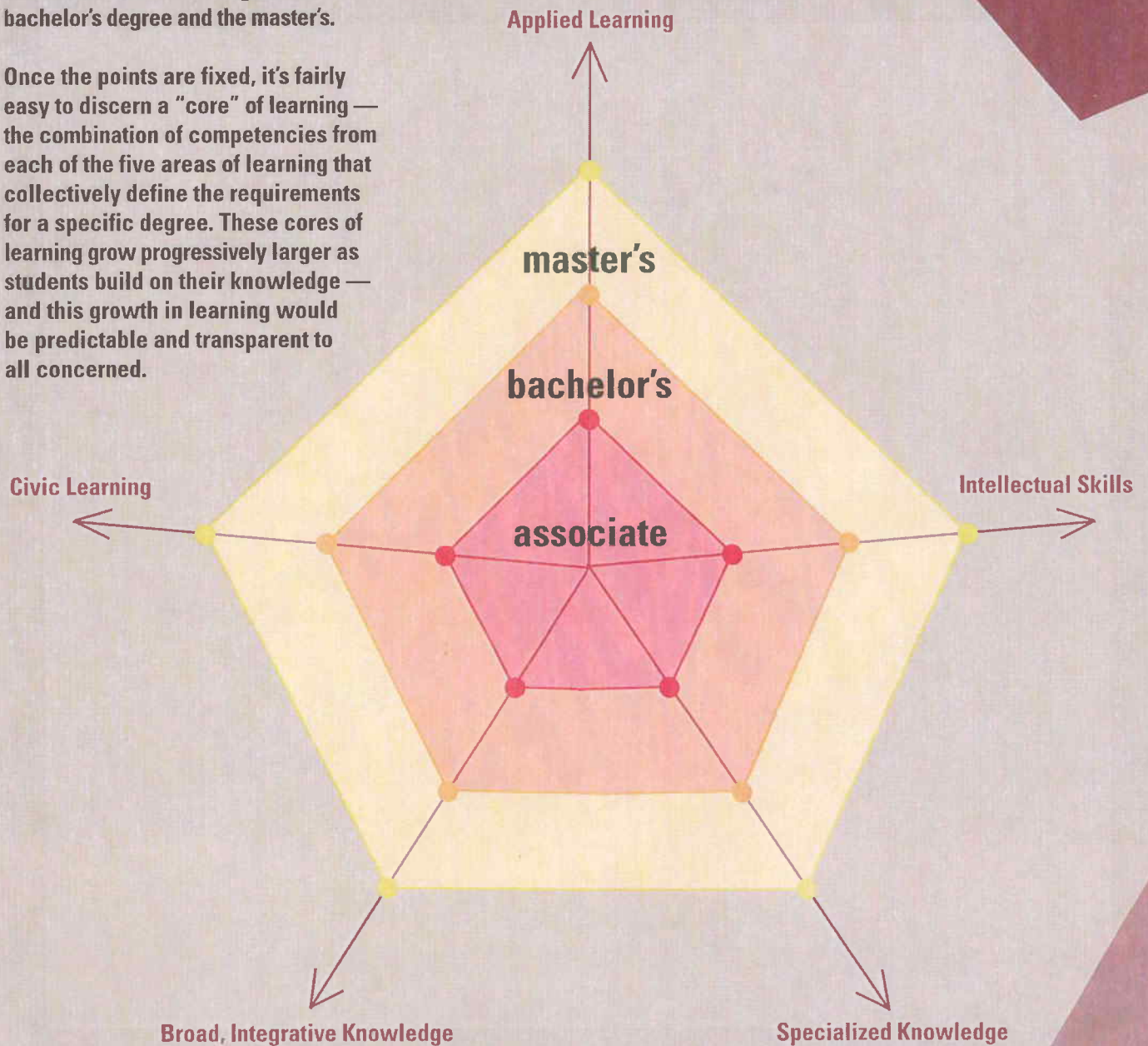
- They are intended to be summative for each degree addressed. Students can attain these outcomes at any point in the course of their academic journeys. Just as learning is cumulative but rarely follows a rigid sequence, evidence for learning is cumulative and reflects programmatic and individual differences.
- The learning outcomes are presented as illustrations. When they indicate a range of performance, the implied forms of assessment are illustrative as well — not exhaustive.
- The descriptions of learning outcomes are presented through active verbs that tell all parties — students, faculty, employers, policymakers and the general public — what students actually should do to demonstrate their mastery. These active verbs are deliberately cast at different levels of sophistication as the Degree Profile moves up the degree ladder. The Degree Profile avoids terms such as “critical thinking,” “appreciation,” “ability” or “awareness” because these do not describe discrete activities that lead directly to assessments.
- The learning outcomes do not prescribe *how well* a student must demonstrate mastery; they are intended to define the achievement of competence. Standards for quality necessarily embody local judgments based on explicit criteria for performance.
- This document does not invoke illustrations from specific disciplines, occupational fields, institutions or associations. Those illustrations should emerge through use of the Degree Profile and will, over time, enrich it.
- The five broad areas of learning are not presented as necessarily of equal value for all providers of higher education. However, the integration of these areas should represent a widely shared curricular goal.
- Finally, although some learning outcomes are reiterated for the sake of emphasis, in practical terms, all outcomes identified for the bachelor’s degree assume those listed for the associate degree, and outcomes stated specifically for the master’s degree include those for the associate and bachelor’s degrees. Each section of the Degree Profile thus demonstrates the principle of incremental challenge and accomplishment from one degree level to the next.

the spio

To best understand the practical application of the Degree Profile, it is helpful to view it as a spiderweb: a structured and interconnected series of ladders that simultaneously build on and support one another. The web is strung among five anchor lines, each line representing one of the basic areas of learning. Along each line, three points are fixed to indicate the extent of learning required to reach each rung on the ladder: the associate degree, the bachelor's degree and the master's.

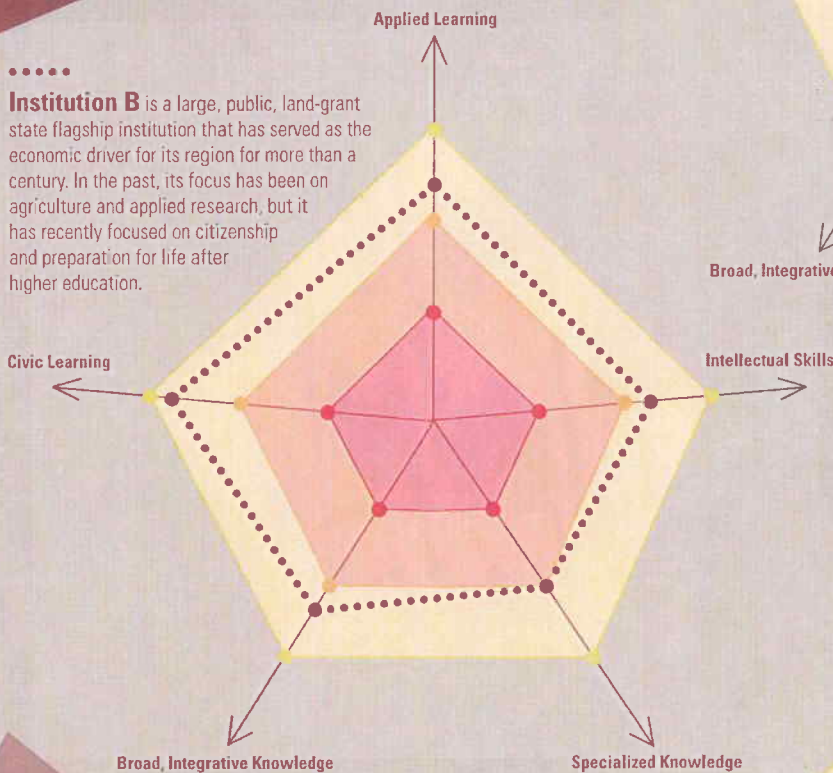
And yet, predictability and transparency do not lead to rigid standardization. In fact, though certain core learning outcomes are expected in all programs, the range of course content can vary widely — by institution, by discipline — even by individual class section.

Once the points are fixed, it's fairly easy to discern a "core" of learning — the combination of competencies from each of the five areas of learning that collectively define the requirements for a specific degree. These cores of learning grow progressively larger as students build on their knowledge — and this growth in learning would be predictable and transparent to all concerned.

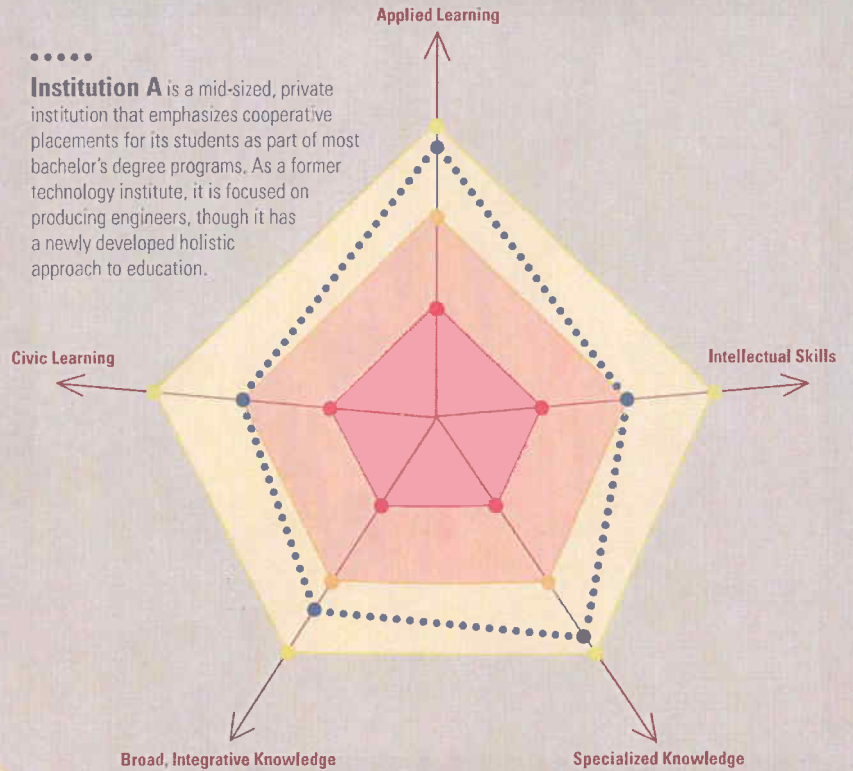


degree profile erweb

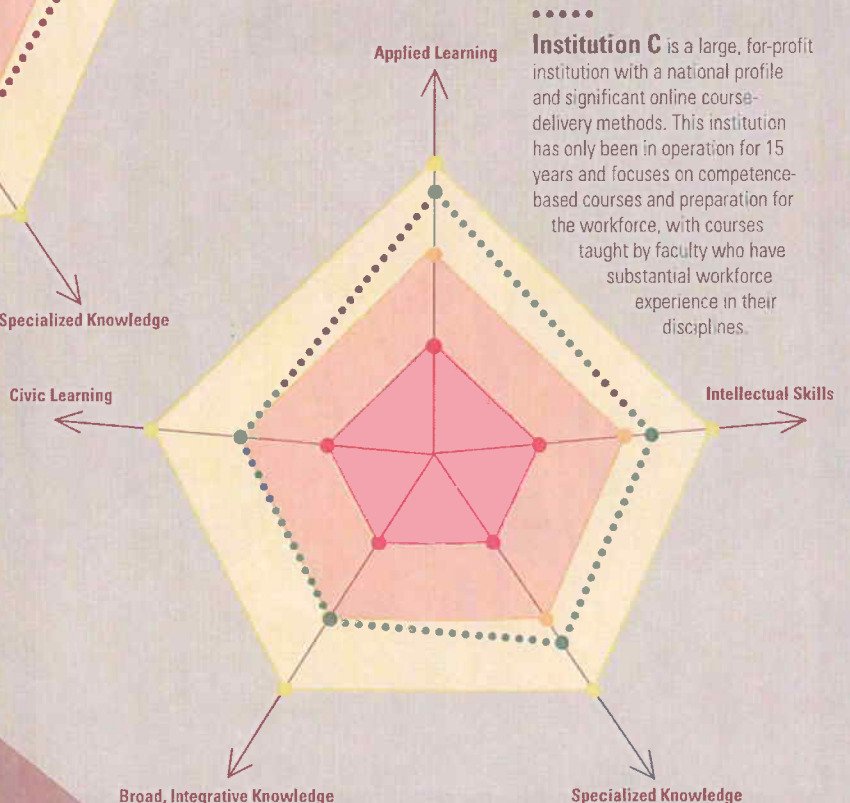
.....
Institution B is a large, public, land-grant state flagship institution that has served as the economic driver for its region for more than a century. In the past, its focus has been on agriculture and applied research, but it has recently focused on citizenship and preparation for life after higher education.



.....
Institution A is a mid-sized, private institution that emphasizes cooperative placements for its students as part of most bachelor's degree programs. As a former technology institute, it is focused on producing engineers, though it has a newly developed holistic approach to education.



.....
Institution C is a large, for-profit institution with a national profile and significant online course-delivery methods. This institution has only been in operation for 15 years and focuses on competence-based courses and preparation for the workforce, with courses taught by faculty who have substantial workforce experience in their disciplines.



3 degrees
5 areas of learning
3 types of institutions

To illustrate the Degree Profile's ability to accommodate almost limitless variety among institutions, three types of institutions are plotted on spiderwebs. Though the bachelor's degree requirements for all three institutions encompass the core learning outcomes, it is clear that each institution also has discrete areas of emphasis and focus for its students.

Two types of knowledge: Specialized and Broad/Integrative

The effective application of learning must reflect the acquisition of knowledge that is both specialized and broad — deep enough to assure mastery of strategically chosen subject areas, broad enough to support inquiry into the relationships among subject areas and the integration of related realms of knowledge. This Degree Profile significantly modifies the traditional distinction between Specialized Knowledge and Broad, Integrative Knowledge. It does so by emphasizing the importance of both and the particular importance of the relationship between them through the integration of ideas, theories, methods, practices and applications.

Outcomes proposed for the associate, bachelor's and master's levels thus begin with the major field (at the associate level, this is most applicable in applied degree programs) and define levels of mastery meant to apply to all disciplines. Such outcomes point to the kinds of knowledge expected at each level, suggest ways in which students might demonstrate that knowledge, and offer grounds for developing effective means of assessment. They also reflect the reality that students gain knowledge throughout their college careers (indeed, throughout their lives) both in and beyond the classroom.

Outcomes proposed with respect to Broad, Integrative Knowledge at the associate, bachelor's and master's levels are not seen as mere additions to foundations laid in pre-collegiate schooling in such areas as English, mathematics, science, history, social sciences, languages and the arts. Rather, the transformational vision expressed through this Degree Profile stresses not only the acquisition of more complex and advanced knowledge in these key knowledge areas, but also the creative integration of such knowledge about science, culture and society with the students' specialized interests.

Intellectual Skills

Intellectual Skills are manifestations of well-defined cognitive capacities and operations, each of which includes applications, and all of which are directly developed through higher education. They therefore span both knowledge and Applied Learning while providing a vital foundation for further learning.

These Intellectual Skills include two critical fluencies: in communications, both oral and written, and in quantitative applications. Analytic inquiry lies at the core of intellectual skills, encompassing what we do when we think — for example, scrutinizing, managing and configuring knowledge prior to communicating findings, perspectives and interpretations. In turn, both expressive activities and the cognitive functions of analysis require students to use information resources effectively. Students need all of these Intellectual Skills to acquire and apply both general and specialized knowledge.

Yet these traditional Intellectual Skills are not sufficient qualifications for a degree. Regardless of their degree level, students certified to go forward as adaptive, creative and entrepreneurial persons must demonstrate competence in understanding and applying differing cultural, political and technological perspectives. The Degree Profile treats these competencies under the heading, “Engaging Diverse Perspectives.”

Applied Learning

The Degree Profile includes a set of competencies that typically has not been stressed in discussions of higher education outcomes: Applied Learning. Such competencies provide a connecting theme both for all degrees and for the other three areas of learning listed here. The Applied Learning outcomes make it clear that, beyond what graduates know, what they can *do* with what they know is the ultimate benchmark of learning. They emphasize a commitment to analytic inquiry, active learning, real-world problem solving, and innovation — all of which are vital in today's evolving workplace and in society. Applied Learning should be viewed as a core element of the student experience.

Students demonstrate Applied Learning competencies not only through traditional assignments, but also by actively presenting evidence of mastery. They do this through performances in work settings, interpersonal communication and everyday encounters with economic, social and cultural affairs. In all of these cases, students call on their prior learning while embracing an opportunity for additional learning.

Constantly evolving social, economic and technical environments challenge individuals to continue learning and acquire new skills. By emphasizing the application of learning, higher education helps students anticipate the challenges they will encounter as their jobs and lives become more complex. Therefore, as the Degree Profile indicates, Applied Learning marks the development of student competence in addressing unscripted problems, in weighing competing perspectives and in making decisions in ambiguous contexts.

Civic Learning

Preparing students for responsible citizenship is a widely acknowledged purpose of higher education. Like other forms of application, civic inquiry requires the integration of knowledge and skills acquired in both the broad curriculum and in the student's specialized field. But because civic preparation also requires engagement — that is, practice in applying those skills to representative questions and problems in the wider society — it should be considered a discrete category of learning.

Higher education is experimenting with new ways to prepare students for effective democratic and global citizenship. Virtually all of these efforts use experiential or field-based learning as a means to develop civic insight, competence in public affairs and the ability to contribute to the common good. By definition, field-based learning about civic issues is likely to immerse students in public debate about contested positions.

In developing civic competence, students engage a wide variety of perspectives and evidence and form their own reasoned views on public issues. Civic Learning — which is related to but goes beyond the Intellectual Skill we have labeled “Engaging Diverse Perspectives” — also involves active engagement with others. Exposure to these different perspectives helps students develop their own responses to social, environmental and economic challenges at the local, national and global levels.

The Degree Qualifications Profile (beta version)

This report has so far attempted to describe the Degree Profile by explaining its goals, its structure and the factors that have prompted its development. We turn now to the proposed Degree Profile itself, directly addressing the competencies that the Profile seeks to define.

The Degree Profile is presented here in two ways: First, we describe it in narrative form; second, beginning on Page 18, we show how it might be arrayed on a grid or matrix. (Naturally, to present the Degree Profile accurately using both methods, some amount of repetition is unavoidable — even desirable.)

KNOWLEDGE

This Degree Profile offers a significant modification of the traditional distinction between the broad knowledge acquired through the entire course of one's education and that gleaned through pursuit of a specialized field of study. It emphasizes the integration of ideas, methods, practice and theory across *broad and specialized* knowledge realms.

Specialized Knowledge

Sooner or later, most of those who receive degrees pursue a specialized area of study. Each discipline defines specific requirements and may articulate field-dependent outcomes. The parameters for most

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professional and occupationally oriented fields may also be spelled out by specialized accrediting associations and licensure bodies. But across all fields that we call “majors” lie common learning outcomes involving terminology, theory, methods, tools, literature, complex problems or applications, and cognizance of the limits of the field. These are addressed in the ascending set of illustrative challenges presented below.

At the associate level (if and only if a degree award of A.A.S., A.F.A., etc.; see Broad Integrative Knowledge for A.A., A.S. and A.G.S. recipients), the student

- Describes the scope and principal features of his/her field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
- Illustrates contemporary terminology used in the field.
- Generates substantially error-free products, reconstructions, data, etc. or juried exhibits or performances as appropriate to the field.

At the bachelor’s level, the student

- Defines and explains the boundaries and major sub-fields, styles, and/or practices of the field.
- Defines and properly uses the principal specialized terms used in the field, both historical and contemporaneous.
- Demonstrates fluency in the use of tools, technologies and methods common to the field.
- Evaluates, clarifies and frames a complex question or challenge, using perspectives and scholarship drawn from the student’s major field and at least one other field.
- Constructs a project related to a familiar but complex problem in his/her field of study by independently assembling, arranging and reformulating ideas, concepts, designs and/or techniques.
- Constructs a summative project, paper, performance or practice-based performance that draws on current research, scholarship and/or techniques in the field.

At the master’s level, the student

- Elucidates the major theories, research methods and approaches to inquiry and/or schools of practice in his or her field; articulates their sources; and illustrates both their applications and their relationships to allied fields.
- Assesses the contributions of major figures (and/or organizations, if applicable) in his or her field, describes the major methodologies and/or practices in his or her field; and implements at least two of them through projects, papers, exhibits or performances.
- Articulates a full range of challenges involved in practicing the field; elucidates the leading edges of the field; and delineates the current limits of theory, knowledge and/or

practice in the field by independently initiating, assembling, arranging and reformulating ideas, concepts, designs and/or techniques in carrying out a project directed at a challenge in his or her field that lies outside conventional boundaries.

Broad, Integrative Knowledge

The foundations for general knowledge are laid in pre-collegiate education and should be carried to a higher level in colleges so that graduates acquire the foundation for participation in work, life and citizenship both at home and in the world. Broad higher learning should involve students in the practices of core fields ranging from science and the social sciences through the humanities and arts, and in developing global, cultural and democratic perspectives. While many institutions of higher education relegate general knowledge to the first two years of undergraduate work, this Degree Profile takes the position that broad learning should be integrated and furthered at all degree levels, and should provide a cumulative context for students' specialized studies.

At the associate level, for each of the core areas studied, the student

- Describes how existing knowledge or practice is advanced, tested and revised.
- Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
- Illustrates core concepts of the field while executing analytical, practical or creative tasks.
- Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
- Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
- Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

At the bachelor's level, the student

- Frames a complex scientific, social, technological, economic or aesthetic challenge or problem from the perspectives and literature of at least two academic fields, and proposes a "best approach" to the question or challenge using evidence from those fields.
- Produces, independently or collaboratively, an investigative, creative or practical work that draws on specific theories, tools and methods from at least two academic fields.
- Explains a contemporary or recurring challenge or problem in science, the arts, society, human services, economic life or technology from the perspective of at least two academic fields, explains how the methods of inquiry and/or research in those disciplines can be brought to bear in addressing the challenge, judges the likelihood that the combination of disciplinary perspectives and methods would contribute to the resolution of the challenge, and justifies the importance of the challenge in a social or global context.

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At the master's level, the student

- Articulates how his or her own field has developed in relation to other major domains of inquiry and/or practice.
- Designs and executes an applied, investigative or creative work that draws on the perspectives and/or methods of other fields, and assesses the resulting gains and/or difficulties of including fields other than his or her own.
- Articulates and defends the significance and implications of his or her own specialized work in terms of challenges, trends and/or developments in a social or global context.

INTELLECTUAL SKILLS

While the different academic disciplines appropriately define their respective competencies, the five crosscutting Intellectual Skills illustrated below define competencies that should transcend disciplinary boundaries. They frequently overlap and obviously interact with and enable the other major realms of learning described in this Degree Profile. In addition, it should be kept in mind that the competencies at the bachelor's level subsume those at the associate level and that those at the master's level subsume all competencies at prior degree levels.

Analytic inquiry

Because the synthesizing cognitive operations of assembling, combining, formulating and reconstructing information constitute integrative learning, they are principally covered elsewhere in this Degree Profile. But analytic inquiry, though it may involve synthesis, requires separate treatment as a core Intellectual Skill. The following illustrative outcome statements suggest what is meant.

At the associate level, the student

- Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

At the bachelor's level, the student

- Differentiates and evaluates theories and approaches to complex standard and non-standard problems within his or her major field and at least one other academic field.

At the master's level, the student

- Disaggregates, adapts, reformulates and employs principal ideas, techniques or methods at the forefront of his or her field of study in the context of an essay or project.

Use of information resources

At the associate level, the student

- Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

At the bachelor's level, the student

- Incorporates multiple information resources presented in different media and/or different languages, in projects, papers or performances, with citations in forms appropriate to those resources, and evaluates the reliability and comparative worth of competing information resources.
- Explicates the ideal characteristics of current information resources for the execution of projects, papers or performances; accesses those resources with appropriate delimiting terms and syntax; and describes the strategies by which he/she identified and searched for those resources.

At the master's level (and in addition to the competencies indicated for the bachelor's level), the student

- Provides adequate evidence (through papers, projects, notebooks, computer files or catalogues) of contributing to, expanding, assessing and/or refining either a broadly recognized information resource or an information base within his or her field of study.

Engaging diverse perspectives

At the associate level, the student

- Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

At the bachelor's level, the student

- Constructs a cultural, political, or technological alternative vision of either the natural or human world, embodied in a written project, laboratory report, exhibit, performance, or community service design; defines the distinct patterns in this alternative vision; and explains how they differ from current realities.

At the master's level, the student

- Addresses a core issue in his/her field of study from the perspective of either a different point in time, or a different culture, language, political order, or technological context, and explains how the alternative perspective contributes to results that depart from current norms, dominant cultural assumptions, or technologies — all demonstrated through a project, paper, or performance.

Quantitative fluency

At the associate level, the student

- Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.

At the bachelor's level, the student

- Translates verbal problems into mathematical algorithms and constructs valid mathematical arguments using the accepted symbolic system of mathematical reasoning.

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- Constructs, as appropriate to his or her major field (or another field), accurate and relevant calculations, estimates, risk analyses or quantitative evaluations of public information and presents them in papers, projects or multi-media events.

At the master's level:

- Students who are not seeking a degree in a quantitatively based field employ and apply mathematical, formal logic and/or statistical tools to problems appropriate to their field in a project, paper or performance.
- Students seeking a degree in a quantitatively based or quantitatively relevant field articulate and/or undertake multiple appropriate applications of quantitative methods, concepts and theories within their field of study.

Communication fluency

At the associate level, the student

- Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

At the bachelor's level, the student

- Constructs sustained, coherent arguments and/or narratives and/or explications of technical issues and processes, in two media, to general and specific audiences.
- In a language other than English, and either orally or in writing, conducts an inquiry with a non-English-language source concerning information, conditions, technologies and/or practices in his or her major field.
- With one or more oral interlocutors or collaborators, advances an argument or designs an approach to resolving a social, personal or ethical dilemma.

At the master's level, the student

- Creates sustained, coherent arguments or explanations and reflections on his or her work or that of collaborators (if applicable) in two or more media or languages, to both general and specialized audiences.

APPLIED LEARNING

An emphasis on Applied Learning suggests that what graduates can *do* with what they know is the most critical outcome of higher education. The presentation of illustrative learning outcomes in this section properly underscores the interaction of academic and non-academic settings and the corresponding integration of theory and practice. Research of different kinds and intensities and “field-based” experiences (internships, practicums, community and other service-learning) all are cases of applied learning that may be found in the outcomes articulated below. Again, each degree level assumes and builds on competencies acquired at the previous degree level.

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At the associate level, the student

- Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; evaluates, using evidence and examples, the learning gained from the application; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
- Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

At the bachelor's level, the student

- Presents a discrete project, paper, exhibit or performance, or other appropriate demonstration that links knowledge and/or skills acquired in work, community and/or research activities with knowledge acquired in one or more disciplines; explains in writing or another medium how those elements were combined in the product to shape its intended meaning or findings; and employs appropriate citations to demonstrate the relationship of the product to literature in its field.
- Formulates a question on a topic that addresses more than one academic discipline or practical setting, locates appropriate evidence that addresses the question, evaluates the evidence in relation to the problem's contexts, and articulates conclusions that follow logically from such analysis.
- Completes a substantial field-based project related to his or her major course of study; seeks and employs insights from others in implementing the project; evaluates a significant challenge or question faced in the project in relation to core concepts, methods or assumptions in his or her major field; and describes the effects of learning outside the classroom on his or her research or practical skills.

At the master's level, the student

- Creates a discrete project, paper, exhibit, performance or other appropriate demonstration reflecting the integration of knowledge acquired in practicum, work, community, and/or research activities with knowledge and/or skills gleaned from at least two academic disciplines in different segments of the curriculum (e.g., computer science and anthropology); fully documents the sources of the knowledge and/or skills reflected in the integration; articulates in writing how these elements influenced the resulting product; and assesses the significance of the work in light of major debates or developments in the student's primary field(s).
- Creates, designs and implements a project or performance in an out-of-class setting that requires the application of advanced knowledge gained in the program to a practical challenge; articulates in writing or another medium the insights gained from the field experience; assesses, with appropriate citations, selected approaches and/or scholarly debates

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applicable to the problem; articulates a reasoned judgment on selected issues encountered in the field; and assesses his or her own standards for professional performance and continuing development with specific reference to the experience.

CIVIC LEARNING

The objectives of Civic Learning rely considerably on students' out-of-classroom experiences and their development of a capacity for analysis and reflection. Both knowledge and a commitment to action are necessary for the development of Civic Learning, a co-curricular juxtaposition that may challenge traditional higher education learning outcomes.

The illustrative outcomes articulated below rely principally on the types of cognitive activities (describing, examining, elucidating, justifying) that are within the direct purview of institutions of higher education, but they also include evidence of civic activities and learning beyond collegiate settings. These outcomes also reflect the need for analytic inquiry and engagement with diverse perspectives. Together, they underscore the interplay of competencies from the major components of higher learning presented in this Degree Profile.

At the associate level, the student

- Describes his or her own civic and cultural background, including its origins and development, assumptions and predispositions.
- Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
- Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

At the bachelor's level, the student

- Explains diverse positions, including those of different cultural, economic and geographic interests, on a contested issue, and evaluates the issue in light of both those interests and evidence drawn from journalism and scholarship.
- Develops and justifies a position on a public issue and relates the position taken to alternative views within the community/policy environment.
- Collaborates with others in developing and implementing an approach to a civic issue, evaluates the strengths and weaknesses of the process and, where applicable, the result.

At the master's level, the student

- Assesses and develops a position on a public policy question with significance in the student's own field, taking into account both scholarship and published positions and narratives of relevant interest groups.

The Degree Profile matrix

A Degree Profile illustrates what students are expected to know and do across different degree levels. Such frameworks are usually presented in a table or matrix that arrays an ascending sequence of credentials (e.g., associate, bachelor's, master's) on one axis, and specific areas of knowledge or performance (e.g., written communication, use of specialized tools, using data) on the other axis.

Cells in the table contain specific descriptions of the competency expected at that level and in that area. When read on one axis, the framework describes ascending competencies in a given area at increasingly higher award levels. When read on the other axis, the framework describes all of the competencies across areas required for a given degree.

This Degree Profile offers a framework of specific student learning outcomes intended to transcend arbitrary distinctions between the pursuit of degrees in the arts and sciences and those in applied and professional fields. They benchmark the associate, bachelor's and master's degrees, regardless of a student's field of specialization. These degrees constitute most of the degrees granted by U.S. institutions of higher education. Doctorates are not included at this time because of their emphasis on advanced research skills specific to individual disciplines. Medicine, law and other such degrees are also excluded because of their exclusive focus on advanced practice knowledge and skills. Such degrees may be addressed at a later stage.

Please note the following: (1) For better readability, the competency statements contained in this grid are reduced versions of the full statements presented on Pages 9-16. (2) Each degree level assumes expectations already articulated. In other words, expectations at the bachelor's degree level *include* those listed for the associate degree. (3) Specific tasks or assignments are cited in the competency statements only as illustrative examples. (4) Within the column headed "Intellectual Skills," expectations are further categorized according to five broad categories as indicated in parentheses at the end of each item.

The Degree Profile matrix

AREAS OF LEARNING

Specialized Knowledge

Knowledge acquired in a specialized field of study

Describes the scope and principal features of the field of study, citing core theories and practices, and offers a similar explication of a related field.

Illustrates the field's current terminology.

Generates substantially error-free products exhibits, or performances in the field.

Defines and explains the boundaries, divisions, styles and practices of the field.

Defines and properly uses the principal terms in the field, both historical and contemporary.

Demonstrates fluency in the use of tools, technologies and methods in the field.

Evaluates, clarifies and frames a complex question or challenge using perspectives and scholarship from the student's major field and at least one other.

Constructs a project related to a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs or techniques.

Constructs a summative project, paper or practice-based performance that draws on current research, scholarship and/or techniques in the field.

Elucidates the major theories, research methods and approaches to inquiry, and/or schools of practice in the field; articulates relevant sources; and illustrates their relationship to allied fields.

Assesses the contributions of major figures and organizations in the field; describes its major methodologies and practices; and implements at least two such methodologies and practices through projects, papers, exhibits or performances.

Articulates major challenges involved in practicing the field, elucidates its leading edges, and delineates its current limits with respect to theory, knowledge and practice.

Initiates, assembles, arranges and reformulates ideas, concepts, designs and techniques in carrying out a project directed at a challenge in the field beyond conventional boundaries.

Broad, Integrative Knowledge

Knowledge acquired in general education fields

Describes how existing knowledge or practice is advanced, tested and revised.

Describes and examines perspectives on key debates within the field and in society.

Illustrates core concepts of the field while executing analytical, practical or creative tasks.

Selects and applies recognized methods in interpreting discipline-based problems.

Assembles evidence relevant to problems, describes its significance, and uses it in analysis.

Describes the ways in which at least two disciplines define, address and justify the importance of a contemporary challenge or problem.

Identifies, categorizes and distinguishes among ideas, concepts, theories and practice approaches to problems.

Frames a complex scientific, social, technological, economic or aesthetic challenge or problem from the perspectives and literature of at least two academic fields and proposes a "best approach" to the question or challenge using evidence from those fields.

Produces, independently or collaboratively, an investigative, creative or practical work that draws on specific theories, tools and methods from at least two academic fields.

Explains a problem in science, the arts, society, human services, economic life or technology from the perspective of at least two academic fields, explains how the method of inquiry and research in those disciplines can be brought to bear, judges the likelihood that the combination of disciplinary perspectives and methods would contribute to the resolution of the challenge, and justifies the importance of the challenge in a social or global context.

Articulates how the field has developed in relation to other major domains of inquiry or practice.

Designs and executes an applied, investigative or creative work that draws on the perspectives and methods of other fields and assesses the resulting gains and difficulties.

Articulates and defends the significance and implications of his or her specialized work in terms of challenges, trends and developments in a social or global context.

At the Associate level, the student

At the Bachelor's level, the student

At the Master's level, the student

AREAS OF LEARNING

Intellectual Skills

Identifies, categorizes and distinguishes among ideas, concepts, theories and practical approaches to problems. (Analytic inquiry)

Identifies, categorizes and appropriately cites information for an academic project, paper or performance. (Use of information resources)

Describes how cultural perspectives could affect interpretation of problems in the arts, politics or global relations. (Engaging diverse perspectives)

Presents accurate calculations and symbolic operations and explains their use either in the field of study or in interpreting social or economic trends. (Quantitative fluency)

Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences. (Communication fluency)

Differentiates and evaluates theories and approaches to complex standard and non-standard problems within his or her major field. (Analytic inquiry)

Incorporates multiple information resources in different media or languages in projects, papers or performances, with appropriate citations; and evaluates the relative merits of competing resources with respect to clearly articulated standards. (Use of information resources)

Constructs a cultural, political or technological alternate vision of either the natural or human world through a written project, laboratory report, exhibit, performance or community service design; defines the distinct patterns in this alternate vision; and explains how these patterns differ from current realities. (Engaging diverse perspectives)

Translates verbal problems into mathematical algorithms, constructs valid arguments using the accepted symbolic system of mathematical reasoning, and constructs accurate calculations, estimates, risk analyses or quantitative evaluations of public information through presentations, papers or projects. (Quantitative fluency)

Constructs sustained, coherent argument or presentation on technical issues or processes in more than one language and in more than one medium for general and specific audiences; and works through collaboration to address a social, personal or ethical dilemma. (Communication fluency)

Disaggregates, adapts, reformulates and employs in an essay or project principal ideas, techniques or methods at the forefront of the field. (Analytic inquiry)

Provides adequate evidence through papers, projects, notebooks, computer files or catalogues of expanding, assessing or refining either a recognized information resource or an information base within the field. (Use of information resources)

Addresses in a project, paper or performance a core issue in the field from the perspective of a different point in time or a different culture, political order or technological context, and elucidates how the perspective contributes to results that depart from current norms, dominant cultural assumptions or technologies. (Engaging diverse perspectives)

Not seeking a degree in a quantitative field employs and applies mathematical, logical or statistical tools to problems within the field in a project, paper or performance, while the student seeking a degree in a quantitative field articulates and undertakes multiple appropriate applications of quantitative methods, concepts and theories. (Quantitative fluency)

Creates sustained, coherent explanations and reflections on the student's own work in two or more media or languages to both general and specialized audiences. (Communication fluency)

Applied Learning

Describes in writing a case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; evaluates the learning gained; and analyzes a significant concept or method related to the course of study in light of learning from outside the classroom.

Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Presents a project, paper, performance or other appropriate task linking knowledge and skills from work, community or research activities with knowledge acquired in academic disciplines; explains how elements were combined to shape meaning or findings; and shows the relationship to relevant scholarship.

Formulates a question on a topic that addresses more than one academic discipline or practical setting, locates appropriate evidence that addresses the question, evaluates the evidence in relation to the problem's contexts, and articulates conclusions that follow logically from analysis.

Completes a field-based assignment in the course of study that employs insights from others; evaluates a significant question in relation to concepts, methods or assumptions in at least one academic field; and explains the implications of learning outside the classroom.

Creates a discrete project, paper, exhibit, performance or other appropriate task reflecting integration of knowledge acquired in practicum, work, community or research activities with knowledge and skills from at least two disciplines representing different segments of the curriculum (e.g., computer science and anthropology); documents the sources of the knowledge and skills reflected in the integration; articulates in writing how these elements influenced the resulting product; and assesses the significance of the work in light of major debates or developments in the primary field(s).

Creates, designs and implements a performance or project in an out-of-class setting requiring application of advanced knowledge to a practical challenge; articulates insights gained from the field experience; assesses, with appropriate citations, selected approaches or scholarly debates applicable to the problem; articulates a reasoned judgment on selected issues in the field; and assesses standards for professional performance and continuing development with specific reference to the experience.

AREAS OF LEARNING

Civic Learning

Institution-specific areas

Describes his or her own civic and cultural background, including origins, development, assumptions and predispositions.

Describes historical and contemporary positions on democratic values and practices, and presents his or her position on a related problem.

Takes an active role in the community (work, service, co-curricular activities) and examines civic issues encountered and insights gained.

Explains diverse perspectives on a contested issue and evaluates insights gained from different kinds of evidence reflecting scholarly and community perspectives.

Develops and justifies a position on a public issue and relates this position to alternative views within the community or policy environment.

Collaborates in developing and implementing an approach to a civic issue, evaluates the process and, where applicable, weighs the result.

Assesses and develops a position on a significant public policy question in the student's field, taking into account scholarly and community perspectives.

(Users of the Degree Profile matrix should use this column to list other areas of learning they wish to include.)

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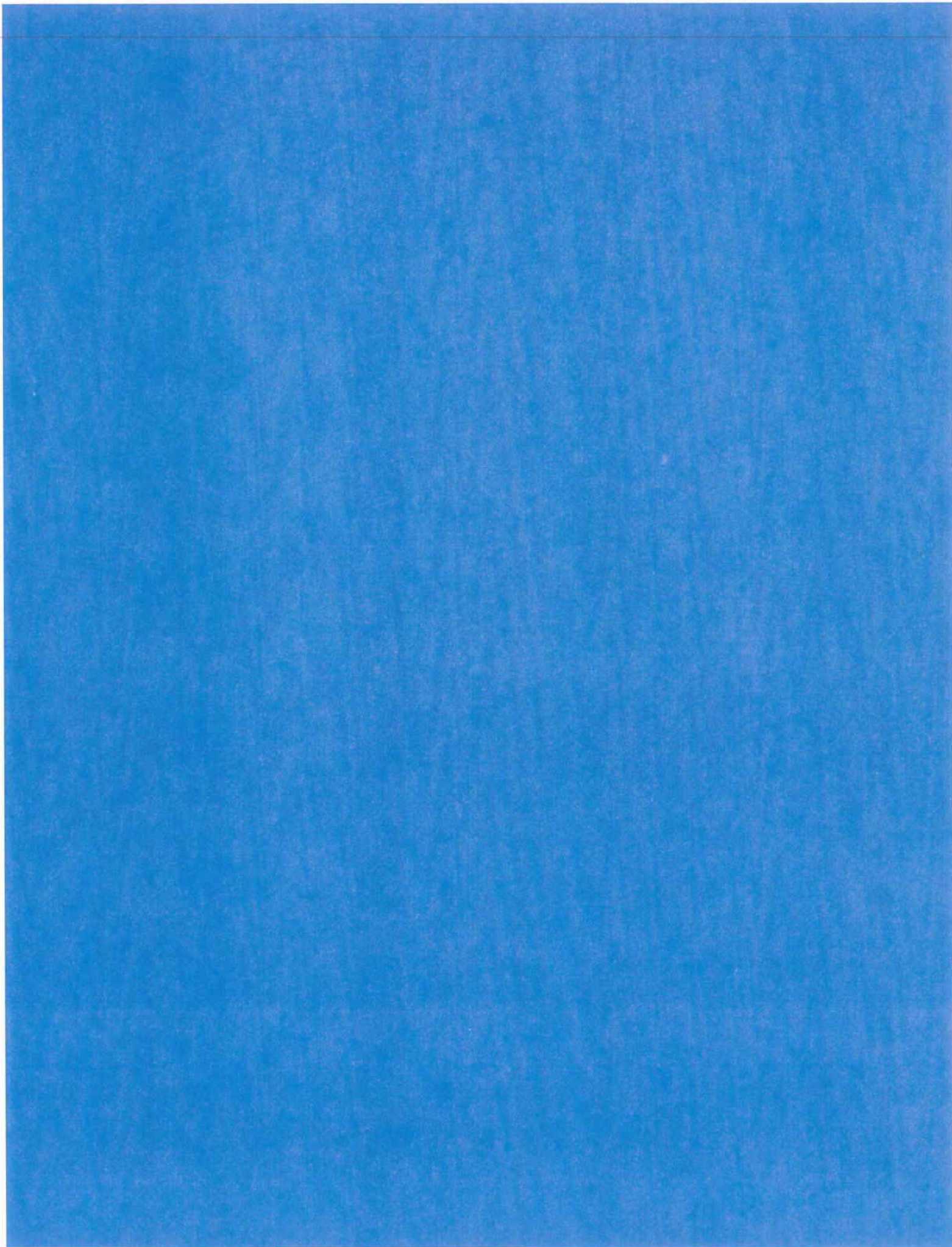
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DQPP Program View of
Course Level
Assessments –
Precision Agriculture

DQPP Program View of Course Level Assessments - Precision Agriculture

Assessments	Agriculture Science and Technology A.S.										Fundamentals of Precision Agriculture						Applications of Precision Agriculture								
	AG 15X	AGBUS 15	CRPSCI 1	CRPSCI 6	CRPSCI 7	CRPSCI 19	MATH 87	SLSCI 21	AG 10	AG 11	AG 12	AGBUS 15	AET 10	AET 21	CRPSCI 1	CRPSCI 6	AG 11	AGBUS 15	CRPSCI 7	SLSCI 21	AET 22	CRPSCI 32	CRPSCI 36	CRPSCI 44	
Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.																									
Knowledge of plant and animal organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment.			I/P					I/P							I/P					I/P		I/P	I/P	I/P	
Knowledge of techniques and equipment for planting, growing, and harvesting food products (both plant and animal) for consumption, including storage/handling techniques.			I/P	I/P					I						I	I/P	I/P					I	I	I	I
Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.		I/P										I/P							I/P						
Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.					I/P								I/P	I/P					I/P		I/P				
Talking to others to convey information effectively.										I/P								I/P							
Communicating effectively in writing as appropriate for the needs of the audience.																									
Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.					I														I						

Proposed National Standard DQPP for Precision Agriculture

Assessments	Specialized Knowledge	Broad, Integrative Knowledge	Intellectual Skills	Applied Learning	Civic Learning	Institution Specific Areas
Divide agricultural fields into georeferenced zones, based on soil characteristics and production potentials and develop soil sampling grids or identify sampling sites.	CRPSCI-6-I-Students will be able to define georeferenced zones based on soil characteristics and production potentials.	SLSCI-21-I-Students will understand the importance of soil physico-chemical properties including hydraulic conductivity, plant available water, aeration, heat capacity, cation exchange capacity, soil structure and nutrient availability. They will demonstrate proper soil sampling techniques and interpretation of soil testing results.		CRPSCI-6-P-Students will use soil characteristics to divide fields into georeferenced zones.		
	CRPSCI-6-P-Students will use soil characteristics and production potentials to define georeferenced zones.	CRPSCI-6-P-Students will use geospatial technology to create soil sampling grids.		CRPSCI-7-D-Students will be able to determine georeferenced zones based on given farming parameters.		
	CRPSCI-7-D-Students will use a soil sample analysis to create georeferenced zones based on production potentials.	CRPSCI-7-D-Students will develop a soil sampling regime for a given farming situation using geospatial technology.		SLSCI-21-I-Students will be introduced to the process of developing geospatial models of soil characteristics that govern crop productivity, including soil water status, nutrient retention, and soil fertility and formulate these models as a basis for deriving optimal site-specific management practices.		
	SLSCI-21-I-Students will describe soil characteristics which govern soil water status, nutrient retention, and fertility and how these characteristics correlate with optimal management practices, thus forming a basis for georeferenced management zones.					
Collect soil and field attributes, using field data recorders and basic geographic information systems (GIS), to layer and analyze maps showing precision agricultural data to determine agricultural implications of factors such as soil quality, terrain, field productivity, fertilizers, and weather conditions.	CRPSCI-6-I-Students will be able to use data recorders to collect basic field attributes.		CRPSCI-1-I-Students will describe crop yields and precision agricultural data used for management decisions.		SLSCI-21-I-Students will gain experience in univariate and bivariate spatial statistics and utilize the same to develop predictive and explanatory models of crop response relative to epaphic variables.	
	CRPSCI-6-P-Students will use data recorders to create field boundaries and map field attributes.		SLSCI-21-I-Students will use GIS to create maps of soil physical and chemical properties given soil sampling and web-based soil survey information. Students will derive nutrient application maps by analyzing maps of soil chemical and physical properties.		CRPSCI-6-P-Students will analyze soil quality, terrain, field productivity and fertilizers using geospatial data.	
	CRPSCI-7-D-Students will create ranch maps with pertinent data using data recorders.		CRPSCI-6-P-Students will create and layer agricultural data.		CRPSCI-7-D-Students will create data management plans for data collection and analysis of geospatial soil quality, terrain, field productivity and fertilizers.	
			CRPSCI-7-D-Students will determine which data to create and layer to analyze for management decisions.			
Apply knowledge of government regulations when making agricultural recommendations.					CRPSCI-1-I-Students will quantify the economic and environmental impact of government regulations related to agricultural production including subsidies (e.g., bioenergy and fiber), price supports, conservation measures, and water quality.	
					SLSCI-21-I-Students will describe the impact of government regulations and practices (e.g., crop subsidies, conservation measures, price supports, chemical use regulations) on the economic and environmental sustainability of agriculture.	
Knowledge of principles and processes for providing customer service.		AG-11-I-Students will describe the principles and process for providing customer service.				
		AG-11-P-Students will demonstrate their ability providing customer service.				
Demonstrate an understanding of agronomic fundamentals including plant and animal organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment.	AG-10-I-Students will describe basic agronomic fundamentals.	CRPSCI-1-I-Students will describe plant organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment.				
	CRPSCI-1-SLSCI-21-I-Students will understand basic soil, plant, water and pest management fundamentals.	SLSCI-21-I-Students will describe the central role played by soil organisms with respect to agronomic ecosystem functions including regulation of nutrient cycles, pesticide degradation, disease prevalence, soil chemical transformations, and soil quality.				
	CRPSCI-1-SLSCI-21-P-Students will use soil, plant, water and pest management fundamentals to make agronomic decisions for mock farming scenarios.					
Use complex controlling devices, such as, automatic land leveling systems; autosteering systems; and lightbar guidance systems	CRPSCI-6-P-Students will use complex controlling devices such as autosteering and/or lightbar guidance.					
	CRPSCI-7-D-Students will be given a precision agriculture scenario and will determine the correct controlling device for the given parameters.					
Use computers and computer systems to program, write software, set up functions, enter data, process information and create precision agriculture maps.	AGBUS-15-I-Students will describe various map creation software applications.					
	CRPSCI-6-P-Students will utilize various software to create maps.					
	CRPSCI-7-D-Students will determine which software to use and will create maps for given precision agriculture scenarios.					
	AGBUS-15-I-Students will use Microsoft Excel to set up functions, enter data and process information.					
	CRPSCI-6-P-Students will use Microsoft Excel to create basic programs.					

Assessments	Specialized Knowledge
<p>Divide agricultural fields into georeferenced zones, based on soil characteristics and production potentials and develop soil sampling grids or identify sampling sites.</p>	<p>CRPSCI-6-I-Students will be able to define georeferenced zones based on soil characteristics and production potentials.</p>
	<p>CRPSCI -6-P-Students will use soil characteristics and production potentials to define georeferenced zones.</p>
	<p>CRPSCI-7-D-Students will use a soil sample analysis to create georeferenced zones based on production potentials.</p>
	<p>SLSCI-21-I-Students will describe soil characteristics which govern soil water status, nutrient retention, and fertility and how these characteristics correlate with optimal management practices, thus forming a basis for georeferenced management zones.</p>
<p>Collect soil and field attributes, using field data recorders and basic geographic information systems (GIS), to layer and analyze maps showing precision agricultural data to determine agricultural implications of factors such as soil quality, terrain, field productivity, fertilizers, and weather conditions.</p>	<p>CRPSCI -6-I-Students will be able to use data recorders to collect basic field attributes.</p>
	<p>CRPSCI -6-P-Students will use data recorders to create field boundaries and map field attributes.</p>
	<p>CRPSCI-7-D-Students will create ranch maps with pertinent data using data recorders.</p>
<p>Apply knowledge of government regulations when making agricultural recommendations.</p>	

Assessments	Specialized Knowledge
Knowledge of principles and processes for providing customer service.	
Demonstrate an understanding of agronomic fundamentals including plant and animal organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment.	AG-10-I-Students will describe basic agronomic fundamentals.
	CRPSCI-1-SLSCI-21-I-Students will understand basic soil, plant, water and pest management fundamentals.
	CRPSCI-1-SLSCI-21-P-Students will use soil, plant, water and pest management fundamentals to make agronomic decisions for mock farming scenarios.
Use complex controlling devices, such as, automatic land leveling systems; autosteering systems; and lightbar guidance systems	CRPSCI-6-P-Students will use complex controlling devices such as autosteering and/or lightbar guidance.
	CRPSCI-7-D-Students will be given a precision agriculture scenario and will determine the correct controlling device for the given parameters.
Use computers and computer systems to program, write software, set up functions, enter data, process information and create precision agriculture maps.	AGBUS-15-I-Students will describe various map creation software applications.
	CRPSCI-6-P-Students will utilize various software to create maps.
	CRPSCI-7-D-Students will determine which software to use and will create maps for given precision agriculture scenarios.
	AGBUS-15-I-Students will use Microsoft Excel to set up functions, enter data and process information.
	CRPSCI-6-P-Students will use Microsoft Excel to create basic programs.

Assessments	Broad, Integrative Knowledge
<p>Divide agricultural fields into georeferenced zones, based on soil characteristics and production potentials and develop soil sampling grids or identify sampling sites.</p>	<p>SLSCI-21-I-Students will understand the importance of soil physico-chemical properties including hydraulic conductivity, plant available water, aeration, heat capacity, cation exchange capacity, soil structure and nutrient availability. They will demonstrate proper soil sampling techniques and interpretation of soil testing results.</p>
	<p>CRPSCI-6-P-Students will use geospatial technology to create soil sampling grids.</p>
	<p>CRPSCI-7-D-Students will develop a soil sampling regime for a given farming situation using geospatial technology.</p>
<p>Collect soil and field attributes, using field data recorders and basic geographic information systems (GIS), to layer and analyze maps showing precision agricultural data to determine agricultural implications of factors such as soil quality, terrain, field productivity, fertilizers, and weather conditions.</p>	
<p>Apply knowledge of government regulations when making agricultural recommendations.</p>	

Assessments	Broad, Integrative Knowledge
Knowledge of principles and processes for providing customer service.	AG-11-I-Students will describe the principles and process for providing customer service.
	AG-11-P-Students will demonstrate their ability providing customer service.
Demonstrate an understanding of agronomic fundamentals including plant and animal organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment.	CRPSCI-1-I-Students will describe plant organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment.
	SLSCI-21-I-Students will describe the central role played by soil organisms with respect to agronomic ecosystem functions including regulation of nutrient cycles, pesticide degradation, disease prevalence, soil chemical transformations, and soil quality.
Use complex controlling devices, such as, automatic land leveling systems; autosteering systems; and lightbar guidance systems	
Use computers and computer systems to program, write software, set up functions, enter data, process information and create precision agriculture maps.	

Assessments	Intellectual Skills
<p>Divide agricultural fields into georeferenced zones, based on soil characteristics and production potentials and develop soil sampling grids or identify sampling sites.</p>	
<p>Collect soil and field attributes, using field data recorders and basic geographic information systems (GIS), to layer and analyze maps showing precision agricultural data to determine agricultural implications of factors such as soil quality, terrain, field productivity, fertilizers, and weather conditions.</p>	<p>CRPSCI-1-I-Students will describe crop yields and precision agricultural data used for management decisions.</p>
	<p>SLSCI-21-I-Students will use GIS to create maps of soil physical and chemical properties given soil sampling and web-based soil survey information. Students will derive nutrient application maps by analyzing maps of soil chemical and physical properties.</p>
	<p>CRPSCI-6-P-Students will create and layer agricultural data.</p>
	<p>CRPSCI-7-D-Students will determine which data to create and layer to analyze for management decisions.</p>
<p>Apply knowledge of government regulations when making agricultural recommendations.</p>	

Assessments	Intellectual Skills
Knowledge of principles and processes for providing customer service.	
Demonstrate an understanding of agronomic fundamentals including plant and animal organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment.	
Use complex controlling devices, such as, automatic land leveling systems; autosteering systems; and lightbar guidance systems	
Use computers and computer systems to program, write software, set up functions, enter data, process information and create precision agriculture maps.	

Assessments	Applied Learning
<p>Divide agricultural fields into georeferenced zones, based on soil characteristics and production potentials and develop soil sampling grids or identify sampling sites.</p>	<p>CRPSCI-6-P-Students will use soil characteristics to divide fields into georeferenced zones.</p>
	<p>CRPSCI-7-D-Students will be able to determine georeferenced zones based on given farming parameters.</p>
	<p>SLSCI-21-I-Students will be introduced to the process of developing geospatial models of soil characteristics that govern crop productivity, including soil water status, nutrient retention, and soil fertility and formulate these models as a basis for deriving optimal site-specific management practices.</p>
<p>Collect soil and field attributes, using field data recorders and basic geographic information systems (GIS), to layer and analyze maps showing precision agricultural data to determine agricultural implications of factors such as soil quality, terrain, field productivity, fertilizers, and weather conditions.</p>	
<p>Apply knowledge of government regulations when making agricultural recommendations.</p>	

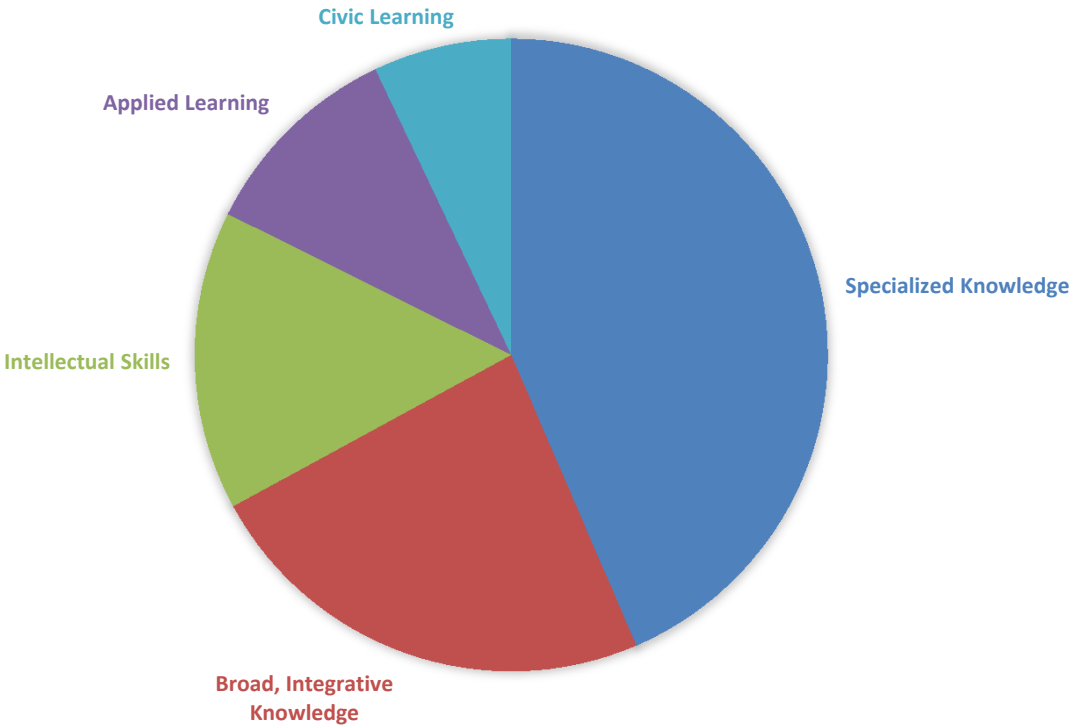
Assessments	Applied Learning
<p>Knowledge of principles and processes for providing customer service.</p>	
<p>Demonstrate an understanding of agronomic fundamentals including plant and animal organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment.</p>	
<p>Use complex controlling devices, such as, automatic land leveling systems; autosteering systems; and lightbar guidance systems</p>	
<p>Use computers and computer systems to program, write software, set up functions, enter data, process information and create precision agriculture maps.</p>	

Assessments	Civic Learning
<p>Divide agricultural fields into georeferenced zones, based on soil characteristics and production potentials and develop soil sampling grids or identify sampling sites.</p>	
<p>Collect soil and field attributes, using field data recorders and basic geographic information systems (GIS), to layer and analyze maps showing precision agricultural data to determine agricultural implications of factors such as soil quality, terrain, field productivity, fertilizers, and weather conditions.</p>	<p>SLSCI-21-I-Students will gain experience in univariate and bivariate spatial statistics and utilize the same to develop predictive and explanatory models of crop response relative to epaphic variables.</p>
	<p>CRPSCI-6-P-Students will analyze soil quality, terrain, field productivity and fertilizers using geospatial data.</p>
	<p>CRPSCI-7-D-Students will create data management plans for data collection and analysis of geospatial soil quality, terrain, field productivity and fertilizers.</p>
<p>Apply knowledge of government regulations when making agricultural recommendations.</p>	<p>CRPSCI-1-I-Students will quantify the economic and environmental impact of government regulations related to agricultural production including subsidies (e.g., bioenergy and fiber), price supports, conservation measures, and water quality.</p>
	<p>SLSCI-21-I-Students will describe the impact of government regulations and practices (e.g., crop subsidies, conservation measures, price supports, chemical use regulations) on the economic and environmental sustainability of agriculture.</p>

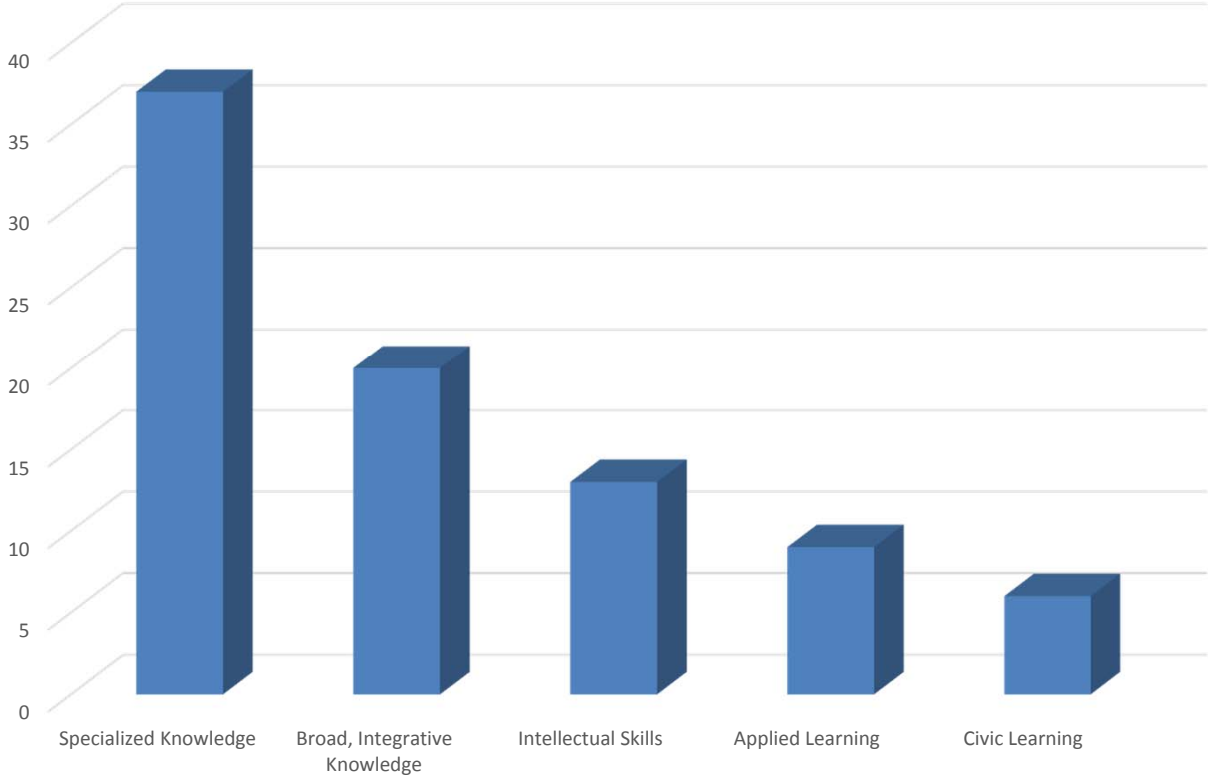
Assessments	Civic Learning
<p>Knowledge of principles and processes for providing customer service.</p>	
<p>Demonstrate an understanding of agronomic fundamentals including plant and animal organisms, their tissues, cells, functions, interdependencies, and interactions with each other and the environment.</p>	
<p>Use complex controlling devices, such as, automatic land leveling systems; autosteering systems; and lightbar guidance systems</p>	
<p>Use computers and computer systems to program, write software, set up functions, enter data, process information and create precision agriculture maps.</p>	

Agriculture DQPP Mapping Chart

AG DQP MAPPING

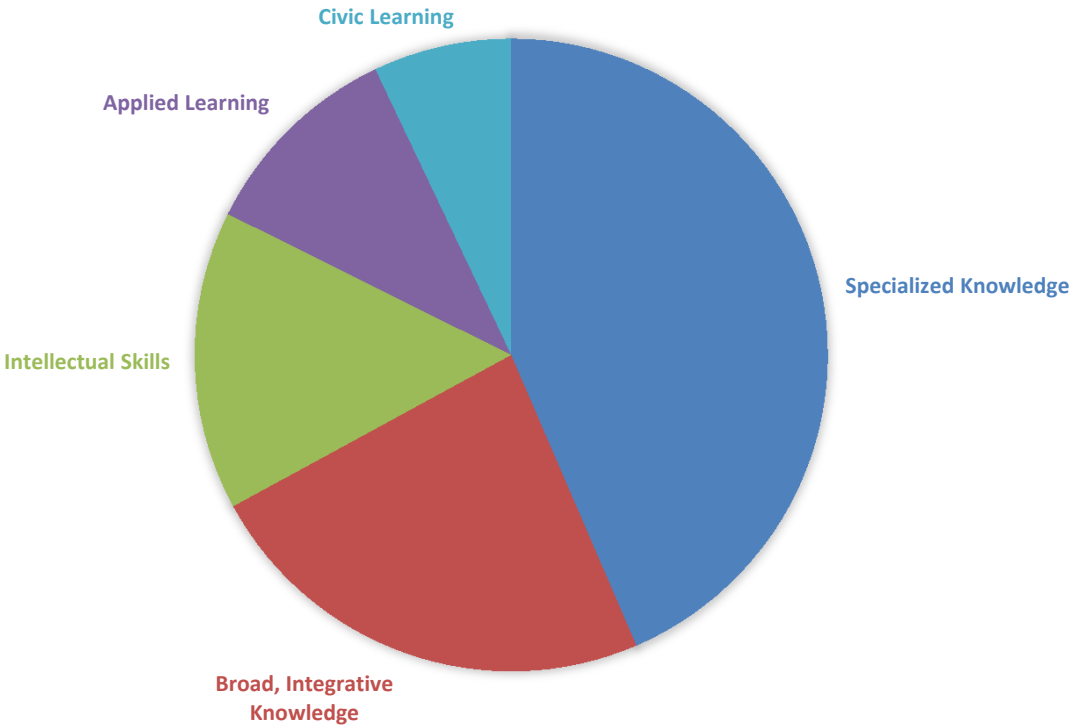


AG DQP MAPPING

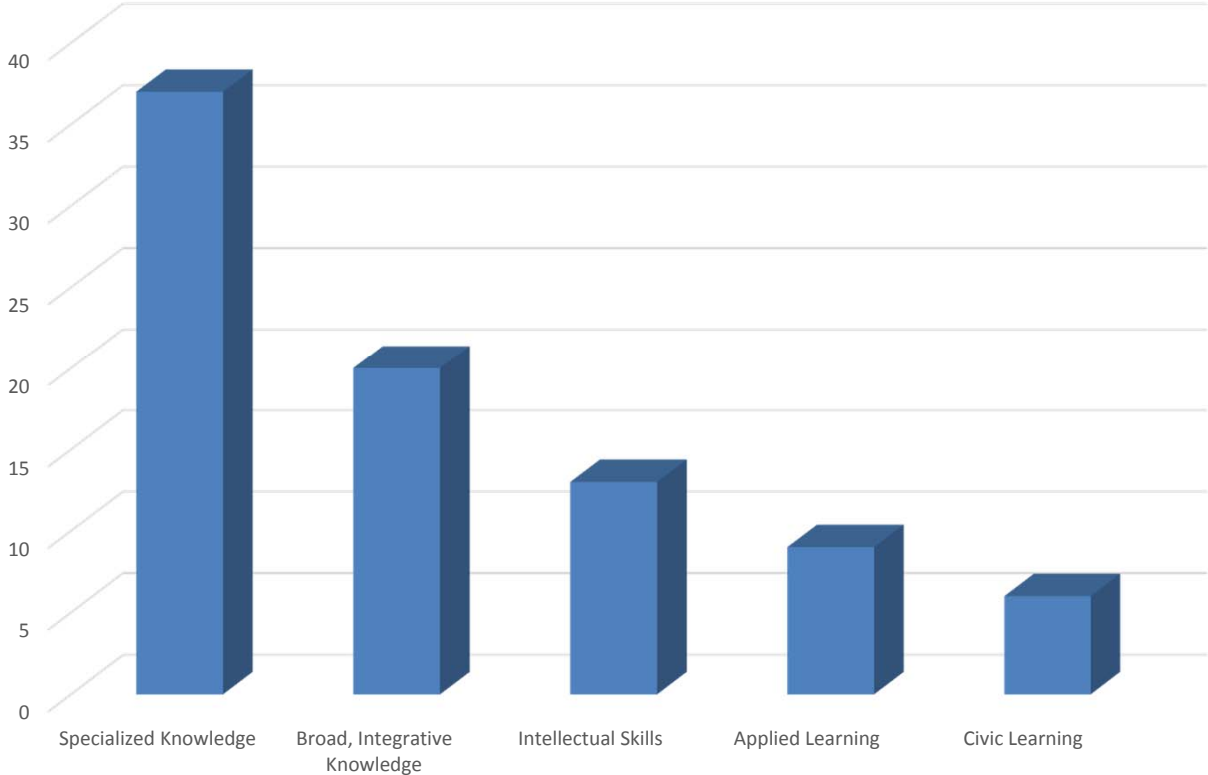


Agriculture + GE Mapping Chart

AG DQP MAPPING



AG DQP MAPPING



Section C

**Supporting Materials and
Documentation**

1.

Student Data Sheets

Section Name and Title	Term	Enrolled by Term	Total Number of Students	Total Number of Sections
AET-10-C01 (4957) Surveying	2010 Fall	5		
AET-10-C01 (6824) Surveying	2011 Fall	6		
AET-10-C01 (8243) Surveying	2011 Summer	18		
AET-10-C01 (8482) Surveying	2012 Fall	12	41	4
AET-15-C01 (4958) CAD for Agriculture	2010 Fall	10		
AET-15-C01 (7527) CAD for Agriculture	2012 Spring	5	15	2
AET-21-C01 (10290) Ag-Irrigation Management	2013 Fall	11		
AET-21-C01 (4959) Ag-Irrigation Management	2010 Fall	9	20	2
AET-22-C01 (11123) Irrigation Evaluation and Desi	2014 Spring	5		
AET-22-C01 (4961) Irrigation Evaluation and Desi	2010 Fall	10		
AET-22-C01 (6825) Irrigation Evaluation and Desi	2011 Fall	6		
AET-22-C01 (8483) Irrigation Evaluation and Desi	2012 Fall	8	39	5
AG-10-C01 (3417) Intro to Agriculture	2004 Fall Semester	10		
AG-10-C01 (3417) Intro to Agriculture	2005 Fall Semester	14	24	2
AG-11-C01 (4193) Agriculture Sales and Comm.	2010 Spring	11		
AG-11-C01 (5916) Agriculture Sales and Comm.	2011 Spring	8		
AG-11-C01 (7322) Agriculture Sales and Comm.	2007 Spring	17		
AG-11-C01 (7526) Agriculture Sales and Comm.	2012 Spring	9		
AG-11-C01 (9429) Agriculture Sales and Comm.	2008 Spring	9	54	5
AG-49-C01 (2765) Directed Study	2008 Fall	9		
AG-49-C01 (4119) Directed Study	2009 Summer	1		
AG-49-C01 (5906) Directed Study	2010 Fall	1	11	3
AG-60.1-C01 (5832) Technical Fundamentals of Ag	2010 Summer	19	19	1
AG-99-C01 (2777) Directed Study	2008 Fall	7	7	1
AGBUS-15-C01 (1640) Computer App to Agriculture	2008 Fall	11		
AGBUS-15-C01 (2885) Computer App to Agriculture	2009 Fall	17		
AGBUS-15-C01 (3422) Computer App to Agriculture	2004 Fall Semester	7		
AGBUS-15-C01 (3422) Computer App to Agriculture	2005 Fall Semester	11		
AGBUS-15-C01 (5287) Computer App to Agriculture	2006 Fall Semester	23		
AGBUS-15-C01 (5918) Computer App to Agriculture	2011 Spring	10		
AGBUS-15-C01 (8143) Computer App to Agriculture	2007 Fall	9	88	7
AGMM-51-L01 (1743) Introduction to Ag Manufacturi	2008 Fall	12		
AGMM-51-L01 (4159) Introduction to Ag Manufacturi	2009 Fall	10	22	2
AGMM-52B-C01 (4178) Computer Fundamentals	2009 Fall	3		
AGMM-52B-L01 (1745) Computer Fundamentals	2008 Fall	13		
AGMM-52B-L01 (4161) Computer Fundamentals	2009 Fall	9	25	3
AGMM-52C-L01 (4162) Job Preparation	2009 Fall	9	9	1
AGMM-52D-L01 (2682) Technical Report Writing	2008 Fall	10		
AGMM-52D-L01 (4163) Technical Report Writing	2009 Fall	9	19	2
AGMM-54B-L01 (2693) Welding Fundamentals	2008 Fall	0	0	1
ASCI-5-C01 (6859) Skills and Management	2011 Fall	14	14	1
ASCI-6-C01 (6860) Rodeo Prod and Promotion	2011 Fall	10	10	1
ASCI-7-C01 (6861) Intercollegiate Rodeo	2011 Fall	14	14	1

Section Name and Title	Term	Enrolled by Term	Total Number of Students	Total Number of Sections
ASCI-8-C01 (6862) Advanced Intercollegiate Rodeo	2011 Fall	11	11	1
CRPSCI-19-C01 (2852) Water Management	2005 Spring Semester	13		
CRPSCI-19-C01 (4293) Water Management	2010 Spring	20		
CRPSCI-19-C01 (4744) Water Management	2006 Spring Semester	12		
CRPSCI-19-C01 (6027) Water Management	2011 Spring	6		
CRPSCI-19-C01 (7047) Water Management	2007 Spring	16		
CRPSCI-19-C01 (7632) Water Management	2012 Spring	6		
CRPSCI-19-C01 (9553) Water Management	2008 Spring	12	85	7
CRPSCI-1-C01 (1642) Intro to Plant Science	2008 Fall	15		
CRPSCI-1-C01 (3004) Intro to Plant Science	2009 Fall	18		
CRPSCI-1-C01 (3478) Intro to Plant Science	2004 Fall Semester	7		
CRPSCI-1-C01 (3478) Intro to Plant Science	2005 Fall Semester	10		
CRPSCI-1-C01 (5051) Intro to Plant Science	2010 Fall	12		
CRPSCI-1-C01 (5359) Intro to Plant Science	2006 Fall Semester	21		
CRPSCI-1-C01 (6917) Intro to Plant Science	2011 Fall	21		
CRPSCI-1-C01 (8154) Intro to Plant Science	2007 Fall	12		
CRPSCI-1-C01 (8586) Intro to Plant Science	2012 Fall	20	136	9
CRPSCI-2-C01 (10363) Plant Science Theory	2013 Fall	31	31	1
CRPSCI-32-C01 (9967) Weeds and Poisonous Plants	2013 Spring	12	12	1
CRPSCI-44-C01 (11839) Economic Entomology	2014 Spring	10		
CRPSCI-44-C01 (9965) Economic Entomology	2013 Spring	10	20	2
CRPSCI-45-C01 (10366) California Pest Control Laws	2013 Fall	24	24	1
CRPSCI-46-C01 (10367) Integrated Pest Management	2013 Fall	15		
CRPSCI-46-C01 (9966) Integrated Pest Management	2013 Spring	8	23	2
CRPSCI-6-C01 (10364) App. of GPS Tech. in Ag	2013 Fall	12		
CRPSCI-6-C01 (1158) App. of Gps Tech. in Ag	2008 Fall	10		
CRPSCI-6-C01 (3005) App. of Gps Tech. in Ag	2009 Fall	17		
CRPSCI-6-C01 (3479) App. of Gps Tech. in Ag	2004 Fall Semester	7		
CRPSCI-6-C01 (3479) App. of Gps Tech. in Ag	2005 Fall Semester	11		
CRPSCI-6-C01 (5052) App. of Gps Tech. in Ag	2010 Fall	13		
CRPSCI-6-C01 (5360) App. of Gps Tech. in Ag	2006 Fall Semester	21		
CRPSCI-6-C01 (6919) App. of GPS Tech. in Ag	2011 Fall	9		
CRPSCI-6-C01 (8155) App. of Gps Tech. in Ag	2007 Fall	12		
CRPSCI-6-C01 (8587) App. of GPS Tech. in Ag	2012 Fall	11	123	10
CRPSCI-7-C01 (11838) Advanced Precision Agriculture	2014 Spring	11		
CRPSCI-7-C01 (2851) Gps Crop and Yield Monitoring	2005 Spring Semester	9		
CRPSCI-7-C01 (4292) Gps Crop and Yield Monitoring	2010 Spring	14		
CRPSCI-7-C01 (4745) Gps Crop and Yield Monitoring	2006 Spring Semester	13		
CRPSCI-7-C01 (6026) Gps Crop and Yield Monitoring	2011 Spring	8		
CRPSCI-7-C01 (7046) Gps Crop and Yield Monitoring	2007 Spring	16		
CRPSCI-7-C01 (7631) Gps Crop and Yield Monitoring	2012 Spring	5		
CRPSCI-7-C01 (9552) Gps Crop and Yield Monitoring	2008 Spring	11		
CRPSCI-7-C01 (9949) Advanced Precision Agriculture	2013 Spring	8	95	9

Section Name and Title	Term	Enrolled by Term	Total Number of Students	Total Number of Sections
EQSCI-49-C01 (8961) Directed Study	2007 Spring	11	11	1
EQSCI-99-C01 (8962) Directed Study	2007 Spring	6	6	1
IMT-60-C01 (10085) Industrial Core	2013 Spring	39	39	1
SLSCI-21-C01 (2853) Soils	2005 Spring Semester	10		
SLSCI-21-C01 (4783) Introduction to Soils	2010 Spring	15		
SLSCI-21-C01 (4847) Soils	2006 Spring Semester	16		
SLSCI-21-C01 (6154) Introduction to Soils	2011 Spring	8		
SLSCI-21-C01 (7182) Soils	2007 Spring	20		
SLSCI-21-C01 (7762) Introduction to Soils	2012 Spring	9		
SLSCI-21-C01 (9844) Introduction to Soils	2008 Spring	13		
SLSCI-21-C01 (9952) Introduction to Soils	2013 Spring	10	101	8
	Total	1138	1148	98

Year	Section Name and Title	Term	Enrolled by Term	Total Number of Students	Total Number of Sections
04-05	CRPSCI-6-C01 (3479) App. of Gps Tech. in Ag	2004 Fall Semester	7		
04-05	CRPSCI-1-C01 (3478) Intro to Plant Science	2004 Fall Semester	7		
04-05	AGBUS-15-C01 (3422) Computer App to Agriculture	2004 Fall Semester	7		
04-05	AG-10-C01 (3417) Intro to Agriculture	2004 Fall Semester	10		
04-05	SLSCI-21-C01 (2853) Soils	2005 Spring Semester	10		
04-05	CRPSCI-7-C01 (2851) Gps Crop and Yield Monitoring	2005 Spring Semester	9		
04-05	CRPSCI-19-C01 (2852) Water Management	2005 Spring Semester	13	63	7
05-06	CRPSCI-6-C01 (3479) App. of Gps Tech. in Ag	2005 Fall Semester	11		
05-06	CRPSCI-1-C01 (3478) Intro to Plant Science	2005 Fall Semester	10		
05-06	AGBUS-15-C01 (3422) Computer App to Agriculture	2005 Fall Semester	11		
05-06	AG-10-C01 (3417) Intro to Agriculture	2005 Fall Semester	14		
05-06	SLSCI-21-C01 (4847) Soils	2006 Spring Semester	16		
05-06	CRPSCI-7-C01 (4745) Gps Crop and Yield Monitoring	2006 Spring Semester	13		
05-06	CRPSCI-19-C01 (4744) Water Management	2006 Spring Semester	12	87	7
06-07	CRPSCI-6-C01 (5360) App. of Gps Tech. in Ag	2006 Fall Semester	21		
06-07	CRPSCI-1-C01 (5359) Intro to Plant Science	2006 Fall Semester	21		
06-07	AGBUS-15-C01 (5287) Computer App to Agriculture	2006 Fall Semester	23		
06-07	SLSCI-21-C01 (7182) Soils	2007 Spring	20		
06-07	EQSCI-99-C01 (8962) Directed Study	2007 Spring	6		
06-07	EQSCI-49-C01 (8961) Directed Study	2007 Spring	11		
06-07	CRPSCI-7-C01 (7046) Gps Crop and Yield Monitoring	2007 Spring	16		

Year	Section Name and Title	Term	Enrolled by Term	Total Number of Students	Total Number of Sections
06-07	CRPSCI-19-C01 (7047) Water Management	2007 Spring	16		
06-07	AG-11-C01 (7322) Agriculture Sales and Comm.	2007 Spring	17	151	9
07-08	CRPSCI-6-C01 (8155) App. of Gps Tech. in Ag	2007 Fall	12		
07-08	CRPSCI-1-C01 (8154) Intro to Plant Science	2007 Fall	12		
07-08	AGBUS-15-C01 (8143) Computer App to Agriculture	2007 Fall	9		
07-08	SLSCI-21-C01 (9844) Introduction to Soils	2008 Spring	13		
07-08	CRPSCI-7-C01 (9552) Gps Crop and Yield Monitoring	2008 Spring	11		
07-08	CRPSCI-19-C01 (9553) Water Management	2008 Spring	12		
07-08	AG-11-C01 (9429) Agriculture Sales and Comm.	2008 Spring	9	78	7
08-09	CRPSCI-6-C01 (1158) App. of Gps Tech. in Ag	2008 Fall	10		
08-09	CRPSCI-1-C01 (1642) Intro to Plant Science	2008 Fall	15		
08-09	AGMM-54B-L01 (2693) Welding Fundamentals	2008 Fall	0		
08-09	AGMM-52D-L01 (2682) Technical Report Writing	2008 Fall	10		
08-09	AGMM-52B-L01 (1745) Computer Fundamentals	2008 Fall	13		
08-09	AGMM-51-L01 (1743) Introduction to Ag Manufacturi	2008 Fall	12		
08-09	AGBUS-15-C01 (1640) Computer App to Agriculture	2008 Fall	11		
08-09	AG-99-C01 (2777) Directed Study	2008 Fall	7		
08-09	AG-49-C01 (2765) Directed Study	2008 Fall	9		
08-09	AG-49-C01 (4119) Directed Study	2009 Summer	1	88	10
09-10	CRPSCI-6-C01 (3005) App. of Gps Tech. in Ag	2009 Fall	17		
09-10	CRPSCI-1-C01 (3004) Intro to Plant Science	2009 Fall	18		
09-10	AGMM-52D-L01 (4163) Technical Report Writing	2009 Fall	9		

Year	Section Name and Title	Term	Enrolled by Term	Total Number of Students	Total Number of Sections
09-10	AGMM-52C-L01 (4162) Job Preparation	2009 Fall	9		
09-10	AGMM-52B-L01 (4161) Computer Fundamentals	2009 Fall	9		
09-10	AGMM-52B-C01 (4178) Computer Fundamentals	2009 Fall	3		
09-10	AGMM-51-L01 (4159) Introduction to Ag Manufacturi	2009 Fall	10		
09-10	AGBUS-15-C01 (2885) Computer App to Agriculture	2009 Fall	17		
09-10	SLSCI-21-C01 (4783) Introduction to Soils	2010 Spring	15		
09-10	CRPSCI-7-C01 (4292) Gps Crop and Yield Monitoring	2010 Spring	14		
09-10	CRPSCI-19-C01 (4293) Water Management	2010 Spring	20		
09-10	AG-11-C01 (4193) Agriculture Sales and Comm.	2010 Spring	11		
09-10	AG-60.1-C01 (5832) Technical Fundamentals of Ag	2010 Summer	19	171	13
10-11	CRPSCI-6-C01 (5052) App. of Gps Tech. in Ag	2010 Fall	13		
10-11	CRPSCI-1-C01 (5051) Intro to Plant Science	2010 Fall	12		
10-11	AG-49-C01 (5906) Directed Study	2010 Fall	1		
10-11	AET-22-C01 (4961) Irrigation Evaluation and Desi	2010 Fall	10		
10-11	AET-21-C01 (4959) Ag-Irrigation Management	2010 Fall	9		
10-11	AET-15-C01 (4958) CAD for Agriculture	2010 Fall	10		
10-11	AET-10-C01 (4957) Surveying	2010 Fall	5		
10-11	SLSCI-21-C01 (6154) Introduction to Soils	2011 Spring	8		
10-11	CRPSCI-7-C01 (6026) Gps Crop and Yield Monitoring	2011 Spring	8		
10-11	CRPSCI-19-C01 (6027) Water Management	2011 Spring	6		
10-11	AGBUS-15-C01 (5918) Computer App to Agriculture	2011 Spring	10		
10-11	AG-11-C01 (5916) Agriculture Sales and Comm.	2011 Spring	8		

Year	Section Name and Title	Term	Enrolled by Term	Total Number of Students	Total Number of Sections
10-11	AET-10-C01 (8243) Surveying	2011 Summer	18	118	13
11-12	CRPSCI-6-C01 (6919) App. of GPS Tech. in Ag	2011 Fall	9		
11-12	CRPSCI-1-C01 (6917) Intro to Plant Science	2011 Fall	21		
11-12	ASCI-8-C01 (6862) Advanced Intercollegiate Rodeo	2011 Fall	11		
11-12	ASCI-7-C01 (6861) Intercollegiate Rodeo	2011 Fall	14		
11-12	ASCI-6-C01 (6860) Rodeo Prod and Promotion	2011 Fall	10		
11-12	ASCI-5-C01 (6859) Skills and Management	2011 Fall	14		
11-12	AET-22-C01 (6825) Irrigation Evaluation and Desi	2011 Fall	6		
11-12	AET-10-C01 (6824) Surveying	2011 Fall	6		
11-12	SLSCI-21-C01 (7762) Introduction to Soils	2012 Spring	9		
11-12	CRPSCI-7-C01 (7631) Gps Crop and Yield Monitoring	2012 Spring	5		
11-12	CRPSCI-19-C01 (7632) Water Management	2012 Spring	6		
11-12	AG-11-C01 (7526) Agriculture Sales and Comm.	2012 Spring	9		
11-12	AET-15-C01 (7527) CAD for Agriculture	2012 Spring	5	125	13
12-13	CRPSCI-6-C01 (8587) App. of GPS Tech. in Ag	2012 Fall	11		
12-13	CRPSCI-1-C01 (8586) Intro to Plant Science	2012 Fall	20		
12-13	AET-22-C01 (8483) Irrigation Evaluation and Desi	2012 Fall	8		
12-13	AET-10-C01 (8482) Surveying	2012 Fall	12		
12-13	SLSCI-21-C01 (9952) Introduction to Soils	2013 Spring	10		
12-13	IMT-60-C01 (10085) Industrial Core	2013 Spring	39		
12-13	CRPSCI-7-C01 (9949) Advanced Precision Agriculture	2013 Spring	8		
12-13	CRPSCI-46-C01 (9966) Integrated Pest Management	2013 Spring	8		

Year	Section Name and Title	Term	Enrolled by Term	Total Number of Students	Total Number of Sections
12-13	CRPSCI-44-C01 (9965) Economic Entomology	2013 Spring	10		
12-13	CRPSCI-32-C01 (9967) Weeds and Poisonous Plants	2013 Spring	12	138	10
13-14	CRPSCI-6-C01 (10364) App. of GPS Tech. in Ag	2013 Fall	12		
13-14	CRPSCI-46-C01 (10367) Integrated Pest Management	2013 Fall	15		
13-14	CRPSCI-45-C01 (10366) California Pest Control Laws	2013 Fall	24		
13-14	CRPSCI-2-C01 (10363) Plant Science Theory	2013 Fall	31		
13-14	AET-21-C01 (10290) Ag-Irrigation Management	2013 Fall	11		
13-14	CRPSCI-7-C01 (11838) Advanced Precision Agriculture	2014 Spring	11		
13-14	CRPSCI-44-C01 (11839) Economic Entomology	2014 Spring	10		
13-14	AET-22-C01 (11123) Irrigation Evaluation and Desi	2014 Spring	5	119	8
Total Students			1138		
Average Student/Class			11.7		

Staff ▾



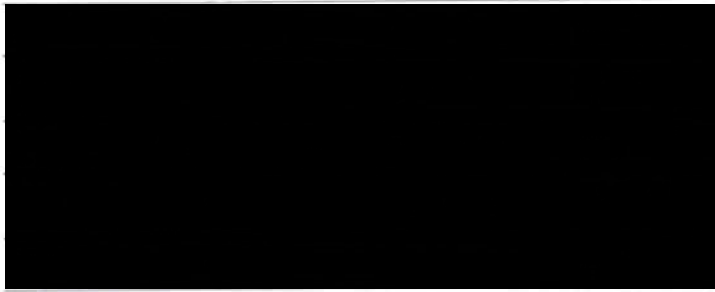
Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-45-C01 (10366) California Pest Control Laws	C. Cowden, C. Cowden	08/19/2013-12/20/2013 Lecture Via Online Media Days to be Announced, Times to be Announced, Room to be Announced	24 / 26 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	Add		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		



Freshman	UG	New	2.00
Freshman	UG	New	2.00
Freshman	UG	New	2.00
Freshman	UG	New	2.00
Freshman	UG	New	2.00

Search this site... 

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-2-C01 (10363) Plant Science Theory	C. Cowden	08/19/2013-12/20/2013 Lecture Via Online Media Days to be Announced, Times to be Announced, Room to be Announced	31 / 19 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
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						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	Add		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		



Freshman	UG	New	3.00
Freshman	UG	New	3.00
Freshman	UG	New	3.00
Freshman	UG	New	3.00
Freshman	UG	New	3.00
Freshman	UG	Add	3.00
Freshman	UG	New	3.00
Freshman	UG	New	3.00
Freshman	UG	New	3.00
Freshman	UG	New	3.00

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

Staff ▶

Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AET-21-C01 (10290) Ag-Irrigation Management	C. Cowden, C. Cowden	08/19/2013-12/20/2013 Lecture Via Online Media Days to be Announced, Times to be Announced, Room to be Announced 10/19/2013-11/03/2013 Laboratory/Studio/Activity Saturday, Sunday 08:00AM - 11:50AM, Farm of Future, Room FB04 10/19/2013-11/03/2013 Laboratory/Studio/Activity Saturday, Sunday 12:30PM - 04:50PM, Farm of Future, Room FB04	11 / 19 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-7-C01 (11838) Advanced Precision Agriculture	C. Cowden, C. Cowden	01/13/2014-05/23/2014 Hybrid Online Lecture Days to be Announced, Times to be Announced, Room to be Announced 01/13/2014-05/23/2014 Laboratory/Studio/Activity Wednesday 08:00AM - 10:50AM, Farm of Future, Room FB04	11 / 19 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▾

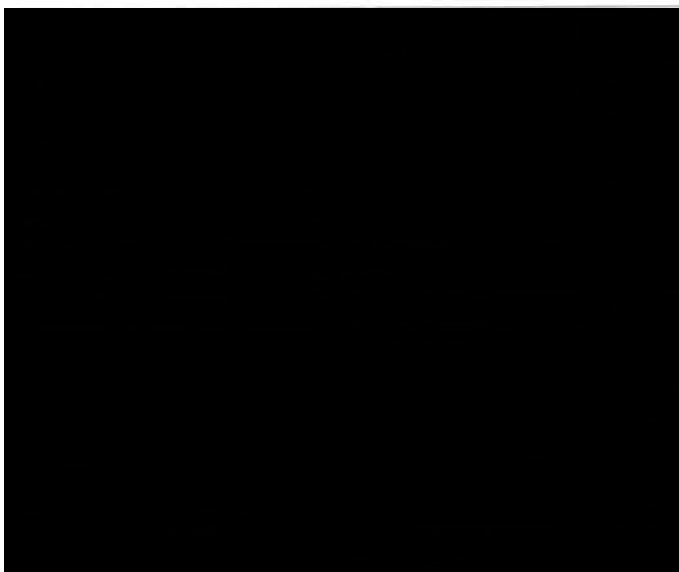
Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-44-C01 (11839) Economic Entomology	C. Cowden, C. Cowden	01/13/2014-05/25/2014 Lecture Via Online Media Days to be Announced, Times to be Announced, Room to be Announced	10 / 20 / 0
		02/02/2014-02/02/2014 Laboratory/Studio/Activity Sunday 08:00AM - 11:50AM, Farm of Future, Room FB03	
		02/02/2014 Laboratory/Studio/Activity Sunday 12:30PM - 04:50PM, Farm of Future, Room FB03	
		02/23/2014-02/23/2014 Laboratory/Studio/Activity Sunday 08:00AM - 11:50AM, Farm of Future, Room FB03	
		02/23/2014-02/23/2014 Laboratory/Studio/Activity Sunday 12:30PM - 04:50PM, Farm of Future, Room FB03	
		03/16/2014-03/16/2014 Laboratory/Studio/Activity Sunday 08:00AM - 11:50AM, Farm of Future, Room FB03	
		03/16/2014-03/16/2014 Laboratory/Studio/Activity Sunday 12:30PM - 04:50PM, Farm of Future, Room FB03	
		04/06/2014-04/06/2014 Laboratory/Studio/Activity Sunday 08:00AM - 11:50AM, Farm of Future, Room FB03	
		04/06/2014-04/06/2014 Laboratory/Studio/Activity Sunday 12:30PM - 04:50PM, Farm of Future, Room FB03	
		05/11/2014-05/11/2014 Laboratory/Studio/Activity Sunday 08:00AM - 11:50AM, Farm of Future, Room FB03	
05/11/2014-05/11/2014 Laboratory/Studio/Activity Sunday 12:30PM - 04:50PM, Farm of Future, Room FB03			
05/25/2014-05/25/2014 Laboratory/Studio/Activity Sunday 08:00AM - 11:50AM, Farm of Future, Room FB03			
05/25/2014-05/25/2014 Laboratory/Studio/Activity Sunday 12:30PM - 04:50PM, Farm of Future, Room FB03			

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New	Y	3.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AET-22-C01 (11123) Irrigation Evaluation and Desi	C. Cowden, C. Cowden	01/13/2014-05/23/2014 Lecture Via Online Media Days to be Announced, Times to be Announced, Room to be Announced 01/18/2014-01/19/2014 Laboratory/Studio/Activity Saturday, Sunday 08:00AM - 11:50AM, Farm of Future, Room FB03 01/19/2014 Laboratory/Studio/Activity Saturday, Sunday 12:30PM - 04:50PM, Farm of Future, Room FB03 02/08/2014-02/09/2014 Laboratory/Studio/Activity Saturday, Sunday 08:00AM - 11:50AM, Farm of Future, Room FB03 02/08/2014-02/09/2014 Laboratory/Studio/Activity Saturday, Sunday 12:30PM - 04:50PM, Farm of Future, Room FB03 03/01/2014-03/02/2014 Laboratory/Studio/Activity Saturday, Sunday 08:00AM - 11:50AM, Farm of Future, Room FB03 03/01/2014-03/02/2014 Laboratory/Studio/Activity Saturday, Sunday 12:30PM - 04:50PM, Farm of Future, Room FB03 03/22/2014-03/23/2014 Laboratory/Studio/Activity Saturday, Sunday 08:00AM - 11:50AM, Farm of Future, Room FB03 03/22/2014-03/23/2014 Laboratory/Studio/Activity Saturday, Sunday 12:30PM - 04:50PM, Farm of Future, Room FB03 04/12/2014-04/13/2014 Laboratory/Studio/Activity Saturday, Sunday 08:00AM - 11:50AM, Farm of Future, Room FB03 04/12/2014-04/13/2014 Laboratory/Studio/Activity Saturday, Sunday 12:30PM - 04:50PM, Farm of Future, Room FB03 04/26/2014-04/27/2014 Laboratory/Studio/Activity Saturday, Sunday 08:00AM - 11:50AM, Farm of Future, Room FB03 04/27/2014-04/27/2014 Laboratory/Studio/Activity Saturday, Sunday 12:30PM - 04:50PM, Farm of Future, Room FB03	5 / 25 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
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						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AGMM-52D-L01 (2682) Technical Report Writing	C. Cowden	10/13/2008-10/27/2008 Laboratory/Studio/Activity Monday, Tuesday, Wednesday, Thursday 06:00PM - 09:00PM, Room to be Announced	10 / 20 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
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						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AGMM-52B-L01 (1745) Computer Fundamentals	F. Villalobos, C. Cowden	08/25/2008-09/24/2008 Laboratory/Studio/Activity Monday, Wednesday 06:00PM - 09:00PM, Room to be Announced	13 / 17 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
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						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▾

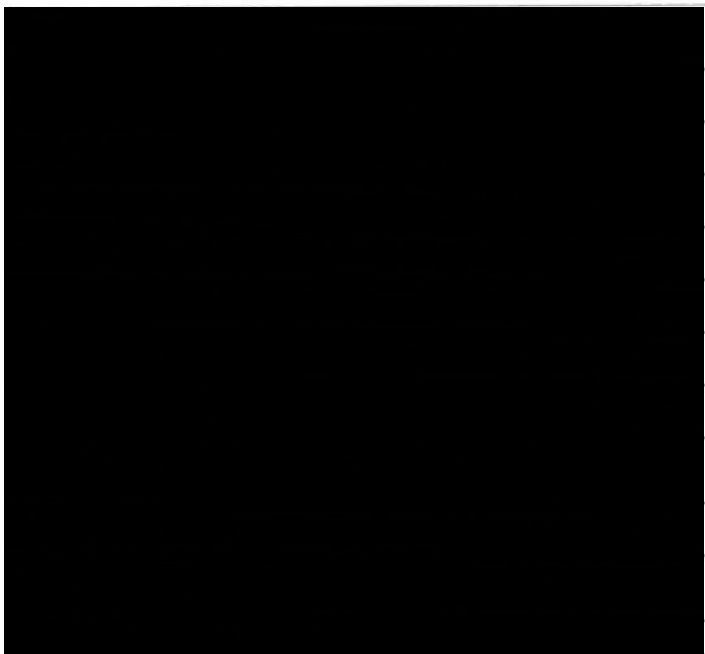
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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AGMM-51-L01 (1743) Introduction to Ag Manufacturi	C. Cowden	08/26/2008-09/02/2008 Lecture And/Or Discussion Tuesday, Thursday 06:00PM - 09:00PM, Room to be Announced	12 / 18 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
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						Freshman	UG	Add		0.50		
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						Freshman	UG	Add		0.50		
						Freshman	UG	Add		0.50		
						Freshman	UG	Add		0.50		
						Freshman	UG	Add		0.50		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AGBUS-15-C01 (1640) Computer App to Agriculture	C. Cowden, C. Cowden	08/12/2008-10/09/2008 Lecture And/Or Discussion Tuesday, Thursday 07:00AM - 08:50AM, Farm of the Future, Room FF403 08/12/2008-10/09/2008 Laboratory/Studio/Activity Tuesday, Thursday 09:00AM - 11:50AM, Farm of the Future, Room FF403	11 / 13 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
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						Freshman	UG	New		3.00		
						Freshman	UG	Add		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

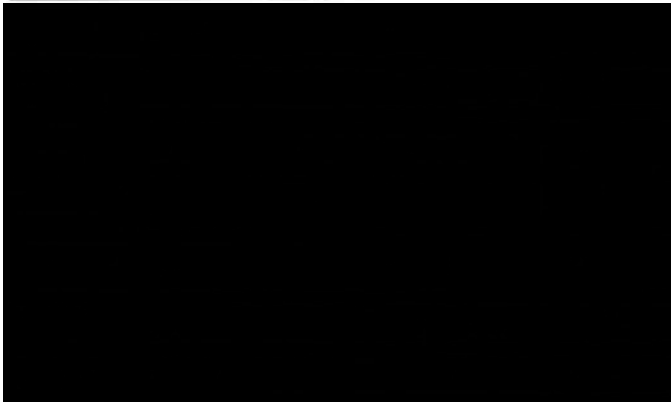
Staff >

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AG-99-C01 (2777) Directed Study	C. Cowden	11/12/2008-12/12/2008 Laboratory/Studio/Activity Days to be Announced, Times to be Announced, Room to be Announced	7 / 3 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
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						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Staff ▶

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AG-49-C01 (2765) Directed Study	C. Cowden	11/12/2008-12/12/2008 Laboratory/Studio/Activity Days to be Announced, Times to be Announced, Room to be Announced	9 / 1 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
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						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▶

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AG-49-C01 (4119) Directed Study	C. Cowden	06/08/2009-08/07/2009 Laboratory/Studio/Activity Days to be Announced, Times to be Announced, Room to be Announced	1 / 4 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		2.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-6-C01 (3005) App. of Gps Tech, in Ag	C. Cowden, C. Cowden	08/17/2009-12/18/2009 Lecture And/Or Discussion Tuesday, Thursday 08 00AM - 09:20AM, Farm of the Future, Room FF403 08/17/2009-12/18/2009 Laboratory/Studio/Activity Tuesday, Thursday 09:30AM - 10:50AM, Farm of the Future, Room FF403	17 / 8 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
							UG	New		4.00		
							Freshman	UG	New		4.00	
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							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New	Y	4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
								UG	New		4.00	


Security Access Messages

None

Show Dropped/Withdrawn Students

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-1-C01 (3004) Intro to Plant Science	C. Cowden, C. Cowden	08/17/2009-12/18/2009 Lecture And/Or Discussion Monday, Wednesday 08:00AM - 08:50AM, Farm of the Future, Room FF404 08/17/2009-12/18/2009 Laboratory/Studio/Activity Monday, Wednesday 09:00AM - 10:20AM, Farm of the Future, Room FF404	18 / 6 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
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							Freshman	UG	New		3.00	
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							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	

Security Access Messages


None

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AGMM-52D-L01 (4163) Technical Report Writing	C. Cowden	10/13/2009-10/23/2009 Laboratory/Studio/Activity Monday, Tuesday, Wednesday, Thursday, Friday 06:00PM - 09:00PM, Room to be Announced	9 / 16 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▶

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AGMM-52C-L01 (4162) Job Preparation	C. Cowden	11/09/2009-11/20/2009 Laboratory/Studio/Activity Monday, Tuesday, Wednesday, Thursday, Friday 06:00PM - 09:00PM, Classroom Laboratory Building, Room 851	9 / 16 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AGMM-52B-L01 (4161) Computer Fundamentals	C. Cowden	09/30/2009-10/09/2009 Laboratory/Studio/Activity Monday, Tuesday, Wednesday, Thursday, Friday 06:00PM - 09:00PM, Room to be Announced	9 / 16 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▶

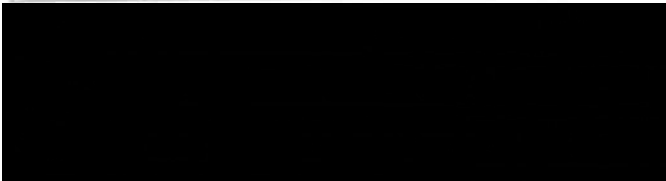
Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AGMM-52B-C01 (4178) Computer Fundamentals	C. Cowden	12/02/2009-12/14/2009 Laboratory/Studio/Activity Monday, Tuesday, Wednesday, Thursday, Friday 06:00PM - 09:00PM, Farm of the Future, Room FF403	3 / 22 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▾

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AGMM-51-L01 (4159) Introduction to Ag Manufacturi	C. Cowden	08/17/2009-08/19/2009 Lecture And/Or Discussion Monday, Tuesday, Wednesday 06:00PM - 09:00PM, Classroom Laboratory Building, Room 851	10 / 15 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	Add		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	Add		0.50		
						Freshman	UG	Add		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	Add		0.50		
						Freshman	UG	Add		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	Add		0.50		
						Freshman	UG	Add		0.50		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

Staff ▶



Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AGBUS-15-C01 (2885) Computer App to Agriculture	C. Cowden, C. Cowden	08/17/2009-12/18/2009 Lecture And/Or Discussion Tuesday, Thursday 11:00AM - 11:50AM, Farm of the Future, Room FF404 08/17/2009-12/18/2009 Laboratory/Studio/Activity Monday, Wednesday 10:30AM - 11:50AM, Farm of the Future, Room FF404	17 / 7 / 0

<-Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
							UG	New	3.00			
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
						UG	New	3.00				

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
SLSCI-21-C01 (4783) Introduction to Soils	C. Cowden, C. Cowden	01/19/2010-05/28/2010 Lecture And/Or Discussion Monday, Wednesday 07:30AM - 08:50AM, Farm of the Future, Room FF404 01/19/2010-05/28/2010 Laboratory/Studio/Activity Monday, Wednesday 09:00AM - 10:20AM, Farm of the Future, Room FF404	15 / 9 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section	
							UG	New		4.00			
							Freshman	UG	New		4.00		
							Freshman	UG	New		4.00		
							Freshman	UG	New		4.00		
							Freshman	UG	New		4.00		
							Freshman	UG	New		4.00		
							Freshman	UG	Add		4.00		
							Freshman	UG	New		4.00		
							Freshman	UG	New		4.00		
							Freshman	UG	New		4.00		
							Freshman	UG	New		4.00		
							Freshman	UG	New		4.00		
							Freshman	UG	New		4.00		
							Freshman	UG	New		4.00		
						UG	New		4.00				


Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-7-C01 (4292) Gps Crop and Yield Monitoring	C. Cowden, C. Cowden, C. Cowden	01/19/2010-05/28/2010 Lecture And/Or Discussion Monday, Wednesday 10:30AM - 11:50AM, Farm of the Future, Room FF403 01/19/2010-05/28/2010 Laboratory/Studio/Activity Tuesday, Thursday 10:00AM - 11:20AM, Farm of the Future, Room FF403	14 / 4 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
							UG	New		4.00		
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	Add		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
								UG	New		4.00	

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▶



Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-19-C01 (4293) Water Management	C. Cowden, C. Cowden	01/19/2010-05/28/2010 Lecture And/Or Discussion Tuesday, Thursday 07:30AM - 08:20AM, Farm of the Future, Room FF404 01/19/2010-05/28/2010 Laboratory/Studio/Activity Tuesday, Thursday 08:30AM - 09:50AM, Farm of the Future, Room FF404	20 / 4 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
							UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	Add		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Squire, Leroy A.	0166050	leroyshire@my.whccd.edu	559-935- 0926 (EVE)	Freshman UG	New	3.00
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Security Access Messages

None




Show Dropped/Withdrawn Students

Show Waitlisted Students

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AG-11-C01 (4193) Agriculture Sales and Comm.	C. Cowden	01/22/2010-05/28/2010 Lecture And/Or Discussion Friday 09:00AM - 11:50AM, Farm of the Future, Room FF404	11 / 13 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
							UG	New	3.00			
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-6-C01 (5052) App. of Gps Tech. in Ag	C. Cowden, C. Cowden	08/16/2010-12/17/2010 Lecture And/Or Discussion Tuesday 07:00AM - 09:50AM, Farm of the Future, Room FF403 08/16/2010-12/17/2010 Laboratory/Studio/Activity Thursday 07:00AM - 09:50AM, Farm of the Future, Room FF403	13 / 11 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▾

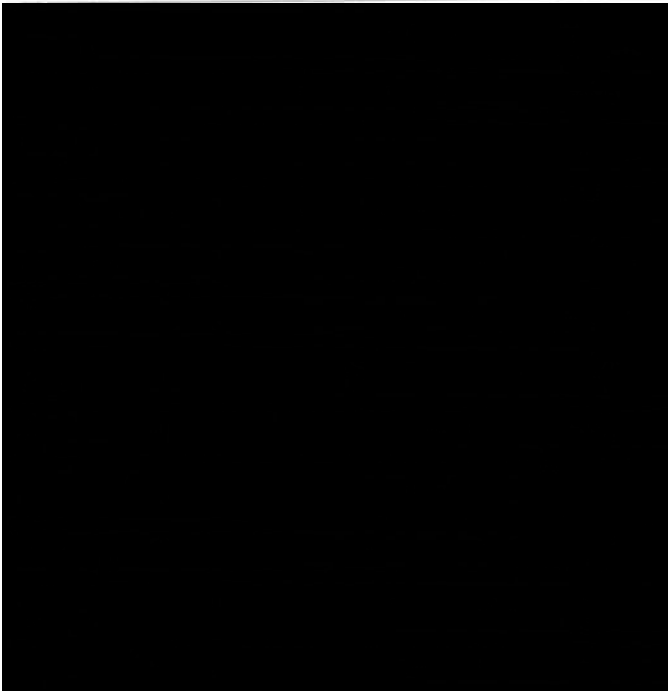
Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-1-C01 (5051) Intro to Plant Science	C. Cowden, C. Cowden	08/16/2010-12/17/2010 Lecture And/Or Discussion Monday, Wednesday 07:00AM - 07:50AM, Farm of the Future, Room FF404 08/16/2010-12/17/2010 Laboratory/Studio/Activity Monday, Wednesday 08:00AM - 09:20AM, Farm of the Future, Room FF404	12 / 12 / 0

<-Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New	Y	3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New	Y	3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
							UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

Staff ▶

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AG-49-C01 (5906) Directed Study	C. Cowden	08/16/2010-12/10/2010 Laboratory/Studio/Activity Days to be Announced, Times to be Announced, Room to be Announced	1 / 0 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
[REDACTED]						Freshman	UG	New		1.00		


Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

Staff ▾

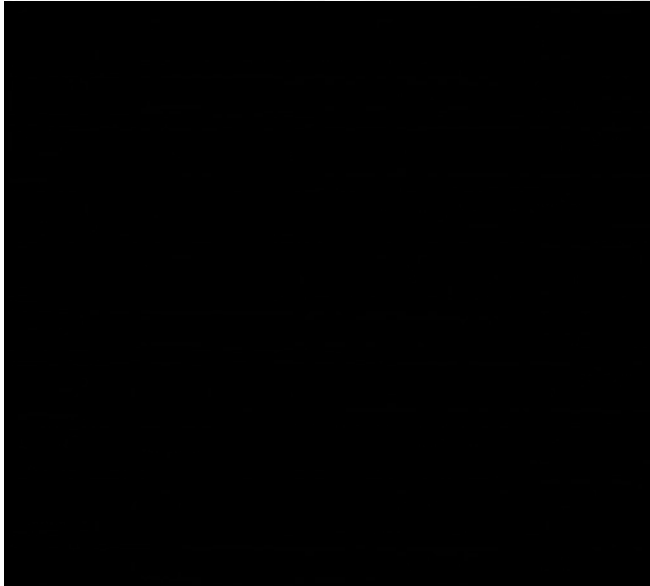
Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AET-22-C01 (4961) Irrigation Evaluation and Desl	C. Cowden, C. Cowden, C. Cowden	08/16/2010-12/17/2010 Lecture And/Or Discussion Tuesday, Thursday 10:00AM - 10:50AM, Farm of the Future, Room FF404 08/16/2010-12/17/2010 Laboratory/Studio/Activity Tuesday, Thursday 11:00AM - 01:50PM, Farm of the Future, Room FF404	10 / 14 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section	
							UG	New		4.00			
							Freshman	UG	New		4.00		
							Freshman	UG	New		4.00		
							Freshman	UG	New		4.00		
							Freshman	UG	New		4.00		
							Freshman	UG	New		4.00		
							Freshman	UG	New		4.00		
							Freshman	UG	Add		4.00		
							Freshman	UG	New		4.00		
							Freshman	UG	New		4.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AET-21-C01 (4959) Ag-Irrigation Management	C. Cowden, C. Cowden	08/16/2010-12/17/2010 Lecture And/Or Discussion Monday, Wednesday 09:30AM - 10:20AM, Farm of the Future, Room FF404 08/16/2010-12/17/2010 Laboratory/Studio/Activity Monday, Wednesday 10:30AM - 11:50AM, Farm of the Future, Room FF404	9 / 15 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
							UG	New	3.00			
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]


Staff ▶

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AET-15-C01 (4958) CAD for Agriculture	C. Cowden	09/20/2010-12/15/2010 Laboratory/Studio/Activity Monday, Wednesday 05:00PM - 09:15PM, Farm of the Future, Room FF404	10 / 20 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		2.00		
							UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AET-10-C01 (4957) Surveying	C. Cowden, C. Cowden	10/22/2010-12/17/2010 Lecture And/Or Discussion Friday 08:00AM - 10:15AM, Farm of the Future, Room FF404 10/22/2010-12/17/2010 Laboratory/Studio/Activity Friday 10:15AM - 11:50AM, Farm of the Future, Room FF404 10/22/2010-12/17/2010 Laboratory/Studio/Activity Friday 01:00PM - 04:50PM, Farm of the Future, Room FF404	5 / 19 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
							UG	New		2.00		
							Freshman	UG	New		2.00	
							Freshman	UG	New		2.00	
							Freshman	UG	New		2.00	
							Freshman	UG	New		2.00	

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
SLSCI-21-C01 (6154) Introduction to Soils	C. Cowden, C. Cowden	01/18/2011-05/27/2011 Lecture And/Or Discussion Tuesday, Thursday 09:30AM - 10:50AM, Farm of the Future, Room FF404 01/18/2011-05/27/2011 Laboratory/Studio/Activity Tuesday, Thursday 11:00AM - 12:20PM, Farm of the Future, Room FF404	8 / 16 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		0.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▾

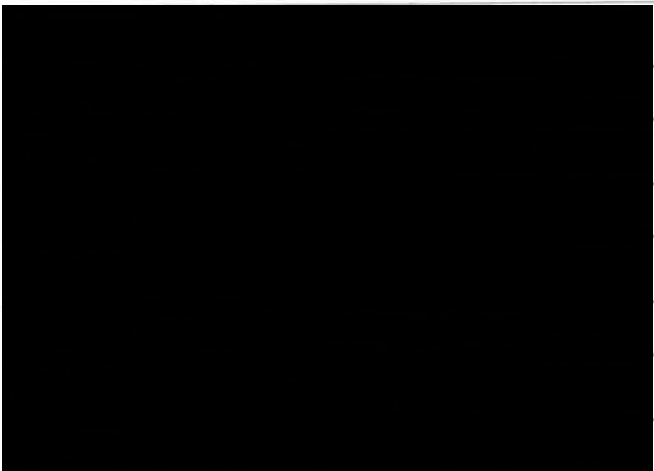
Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-7-C01 (6026) Gps Crop and Yield Monitoring	C. Cowden, C. Cowden	01/18/2011-05/27/2011 Lecture And/Or Discussion Monday, Wednesday, Friday 07:00AM - 07:50AM, Farm of the Future, Room FF403 01/18/2011-05/27/2011 Laboratory/Studio/Activity Monday, Wednesday, Friday 08:00AM - 08:50AM, Farm of the Future, Room FF403	8 / 16 / 0

<-Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▾


Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-19-C01 (6027) Water Management	C. Cowden, C. Cowden	01/18/2011-05/27/2011 Lecture And/Or Discussion Tuesday, Thursday 07:00AM - 07:50AM, Farm of the Future, Room FF404 01/18/2011-05/27/2011 Laboratory/Studio/Activity Tuesday, Thursday 08:00AM - 09:20AM, Farm of the Future, Room FF404	6 / 18 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New	Y	3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
							UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

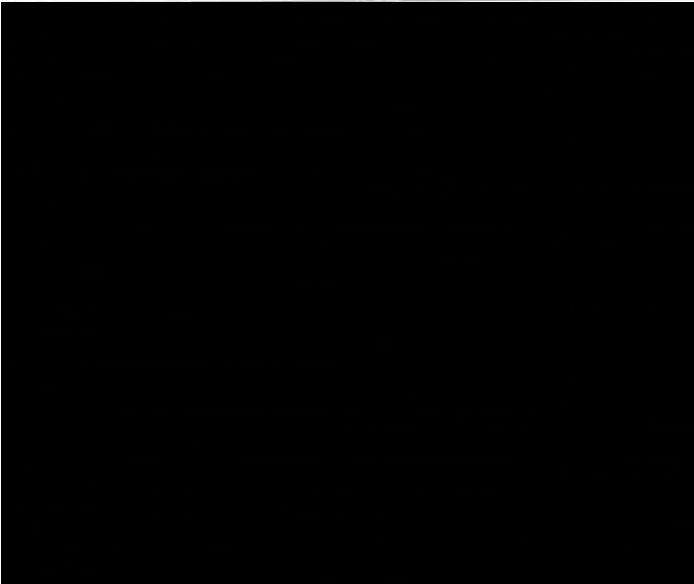
Staff ▶

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AGBUS-15-C01 (5918) Computer App to Agriculture	C. Cowden, C. Cowden	01/18/2011-05/27/2011 Lecture And/Or Discussion Monday, Wednesday, Friday 10:00AM - 10:40AM, Farm of the Future, Room FF403 01/18/2011-05/27/2011 Laboratory/Studio/Activity Monday, Wednesday, Friday 11:00AM - 11:50AM, Farm of the Future, Room FF403	10 / 8 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▶

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AG-11-C01 (5916) Agriculture Sales and Comm.	C. Cowden, C. Cowden	01/19/2011-05/27/2011 Lecture And/Or Discussion Monday, Wednesday, Friday 09:00AM - 09:50AM, Farm of the Future, Room FF404	8 / 16 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▶



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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AET-10-C01 (8243) Surveying	C. Cowden, C. Cowden	06/20/2011-07/28/2011 Lecture And/Or Discussion Monday 08:30AM - 11:50AM, Farm of the Future, Room FF404 06/20/2011-07/28/2011 Laboratory/Studio/Activity Tuesday, Wednesday, Thursday 09:00AM - 11:50AM, Farm of the Future, Room FF404	18 / 7 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

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Staff ▶

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-6-C01 (6919) App. of GPS Tech. in Ag	C. Cowden, C. Cowden	08/15/2011-12/16/2011 Lecture And/Or Discussion Tuesday 04:00PM - 06:50PM, Farm of the Future, Room FF403 08/15/2011-12/16/2011 Laboratory/Studio/Activity Thursday 04:00PM - 06:50PM, Farm of the Future, Room FF403	9 / 15 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New	Y	4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New	Y	4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▾




Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-1-C01 (6917) Intro to Plant Science	C. Cowden, C. Cowden	08/15/2011-12/16/2011 Lecture And/Or Discussion Tuesday, Thursday 09:30AM - 10:20AM, Farm of the Future, Room FF404 08/15/2011-12/16/2011 Laboratory/Studio/Activity Tuesday, Thursday 10:30AM - 11:50AM, Farm of the Future, Room FF404	21 / 3 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
							UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New	Y	3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

	Freshman	UG	New	3.00
	Freshman	UG	New	3.00

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▶

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
ASCI-8-C01 (6862) Advanced Intercollegiate Rodeo	B. Hunt, C. Cowden	08/15/2011-12/16/2011 Laboratory/Studio/Activity Days to be Announced, Times to be Announced Misc. Campus Locations, Room ARENA	11 / 13 / 0

Show all cross-listed sections

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		2.00		
						Freshman	UG	Add	Y	2.00		
						Freshman	UG	New	Y	2.00		
						Freshman	UG	New	Y	2.00		
						Freshman	UG	Add	Y	2.00		
						Freshman	UG	Add	Y	2.00		
						Freshman	UG	New	Y	2.00		
						Freshman	UG	Add	Y	2.00		
						Freshman	UG	New	Y	2.00		
						Freshman	UG	Add	Y	2.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▾

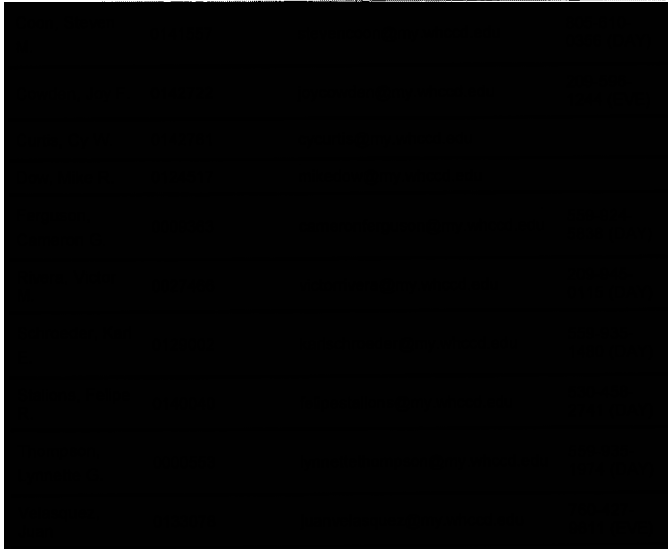
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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
SLSCI-21-C01 (2853) Soils	C. Cowden, C. Cowden	01/18/2005-05/27/2005 Lecture And/Or Discussion Tuesday, Thursday 01:00PM - 02:20PM, Farm of the Future, Room FF404 01/18/2005-05/27/2005 Laboratory/Studio/Activity Tuesday, Thursday 02:30PM - 03:50PM, Farm of the Future, Room FF404	10 / 15 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff >


Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-7-C01 (2851) Gps Crop and Yield Monitoring	C. Cowden, C. Cowden	01/18/2005-05/27/2005 Lecture And/Or Discussion Days to be Announced, Times to be AnnouncedFarm of the Future, Room FF404 01/18/2005-05/27/2005 Laboratory/Studio/Activity Days to be Announced, Times to be AnnouncedFarm of the Future, Room FF404	9 / 16 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▾

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-19-C01 (2852) Water Management	C. Cowden, C. Cowden	01/18/2005-05/27/2005 Lecture And/Or Discussion Monday, Wednesday 01:00PM - 01:20PM, Farm of the Future, Room FF404 01/18/2005-05/27/2005 Laboratory/Studio/Activity Monday, Wednesday 01:30PM - 02:50PM, Farm of the Future, Room FF404	13 / 12 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Staff ▶

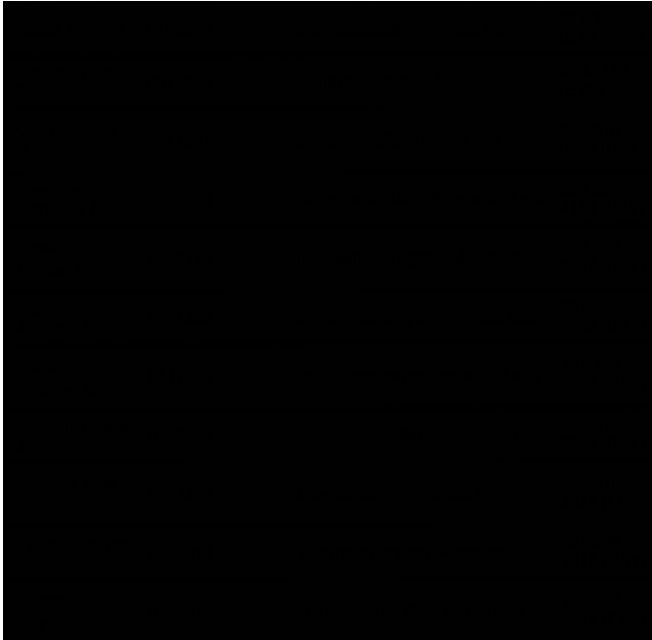
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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-6-C01 (3479) App. of Gps Tech. in Ag	C. Cowden, C Cowden	08/15/2005-12/16/2005 Lecture And/Or Discussion Monday, Wednesday 01:00PM - 02:20PM, Farm of the Future, Room FF404 08/15/2005-12/16/2005 Laboratory/Studio/Activity Monday, Wednesday 02:30PM - 03:50PM, Farm of the Future, Room FF404	11 / 23 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
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						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
	A	Freshman	UG	Add	Y	0.00						

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▶

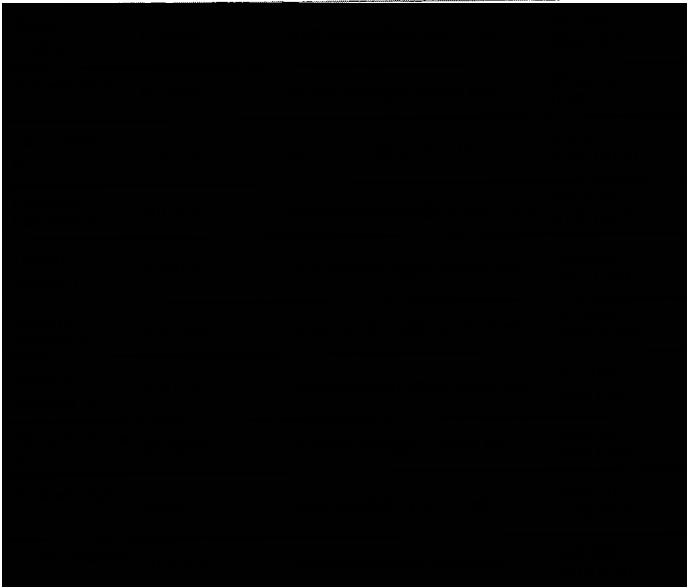
Search this site... 

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-1-C01 (3478) Intro to Plant Science	C. Cowden, C. Cowden	08/15/2005-12/16/2005 Lecture And/Or Discussion Days to be Announced, Times to be AnnouncedFarm of the Future, Room FF404 08/15/2005-12/16/2005 Laboratory/Studio/Activity Days to be Announced, Times to be AnnouncedFarm of the Future, Room FF404	10 / 24 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▶

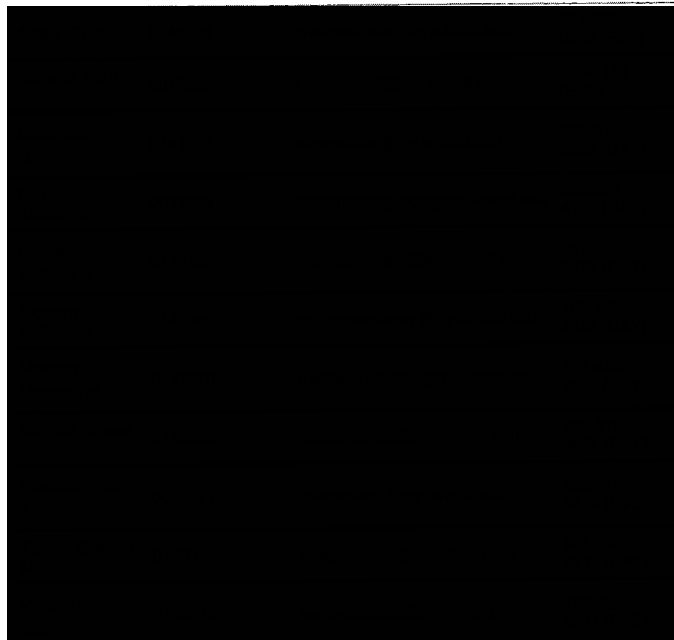
Search this site... 

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AGBUS-15-C01 (3422) Computer App to Agriculture	C. Cowden, C. Cowden	08/15/2005-12/16/2005 Lecture And/Or Discussion Days to be Announced, Times to be Announced Farm of the Future, Room FF405 08/15/2005-12/16/2005 Laboratory/Studio/Activity Days to be Announced, Times to be Announced Farm of the Future, Room FF405	11 / 6 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
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						Freshman	UG	New		3.00		
						Freshman	UG	Add		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	Add		3.00		
						Freshman	UG	New		3.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▶

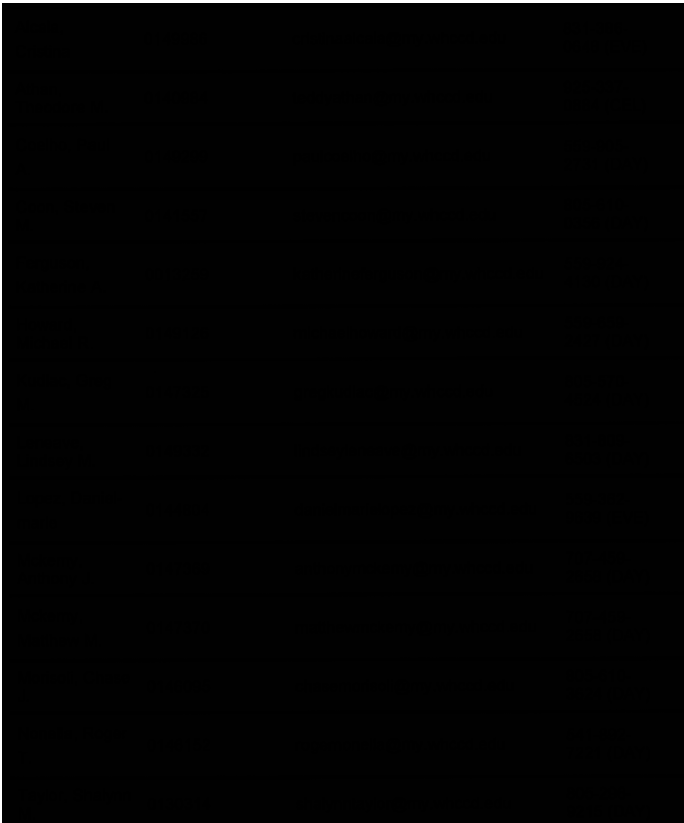
Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AG-10-C01 (3417) Intro to Agriculture	C. Cowden	08/15/2005-12/14/2005 Lecture And/Or Discussion Monday, Wednesday 09:00AM - 10:20AM, Farm of the Future, Room FF404	14 / 13 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
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						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	Add		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	Add		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▾



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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
SLSCI-21-C01 (4847) Soils	C. Cowden, C. Cowden	01/17/2006-05/26/2006 Lecture And/Or Discussion Monday, Wednesday 08:00AM - 10:20AM, Farm of the Future, Room FF404 01/17/2006-05/26/2006 Laboratory/Studio/Activity Monday, Wednesday 10:30AM - 11:50AM, Farm of the Future, Room FF404	16 / 8 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	Add		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	Add		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	Add		4.00		


Security Access Messages

None


Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-7-C01 (4745) Gps Crop and Yield Monitoring	C. Cowden, C. Cowden	01/17/2006-05/26/2006 Lecture And/Or Discussion Tuesday, Thursday 01:00PM - 02:20PM, Farm of the Future, Room FF404 01/17/2006-05/26/2006 Laboratory/Studio/Activity Tuesday, Thursday 02:20PM - 03:50PM, Farm of the Future, Room FF404	13 / 27 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	Add		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New	Y	4.00		
						Freshman	UG	Add		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff >

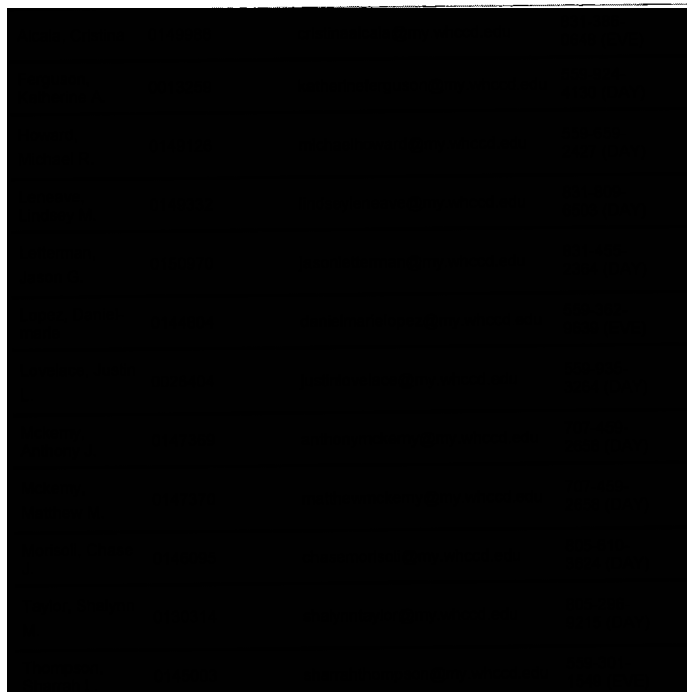
Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-19-C01 (4744) Water Management	C. Cowden, C. Cowden	01/17/2006-05/26/2006 Lecture And/Or Discussion Tuesday, Thursday 10:00AM - 10:20AM, Farm of the Future, Room FF404 01/17/2006-05/26/2006 Laboratory/Studio/Activity Tuesday, Thursday 10:30AM - 11:50AM, Farm of the Future, Room FF404	12 / 28 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	Add		2.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▾



Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-6-C01 (5360) App. of Gps Tech. in Ag	C Cowden	08/14/2006-12/15/2006 Lecture And/Or Discussion Monday 08:30AM - 11:20AM, Farm of the Future, Room FF404 08/14/2006-12/15/2006 Laboratory/Studio/Activity Wednesday 08:30AM - 11:30AM, Farm of the Future, Room FF404	21 / 4 / 0


<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New	Y	4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	Add		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		

	Freshman UG	New	4.00
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Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▶



Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-1-C01 (5359) Intro to Plant Science	C. Cowden, C. Cowden	08/14/2006-12/15/2006 Lecture And/Or Discussion Tuesday, Thursday 08:30AM - 09:20AM, Farm of the Future, Room FF404 08/14/2006-12/15/2006 Laboratory/Studio/Activity Tuesday, Thursday 09:30AM - 10:50AM, Farm of the Future, Room FF404	21 / 4 / 0


<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	Add		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

	Freshman UG	New	3.00
	Freshman UG	New	3.00

Security Access Messages

None

Search this site... 

Show Dropped/Withdrawn Students

Show Waitlisted Students

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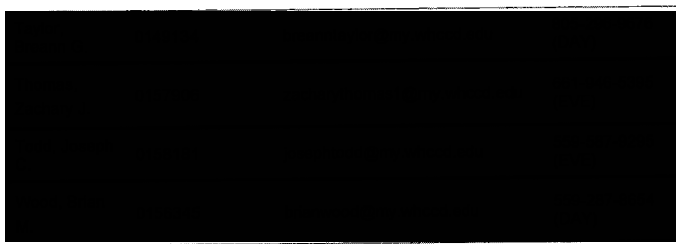
Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AGBUS-15-C.01 (5287) Computer App to Agriculture	C. Cowden, C. Cowden	08/14/2006-12/15/2006 Lecture And/Or Discussion Tuesday, Thursday 11:30AM - 12:20PM, Farm of the Future, Room FF403 08/14/2006-12/15/2006 Laboratory/Studio/Activity Tuesday, Thursday 12:30PM - 01:50PM, Farm of the Future, Room FF403	23 / 2 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross- Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	Add		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	Add		3.00		
						Freshman	UG	New		3.00		

	Freshman UG	New	3.00
	Freshman UG	New	3.00
	Freshman UG	Add	3.00
	Freshman UG	New	3.00

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

Staff ▾



Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
SLSCI-21-C01 (7182) Soils	C. Cowden, C. Cowden	01/16/2007-05/25/2007 Lecture And/Or Discussion Monday 08:00AM - 10:50AM, Farm of the Future, Room FF404 01/16/2007-05/25/2007 Laboratory/Studio/Activity Wednesday 08:00AM - 10:50AM, Farm of the Future, Room FF404	20 / 5 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		4.00		
						Freshman	UG	Add		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		



Freshman UG

New

4.00

Security Access Messages

None


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Show Waitlisted Students

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
EQSCI-99-C01 (8962) Directed Study	C. Cowden	03/19/2007-05/25/2007 Laboratory/Studio/Activity Days to be Announced, Times to be Announced, Room to be Announced	6 / 9 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		1.00		
						Freshman	UG	New		1.00		
						Freshman	UG	New		1.00		
						Freshman	UG	New		1.00		
						Freshman	UG	New		1.00		
						Freshman	UG	New		1.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
EQSCI-49-C01 (8961) Directed Study	C. Cowden	03/19/2007-05/25/2007 Laboratory/Studio/Activity Days to be Announced, Times to be Announced, Room to be Announced	11 / 4 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		

Security Access Messages


None

Show Dropped/Withdrawn Students


Show Waitlisted Students

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[SUBMIT]

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Show Dropped/Withdrawn Students

Show Waitlisted Students

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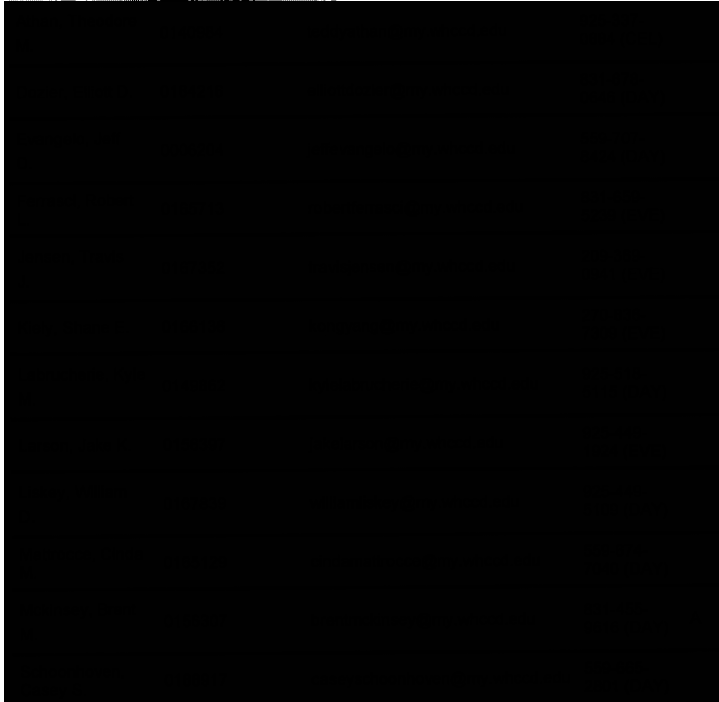
Search this site... 

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-6-C01 (8155) App. of Gps Tech. in Ag	C. Cowden, C. Cowden	08/13/2007-12/14/2007 Lecture And/Or Discussion Monday 08:30AM - 11:20AM, Farm of the Future, Room FF404 08/13/2007-12/14/2007 Laboratory/Studio/Activity Wednesday 08:30AM - 11:20AM, Farm of the Future, Room FF404	12 / 13 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New	Y	0.00		
						Freshman	UG	New		4.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

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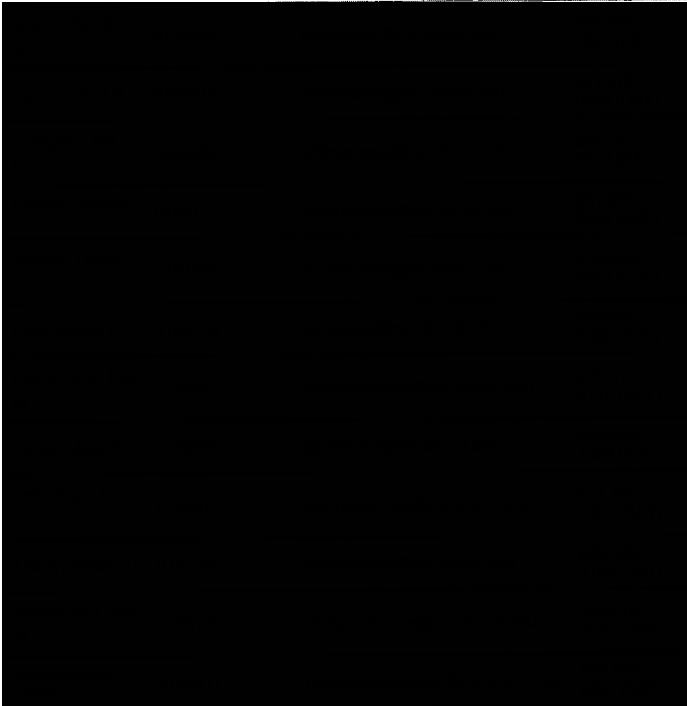
Search this site... 

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-1-C01 (8154) Intro to Plant Science	C. Cowden, C. Cowden	08/13/2007-12/14/2007 Lecture And/Or Discussion Tuesday, Thursday 08:30AM - 09:20AM, Farm of the Future, Room FF404 08/13/2007-12/14/2007 Laboratory/Studio/Activity Tuesday, Thursday 09:30AM - 10:50AM, Farm of the Future, Room FF404	12 / 13 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	Add		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▾

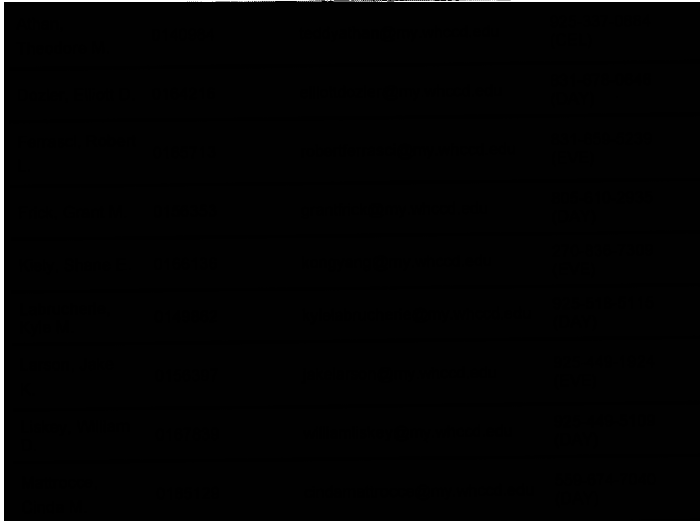
Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AGBUS-15-C01 (8143) Computer App to Agriculture	C. Cowden, C. Cowden	08/13/2007-12/14/2007 Lecture And/Or Discussion Tuesday, Thursday 11:30AM - 12:20PM, Farm of the Future, Room FF403 08/13/2007-12/14/2007 Laboratory/Studio/Activity Tuesday, Thursday 12:30PM - 01:50PM, Farm of the Future, Room FF403	9 / 16 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Staff ▾

Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
SLSCI-21-C01 (9844) Introduction to Soils	C. Cowden, C. Cowden	01/14/2008-05/23/2008 Lecture And/Or Discussion Monday 07:00AM - 09:50AM, Farm of the Future, Room FF404 01/14/2008-05/23/2008 Laboratory/Studio/Activity Wednesday 07:00AM - 09:50AM, Farm of the Future, Room FF404	13 / 12 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
[REDACTED]						Freshman	UG	New		4.00		
[REDACTED]						Freshman	UG	New		4.00		
[REDACTED]						Freshman	UG	New		4.00		
[REDACTED]						Freshman	UG	New		4.00		
[REDACTED]						Freshman	UG	New		4.00		
[REDACTED]						Freshman	UG	New		4.00		
[REDACTED]						Freshman	UG	New		4.00		
[REDACTED]						Freshman	UG	New		4.00		
[REDACTED]						Freshman	UG	New		4.00		
[REDACTED]						Freshman	UG	New		4.00		
[REDACTED]						Freshman	UG	New		4.00		
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[REDACTED]						Freshman	UG	New		4.00		
[REDACTED]						Freshman	UG	New		4.00		
[REDACTED]						Freshman	UG	New		4.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

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Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-7-C01 (9552) Gps Crop and Yield Monitoring	C. Cowden, C. Cowden	01/14/2008-05/23/2008 Lecture And/Or Discussion Tuesday, Thursday 08:30AM - 09:50AM, Farm of the Future, Room FF404 01/14/2008-05/23/2008 Laboratory/Studio/Activity Tuesday, Thursday 10:00AM - 11:20AM, Farm of the Future, Room FF404	11 / 14 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		4.00		
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						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New	Y	4.00		
						Freshman	UG	New		4.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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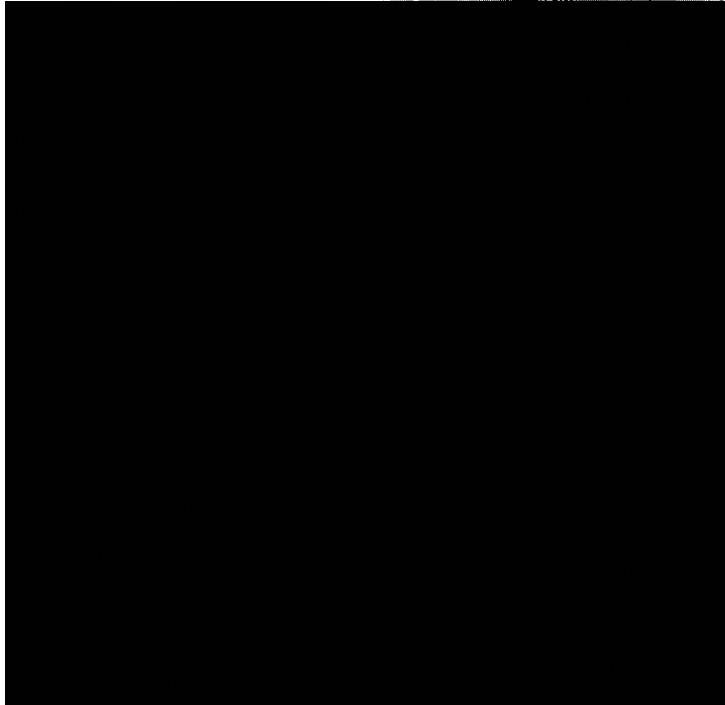
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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-19-C01 (9553) Water Management	C. Cowden, C. Cowden	01/14/2008-05/23/2008 Lecture And/Or Discussion Monday, Wednesday 10:00AM - 10:50AM, Farm of the Future, Room FF404 01/14/2008-05/23/2008 Laboratory/Studio/Activity Monday, Wednesday 11:00AM - 12:20PM, Farm of the Future, Room FF404	12 / 13 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Security Access Messages



None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AG-11-C01 (9429) Agriculture Sales and Comm.	C. Cowden	01/15/2008-05/20/2008 Lecture And/Or Discussion Tuesday 12:00PM - 02:50PM, Farm of the Future, Room FF403	9 / 16 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-6-C01 (1158) App. of Gps Tech. in Ag	C. Cowden, C. Cowden	10/13/2008-11/12/2008 Lecture And/Or Discussion Monday, Tuesday, Wednesday 07:00AM - 09:20AM, Farm of the Future, Room FF403 10/13/2008-11/12/2008 Laboratory/Studio/Activity Monday, Tuesday, Wednesday 09:30AM - 11:50AM, Farm of the Future, Room FF403 12/01/2008-12/10/2008 Lecture And/Or Discussion Monday, Tuesday, Wednesday 07:00AM - 09:50AM, Farm of the Future, Room FF403 12/01/2008-12/10/2008 Laboratory/Studio/Activity Monday, Tuesday, Wednesday 10:00AM - 12:50PM, Farm of the Future, Room FF403	10 / 8 / 0

<-Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▾

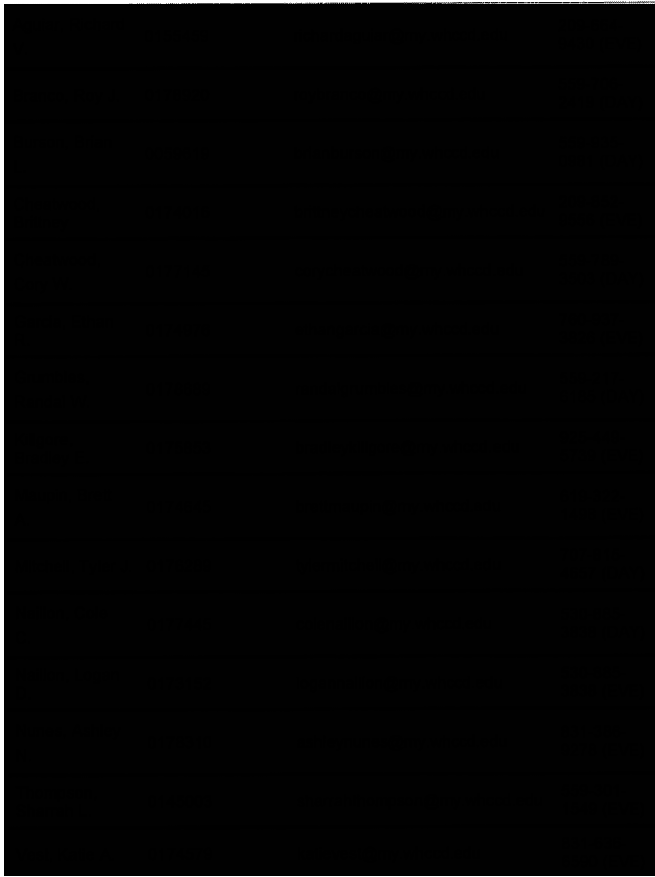


Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-1-C01 (1642) Intro to Plant Science	C. Cowden, C. Cowden	08/11/2008-10/08/2008 Lecture And/Or Discussion Monday, Wednesday 07:00AM - 08:50AM, Farm of the Future, Room FF404 08/11/2008-10/08/2008 Laboratory/Studio/Activity Monday, Wednesday 09:00AM - 11:50AM, Farm of the Future, Room FF404	Search this site... 15 / 27 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
							UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	Add		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
	Freshman	UG	New		3.00							

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
ASCI-7-C01 (6861) Intercollegiate Rodeo	B. Hunt, C. Cowden, C. Cowden	08/15/2011-12/16/2011 Laboratory/Studio/Activity Days to be Announced, Times to be Announced Misc. Campus Locations, Room ARENA	14 / 10 / 0

Show all cross-listed sections

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New	Y	2.00		
						Freshman	UG	New	Y	2.00		
						Freshman	UG	New	Y	2.00		
						Freshman	UG	New	Y	2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	Add	Y	2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New	Y	2.00		
						Freshman	UG	New	Y	2.00		
						Freshman	UG	New	Y	2.00		
						Freshman	UG	New	Y	2.00		
						Freshman	UG	New	Y	2.00		
						Freshman	UG	Add	Y	2.00		
						Freshman	UG	New		2.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

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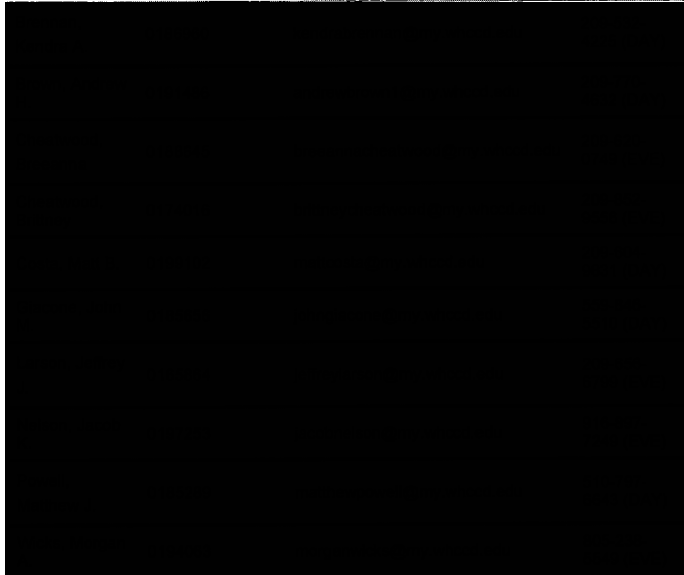
Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
ASCI-6-C01 (6860) Rodeo Prod and Promotion	B. Hunt, C. Cowden	08/17/2011-12/14/2011 Lecture And/Or Discussion Wednesday 12:00PM - 12:50PM. Farm of the Future, Room FF404	10 / 14 / 0

<-Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	Add	Y	1.00		
						Freshman	UG	New	Y	1.00		
						Freshman	UG	New	Y	1.00		
						Freshman	UG	Add	Y	1.00		
						Freshman	UG	Add	Y	1.00		
						Freshman	UG	New	Y	1.00		
						Freshman	UG	Add	Y	1.00		
						Freshman	UG	New	Y	1.00		
						Freshman	UG	Add	Y	1.00		
						Freshman	UG	New	Y	1.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
ASCI-5-C01 (6859) Skills and Management	B. Hunt, C. Cowden	08/15/2011-12/12/2011 Lecture And/Or Discussion Monday 12:00PM - 12:50PM, Farm of the Future, Room FF404	14 / 10 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New	Y	1.00		
						Freshman	UG	New		1.00		
						Freshman	UG	New	Y	1.00		
						Freshman	UG	New	Y	1.00		
						Freshman	UG	New	Y	1.00		
						Freshman	UG	New		1.00		
						Freshman	UG	New		1.00		
						Freshman	UG	New	Y	1.00		
						Freshman	UG	New	Y	1.00		
						Freshman	UG	New	Y	1.00		
						Freshman	UG	New	Y	1.00		
						Freshman	UG	New	Y	1.00		
						Freshman	UG	New	Y	1.00		
						Freshman	UG	New	Y	1.00		
						Freshman	UG	New		1.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AET-22-C01 (6825) Irrigation Evaluation and Desi	C. Cowden, C. Cowden, J. Cowden, J. Cowden	08/15/2011-12/16/2011 Lecture And/Or Discussion Monday, Wednesday, Friday 02:00PM - 02:40PM, Farm of the Future, Room FF404 08/15/2011-12/16/2011 Laboratory/Studio/Activity Monday, Wednesday, Friday 03:00PM - 04:50PM, Farm of the Future, Room FF404	6 / 18 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
							UG	New		4.00		
						Freshman	UG	New		4.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AET-10-C01 (6824) Surveying	C. Cowden, C. Cowden	08/15/2011-12/16/2011 Lecture And/Or Discussion Tuesday, Thursday 02:00PM - 02:20PM, Farm of the Future, Room FF404 08/15/2011-12/16/2011 Laboratory/Studio/Activity Tuesday, Thursday 02:30PM - 03:50PM, Farm of the Future, Room FF404	6 / 18 / 0

<-Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		2.00		
						Freshman	UG	Add	Y	2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
							UG	New		2.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
SLSCI-21-C01 (7762) Introduction to Soils	C. Cowden, C. Cowden	01/17/2012-05/25/2012 Lecture And/Or Discussion Monday, Wednesday, Friday 10:00AM - 10:50AM, Farm of the Future, Room FF404 01/17/2012-05/25/2012 Laboratory/Studio/Activity Monday, Wednesday, Friday 11:00AM - 11:50AM, Farm of the Future, Room FF404	9 / 15 / 0

<-Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New	Y	4.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-7-C01 (7631) Gps Crop and Yield Monitoring	C. Cowden, C. Cowden	01/17/2012-05/25/2012 Lecture And/Or Discussion Tuesday 04:00PM - 06:50PM, Farm of the Future, Room FF403 01/17/2012-05/25/2012 Laboratory/Studio/Activity Thursday 04:00PM - 05:50PM, Farm of the Future, Room FF403	5 / 19 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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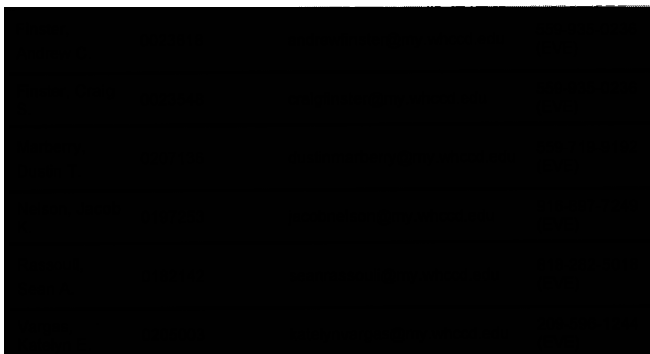
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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-19-C01 (7632) Water Management	C. Cowden, C. Cowden	01/17/2012-05/25/2012 Lecture And/Or Discussion Tuesday, Thursday 09:30AM - 10:20AM, Farm of the Future, Room FF404 01/17/2012-05/25/2012 Laboratory/Studio/Activity Tuesday, Thursday 10:30AM - 11:50AM, Farm of the Future, Room FF404	6 / 18 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AG-11-C01 (7526) Agriculture Sales and Comm.	C. Cowden	01/18/2012-05/25/2012 Lecture And/Or Discussion Monday, Wednesday, Friday 09:00AM - 09:50AM, Farm of the Future, Room FF404	9 / 15 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AET-15-C01 (7527) CAD for Agriculture	C. Cowden	01/18/2012-05/23/2012 Laboratory/Studio/Activity Monday, Wednesday 04:00PM - 06:50PM, Farm of the Future, Room FF403	5 / 19 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▾

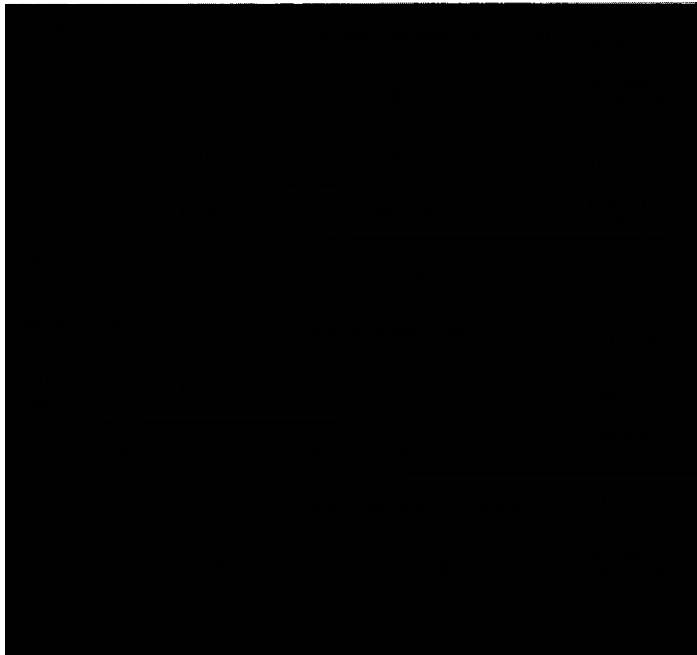
Search this site... 

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-6-C01 (8587) App. of GPS Tech in Ag	C. Cowden, C. Cowden	08/13/2012-12/14/2012 Lecture And/Or Discussion Monday, Wednesday, Friday 10:00AM - 10:50AM, Farm of the Future, Room FF404 08/13/2012-12/14/2012 Laboratory/Studio/Activity Monday, Wednesday, Friday 11:00AM - 11:50AM, Farm of the Future, Room FF404	11 / 13 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	Add		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-1-C01 (8586) Intro to Plant Science	C. Cowden, C. Cowden	08/13/2012-12/14/2012 Lecture And/Or Discussion Tuesday, Thursday 03:30PM - 04:20PM, Farm of the Future, Room FF404 08/13/2012-12/14/2012 Laboratory/Studio/Activity Tuesday, Thursday 04:30PM - 05:45PM, Farm of the Future, Room FF404	20 / 4 / 0

<--Select a different course section E-Mail these Student's


Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New	Y	3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	Add		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
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						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Security Access Messages

None


Show Dropped/Withdrawn Students

Show Waitlisted Students

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AET-22-C01 (8483) Irrigation Evaluation and Desi	C. Cowden, C. Cowden	08/13/2012-12/14/2012 Lecture And/Or Discussion Tuesday, Thursday 10:00AM - 10:50AM, Farm of the Future, Room FF404 08/13/2012-12/14/2012 Laboratory/Studio/Activity Tuesday, Thursday 11:00AM - 01:50PM, Farm of the Future, Room FF404	8 / 16 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
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						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AET-10-C01 (8482) Surveying	C. Cowden, C. Cowden	08/13/2012-12/14/2012 Lecture And/Or Discussion Tuesday, Thursday 08:00AM - 08:15AM, Farm of the Future, Room FF404 08/13/2012-12/14/2012 Laboratory/Studio/Activity Tuesday, Thursday 08:30AM - 09:50AM, Farm of the Future, Room FF404	12 / 12 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
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						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	Add		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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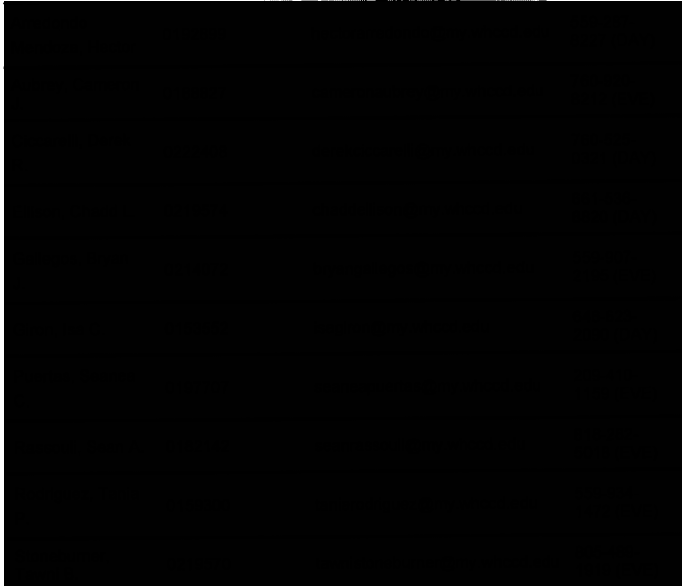
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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
SLSCI-21-C01 (9952) Introduction to Soils	C. Cowden, C. Cowden	01/15/2013-03/14/2013 Lecture Via Online. Media Days to be Announced, Times to be Announced, Room to be Announced 01/15/2013-03/14/2013 Laboratory/Studio/Activity Tuesday, Thursday 04:30PM - 07:30PM, Farm of Future, Room FB04	10 / 20 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		4.00		
						Freshman	UG	New	Y	4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

	Freshman	UG	New	3.00
	Freshman	UG	New	3.00
	Freshman	UG	New	3.00
	Freshman	UG	New	3.00
	Freshman	UG	New	3.00
	Freshman	UG	New	3.00
	Freshman	UG	New	3.00
	Freshman	UG	New	3.00
	Freshman	UG	New	3.00
	Freshman	UG	New	3.00
	Freshman	UG	New	3.00
	Freshman	UG	New	3.00
	Freshman	UG	New	3.00
	Freshman	UG	New	3.00
	Freshman	UG	New	3.00
	Freshman	UG	New	3.00
	Freshman	UG	New	3.00
	Freshman	UG	New	3.00
	Freshman	UG	New	3.00
	Freshman	UG	New	3.00

Search this site...

Security Access Messages



None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

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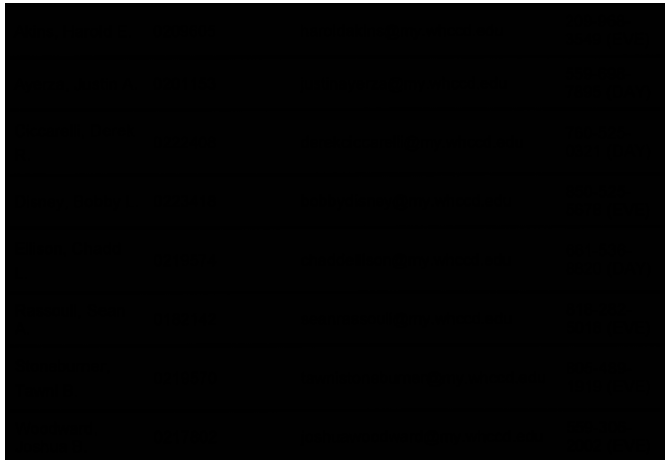
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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-7-C01 (9949) Advanced Precision Agriculture	C. Cowden, C. Cowden	01/14/2013-03/13/2013 Lecture Via Online Media Days to be Announced, Times to be Announced, Room to be Announced 01/14/2013-03/13/2013 Laboratory/Studio/Activity Monday, Wednesday 04:30PM - 07:30PM, Farm of Future, Room FB04	8 / 22 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-46-C01 (9966) Integrated Pest Management	J. Cowden, C. Cowden	03/11/2013-05/24/2013 Lecture Via Online Media Days to be Announced, Times to be Announced, Room to be Announced 04/13/2013-04/14/2013 Laboratory/Studio/Activity Saturday, Sunday 08:00AM - 11:50AM, Farm of Future, Room FB04 04/13/2013-04/14/2013 Laboratory/Studio/Activity Saturday, Sunday 12:30PM - 04:50PM, Farm of Future, Room FB04 05/04/2013-05/05/2013 Laboratory/Studio/Activity Saturday, Sunday 08:00AM - 11:50AM, Farm of Future, Room FB04 05/04/2013-05/05/2013 Laboratory/Studio/Activity Saturday, Sunday 12:30PM - 04:50PM, Farm of Future, Room FB04 05/25/2013-05/26/2013 Laboratory/Studio/Activity Saturday, Sunday 08:00AM - 11:50AM, Farm of Future, Room FB04 05/25/2013-05/26/2013 Laboratory/Studio/Activity Saturday, Sunday 12:30PM - 04:50PM, Farm of Future, Room FB04	8 / 22 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-44-C01 (9965) Economic Entomology	J. Cowden, C. Cowden	03/11/2013-05/24/2013 Lecture Via Online Media Days to be Announced, Times to be Announced, Room to be Announced	10 / 20 / 0
		04/06/2013-04/07/2013 Laboratory/Studio/Activity Saturday, Sunday 08:00AM - 11:50AM, Farm of Future, Room FB04	
		04/06/2013-04/07/2013 Laboratory/Studio/Activity Saturday, Sunday 12:30PM - 04:50PM, Farm of Future, Room FB04	
		04/27/2013-04/28/2013 Laboratory/Studio/Activity Saturday, Sunday 08:00AM - 11:50AM, Farm of Future, Room FB04	
		04/27/2013-04/28/2013 Laboratory/Studio/Activity Saturday, Sunday 12:30PM - 04:50PM, Farm of Future, Room FB04	
		05/18/2013-05/19/2013 Laboratory/Studio/Activity Saturday, Sunday 08:00AM - 11:50AM, Farm of Future, Room FB04	

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New	Y	3.00		
						Freshman	UG	New		3.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▾

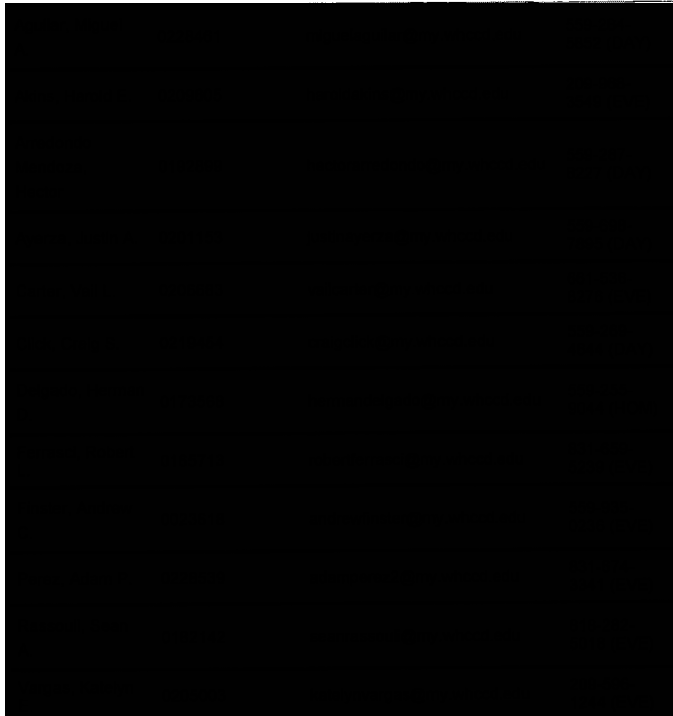
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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-32-C01 (9967) Weeds and Poisonous Plants	J. Cowden, C. Cowden, C. Cowden, C. Cowden	03/11/2013-05/24/2013 Lecture Via Online Media Days to be Announced, Times to be Announced, Room to be Announced	
		03/23/2013-03/24/2013 Laboratory/Studio/Activity Saturday, Sunday 08:00AM - 11:50AM, Farm of Future, Room FB04	
		03/23/2013-03/24/2013 Laboratory/Studio/Activity Saturday, Sunday 12:30PM - 04:50PM, Farm of Future, Room FB04	12 / 18 / 0
		04/20/2013-04/21/2013 Laboratory/Studio/Activity Saturday, Sunday 08:00AM - 11:50AM, Farm of Future, Room FB04	
		04/20/2013-04/21/2013 Laboratory/Studio/Activity Saturday, Sunday 12:30PM - 04:50PM, Farm of Future, Room FB04	
		05/11/2013-05/12/2013 Laboratory/Studio/Activity Saturday, Sunday 08:00AM - 11:50AM, Farm of Future, Room FB04	
		05/11/2013-05/12/2013 Laboratory/Studio/Activity Saturday, Sunday 12:30PM - 04:50PM, Farm of Future, Room FB04	

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-46-C01 (10367) Integrated Pest Management	C. Cowden, C. Cowden	08/19/2013-12/20/2013 Lecture Via Online Media Days to be Announced, Times to be Announced, Room to be Announced 09/21/2013-10/06/2013 Laboratory/Studio/Activity Saturday, Sunday 08:00AM - 11:50AM, Farm of Future, Room FB04 09/21/2013-10/06/2013 Laboratory/Studio/Activity Saturday, Sunday 12:30PM - 04:45PM, Farm of Future, Room FB04	15 / 15 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
	Freshman	UG	New		3.00							

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-45-C01 (10366) California Pest Control Laws	C. Cowden, C. Cowden	08/19/2013-12/20/2013 Lecture Via Online Media Days to be Announced, Times to be Announced, Room to be Announced	24 / 26 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
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						Freshman	UG	New		2.00		
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						Freshman	UG	New		2.00		
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						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		

	Freshman	UG	New	2.00
	Freshman	UG	New	2.00
	Freshman	UG	New	2.00
	Freshman	UG	New	2.00
	Freshman	UG	New	2.00

Search this site... 

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-2-C01 (10363) Plant Science Theory	C. Cowden	08/19/2013-12/20/2013 Lecture Via Online Media Days to be Announced, Times to be Announced, Room to be Announced	31 / 19 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
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						Freshman	UG	New		3.00		

	Freshman	UG	New	3.00
	Freshman	UG	New	3.00
	Freshman	UG	New	3.00
	Freshman	UG	New	3.00
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	Freshman	UG	Add	3.00
	Freshman	UG	New	3.00
	Freshman	UG	New	3.00
	Freshman	UG	New	3.00
	Freshman	UG	New	3.00
	Freshman	UG	New	3.00

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Staff ▾

Search this site... 

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AET-21-C01 (10290) Ag-Irrigation Management	C. Cowden, C. Cowden	08/19/2013-12/20/2013 Lecture Via Online Media Days to be Announced, Times to be Announced, Room to be Announced 10/19/2013-11/03/2013 Laboratory/Studio/Activity Saturday, Sunday 08:00AM - 11:50AM, Farm of Future, Room FB04 10/19/2013-11/03/2013 Laboratory/Studio/Activity Saturday, Sunday 12:30PM - 04:50PM, Farm of Future, Room FB04	11 / 19 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Staff ▶

Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-7-C01 (11838) Advanced Precision Agriculture	C. Cowden, C. Cowden	01/13/2014-05/23/2014 Hybrid Online Lecture Days to be Announced, Times to be Announced, Room to be Announced 01/13/2014-05/23/2014 Laboratory/Studio/Activity Wednesday 08:00AM - 10:50AM, Farm of Future, Room FB04	11 / 19 / 0

<-Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
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						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AET-22-C01 (11123) Irrigation Evaluation and Desi	C. Cowden C. Cowden	01/13/2014-05/23/2014 Lecture Via Online Media Days to be Announced, Times to be Announced, Room to be Announced 01/18/2014-01/19/2014 Laboratory/Studio/Activity Saturday, Sunday 08:00AM - 11:50AM, Farm of Future, Room FB03 01/18/2014-01/19/2014 Laboratory/Studio/Activity Saturday, Sunday 12:30PM - 04:50PM, Farm of Future, Room FB03 02/08/2014-02/09/2014 Laboratory/Studio/Activity Saturday, Sunday 08:00AM - 11:50AM, Farm of Future, Room FB03 02/08/2014-02/09/2014 Laboratory/Studio/Activity Saturday, Sunday 12:30PM - 04:50PM, Farm of Future, Room FB03 03/01/2014-03/02/2014 Laboratory/Studio/Activity Saturday, Sunday 08:00AM - 11:50AM, Farm of Future, Room FB03 03/01/2014-03/02/2014 Laboratory/Studio/Activity Saturday, Sunday 12:30PM - 04:50PM, Farm of Future, Room FB03 03/22/2014-03/23/2014 Laboratory/Studio/Activity Saturday, Sunday 08:00AM - 11:50AM, Farm of Future, Room FB03 03/22/2014-03/23/2014 Laboratory/Studio/Activity Saturday, Sunday 12:30PM - 04:50PM, Farm of Future, Room FB03 04/12/2014-04/13/2014 Laboratory/Studio/Activity Saturday, Sunday 08:00AM - 11:50AM, Farm of Future, Room FB03 04/12/2014-04/13/2014 Laboratory/Studio/Activity Saturday, Sunday 12:30PM - 04:50PM, Farm of Future, Room FB03 04/26/2014-04/27/2014 Laboratory/Studio/Activity Saturday, Sunday 08:00AM - 11:50AM, Farm of Future, Room FB03 04/27/2014-04/27/2014 Laboratory/Studio/Activity Saturday, Sunday 12:30PM - 04:50PM, Farm of Future, Room FB03	5 / 25 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
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						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

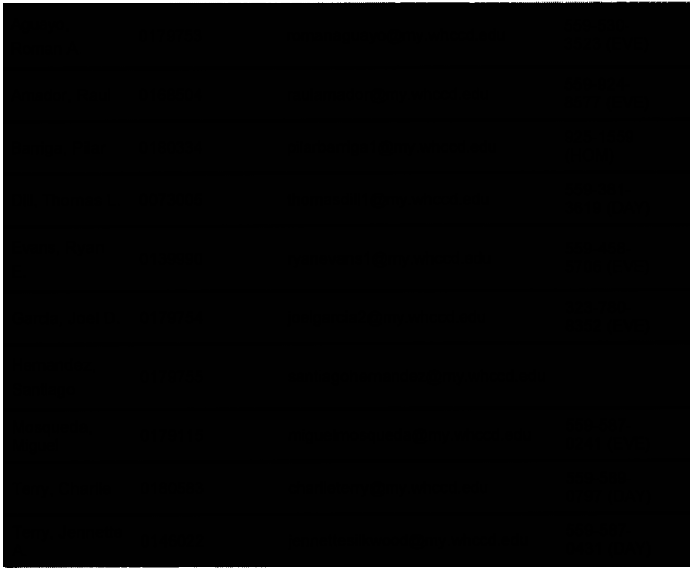
Staff ▾

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AGMM-52D-L01 (2682) Technical Report Writing	C. Cowden	10/13/2008-10/27/2008 Laboratory/Studio/Activity Monday, Tuesday, Wednesday, Thursday 06:00PM - 09:00PM, Room to be Announced	10 / 20 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		0.50		
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						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		

Security Access Messages


None

Show Dropped/Withdrawn Students

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AGMM-52B-L01 (1745) Computer Fundamentals	F. Villalobos, C. Cowden	08/25/2008-09/24/2008 Laboratory/Studio/Activity Monday, Wednesday 06:00PM - 09:00PM, Room to be Announced	13 / 17 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
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						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
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						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		

Security Access Messages



None

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AGMM-51-L01 (1743) Introduction to Ag Manufacturi	C. Cowden	08/26/2008-09/02/2008 Lecture And/Or Discussion Tuesday, Thursday 06:00PM - 09:00PM, Room to be Announced	12 / 18 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	Add		0.50		
						Freshman	UG	Add		0.50		
						Freshman	UG	Add		0.50		
						Freshman	UG	Add		0.50		
						Freshman	UG	Add		0.50		
						Freshman	UG	Add		0.50		
						Freshman	UG	Add		0.50		
						Freshman	UG	Add		0.50		
						Freshman	UG	Add		0.50		
						Freshman	UG	Add		0.50		
						Freshman	UG	Add		0.50		
						Freshman	UG	Add		0.50		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AGBUS-15-C01 (1640) Computer App to Agriculture	C. Cowden, C. Cowden	08/12/2008-10/09/2008 Lecture And/Or Discussion Tuesday, Thursday 07:00AM - 08:50AM, Farm of the Future, Room FF403 08/12/2008-10/09/2008 Laboratory/Studio/Activity Tuesday, Thursday 09:00AM - 11:50AM, Farm of the Future, Room FF403	11 / 13 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	Add		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AG-99-C01 (2777) Directed Study	C. Cowden	11/12/2008-12/12/2008 Laboratory/Studio/Activity Days to be Announced, Times to be Announced, Room to be Announced	7 / 3 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▶

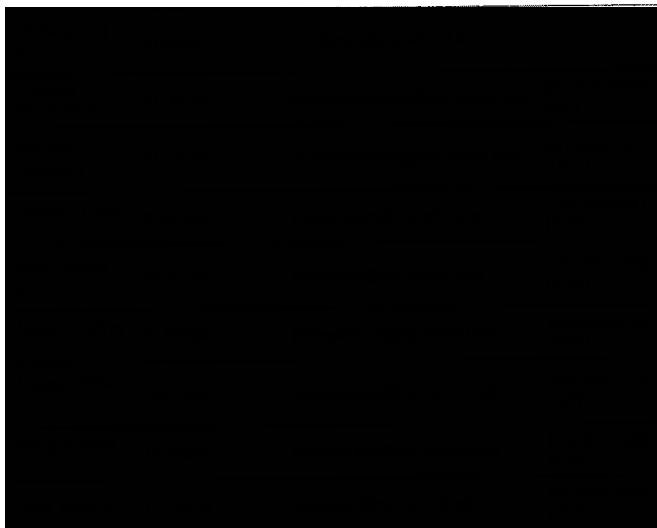
Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AG-49-C01 (2765) Directed Study	C. Cowden	11/12/2008-12/12/2008 Laboratory/Studio/Activity Days to be Announced, Times to be Announced, Room to be Announced	9 / 1 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▶

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AG-49-C01 (4119) Directed Study	C. Cowden	06/08/2009-08/07/2009 Laboratory/Studio/Activity Days to be Announced, Times to be Announced, Room to be Announced	1 / 4 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		2.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Staff ▶



Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-6-C01 (3005) App. of Gps Tech. in Ag	C. Cowden, C. Cowden	08/17/2009-12/18/2009 Lecture And/Or Discussion Tuesday, Thursday 08:00AM - 09:20AM, Farm of the Future, Room FF403 08/17/2009-12/18/2009 Laboratory/Studio/Activity Tuesday, Thursday 09:30AM - 10:50AM, Farm of the Future, Room FF403	17 / 8 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
							UG	New		4.00		
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New	Y	4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
											UG	New		4.00

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-1-C01 (3004) Intro to Plant Science	C. Cowden, C. Cowden	08/17/2009-12/18/2009 Lecture And/Or Discussion Monday, Wednesday 08:00AM - 08:50AM, Farm of the Future, Room FF404 08/17/2009-12/18/2009 Laboratory/Studio/Activity Monday, Wednesday 09:00AM - 10:20AM, Farm of the Future, Room FF404	18 / 6 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
							UG	New	3.00			
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		


Security Access Messages

None


Show Dropped/Withdrawn Students

Show Waitlisted Students

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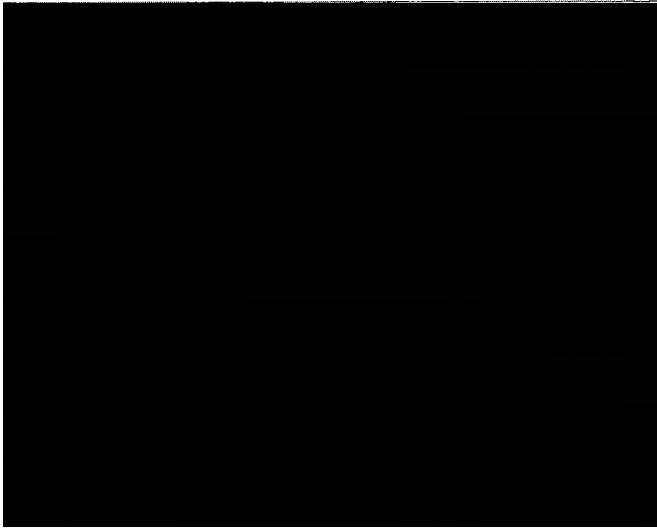
Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AGMM-52D-L01 (4163) Technical Report Writing	C. Cowden	10/13/2009-10/23/2009 Laboratory/Studio/Activity Monday, Tuesday, Wednesday, Thursday, Friday 06:00PM - 09:00PM, Room to be Announced	9 / 16 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AGMM-52C-L01 (4162) Job Preparation	C. Cowden	11/09/2009-11/20/2009 Laboratory/Studio/Activity Monday, Tuesday, Wednesday, Thursday, Friday 06:00PM - 09:00PM, Classroom Laboratory Building, Room 851	9 / 16 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		

Security Access Messages



None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AGMM-52B-L01 (4161) Computer Fundamentals	C. Cowden	09/30/2009-10/09/2009 Laboratory/Studio/Activity Monday, Tuesday, Wednesday, Thursday, Friday 06:00PM - 09:00PM, Room to be Announced	9 / 16 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AGMM-52B-C01 (4178) Computer Fundamentals	C. Cowden	12/02/2009-12/14/2009 Laboratory/Studio/Activity Monday, Tuesday, Wednesday, Thursday, Friday 06:00PM - 09:00PM, Farm of the Future, Room FF403	3 / 22 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	New		0.50		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AGMM-51-L01 (4159) Introduction to Ag Manufacturi	C. Cowden	08/17/2009-08/19/2009 Lecture And/Or Discussion Monday, Tuesday, Wednesday 06:00PM - 09:00PM, Classroom Laboratory Building, Room 851	10 / 15 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	Add		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	Add		0.50		
						Freshman	UG	Add		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	Add		0.50		
						Freshman	UG	Add		0.50		
						Freshman	UG	New		0.50		
						Freshman	UG	Add		0.50		
						Freshman	UG	Add		0.50		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AGBUS-15-C01 (2885) Computer App to Agriculture	C. Cowden, C. Cowden	08/17/2009-12/18/2009 Lecture And/Or Discussion Tuesday, Thursday 11:00AM - 11:50AM, Farm of the Future, Room FF404 08/17/2009-12/18/2009 Laboratory/Studio/Activity Monday, Wednesday 10:30AM - 11:50AM, Farm of the Future, Room FF404	17 / 7 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
							UG	New		3.00		
							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	
											UG	New		3.00


Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
SLSCI-21-C01 (4783) Introduction to Soils	C. Cowden, C. Cowden	01/19/2010-05/28/2010 Lecture And/Or Discussion Monday, Wednesday 07:30AM - 08:50AM, Farm of the Future, Room FF404 01/19/2010-05/28/2010 Laboratory/Studio/Activity Monday, Wednesday 09:00AM - 10:20AM, Farm of the Future, Room FF404	15 / 9 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
							UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	Add		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
												UG


Security Access Messages

None



Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

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Staff ▾

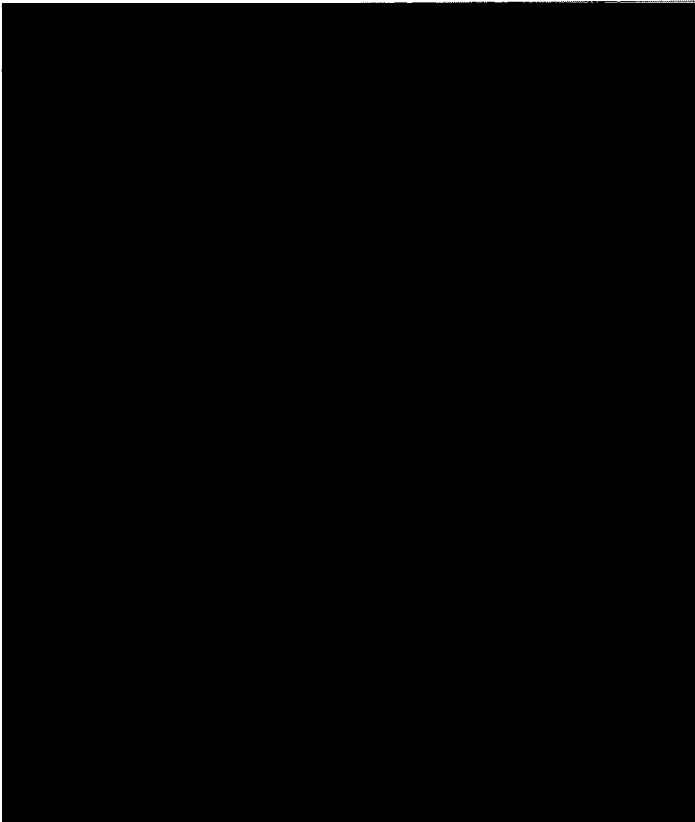
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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-7-C01 (4292) Gps Crop and Yield Monitoring	C. Cowden, C. Cowden, C. Cowden	01/19/2010-05/28/2010 Lecture And/Or Discussion Monday, Wednesday 10:30AM - 11:50AM, Farm of the Future, Room FF403 01/19/2010-05/28/2010 Laboratory/Studio/Activity Tuesday, Thursday 10:00AM - 11:20AM, Farm of the Future, Room FF403	14 / 4 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
							UG	New		4.00		
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	Add		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
							Freshman	UG	New		4.00	
											UG	New		4.00

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

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Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-19-C01 (4293) Water Management	C. Cowden, C. Cowden	01/19/2010-05/28/2010 Lecture And/Or Discussion Tuesday, Thursday 07:30AM - 08:20AM, Farm of the Future, Room FF404 01/19/2010-05/28/2010 Laboratory/Studio/Activity Tuesday, Thursday 08:30AM - 09:50AM, Farm of the Future, Room FF404	20 / 4 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
							UG	New		3.00		
							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	
							Freshman	UG	Add		3.00	
							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	
							Freshman	UG	New		3.00	



Freshman UG

New

3.00

Security Access Messages

None


Search this site... 

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Staff ▾

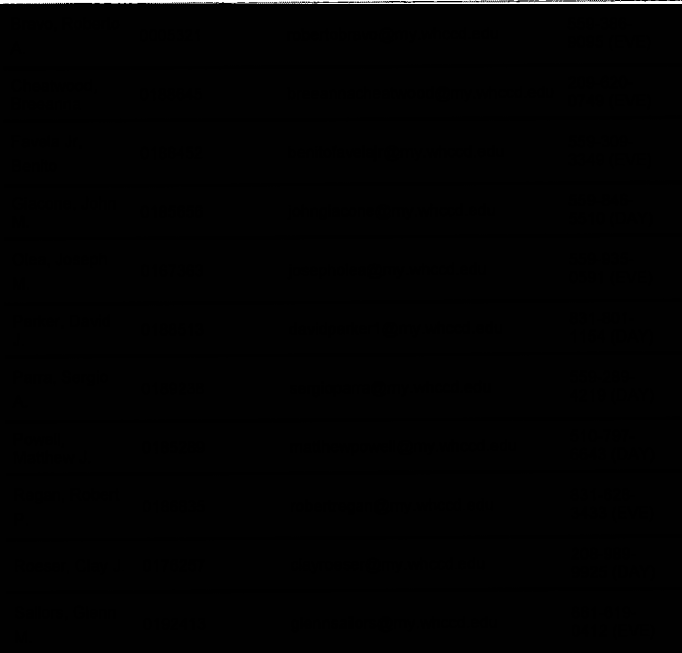
Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AG-11-C01 (4193) Agriculture Sales and Comm.	C. Cowden	01/22/2010-05/28/2010 Lecture And/Or Discussion Friday 09:00AM - 11:50AM, Farm of the Future, Room FF404	11 / 13 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
							UG	New	3.00			
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

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Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AG-60.1-C01 (5832) Technical Fundamentals of Ag	C. Cowden, C. Cowden	06/21/2010-07/29/2010 Lecture And/Or Discussion Monday, Tuesday, Wednesday, Thursday 08:00AM - 09:20AM, Farm of the Future, Room FF404 06/21/2010-07/29/2010 Laboratory/Studio/Activity Monday, Tuesday, Wednesday, Thursday 09:30AM - 11:45AM, Farm of the Future, Room FF404	19 / 5 / 0

<-Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		


Security Access Messages

None


Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Search this site... 

Staff ▾

Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-6-C01 (5052) App of Gps Tech. in Ag	C. Cowden, C. Cowden	08/16/2010-12/17/2010 Lecture And/Or Discussion Tuesday 07:00AM - 09:50AM, Farm of the Future, Room FF403 08/16/2010-12/17/2010 Laboratory/Studio/Activity Thursday 07:00AM - 09:50AM, Farm of the Future, Room FF403	13 / 11 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
[REDACTED]						Freshman	UG	New		4.00		
[REDACTED]						Freshman	UG	New		4.00		
[REDACTED]						Freshman	UG	New		4.00		
[REDACTED]						Freshman	UG	New		4.00		
[REDACTED]						Freshman	UG	New		4.00		
[REDACTED]						Freshman	UG	New		4.00		
[REDACTED]						Freshman	UG	New	Y	4.00		
[REDACTED]						Freshman	UG	New		4.00		
[REDACTED]						Freshman	UG	New		4.00		
[REDACTED]						Freshman	UG	New		4.00		
[REDACTED]						Freshman	UG	New		4.00		
[REDACTED]						Freshman	UG	New		4.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▶

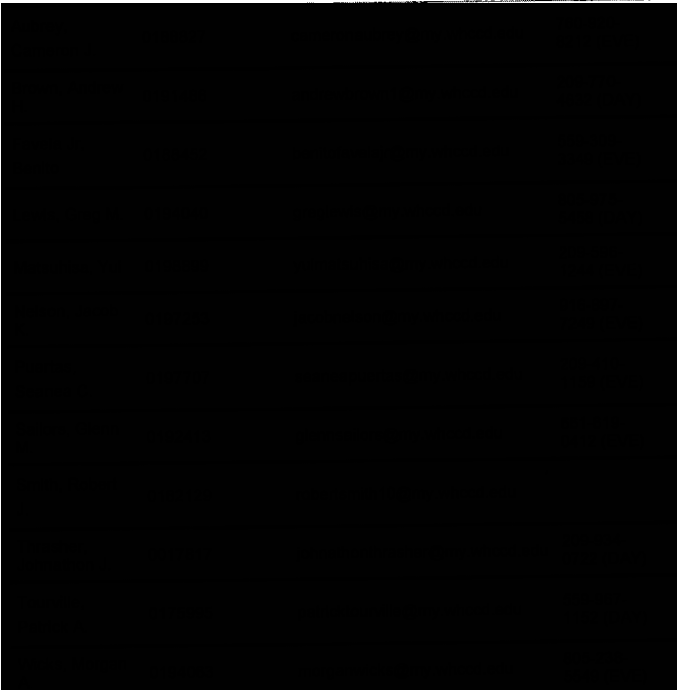
Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-1-C01 (5051) Intro to Plant Science	C. Cowden, C. Cowden	08/16/2010-12/17/2010 Lecture And/Or Discussion Monday, Wednesday 07:00AM - 07:50AM, Farm of the Future, Room FF404 08/16/2010-12/17/2010 Laboratory/Studio/Activity Monday, Wednesday 08:00AM - 09:20AM, Farm of the Future, Room FF404	12 / 12 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New	Y	3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New	Y	3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
							UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff >

Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AG-49-C01 (5906) Directed Study	C. Cowden	08/16/2010-12/10/2010 Laboratory/Studio/Activity Days to be Announced, Times to be Announced, Room to be Announced	1 / 0 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		1.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

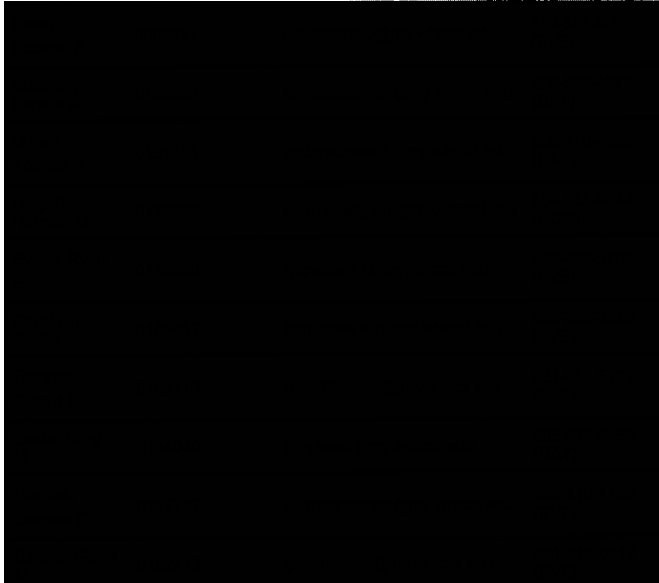
Staff ▾

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AET-22-C01 (4961) Irrigation Evaluation and Desi	C. Cowden, C. Cowden, C. Cowden	08/16/2010-12/17/2010 Lecture And/Or Discussion Tuesday, Thursday 10:00AM - 10:50AM, Farm of the Future, Room FF404 08/16/2010-12/17/2010 Laboratory/Studio/Activity Tuesday, Thursday 11:00AM - 01:50PM, Farm of the Future, Room FF404	10 / 14 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
							UG	New	4.00			
							Freshman	UG	New	4.00		
							Freshman	UG	New	4.00		
							Freshman	UG	New	4.00		
							Freshman	UG	New	4.00		
							Freshman	UG	New	4.00		
							Freshman	UG	New	4.00		
							Freshman	UG	Add	4.00		
							Freshman	UG	New	4.00		
							Freshman	UG	New	4.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▶

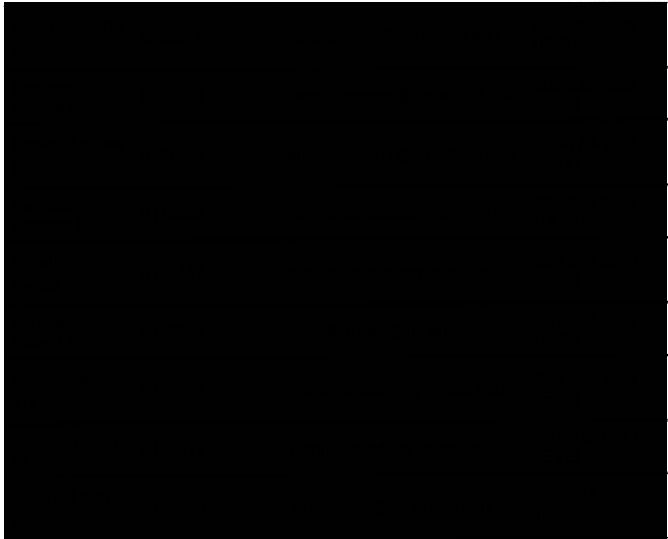
Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AET-21-C01 (4959) Ag-Irrigation Management	C. Cowden, C. Cowden	08/16/2010-12/17/2010 Lecture And/Or Discussion Monday, Wednesday 09:30AM - 10:20AM, Farm of the Future, Room FF404 08/16/2010-12/17/2010 Laboratory/Studio/Activity Monday, Wednesday 10:30AM - 11:50AM, Farm of the Future, Room FF404	9 / 15 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
							UG	New	3.00			
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▾

Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AET-15-C01 (4958) CAD for Agriculture	C. Cowden	09/20/2010-12/15/2010 Laboratory/Studio/Activity Monday, Wednesday 05:00PM - 09:15PM, Farm of the Future, Room FF404	10 / 20 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		2.00		
							UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▾


Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AET-10-C01 (4957) Surveying	C. Cowden, C. Cowden	10/22/2010-12/17/2010 Lecture And/Or Discussion Friday 08:00AM - 10:15AM, Farm of the Future, Room FF404 -12/17/2010 Laboratory/Studio/Activity Friday 10:15AM - 11:50AM, Farm of the Future, Room FF404 10/22/2010-12/17/2010 Laboratory/Studio/Activity Friday 01:00PM - 04:50PM, Farm of the Future, Room FF404	10/22/2010 5 / 19 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
							UG	New		2.00		
							Freshman	UG	New		2.00	
							Freshman	UG	New		2.00	
							Freshman	UG	New		2.00	
							Freshman	UG	New		2.00	

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▾


Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
SLSCI-21-C01 (6154) Introduction to Soils	C. Cowden, C. Cowden	01/18/2011-05/27/2011 Lecture And/Or Discussion Tuesday, Thursday 09:30AM - 10:50AM, Farm of the Future, Room FF404 01/18/2011-05/27/2011 Laboratory/Studio/Activity Tuesday, Thursday 11:00AM - 12:20PM, Farm of the Future, Room FF404	8 / 16 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
	A	Freshman	UG	New		0.00						

Security Access Messages



None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff >


Search this site...  

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-7-C01 (6026) Gps Crop and Yield Monitoring	C. Cowden, C. Cowden	01/18/2011-05/27/2011 Lecture And/Or Discussion Monday, Wednesday, Friday 07:00AM - 07:50AM, Farm of the Future, Room FF403 01/18/2011-05/27/2011 Laboratory/Studio/Activity Monday, Wednesday, Friday 08:00AM - 08:50AM, Farm of the Future, Room FF403	8 / 16 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		

Security Access Messages



None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▾


Search this site...  

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-19-C01 (6027) Water Management	C. Cowden, C. Cowden	01/18/2011-05/27/2011 Lecture And/Or Discussion Tuesday, Thursday 07:00AM - 07:50AM, Farm of the Future, Room FF404 01/18/2011-05/27/2011 Laboratory/Studio/Activity Tuesday, Thursday 08:00AM - 09:20AM, Farm of the Future, Room FF404	6 / 18 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New	Y	3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
							UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▶


Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AGBUS-15-C01 (5918) Computer App to Agriculture	C. Cowden, C. Cowden	01/18/2011-05/27/2011 Lecture And/Or Discussion Monday, Wednesday, Friday 10:00AM - 10:40AM, Farm of the Future, Room FF403 01/18/2011-05/27/2011 Laboratory/Studio/Activity Monday, Wednesday, Friday 11:00AM - 11:50AM, Farm of the Future, Room FF403	10 / 8 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

Security Access Messages


None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▶


Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AG-11-C01 (5916) Agriculture Sales and Comm.	C. Cowden, C. Cowden	01/19/2011-05/27/2011 Lecture And/Or Discussion Monday, Wednesday, Friday 09:00AM - 09:50AM, Farm of the Future, Room FF404	8 / 16 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		
							Freshman	UG	New	3.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▶



Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
AET-10-C01 (8243) Surveying	C. Cowden, C. Cowden	06/20/2011-07/28/2011 Lecture And/Or Discussion Monday 08:30AM - 11:50AM, Farm of the Future, Room FF404 06/20/2011-07/28/2011 Laboratory/Studio/Activity Tuesday, Wednesday, Thursday 09:00AM - 11:50AM, Farm of the Future, Room FF404	18 / 7 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		
						Freshman	UG	New		2.00		

Security Access Messages

None


Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Search this site... 

Staff ▶

Search this site... 

Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-6-C01 (6919) App. of GPS Tech. in Ag	C. Cowden, C. Cowden	08/15/2011-12/16/2011 Lecture And/Or Discussion Tuesday 04:00PM - 06:50PM, Farm of the Future, Room FF403 08/15/2011-12/16/2011 Laboratory/Studio/Activity Thursday 04:00PM - 06:50PM, Farm of the Future, Room FF403	9 / 15 / 0

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
[REDACTED]						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New	Y	4.00		
						Freshman	UG	New		4.00		
						Freshman	UG	New	Y	4.00		
						Freshman	UG	New		4.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▾



Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
CRPSCI-1-C01 (6917) Intro to Plant Science	C. Cowden, C. Cowden	08/15/2011-12/16/2011 Lecture And/Or Discussion Tuesday, Thursday 09:30AM - 10:20AM, Farm of the Future, Room FF404 08/15/2011-12/16/2011 Laboratory/Studio/Activity Tuesday, Thursday 10:30AM - 11:50AM, Farm of the Future, Room FF404	21 / 3 / 0


<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
							UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New	Y	3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		
						Freshman	UG	New		3.00		

[REDACTED]	Freshman UG	New	3.00
	Freshman UG	New	3.00

Security Access Messages

None


 

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

Staff ▾

Search this site... 

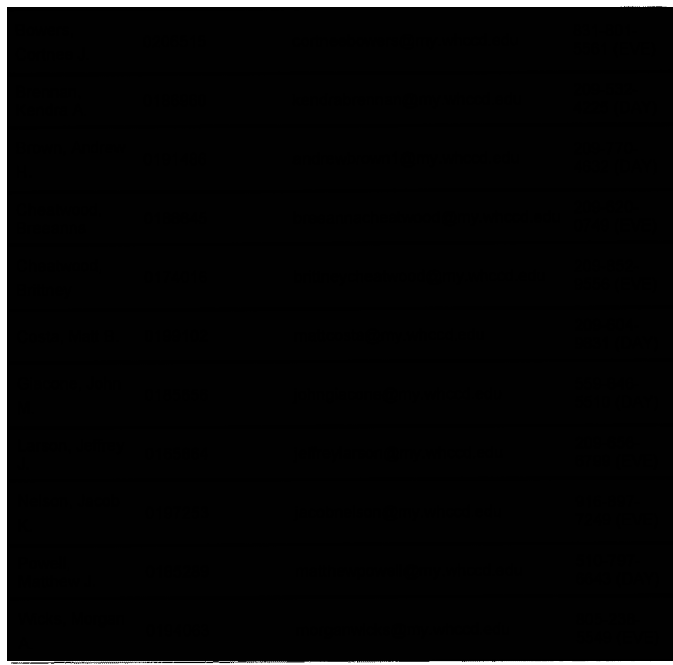
Payment is due at the time of registration for Summer and Fall 2014 classes. If the registration fees are not paid within 24 hours, you may be dropped from your class(es). Registration fees for Spring 2015 are due by November 1, 2014. For Spring 2015 classes added after November 1, 2014, payment will be due within 24 hours.

Class Roster

Course Name and Title	Instructor	Meeting Information	Reg/Avail/Wait
ASCI-8-C01 (6862) Advanced Intercollegiate Rodeo	B. Hunt, C. Cowden	08/15/2011-12/16/2011 Laboratory/Studio/Activity Days to be Announced, Times to be Announced Misc. Campus Locations, Room ARENA	11 / 13 / 0

Show all cross-listed sections

<--Select a different course section E-Mail these Students

Student	ID	Access	E-mail Address	Phone Number	Pass Aud	Class	Academic Level	Status	Repeat	Credits	CEUs	Cross-Listed Section
						Freshman	UG	New		2.00		
						Freshman	UG	Add	Y	2.00		
						Freshman	UG	New	Y	2.00		
						Freshman	UG	New	Y	2.00		
						Freshman	UG	Add	Y	2.00		
						Freshman	UG	Add	Y	2.00		
						Freshman	UG	New	Y	2.00		
						Freshman	UG	Add	Y	2.00		
						Freshman	UG	New	Y	2.00		
						Freshman	UG	Add	Y	2.00		

Security Access Messages

None

Show Dropped/Withdrawn Students

Show Waitlisted Students

[SUBMIT]

2.

Course Outlines

Section Name and Title	Term	Enrolled by Term	Total Number of Students	Total Number of Sections
AET-10-C01 (4957) Surveying	2010 Fall	5		
AET-10-C01 (6824) Surveying	2011 Fall	6		
AET-10-C01 (8243) Surveying	2011 Summer	18		
AET-10-C01 (8482) Surveying	2012 Fall	12	41	4
AET-15-C01 (4958) CAD for Agriculture	2010 Fall	10		
AET-15-C01 (7527) CAD for Agriculture	2012 Spring	5	15	2
AET-21-C01 (10290) Ag-Irrigation Management	2013 Fall	11		
AET-21-C01 (4959) Ag-Irrigation Management	2010 Fall	9	20	2
AET-22-C01 (11123) Irrigation Evaluation and Desi	2014 Spring	5		
AET-22-C01 (4961) Irrigation Evaluation and Desi	2010 Fall	10		
AET-22-C01 (6825) Irrigation Evaluation and Desi	2011 Fall	6		
AET-22-C01 (8483) Irrigation Evaluation and Desi	2012 Fall	8	39	5
AG-10-C01 (3417) Intro to Agriculture	2004 Fall Semester	10		
AG-10-C01 (3417) Intro to Agriculture	2005 Fall Semester	14	24	2
AG-11-C01 (4193) Agriculture Sales and Comm.	2010 Spring	11		
AG-11-C01 (5916) Agriculture Sales and Comm.	2011 Spring	8		
AG-11-C01 (7322) Agriculture Sales and Comm.	2007 Spring	17		
AG-11-C01 (7526) Agriculture Sales and Comm.	2012 Spring	9		
AG-11-C01 (9429) Agriculture Sales and Comm.	2008 Spring	9	54	5
AG-49-C01 (2765) Directed Study	2008 Fall	9		
AG-49-C01 (4119) Directed Study	2009 Summer	1		
AG-49-C01 (5906) Directed Study	2010 Fall	1	11	3
AG-60.1-C01 (5832) Technical Fundamentals of Ag	2010 Summer	19	19	1
AG-99-C01 (2777) Directed Study	2008 Fall	7	7	1
AGBUS-15-C01 (1640) Computer App to Agriculture	2008 Fall	11		
AGBUS-15-C01 (2885) Computer App to Agriculture	2009 Fall	17		
AGBUS-15-C01 (3422) Computer App to Agriculture	2004 Fall Semester	7		
AGBUS-15-C01 (3422) Computer App to Agriculture	2005 Fall Semester	11		
AGBUS-15-C01 (5287) Computer App to Agriculture	2006 Fall Semester	23		
AGBUS-15-C01 (5918) Computer App to Agriculture	2011 Spring	10		
AGBUS-15-C01 (8143) Computer App to Agriculture	2007 Fall	9	88	7
AGMM-51-L01 (1743) Introduction to Ag Manufacturi	2008 Fall	12		
AGMM-51-L01 (4159) Introduction to Ag Manufacturi	2009 Fall	10	22	2
AGMM-52B-C01 (4178) Computer Fundamentals	2009 Fall	3		
AGMM-52B-L01 (1745) Computer Fundamentals	2008 Fall	13		
AGMM-52B-L01 (4161) Computer Fundamentals	2009 Fall	9	25	3
AGMM-52C-L01 (4162) Job Preparation	2009 Fall	9	9	1
AGMM-52D-L01 (2682) Technical Report Writing	2008 Fall	10		
AGMM-52D-L01 (4163) Technical Report Writing	2009 Fall	9	19	2
AGMM-54B-L01 (2693) Welding Fundamentals	2008 Fall	0	0	1
ASCI-5-C01 (6859) Skills and Management	2011 Fall	14	14	1
ASCI-6-C01 (6860) Rodeo Prod and Promotion	2011 Fall	10	10	1
ASCI-7-C01 (6861) Intercollegiate Rodeo	2011 Fall	14	14	1

Section Name and Title	Term	Enrolled by Term	Total Number of Students	Total Number of Sections
ASCI-8-C01 (6862) Advanced Intercollegiate Rodeo	2011 Fall	11	11	1
CRPSCI-19-C01 (2852) Water Management	2005 Spring Semester	13		
CRPSCI-19-C01 (4293) Water Management	2010 Spring	20		
CRPSCI-19-C01 (4744) Water Management	2006 Spring Semester	12		
CRPSCI-19-C01 (6027) Water Management	2011 Spring	6		
CRPSCI-19-C01 (7047) Water Management	2007 Spring	16		
CRPSCI-19-C01 (7632) Water Management	2012 Spring	6		
CRPSCI-19-C01 (9553) Water Management	2008 Spring	12	85	7
CRPSCI-1-C01 (1642) Intro to Plant Science	2008 Fall	15		
CRPSCI-1-C01 (3004) Intro to Plant Science	2009 Fall	18		
CRPSCI-1-C01 (3478) Intro to Plant Science	2004 Fall Semester	7		
CRPSCI-1-C01 (3478) Intro to Plant Science	2005 Fall Semester	10		
CRPSCI-1-C01 (5051) Intro to Plant Science	2010 Fall	12		
CRPSCI-1-C01 (5359) Intro to Plant Science	2006 Fall Semester	21		
CRPSCI-1-C01 (6917) Intro to Plant Science	2011 Fall	21		
CRPSCI-1-C01 (8154) Intro to Plant Science	2007 Fall	12		
CRPSCI-1-C01 (8586) Intro to Plant Science	2012 Fall	20	136	9
CRPSCI-2-C01 (10363) Plant Science Theory	2013 Fall	31	31	1
CRPSCI-32-C01 (9967) Weeds and Poisonous Plants	2013 Spring	12	12	1
CRPSCI-44-C01 (11839) Economic Entomology	2014 Spring	10		
CRPSCI-44-C01 (9965) Economic Entomology	2013 Spring	10	20	2
CRPSCI-45-C01 (10366) California Pest Control Laws	2013 Fall	24	24	1
CRPSCI-46-C01 (10367) Integrated Pest Management	2013 Fall	15		
CRPSCI-46-C01 (9966) Integrated Pest Management	2013 Spring	8	23	2
CRPSCI-6-C01 (10364) App. of GPS Tech. in Ag	2013 Fall	12		
CRPSCI-6-C01 (1158) App. of Gps Tech. in Ag	2008 Fall	10		
CRPSCI-6-C01 (3005) App. of Gps Tech. in Ag	2009 Fall	17		
CRPSCI-6-C01 (3479) App. of Gps Tech. in Ag	2004 Fall Semester	7		
CRPSCI-6-C01 (3479) App. of Gps Tech. in Ag	2005 Fall Semester	11		
CRPSCI-6-C01 (5052) App. of Gps Tech. in Ag	2010 Fall	13		
CRPSCI-6-C01 (5360) App. of Gps Tech. in Ag	2006 Fall Semester	21		
CRPSCI-6-C01 (6919) App. of GPS Tech. in Ag	2011 Fall	9		
CRPSCI-6-C01 (8155) App. of Gps Tech. in Ag	2007 Fall	12		
CRPSCI-6-C01 (8587) App. of GPS Tech. in Ag	2012 Fall	11	123	10
CRPSCI-7-C01 (11838) Advanced Precision Agriculture	2014 Spring	11		
CRPSCI-7-C01 (2851) Gps Crop and Yield Monitoring	2005 Spring Semester	9		
CRPSCI-7-C01 (4292) Gps Crop and Yield Monitoring	2010 Spring	14		
CRPSCI-7-C01 (4745) Gps Crop and Yield Monitoring	2006 Spring Semester	13		
CRPSCI-7-C01 (6026) Gps Crop and Yield Monitoring	2011 Spring	8		
CRPSCI-7-C01 (7046) Gps Crop and Yield Monitoring	2007 Spring	16		
CRPSCI-7-C01 (7631) Gps Crop and Yield Monitoring	2012 Spring	5		
CRPSCI-7-C01 (9552) Gps Crop and Yield Monitoring	2008 Spring	11		
CRPSCI-7-C01 (9949) Advanced Precision Agriculture	2013 Spring	8	95	9

Section Name and Title	Term	Enrolled by Term	Total Number of Students	Total Number of Sections
EQSCI-49-C01 (8961) Directed Study	2007 Spring	11	11	1
EQSCI-99-C01 (8962) Directed Study	2007 Spring	6	6	1
IMT-60-C01 (10085) Industrial Core	2013 Spring	39	39	1
SLSCI-21-C01 (2853) Soils	2005 Spring Semester	10		
SLSCI-21-C01 (4783) Introduction to Soils	2010 Spring	15		
SLSCI-21-C01 (4847) Soils	2006 Spring Semester	16		
SLSCI-21-C01 (6154) Introduction to Soils	2011 Spring	8		
SLSCI-21-C01 (7182) Soils	2007 Spring	20		
SLSCI-21-C01 (7762) Introduction to Soils	2012 Spring	9		
SLSCI-21-C01 (9844) Introduction to Soils	2008 Spring	13		
SLSCI-21-C01 (9952) Introduction to Soils	2013 Spring	10	101	8
	Total	1138	1148	98

COURSE PREFIX and NUMBER: SLSCI 21
COURSE TITLE: Soils
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

Course Outline of Record Approval (required)

Originating Faculty	Date
Instructional Area Representative	Date
WHCC Chief Instructional Officer	Date
WHCC Articulation Officer (transfer courses only)	Date
Associate Vice Chancellor of Educational Planning	Date
WHCC Curriculum Chair	Date
WHCCD Board of Trustees	Date

COURSE PREFIX and NUMBER: SLSCI 21
COURSE TITLE: Soils
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

TEXTBOOK FORM (use for all courses)

*All transfer-level courses are required 1) to have an 11 or higher readability and 2) be no more than five years old.
All textbooks must have readability statistics attached.*

Title: Elements of the Nature and Properties of Soils
Edition and Publication Year: 3rd, 2010
Author(s): Brady and Weil
Publisher: Prentice Hall
Required Optional
Readability Level: 12.8

ISBN: 0-13-501433-6

Title: Click here to enter text.
Edition and Publication Year: Click here to enter text.
Author(s): Click here to enter text.
Publisher: Click here to enter text.
Required Optional
Readability Level: Click here to enter text.

ISBN: Click here to enter text.

Title: Click here to enter text.
Edition and Publication Year: Click here to enter text.
Author(s): Click here to enter text.
Publisher: Click here to enter text.
Required Optional
Readability Level: Click here to enter text.

ISBN: Click here to enter text.

Title: Click here to enter text.
Edition and Publication Year: Click here to enter text.
Author(s): Click here to enter text.
Publisher: Click here to enter text.
Required Optional
Readability Level: Click here to enter text.

ISBN: Click here to enter text.

COURSE PREFIX and NUMBER: SLSCI 21
COURSE TITLE: Soils
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

- J. Soil formation
 - 1. Parent material lab
- K. Soil information
 - 1. Using soil surveys
- L. Soil erosion and degradation
 - 1. Soil erosion lab
 - 2. Soil compaction lab
 - 3. Determining soil bulk density

9. Methods of Instruction (Instructor initiated learning strategies)

- A. Hands-on experience
- B. Lecture
- C. Demonstrations

10. Out of Class Assignments

One, eight-hour field trip, to be determined.

11. Methods of Evaluation (Measurements of student achievement)

- A. Unit exams consisting of objective and essay questions
- B. Quizzes
- C. Classroom discussion and participation
- D. Oral presentations
- E. Graded problem solving sets
- F. Laboratory skill demonstrations

12. Cultural Pluralism Assignment and Methodology (Specific instructor initiated example)

Soils play an important role in agriculture throughout the United States and the world. Instructor will open discussions of soil science throughout the world, including Russia and China, and how United States agriculture has shaped those nations and the influence it has had on the societies today. Also to be discussed is the difference in soil management from California, where crops are irrigated, and the Midwest, where crops are dry-land farmed, as well as the difference this causes in management.

13. Critical Thinking Assignment (Use detail and state in cognitive terms)

Students are given a mock farming operation for which they are to create soil management regimes. They must inquire about the parameters they need to determine soil management needs and create a presentation in which they will present to the "farm manager" the soil management regime and schedule.

14. Writing Assignments/Proficiency Demonstration

- A. Students will be given exams that include essay questions.
- B. Students will be required to demonstrate laboratory skills.

COURSE PREFIX and NUMBER: SLSCI 21

COURSE TITLE: Soils

INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

- N. describe the organic breakdown cycle of a soil and the role of organisms in soil physical and chemical properties;
- O. evaluate a soil's water holding capacity, plant available water, properties and movement of water in soil.

7. Course Content (Instructional topics or units)

- A. The soil around us
 - 1. The function of soils in our ecosystem
 - 2. Early agrarian societies and their soil management practices, including significant historical devices
 - 3. The soil as a natural body, an overview of its features and functions
 - 4. The scientific aspects of soil science, applied research present and future
- B. Formation of soils from parent materials
 - 1. Parent rocks and the influence on soil
 - 2. factors influencing soil formation
 - 3. Soil formation in action
- C. Soil classification
 - 1. Soil orders
 - 2. Categories and nomenclature of soil taxonomy
 - 3. Soil series and textural classes
 - 4. Storie index and land capability classes
- D. Soil physical properties
 - 1. Texture
 - 2. Structure
 - 3. Color
 - 4. pH
 - 5. Profile
 - 6. Bulk density
 - 7. Particle density
 - 8. Pore space
 - 9. Soil management as applied to physical properties
- E. Interpretation and use of soil maps
 - 1. Remote sensing tools for soil investigations
 - 2. Satellite imagery
 - 3. County soil survey reports and their utilization
 - 4. Geographic Information Systems (GIS)
- F. Organic material and microbiology of soils
 - 1. Influence of organic material in the soil complex
 - 2. Composting
 - 3. Diversity of soil organisms
 - 4. Influence of soil microorganisms and organic matter
 - 5. Soil nutrient cycles
 - 6. Concept of a sustainable soil system
- G. Soil moisture
 - 1. The hydrological cycle
 - 2. The soil plant atmosphere continuum
 - 3. Relation to texture, structure, and organic material in the soil
 - 4. Retention and movement in the soil

COURSE PREFIX and NUMBER: SLSCI 21
COURSE TITLE: Soils
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

COURSE REVISION (use for existing courses only)

RULE OF SEVEN – There are seven course characteristics which require approval of the West Hills College Lemoore Curriculum Committee if the course is common to both colleges. Check any of the following characteristics that are being changed:

- Course Number
- Course Title
- Course Prefix
- Units
- Transfer
- Course Objectives (minimum 3)
- Prerequisites

OTHER CHANGES – check all that apply

- | | |
|---|---|
| <input checked="" type="checkbox"/> Five Year Review | <input checked="" type="checkbox"/> Instructional Methodologies |
| <input type="checkbox"/> Grading Option | <input type="checkbox"/> Cultural Pluralism |
| <input checked="" type="checkbox"/> Advisory/Prerequisite | <input type="checkbox"/> Textbook |
| <input checked="" type="checkbox"/> Catalog Description | <input checked="" type="checkbox"/> Distance Education |
| <input checked="" type="checkbox"/> Instructional Objectives | <input checked="" type="checkbox"/> Critical Thinking Assignments |
| <input checked="" type="checkbox"/> Course Content and Scope | <input checked="" type="checkbox"/> Methods of Evaluation |
| <input checked="" type="checkbox"/> Revisions to the curriculum have been discussed with discipline faculty | |

NEW COURSE PROPOSAL (use for new courses only)

Units:	Semester Lecture Hrs:	Semester Lab Hrs:
Transferability (attach evidence):	<input type="checkbox"/> CSU	<input type="checkbox"/> UC
New Major?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the new major:</i>	<i>Click here to enter text.</i>	
Intended for Transfer?	<input type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input type="checkbox"/> Transfer Elective	<input type="checkbox"/> Transfer General Education	<input type="checkbox"/> Transfer Major Requirement
Associate Degree?	<input type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input type="checkbox"/> AA/AS Elective	<input type="checkbox"/> AA/AS General Education	<input type="checkbox"/> AA/AS Major Requirement
Certificate Program?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the certificate:</i>	<i>Click here to enter text.</i>	
Room Space Requirements:	<i>Click here to enter text.</i>	
Staff Requirements:	<i>Click here to enter text.</i>	
Equipment Requirements:	<i>Click here to enter text.</i>	

COURSE PREFIX and NUMBER: IMT 60
COURSE TITLE: Industrial Core
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

Course Outline of Record Approval (required)

Originating Faculty	Date
Instructional Area Representative	Date
WHCC Chief Instructional Officer	Date
WHCC Articulation Officer (transfer courses only)	Date
Associate Vice Chancellor of Educational Planning	Date
WHCC Curriculum Chair	Date
WHCCD Board of Trustees	Date

COURSE PREFIX and NUMBER: IMT 60
COURSE TITLE: Industrial Core
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

TEXTBOOK FORM (use for all courses)

*All transfer-level courses are required 1) to have an 11 or higher readability and 2) be no more than five years old.
All textbooks must have readability statistics attached.*

Title: Core Curriculum Introductory Craft Skills Trainee Guide
Edition and Publication Year: 4th Edition, 2009
Author(s): National Center for Construction Education and Research
Publisher: Prentice Hall
Required Optional
Readability Level: 9.1

ISBN: 978013608637-6

Title: Click here to enter text.
Edition and Publication Year: Click here to enter text.
Author(s): Click here to enter text.
Publisher: Click here to enter text.
Required Optional
Readability Level: Click here to enter text.

ISBN: Click here to enter text.

Title: Click here to enter text.
Edition and Publication Year: Click here to enter text.
Author(s): Click here to enter text.
Publisher: Click here to enter text.
Required Optional
Readability Level: Click here to enter text.

ISBN: Click here to enter text.

Title: Click here to enter text.
Edition and Publication Year: Click here to enter text.
Author(s): Click here to enter text.
Publisher: Click here to enter text.
Required Optional
Readability Level: Click here to enter text.

ISBN: Click here to enter text.

COURSE PREFIX and NUMBER: IMT 60
COURSE TITLE: Industrial Core
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

- C. Classroom discussion and participation
- D. Graded problem solving sets
- E. Laboratory skill demonstrations

12. Cultural Pluralism Assignment and Methodology (Specific instructor initiated example)

Instructor will open discussions of changing roles of women/minorities in non-traditional industries and as sexual and ethnic discrimination. Instructor will open discussions concerning the differences in safety and workplace practices among various cultures throughout the world.

13. Critical Thinking Assignment (Use detail and state in cognitive terms)

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques. Instructor will give students a work place scenario; students will apply appropriate problem-solving strategies and critical thinking skills to determine the correct action to be taken to solve the problem.

14. Writing Assignments/Proficiency Demonstration

- A. Students will be given homework that includes essay questions.
- B. Students will be required to demonstrate laboratory skills.

6. Scaffolds
7. Struck-by hazards
8. Caught in-between hazards
9. Electrical hazards
10. PPE
11. Hazard communication standard
- B. Trade math
 1. Whole numbers
 2. Length measurements
 3. Fractions
 4. Decimals
 5. Conversion process
 6. Trade geometry
- C. Hand tools
 1. Hammers
 2. Ripping bars and nail pullers
 3. Chisels and punches
 4. Screwdrivers
 5. Pliers and wire cutters
 6. Wrenches
 7. Sockets and ratchets
 8. Torque wrenches
 9. Measuring tools
 10. Levels
 11. Squares
 12. Plumb bob
 13. Chalk lines
 14. Utility knives
 15. Saws
 16. Files and rasps
 17. Clamps
 18. Chain falls and Come-Alongs
 19. Shovels
 20. Pick
- D. Power tools
 1. Safety
 2. Power drills
 3. Saws
 4. Grinders and sanders
- E. Construction drawings
 1. The drawing set
 2. Basic components of drawings
 3. Types
 4. Scale
 5. Lines of construction
 6. Abbreviations, symbols, and keynotes
 7. Gridlines
 8. Dimensions

COURSE PREFIX and NUMBER: IMT 60
COURSE TITLE: Industrial Core
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

COURSE REVISION (use for existing courses only)

RULE OF SEVEN – There are seven course characteristics which require approval of the West Hills College Lemoore Curriculum Committee if the course is common to both colleges. Check any of the following characteristics that are being changed:

- Course Number
- Course Title
- Course Prefix
- Units
- Transfer
- Course Objectives (minimum 3)
- Prerequisites

OTHER CHANGES – check all that apply

- | | |
|--|--|
| <input type="checkbox"/> Five Year Review | <input type="checkbox"/> Instructional Methodologies |
| <input type="checkbox"/> Grading Option | <input type="checkbox"/> Cultural Pluralism |
| <input type="checkbox"/> Advisory/Prerequisite | <input type="checkbox"/> Textbook |
| <input type="checkbox"/> Catalog Description | <input type="checkbox"/> Distance Education |
| <input type="checkbox"/> Instructional Objectives | <input type="checkbox"/> Critical Thinking Assignments |
| <input type="checkbox"/> Course Content and Scope | <input type="checkbox"/> Methods of Evaluation |
| <input type="checkbox"/> Revisions to the curriculum have been discussed with discipline faculty | |

NEW COURSE PROPOSAL (use for new courses only)

Units: 3	Semester Lecture Hrs: 36	Semester Lab Hrs: 54
Transferability (attach evidence):	<input type="checkbox"/> CSU	<input type="checkbox"/> UC
New Major?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<i>If yes, state the new major:</i>	<i>Click here to enter text.</i>	
Intended for Transfer?	<input type="checkbox"/> Yes (complete next row)	<input checked="" type="checkbox"/> No
<input type="checkbox"/> Transfer Elective	<input type="checkbox"/> Transfer General Education	<input type="checkbox"/> Transfer Major Requirement
Associate Degree?	<input type="checkbox"/> Yes (complete next row)	<input checked="" type="checkbox"/> No
<input type="checkbox"/> AA/AS Elective	<input type="checkbox"/> AA/AS General Education	<input type="checkbox"/> AA/AS Major Requirement
Certificate Program?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the certificate:</i>	<i>Proposed Industrial Maintenance Mechanic and Welding Technology</i>	
Room Space Requirements:	Lecture classroom and mechanics laboratory	
Staff Requirements:	One FTE faculty for certificate	
Equipment Requirements:	Equipment for startup of proposed certificate - \$100,000	

Western Fertilizer, 9th Edition

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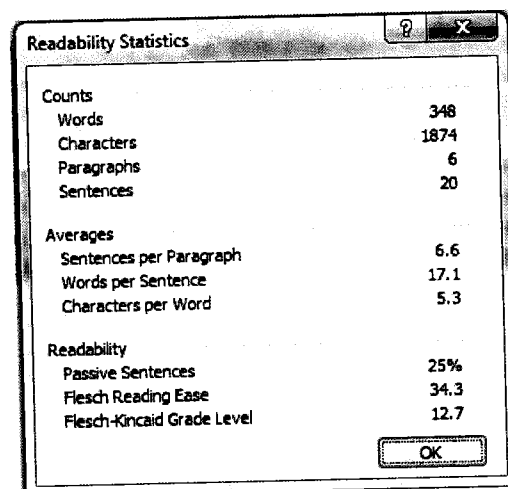
The soil organisms responsible for decomposing soil organic matter require nutrients, especially nitrogen. The carbon:nitrogen ratio of stable soil organic matter approaches 10:1. The process of decomposing organic material with a high carbon:nitrogen ratio will tie up nitrogen and will reduce the availability of nitrogen to plants. This is called immobilization. Many crop residues are commonly returned to the soil have high carbon:nitrogen ratios and will immobilize soil nitrogen unless supplemental nitrogen is applied. When corn stubble, grain straw, cotton trash, or other non-leguminous residues are incorporated into soil, a rule of thumb is to apply 15 to 20 pounds of nitrogen per ton of residue.

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A relatively recent development in suspension production has been the use of dry ammonium phosphate, particularly monoammonium phosphate. This system may have certain advantages, as it permits the producer to use inexpensive dry material storage. Also, because the phosphate in dry ammonium phosphate may be less costly than that in phosphoric acid, the dealer can market both dry and liquid materials with only a modest increase in capital cost. There may be application problems with suspensions. Due to the presence of the finely divided crystals in the fluid, buildup and clogging of nozzles can occur. Constant agitation is needed to keep the materials in suspension.

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A saline-sodic soil sometimes contains gypsum. If this is the case, leaching will help dissolve gypsum, and the soil will have provided its own calcium amendment. Free lime (alkaline earth carbonates) may also occur in a saline-sodic soil. Amendments chosen in this case should be able to react with calcium carbonate to create soluble calcium in the soil. Such amendments are elemental sulfur, sulfuric acid, aluminum sulfate, and ferric and ferrous sulfate. Good drainage and leaching are required to remove the sodium, as discussed in previous sections. Identification of the specific problem is essential before amendments are chosen. Efforts are often made to amend a soil that is saline or sodic without awareness that the condition may be accompanied by other chemical or physical problems in the soil.



Readability Statistics	
Counts	
Words	348
Characters	1874
Paragraphs	6
Sentences	20
Averages	
Sentences per Paragraph	6.6
Words per Sentence	17.1
Characters per Word	5.3
Readability	
Passive Sentences	25%
Flesch Reading Ease	34.3
Flesch-Kincaid Grade Level	12.7

COURSE PREFIX and NUMBER: CRPSCI 7
COURSE TITLE: Advanced Precision Agriculture
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

TEXTBOOK FORM (use for all courses)

*All transfer-level courses are required 1) to have an 11 or higher readability and 2) be no more than five years old.
All textbooks must have readability statistics attached.*

Title: The Precision-Farming Guide for Agriculturalists
Edition and Publication Year: 3rd, 2010
Author(s): Ess, Daniel R. and Morgan, Mark T.
Publisher: Deere & Company
Required Optional
Readability Level: 13.3

ISBN: 0866913580

Title: Western Fertilizer Handbook
Edition and Publication Year: 9th, 2012
Author(s): Western Plant Health Association
Publisher: Waveland Press, Inc.
Required Optional
Readability Level: 12.7

ISBN: 9781577666790

COURSE PREFIX and NUMBER: CRPSCI 7
COURSE TITLE: Advanced Precision Agriculture
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

- B. Quizzes
- C. Classroom discussion and participation
- D. Oral presentations
- E. Graded problem solving sets
- F. Laboratory skill demonstrations

12. Cultural Pluralism Assignment and Methodology (Specific instructor initiated example)

Instructor will open discussions concerning precision agriculture in different areas of the world and approaches to management used by a variety of cultures. The use of variable rate technology, remote sensing and GPS throughout the world will be discussed.

13. Critical Thinking Assignment (Use detail and state in cognitive terms)

Students are given a mock farming operation for which they are to create a precision farming regime. They must inquire about the parameters needed to determine the appropriate precision farming applications and analyze this information to create a presentation, which will be presented to the "farm manager" describing the precision farming regime and schedule.

14. Writing Assignments/Proficiency Demonstration

- A. Students will be given exams that include essay questions.
- B. Students will be required to demonstrate laboratory skills.

COURSE PREFIX and NUMBER: CRPSCI 7
COURSE TITLE: Advanced Precision Agriculture
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

O. setup and operate precision guidance equipment.

7. Course Content (Instructional topics or units)

- A. Yield monitoring and mapping
 - 1. Methods for measuring crop yield
 - 2. Basic components
 - 3. Issues to consider
 - 4. Yield measurement for non-grain crops
- B. Soil sampling and analysis
 - 1. Soil properties and crop production
 - 2. Mapping soil properties
 - 3. Selecting a soil sampling program
 - 4. Sensors for measuring soil properties
- C. Remote sensing
 - 1. Basics
 - 2. Electromagnetic energy
 - 3. Remote sensing systems
 - 4. Measures of performance
 - 5. Characteristics
 - 6. Use of data
 - 7. Sources of data
 - 8. Remote sensing in agriculture
- D. Variable-rate technologies
 - 1. Implementation
 - 2. Map-based vs. sensor-based
 - 3. Components
 - 4. Technologies for VRA
 - 5. Examples
 - 6. Issues to consider
 - 7. Future of VRA
 - 8. Needs for further development
- E. Applications of precision agriculture
 - 1. Vehicle navigation
 - 2. Tractor guidance
 - 3. Prescription maps
- F. Agronomic principles
 - 1. Methods of applying agrichemicals
 - 2. Sprayer calibration
 - 3. Site-specific fertilizer management
 - 4. Soil and tissue testing
 - 5. Integrated pest management
 - 6. Soil amendments
- G. Electrical
 - 1. Basics of electricity
 - 2. Electrical components for precision farming
- H. Instrumentation
 - 1. Circuit boards
 - 2. Wiring

COURSE PREFIX and NUMBER: CRPSCI 7
COURSE TITLE: Advanced Precision Agriculture
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

COURSE REVISION (use for existing courses only)

RULE OF SEVEN – There are seven course characteristics which require approval of the West Hills College Lemoore Curriculum Committee if the course is common to both colleges. Check any of the following characteristics that are being changed:

- Course Number
- Course Title
- Course Prefix
- Units
- Transfer
- Course Objectives (minimum 3)
- Prerequisites

OTHER CHANGES – check all that apply

- Five Year Review
- Grading Option
- Advisory/Prerequisite
- Catalog Description
- Instructional Objectives
- Course Content and Scope
- Revisions to the curriculum have been discussed with discipline faculty
- Instructional Methodologies
- Cultural Pluralism
- Textbook
- Distance Education
- Critical Thinking Assignments
- Methods of Evaluation

NEW COURSE PROPOSAL (use for new courses only)

Units:	Semester Lecture Hrs:	Semester Lab Hrs:
Transferability (attach evidence):	<input type="checkbox"/> CSU	<input type="checkbox"/> UC
New Major?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the new major:</i>	<i>Click here to enter text.</i>	
Intended for Transfer?	<input type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input type="checkbox"/> Transfer Elective	<input type="checkbox"/> Transfer General Education	<input type="checkbox"/> Transfer Major Requirement
Associate Degree?	<input type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input type="checkbox"/> AA/AS Elective	<input type="checkbox"/> AA/AS General Education	<input type="checkbox"/> AA/AS Major Requirement
Certificate Program?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the certificate:</i>	<i>Click here to enter text.</i>	
Room Space Requirements:	<i>Click here to enter text.</i>	
Staff Requirements:	<i>Click here to enter text.</i>	
Equipment Requirements:	<i>Click here to enter text.</i>	

COURSE PREFIX and NUMBER: CRPSCI 6
COURSE TITLE: Introduction to Precision Agriculture
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

TEXTBOOK FORM (use for all courses)

*All transfer-level courses are required 1) to have an 11 or higher readability and 2) be no more than five years old.
All textbooks must have readability statistics attached.*

Title: The Precision-Farming Guide for the Agriculturalists
Edition and Publication Year: 3rd, 2010
Author(s): Ess, Danial R. and Morgan, Mark T.
Publisher: Deere & Company
Required Optional
Readability Level: 13.3

ISBN: 0866913580

Readability

The Precision-Farming Guide for Agriculturalists, 3rd Edition

Page 01-6

When measuring the nutrients available in soils, a tool such as the global positioning system (GPS) can be used to identify the locations where soil samples are taken. With this position information, the results of the soil tests can be used to produce soil property maps. These maps and associated data are used to identify the areas of the field that have different levels of nutrients. The lines or regions on each map are typically generated by using statistical techniques to approximate the values of nutrient levels or other soil properties in areas between the soil sampling locations. There are also devices on the market to measure soil properties on-the-go throughout the field.

Page 04-8

After following the grid point sampling technique, one can approximate the soil properties between grid centers. Mathematical methods, like contouring, inverse distance weighting, or kriging permit estimation of soil properties in areas not sampled. This generates data to “fill in” the areas between samples and create continuous maps of soil nutrient levels. This is similar to creating a contoured elevation map, or topographic map, using points of measured elevation. After obtaining results from grid cell sampling, maps are created to show levels of nutrients for each grid cell. Within each cell, the soil is assumed to have a constant nutrient level.

Page 07-23

Variable-rate application technologies have allowed the precision farming concepts of the 20th century to become the reality of the 21st century. Much technological progress has been made in the development of hardware and software to control spatially variable operations in the field. The opportunities of improving machines and management techniques need to be applied to precision farming technology to help reduce input costs and improve yields. It has been said of variable-rate technologies that the challenge associated with using a device lies not in whether it works, but rather in deciding when and how to use it. Variable-rate application (VRA) of cropping inputs like seed, fertilizer, and pesticide is one management approach to addressing the variability that exists within agricultural fields.

13. Critical Thinking Assignment (Use detail and state in cognitive terms)

Students are given a mock farming operation for which they are to create a precision farming regime. They must inquire about the parameters they need to determine the appropriate precision farming applications and analyze this information to create a presentation in which they will present to the farm manager the precision farming regime and schedule.

14. Writing Assignments/Proficiency Demonstration

- A. Students will be given exams that include essay questions.
- B. Students will be required to demonstrate laboratory skills.

- C. An introduction to precision farming
 - 1. The scope of precision farming
- D. Satellite-Based Positioning Systems
 - 1. What is GPS?
 - 2. Satellite ranging
 - 3. Terminology
 - 4. GPS accuracy and factors affecting it
 - 5. Differential GPS (DGPS)
 - 6. Sources of real-time DGPS
 - 7. Satellite geometry
 - 8. Vehicle navigation and guidance
- E. Computers and Geographic Information Systems
 - 1. Private versus professional analysis
 - 2. Basics of GIS
 - 3. Characteristics of a map
 - 4. GIS data formats
 - 5. Map scales
 - 6. Map projections
 - 7. Coordinate systems
 - 8. Precision farming data analysis
 - 9. Computer hardware and software
 - 10. GIS for precision farming
 - 11. Interpreting GIS maps
- F. Learning ArcGIS Desktop
 - 1. Getting started with ArcGIS Desktop
 - a. Exploring a GIS map
 - b. Exploring ArcGIS Desktop
 - c. Using GIS to solve problems
 - 2. Creating map symbology
 - a. Working with map symbols and labels
 - b. Symbolizing features based on attributes
 - c. Classifying data
 - d. Mapping density and proportion
 - 3. Referencing data to real locations
 - a. Understanding coordinate systems
 - b. Working with map projections
 - 4. Organizing geographic data
 - a. Exploring geographic data
 - b. Organizing data into a geodatabase
 - 5. Creating and editing data
 - a. Editing feature shapes
 - b. Editing feature attributes
 - c. Creating new features and attributes
 - 6. Getting started with GIS analysis
 - a. The analytical process
 - b. Asking questions and getting answers
 - c. Examining and presenting the results
 - 7. Working with geoprocessing and modeling tools

COURSE PREFIX and NUMBER: CRPSCI 6
COURSE TITLE: Introduction to Precision Agriculture
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

COURSE REVISION (use for existing courses only)

RULE OF SEVEN – There are seven course characteristics which require approval of the West Hills College Lemoore Curriculum Committee if the course is common to both colleges. Check any of the following characteristics that are being changed:

- Course Number
- Course Title
- Course Prefix
- Units
- Transfer
- Course Objectives (minimum 3)
- Prerequisites

OTHER CHANGES – check all that apply

- | | |
|---|---|
| <input checked="" type="checkbox"/> Five Year Review | <input checked="" type="checkbox"/> Instructional Methodologies |
| <input type="checkbox"/> Grading Option | <input checked="" type="checkbox"/> Cultural Pluralism |
| <input checked="" type="checkbox"/> Advisory/Prerequisite | <input type="checkbox"/> Textbook |
| <input checked="" type="checkbox"/> Catalog Description | <input type="checkbox"/> Distance Education |
| <input checked="" type="checkbox"/> Instructional Objectives | <input checked="" type="checkbox"/> Critical Thinking Assignments |
| <input checked="" type="checkbox"/> Course Content and Scope | <input checked="" type="checkbox"/> Methods of Evaluation |
| <input checked="" type="checkbox"/> Revisions to the curriculum have been discussed with discipline faculty | |

NEW COURSE PROPOSAL (use for new courses only)

Units:	Semester Lecture Hrs:	Semester Lab Hrs:
Transferability (attach evidence):	<input type="checkbox"/> CSU	<input type="checkbox"/> UC
New Major?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the new major:</i>	<i>Click here to enter text.</i>	
Intended for Transfer?	<input type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input type="checkbox"/> Transfer Elective	<input type="checkbox"/> Transfer General Education	<input type="checkbox"/> Transfer Major Requirement
Associate Degree?	<input type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input type="checkbox"/> AA/AS Elective	<input type="checkbox"/> AA/AS General Education	<input type="checkbox"/> AA/AS Major Requirement
Certificate Program?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the certificate:</i>	<i>Click here to enter text.</i>	
Room Space Requirements:	<i>Click here to enter text.</i>	
Staff Requirements:	<i>Click here to enter text.</i>	
Equipment Requirements:	<i>Click here to enter text.</i>	

Readability

IPM in Practice: Principles and Methods of Integrated Pest Management

Page 2

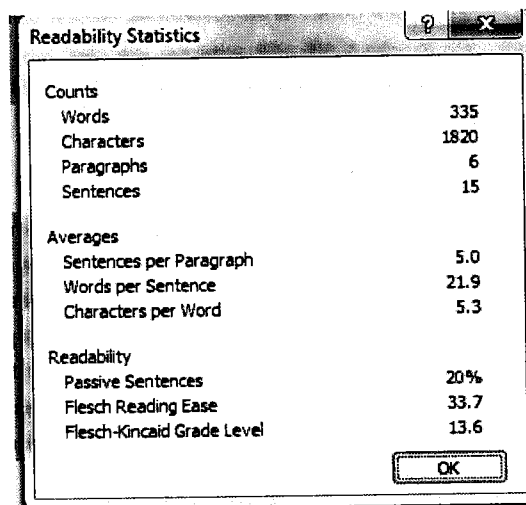
Integrated pest management programs emphasize ecosystem-based strategies that provide economical, long-term solutions to pest problems. Pesticides are used only when they are necessary to prevent imminent loss or damage to the managed resource; IPM strategies thus minimize hazards to human health, the environment, and nontarget organisms. Many pest management professionals regularly employ the concepts of integrated pest management in their daily work. For example, to avoid pests or reduce pest to noneconomic levels, pest control advisers often recommend the use of pest resistant plant varieties, a change in planting or harvest dates, or a system of crop rotation. IPM recommendations may include managing water and fertilizer, adjusting cultivation techniques, the use of mating disruption techniques, or the destruction of pest habitats.

Page 130

Selective pesticides target chemical processes unique to one pest or pest group. Selectivity is influenced by the rate of penetration of the toxicant, the binding of the toxicant to the organism's tissues, and the speed with which the organism breaks down the toxicant. Selectivity can also be achieved through the use of application techniques that cause a pesticide to come into contact with the target pest and not with nontarget organisms. For example, spraying only the trunks of elm trees to control elm leaf beetle larvae as they crawl down from the tree canopy to pupate in the soil leaves the beneficial species in the foliage unharmed.

Page 259

When working as a PCA for a public agency, there are other important points to consider when setting up a successful IPM program. Pest management programs in public agencies rely on the coordinated activities of many individuals. Many public agencies don't have PCAs on staff but do have people who are involved in pest management decisions. Often several departments or supervisors may be involved in activities that affect pest problems and their management. All must be enlisted in a program that shares common goals and approaches. In addition, public agencies must be accountable and responsive to the citizens of their community.



COURSE PREFIX and NUMBER: CRPSCI 46
COURSE TITLE: Integrated Pest Management
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

LEARNING RESOURCES STATEMENT (use for all courses)

The Learning Resources collection has been reviewed by the faculty originator and the librarian.

The following resources are currently available for course support:

- Books
- Reference Materials
- Media
- Electronic Resources

The following resources are recommended for purchase to further support the course:

- Books
- Reference Materials
- Media
- Electronic Resources

Additional Comments: Books and reference materials listed on the California Department of Pesticide Regulation's Pest Control Adviser's Study Materials would be beneficial.

- 3. Pesticide application and safety
 - a. Label
 - b. Mixing and applying
 - c. Equipment calibration
 - d. Protective clothing
 - e. Handling pesticides
 - f. First aid
 - g. Spill management

8. Lab Content (For courses with lab hours only)

- A. Introduction
- B. Entomology plant protection - IPM
- C. Plant pathology – IPM
- D. Weeds – IPM
- E. Other pests – IPM
- F. Pesticides and IPM
- G. Pesticide application and safety

9. Methods of Instruction (Instructor initiated learning strategies)

- A. Hands-on experience
- B. Lecture
- C. Demonstrations

10. Out of Class Assignments

One, eight-hour field trip, to be determined.

11. Methods of Evaluation (Measurements of student achievement)

- A. Unit exams consisting of objective and essay questions
- B. Quizzes
- C. Classroom discussion and participation
- D. Oral presentations
- E. Graded problem solving sets
- F. Laboratory skill demonstrations

12. Cultural Pluralism Assignment and Methodology (Specific instructor initiated example)

Instructor will open discussions concerning approaches to pest management in different areas of the world and approaches to plant protection used by a variety of cultures. The effects of different climates and economies on pests and their eradication will be discussed.

13. Critical Thinking Assignment (Use detail and state in cognitive terms)

Students are given a mock farming operation for which they are to create yearlong IPM program for a specific crop at a specific field. They must inquire about the parameters they need to determine the integrated pest management needs. They must also use their finding to research options and evaluate those options to determine a solution which they will present to the farm manager.

7. Course Content (Instructional topics or units)

- A. Introduction
 - 1. History of plant protection
 - a. Early chemicals and methods
 - b. FIFRA
 - c. FDA and EPA
 - 2. History of IPM
 - a. Economic entomology
 - b. Disease forecasting
 - c. Economic thresholds
 - d. Adaptation of IPM
 - e. IPM in crop production today
- B. Entomology plant protection / IPM
 - 1. Review
 - a. Insect orders
 - i. Basic insect structure and its relation to management
 - ii. Life cycles and their relation to management
 - b. Destructive insects
 - i. Chewing insects
 - ii. Rasping insects
 - iii. Sucking insects
 - iv. Disease transmission
 - c. Beneficial insects and their usage
 - i. Combating other insects
 - ii. Combating weeds and other problems
 - 2. IPM techniques and strategies
 - a. Preventing an insect outbreak
 - b. Sweeps, traps, and field counts
 - i. Evaluating a field
 - (a) Techniques and equipment for sampling, seeing, and counting pests.
 - (b) Pheromones
 - ii. Determining economic thresholds
 - (a) Relating economic thresholds to stage of crop
 - c. Recommending a strategy in a field crop situation
 - d. Implementing strategy in a field crop situation
 - 3. Preventing insect outbreaks
 - a. Regional vs. local perspective
 - b. Cultural and crop rotation methods
 - c. Chemical methods
 - 4. Managing insect outbreaks
 - a. Cultural methods
 - b. Chemical methods
- C. Plant Pathology – IPM
 - 1. Hosts and pathogenic organisms
 - a. Fungi
 - b. Bacteria
 - c. Viruses and virus-like organisms
 - d. Nematodes

COURSE PREFIX and NUMBER: CRPSCI 46
COURSE TITLE: Integrated Pest Management
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

COURSE REVISION (use for existing courses only)

RULE OF SEVEN – There are seven course characteristics which require approval of the West Hills College Lemoore Curriculum Committee if the course is common to both colleges. Check any of the following characteristics that are being changed:

- Course Number
- Course Title
- Course Prefix
- Units
- Transfer
- Course Objectives (minimum 3)
- Prerequisites

OTHER CHANGES – check all that apply

- | | |
|--|--|
| <input type="checkbox"/> Five Year Review | <input type="checkbox"/> Instructional Methodologies |
| <input type="checkbox"/> Grading Option | <input type="checkbox"/> Cultural Pluralism |
| <input type="checkbox"/> Advisory/Prerequisite | <input type="checkbox"/> Textbook |
| <input type="checkbox"/> Catalog Description | <input type="checkbox"/> Distance Education |
| <input type="checkbox"/> Instructional Objectives | <input type="checkbox"/> Critical Thinking Assignments |
| <input type="checkbox"/> Course Content and Scope | <input type="checkbox"/> Methods of Evaluation |
| <input type="checkbox"/> Revisions to the curriculum have been discussed with discipline faculty | |

NEW COURSE PROPOSAL (use for new courses only)

Units: 3 Semester Lecture Hrs: 36 Semester Lab Hrs: 54

Transferability (attach evidence): CSU UC

New Major? Yes No

If yes, state the new major: Click here to enter text.

Intended for Transfer? Yes (complete next row) No
 Transfer Elective Transfer General Education Transfer Major Requirement

Associate Degree? Yes (complete next row) No
 AA/AS Elective AA/AS General Education AA/AS Major Requirement

Certificate Program? Yes No
If yes, state the certificate: Proposed Pest Control Adviser Program

Room Space Requirements: 30
Staff Requirements: No New FTE
Equipment Requirements: Lab will require tools/equipment such as:

Readability

Laws and Regulations Study Guide, 2nd Edition

Page 2

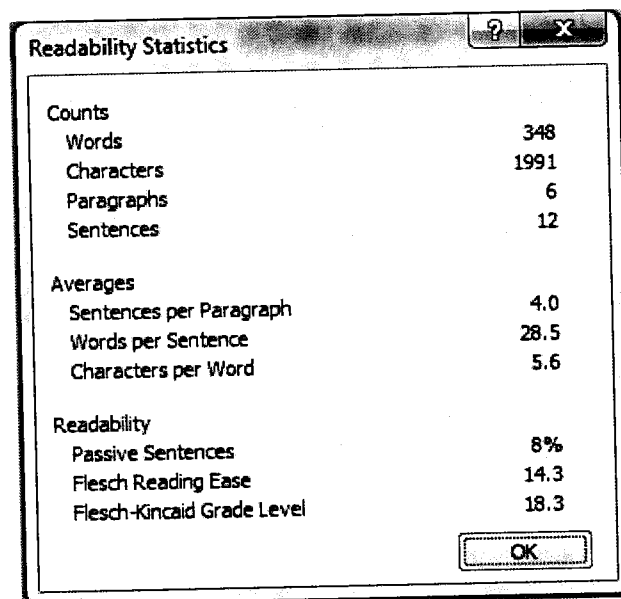
U.S. EPA requires States to certify individuals that are private or commercial pesticide applicators that use or supervise the use of federal restricted use pesticides. Generally, DPR requires that individuals possess applicator certification when using or supervising the use of California restricted materials, which include federal restricted use pesticides and certain other pesticides. Supervising means exercising control over an applicator that is or is not a certified applicator. There are more details later in this study guide regarding certification of applicators that make pesticide applications for hire when working under a pest control business license. Applicants for certification must demonstrate competence in the use and handling of pesticides by passing certification examinations.

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If you maintain two or more licenses or certificates you may use continuing education hours obtained for one license or certificate to satisfy the continuing education requirements for each additional license or certificate. For example, if you possess both a Qualified Applicator License (20 hours) and an Agricultural Pest Control Adviser License (40 hours), you will need a minimum of 40 hours of continuing education, including four hours pertaining to pesticide laws and regulations, to renew both licenses. If you hold multiple licenses or certificates you should use only one license or certificate number when you sign the sponsoring organization or instructor's attendance sheet to show attendance at the meeting or course.

Page 107

Insecticide applications are commonly made on certain dormant vine and tree crops to combat overwintering arthropod pests and diseases. Since these applications typically coincide with the winter storm season, some dormant spray insecticides can cause problems when they or their residues wind up in nearby rivers and streams from runoff or when drift occurs. To mitigate these problems, property operators must follow DPR regulations to control dormant spray runoff and drift. The regulations cover all application methods and at a minimum: limit applications of certain types of pesticides, limit applications to hydrologically-isolated sites, or require and runoff to be held on site for a specified time before release into a sensitive body of water or other aquatic site.



Readability Statistics	
Counts	
Words	348
Characters	1991
Paragraphs	6
Sentences	12
Averages	
Sentences per Paragraph	4.0
Words per Sentence	28.5
Characters per Word	5.6
Readability	
Passive Sentences	8%
Flesch Reading Ease	14.3
Flesch-Kincaid Grade Level	18.3

COURSE PREFIX and NUMBER: CRPSCI 45
COURSE TITLE: California Pest Control Laws and Regulations
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

LEARNING RESOURCES STATEMENT (use for all courses)

The Learning Resources collection has been reviewed by the faculty originator and the librarian.

The following resources are currently available for course support:

- Books
- Reference Materials
- Media
- Electronic Resources

The following resources are recommended for purchase to further support the course:

- Books
- Reference Materials
- Media
- Electronic Resources

Additional Comments: Books and reference materials listed on the California Department of Pesticide Regulation's Pest Control Adviser's Study Materials would be beneficial.

COURSE PREFIX and NUMBER: CRPSCI 45
COURSE TITLE: California Pest Control Laws and Regulations
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

- 1. Pesticide production registration
- 2. Types of pesticide registrations
- 3. Pesticide labeling
- 4. Deviations from label directions
- C. Restricted materials
 - 1. Federal restricted use pesticides
 - 2. California restricted materials
- D. Certification & licensing
 - 1. General certification and licensing requirements
 - 2. Specific requirements for individual certificates and licenses
 - 3. Specific requirements for business licenses
- E. Standards of care
- F. Pesticide handler safety
- G. Field worker safety
- H. Fumigation handler worker safety
- I. Pesticide residue
- J. The Endangered Species Act, The Healthy Schools Act, and Ground And Surface Water Protection
 - 1. The Endangered Species Act
 - 2. The Healthy Schools Act
 - 3. Ground Water Protection
 - 4. Surface Water Protection
- K. Minimal exposure pesticides use requirements

8. Lab Content (For courses with lab hours only)

9. Methods of Instruction (Instructor initiated learning strategies)

- A. Lecture
- B. Demonstrations

10. Out of Class Assignments

None

11. Methods of Evaluation (Measurements of student achievement)

- A. Unit exams consisting of objective and essay questions
- B. Quizzes
- C. Classroom discussion and participation
- D. Graded problem solving sets

12. Cultural Pluralism Assignment and Methodology (Specific instructor initiated example)

Instructor will open discussions concerning various pest control regulations in different areas of the world and approaches to pest management used by a variety of cultures. Examples include approaches to endangered species and chemicals allowed or banned.

COURSE PREFIX and NUMBER: CRPSCI 45
COURSE TITLE: California Pest Control Laws and Regulations
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

COURSE REVISION (use for existing courses only)

RULE OF SEVEN – There are seven course characteristics which require approval of the West Hills College Lemoore Curriculum Committee if the course is common to both colleges. Check any of the following characteristics that are being changed:

- Course Number
- Course Title
- Course Prefix
- Units
- Transfer
- Course Objectives (minimum 3)
- Prerequisites

OTHER CHANGES – check all that apply

- | | |
|--|--|
| <input type="checkbox"/> Five Year Review | <input type="checkbox"/> Instructional Methodologies |
| <input type="checkbox"/> Grading Option | <input type="checkbox"/> Cultural Pluralism |
| <input type="checkbox"/> Advisory/Prerequisite | <input type="checkbox"/> Textbook |
| <input type="checkbox"/> Catalog Description | <input type="checkbox"/> Distance Education |
| <input type="checkbox"/> Instructional Objectives | <input type="checkbox"/> Critical Thinking Assignments |
| <input type="checkbox"/> Course Content and Scope | <input type="checkbox"/> Methods of Evaluation |
| <input type="checkbox"/> Revisions to the curriculum have been discussed with discipline faculty | |

NEW COURSE PROPOSAL (use for new courses only)

Units: 2	Semester Lecture Hrs: 36	Semester Lab Hrs:
Transferability (attach evidence):	<input checked="" type="checkbox"/> CSU	<input checked="" type="checkbox"/> UC
New Major?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<i>If yes, state the new major:</i>	<i>Click here to enter text.</i>	
Intended for Transfer?	<input checked="" type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input checked="" type="checkbox"/> Transfer Elective	<input type="checkbox"/> Transfer General Education	<input checked="" type="checkbox"/> Transfer Major Requirement
Associate Degree?	<input type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input checked="" type="checkbox"/> AA/AS Elective	<input type="checkbox"/> AA/AS General Education	<input type="checkbox"/> AA/AS Major Requirement
Certificate Program?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the certificate:</i>	<i>Proposed Pest Control Adviser Program</i>	
Room Space Requirements:	30	
Staff Requirements:	No New FTE	
Equipment Requirements:	This lab will require the use of tools/equipment such as:	

Readability

Entomology and Pest Management, 6th Edition

Page 14

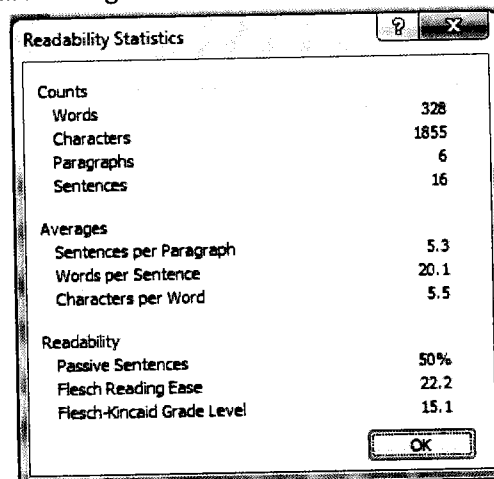
Differing from all other arthropods and invertebrates, most insects can fly. This ability to fly is one of the most important reasons for success of the class as a whole. Flying aids insects in escaping predators and, perhaps more important, enables widespread dispersal of species. This dispersal promotes colonization of new habitats. Finally, the great reproductive capacity of insects and features of their growth and development have enhanced their ability to persist even in unfavorable environments. The ability to lay large numbers of eggs, combined with a relatively short generation time, produces a great amount of genetic variability that can be tested against the environment.

Page 454

Some of the earliest observations of plant resistance to insects were recorded in the late eighteenth and early nineteenth centuries. As early as 1792, "Underhill" variety wheat resistant to the introduced Hessian fly, *Mayetiola destructor*, was reported in the United States by J. N. Haves. This is generally considered the earliest documented report of an insect-resistant plant variety. Somewhat later, in 1831, "Winter Majetin" apples were reported resistant to the woolly apple aphid, *Eriosoma lanigerum*. The first dramatic example of the value of plant resistance against insects occurred in the late 1800s. An insect species, the grape phylloxera *Daktulospira vitifoliae*, was inadvertently introduced into French vineyards and spread across Europe.

Page 634

Management of almond insects relies on several tactics, including, sanitation, monitoring (usually by pest control advisors), biological controls, and treatment with insecticides when necessary. The management program is based on seasonal timeline for initiation of tactics, which includes: (1) a dormancy period, (2) a bloom/postbloom period, (3) an in-season period, (4) a harvest period, and (5) a postharvest period. Dormancy occurs during the winter months, and management activities in this period are preventive, focusing on the navel orangeworm and sanitation. Mummy nuts are removed to less than two per tree before February 1 and destroyed on the ground naturally from wet weather or by flail mowing.



Readability Statistics	
Counts	
Words	328
Characters	1855
Paragraphs	6
Sentences	16
Averages	
Sentences per Paragraph	5.3
Words per Sentence	20.1
Characters per Word	5.5
Readability	
Passive Sentences	50%
Flesch Reading Ease	22.2
Flesch-Kincaid Grade Level	15.1

COURSE PREFIX and NUMBER: CRPSCI 44
COURSE TITLE: Economic Entomology
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

LEARNING RESOURCES STATEMENT (use for all courses)

The Learning Resources collection has been reviewed by the faculty originator and the librarian.

The following resources are currently available for course support:

- Books
- Reference Materials
- Media
- Electronic Resources

The following resources are recommended for purchase to further support the course:

- Books
- Reference Materials
- Media
- Electronic Resources

Additional Comments: Books and reference materials listed on the California Department of Pesticide Regulation's Pest Control Adviser's Study Materials would be beneficial.

7. Course Content (Instructional topics or units)

- A. The place of the insect in our agricultural economy
- B. Elementary anatomy, morphology, and physiology of insects
- C. Identification and classification of insects
- D. Field specimens collected and identified
- E. Type of damage to agricultural crops, products, and materials
- F. Principles of control
- G. Methods of control
- H. Selection and application of control methods
- I. Insect collections
 - 1. Collecting
 - 2. Preserving
 - 3. Mounting
 - 4. Identification
- J. Regulations and legal aspects of pest control
- K. Field reports and required forms
- L. Calibration of pesticide application equipment
- M. Integrated Pest Management (I.P.M)

8. Lab Content (For courses with lab hours only)

- A. Insect anatomy
- B. Insect morphology
- C. Physiology of insects
- D. Identification and classification of insects
- E. Field specimens collected and identified
- F. Type of damage to agricultural crops, products, and materials
- G. Principles of control
- H. Methods of control
- I. Selection and application of control methods
- J. Insect collections
 - 1. Collecting
 - 2. Preserving
 - 3. Mounting
 - 4. Identification
- K. Field reports
- L. Calibration of pesticide application equipment
- M. Variable rate technology
- N. Integrated Pest Management (IPM)

9. Methods of Instruction (Instructor initiated learning strategies)

- A. Hands-on experience
- B. Lecture
- C. Demonstrations

10. Out of Class Assignments

One, eight-hour field trip, to be determined.

COURSE PREFIX and NUMBER: CRPSCI 44
COURSE TITLE: Economic Entomology
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

COURSE REVISION (use for existing courses only)

RULE OF SEVEN – There are seven course characteristics which require approval of the West Hills College Lemoore Curriculum Committee if the course is common to both colleges. Check any of the following characteristics that are being changed:

- Course Number
- Course Title
- Course Prefix
- Units
- Transfer
- Course Objectives (minimum 3)
- Prerequisites

OTHER CHANGES – check all that apply

- | | |
|--|--|
| <input type="checkbox"/> Five Year Review | <input type="checkbox"/> Instructional Methodologies |
| <input type="checkbox"/> Grading Option | <input type="checkbox"/> Cultural Pluralism |
| <input type="checkbox"/> Advisory/Prerequisite | <input type="checkbox"/> Textbook |
| <input type="checkbox"/> Catalog Description | <input type="checkbox"/> Distance Education |
| <input type="checkbox"/> Instructional Objectives | <input type="checkbox"/> Critical Thinking Assignments |
| <input type="checkbox"/> Course Content and Scope | <input type="checkbox"/> Methods of Evaluation |
| <input type="checkbox"/> Revisions to the curriculum have been discussed with discipline faculty | |

NEW COURSE PROPOSAL (use for new courses only)

Units: 3	Semester Lecture Hrs: 36	Semester Lab Hrs: 54
Transferability (attach evidence):	<input checked="" type="checkbox"/> CSU	<input checked="" type="checkbox"/> UC
New Major?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<i>If yes, state the new major:</i>	<i>Click here to enter text.</i>	
Intended for Transfer?	<input checked="" type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input checked="" type="checkbox"/> Transfer Elective	<input type="checkbox"/> Transfer General Education	<input checked="" type="checkbox"/> Transfer Major Requirement
Associate Degree?	<input checked="" type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input checked="" type="checkbox"/> AA/AS Elective	<input type="checkbox"/> AA/AS General Education	<input type="checkbox"/> AA/AS Major Requirement
Certificate Program?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the certificate:</i>	<i>Proposed Pesticide Control Adviser Program</i>	
Room Space Requirements:	30	
Staff Requirements:	No New FTE	
Equipment Requirements:	Lab will need varied tools/equipment such as:	

COURSE PREFIX and NUMBER: CRPSCI 32
COURSE TITLE: Weeds and Poisonous Plants
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

Course Outline of Record Approval (required)

Originating Faculty	Date
Instructional Area Representative	Date
WHCC Chief Instructional Officer	Date
WHCC Articulation Officer (transfer courses only)	Date
Associate Vice Chancellor of Educational Planning	Date
WHCC Curriculum Chair	Date
WHCCD Board of Trustees	Date

COURSE PREFIX and NUMBER: CRPSCI 32
COURSE TITLE: Weeds and Poisonous Plants
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

TEXTBOOK FORM (use for all courses)

*All transfer-level courses are required 1) to have an 11 or higher readability and 2) be no more than five years old.
All textbooks must have readability statistics attached.*

Title: Weeds of California and Other Western States

Edition and Publication Year: 2007

ISBN: 978-1-879906-69-3

Author(s): Joseph M. Ditomaso

Publisher: University of California, Agricultural and Natural Resources

Required Optional

Readability Level: 13.3

Title: Click here to enter text.

Edition and Publication Year: Click here to enter text.

ISBN: Click here to enter text.

Author(s): Click here to enter text.

Publisher: Click here to enter text.

Required Optional

Readability Level: Click here to enter text.

Title: Click here to enter text.

Edition and Publication Year: Click here to enter text.

ISBN: Click here to enter text.

Author(s): Click here to enter text.

Publisher: Click here to enter text.

Required Optional

Readability Level: Click here to enter text.

Title: Click here to enter text.

Edition and Publication Year: Click here to enter text.

ISBN: Click here to enter text.

Author(s): Click here to enter text.

Publisher: Click here to enter text.

Required Optional

Readability Level: Click here to enter text.

COURSE PREFIX and NUMBER: CRPSCI 32
COURSE TITLE: Weeds and Poisonous Plants
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

9. Methods of Instruction (Instructor initiated learning strategies)

- A. Hands-on experience
- B. Lecture
- C. Demonstrations

10. Out of Class Assignments

None

11. Methods of Evaluation (Measurements of student achievement)

- A. Unit exams consisting of objective and essay questions
- B. Quizzes
- C. Classroom discussion and participation
- D. Oral presentations
- E. Graded problem solving sets
- F. Laboratory skill demonstrations

12. Cultural Pluralism Assignment and Methodology (Specific instructor initiated example)

Instructor will open discussions concerning various weed problems in different areas of the world and approaches to weed management used by a variety of cultures. An example includes how the Monterey Pine is considered a weed in South America whereas Pampas Grass, grown in South America, is considered an invasive weed in California.

13. Critical Thinking Assignment (Use detail and state in cognitive terms)

Students are given a mock farming operation for which they are to create a weed management regime. They must inquire about the parameters (i.e. IPM, organic, etc.) needed to determine weed management needs and create a presentation in which they will present to the farm manager this management regimen and schedule.

14. Writing Assignments/Proficiency Demonstration

- A. Students will be given exams that include essay questions.
- B. Students will be required to demonstrate laboratory skills.

- C. Weed life cycles – plant physiology and growth
 - 1. Annual, perennial, and biennial
 - a. Review of plant growth and meristematic sites
 - i. Mitosis
 - ii. Photosynthesis and respiration
 - 2. Means of propagation
 - a. Sexual and asexual
 - 3. Phenology data and weed growth
- D. Poisonous weeds and their effects
 - 1. Identification
 - 2. Effects on domestic animals and livestock
- E. Development of weed outbreaks
- F. Weed management practices
 - 1. Prevention
 - a. Cultural practices – crop specific
 - i. Cropping systems and tillage
 - b. Chemical practices – crop specific
 - i. Pre-plant and PPI herbicides
 - 2. Weed infestation management
 - a. Cultural practices – crop specific
 - i. Cropping systems and tillage
 - b. Chemical practices – crop specific
 - i. Label and non-selective materials
 - ii. Persistence and cropping systems
 - iii. Herbicide families and their use
 - (a.) Modes of action
 - c. Avoiding future infestations
 - i. Crop and management rotation practices
 - d. Chemical resistance
 - e. Roundup Ready crops and weed management
 - 3. Organic weed management practices
 - a. Flame weeding
 - b. Weeder geese, goats, and other animals
 - c. Organic herbicide materials
 - d. Allelopathy
 - e. Living mulches and cover crops
 - 4. Biological weed management
 - a. History
 - b. Successes and failures
 - c. Future prospects
 - 5. Sprayers and their calibration
 - a. Nozzle selection
 - b. Herbicide formulations and mixing
 - c. Safety
 - 6. Weed management situations
 - a. Turf and ornamental landscapes
 - b. Range weed management

COURSE PREFIX and NUMBER: CRPSCI 32
COURSE TITLE: Weeds and Poisonous Plants
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

COURSE REVISION (use for existing courses only)

RULE OF SEVEN – There are seven course characteristics which require approval of the West Hills College Lemoore Curriculum Committee if the course is common to both colleges. Check any of the following characteristics that are being changed:

- Course Number
- Course Title
- Course Prefix
- Units
- Transfer
- Course Objectives (minimum 3)
- Prerequisites

OTHER CHANGES – check all that apply

- Five Year Review
- Grading Option
- Advisory/Prerequisite
- Catalog Description
- Instructional Objectives
- Course Content and Scope
- Revisions to the curriculum have been discussed with discipline faculty
- Instructional Methodologies
- Cultural Pluralism
- Textbook
- Distance Education
- Critical Thinking Assignments
- Methods of Evaluation

NEW COURSE PROPOSAL (use for new courses only)

Units: 3	Semester Lecture Hrs: 36	Semester Lab Hrs: 54
Transferability (attach evidence):	<input checked="" type="checkbox"/> CSU	<input checked="" type="checkbox"/> UC
New Major?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<i>If yes, state the new major:</i>	<i>Click here to enter text.</i>	
Intended for Transfer?	<input checked="" type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input checked="" type="checkbox"/> Transfer Elective	<input type="checkbox"/> Transfer General Education	<input checked="" type="checkbox"/> Transfer Major Requirement
Associate Degree?	<input type="checkbox"/> Yes (complete next row)	<input checked="" type="checkbox"/> No
<input type="checkbox"/> AA/AS Elective	<input type="checkbox"/> AA/AS General Education	<input type="checkbox"/> AA/AS Major Requirement
Certificate Program?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the certificate:</i>	<i>Proposed Pest Control Adviser</i>	
Room Space Requirements:	30	
Staff Requirements:	No new FTE	
Equipment Requirements:	None	

Readability

Plant Science: Growth, Development, and Utilization of Cultivated Plants, 5th Edition

Page 2

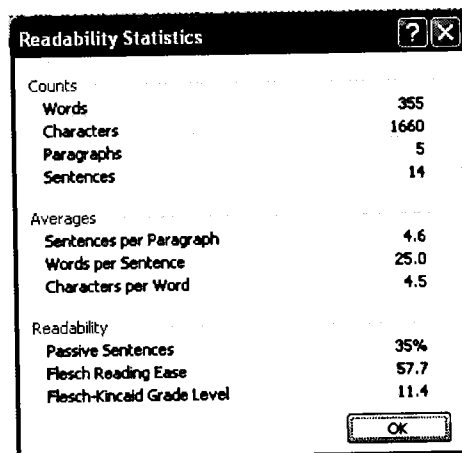
As citizens of the twenty- first century, we tend to pride ourselves on how we have used agriculture to shape the modern world to serve and please us. We have reason to feel that way— our agricultural practices have changed the world. But if we were to use H. G. Wells’ time machine to transport us back 150 million years, we would see many plants very similar to those common in our century. We would see some of the same trees that grow in our world, along with other members of the angiosperms, the group of plants to which grasses, flowers, vegetables, fruits, trees, and shrubs belong.

Page 164

When they do, they are called mutations, and the altered genes may possibly result in changes in the characteristics of the plant— although most mutations have such slight effects that they go unnoticed. The great majority of mutations are deleterious, but some are not and they provide a source of variability that aids the plant breeder in developing new cultivars. Mutation rates can be vastly increased by treatment with ionizing radiation and by certain chemicals such as colchicines, which comes from a type of crocus. Mutations that occur during the formation of pollen grains and egg cells and appear in the plant’s seedling offspring are particularly important to the plant breeder.

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Convection tubes and horizontal airflow fans are also important for heating and air movement in the greenhouse. Convection tubes are made of transparent polyethylene and are attached to a blower on one end and sealed at the other end. These tubes have 5 to 7.6 cm (2 to 3 in.) round holes along the bottom of the tube. The air that is pulled from the blower is forced through the holes at a high velocity, creating a mixing or stirring with the surrounding air (Fig. 23– 16). The blowers may pull cool air through a gable end vent to cool the air in the greenhouse or pull hot air from unit heaters to warm the air in the greenhouse. This system may also be used simply to circulate the air to prevent stagnation.



Readability Statistics	
Counts	
Words	355
Characters	1660
Paragraphs	5
Sentences	14
Averages	
Sentences per Paragraph	4.6
Words per Sentence	25.0
Characters per Word	4.5
Readability	
Passive Sentences	35%
Flesch Reading Ease	57.7
Flesch-Kincaid Grade Level	11.4
OK	

COURSE PREFIX and NUMBER: CRPSCI 2
COURSE TITLE: Plant Science Theory
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

LEARNING RESOURCES STATEMENT (use for all courses)

The Learning Resources collection has been reviewed by the faculty originator and the librarian.

The following resources are currently available for course support:

- Books
- Reference Materials
- Media
- Electronic Resources

The following resources are recommended for purchase to further support the course:

- Books
- Reference Materials
- Media
- Electronic Resources

Additional Comments: [Click here to enter text.](#)

- B. Structure of higher plants
 - 1. The life cycle of a plant
 - 2. The cell
 - 3. Cell structure
 - 4. The plant body
- C. Naming and classifying plants
 - 1. Climate
 - 2. Botanical names
 - 3. Botanical classifications
 - 4. Plant taxonomy
- D. Origin, domestication and improvement of cultivated plants
 - 1. Origin of cultivated plants
 - 2. Domestication of plants
 - 3. Crop plants
 - 4. Germplasm
 - 5. Genetic concepts in plant improvement
- E. Propagation of plants
 - 1. Propagation methods
 - 2. Sexual propagation
 - 3. Vegetative propagation
- F. Vegetative and reproductive growth and development
 - 1. Vegetative growth and development
 - 2. Reproductive growth and development
 - 3. Plant growth regulators
- G. Photosynthesis, respiration and translocation
 - 1. Photosynthesis
 - 2. Plant respiration
 - 3. Electron transport system
 - 4. Assimilation
- H. Soil and soil water
 - 1. Factors involved in soil formation
 - 2. Physical properties of soil
 - 3. Chemical properties of soil
 - 4. Soil organisms
 - 5. Soil organic matter
 - 6. Soil water
 - 7. Water quality
- I. Soil and water management and mineral nutrition
 - 1. Land preparation
 - 2. Irrigation
 - 3. Mineral nutrition
 - 4. Soil conservation
- J. Climatic influences on crop production
 - 1. Climatic factors affecting plant growth
 - 2. Climatic requirements of some crop plants
 - 3. Weather and climate
 - 4. Climatic influences on plant diseases and pests
- K. Biological competitors of useful plants

COURSE PREFIX and NUMBER: CRPSCI 2
COURSE TITLE: Plant Science Theory
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

COURSE REVISION (use for existing courses only)

RULE OF SEVEN – There are seven course characteristics which require approval of the West Hills College Lemoore Curriculum Committee if the course is common to both colleges. Check any of the following characteristics that are being changed:

- Course Number
- Course Title
- Course Prefix
- Units
- Transfer
- Course Objectives (minimum 3)
- Prerequisites

OTHER CHANGES – check all that apply

- | | |
|--|--|
| <input type="checkbox"/> Five Year Review | <input type="checkbox"/> Instructional Methodologies |
| <input type="checkbox"/> Grading Option | <input type="checkbox"/> Cultural Pluralism |
| <input type="checkbox"/> Advisory/Prerequisite | <input type="checkbox"/> Textbook |
| <input type="checkbox"/> Catalog Description | <input type="checkbox"/> Distance Education |
| <input type="checkbox"/> Instructional Objectives | <input type="checkbox"/> Critical Thinking Assignments |
| <input type="checkbox"/> Course Content and Scope | <input type="checkbox"/> Methods of Evaluation |
| <input type="checkbox"/> Revisions to the curriculum have been discussed with discipline faculty | |

NEW COURSE PROPOSAL (use for new courses only)

Units: 3	Semester Lecture Hrs: 54	Semester Lab Hrs:
Transferability (attach evidence):	<input type="checkbox"/> CSU	<input type="checkbox"/> UC
New Major?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<i>If yes, state the new major:</i>	<i>Click here to enter text.</i>	
Intended for Transfer?	<input checked="" type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input checked="" type="checkbox"/> Transfer Elective	<input checked="" type="checkbox"/> Transfer General Education	<input checked="" type="checkbox"/> Transfer Major Requirement
Associate Degree?	<input checked="" type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input checked="" type="checkbox"/> AA/AS Elective	<input checked="" type="checkbox"/> AA/AS General Education	<input checked="" type="checkbox"/> AA/AS Major Requirement
Certificate Program?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the certificate:</i>	<i>Precision Agriculture, Proposed Pest Control Adviser</i>	
Room Space Requirements:	30	
Staff Requirements:	No new FTE	
Equipment Requirements:	No new equipment	

Faculty Originator: C.Clinton

Date: 8/15/06

The holdings of the L/LRC collection in the subject area(s) related to the proposed new/revised course/discipline have been reviewed.

- The L/LRC has sufficient resources presently available for support of this course/discipline.
- The L/LRC resources are not presently adequate to support this course/discipline. Additional needed items have been identified and should be purchased.

Comments:

1. Origin and classification
2. Structure and function
3. growth and development
4. reproduction and propagation
- C. Plant Environment in relation to Agricultural Production
 1. Light (artificial, natural)
 2. Heat (soil, atmospheric)
 3. Soil (nutrients, PH, Structure)
 4. Water (salinity, quantities, drainage)
 5. Climate and crop geography
- D. Strategy of Crop Production
 1. Cropping systems and practices (and analysis of)
 2. Crop nutrition
 3. crop hazards
 4. crop improvements
 5. Research in crop evaluation
- E. Industry of Plant Agriculture
 1. Food crops: cereals, legumes, forages
 2. Food crops: roots, stems, fruits
 3. Plant extractive and derivatives
 4. Fiber, forest, and ornamental crop-s
- F. Economics of Crop Production and Distribution
 1. Labor requirements
 2. Transportation availability
 3. Marketing of crop

5. INSTRUCTIONAL METHODOLOGIES (instructor initiated learning strategies):
The students will learn about plant growth processes through lectures, hands-on laboratories, and laboratory assignments.
6. MULTIPLE METHODS OF EVALUATION (measurements of student achievement):
 - A. Examinations (definitions, true/false, short essay)
 - B. Laboratory (write-ups, short answers, and short essay)
 - C. Individual or group participation during lecture on various topics.
7. WRITING ASSIGNMENTS/PROFICIENCY DEMONSTRATION:
 - A. Quizzes and examinations including short essay answers.
 - B. Laboratory write-ups with short essay answers.
8. ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING
(use detail when describing student assignments and state in cognitive terms):
Students will conduct experiments in laboratory and are given laboratory write-ups to discuss their results.
9. ASSIGNMENTS, METHODOLOGIES, OR OTHER EXAMPLES OF HOW CULTURAL PLURALISM IS ADDRESSED:
Characteristics. Plants origins extend across cultures. These affect the types of plants we grow today. Plants such as corn, beans, and other are discussed as examples of plants in different cultures displaying different plant origins and development.
10. REQUIRED EXTRA CLASS ASSIGNMENTS: Growing some plants at home.

COURSE REVISION FORM

West Hills College Coalinga

Course Prefix & Number: CRPSCI 1 Course Title: Introduction to Plant Science

Instructional Area: AG

Date: 8/15/06

Faculty Originator: C. Cowden

RULE OF FIVE - The District Curriculum Committee voted to approve common course characteristics of a revised course for approval by the Coalinga Curriculum committee. If the faculty originator changes any of the items below, the course requires approval from West Hills College Lemoore curriculum committee.

- Number
- Title
- Prefix
- Units
- Transfer

Other Changes:

- | | |
|--|---|
| <input type="checkbox"/> Grading Option | <input type="checkbox"/> Cultural Pluralism |
| <input type="checkbox"/> Advisory/Prerequisite | <input type="checkbox"/> Student Learning Outcome |
| <input type="checkbox"/> Catalog Description | <input type="checkbox"/> Textbook |
| <input type="checkbox"/> Instructional Objectives | <input type="checkbox"/> Distance Education |
| <input type="checkbox"/> Course Content and Scope | <input type="checkbox"/> Other |
| <input type="checkbox"/> Instructional Methodologies | <i>Explain:</i> |
| <input type="checkbox"/> Methods of Evaluation | <input checked="" type="checkbox"/> Five Year Review |
| <input type="checkbox"/> Critical Thinking Assignments | Content has been evaluated and updated. Yes <input checked="" type="checkbox"/> |

Do any of the above changes affect the course content to the degree a student could retake the course? Yes or No

Explain:

Change Previous Course Outline Information:

From:

To: (Write new information here for any changes checked above.)

Justification: (Reasons for the above changes.)

COURSE PREFIX and NUMBER: CRPSCI 19
COURSE TITLE: California Water
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

Course Outline of Record Approval (required)

Originating Faculty	Date
Instructional Area Representative	Date
WHCC Chief Instructional Officer	Date
WHCC Articulation Officer (transfer courses only)	Date
Associate Vice Chancellor of Educational Planning	Date
WHCC Curriculum Chair	Date
WHCCD Board of Trustees	Date

COURSE PREFIX and NUMBER: CRPSCI 19
COURSE TITLE: California Water
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

TEXTBOOK FORM (use for all courses)

*All transfer-level courses are required 1) to have an 11 or higher readability and 2) be no more than five years old.
All textbooks must have readability statistics attached.*

Title: California Water II
Edition and Publication Year: 2nd, 2007
Author(s): Littleworth, A., Garner, E.
Publisher: Solano Press Books
Required Optional
Readability Level: 15.0

ISBN: 978-0-923956-75-2

Title: Click here to enter text.
Edition and Publication Year: Click here to enter text.
Author(s): Click here to enter text.
Publisher: Click here to enter text.
Required Optional
Readability Level: Click here to enter text.

ISBN: Click here to enter text.

Title: Click here to enter text.
Edition and Publication Year: Click here to enter text.
Author(s): Click here to enter text.
Publisher: Click here to enter text.
Required Optional
Readability Level: Click here to enter text.

ISBN: Click here to enter text.

Title: Click here to enter text.
Edition and Publication Year: Click here to enter text.
Author(s): Click here to enter text.
Publisher: Click here to enter text.
Required Optional
Readability Level: Click here to enter text.

ISBN: Click here to enter text.

13. Critical Thinking Assignment (Use detail and state in cognitive terms)

Students are given a mock irrigation scenario; they will read and understand the issues, inquire about the pertinent water rights and laws and make a presentation concerning steps which need to be taken.

14. Writing Assignments/Proficiency Demonstration

- A. Homework requires at least one written page.
- B. Short answer essay questions are part of the examinations.
- C. A 5-7 page research paper is a required component.

7. Course Content (Instructional topics or units)

- A. General historical development of California water use
 - 1. Aboriginal waterscape
 - 2. Spanish settlement
 - 3. American settlement
 - a. Owens Valley
 - b. Hetch Hetchy
 - c. Central Valley
 - d. Miller & Lux
 - 4. Urbanization of California
- B. Geology of California's hydrologic system
 - 1. Sierra Nevada
 - 2. Central Valley
 - a. Aquifers
 - 3. San Francisco Bay-Delta
 - 4. Northern California
 - 5. Southern California
 - 6. Colorado River
- C. Water supply
 - 1. Precipitation rates and distribution
 - 2. Ground water
 - a. Recharge
 - b. Overdrafts
 - 3. Surface water
 - 4. Containment and delivery system
 - a. Distribution system
 - i. State water project
 - ii. Federal water project
 - iii. Irrigation and water districts
 - b. Overview and layout of canals and containment system
 - c. Flood control
 - 5. Water users
 - a. Demand/supply/shortage
 - b. Agriculture
 - i. Irrigation methods
 - ii. Processing
 - c. Environment
 - d. Urban
 - e. Industry
- D. Water rights in California
 - 1. Types of water rights
 - a. Riparian right
 - b. Appropriate water rights
 - c. Underground water rights
 - i. Definition of ground water
 - ii. Ground water storage rights
 - d. Prescriptive water rights

COURSE PREFIX and NUMBER: CRPSCI 19
COURSE TITLE: California Water
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

COURSE REVISION (use for existing courses only)

RULE OF SEVEN – There are seven course characteristics which require approval of the West Hills College Lemoore Curriculum Committee if the course is common to both colleges. Check any of the following characteristics that are being changed:

- Course Number
- Course Title
- Course Prefix
- Units
- Transfer
- Course Objectives (minimum 3)
- Prerequisites

OTHER CHANGES – check all that apply

- Five Year Review
- Grading Option
- Advisory/Prerequisite
- Catalog Description
- Instructional Objectives
- Course Content and Scope
- Revisions to the curriculum have been discussed with discipline faculty
- Instructional Methodologies
- Cultural Pluralism
- Textbook
- Distance Education
- Critical Thinking Assignments
- Methods of Evaluation

NEW COURSE PROPOSAL (use for new courses only)

Units:	Semester Lecture Hrs:	Semester Lab Hrs:
Transferability (attach evidence):	<input type="checkbox"/> CSU	<input type="checkbox"/> UC
New Major?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the new major:</i>	<i>Click here to enter text.</i>	
Intended for Transfer?	<input type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input type="checkbox"/> Transfer Elective	<input type="checkbox"/> Transfer General Education	<input type="checkbox"/> Transfer Major Requirement
Associate Degree?	<input type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input type="checkbox"/> AA/AS Elective	<input type="checkbox"/> AA/AS General Education	<input type="checkbox"/> AA/AS Major Requirement
Certificate Program?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the certificate:</i>	<i>Click here to enter text.</i>	
Room Space Requirements:	<i>Click here to enter text.</i>	
Staff Requirements:	<i>Click here to enter text.</i>	
Equipment Requirements:	<i>Click here to enter text.</i>	

Step 4: Meet with the appropriate Curriculum Representative and Chief Instructional Officer to discuss content review analysis and proposed prerequisite/corequisite research request.

Verification of Departmental Approval:

Curriculum Instructional Area Representative _____ Date _____

Chief Instructional Officer _____ Date _____

Step 5: Present this Research and Data Collection Request Form to the WHCC Curriculum Committee for approval.

Curriculum Committee Chair _____ Date _____

Step 6: Submit completed research data collection request form to the institutional researcher for review. The institutional researcher will meet with the faculty member to discuss research design and required data collection procedures.

Research Approval:

Institutional Researcher _____ Date _____

Step 7: Submit the successfully completed research study to the Curriculum Committee for its approval.

Approved by Curriculum Committee:

Faculty Co-Chair _____ Date _____

Administrative Co-Chair _____ Date _____

Check the following that apply. Documentation must be attached.

- 1. The prerequisite/corequisite is required by law or government regulations.
Explain or cite regulation numbers.

- 2. The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.
Justification: Attach Form C.

- 3. The prerequisite is required in order for the course to be accepted for transfer to the University of California or California State University systems.
Justification: Indicate how this is so. Attach documentation.

- 4. Significant statistical evidence indicates that the absence of the prerequisite course or skill is related to unsatisfactory performance in the outcome course.
Justification: See Form B.

- 5. Three California State University/University of California campuses require an equivalent prerequisite or corequisite for a course equivalent to the outcome course. List below.
Attach photocopies of the UC and/or CSU course descriptions from the respective catalogs.

UC/CSU CAMPUS	COURSE DEPT/NUMBER	CO-/PREREQUISITE

been identified and should be purchased.

Comments:

ADOPTED TEXTBOOK FORM

West Hills College Coalinga

Course Prefix, Number & Title: **ASCI 8 - Advanced Intercollegiate Rodeo** Instructional Area: **AG/CWEE/BUS/CIS**

Faculty Originator: **B. Hunt** Date: **2/2005**

All transfer-level courses require 11-12th grade level or above.

- A. Title: National Intercollegiate Rodeo Association Constitution, By-Laws and Rules
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: National Intercollegiate Rodeo Association
Required Optional
Readability level: 12 (Attach readability materials to original.)
- B. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)
- C. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)
- D. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

- B. Skill demonstration
 - C. Evaluating performance in practice and competition
 - D. Testing will require both oral and short written answers
7. WRITING ASSIGNMENTS/PROFICIENCY DEMONSTRATION:
- A. Correct upper body and free arm control in bull riding
 - B. Proper rope handling skills and the variation of swinging the rope in the calf roping, breakaway roping and team roping.
 - C. Preparing the equipment (bull ropes, saddles, bridles, etc.) for maximum results.
 - D. Correct placement of feet in bronc-riding to make a qualified ride.
8. ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING
(use detail when describing student assignments and state in cognitive terms):
- A. recognize that there are different methods (within each rodeo event) to accomplish the same goal
 - B. evaluate which techniques are most effective for individuals performance
 - C. identify various situations that can develop and how to prepare for the unexpected during competition.
9. ASSIGNMENTS, METHODOLOGIES, OR OTHER EXAMPLES OF HOW CULTURAL PLURALISM IS ADDRESSED:
The instructor will discuss the role of women and different cultural and ethnic groups in rodeo. In addition, students are exposed to and learn about cultural pluralism through practicing and working together as well as traveling together to the intercollegiate rodeos. Students will write a paper researching the historical development of rodeo and the contribution that the various cultural and ethnic groups have played in this development.
10. REQUIRED EXTRA CLASS ASSIGNMENTS:
Students are required to participate in a certain amount of “work” hours which include maintenance of rodeo facility and the rodeo livestock used in practice. They are also required to assist in any fundraising activities which have been assigned.
11. STUDENT LEARNING OUTCOMES (courses that allow repeatability must specify student learning outcomes for each time the course can be repeated):

COURSE REVISION FORM

West Hills College Coalinga

Course Prefix & Number: **ASCI 8** Course Title: **Advanced Intercollegiate Rodeo**

Instructional Area: **AG/CWEE/BUS/CIS**

Date: **2/2005**

Faculty Originator: **B. Hunt**

RULE OF FIVE - The District Curriculum Committee voted to approve common course characteristics of a revised course for approval by the Coalinga Curriculum committee. If the faculty originator changes any of the items below, the course requires approval from West Hills College Lemoore curriculum committee.

- Number
- Title
- Prefix
- Units
- Transfer

Other Changes:

- | | |
|--|---|
| <input type="checkbox"/> Grading Option | <input type="checkbox"/> Cultural Pluralism |
| <input type="checkbox"/> Advisory/Prerequisite | <input type="checkbox"/> Student Learning Outcome |
| <input type="checkbox"/> Catalog Description | <input type="checkbox"/> Textbook |
| <input type="checkbox"/> Instructional Objectives | <input type="checkbox"/> Distance Education |
| <input type="checkbox"/> Course Content and Scope | <input type="checkbox"/> Other |
| <input type="checkbox"/> Instructional Methodologies | <i>Explain:</i> |
| <input type="checkbox"/> Methods of Evaluation | <input checked="" type="checkbox"/> Five Year Review |
| <input type="checkbox"/> Critical Thinking Assignments | Content has been evaluated and updated. Yes <input checked="" type="checkbox"/> |

Do any of the above changes affect the course content to the degree a student could retake the course? Yes or No

Explain:

Change Previous Course Outline Information:

From:

To: (Write new information here for any changes checked above.)

Justification: (Reasons for the above changes.)

Five-year review

Step 4: Meet with the appropriate Curriculum Representative and Chief Instructional Officer to discuss content review analysis and proposed prerequisite/corequisite research request.

Verification of Departmental Approval:

Curriculum Instructional Area Representative _____ Date _____

Chief Instructional Officer _____ Date _____

Step 5: Present this Research and Data Collection Request Form to the WHCC Curriculum Committee for approval.

Curriculum Committee Chair _____ Date _____

Step 6: Submit completed research data collection request form to the institutional researcher for review. The institutional researcher will meet with the faculty member to discuss research design and required data collection procedures.

Research Approval:

Institutional Researcher _____ Date _____

Step 7: Submit the successfully completed research study to the Curriculum Committee for its approval.

Approved by Curriculum Committee:

Faculty Co-Chair _____ Date _____

Administrative Co-Chair _____ Date _____

- 2. The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.
Justification: Attach Form C.

- 3. The prerequisite is required in order for the course to be accepted for transfer to the University of California or California State University systems.
Justification: Indicate how this is so. Attach documentation.

- 4. Significant statistical evidence indicates that the absence of the prerequisite course or skill is related to unsatisfactory performance in the outcome course.
Justification: See Form B.

- 5. Three California State University/University of California campuses require an equivalent prerequisite or corequisite for a course equivalent to the outcome course. List below.
Attach photocopies of the UC and/or CSU course descriptions from the respective catalogs.

UC/CSU CAMPUS	COURSE DEPT/NUMBER	CO-/PREREQUISITE

been identified and should be purchased.

Comments:

ADOPTED TEXTBOOK FORM

West Hills College Coalinga

Course Prefix, Number & Title: **ASCI 7 - Intercollegiate Rodeo** Instructional Area: **AG/CWEE/BUS/
CIS**

Faculty Originator: **B. Hunt** Date: **2/2005**

All transfer-level courses require 11-12th grade level or above.

- A. Title: **National Intercollegiate Rodeo Association Constitution, By-Laws and Rules**
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: **National Intercollegiate Rodeo Association**
Required Optional
Readability level: **12** (Attach readability materials to original.)
- B. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)
- C. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)
- D. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

- B. Skill demonstration
- C. Evaluating performance in practice and competition
- D. Tests requiring both oral and short written answers

7. WRITING ASSIGNMENTS/PROFICIENCY DEMONSTRATION:

- A. Correct upper body and free arm control in bull riding
- B. Proper rope handling skills and the variation of swinging the rope in the calf roping, breakaway roping and team roping.
- C. Preparing the equipment (bull ropes, saddles, bridles, etc.) for maximum results.
- D. Correct placement of feet in bronc-riding to make a qualified ride.

8. ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

(use detail when describing student assignments and state in cognitive terms):

- A. recognize that there are different methods (within each rodeo event) to accomplish the same goal
- B. evaluate which techniques are most effective for individuals performance
- C. identify various situations that can develop and how to prepare for the unexpected during competition.

9. ASSIGNMENTS, METHODOLOGIES, OR OTHER EXAMPLES OF HOW CULTURAL PLURALISM IS ADDRESSED:

The instructor will discuss the role of women and different cultural and ethnic groups in rodeo. In addition, students are exposed to and learn about cultural pluralism through practicing and working together as well as traveling together to the intercollegiate rodeos. Students will write a paper researching the historical development of rodeo and the contribution that the various cultural and ethnic groups have played in this development.

10. REQUIRED EXTRA CLASS ASSIGNMENTS:

Students are required to participate in a certain amount of "work" hours which include maintenance of rodeo facility and the rodeo livestock used in practice. They are also required to assist in any fundraising activities which have been assigned.

11. STUDENT LEARNING OUTCOMES (courses that allow repeatability must specify student learning outcomes for each time the course can be repeated):

ADOPTED TEXTBOOK FORM

West Hills College Coalinga

Course Prefix, Number & Title: **ASCI 6 - Rodeo Production and Promotion**

Instructional Area: **AG/CWEE/BUS/CIS**

Faculty Originator: **B. Hunt**

Date: **2/2005**

All transfer-level courses require 11-12th grade level or above.

- A. Title: National Intercollegiate Rodeo Association Constitution By-Laws and Rules
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: National Intercollegiate Rodeo Association
Required Optional
Readability level: 12 (Attach readability materials to original.)
- B. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)
- C. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)
- D. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

manner.

C. Rodeo Production preparing a check list for staging the actual event.

5. INSTRUCTIONAL METHODOLOGIES (instructor initiated learning strategies):
 - A. Lecture and guest speaker
 - B. Group work and evaluating progress
 - C. Video
6. MULTIPLE METHODS OF EVALUATION (measurements of student achievement):
 - A. Degree of success of end product
 - B. Degree of participation by the committee(s) and individual effort
 - C. Development a self evaluation form
 - D. One written paper describing the student experience and value from this class
 - E. Peer evaluation
7. WRITING ASSIGNMENTS/PROFICIENCY DEMONSTRATION:
 - A. Develop a Progress and Evaluation Form
 - B. Written paper describing the student experience and value from this class
(Students must turn in first draft for comment and then edit and revise before submitting final draft).
8. ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING
(use detail when describing student assignments and state in cognitive terms):
Students must work as a unit to achieve a common goal. As a unit they are challenged to produce a successful event. Students devise their own strategies using past experiences (failure and success) and put new theories into practice.
9. ASSIGNMENTS, METHODOLOGIES, OR OTHER EXAMPLES OF HOW CULTURAL PLURALISM IS ADDRESSED:
The instructor will discuss the role of women and different cultural and ethnic groups in rodeo. Students will write a paper researching the historical development of rodeo and the contribution that the various cultural and ethnic groups have played in this development.
10. REQUIRED EXTRA CLASS ASSIGNMENTS:
Students are required to complete many aspects of their committee work outside of the class room including the weekend of the actual rodeo.
11. STUDENT LEARNING OUTCOMES (courses that allow repeatability must specify student learning outcomes for each time the course can be repeated):

COURSE REVISION FORM

West Hills College Coalinga

Course Prefix & Number: **ASCI 5** Course Title: **Rodeo Production and Promotion**

Instructional Area: **AG/CWEE/BUS/CIS**

Date: **2/2005**

Faculty Originator: **B. Hunt**

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- Number
- Title
- Prefix
- Units
- Transfer

Other Changes:

- | | |
|--|---|
| <input type="checkbox"/> Grading Option | <input type="checkbox"/> Cultural Pluralism |
| <input type="checkbox"/> Advisory/Prerequisite | <input type="checkbox"/> Student Learning Outcome |
| <input type="checkbox"/> Catalog Description | <input type="checkbox"/> Textbook |
| <input type="checkbox"/> Instructional Objectives | <input type="checkbox"/> Distance Education |
| <input type="checkbox"/> Course Content and Scope | <input type="checkbox"/> Other |
| <input type="checkbox"/> Instructional Methodologies | <i>Explain:</i> |
| <input type="checkbox"/> Methods of Evaluation | <input checked="" type="checkbox"/> Five Year Review |
| <input type="checkbox"/> Critical Thinking Assignments | Content has been evaluated and updated. Yes <input checked="" type="checkbox"/> |

Do any of the above changes affect the course content to the degree a student could retake the course? Yes or No

Explain:

Change Previous Course Outline Information:

From:

To: (Write new information here for any changes checked above.)

Justification: (Reasons for the above changes.)

Five-year review

DISTANCE EDUCATION STATEMENT
West Hills College Coalinga

Course Prefix, Number & Title: **ASCI 5 - Rodeo Skills and Management**

Instructional Area: **AG/CWEE/BUS/CIS**

Faculty Originator: **B.Hunt**

Date: **2/2005**

The instructional area does not recommend this course be taught via distance education at this time.

Justification:

The following must be completed for the delivery of this course via distance education technology in addition to the original course outline:
(A textbook form will need to be completed if text differs from the original course).

1. What distance education modality is being proposed for the delivery of this course?

Video Conference Hybrid (Mix of Traditional/Online) Online (100% Online)

2. What strategies will be employed for effective contact between instructor and students to assure learning outcomes, as specified in the course outline, are met? Check all that apply.

email face-to-face discussion board online office hours

other – *describe*

LIBRARY/LEARNING RESOURCES STATEMENT
West Hills College Coalinga

Course Prefix, Number & Title: **ASCI 5 - Rodeo Skills and Management**

Instructional Area: **AG/CWEE/BUS/CIS**

Faculty Originator: **B. Hunt**

Date: **2/2005**

The holdings of the L/LRC collection in the subject area(s) related to the proposed new/revised course/discipline have been reviewed.

The L/LRC has sufficient resources presently available for support of this course/discipline.

The L/LRC resources are not presently adequate to support this course/discipline. Additional needed items have been identified and should be purchased.

Comments:

- C. History of Rodeo
 - 1. as part of our western heritage
 - 2. as a competitive sport
- D. Sports medicine and emergency first aid practices
- E. The importance of conditioning and physical fitness to increase the competitive advantages and to decrease injury
- F. Creating opportunities through college rodeo and obtain an advanced academic education
- G. Making positive lifestyles choices
- H. The negative results of alcohol-drugs and steroid abuse
- I. Goal setting
 - 1. accepting the challenge of becoming a champion
 - 2. how motivation and dedication can work for the college athlete
- J. Understanding how a positive mental attitude can enhance an athlete's performance and avoid negative outcomes.
 - 1. self evaluation
 - 2. theory and techniques involved with visualization

5. INSTRUCTIONAL METHODOLOGIES (instructor initiated learning strategies):

- A. Lecture
- B. Handouts and Workbook
- C. Video and film of rodeo events
- D. Video and film of rodeo rules, judges, and flagging
- E. Video and film of goal setting, positive mental attitude and visualization
- F. Guest lectures-professional rodeo athlete and officials, former alumni

6. MULTIPLE METHODS OF EVALUATION (measurements of student achievement):

- A. Participation in class
- B. Quizzes
- C. Workbook
- D. Develop a Progress and Evaluation Form
- E. Written paper describing student philosophy on the important mental aspects of attitude in a successful rodeo performance

7. WRITING ASSIGNMENTS/PROFICIENCY DEMONSTRATION:

- A. Develop a Progress and Evaluation Form
- B. Written paper describing student philosophy on the important mental aspects of attitude in a successful rodeo performance

8. ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

(use detail when describing student assignments and state in cognitive terms):
 Students must devise their own personal goals putting theory and abstract knowledge into practice.

9. ASSIGNMENTS, METHODOLOGIES, OR OTHER EXAMPLES OF HOW CULTURAL PLURALISM IS ADDRESSED:

The instructor will discuss the role of women and different cultural and ethnic groups in rodeo. Students learn to accommodate the needs of all individuals in the rodeo arena including women on the physical challenge of rodeo. Students will write a paper researching the historical development of rodeo and the contribution that the various cultural and ethnic groups have played in this development.

COURSE REVISION FORM
West Hills College Coalinga

Course Prefix & Number: **ASCI 5** Course Title: **Rodeo Skills Management**

Instructional Area: **AG/CWEE/BUS/CIS** Date: **2/2005**

Faculty Originator: **B. Hunt**

RULE OF FIVE - The District Curriculum Committee voted to approve common course characteristics of a revised course for approval by the Coalinga Curriculum committee. If the faculty originator changes any of the items below, the course requires approval from West Hills College Lemoore curriculum committee.

- Number
- Title
- Prefix
- Units
- Transfer

Other Changes:

- | | |
|--|---|
| <input type="checkbox"/> Grading Option | <input type="checkbox"/> Cultural Pluralism |
| <input type="checkbox"/> Advisory/Prerequisite | <input type="checkbox"/> Student Learning Outcome |
| <input type="checkbox"/> Catalog Description | <input type="checkbox"/> Textbook |
| <input type="checkbox"/> Instructional Objectives | <input type="checkbox"/> Distance Education |
| <input type="checkbox"/> Course Content and Scope | <input type="checkbox"/> Other |
| <input type="checkbox"/> Instructional Methodologies | <i>Explain:</i> |
| <input type="checkbox"/> Methods of Evaluation | <input checked="" type="checkbox"/> Five Year Review |
| <input type="checkbox"/> Critical Thinking Assignments | Content has been evaluated and updated. Yes <input checked="" type="checkbox"/> |

Do any of the above changes affect the course content to the degree a student could retake the course? Yes or No

Explain:

Change Previous Course Outline Information:

From:

To: (Write new information here for any changes checked above.)

Justification: (Reasons for the above changes.)

Five-year review

ADOPTED TEXTBOOK FORM

West Hills College Coalinga

Course Prefix, Number & Title: AG 54B Welding Fundamentals Instructional Area: AG/BUS/CIS/C
Faculty Originator: Clint Cowden Date: 10/31/07 WEE

1. Recommended textbooks: All transfer-level courses require 11-12th grade level or above.

A. Title: Industrial Maintenance
Edition: 2nd ISBN #: 0-8269-3609-1
Author(s): Denis Green, Jonathan F. Cosse
Publisher: American Technical Publishers, Inc.
Required Optional
Readability level: 10.2 (Attach readability materials to original.)

B. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

2. Supplemental text(s):

A. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

B. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

3. Additional Textbooks:

A. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

B. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

9. ASSIGNMENTS, METHODOLOGIES, OR OTHER EXAMPLES OF HOW CULTURAL PLURALISM IS ADDRESSED:

Students will work together in surveying teams and compile their information to be compared with other like teams. Instructor will open discussions of topics such as how welding is utilized in other countries and/or other cultures.

10. REQUIRED EXTRA CLASS ASSIGNMENTS:

None

COURSE OUTLINE

West Hills College Coalinga

Date: 10/31/07

Instructional Area: AG/BUS/CIS/CWEE

Course Prefix & Number: AG 54B

Course Title: Welding Fundamentals

Units: 0.5

Grading option (select one): Standard Grading Credit/No Credit
 Standard Grading/Credit/No Credit

Materials Fee \$ _____ Justification:

Semester Lecture Hours: _____ Semester Lab Hours: 27

How many times may this course be taken for credit? (repeatability) 1

1. PREREQUISITE(S): None

and/or

ADVISORY(S):

2. CATALOG DESCRIPTION: This course covers basic metallurgy and properties of metals, oxyacetylene welding and cutting processes, arc welding, and safety within the work environment.

3. INSTRUCTIONAL OBJECTIVES (Use measurable outcomes only-course that allow repeatability must specify objectives for each time the course can be repeated):

Upon completion of the course the student will be able to:

- A. demonstrate a basic understanding of welding (gas and stick) principles
- B. demonstrate satisfactory knowledge of the oxyacetylene and electric arc welding processes
- C. correctly set the electric arc welding machine for completing the basic arc welds
- D. adjust pressures and set the various types of flames used with an oxyacetylene welding outfit
- E. satisfactorily cut both thick and thin materials using an oxyacetylene cutting torch
- F. demonstrate an understanding of safe working habits to industry standards as determined by the instructor.

4. COURSE CONTENT AND SCOPE (Instructional topics or units):

A. Welding and Safety

1. Hand tools
2. Power tools
3. Oxyacetylene equipment
4. Electric arc equipment
5. Related personal safety

B. Oxyacetylene Welding

1. Equipment component identification

West Hills College Coalinga

New Course Packet

Course Prefix, Number & Title: **AgMM 54B Welding Fundamentals**

Faculty Originator: **Clint Cowden**

Date: **10/31/07**

Checklist:

- New Course Proposal Form**
- Course Outline**
- Distance Education Statement**
- Learning Resources Statement**
- Adopted Textbook Form**
- Prerequisite Form A**
- Prerequisite Form B**
- Prerequisite Form C**
- Limitations on Enrollment Justification**

Signatures:

<p style="text-align: right;">_____ Date _____</p> <p>Originating Faculty (required)</p>	<p style="text-align: right;">_____ Date _____</p> <p>Articulation Officer (required if transferable)</p>
<p style="text-align: right;">_____ Date _____</p> <p>Curriculum Instructional Area Representative (required)</p>	<p style="text-align: right;">_____ Date _____</p> <p>Dean of Learning Resources</p>
<p style="text-align: right;">_____ Date _____</p> <p>Dean of Student Learning (required)</p>	
<p style="text-align: right;">_____ Date _____</p> <p>College Curriculum Committee Chair (approved)</p>	<p style="text-align: right;">Date _____</p> <p>West Hills Community College District Board of Trustees (approved)</p>

This curriculum packet has been discussed with faculty in the Instructional Area.

Readability

Industrial Maintenance, 2nd Ed. Green, Denis and Jonathan F. Gosse. American Technical Publishers, Inc: Homewood, Illinois. (2006).

Page 39

Electrical shock occurs when a person contacts two conductors of a circuit or when the body becomes part of an electrical circuit. Electrical shock causes muscle spasms that can topple a victim from a ladder or cause the person to be locked to the electrical source. Severe electrical shock can cause heart and lungs to stop functioning.

Page 133

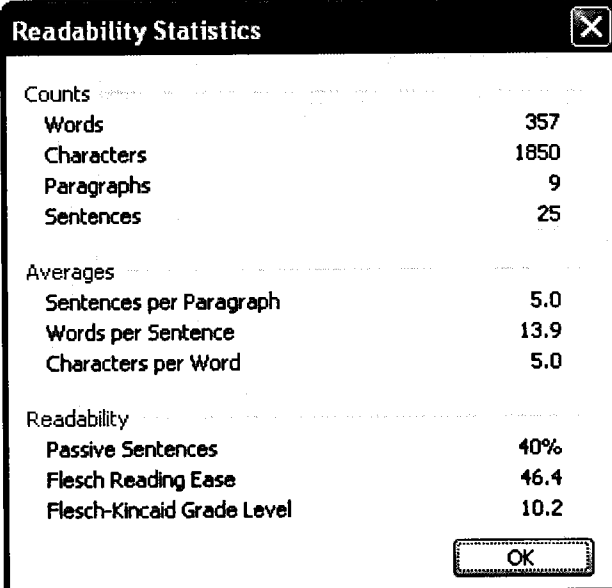
Changes in measured voltage are the best indication that contacts are actually opening or closing. Contacts may not open or close even though the contact operator works properly. An operator is the device that is pressed, pulled, or rotated by the individual operating the circuit. The contacts may be out of position or melted together, or they may have melted away.

Page 220

In a hot water heating system, hot water produced in the boiler is used to transport heat energy to building spaces. Hot water supplied commonly ranges from 180 degrees F to 220 degrees F. Water is heated in the boiler and circulated in the system by the circulating pump. Branch lines direct hot water to the heating unit(s). At the heating unit(s), heat is transferred to building spaces. The water is then circulated back to the boiler to repeat the cycle. A compression tank allows water to expand in the system without increasing the overall system pressure. Water is added to the system by the makeup water supply line.

Page 308

When installing mechanical drive systems, the shafts to be connected by the drive system must be aligned to an acceptable tolerance. For example, a belt or chain drive system requires a lesser tolerance than a gear drive system, and a flexible coupling requires a lesser tolerance than a rigid coupling. Misalignment may be parallel, angular, or a combination of parallel and angular. Parallel and angular misalignment should be checked using a dial indicator, laser, or specialized equipment. Misalignment must be checked when installing or performing routine maintenance on any mechanical drive system. The mechanical drive system experiences premature failure if angular and parallel misalignment occurs.



A dialog box titled "Readability Statistics" with a close button (X) in the top right corner. It displays readability metrics in three sections: Counts, Averages, and Readability. An "OK" button is located at the bottom right.

Counts	
Words	357
Characters	1850
Paragraphs	9
Sentences	25
Averages	
Sentences per Paragraph	5.0
Words per Sentence	13.9
Characters per Word	5.0
Readability	
Passive Sentences	40%
Flesch Reading Ease	46.4
Flesch-Kincaid Grade Level	10.2

OK

LIBRARY/LEARNING RESOURCES STATEMENT

West Hills College Coalinga

Course Prefix, Number & Title: **AG 52D Technical Report Writing**

Instructional Area: **AG/BUS/CIS/CWEE**

Faculty Originator: **Clint Cowden**

Date: **10/31/07**

The holdings of the L/LRC collection in the subject area(s) related to the proposed new/revised course/discipline have been reviewed.

The L/LRC has sufficient resources presently available for support of this course/discipline in the following areas:

- Books
- Reference Materials
- Media
- Electronic Resources

Additional items have been recommended for purchase for support in this course/discipline in the following areas:

- Books
- Reference Materials
- Media
- Electronic Resources

Comments:

Signature:

Date _____

Librarian (required)

COURSE OUTLINE
West Hills College Coalinga

Date: 10/31/07

Instructional Area: AG/BUS/CIS/CWEE

Course Prefix & Number: AG 52D

Course Title: Technical Report Writing

Units: 0.5

Grading option (select one): Standard Grading Credit/No Credit
 Standard Grading/Credit/No Credit

Materials Fee \$ _____ Justification:

Semester Lecture Hours: _____ Semester Lab Hours: 27

How many times may this course be taken for credit? (repeatability) 1

1. PREREQUISITE(S): None

and/or

ADVISORY(S):

2. CATALOG DESCRIPTION: This course covers the basics of technical report writing as applied to the agricultural industry. Students will identify and write various types of reports, analyze data, and record information that are associated with production work.

3. INSTRUCTIONAL OBJECTIVES (Use measurable outcomes only-course that allow repeatability must specify objectives for each time the course can be repeated):

Upon completion of the course the student will be able to:

- A. identify and write various types of reports
- B. analyze data
- C. interpret certain types of production reports
- D. interpret and record information to industry standards as determined by the instructor.

4. COURSE CONTENT AND SCOPE (Instructional topics or units):

- A. Description writing for job-related forms
 - 1. Work orders
 - 2. Sales orders
 - 3. Requisitions
 - 4. Proposals

West Hills College Coalinga

New Course Packet

Course Prefix, Number & Title: **AgMM 52D Technical Report Writing**

Faculty Originator: **Clint Cowden**

Date: **10/31/07**

Checklist:

- New Course Proposal Form**
- Course Outline**
- Distance Education Statement**
- Learning Resources Statement**
- Adopted Textbook Form**
- Prerequisite Form A**
- Prerequisite Form B**
- Prerequisite Form C**
- Limitations on Enrollment Justification**

Signatures:

_____ Date _____ Originating Faculty (required)	_____ Date _____ Articulation Officer (required if transferable)
_____ Date _____ Curriculum Instructional Area Representative (required)	_____ Date _____ Dean of Learning Resources
_____ Date _____ Dean of Student Learning (required)	
_____ Date _____ College Curriculum Committee Chair (approved)	Date _____ West Hills Community College District Board of Trustees (approved)

This curriculum packet has been discussed with faculty in the Instructional Area

Readability

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Page 39

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Page 133

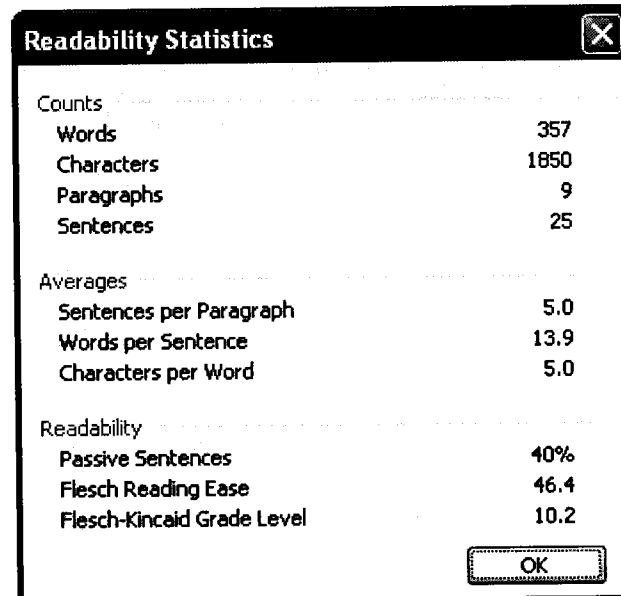
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Page 220

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Page 308

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Averages	
Sentences per Paragraph	5.0
Words per Sentence	13.9
Characters per Word	5.0
Readability	
Passive Sentences	40%
Flesch Reading Ease	46.4
Flesch-Kincaid Grade Level	10.2
OK	

LIBRARY/LEARNING RESOURCES STATEMENT

West Hills College Coalinga

Course Prefix, Number & Title: **AG 52C Job Preparation**

Instructional Area: **AG/BUS/CIS/CWEE**

Faculty Originator: **Clint Cowden**

Date: **11/5/07**

The holdings of the L/LRC collection in the subject area(s) related to the proposed new/revised course/discipline have been reviewed.

The L/LRC has sufficient resources presently available for support of this course/discipline in the following areas:

- Books
- Reference Materials
- Media
- Electronic Resources

Additional items have been recommended for purchase for support in this course/discipline in the following areas:

- Books
- Reference Materials
- Media
- Electronic Resources

Comments:

Signature:

Date _____

Librarian (required)

COURSE OUTLINE
West Hills College Coalinga

Date: 11/5/07

Instructional Area: AG/BUS/CIS/CWEE

Course Prefix & Number: AG 52C

Course Title: Job Preparation

Units: 0.5

Grading option (select one): Standard Grading Credit/No Credit
 Standard Grading/Credit/No Credit

Materials Fee \$ _____ *Justification:*

Semester Lecture Hours: _____ Semester Lab Hours: 27

How many times may this course be taken for credit? (repeatability) 1

1. PREREQUISITE(S): None

and/or

ADVISORY(S):

2. CATALOG DESCRIPTION: This course guides students in preparing resumes, portfolios, and improving employment- seeking skills for careers within the agricultural maintenance mechanic industry.

3. INSTRUCTIONAL OBJECTIVES (Use measurable outcomes only-course that allow repeatability must specify objectives for each time the course can be repeated):

Upon completion of the course the student will be able to:

- A. formulate and develop a paper resume and portfolio
- B. analyze and evaluate potential employment opportunities
- C. develop written and oral employment opportunity interview skills
- D. display attitudes for successful employment and interpersonal relationships to industry standards as determined by the instructor.

4. COURSE CONTENT AND SCOPE (Instructional topics or units):

- A. Importance of human relations and attitude in employment
- B. Building and maintaining a positive attitude
- C. Productivity in employment
- D. Succeeding in a new job or assignment
- E. Absenteeism and human relations
- F. Goal setting, attitude, promotion opportunities
- G. Mock interviews
- H. Topical Outline
 - 1. Describe yourself as the best person for the job
 - 2. Understand what you are looking for in a position
 - 3. Understand and describe your strengths
 - 4. Understanding your short and long term objectives

West Hills College Coalinga

New Course Packet

Course Prefix, Number & Title: **AG 52C Job Preparation (MM 52C)**

Faculty Originator: **Clint Cowden**

Date: **11/5/07**

Checklist:

- New Course Proposal Form
- Course Outline
- Distance Education Statement
- Learning Resources Statement
- Adopted Textbook Form
- Prerequisite Form A
- Prerequisite Form B
- Prerequisite Form C
- Limitations on Enrollment Justification

Signatures:

<p style="text-align: right;">_____ Date _____</p> <p>Originating Faculty (required)</p>	<p style="text-align: right;">_____ Date _____</p> <p>Articulation Officer (required if transferable)</p>
<p style="text-align: right;">_____ Date _____</p> <p>Curriculum Instructional Area Representative (required)</p>	<p style="text-align: right;">_____ Date _____</p> <p>Dean of Learning Resources</p>
<p style="text-align: right;">_____ Date _____</p> <p>Dean of Student Learning (required)</p>	
<p style="text-align: right;">_____ Date _____</p> <p>College Curriculum Committee Chair (approved)</p>	<p style="text-align: right;">Date _____</p> <p>West Hills Community College District Board of Trustees (approved)</p>

This curriculum packet has been discussed with faculty in the Instructional Area

Readability

Industrial Maintenance, 2nd Ed. Green, Denis and Jonathan F. Gosse. American Technical Publishers, Inc: Homewood, Illinois. (2006).

Page 39

Electrical shock occurs when a person contacts two conductors of a circuit or when the body becomes part of an electrical circuit. Electrical shock causes muscle spasms that can topple a victim from a ladder or cause the person to be locked to the electrical source. Severe electrical shock can cause heart and lungs to stop functioning.

Page 133

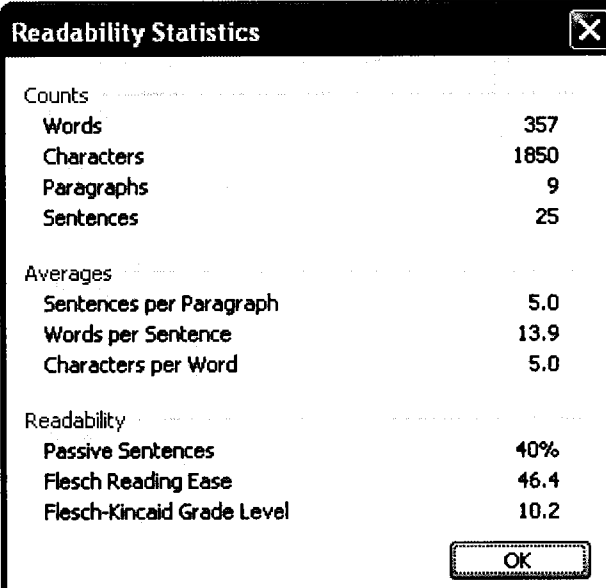
Changes in measured voltage are the best indication that contacts are actually opening or closing. Contacts may not open or close even though the contact operator works properly. An operator is the device that is pressed, pulled, or rotated by the individual operating the circuit. The contacts may be out of position or melted together, or they may have melted away.

Page 220

In a hot water heating system, hot water produced in the boiler is used to transport heat energy to building spaces. Hot water supplied commonly ranges from 180 degrees F to 220 degrees F. Water is heated in the boiler and circulated in the system by the circulating pump. Branch lines direct hot water to the heating unit(s). At the heating unit(s), heat is transferred to building spaces. The water is then circulated back to the boiler to repeat the cycle. A compression tank allows water to expand in the system without increasing the overall system pressure. Water is added to the system by the makeup water supply line.

Page 308

When installing mechanical drive systems, the shafts to be connected by the drive system must be aligned to an acceptable tolerance. For example, a belt or chain drive system requires a lesser tolerance than a gear drive system, and a flexible coupling requires a lesser tolerance than a rigid coupling. Misalignment may be parallel, angular, or a combination of parallel and angular. Parallel and angular misalignment should be checked using a dial indicator, laser, or specialized equipment. Misalignment must be checked when installing or performing routine maintenance on any mechanical drive system. The mechanical drive system experiences premature failure if angular and parallel misalignment occurs.



A dialog box titled "Readability Statistics" with a close button (X) in the top right corner. It displays readability metrics in three sections: Counts, Averages, and Readability. An "OK" button is located at the bottom right.

Readability Statistics	
Counts	
Words	357
Characters	1850
Paragraphs	9
Sentences	25
Averages	
Sentences per Paragraph	5.0
Words per Sentence	13.9
Characters per Word	5.0
Readability	
Passive Sentences	40%
Flesch Reading Ease	46.4
Flesch-Kincaid Grade Level	10.2
OK	

LIBRARY/LEARNING RESOURCES STATEMENT
West Hills College Coalinga

Course Prefix, Number & Title: **AG 52B Computer Fundamentals**

Instructional Area: **AG/BUS/CIS/CWEE**

Faculty Originator: **Clint Cowden**

Date: **11/5/07**

The holdings of the L/LRC collection in the subject area(s) related to the proposed new/revised course/discipline have been reviewed.

The L/LRC has sufficient resources presently available for support of this course/discipline in the following areas:

- Books
- Reference Materials
- Media
- Electronic Resources

Additional items have been recommended for purchase for support in this course/discipline in the following areas:

- Books
- Reference Materials
- Media
- Electronic Resources

Comments:

Signature:

_____ Date _____

Librarian (required)

COURSE OUTLINE
West Hills College Coalinga

Date: 11/5/07

Instructional Area: AG/BUS/CIS/CWEE

Course Prefix & Number: AG 52B

Course Title: Computer Fundamentals

Units: 0.5

Grading option (select one): Standard Grading Credit/No Credit
 Standard Grading/Credit/No Credit

Materials Fee \$ _____ *Justification:*

Semester Lecture Hours: _____ Semester Lab Hours: 27

How many times may this course be taken for credit? (repeatability) 1

1. PREREQUISITE(S): None

and/or

ADVISORY(S):

2. CATALOG DESCRIPTION: This course is an introduction to computers, their use, and basic use of popular software packages used in the agriculture maintenance mechanic industry.

3. INSTRUCTIONAL OBJECTIVES (Use measurable outcomes only-course that allow repeatability must specify objectives for each time the course can be repeated):

Upon completion of the course the student will be able to:

- A. demonstrate an understanding of computer keyboard operation
- B. identify computer system components
- C. demonstrate an understanding of the basics of operating a computer system;
- D. exhibit skills in creating and modifying word processing documents to industry standards as determined by the instructor.

4. COURSE CONTENT AND SCOPE (Instructional topics or units):

- A. Familiarization with keyboard
- B. Computer Literacy
 - 1. Components
 - 2. Peripherals
 - 3. Operating System
- C. Word Processing
 - 1. Create Documents
 - 2. Modify Documents
 - 3. Formatting

5. INSTRUCTIONAL METHODOLOGIES (instructor initiated learning strategies):

West Hills College Coalinga

New Course Packet

Course Prefix, Number & Title: **AG 52B Computer Fundamentals (MM 52B)**

Faculty Originator: **Clint Cowden**

Date: **11/5/07**

Checklist:

- New Course Proposal Form**
- Course Outline**
- Distance Education Statement**
- Learning Resources Statement**
- Adopted Textbook Form**
- Prerequisite Form A**
- Prerequisite Form B**
- Prerequisite Form C**
- Limitations on Enrollment Justification**

Signatures:

<p style="text-align: right;">_____ Date _____</p> <p>Originating Faculty (required)</p>	<p style="text-align: right;">_____ Date _____</p> <p>Articulation Officer (required if transferable)</p>
<p style="text-align: right;">_____ Date _____</p> <p>Curriculum Instructional Area Representative (required)</p>	<p style="text-align: right;">_____ Date _____</p> <p>Dean of Learning Resources</p>
<p style="text-align: right;">_____ Date _____</p> <p>Dean of Student Learning (required)</p>	
<p style="text-align: right;">_____ Date _____</p> <p>College Curriculum Committee Chair (approved)</p>	<p style="text-align: right;">Date _____</p> <p>West Hills Community College District Board of Trustees (approved)</p>

This curriculum packet has been discussed with faculty in the Instructional Area

Readability

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Page 133

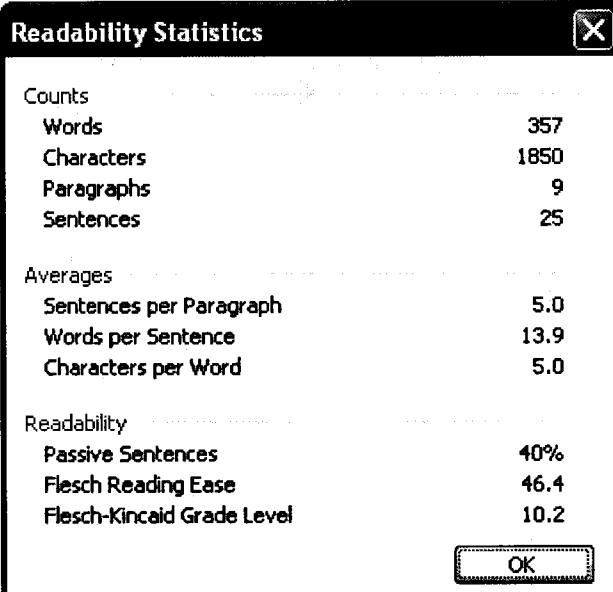
Changes in measured voltage are the best indication that contacts are actually opening or closing. Contacts may not open or close even though the contact operator works properly. An operator is the device that is pressed, pulled, or rotated by the individual operating the circuit. The contacts may be out of position or melted together, or they may have melted away.

Page 220

In a hot water heating system, hot water produced in the boiler is used to transport heat energy to building spaces. Hot water supplied commonly ranges from 180 degrees F to 220 degrees F. Water is heated in the boiler and circulated in the system by the circulating pump. Branch lines direct hot water to the heating unit(s). At the heating unit(s), heat is transferred to building spaces. The water is then circulated back to the boiler to repeat the cycle. A compression tank allows water to expand in the system without increasing the overall system pressure. Water is added to the system by the makeup water supply line.

Page 308

When installing mechanical drive systems, the shafts to be connected by the drive system must be aligned to an acceptable tolerance. For example, a belt or chain drive system requires a lesser tolerance than a gear drive system, and a flexible coupling requires a lesser tolerance than a rigid coupling. Misalignment may be parallel, angular, or a combination of parallel and angular. Parallel and angular misalignment should be checked using a dial indicator, laser, or specialized equipment. Misalignment must be checked when installing or performing routine maintenance on any mechanical drive system. The mechanical drive system experiences premature failure if angular and parallel misalignment occurs.



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Words per Sentence	13.9
Characters per Word	5.0
Readability	
Passive Sentences	40%
Flesch Reading Ease	46.4
Flesch-Kincaid Grade Level	10.2
OK	

LIBRARY/LEARNING RESOURCES STATEMENT

West Hills College Coalinga

Course Prefix, Number & Title: **AG 51 Introduction to Agricultural Manufacturing**

Instructional Area: **AG/BUS/CIS/CWEE**

Faculty Originator: **Clint Cowden**

Date: **10/31/07**

The holdings of the L/LRC collection in the subject area(s) related to the proposed new/revised course/discipline have been reviewed.

The L/LRC has sufficient resources presently available for support of this course/discipline in the following areas:

- Books
- Reference Materials
- Media
- Electronic Resources

Additional items have been recommended for purchase for support in this course/discipline in the following areas:

- Books
- Reference Materials
- Media
- Electronic Resources

Comments:

Signature:

Date _____

Librarian (required)

COURSE OUTLINE

West Hills College Coalinga

Date: 10/31/07

Instructional Area: AG/BUS/CIS/CWEE

Course Prefix & Number: AG 51

Course Title: Introduction to Agricultural Manufacturing

Units: 0.5

Grading option (select one): Standard Grading Credit/No Credit
 Standard Grading/Credit/No Credit

Materials Fee \$ _____ Justification:

Semester Lecture Hours: 9 Semester Lab Hours:

How many times may this course be taken for credit? (repeatability) 1

1. PREREQUISITE(S): None

and/or

ADVISORY(S):

2. CATALOG DESCRIPTION: This course provides an introduction to careers in agricultural manufacturing. Topics include local job market, pay scales, and an introduction to basic mechanical skills required throughout the industrial areas. Safety and safe work environment will be stressed.

3. INSTRUCTIONAL OBJECTIVES (Use measurable outcomes only-course that allow repeatability must specify objectives for each time the course can be repeated):

Upon completion of the course the student will be able to:

- A. identify local manufacturing job market
- B. define expected salaries
- C. analyze skills required to seek employment in manufacturing environment
- D. identify safety issues in the manufacturing environment
- E. identify key safety issues of a safe work environment including industry standards as determined by the instructor.

4. COURSE CONTENT AND SCOPE (Instructional topics or units):

- A. Introduction to Manufacturing
- B. Types of manufacturing facilities
- C. Expected skill requirements
- D. Pay scales for various job tasks
- E. Safety in the manufacturing environment
- F. Safe work habits

5. INSTRUCTIONAL METHODOLOGIES (instructor initiated learning strategies):

West Hills College Coalinga

New Course Packet

Course Prefix, Number & Title: **AgMM 51 Introduction to Agricultural Manufacturing**

Faculty Originator: **Clint Cowden**

Date: **10/31/07**

Checklist:

- New Course Proposal Form**
- Course Outline**
- Distance Education Statement**
- Learning Resources Statement**
- Adopted Textbook Form**
- Prerequisite Form A**
- Prerequisite Form B**
- Prerequisite Form C**
- Limitations on Enrollment Justification**

Signatures:

_____ Date _____ Originating Faculty (required)	_____ Date _____ Articulation Officer (required if transferable)
_____ Date _____ Curriculum Instructional Area Representative (required)	_____ Date _____ Dean of Learning Resources
_____ Date _____ Dean of Student Learning (required)	_____ Date _____ West Hills Community College District Board of Trustees (approved)
_____ Date _____ College Curriculum Committee Chair (approved)	_____ Date _____ West Hills Community College District Board of Trustees (approved)

This curriculum packet has been discussed with faculty in the Instructional Area

Curriculum Technical Review Committee

Comment Sheet

Course Prefix, Number & Title: **AGBUS 15 - Computer Application to Agriculture**

Faculty Originator: **C. Cowden**

Date: **8/15/06**

Received by TRC on: **August 30, 2006**

Reviewed by:

Maggie Discont

Course Packet has the following problems:

None

Incomplete Forms

Incomplete packet—needs:

Incorrect boxes checked

Incorrect format Some of the outlining wasn't consistent. 1, 1 (instead of a,b,) I fixed it on the course content, bolding on textbook form

Grammatical errors

Punctuation errors

Spelling errors

Too many errors for TRC to address (see department curriculum representative for assistance)

Packet returned to _____ originator **X(Sarah Shepard)** curriculum representative _____ dean

on **August 31, 2006**.

Additional comments:

1. Added an example to #7
2. Question: Does there need to be more explanation on the Distance Ed Addendum or is just checking the box sufficient?
3. Information on textbook form needs to be in bold. (went ahead and bolded it)
4. Question: Does the readability need to have (a) a word count greater than 300 and (b) the paragraphs taken from the beginning, middle, and end of the book?
5. Question: For # 10 (extra work). Why is the ability to use the software (excel, etc.) extra work if it is included in the SLOs, the course description, and the objectives?

Attach this sheet to final packet when it is submitted to Curriculum Committee for review.

(mvd 10/30/02)

PREREQUISITE FORM C

West Hills College Coalinga

HEALTH AND SAFETY PREREQUISITES

Course Prefix & Number:

Course Title:

Instructional Area:

Faculty Originator:

Prerequisite:

Date:

A prerequisite may be established for a course in which the student might endanger his or her own health and safety and that of others. The prerequisite consists of the necessary skills that the student must possess in order to protect his or her health and safety or that of others before entering the course. Content review for health and safety (Form E) identifies the health and safety skills necessary for a student to enter a particular course rather than the skills or body of knowledge necessary for a student to succeed in the course (Form B). Disciplines should also review the applicable provisions of the Federal Government's Americans with Disabilities Act of 1990 in regard to any requirements that apply specifically to students with disabilities and the Federal Vocational Education Act provisions that relate to students with limited English skills.

The following are required:

Column 1 Health and Safety Skills Necessary to Enter the Outcome Course	Column 2 Health and Safety Hazards of the Outcome Course

PREREQUISITE FORM B

West Hills College Coalinga

PREREQUISITE/COREQUISITE RESEARCH AND DATA COLLECTION REQUEST FORM

This form must be completed by the faculty member initiating the request for research data collection to establish a prerequisite/corequisite for a course.

Approval of the research request must be obtained by the Chief Instructional Officer and the Curriculum Committee.

Course Prefix & Number:

Course Title:

Instructional Area:

Proposed Prerequisite:

Proposed Corequisite:

Faculty Originator:

Date:

Establishment of proposed prerequisite/corequisite has been discussed with all affected faculty:

Yes

No

Step 1: The content review analysis (Form B) required for establishment of all prerequisites or corequisites has been completed.

Yes

No

Step 2: Indicate below specific course sections selected for data collection and projected enrollment of course sections.

This information will be used to determine adequacy of student sample size required for data analysis.

Course Section(s)

Term

Projected Enrollment

Step 3: Select the student outcome measures listed below that you would like used for data collection and subsequent statistical analysis. Final grade outcome data will be included in all research designs; however, instructors are encouraged to select one additional student success outcome measure to be included in the research analysis.

Final Grade Only

Instructor evaluation ratings of students' level of preparedness or potential for success in the course.

Midterm grade based on work completed.

Student perceptions concerning level of preparedness or potential for success in the course.

PREREQUISITE FORM A

West Hills College Coalinga

COURSES REQUIRING A PREREQUISITE/COREQUISITE

Course Prefix & Number:

Course Title:

Instructional Area:

Prerequisite/Corequisite Course Prefix & Number:

Faculty Originator:

Date:

List in Column 1 at least three specific major concepts or skills that a student will learn in the prerequisite/corequisite or advisory course(s) that are essential to the successful completion of the outcome course. In Column 2, state why the skill in Column 1 is essential to success in the outcome course.

Put each prerequisite, corequisite or advisory course on its own Form B. If you need more space, attach a second page.

Prerequisite

Corequisite

Course Title:	Outcome Course Title:
Column 1 Exit Concepts and Skills of Prerequisite/Corequisite/Advisory Course:	Column 2 Specifically How This is Necessary In the Outcome Course:

Except for those courses within a discipline sequence, every prerequisite or corequisite requires content review plus justification of **at least one** of the five categories listed below.

Check the following that apply. Documentation must be attached.

- 1. The prerequisite/corequisite is required by law or government regulations.
Explain or cite regulation numbers.
- 2. The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.
Justification: Attach Form C.
- 3. The prerequisite is required in order for the course to be accepted for transfer to the University of California or California State University systems.
Justification: Indicate how this is so. Attach documentation.

ADOPTED TEXTBOOK FORM

West Hills College Coalinga

Course Prefix, Number & Title: **AGBUS 15 Computer Apps to Ag** Instructional Area: **Ag**
Faculty Originator: **C. Cowden** Date: **8/15/06**

All transfer-level courses require 11-12th grade level or above.

- A. Title: **Marquee Series Microsoft Office 2003 Brief Addition**
Edition: _____ ISBN #: **0-7638-2078-4**
Author(s): **Rutkosky and Seguin**
Publisher: **EMC Paradigm Publishing**
Required Optional
Readability level: **12.0** (Attach readability materials to original.)
- B. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)
- C. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)
- D. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

DISTANCE EDUCATION STATEMENT

West Hills College Coalinga

Course Prefix, Number & Title: **AGBUS 15**

Instructional Area: **Computer Applications to Agriculture**

Faculty Originator: **C. Cowden**

Date: **8/15/06**

The instructional area does not recommend this course be taught via distance education at this time.

Justification:

The following must be completed for the delivery of this course via distance education technology in addition to the original course outline:

(A textbook form will need to be completed if text differs from the original course).

1. What distance education modality is being proposed for the delivery of this course?

Video Conference Hybrid (Mix of Traditional/Online) Online (100% Online)

2. What strategies will be employed for effective contact between instructor and students to assure learning outcomes, as specified in the course outline, are met? Check all that apply.

email face-to-face discussion board online office hours

other – *describe*

4. COURSE CONTENT AND SCOPE (instructional topics or units):

I. LECTURE

- A. Introduction to the Computer
 - 1) Orientation to equipment and set-up
 - 2) Terminology
- B. The Internet, World Wide Web and Agricultural Telecommunications
 - 1) Internet and World Wide Web agricultural applications
 - 2) Electronic mail applications to agriculture
 - 3) Finding precision agricultural information on the Internet and World Wide Web
 - 4) Other agricultural telecommunications applications
- C. Word-processing Applications in Agriculture
 - 1) Letters
 - 2) Reports
 - 3) Phone/ mailing lists
- D. Spreadsheet Applications in Agriculture
 - 1) Agricultural production, business planning and analyses applications
 - 2) Simple agricultural accounting applications
 - 3) Other agricultural business and spreadsheet applications
- E. Database Applications in Precision Agriculture
 - 1) Production and farm management applications
 - 2) Mailing lists and form letters
- F. Presentation management presentations for agriculture
- G. Other software applications in agriculture
- H. Evaluate Computer Systems
 - 1) Survey current computer technology and trends
 - 2) Survey precision agricultural software

II. LABORATORY

- A. Introduction to the Computer
 - 1) Orientation to equipment and set-up
 - 2) Using Windows
 - 3) File management
- B. The Internet, World Wide Web and Agricultural Telecommunications
 - 1) Research agricultural applications using Internet and World Wide Web
 - 2) Using Electronic mail
 - 3) Finding precision agricultural information on the Internet and World Wide Web
- C. Microsoft Word Applications in Agriculture
 - 1) Creating Letters
 - 2) Creating Resumes
 - 3) Creating Reports
 - 4) Creating Phone/ mailing lists
- D. Microsoft Excel Applications in Agriculture
 - 1) Creating spreadsheets for
 - i. Agricultural production,
 - ii. Business planning
 - iii. Analyses applications
 - 2) Using spreadsheets for accounting
 - 3) Using databases for production and farm management
 - 4) Creating Mailing lists and form letters
- E. Microsoft PowerPoint Applications in Agriculture
 - 1) Creating agricultural presentations using presentation software

COURSE REVISION FORM

West Hills College Coalinga

Course Prefix & Number: AGBUS 15 Course Title: **Computer Application to Agriculture**

Instructional Area: **AG**

Date: **8/15/06**

Faculty Originator: **C. Cowden**

RULE OF FIVE - The District Curriculum Committee voted to approve common course characteristics of a revised course for approval by the Coalinga Curriculum committee. If the faculty originator changes any of the items below, the course requires approval from West Hills College Lemoore curriculum committee.

- Number
- Title
- Prefix
- Units
- Transfer

Other Changes:

- | | |
|--|---|
| <input type="checkbox"/> Grading Option | <input type="checkbox"/> Cultural Pluralism |
| <input type="checkbox"/> Advisory/Prerequisite | <input type="checkbox"/> Student Learning Outcome |
| <input type="checkbox"/> Catalog Description | <input type="checkbox"/> Textbook |
| <input type="checkbox"/> Instructional Objectives | <input type="checkbox"/> Distance Education |
| <input type="checkbox"/> Course Content and Scope | <input type="checkbox"/> Other |
| <input type="checkbox"/> Instructional Methodologies | <i>Explain:</i> |
| <input type="checkbox"/> Methods of Evaluation | <input checked="" type="checkbox"/> Five Year Review |
| <input type="checkbox"/> Critical Thinking Assignments | Content has been evaluated and updated. Yes <input checked="" type="checkbox"/> |

Do any of the above changes affect the course content to the degree a student could retake the course? Yes or No

Explain:

Change Previous Course Outline Information:

From:

To: (Write new information here for any changes checked above.)

Justification: (Reasons for the above changes.)

Agri Selling

Chapter Nine:

Prospecting

Learning Objectives:

Upon completion of this chapter, you should be able to:

4. explain the role of prospecting in a successful sales effort:
 5. explain how to use prospecting to grow market penetration or market concentration:
 6. develop a system to prioritize prospects within a market or segment into A, B and C-level action priorities:
 7. describe three methods of prospecting:
 8. use a Prospect Priority Index to identify immediate action accounts:
 9. describe the type of account information or "profile" that can support prospecting or result from it.
-

The Role of Prospecting in Strategic Selling

"Prospecting" is the term used to describe activities the salesperson undertakes to identify potential new accounts. A "prospect" or "prospective account" is an account with whom you are not doing any business yet, or with whom you are doing business only occasionally. A good way to think of "prospects" is from the customer's perspective: if you asked all the people who could potentially buy your products and services if they were your "customers," show would say they are not? Even if a farmer or dealer has bought from you at one time in the past, if they do not "feel" any loyalty as your customer, you can count them as a "prospect."

Identifying prospects and converting them to customers is one of your most important tasks as a salesperson. In all markets, there is a certain amount of customer turnover – customers who leave the business entirely or take a portion of their business to a new supplier each year. In agricultural markets, the loss of business from normal customer turnover may be compounded by the existence

Readability Statistics	
Counts	
Words	269
Characters	1443
Paragraphs	14
Sentences	17
Averages	
Sentences per Paragraph	1.2
Words per Sentence	25.0
Characters per Word	4.6
Readability	
Passive Sentences	0%
Flesch Reading Ease	48.5
Flesch-Kincaid Grade Level	12.0

ADOPTED TEXTBOOK FORM

West Hills College Coalinga

Course Prefix, Number & Title: **Ag 11 Agricultural Sales and Communication** Instructional Area: **Ag/Bus/CIS/CWEE**

Faculty Originator: **Clint Cowden** Date: **9/06/05**

1. Recommended textbooks: All transfer-level courses require 11-12th grade level or above.

A. Title: Agri Selling
Edition: 3rd Jan 99 ISBN #: 09 32250343
Author(s): W. Dave Downey, Marilyn Holschuh, and Michael A. Jackson
Publisher: Doane Agricultural Services
Required Optional
Readability level: 12.0 (Attach readability materials to original.)

B. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

2. Supplemental text(s):

A. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

B. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

3. Additional Textbooks:

A. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

B. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

DISTANCE EDUCATION STATEMENT

West Hills College Coalinga

Course Prefix, Number & Title: **Ag 11 Agricultural Sales and Communication**

Instructional Area: **Agriculture**

Faculty Originator: **Clint Cowden**

Date: **9/06/05**

- The instructional area does not recommend this course be taught via distance education at this time.

Justification: The course is based on group interaction.

The following must be completed for the delivery of this course via distance education technology in addition to the original course outline:

(A textbook form will need to be completed if text differs from the original course).

1. What distance education modality is being proposed for the delivery of this course?

- Video Conference Hybrid (Mix of Traditional/Online) Online (100% Online)

2. What strategies will be employed for effective contact between instructor and students to assure learning outcomes, as specified in the course outline, are met? Check all that apply.

- email face-to-face discussion board online office hours

- other — *describe*

6. MULTIPLE METHODS OF EVALUATION (measurements of student achievement):

1. Written examinations covering course material
2. Numerical evaluations of student presentations
3. Evaluation of student participation during class presentations and critiquing

7. WRITING ASSIGNMENTS/PROFICIENCY DEMONSTRATION:

Students will develop a vision statement and personal goals for their lives for the next 2, 5 and 50 years. Students will perform group sales presentations including, visual aids and will include a product description, audience description and presentation outline.

8. ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

(use detail when describing student assignments and state in cognitive terms):

1. Analyze and evaluate different personality characteristics and how they relate to potential buyers and sales people. Students will perform a variety of self-analyses in order to better understand themselves, thus improving their selling skills.
2. Critically evaluate sales presentations using both written and oral techniques in order to hone evaluative skills and observe methods that are successful and/or problematical.
3. Using material presented in class and textbook information, students will prepare a written sales presentation, which will include the major aspects of selling agricultural products. This project will include a section, which deals with unpredictable customer objections and interests. Students will then deliver the presentation linking theory taught in class to the actual sales situation. They must demonstrate problem-solving techniques to overcome customer resistance. This project will be done independently and without instructor assistance.
4. Using computer presentation software, students will create a promotional presentation for an agricultural service or product. This presentation will utilize the interpersonal strategies and technical computer abilities learned in the class.
5. Engage in the planning, development, and presenting of various advertising and promotion applications. They will appraise these materials subjectively and with objective techniques, defending their appraisals.
6. Develop and organize a comprehensive course notebook of all information presented and submit said notebook monthly for evaluation and critique.
7. Student teams will develop and present a written and oral comprehensive sales plan for a particular agricultural product.
8. Students will locate a salesperson that fits in with their interests and accompany them making calls on their customers in the field. The interview will include questions related to personal skills needed, job benefits, job frustrations, time planning skills, how to service the customer, record keeping skills, dealing with dissatisfied customers, and prospecting for new customers. A term paper will be handed in on the details of their day.
9. Students will assess a major behavioral strength and the corresponding weakness that occurs when this strength is carried to excess. Each student will design and implement an action plan for modifying his/her management of this strength so as to reduce its negative impact on others.
10. Students will learn the techniques of time management, goal setting, and record keeping. They will be expected to recall how each of these is used by successful salespersons in the agriculture industry.

9. ASSIGNMENTS, METHODOLOGIES, OR OTHER EXAMPLES OF HOW CULTURAL PLURALISM IS ADDRESSED:

Students will understand the importance of cultural pluralism in selling by discussing the social significance of communication in various situations. Students will also explore cultural

principles of good listening, overcoming barriers in communication, and effective verbal and non-verbal communication.

- discuss the importance of teamwork in organizations. Understanding teams, becoming a team, team leadership, and team performance.
- explain the nature of management. Managerial activities, skills, roles, and management as anticipation.
- define social responsibility and ethics. Factors affecting ethical choices, criteria for ethical decision making, managing company ethics.
- define and illustrate how sales presentations, both written and oral, focus on the communication process. 1) Reasoning and advocacy, 2) Organization, 3) Accuracy 4) Discovery 5) Critical Evaluation, 6) Reporting of information, 7) Reading and listening effectively

4. COURSE CONTENT AND SCOPE (Instructional topics or units):

1. Introduction to the Scope and Variety of the Sales Industry
 - a. Agribusiness selling; Why is it different?
 - b. A comparison of agribusiness selling and the total sales profession
 - c. The knowledge base of agribusiness sales:
 - i) Content of communication
 - ii) The social significance of communication in various situations, i.e.
 1. Industrial, agricultural.
 2. Understanding selling
2. Agricultural Leadership
 - a. Styles of leadership
 - b. Characteristics of successful leadership
 - c. Teamwork in organizations
 - (1) Understanding teams
 - (2) Becoming a team
 - (3) Team leadership
 - (4) Team performance
 - d. Development of a personal strategic plan:
3. Self-analysis of traits
 - i) Self-discipline and goals
 - ii) Vision and mission statements
 - iii) Time management analysis
4. Overview of Relationship Selling
 - a. Reasoning and advocacy
 - i) Hierarchy of human needs
 - ii) The dominant buying urge
 - iii) Agriculture's decision model
 - b. Non-manipulative, consultative selling
 - c. Importance of long-term relationships with multiple sales
5. Communication Skills:
 - a. Behavioral styles and communication techniques
 - b. Overcoming barriers in communication
 - c. Effective listening skills
 - d. Non-verbal communication
 - i) Image
 - ii) Body Language
 - iii) Phonemics
 - iv) Senses
6. Prospecting

NEW COURSE PROPOSAL

West Hills College Coalinga

Faculty Originator: **Clint Cowden** Instructional Area: **Agriculture** Date: **9/6/05**
TO BE COMPLETED BY INITIATING FACULTY MEMBER

EXACT CATALOG LISTING:

Course Prefix & Number: **AG 11**
 Course Title: **Agricultural Sales and Communication**
 Course Articulation Number (CAN) **CCAG 115GE**
 Units: **3**
 Semester Lecture Hours: **54** Semester Lab Hours: **0**

Transferability (attach evidence): See Course Articulation Number information attached at end
 CSU: UC: Private:

1. Yes No Is the course part of a new major? If so, explain. **Will be part of the new Ag Science and Technology Major**

2. Yes No Is the course intended for transfer? (Check all that apply.)
(See the Articulation Officer.)
 Elective General Education Major Requirement
(Submit requests for General Education separately.)

3. Yes No Is the course part of the Associate Degree? Ag Science and Technology
 Elective General Education Major Requirement

4. Yes No Is the course part of a Certificate Program? If so, state the certificate:
Precision Agriculture

5. Yes No Is the course vocational?

6. Yes No Has an advisory committee been involved? Attach minutes.

7. Room Space Requirements: (Consider # of stations, safety regulations prescribed by law, etc.)
Standard 24 Station Classroom

8. Staffing Implications: (As a result, what other course may not be offered?)
None

9. Equipment Requirements:
Access and use of Farm of the Future computer laboratory

10. Learning Resources: (Will this course require special collections or additions to current holdings?) No

11. Estimated Costs:	Start Up: Staffing:	\$	Supplies:	\$	Equipment:	\$
	On-Going: Staffing:	<u>\$ 1/5</u>	Supplies:	<u>\$</u>	Equipment:	<u>\$</u>
		<u>FTEF</u>	Supplies:	<u></u>	Equipment:	<u></u>

12. Material Fees: \$ Justification

- 13. Yes No Is special funding available?
- 14. Yes No Evidence of meeting needs of District ethnic demographics?
- 15. Yes No Are there special safety regulations. If so, explain.
- 16. Yes No Requires additional Information Technology Services resources. If so, explain.

Motion passed.

Kurt Quade and Randy Grumbles moved motion to approve course AET 24.

Tim Stone and Wade Cook second.

Motion passed.

Kerri Birdwell moved motion to approve Irrigation Technology certificate.

Kurt Quade and Time Stone second

Motion passed.

Our goal is to prepare students for the Irrigation Association's Certified Irrigation Designer Certification. Students will be able to take additional courses to obtain an Agricultural Engineering Technology Associate Degree with an emphasis in Irrigation Technology.

COMMENTS

Linda Lahodney suggested adding college information to all Farm Bureau websites and recruit through growers.

Rick Pereen suggested recruiting students aged 21-22, more focused.

Wade suggested contacting the local VA's to recruit veterans.

Clint adjourned meeting

Readability

Certified Irrigation Designer Reference Manual

Page 16

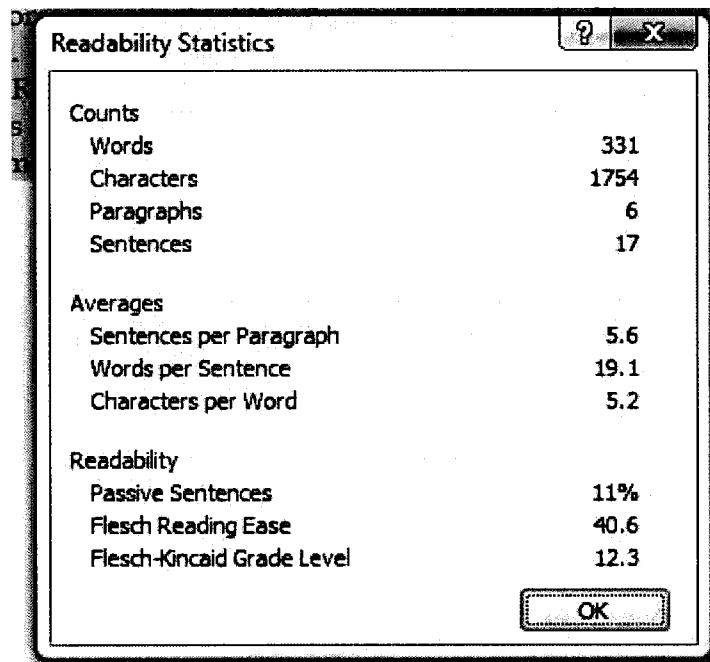
The most important climatic factor affecting evapotranspiration is solar radiation. It is the source of energy necessary to transfer water from a liquid to the vapor phase from plant leaves and the soil surface. Soil and air temperatures, humidity, rainfall, wind, and plant characteristics also influence evapotranspiration of a given crop. Soil physical factors affecting evapotranspiration include quantity of available water in the root zone, concentration of carbon dioxide in the soil, soil temperature, and salt concentration. Evaporation from the soil is greater when the soil surface is wet and only partial plant cover exists, than when the soil surface is dry and the plant canopy is nearly complete.

Page 108

Centrifugal pumps are not positive displacement pumps as their flow rates do not remain constant against changing heads. An example of a positive displacement pump is a piston-type chemical injection pump commonly used with pressurized irrigation system. Regardless of the pressure this pump operates against, a constant flow of chemical enters the system at a flow rate dictated by the diameter, stroke and traveling speed of the piston. The flow rate from a centrifugal pump is indirectly related to the head it operates against. That is, if the head it operates against increases (by partially closing a discharge valve or for some other reason), the flow rate decreases.

Page 153

Chemical treatment of soil is a good way to decrease ground rod resistance when you can't drive deeper rods or use multiple rods because of hard underlying rock. When choosing the chemical treatment, consider the corrosive effects of the chemical on the rod. Also, consider the potential effects of the chemical in the soil. Some commonly used chemicals include, ordinary rock salt, copper sulfate and magnesium sulfate. Remember, chemical treatment is not a permanent way to improve your rod resistance. The chemicals are gradually washed away in the soil through rainfall and natural drainage. Another method of treatment to consider is the use of a soil wetting agent.



Readability Statistics	
Counts	
Words	331
Characters	1754
Paragraphs	6
Sentences	17
Averages	
Sentences per Paragraph	5.6
Words per Sentence	19.1
Characters per Word	5.2
Readability	
Passive Sentences	11%
Flesch Reading Ease	40.6
Flesch-Kincaid Grade Level	12.3

OK

ADOPTED TEXTBOOK FORM

West Hills College Coalinga

Course Prefix, Number & Title: **AET 22 Irrigation Evaluation and Design Principles** Instructional Area: **AG/BUS/CIS/CWEE**

Faculty Originator: **C. Cowden**

Date: **4/6/09**

1. Recommended textbooks: All transfer-level courses require 11-12th grade level or above.

A. Title: **Irrigation Evaluation**
Edition: _____ ISBN #: _____
Author(s): **Burt, Charles; Walker, Robert; Styles, Stuart; Parrish, John**
Publisher: **Irrigation Training And Research Center**
Required Optional
Readability level: **12.6** (Attach readability materials to original.)

B. Title: **Certified Irrigation Designer Reference Manual**
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: **The Irrigation Association**
Required Optional
Readability level: **12.3** (Attach readability materials to original.)

2. Supplemental text(s):

A. Title: _____
Edition: _____ ISBN #: _____
Author(s): _____
Publisher: _____
Required Optional
Readability level: _____ (Attach readability materials to original.)

8. ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING
(use detail when describing student assignments and state in cognitive terms):
Students will be given a field for which they must determine which type of evaluation to perform, perform the evaluation and prepare and present a presentation to the farm manager concerning the repairs and maintenance that must be performed.

9. ASSIGNMENTS, METHODOLOGIES, OR OTHER EXAMPLES OF HOW CULTURAL PLURALISM IS ADDRESSED:
There are many design constraints faced by irrigation designers in other regions of the world which are not faced by American designers. Instructor will open discussions and assignments which will introduce specific issues of cultural diversity and include examples of how irrigation systems vary throughout the world, for example, the delivery systems used in regions with limited electricity.

10. REQUIRED EXTRA CLASS ASSIGNMENTS:
Three eight-hour field trips, during times other than designated class time, are required.

COURSE OUTLINE

West Hills College Coalinga

Date: 4/6/09

Instructional Area: AG/BUS/CIS/CWEE

Course Prefix & Number: AET 22

Course Title: Irrigation Evaluation and Design Principles

Units: 4

Grading option (select one): Standard Grading Credit/No Credit
 Standard Grading/Credit/No Credit

Materials Fee \$ _____ Justification:

Semester Lecture Hours: 36 Semester Lab Hours: 108

How many times may this course be taken for credit? (repeatability) 1

1. PREREQUISITE(S):

and/or

ADVISORY(S): AET 21

2. CATALOG DESCRIPTION: AET 22 will cover on-farm irrigation system evaluation and management; including drip, micro-spray, furrow, border strip, and sprinkler systems. Irrigation efficiency and uniformity, land grading design and operation, management, and evaluation of irrigation methods will be discussed. Basic principles of on-farm irrigation system design; micro, surface, and sprinkler irrigation systems will be covered. This course aligns with the Irrigation Association's Certified Irrigation Designer certification (CID Step 2).

3. INSTRUCTIONAL OBJECTIVES (Use measurable outcomes only-course that allow repeatability must specify objectives for each time the course can be repeated):

Upon completion of the course the student will be able to:

- A. perform an irrigation system evaluation for drip/micro irrigation systems.
- B. determine irrigation system distribution uniformity and application efficiency for given irrigation systems.
- C. determine which type of irrigation system is appropriate for given specific site conditions, i.e. soil properties and crop data.
- D. specify materials and components to make a complete system that optimizes the balance between capital investment and operation and maintenance costs.

4. COURSE CONTENT AND SCOPE (Instructional topics or units):

A. Lecture

1. Irrigation Performance Measures
2. Seasonal Performance
3. Irrigation System Evaluations
 - a. Furrow
 - b. Border Strip
 - c. Drip

West Hills College Coalinga

New Course Packet

Course Prefix, Number & Title: **AET 22 - Irrigation Evaluation and Design Principles**

Faculty Originator: **C. Cowden**

Date: **4/6/09**

Checklist:

- New Course Proposal Form
- Course Outline
- Distance Education Statement
- Learning Resources Statement
- Adopted Textbook Form
- Prerequisite Form A
- Prerequisite Form B
- Prerequisite Form C
- Limitations on Enrollment Justification

Signatures:

_____ Date _____ Originating Faculty (required)	_____ Date _____ Articulation Officer (required if transferable)
_____ Date _____ Curriculum Instructional Area Representative (required)	_____ Date _____ Dean of Learning Resources
_____ Date _____ Dean of Student Learning (required)	
_____ Date _____ College Curriculum Committee Chair (approved)	_____ Date _____ West Hills Community College District Board of Trustees (approved)

This curriculum packet has been discussed with faculty in the Instructional Area

Readability

Principles of Irrigation, 2nd Edition

Page 41

The plant moves the water and nutrients upward through the xylem tissues to the leaves, where it is released to the atmosphere through leaf cells called stomata. The plant is able to control the concentration of water molecules inside the cells and to encourage water movement into the cells. Energy for the roots is supplied in the form of sugars produced in the leaves by the process of photosynthesis. These sugars are then transported downward through the phloem tissues to the roots. The active root cells respire, as do animal cells, taking oxygen and giving off carbon dioxide. Plants suffocate when there is a lack of oxygen in the root zone.

Page 177

Velocity of flow is the rate at which the water moves within the components of the irrigation system. As such, the velocity of flow affects the pipe friction losses and the other pressure losses through fittings, valves and sprinklers. Since friction pressure losses increase as the velocity of flow increases, it is wise to establish an acceptable range of pipe flow velocities. For the design of plastic irrigation piping networks, it is desirable to maintain a velocity of not more than 5 ft/s in the lateral lines and the mainline. Velocities for commonly used pipe are listed within the friction loss charts located in appendix B.

Page 237

Most controllers supply enough power to actuate several valves at one time. Operating and electrical characteristics for individual valve types and controllers can be found in any manufacturer’s catalog or product specification sheets. Electrical resistance is comparable to pipe friction in the hydraulic network and to friction in a mechanical system. Resistance of friction directly opposes the current or flow of water, and the energy dissipated in overcoming this opposition appears as heat or friction loss. Since electric power gives up energy in encountering resistance, it denotes as voltage drop. Just as all pipes and mechanical devices exhibit frictional effects, all electrical conductors display resistance effects.

The screenshot shows a dialog box titled "Readability Statistics" with a question mark icon and a close button (X). The dialog box contains the following data:

Counts	
Words	331
Characters	1716
Paragraphs	6
Sentences	17

Averages	
Sentences per Paragraph	5.6
Words per Sentence	19.1
Characters per Word	5.1

Readability	
Passive Sentences	29%
Flesch Reading Ease	44.2
Flesch-Kincaid Grade Level	11.8

An "OK" button is located at the bottom right of the dialog box.

COURSE PREFIX and NUMBER: AET 21
COURSE TITLE: Ag-Irrigation Management
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

LEARNING RESOURCES STATEMENT (use for all courses)

The Learning Resources collection has been reviewed by the faculty originator and the librarian.

The following resources are currently available for course support:

- Books
- Reference Materials
- Media
- Electronic Resources

The following resources are recommended for purchase to further support the course:

- Books
- Reference Materials
- Media
- Electronic Resources

Additional Comments: [Click here to enter text.](#)

7. Course Content (Instructional topics or units)

- A. The importance of irrigation management
- B. Irrigation terms
- C. Sources of irrigation water
 - 1. State/federal supply systems
 - 2. Irrigation/water districts
 - 3. Water laws/rights
 - 4. Costs of water (pump vs. district)
- D. Soil-plant-water relationships
 - 1. Water storage
 - 2. Water cycle
 - 3. Basic truths of soil/plant/water
 - 4. Soil intake rates
 - 5. Available soil water
 - 6. Evapotranspiration
 - 7. Practical considerations
- E. Irrigation water management
 - 1. Measuring irrigation water
 - 2. Soil moisture deficiency
- F. Irrigation efficiency
 - 1. Controversy and confusion
 - 2. Spray and evaporation losses
 - 3. Water destination diagrams
 - 4. DU is not a measure of efficiency
 - 5. Irrigation pumping costs
- G. Irrigation scheduling
 - 1. Review of terms
 - 2. Various techniques for predicting when and how much to irrigate
- H. Crop Irrigation
 - 1. Generalized crop curves
 - 2. Irrigation practices of specific crops
- I. Irrigation delivery systems management and evaluation
 - 1. Flood, basin, furrow
 - 2. Sprinklers
 - 3. Drip
 - 4. Micro systems
 - 5. Miscellaneous irrigation methods
 - 6. Pumps and Wells
- J. Salinity
 - 1. General
 - 2. Germination/transplant salinity
 - 3. Reclamation irrigations
 - 4. Salinity of the irrigation water
- K. Drainage
 - 1. Introduction
 - 2. Surface drainage
 - 3. Subsurface drainage

COURSE PREFIX and NUMBER: AET 21
COURSE TITLE: Ag-Irrigation Management
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

COURSE REVISION (use for existing courses only)

RULE OF SEVEN – There are seven course characteristics which require approval of the West Hills College Lemoore Curriculum Committee if the course is common to both colleges. Check any of the following characteristics that are being changed:

- Course Number
- Course Title
- Course Prefix
- Units
- Transfer
- Course Objectives (minimum 3)
- Prerequisites

OTHER CHANGES – check all that apply

- | | |
|---|--|
| <input type="checkbox"/> Five Year Review | <input type="checkbox"/> Instructional Methodologies |
| <input type="checkbox"/> Grading Option | <input type="checkbox"/> Cultural Pluralism |
| <input type="checkbox"/> Advisory/Prerequisite | <input type="checkbox"/> Textbook |
| <input checked="" type="checkbox"/> Catalog Description | <input checked="" type="checkbox"/> Distance Education |
| <input checked="" type="checkbox"/> Instructional Objectives | <input type="checkbox"/> Critical Thinking Assignments |
| <input checked="" type="checkbox"/> Course Content and Scope | <input type="checkbox"/> Methods of Evaluation |
| <input checked="" type="checkbox"/> Revisions to the curriculum have been discussed with discipline faculty | |

NEW COURSE PROPOSAL (use for new courses only)

Units:	Semester Lecture Hrs:	Semester Lab Hrs:
Transferability (attach evidence):	<input type="checkbox"/> CSU	<input type="checkbox"/> UC
New Major?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the new major:</i>	<i>Click here to enter text.</i>	
Intended for Transfer?	<input type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input type="checkbox"/> Transfer Elective	<input type="checkbox"/> Transfer General Education	<input type="checkbox"/> Transfer Major Requirement
Associate Degree?	<input type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input type="checkbox"/> AA/AS Elective	<input type="checkbox"/> AA/AS General Education	<input type="checkbox"/> AA/AS Major Requirement
Certificate Program?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the certificate:</i>	<i>Click here to enter text.</i>	
Room Space Requirements:	<i>Click here to enter text.</i>	
Staff Requirements:	<i>Click here to enter text.</i>	
Equipment Requirements:	<i>Click here to enter text.</i>	

Motion passed.

COMMENTS

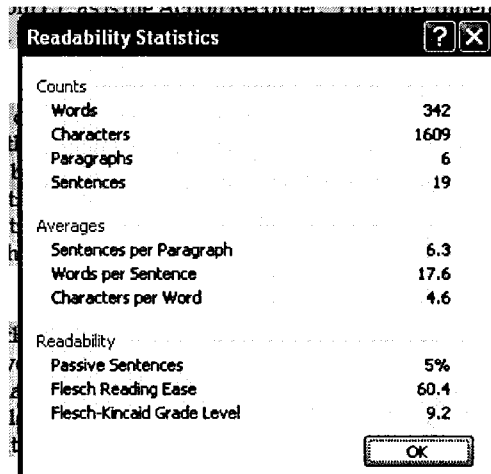
Mike Dow commented on adding a class similar to BRAE 129 (Cal Poly) which covers the basics of electricity, hydraulics, welding and ets.

Clint adjourned meeting

Your introduction to AutoCAD and AutoCAD LT begins with a tour of the user interfaces of the two programs. In this chapter, you'll also learn how to use some tools that help you control their appearance and how to find and start commands. For the material covered in this chapter, the two applications are almost identical in appearance. Therefore, as you tour AutoCAD, I'll point out any differences between AutoCAD and AutoCAD LT. In general, LT is a 2D program, so it doesn't have most of the 3D features that come with AutoCAD, such as solids modeling and rendering. The AutoLISP programming language found in AutoCAD is also absent from LT, as is the Action Recorder. The other differences are minor. As mentioned in this book's introduction, when I say AutoCAD, I mean both AutoCAD and AutoCAD LT.

As you select objects in the cabin drawing to move them onto their prescribed layers, you use various selection tools. Mastering these important tools will greatly enhance your performance as an AutoCAD user. As you select objects by picking them and windowing them, you're building a selection set. Here is a summary of the basic selection tools that you have used so far, with a couple of additions: Picking. This is the basic, bottom-line selection tool. Click the line, circle, or other object to select it. If no command is running, grips appear on the selected object, and the object becomes dashed.

You have already created the title block in model space, so you just need to move it to the layout. As in any other Windows program, you can use the cut/copy/paste tools to move objects between model and paper space. There is also the Change Space tool for the specific purpose of moving objects from within a viewport to the current paper space layout or vice versa. When the Change Space tool is used, the objects that are moved are scale appropriately so that they appear just as they did in the previous space.



Readability Statistics	
Counts	
Words	342
Characters	1609
Paragraphs	6
Sentences	19
Averages	
Sentences per Paragraph	6.3
Words per Sentence	17.6
Characters per Word	4.6
Readability	
Passive Sentences	5%
Flesch Reading Ease	60.4
Flesch-Kincaid Grade Level	9.2
OK	

ADOPTED TEXTBOOK FORM
West Hills College Coalinga

Course Prefix, Number & Title: **AET 15 CAD for Agriculture**
Faculty Originator: **C. Cowden**

Instructional Area: **AG/BUS/CIS/CWEE**
Date: **4/6/09**

1. Recommended textbooks: All transfer-level courses require 11-12th grade level or above.

A. Title: **Technical Drawing 101 with AutoCAD®: A Multidisciplinary Curriculum for the First Semester**

Edition: _____ ISBN #: **978-0-13-175122-4**

Author(s): **Douglas Smith; Antonio Ramirez**

Publisher: **Prentice Hall**

Required Optional

Readability level: **12.7** (Attach readability materials to original.)

B. Title: _____

Edition: _____ ISBN #: _____

Author(s): _____

Publisher: _____

Required Optional

Readability level: _____ (Attach readability materials to original.)

2. Supplemental text(s):

A. Title: **AutoCAD 2009 and AutoCAD LT 2009: No Experience Required (Lab Manual)**

Edition: **2nd Ed** ISBN #: **9780470260586**

Author(s): **McFarland, John**

Publisher: **Wiley Publishing, Incorporated**

Required Optional

Readability level: **9.2** (Attach readability materials to original.)

8. Controlling Text in a Drawing
9. Using Dynamic Blocks and Tables
10. Generating Elevations
11. Working with Hatches, Gradients, and Tool Palettes
12. Dimensioning a Drawing
13. Managing External References
14. Using Layouts to Set Up a Print
15. Printing an AutoCAD Drawing
16. Creating 3D Geometry
17. Rendering and Materials

5. INSTRUCTIONAL METHODOLOGIES (instructor initiated learning strategies):
 - A. Hands on experience
 - B. Lecture
 - C. Demonstrations
6. MULTIPLE METHODS OF EVALUATION (measurements of student achievement):
 - A. Unit exams consisting of objective and essay type questions
 - B. Quizzes
 - C. Classroom discussion and participation
 - D. Oral presentations
 - E. Graded problem solving sets
 - F. Laboratory skill demonstrations
 - G. Written assignments
7. WRITING ASSIGNMENTS/PROFICIENCY DEMONSTRATION:
 - A. Students will be given exams that include essay questions.
 - B. Students will be required to demonstrate laboratory skills.
8. ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING
(use detail when describing student assignments and state in cognitive terms):
Students will be given design criteria, they must design a project and inquire as to the specifications in the design parameters. They must draw the design in CAD and explain their project to the class and instructor.
9. ASSIGNMENTS, METHODOLOGIES, OR OTHER EXAMPLES OF HOW CULTURAL PLURALISM IS ADDRESSED:
Students will work together in teams and compile their information to be compared with other like teams. Instructor will open discussions of topics such as how engineering and other industries throughout the world use computer aided drafting.
10. REQUIRED EXTRA CLASS ASSIGNMENTS:
None

14. Yes No Evidence of meeting needs of District ethnic demographics?
15. Yes No Are there special safety regulations. If so, *explain*.
16. Yes No Requires additional Information Technology Services resources. If so, *explain*. **CAD software and large format plotter**

West Hills College Coalinga

New Course Packet

Course Prefix, Number & Title: **AET 15 CAD for Agriculture**

Faculty Originator: **C. Cowden**

Date: **4/6/09**

Checklist:

- New Course Proposal Form
- Course Outline
- Distance Education Statement
- Learning Resources Statement
- Adopted Textbook Form
- Prerequisite Form A
- Prerequisite Form B
- Prerequisite Form C
- Limitations on Enrollment Justification

Signatures:

_____ Date _____ Originating Faculty (required)	_____ Date _____ Articulation Officer (required if transferable)
_____ Date _____ Curriculum Instructional Area Representative (required)	_____ Date _____ Dean of Learning Resources
_____ Date _____ Dean of Student Learning (required)	
_____ Date _____ College Curriculum Committee Chair (approved)	Date _____ West Hills Community College District Board of Trustees (approved)

This curriculum packet has been discussed with faculty in the Instructional Area

COURSE PREFIX and NUMBER: AET 10
COURSE TITLE: Surveying
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

Course Outline of Record Approval (required)

Originating Faculty	Date
Instructional Area Representative	Date
WHCC Chief Instructional Officer	Date
WHCC Articulation Officer (transfer courses only)	Date
Associate Vice Chancellor of Educational Planning	Date
WHCC Curriculum Chair	Date
WHCCD Board of Trustees	Date

COURSE PREFIX and NUMBER: AET 10
COURSE TITLE: Surveying
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

TEXTBOOK FORM (use for all courses)

*All transfer-level courses are required 1) to have an 11 or higher readability and 2) be no more than five years old.
All textbooks must have readability statistics attached.*

Title: Surveying Fundamentals and Practices
Edition and Publication Year: 6th, 2011
Author(s): Nathanson, J., Lanzafama, M., Kissan, P.
Publisher: Pearson
Required Optional
Readability Level: 12.0

ISBN: 9780135000373

Title: Click here to enter text.
Edition and Publication Year: Click here to enter text.
Author(s): Click here to enter text.
Publisher: Click here to enter text.
Required Optional
Readability Level: Click here to enter text.

ISBN: Click here to enter text.

Title: Click here to enter text.
Edition and Publication Year: Click here to enter text.
Author(s): Click here to enter text.
Publisher: Click here to enter text.
Required Optional
Readability Level: Click here to enter text.

ISBN: Click here to enter text.

Title: Click here to enter text.
Edition and Publication Year: Click here to enter text.
Author(s): Click here to enter text.
Publisher: Click here to enter text.
Required Optional
Readability Level: Click here to enter text.

ISBN: Click here to enter text.

12. Cultural Pluralism Assignment and Methodology (Specific instructor initiated example)

Surveying is a course that covers specific issues of cultural diversity as it relates to engineering and surveying. Instructor will open discussions of changing roles of women/minorities in surveying, differences in surveying practices over time, and the ethics of surveyors. Instructor will open discussions of topics such as how surveying was used in the past and the influences it has had on history in the United States as well as other regions of the world.

13. Critical Thinking Assignment (Use detail and state in cognitive terms)

Students are given a group project for which they are required to design a building layout. They are required to listen and read the instructions, determine their project, listen to each other's thoughts and ideas, decide on a final project and communicate their plan and ideas to the rest of the class.

14. Writing Assignments/Proficiency Demonstration

- A. Students will be given exams that include essay questions.
- B. Students will be required to demonstrate laboratory skills.

- B. Linear measurements
 - 1. Methods used
 - 2. Taping and chaining
 - 3. Instruments
 - 4. Pacing
- C. Layout and work with an engineer's tape
 - 1. Taping over level terrain
 - 2. Taping sloping distances
 - 3. Construction of right angle – 3, 4, method
 - 4. Erection of perpendicular to a line-cord method
 - 5. Triangles – right angle
 - 6. Building foundations and squares
 - 7. Parallelograms, trapezoids, and rectangles
 - 8. Determining inaccessible distances, and passing obstructions with a tape
- D. Area measurement by taping calculation of acreage
 - 1. Triangulation
 - 2. Rectangles, squares
 - 3. Parallelograms, trapezoids
 - 4. Regular curved boundaries
 - 5. Irregular curved boundaries
- E. Selection, operation, use, care and adjustment of surveying instruments and leveling
 - 1. Theory of leveling
 - 2. Type of leveling methods used
 - 3. Dumpy levels
 - 4. Philadelphia rods, direct reading rods
 - 5. Field notes
 - 6. Signals, hand
- F. Field applications of leveling instruments and equipment
 - 1. Differential leveling (cross-sectional)
 - 2. Using turning points
 - 3. Determination of average elevation
 - 4. Grades, slopes
 - 5. Determination of volume of cuts and fills
 - 6. Profile leveling – drains, trenches, ditches
 - 7. Direction – bearings, angles
 - 8. Traversing
 - 9. Prolonged lines
 - 10. Determining length of inaccessible lines and passing obstacles
- G. Boundary surveys – location of properties
 - 1. Metes and bounds
 - 2. Block and lot (subdivisions)
 - 3. Townships, sections, and ranges
 - 4. Titles, grants, deeds, recording
- H. Surveys of public lands
 - 1. Background history and development of system
 - 2. Initial points
 - 3. Principal meridians
 - 4. Base lines

COURSE PREFIX and NUMBER: AET 10
COURSE TITLE: Surveying
INSTRUCTIONAL AREA: AG/BUS/CIS/CWEE

COURSE REVISION (use for existing courses only)

RULE OF SEVEN – There are seven course characteristics which require approval of the West Hills College Lemoore Curriculum Committee if the course is common to both colleges. Check any of the following characteristics that are being changed:

- Course Number
- Course Title
- Course Prefix
- Units
- Transfer
- Course Objectives (minimum 3)
- Prerequisites

OTHER CHANGES – check all that apply

- Five Year Review
- Grading Option
- Advisory/Prerequisite
- Catalog Description
- Instructional Objectives
- Course Content and Scope
- Revisions to the curriculum have been discussed with discipline faculty
- Instructional Methodologies
- Cultural Pluralism
- Textbook
- Distance Education
- Critical Thinking Assignments
- Methods of Evaluation

NEW COURSE PROPOSAL (use for new courses only)

- Units:** Semester Lecture Hrs: Semester Lab Hrs:
Transferability (attach evidence): CSU UC
- New Major?** Yes No
If yes, state the new major: Click here to enter text.
- Intended for Transfer?** Yes (complete next row) No
 Transfer Elective Transfer General Education Transfer Major Requirement
- Associate Degree?** Yes (complete next row) No
 AA/AS Elective AA/AS General Education AA/AS Major Requirement
- Certificate Program?** Yes No
If yes, state the certificate: Click here to enter text.
- Room Space Requirements:** Click here to enter text.
Staff Requirements: Click here to enter text.
Equipment Requirements: Click here to enter text.

3.

Gradebook

gradebook_Cowden_SLSCI-21-C01_Introduction_to_Soils_(2013_Spring)

Last Name	Chapter 3 Post Test	Chapter 11 Exam	Chapter 10 Test	Chpater 6 Test	Chapters 8 & 9 no test due to Farm Show	Chapter 5 Test	Chapter 1 Post Test	Chapter 4 Post Test	Chapter 2 Post Test	Chp 5 Pretest	Chapter 4 Pretest	Chapter 3 Pretest
	45	93.33	90	86.67	100	90	87.5	87.5	92.5	100	100	100
	0	30	0	36.67	100	65	32.5	62.5	0	100	100	100
	60	46.67	46.67	46.67	100	60	7.5	55	7.5	100	100	100
	12.5	0	76.67	86.67	100	85	72.5	75	72.5	100	100	100
	0	0	0	0	100	0	57.5	0	57.5	100	100	100
	87.5	93.33	96.67	90	100	95	87.5	95	92.5	100	100	100
	12.5	66.67	63.33	70	100	25	95	82.5	85	100	100	100
	15	0	0	90	100	70	70	65	80	100	100	100
	67.5	86.67	83.33	90	100	90	72.5	0	57.5	100	100	100
	62.5	86.67	86.67	73.33	100	50	72.5	87.5	87.5	100	100	100

gradebook_Cowden_SLSCI-21-C01_Introduction_to_Soils_(2013_Spring)

Last Name	Chapter 2 Pretest	Chapter 11 Pretest	Chapter 6 Pretest	Chapter 1 Pretest	Chapter 4 Part B Quiz	Chapter 10 Part B Quiz	Chp 10 Part A Quiz	Chp 11 Part B Quiz	Chp 11 Part A	Chp 5 Part A Quiz	Chp 5 Part B Quiz	Chp 6 Part A Quiz
	100	100	100	100	50	100	90	90	90	80	110	100
	100	100	100	100	50	35	50	40	30	40	0	50
	100	100	100	100	50	55	50	40	50	50	130	60
	100	100	100	100	100	40	70	60	60	50	160	90
	100	100	100	100	0	0	0	0	0	0	0	0
	100	0	100	100	100	95	90	100	100	80	140	90
	100	100	100	100	50	70	90	70	80	60	120	80
	100	100	100	100	0	0	0	0	0	70	0	60
	100	100	100	100	0	95	90	80	100	70	130	90
	100	100	100	100	100	80	100	70	90	70	110	90

gradebook_Cowden_SLSCI-21-C01_Introduction_to_Soils_(2013_Spring)

Last Name	Chp 6 Part B Quiz	Chapter 4 Part A Quiz	Chapter 3 Part C Quiz	Chapter 3 Part B Quiz	Chapter 1 Part B Quiz	Chapter 1 Part A Quiz	Chapter 2 Part A Quiz	Chapter 2 Part B Quiz	Chapter 2 Part C Quiz	Chapter 8 & 9 Quizzes	Chapter 3 Part A Quiz	Lab - 1/24/13
	80	58.33	87.5	83.33	100	100	100	98.57	100	100	100	100
	45	66.67	0	0	0	100	0	0	0	100	0	100
	35	50	62.5	100	73.5	75	28.57	14.29	16.67	100	66.67	100
	0	100	62.5	100	90	100	100	92.86	0	100	83.33	100
	0	0	0	50	84	45.83	28.57	14.29	16.67	100	50	100
	95	91.67	100	100	90	100	100	100	96.67	100	83.33	100
	70	50	75	100	68	100	100	100	100	100	66.67	100
	55	50	75	83.33	100	83.33	28.57	14.29	16.67	100	66.67	100
	85	0	87.5	100	100	100	100	100	16.67	100	100	100
	65	100	87.5	83.33	90	100	100	100	83.33	100	33.33	100

gradebook_Cowden_SLSCI-21-C01_Introduction_to_Soils_(2013_Spring)

Last Name	Water Infiltration	Mechanical Analysis of Soil	Determining Soil Texture by Feel	Web Soil Survey	Lab - 3/7/13	Bulk Density and Particle Density	Common Soil Forming Rocks	Lab- 1/29	Chp 8&9 Discussion	Long Lasting Mulch Discussion	Soils Involvement in Greenhouse Effect	Reference State of Water
	50	50	100	100	100	46.67	100	100	100	50	50	100
	100	100	100	100	100	100	100	100	100	0	0	0
	90	90	0	75	100	100	100	100	100	0	0	0
	200	100	90	75	100	100	100	100	100	0	0	0
	100	100	90	75	100	100	50	150	100	0	0	0
	80	100	95	100	100	93.33	100	100	100	0	0	0
	90	90	50	100	100	100	100	100	100	50	50	100
	90	100	105	100	100	100	100	120	100	0	0	0
	80	100	95	100	100	93.33	100	100	100	0	0	100
	200	100	100	100	100	100	100	150	100	0	0	100

gradebook_Cowden_SLSCI-21-C01_Introduction_to_Soils_(2013_Spring)

Last Name	Potential Evaporation Discussion	Ch 10 "Earthworm Activity" Discussion	Ch 10 "Types of Metabolism" Discussion	Weed Control Discussion	Conservation Tillage Discussion	Ch 10 "Functional Redundancy" Discussion	Ch 10 "Rhizosphere" Discussion	Compacting Soils Reduces Water Discussion	Weathering Combines the Process of Destruction and Synthesis	Soil as a Natural Body	Essential Nutrients	Determine the Soil Order
	100	100	100	100	200	100	100	100	100	100	100	20
	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0
	100	0	0	0	0	0	0	0	0	100	100	0
	0	0	0	0	0	0	0	0	0	0	100	0
	100	0	0	100	100	0	0	100	100	100	100	100
	100	100	100	100	100	100	100	100	100	100	100	0
	100	0	0	100	100	0	0	100	0	100	100	0
	0	0	0	0	0	0	0	100	100	100	100	100
	100	0	0	0	0	0	0	100	100	100	100	100

gradebook_Cowden_SLSCI-21-C01_Introduction_to_Soils_(2013_Spring)

Last Name	Soil Orders Weathering	Diagnostic Horizons	Tillage on Soil Structure Discussion	Soil Colors to Help Predict Problems	Soil Taxonomy	Soil Formation	Soil Reliance	Parent Material	Organic versus Plastic Mulches Discussion	WIKI dont Work	Ch 2 - The Ratio of Silicon to Aluminum in Soil - Wiki	Ch 2 - What is Loess? - Wiki
	100	100	0	0	100	100	100	100	100	100	100	100
	0	0	0	0	0	0	100	0	0	100	100	100
	0	0	0	0	0	0	100	0	0	100	100	100
	100	0	100	100	0	0	100	0	0	100	100	100
	0	0	0	0	0	0	100	0	0	100	100	100
	100	100	100	100	100	100	100	100	100	100	100	100
	0	0	0	0	0	100	100	100	100	100	100	100
	0	0	0	0	0	0	100	0	100	100	100	100
	100	0	0	0	100	100	200	100	0	100	100	100
	100	100	0	100	100	100	100	100	0	100	100	100

gradebook_Cowden_SLSCI-21-C01_Introduction_to_Soils_(2013_Spring)

Last Name	Chapter 2 Homework	Chapter 3 Homework	Chapter 4 Homework	Chapter 5 Homework	Chapter 10 Homework	Chapter 11 Homework	Chapter 6 Homework	Unit 1 Exam	Unit 2 Exam	Unit 3 and Final Exam	Final
	100	100	0	0	0	0	0	0	0	0	68.37
	0	0	100	0	0	0	0	42.67	37.33	31.33	67.28
	100	100	50	0	0	0	0	46.67	46.67	46.67	68.06
	100	0	100	0	0	0	0	66.67	73.33	68.67	84.47
	100	0	0	0	0	0	0	44	46.67	43.33	62.78
	100	100	100	0	0	0	0	93.33	53.33	43.33	85.42
	100	0	0	0	100	100	100	54.67	50.67	50.67	79.63
	100	100	50	0	0	0	100	65.33	70.67	64.67	78.99
	100	0	0	0	0	0	0	73.33	48	52.67	79.96
	0	0	0	0	0	0	0	73.33	61.33	72	88.85

gradebook_Cowden_CRPSCI-7-C01_Advanced_Precision_Agriculture_(2013_Spring)

Last Name	Laboratori es	Parallax	ESRI	Chapter 4 Study Guide	Chapter 3 Study Guide	Chapter 7 Study Guide	Chapter 5 Study Guide	Chapter 4 Part B Quiz	Chapter 7 Part B	Chapter 4 Part A Quiz	Chapter 5 Part B	Chapter 3 Part B Quiz
	150	0	0	96.2	104.83	59.85	74.43	100	0	60	85	100
	90	90	100	117	93.33	84.65	87.21	100	85	100	94.2	100
	85	0	100	117	92.83	0	0	90	0	100	15	85.71
	110	0	100	111.8	96.67	78.13	91.01	90	90	90	90	100
	85	140	0	101.4	78.33	81.46	0	90	94.4	70	95	100
	85	0	100	111.8	95.67	74.09	89.26	90	98.1	60	80	100
	90	140	100	111.8	91.67	83.33	82.02	80	95	70	90	96.43
	85	85	100	0	97.33	58.43	82.62	90	80	70	94.2	100

gradebook_Cowden_CRPSCI-7-C01_Advanced_Precision_Agriculture_(2013_Spring)

Last Name	Chapter 3 Part C Quiz	Chapter 5 Part A	Chapter 3 Part A Quiz	Chapter 7 Part A	Western Fertilizer Exam	CRPSCI 7 Spring 2013 Final	John Deere Midterm	Chapter 3 Pretest	Chapter 7 Pretest	Chapter 5 Pretest	Chapter 4 Pretest	Ch 4 Wiki
	100	63.3	100	0	100	74	76.25	100	0	99.9	100	100
	100	73.8	100	0	100	86	86.25	100	100	99.9	100	100
	100	50.6	71.43	0	100	74	70	100	0	0	100	100
	100	80	100	0	100	0	92.5	100	100	99.9	100	100
	83.33	73.3	71.43	0	100	94	73.75	100	100	99.9	100	100
	100	83.3	85.71	0	100	90	78.75	100	100	99.9	100	100
	100	71.4	100	0	100	95	82.5	100	100	99.9	100	100
	100	85	100	0	100	67	53.75	100	100	99.9	100	100

gradebook_Cowden_CRPSCI-7-C01_Advanced_Precision_Agriculture_(2013_Spring)

Last Name	Ch 3 Wiki	Discussion JD Ch 5 #3	Discussion JD Ch 7 #1	Discussion JD Ch 7 #2	Discussion JD Ch 7 #3	Discussion JD Ch 7 #4	Discussion JD Ch 3 #2	Discussion JD Ch 5 #2	Discussion JD Ch 5 #1	Discussion JD Ch 3 #1	Discussion JD Ch 4 #2	Discussion JD Ch 3 #3
	100	0	0	0	0	0	100	0	0	100	100	100
	100	100	100	100	100	100	100	100	100	100	100	100
	100	0	0	0	0	0	0	0	0	0	0	0
	100	100	100	100	100	100	100	100	100	100	100	100
	100	80	0	0	0	0	0	100	100	0	100	0
	100	0	0	0	0	0	100	0	0	0	0	100
	100	0	100	100	100	100	100	0	100	100	100	100
	100	100	0	0	0	0	0	80	100	0	0	0

gradebook_Cowden_CRPSCI-7-C01_Advanced_Precision_Agriculture_(2013_Spring)

Last Name	Discussion JD Ch 4 #3	Discussion JD Ch 4 #1	Chapter 3 Post Test	Chapter 4 Post Test	Chapter 7 Post Test	Chapter 5 Post Test	Final
	100	100	78.23	74	0	71.78	75.16
	100	100	95	90	98.75	89.04	93.98
	0	0	97.5	82	0	0	64.76
	100	100	94.28	88	90.93	96.5	84.22
	100	100	0	78	93.05	0	74.93
	0	0	99.65	90	81.23	89.99	81.32
	100	100	99.28	92	90.08	91.78	99.01
	0	0	90	0	68.47	80.89	80.23

gradebook_Cowden_CRPSCI-6-C01_App._of_GPS_Tech._in_Ag_(2013_Fall)

Last Name	First Name	Id	Online Orientation Quiz	CRPSCI 6 Syllabus Quiz	CRPSCI 6 Unit 3 Quiz	CRPSCI 6 Unit 4 Quiz	CRPSCI 6 Unit 2 Quiz	Unit 3 Discussion	Unit 3 Discussion #2	CRPSCI 6 Unit 6 Discussion	Unit 4 Discussion #1	Unit 4 Discussion #2
		229648	100	100	100	99.49	100	75	75	75	75	75
		8764	100	100	90	96.41	86.67	0	0	0	0	0
		223418	100	100	99.75	93.6	93.33	100	95.83	100	100	87.5
		219574	100	100	92.5	94.11	100	0	0	0	0	0
		154220	100	100	90	92.31	93.33	100	100	100	87.5	0
		232417	100	100	0	0	0	0	0	0	0	0
		228789	100	100	95	51.3	80	100	87.5	112.5	75	100
		154465	100	100	92.5	92.31	93.33	100	95.83	104.17	100	0
		228386	100	0	5	99.49	100	0	0	75	0	0
		231599	100	100	95	96.92	100	100	100	100	100	87.5
		127770	100	100	80	91.79	73.33	100	100	100	100	100
		161283	100	100	70	99.49	93.33	0	0	0	0	0

gradebook_Cowden_CRPSCI-6-C01_App._of_GPS_Tech._in_Ag_(2013_Fall)

Last Name	Unit 2 Discussion #1	CRPSCI 6 Introduction Discussion	Unit 2 Discussion #2	Point, Line and Polygon Lab	Web Soil Survey/Birdwell/Dozier	eTrex Lab	Intro to GIS	Tractor Safety Lab	CRPSCI 6 Final	CRPSCI 6 Midterm	Midterm Practice	Chapter 6 Homework
	0	112.5	0	100	100	0	100	100	86.8	100	0	100
	100	112.5	137.5	100	100	100	100	100	100	98	0	100
	112.5	87.5	100	100	100	100	100	100	92	96	0	100
	0	25	0	200	100	0	100	100	90.1	92	0	100
	100	100	100	100	100	100	100	100	86.4	94	0	100
	0	100	0	100	100	100	100	100	0	0	0	0
	0	100	0	100	100	100	100	100	84	91.3	0	0
	100	112.5	100	100	100	100	100	100	80	90	0	100
	75	75	75	100	100	100	100	100	52	0	0	100
	100	100	100	100	100	100	100	100	84	100	0	100
	0	87.5	0	100	100	100	100	100	88	89	0	0
	75	87.5	0	100	100	100	100	100	90	97.5	0	100

gradebook_Cowden_CRPSCI-6-C01_App._of_GPS_Tech._in_Ag_(2013_Fall)

Last Name	Chapter 2 Homework	Chapter 1 Homework	ESRI	Final
	100	100	100	86.26
	100	100	100	91.14
	84	80	100	94.93
	100	100	100	85.75
	100	100	100	93.65
	0	0	100	55.25
	100	0	50	76.58
	100	100	100	92.97
	100	100	50	70.24
	100	100	100	95.58
	100	100	50	80.61
	100	100	100	87.54

gradebook_Cowden_CRPSCI-46-C01_Integrated_Pest_Management_(2013_Fall)

Last Name	Online Orientation Quiz	CRPSCI 46 Chapter 9 Quiz	CRPSCI 46 Chapter 8 Quiz	CRPSCI 46 Chapter 7 Quiz	CRPSCI 46 Chapter 5 Quiz	CRPSCI 46 Chapter 4 Quiz	CRPSCI 46 Chapter 3 Quiz	CRPSCI 46 Chapter 6 Quiz	CRPSCI 46 Syllabus Quiz	CRPSCI 46 Chapter 1 Quiz	CRPSCI 46 Chapter 2 Quiz	CRPSCI 46 Final Exam
	100	96	91.85	86.76	96.36	85.96	91.5	82.57	100	100	92.47	95.98
	100	100	100	100	88.43	95.03	45	98.55	100	98	100	97.1
	100	0	0	0	0	71.72	0	0	100	0	0	0
	100	100	80	82.35	96	86.63	94.8	95.65	100	100	96.6	100
	100	0	0	0	0	76.5	96.6	0	100	100	98.1	82.92
	100	0	0	0	95.27	91.6	0	89.63	100	91	12	0
	100	0	0	0	0	0	68.5	0	100	20	79.33	0
	100	70	100	85.88	0	42.2	74.7	85.29	100	93	83.1	99.2
	100	86	89.18	80	0	77.08	34.5	66.09	100	94	77.8	79.7
	100	90	100	98.53	94.43	100	99.1	100	100	99.8	100	97.13
	100	96	93.33	98.53	96.3	94	25	96.09	100	98	98.5	96.98
	100	0	0	0	0	0	100	0	100	100	100	0
	100	0	0	0	0	0	0	0	0	0	0	0
	100	0	87.03	90.59	100	80.48	90.5	96.15	100	77	65.33	97.03
	100	100	100	94.12	95.86	84	91.7	95.65	100	97	96.6	96

gradebook_Cowden_CRPSCI-46-C01_Integrated_Pest_Management_(2013_Fall)

Last Name	CRPSCI 46 Midterm	CRPSCI 46 Midterm #2	Chapter 4 Discussion #1	Chapter 4 Discussion #2	Chapter 5 Discussion #1	Chapter 5 Discussion #2	Chapter 6 Discussion #2	Chapter 6 Discussion #1	Chapter 7 Discussion	Unit 3 Discussion	CRPSCI 46 Introduction Discussion	DPR IPM Knowledge Expectations Discussion
	93.6	98.75	87.5	87.5	87.5	87.5	95.83	95.83	87.5	100	75	100
	100	100	0	0	0	0	0	0	0	0	112.5	95.83
	68.5	0	0	0	0	0	0	0	0	75	75	75
	99.4	89.5	100	100	100	100	100	100	100	100	100	100
	97.7	0	0	0	0	0	0	0	0	0	100	100
	99.6	91.71	87.5	75	75	87.5	75	100	75	87.5	112.5	75
	0	0	0	0	0	0	0	0	0	0	75	100
	89.3	84.5	100	100	95.83	25	100	100	100	0	100	0
	81	54.71	75	75	87.5	100	75	62.5	0	0	100	100
	99	100	100	100	100	100	100	100	100	100	100	100
	93.7	98	0	0	0	0	0	0	0	0	112.5	75
	85.6	0	0	0	0	0	0	0	0	0	112.5	75
	0	0	0	0	0	0	0	0	0	0	62.5	0
	95.6	91.07	75	75	75	75	75	75	87.5	0	70.83	75
	100	99	0	0	0	0	0	0	0	0	87.5	75

gradebook_Cowden_CRPSCI-46-C01_Integrated_Pest_Management_(2013_Fall)

Last Name	Chapter 8 Discussion	Chapter 9 Discussion	Syllabus Signature Page	Safety Quiz	IPM Lab Packets	QAL Lab	Chapter 8 Reading Outline	Chapter 9 Reading Outline	Chapter 7 Reading Outline	Chapter 5 Study Guide	Chapter 4 Study Guide	Chapter 3 Study Guide
	62.5	87.5	100	100	50	100	0	0	0	100	100	100
	0	0	100	100	100	100	0	100	100	100	100	100
	0	0	100	100	66.67	100	0	0	0	100	100	100
	100	175	100	100	100	100	108	100	120	100	100	100
	0	0	100	100	100	100	0	0	0	100	100	100
	75	0	100	100	100	100	0	0	0	100	100	100
	0	0	100	100	100	100	0	0	100	100	100	100
	100	100	100	100	100	100	100	100	108	100	100	100
	0	0	100	100	83.33	100	0	0	0	100	100	100
	100	100	100	100	100	100	100	100	100	100	100	100
	0	0	100	100	100	100	0	0	0	100	100	100
	0	0	0	0	100	100	0	0	0	100	100	100
	0	0	0	0	0	0	0	0	0	100	100	100
	75	0	50	100	100	100	0	0	0	100	100	100
	0	0	100	100	100	100	0	0	0	100	100	100

gradebook_Cowden_CRPSCI-46-C01_Integrated_Pest_Management_(2013_Fall)

Last Name	Chapter 2 Study Guide	Chapter 1 Study Guide	IPM Prorject_ Crop	IPM Project Final	Final
	100	100	100	29.4	85.15
	100	100	100	111.2	90.29
	100	100	100	6.2	53.88
	100	100	100	108.8	99.62
	100	100	100	105.2	73.2
	100	100	100	106.8	79.4
	100	100	100	6.2	56.43
	100	100	100	100.2	92.37
	100	100	100	97.4	81.37
	100	100	100	106.4	99.8
	100	100	100	160.4	89.11
	100	100	100	0	49.09
	100	100	0	0	9.63
	100	100	100	90	83.71
	100	100	100	196	92.1

gradebook_Cowden_CRPSCI-45-C01_California_Pest_Control_Laws_(2013_Fall)

Last Name	Online Orientation Quiz	Chapter 8 Quiz	Chapter 7 Quiz	CRPSCI 45 Chapter 6 Quiz	Unit 6 Quiz	CRPSCI 45 Chapter 4 Quiz	Chapter 3 Quiz	Chapter 2 Quiz	CRPSCI 45 Syllabus Quiz	Chapter 1 Quiz	CRPSCI 45 Chapter 6 Discussion
	100	100	100	100	100	88.89	100	100	95	100	100
	100	100	100	100	100	100	100	100	90	100	100
	100	75	100	92.86	86.67	100	100	62.5	100	60	87.5
	100	100	100	100	93.33	77.78	58.33	62.5	95	60	100
	0	0	0	0	0	0	0	0	0	0	0
	100	0	0	0	93.33	100	0	0	93.3	100	0
	100	100	100	100	93.33	100	100	100	90	100	0
	100	100	100	100	100	100	100	87.5	96.7	90	112.5
	100	100	100	100	93.33	100	100	100	96.7	100	100
	100	100	100	100	100	100	100	100	93.3	90	100
	100	75	100	0	86.67	33.33	58.33	75	95	50	0
	100	100	100	100	86.67	100	100	100	98.3	100	100
	100	75	100	78.57	60	88.89	66.67	62.5	100	60	100
	100	0	0	0	0	0	0	0	86.6	20	0
	100	75	75	64.29	73.33	66.67	0	62.5	95	60	0
	100	100	75	100	93.33	100	100	100	100	50	95.83
	100	100	100	100	93.33	100	100	100	100	100	75
	100	75	100	100	60	88.89	83.33	75	91.7	70	0
	100	100	100	92.86	86.67	88.89	100	87.5	96.7	100	100
	100	75	100	85.71	53.33	88.89	41.67	75	90	60	100
	100	0	0	0	0	0	0	0	0	0	0
	100	75	100	85.71	93.33	100	100	87.5	100	100	0
	100	0	0	0	0	0	0	0	70	0	0
	100	50	0	0	13.33	22.22	41.67	12.5	90	40	0
	100	0	50	42.86	13.33	22.22	8.33	12.5	70	20	0

gradebook_Cowden_CRPSCI-45-C01_California_Pest_Control_Laws_(2013_Fall)

Last Name	Unit 6 Discussion	Chapter 7 Discussion	Chapter 8 Discussion	Chapter 4 Discussion	Chapter 3 Discussion	CRPSCI 45 Unit 10 Discussion	Chapter 1 Discussion	Chapter 2 Discussion	CRPSCI 45 Introduction Discussion	CRPSCI 45 Midterm #2	CrpSci 45 Final Exam
	100	87.5	75	100	95.83	100	100	104.17	87.5	96	96
	100	108.33	100	95.83	108.33	100	100	108.33	95.83	100	100
	75	75	75	75	75	75	75	62.5	100	100	94
	37.5	100	100	91.67	87.5	100	0	0	100	96	96
	0	0	0	0	0	0	0	0	0	0	0
	75	0	0	0	0	0	0	75	100	0	0
	45.83	0	0	162.5	87.5	0	100	100	87.5	100	100
	100	112.5	100	75	0	108.33	0	104.17	100	100	100
	100	112.5	100	125	100	100	37.5	100	41.67	92	100
	100	100	100	87.5	100	100	112.5	25	87.5	100	100
	87.5	87.5	75	0	75	0	0	0	75	96	100
	100	100	100	100	100	100	100	100	100	100	98
	100	100	100	100	100	100	100	0	100	92	98
	0	0	0	0	0	0	0	0	100	0	0
	0	0	0	100	0	0	0	79.17	75	60	0
	108.33	175	100	75	0	183.33	0	0	87.5	96	96
	100	100	100	100	100	0	75	0	100	100	98
	0	0	0	75	0	0	0	87.5	75	68	72
	37.5	75	75	0	87.5	62.5	75	75	100	100	98
	100	112.5	0	104.17	0	100	0	0	87.5	64	80
	0	0	0	0	0	0	0	0	75	0	0
	0	0	0	0	75	0	0	75	87.5	92	96
	0	0	0	0	0	0	0	0	37.5	0	0
	0	0	0	0	0	0	0	0	100	0	0
	0	0	0	0	0	0	0	0	100	0	0

gradebook_Cowden_CRPSCI-45-C01_California_Pest_Control_Laws_(2013_Fall)

Last Name	Project	Participati on	Final
	100	100	84.48
	100	100	99.69
	100	100	89.26
	100	100	84.81
	0	0	
	100	50	39.28
	100	100	91.56
	100	100	95.21
	100	100	95.75
	100	100	97.75
	100	100	75.34
	100	100	99.42
	100	100	89.71
	100	30	20.1
	100	100	58.67
	100	100	86
	100	100	93.16
	100	100	71.24
	100	100	91.85
	100	100	70.4
	100	10	15.31
	100	100	80.66
	100	50	18.72
	100	50	28.84
	100	50	26.81

gradebook_Cowden_CRPSCI-2-C01_Plant_Science_Theory_(2013_Fall)

Last Name	Online Orientation Quiz	Unit 1 Quiz	CRPSCI 2 Unit 4 Quiz	CRPSCI 2 Unit 2 Quiz	CRPSCI 2 Unit 3 Quiz	CRPSCI 2 Syllabus Quiz	Unit 3 Discussion #2	Unit 3 Discussion	Unit 4 Discussion #1	Unit 4 Discussion #2	Unit 4 Discussion #3
	100	63	60.87	96.74	0	97.1	75	100	75	83.33	75
	100	95	65.22	95.91	24	97.1	83.33	0	75	75	75
	100	85	65.22	92.36	92	97.1	0	0	162.5	75	100
	100	100	0	0	0	100	75	0	0	0	0
	100	90	0	91.06	0	97.1	0	0	0	0	0
	100	44	0	0	0	100	0	0	0	0	0
	100	100	50	93.09	88	97.1	0	100	100	0	0
	100	90	69.57	97.32	70	97.1	75	75	0	75	100
	100	90	65.22	96.43	84	97.1	75	75	0	104.17	100
	100	100	82.61	90.36	92	97.1	0	0	100	100	100
	100	88.5	58.7	97.87	90	97.1	0	100	75	87.5	75
	100	0	69.57	0	58	97.1	75	75	75	75	75
	100	85	60.87	95.43	0	97.1	75	87.5	108.33	108.33	100
	100	0	0	0	0	85.7	0	0	0	0	0
	100	70	40.59	89.51	79	97.1	0	0	0	0	0
	100	65	78.26	90.13	0	94.3	100	0	91.67	0	100
	100	90	0	0	0	97.1	0	0	0	0	0
	100	83.5	43.48	98.72	0	97.1	0	0	100	100	100
	100	34	62.33	86.34	100	97.1	75	100	75	75	75
	100	65	78.26	87.77	88	97.1	100	87.5	66.67	66.67	100
	100	68.5	62.33	90.23	16	97.1	100	112.5	100	100	100
	100	83.5	54.35	90.06	80	97.1	0	0	75	75	75
	100	95	0	0	0	97.1	0	0	0	0	0
	100	0	0	0	0	0	0	0	0	0	0
	100	100	69.57	92.02	62	97.1	0	0	0	0	0
	100	0	0	0	0	100	0	0	0	0	0
	100	93.5	67.39	95.91	96	77.1	100	100	100	100	100
	100	43.5	31.89	27.04	0	97.1	0	0	0	0	0

gradebook_Cowden_CRPSCI-2-C01_Plant_Science_Theory_(2013_Fall)

Last Name	Online Orientation Quiz	Unit 1 Quiz	CRPSCI 2 Unit 4 Quiz	CRPSCI 2 Unit 2 Quiz	CRPSCI 2 Unit 3 Quiz	CRPSCI 2 Syllabus Quiz	Unit 3 Discussion #2	Unit 3 Discussion	Unit 4 Discussion #1	Unit 4 Discussion #2	Unit 4 Discussion #3
	100	0	0	0	0	77.1	0	0	0	0	0
	100	49	31.89	38.02	2	97.1	0	0	0	0	0
	100	90	69.57	98.94	98	100	0	0	0	75	75

gradebook_Cowden_CRPSCI-2-C01_Plant_Science_Theory_(2013_Fall)

Last Name	CRPSCI 2 Unit 2 Discussion #2	CRPSCI 2 Unit 2 Discussion	CRPSCI 2 Introducti on Discussion	CRPSCI 2 Unit 1 Discussion #2	CRPSCI 2 Unit 5 Discussion	Unit 1 Discussion	Soil Plant Water Study Homewor k	Web Soil Survey Assignme nt	Video 6 Study Guide	Video 5 Study Guide	Unit 1 Homewor k
	75	100	100	83.33	75	75	100	100	100	100	100
	75	75	162.5	100	75	104.17	100	100	100	100	100
	87.5	75	100	91.67	100	87.5	100	92	100	100	80
	108.33	104.17	100	100	0	133.33	0	0	0	0	100
	75	75	100	87.5	0	100	0	0	0	0	0
	0	62.5	75	0	0	0	0	0	0	0	0
	0	87.5	100	100	0	100	100	100	100	100	0
	75	75	75	75	75	75	100	0	100	100	0
	75	75	100	75	100	0	100	0	100	100	0
	0	0	100	94.58	0	97.5	100	100	100	100	52
	0	0	100	79.17	95.83	41.67	100	100	100	100	100
	0	0	75	0	0	0	0	100	0	100	0
	100	162.5	100	50	100	112.5	100	100	100	100	100
	0	0	75	0	0	0	0	0	0	0	0
	75	162.5	100	79.17	0	100	0	0	100	100	100
	108.33	0	25	87.5	125	0	100	100	0	0	100
	0	0	75	91.67	0	100	0	0	0	0	100
	12.5	100	112.5	99.17	100	104.17	100	100	0	0	100
	0	0	100	75	12.5	87.5	100	100	100	100	100
	100	100	100	100	95.83	100	100	100	100	100	96
	100	112.5	100	100	100	100	0	100	0	0	0
	0	0	100	93.75	0	100	100	100	100	100	96
	0	87.5	162.5	100	0	100	0	0	0	0	0
	0	0	75	0	0	0	0	0	0	0	0
	0	0	87.5	87.5	0	87.5	0	0	100	100	100
	0	0	100	0	0	0	0	0	0	0	0
	100	100	87.5	95.83	112.5	104.17	100	100	100	110	112
	0	0	100	75	0	79.17	0	0	0	0	0

gradebook_Cowden_CRPSCI-2-C01_Plant_Science_Theory_(2013_Fall)

Last Name	CRPSCI 2 Unit 2 Discussion #2	CRPSCI 2 Unit 2 Discussion	CRPSCI 2 Introducti on Discussion	CRPSCI 2 Unit 1 Discussion #2	CRPSCI 2 Unit 5 Discussion	Unit 1 Discussion	Soil Plant Water Study Homewor k	Web Soil Survey Assignme nt	Video 6 Study Guide	Video 5 Study Guide	Unit 1 Homewor k
	0	0	112.5	0	0	0	0	0	0	0	0
	0	0	100	75	0	87.5	0	0	0	0	0
	0	0	125	0	0	75	100	100	100	110	100

gradebook_Cowden_CRPSCI-2-C01_Plant_Science_Theory_(2013_Fall)

Last Name	CRPSCI 2 BB 1 Homework	CRPSCI 2 BB 2 Homework	CRPSCI 2 BB 3 Homework	CRPSCI 2 BB 4 Homework	CRPSCI 2 BB 5 Homework	Video 1 Study Guide	Video 2 Study Guide	Video 3 Study Guide	Video 4 Study Guide	CRPSCI 2 Midterm #1	CRPSCI 2 Final
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	26.92	0
	100	100	100	100	100	100	100	100	120	96	97.67

gradebook_Cowden_CRPSCI-2-C01_Plant_Science_Theory_(2013_Fall)

Last Name	Crop Report Final Draft	Crop Report Rough Draft	Crop Report Topic	Seed Germination Laboratory	Participation	Final
	95	78.1	100	100	100	89.93
	81.33	85.6	100	0	100	79.03
	85	87.5	100	100	100	91.74
	0	0	0	0	100	27
	0	0	0	0	100	34.67
	0	0	0	0	100	16.57
	0	0	100	0	100	71.74
	78.87	89.4	100	90	100	88.16
	0	74.9	100	0	100	78.14
	100	90	100	0	100	82.51
	90	90	100	100	100	87.74
	0	0	100	0	100	58.93
	98	87.8	100	100	100	95.41
	0	0	0	0	100	14.46
	90	95	100	0	100	74.9
	94	99.6	100	100	100	80.45
	0	0	0	0	100	32.16
	93	77.5	100	90	100	86.59
	83	91.5	100	0	100	82.19
	70	80.2	100	100	100	91
	100	90	100	100	100	86.82
	78.07	89.1	100	0	100	78.68
	0	0	0	0	100	23.05
	0	0	0	0	100	13.03
	92	92	100	0	100	74.8
	0	0	0	0	100	15.15
	100	94.5	100	110	100	98.65
	0	0	100	0	100	27.75

gradebook_Cowden_CRPSCI-2-C01_Plant_Science_Theory_(2013_Fall)

Last Name	Crop Report Final Draft	Crop Report Rough Draft	Crop Report Topic	Seed Germination Laboratory	Participation	Final
	0	0	0	0	100	15
	0	0	0	0	100	24.11
	100	98	100	100	100	84.8

gradebook_Cowden_AET-21-C01_Ag-Irrigation_Management_(2013_Fall)

Last Name	Lab Grade	Destination Diagram Lab	Irrigation Scheduling Project	Final
	75	0	0	57.38
	100	0	105	96.17
	90	0	65	70.92
	80	0	0	62.43
	110	0	75	74.53
	90	0	0	44.8
	100	0	0	67.95
	80	0	0	66.29
	100	0	80	95.42
	100	0	78	78.19
	0	0	0	1.79

gradebook_Cowden_CRPSCI-7-C01_Advanced_Precision_Agriculture_(2014_Spring)

Western Fertilizer Chapter 10	John Deere Chapter 7	John Deere Chapter 5	John Deere Chapter 4	Parallax Chapter 1	Parallax Chapter 2	Parallax Chapter 3	Parallax Chapter 4	Parallax Chapter 5	Parallax Chapter 6	Parallax Chapter 7	John Deere Chapter 6	John Deere Chapter 3
0	0	0	0	0	0	0	0	0	0	0	0	0
100	0	100	100	100	100	100	100	100	100	100	100	100
100	0	100	100	0	0	0	0	0	0	0	100	100
100	0	100	100	100	100	100	100	100	100	100	100	100
0	0	0	100	0	100	100	0	0	0	0	0	100
0	0	100	100	0	0	0	0	0	0	0	0	100
80	0	0	0	70	50	100	100	10	100	100	80	100
100	100	100	100	90	100	100	100	100	100	100	100	100
0	0	0	0	0	0	0	0	0	0	0	0	100
0	0	0	0	0	0	0	0	0	0	0	0	0
100	0	100	100	100	100	0	0	0	0	0	90	100

gradebook_Cowden_CRPSCI-7-C01_Advanced_Precision_Agriculture_(2014_Spring)

John Deere Chapter 2	John Deere Chapter 1	Parallax Chapter 8	Parallax Activity Chapter 7	Parallax Activity Chapter 6	Parallax Activity Chapter 5	Parallax Activity Chapter 3	Parallax Activity Chapter 2	Parallax Activity Chapter 1	Hay Yield Mapping	Farm Field Mapping #6	Parallax Activity Chapter 8	Parallax Activity Chapter 9
0	100	0	0	0	0	0	0	0	0	0	0	0
110	110	0	0	0	0	100	0	100	0	0	100	0
100	100	0	0	0	0	0	0	0	0	0	0	0
100	90	50	0	0	0	100	100	100	0	100	0	0
100	100	0	0	0	0	0	0	0	0	0	0	0
0	100	0	0	0	0	0	0	0	0	0	0	0
100	10	100	800	0	0	0	0	100	0	0	0	0
100	100	100	100	0	100	100	100	100	0	0	100	100
0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0
0	80	0	0	0	0	0	0	100	0	0	0	0

gradebook_Cowden_CRPSCI-7-C01_Advanced_Precision_Agriculture_(2014_Spring)

Student	Advanced	Introducti	GIS Lab #4	GIS Lab #3	GIS Lab #2	GIS Lab #1	Parallax	Farm Field	Farm Field	Farm Field	World Ag	Precision
Hydraulic	Hydraulics	on to					Activity	Mapping	Mapping	Mapping	Expo	Ag
Projects		Hydraulics					Chapter	#5	#4	#3	Ag	Manufact
							10				Company	urer
											Report	Presentati
												on Grade
											100	100
0	0	0	0	0	0	0	0	0	0	0	100	100
0	0	100	0	0	0	100	0	0	100	0	110	100
0	0	0	100	0	100	0	0	0	0	0	0	100
0	0	100	100	0	0	100	0	0	100	0	100	100
0	0	0	0	0	0	0	0	0	0	0	100	100
0	0	0	0	0	0	0	0	0	0	0	0	100
0	0	0	20	100	100	200	0	0	100	0	0	100
100	100	100	200	0	100	110	0	0	100	0	110	100
0	0	0	0	0	0	0	0	0	0	0	0	100
0	0	0	0	0	0	0	0	0	0	0	0	100
0	0	0	0	0	0	0	0	0	100	0	100	100

gradebook_Cowden_CRPSCI-7-C01_Advanced_Precision_Agriculture_(2014_Spring)

Parallax Activity Chapter 4	Introductions	Syllabus Signature Page	Lab Safety and Farm Tour	GIS and Sharing Locator Packages	Farm Field Mapping #1	Precision Ag Manufacturer Presentation Write-up	Farm Field Mapping #2	Sprayer Calibrations	eTrex Lab	Discussion 4-3	Discussion 4-1	Discussion 3-2
0	100	100	100	100	0	0	0	0	0	0	0	0
0	100	100	100	100	100	100	0	100	100	80	110	110
0	100	100	100	0	0	100	0	80	0	80	100	100
0	100	100	100	100	100	100	100	90	100	100	80	40
0	100	90	80	0	100	100	0	100	100	0	0	50
0	100	100	100	0	0	100	0	100	90	0	60	0
0	100	100	100	0	100	100	0	90	100	0	100	100
100	100	100	100	100	30	100	100	100	100	0	130	100
0	100	100	100	0	110	0	80	100	100	0	0	0
0	100	100	100	0	0	0	0	0	0	0	0	0
0	100	100	100	100	0	100	0	100	90	0	100	110

gradebook_Cowden_CRPSCI-7-C01_Advanced_Precision_Agriculture_(2014_Spring)

Discussion 3-1	Discussion P-1	Discussion 2-3	Discussion 2-2	Discussion 2-1	Introducti on Discussion	Discussion 1-2	Discussion 1-1	Discussion 5-1	Discussion 5-2	Discussion 5-3	Discussion 7-2	Discussion 7-3
0	0	0	0	0	120	100	110	0	0	0	0	0
0	100	100	100	100	140	110	110	100	100	140	0	0
60	0	100	100	80	80	100	60	100	80	100	60	40
0	30	100	60	100	100	100	110	100	40	0	0	0
0	0	0	0	0	0	50	50	0	0	0	0	0
0	0	60	60	80	100	0	60	0	0	0	0	0
0	80	100	60	80	100	60	60	0	0	0	0	0
0	80	100	80	100	100	110	110	60	70	70	0	0
0	0	0	0	0	100	100	100	0	0	0	0	0
0	0	0	0	0	60	0	0	0	0	0	0	0
0	60	0	0	0	100	80	70	80	60	80	0	0

gradebook_Cowden_CRPSCI-7-C01_Advanced_Precision_Agriculture_(2014_Spring)

Referencing Data to Real-World Locations using ArcGIS	Solving Spatial Problems using ArcGIS	Address Geocoding with ArcGIS	Controlling Data Translations using Extract, Transform and Load Processes	Transforming Data using Extract, Transform, and Load Processes	Georeferencing Raster Data using ArcGIS	Data QC with ArcGIS: Automating Validation	Creating and Sharing Locator Packages	Getting Started with Linear Referencing	Creating 3-D Data using ArcGIS	Deriving Rasters for Terrain Analysis using ArcGIS	Distance Analysis using ArcGIS	Getting Started with GIS
0	0	0	0	0	0	0	100	0	0	0	0	100
100	100	100	100	100	100	100	110	100	100	100	100	100
100	100	100	100	100	100	100	100	100	100	0	100	100
100	100	100	100	100	100	100	100	100	100	0	100	100
0	0	0	0	0	0	0	100	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0
100	100	100	100	100	100	100	100	100	100	100	100	100
100	100	100	100	100	100	100	100	100	100	100	100	100
0	0	0	0	0	0	0	100	0	0	100	0	100
0	0	0	0	0	0	0	100	0	0	0	0	100
0	0	0	0	0	0	0	100	0	0	100	0	100
0	0	100	0	0	0	0	100	0	0	0	0	100

gradebook_Cowden_CRPSCI-7-C01_Advanced_Precision_Agriculture_(2014_Spring)

Introduction to Surface Modeling using ArcGIS	Notebook Content	Notebook Organization	Participation	Extra Credit Update #1	Extra Credit Update #2	Extra Credit Final Submission	Extra Credit Project Description	Written Midterm Exam	Written Final Exam	Practical Midterm Exam	Practical Final Exam	Quiz 4
0	0	0	100	2000000	0	3000000	0	0	0	100	75	0
100	100	100	100	2000000	1500000	0	0	68.99	86.67	100	200	82
100	0	0	100	2000000	0	0	0	55.67	77.43	85	75	74
100	100	116.67	100	2000000	0	0	0	47.36	90.67	100	150	90
0	0	0	92.31	2000000	0	0	0	0	0	80	80	74
0	0	0	100	2000000	0	0	0	0	0	100	80	63
100	100	93.33	96.15	2000000	0	0	0	49.99	61.33	100	150	60
100	100	100	100	2000000	0	0	0	87.22	79	100	100	86
0	0	0	100	2000000	0	0	0	0	0	100	75	83
0	0	0	76.92	2000000	0	0	0	0	0	0	0	96
100	50	66.67	92.31	2000000	0	0	0	68.64	67.66	0	75	0

gradebook_Cowden_CRPSCI-7-C01_Advanced_Precision_Agriculture_(2014_Spring)

Quiz 4 - WFH Chp 3	Quiz 5 - WFH Chp 4	Quiz 6 - WFH Chp 5	Quiz 7: WFH Chapter 6	John Deere Chapters 1-4 Review Quiz	Quiz 8 - WFH Chapter 7	WFH Chapters 1-9 Review Quiz	Quiz 3 - JD Chp 2A	Online Orientatio n and Syllabus Quiz	Quiz 12 - WFH Chapter 10	Quiz 5	Quiz 3 - WFH Chp 2	WFH Chp 1 Quiz
0	0	0	0	0	68.8	0	0	100	0	0	0	0
100	89	98	90	0	105	0	100	100	0	96.43	46	0
100	79	39	85	0	100	0	66.67	100	0	96.43	14	0
100	36	46	100	0	61.8	0	80	100	0	59.33	26	0
100	79	92.2	80	0	79.8	0	66.67	0	0	76.39	20	0
90	69	0	0	0	88.8	0	100	100	0	62.9	55	0
90	60	45	30	0	45	0	93.33	100	100	47.82	48	0
100	73	100	100	0	91	0	86.67	100	100	84.92	83	0
100	100	75	110	0	102	0	66.67	100	0	57.14	94	0
100	79	94	0	0	95	0	100	100	0	96.43	22	0
0	85	79	0	0	95	0	73.33	100	0	95.63	26	0

gradebook_Cowden_CRPSCI-7-C01_Advanced_Precision_Agriculture_(2014_Spring)

Quiz 13	Quiz 12	Quiz 11	Quiz 10	Quiz 9	Quiz 8	Quiz 7	Quiz 6	Quiz 13 - WFH Chp 11	Quiz 1	JD Chp 1 Quiz	CRPSCI 46 Introducti on Discussion	Final
0	0	0	100	100	95	0	0	0	100	0	0	25.32
0	0	0	100	100	100	84.21	94.44	0	100	95	0	86.35
0	90.2	0	100	100	100	73.68	82.54	0	0	92.6	0	62.68
0	88	100	100	60	85	73.68	82.54	0	0	92.6	0	62.68
0	72	0	100	90	87.2	76.41	40.28	0	57.14	97.6	0	79.74
0	0	100	0	95	90	78.95	77.98	0	100	90	0	30.99
0	0	0	90	45	95	0	0	0	100	90	0	29.39
0	0	0	90	45	95	0	0	0	100	90	0	29.39
0	44.6	100	40	30	70.8	43.47	43.65	50	100	72.6	0	73.56
0	44.6	100	40	30	70.8	43.47	43.65	50	100	72.6	0	73.56
92	78.8	100	100	102	73.6	94.15	78.37	100	100	95	0	88.92
0	0	0	100	97	87.8	82.65	0	0	100	90	0	31.05
0	0	0	100	97	87.8	82.65	0	0	100	90	0	31.05
0	0	0	70	97	70	99.03	95.83	0	0	92.6	0	14.28
0	0	0	70	97	70	99.03	95.83	0	0	92.6	0	14.28
0	0	0	100	95	95	100	94.44	0	77.14	82.6	0	50.64

Curve
37.32
98.35
74.68
91.74
42.99
41.39
85.56
100.92
43.05
26.28
62.64

gradebook_Cowden_CRPSCI-44-C01_Economic_Entomology_(2014_Spring)

Last Name	Online Orientation Quiz	CRPSCI 44 Chapter 11 Quiz	CRPSCI 44 Section 10 Quiz	CRPSCI 44 Chapter 9 Quiz	CRPSCI 44 Chapter 8 Quiz	CRPSCI 44 Chapter 7 Quiz	CRPSCI 44 Chapter 6 Quiz	CRPSCI 44 Chapter 1 Quiz	CRPSCI 44 Chapter 2 Quiz	CRPSCI 44 Chapter 3 Quiz	CRPSCI 44 Chapter 4 Quiz
								100	45	97.5	100
	100	0	0	0	0	0	0	20	15	98.45	96.67
	100	0	0	0	0	0	0	90	0	60	100
	100	93.44	87.5	82.51	100	0	0	90	0	60	100
	100	97.44	95.85	76.26	100	73.35	100	80	87.5	58.45	6.67
	100	0	0	0	0	0	0	0	37.5	80	70
	100	0	0	0	0	86.65	100	92.5	0	0	65
	100	0	0	0	0	0	0	28.75	44.25	0	0
	100	0	0	0	0	0	0	30	0	0	0
	100	0	0	0	0	0	0	90	90	100	91.67
	100	0	0	0	0	0	0	90	90	100	91.67
	100	83.54	75	57.49	100	100	100	28.75	0	100	16.67

gradebook_Cowden_CRPSCI-44-C01_Economic_Entomology_(2014_Spring)

Last Name	CRPSCI 44 Chapter 5 Quiz	CRPSCI 44 Midterm	CRPSCI 44 Final Exam	PPE Lab	CPS Lab	Pistachio PCA Lab	Almond PCA Lab	Todd Fakuda Lab	Farm Show Lab	Michael Howard Lab	Spray Equipmen t Lab
	100	91.75	0	0	100	100	100	100	0	200	0
	0	84.42	0	0	0	100	100	0	0	0	0
	100	86.8	30.45	100	100	100	100	110	100	100	100
	0	87.48	0	0	0	100	300	0	0	0	0
	100	74.5	0	300	100	100	100	200	0	100	0
	0	91	0	0	0	100	100	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
	100	92	0	0	100	100	100	100	0	100	0
	100	88.75	0	0	0	100	100	0	0	0	0
	95	85.5	47.44	0	0	100	100	100	0	100	0

gradebook_Cowden_CRPSCI-44-C01_Economic_Entomology_(2014_Spring)

Last Name	Chapter 9, 10, 11 Presentati on Lab	Chapter 1, 2, 3 Presentati on Lab	Sprayer Calibratio n Lab	Chapter 4, 5 Presentati on Lab	Chapter 6, 7, 8 Presentati on Lab	Intro/Sylla bus/Farm Tour Lab	Insect Collection Do's and Don'ts Lab	2-2 Discussion	2-1 Discussion	4-1 Discussion	3-1 Discussion
	100	100	100	100	100	100	100	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
	100	0	0	0	100	0	0	80	0	60	0
	100	106.67	100	0	100	100	100	0	0	0	0
	100	100	100	100	100	100	100	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
	0	0	100	0	0	0	100	0	0	0	0
	100	0	100	0	100	100	100	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0
	100	100	100	100	100	100	0	0	60	0	60

gradebook_Cowden_CRPSCI-44-C01_Economic_Entomology_(2014_Spring)

Last Name	2-3 Discussion	3-2 Discussion	4-3 Discussion	5-1 Discussion	5-4 Discussion	5-2 Discussion	5-3 Discussion	6-1 Discussion	6-2 Discussion	Insect Influence Discussion	Introducti on Discussion
	60	0	0	0	50	0	0	60	80	110	100
	0	0	0	0	0	0	0	0	0	80	100
	110	0	60	70	0	70	0	60	60	100	80
	0	0	0	0	0	0	0	0	0	20	100
	80	0	0	0	0	0	0	0	140	100	100
	0	0	0	0	0	0	0	0	0	0	60
	0	0	0	0	0	0	0	0	0	60	100
	0	0	0	0	0	0	0	0	0	0	100
	0	0	0	0	0	0	0	0	0	0	60
	0	60	0	80	0	80	0	0	0	80	100

gradebook_Cowden_CRPSCI-44-C01_Economic_Entomology_(2014_Spring)

Last Name	4-2 Discussion	Insect Success	Insect Collection	CRPSCI 44 Insect ID Quiz	CRPSCI 44 Insect ID Exam	Chapter 1 Study Guide	Chapter 9 Study Guide	Chapter 10 Study Guide	Chapter 2 Study Guide	Chapter 3 Study Guide	Chapter 4 Study Guide
	0	100	90	98.15	100	100	100	100	100	0	100
	0	60	0	0	0	95	0	0	100	0	0
	80	20	91	98.08	100	100	100	100	100	90	100
	0	60	54	90.54	92	0	0	0	0	0	0
	0	110	99	100	96	100	100	100	100	0	100
	0	0	0	0	0	110	0	0	100	0	100
	0	0	0	0	0	95	0	0	100	0	0
	0	60	87.9	0	92	0	0	0	0	0	0
	0	0	0	0	0	90	0	0	0	0	0
	0	0	6.5	100	100	100	0	0	0	0	0

gradebook_Cowden_CRPSCI-44-C01_Economic_Entomology_(2014_Spring)

Last Name	Chapter 11 Study Guide	Chapter 8 Study Guide	Chapter 7 Study Guide	Chapter 6 Study Guide	Chapter 5 Study Guide	Chapter 4 and 5 Presentations	Chapter 6, 7, 8 Presentations	Chapter 9, 10, 11 Presentations	Chapters 1, 2, 3 Presentations	Notebook	Participation
	100	100	100	100	100	100	0	0	100	100	100
	0	0	0	0	0	100	0	0	100	0	90
	100	100	0	0	0	100	0	0	100	98.18	100
	0	0	0	0	0	175	0	0	100	0	100
	100	100	100	100	100	100	0	0	100	100	100
	0	0	100	100	0	100	0	0	100	0	100
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	100	0	0	100	0	100
	0	0	0	0	0	100	0	0	100	0	80
	0	0	0	0	0	100	0	0	100	0	100

gradebook_Cowden_CRPSCI-44-C01_Economic_Entomology_(2014_Spring)

Last Name	CRPSCI 44 Final Exam Review	Final	Curve
	0	74.91	86.91
	0	25.54	37.54
	0	74.37	86.37
	0	54.64	66.64
	0	76.55	88.55
	0	30.14	42.14
	0	6.16	18.16
	0	47.13	59.13
	0	23.31	35.31
	0	55.88	67.88

gradebook_Cowden_AET-22-C01_Irrigation_Evaluation_and_Desi_(2014_Spring)

Last Name	Agriculture Sprinkler Lab	Irrigation Related Companies Lab	Wheel Line Irrigation Evaluation	Solid Set Irrigation Evaluation	Softball Field Irrigation Evaluation	Precipitation Rates for Agricultural Sprinkler Systems	Pistachio Irrigation Evaluation	Irrigation Pipe Sizing	Introductions, Syllabus, Taking Online Classes, Tour of the Farm of the Future	Furrow irrigation Evaluation	Basic Electricity for Irrigation Systems
	100	0	100	100	100	100	100	0	100	100	0
	0	110	100	100	100	0	0	0	100	100	0
	100	0	100	100	100	100	100	0	100	100	0
	110	75	100	100	100	100	100	125	100	100	0
	100	0	100	100	100	0	0	0	0	100	0

gradebook_Cowden_AET-22-C01_Irrigation_Evaluation_and_Desi_(2014_Spring)

Last Name	Basic Irrigation Hydraulics	Center Pivot Irrigation Evaluation	Design Capacity & Available Pressure	Field Trip of Irrigation Manufactures	Field Trip of West Side Irrigation	Constraints on Irrigation Scheduling HW	Drainage HW	Salinity HW	Irrigation Scheduling HW	Efficiency in Irrigation HW	PI Chapter 10 HW
	110	100	100	100	100	0	0	0	0	0	0
	0	100	0	100	100	0	0	0	0	0	0
	100	100	100	100	100	0	0	100	0	96	0
	100	100	100	100	100	100	100	100	92.31	97.6	100
	0	100	0	100	100	0	0	0	0	0	0

gradebook_Cowden_AET-22-C01_Irrigation_Evaluation_and_Desi_(2014_Spring)

Last Name	Week 14a&b	Week 13b	Week 13a	Week 12b	Week 12a	Week 11b	Week 11a	Week 15a	Week 15b	Week 16a	Week 16b
	100	0	0	0	0	0	0	0	0	0	0
	100	0	0	0	0	80	80	0	0	0	0
	100	0	0	0	0	0	0	0	0	0	0
	100	0	0	0	0	100	100	60	60	70	50
	100	0	0	0	0	60	60	0	0	60	0

gradebook_Cowden_AET-22-C01_Irrigation_Evaluation_and_Desi_(2014_Spring)

Last Name	Week 17a	Week 17b	Week 18a	Week 18a	Week 18b	Week 10b	Week 10a	Week 4b	Week 4a	Week 3b	Week 3a
	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	45	60	60	80
	0	0	0	0	0	60	0	50	0	0	0
	50	70	0	60	60	80	120	26.7	80	0	80
	60	0	0	0	0	0	0	33.3	80	0	80

gradebook_Cowden_AET-22-C01_Irrigation_Evaluation_and_Desi_(2014_Spring)

Last Name	Week 2b	Week 2a	Week 1b	Week 1a	Week 5a	Week 5b	Week 9a	Week 9b	Week 8b	Week 8a	Week 7b
	0	0	100	100	0	0	0	0	0	0	0
	80	70	100	100	100	80	0	0	0	0	80
	50	0	60	100	80	60	50	70	60	0	0
	130	80	100	100	100	100	90	80	80	110	80
	0	60	110	100	100	80	0	0	0	0	60

gradebook_Cowden_AET-22-C01_Irrigation_Evaluation_and_Desi_(2014_Spring)

Last Name	Center Pivot Irrigation Evaluation Report	Final	Midterm	Practice Midterm Exam	Final	Curve
	100	0	0	100	54.57	64.57
	0	68	48	100	53.46	63.46
	100	0	56	100	71.35	81.35
	100	70	88	76	89.01	99.01
	0	0	72	100	51.57	61.57

4.

Recruitment Program



West Hills College Coalinga

North District Center, Firebaugh

West Hills College Lemoore

Naval Air Station Lemoore

May 24, 2014

Dear Prospective Student:

Thank you for your interest in the Precision Agriculture Program at West Hills Community College in Coalinga, California. Enclosed in this packet is a short PowerPoint presentation describing our college and program, literature about our program, virtual Coalinga campus tour DVD video, and an off campus housing list. Additional information about West Hills College can be found on our website at www.westhillscollge.com.

Academic scholarships are available and the application is provided in the packet. Scholarships are open to anyone interested in the Precision Agriculture program.

You have chosen one of the fastest growing career fields in California and the #1 Precision Agriculture program in California. With starting yearly salaries in the range of \$25-50,000 after only a 10 month program, the future is bright for graduates of the West Hills College Precision Agriculture program. West Hills motto, once you go here you can go anywhere," is also true with the Precision Agriculture program, many of our students are continuing their higher education at universities, such as California Polytechnic State University, San Luis Obispo, California State University, Fresno and California State University, Chico.

The Precision Agriculture program is not only academics and hands-on experience; students participate in a wide range of extracurricular activities including, rodeo, agriculture ambassadors, student farming enterprise projects, industry conferences, seminars and field trips.

I encourage you to visit campus anytime, if you call in advance, we can set up a tour. I will be more than happy to answer any questions you have.

We are sincerely interested in recruiting and retaining outstanding students who wish to excel in the Precision Agriculture program, so if there is anything I can do to help you in your search for a college, please don't hesitate to ask.

Best Regards,

Clint Cowden

Clint Cowden

Precision Agriculture Instructor • (559) 934-2701 • clintcowden@westhillscollge.com

Available Housing In and Around Coalinga

Apartments

Coalinga

Palm Coast Apartments
187 East Cherry Lane
(559) 935-9262
2 bedrooms for \$525/month
\$500/deposit

Westwood Apartments
301 W. Polk
(559) 935-1581
Has a waiting list
30% of monthly income

Peppertree Apartments
760 East Elm
(559) 935-3117
Across the street from the Coalinga
campus
3 bedrooms \$725/month
\$600/deposit

Coaling Station B
250 Truman Ave
(559) 935-2029
3 bedroom 775/mo. 500 dep.
2bedroom 595/mo. 450/dep
2 bedroom 2 bath 625/mo. 475/dep
1 bedroom 525/mo. 400 dep.

Huron

Huron Plaza
16525 So. 11th St
(559) 945-2333
Accepting applications on 2, 3, & 4 bedrooms

Avenal

Pleasant Valley Manor
1017 Dome Ave
(559) 386-4039
2 bedroom for \$457/month
\$467/deposit

Houses

Coalinga

B & B Realty
(559) 935-1600
Prices Range from: \$550-\$875/month
\$1000/deposit

Rodeo Realty
(559) 935-2985
Prices Range from \$600-\$1000/month
\$1000/deposit

Interest Form

Please fill out and hand in or mail back to:
Farm of the Future, 9900 Cody St, Coalinga, CA 93210

Name _____ Address _____

City _____ Zip Code _____
Phone _____ Email _____
Best time to contact you _____ Current Grade _____
When would you be interested in attending: this fall ___ next year ___ other ___

Interest Form

Please fill out and hand in or mail back to:
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Phone _____ Email _____
Best time to contact you _____ Current Grade _____
When would you be interested in attending: this fall ___ next year ___ other ___

WEST HILLS COLLEGE PRECISION AGRICULTURE SCHOLARSHIP APPLICATION

Please return to:
Precision Agriculture Scholarship
Farm of the Future
9900 Cody Street, Coalinga, CA 93210
Deadline: July 15, 2014

Name _____
Address _____

City _____
State _____
Zip _____
Home Phone _____
e-mail address _____

Academic and Extracurricular Accomplishments (list awards, honors, recognition, titles, etc.) Use additional paper if necessary.

Briefly describe your future goals and your intended course of study.

Briefly describe the goals you have pertaining to Precision Agriculture

Grade point average in High School _____
(please provide verification)

Please describe your Precision Agriculture experience. (This could include agriculture, computer, mechanical, welding, electrician, heavy equipment, etc.)

List the names and phone numbers of three people who would verify your character and ability. (Use a separate sheet of paper if necessary)

Dear Applicants:

You will note that the deadline is July 15, 2014, however I would suggest that you complete this form and return it ASAP so that we have adequate time to go over each one thoroughly.

Because these scholarships are based upon a number of things including skills pertaining to Precision Agriculture, experience and scholastic performance it is very important that you:

1. Make arrangements for a personal interview, either in person or over the phone. (We are available most weekdays. It would be good to call and make an appointment with a college counselor at the same time.)
2. Fill out this form and return it on time.

Sincerely:
Joy Cowden

Please send to:


Precision Agriculture Scholarship
Farm of the Future
9900 Cody Street
Coalinga, CA 93210
(559) 934-2701
clintcowden@westhillscollge.com



New Agricultural Programs

Ag Engineering Technology
Irrigation Technology
Heavy Equipment


West Hills College
Agriculture



New Offerings


- Associate of Science
 - Agricultural Engineering Technology (AET)
- Certificates
 - Agricultural Engineering Technology (AET)
 - Irrigation Technology
 - Heavy Equipment Operation
 - Three-Dimensional Machine Control Engineering
 - Three-Dimensional Machine Control Operation

West Hills College
Agriculture




Ag Engineering Tech A.S.

- Careers that require knowledge of both
 - Technology
 - Management
- Curriculum focuses on
 - Practical experiences
 - Surveying and computer-aided drafting
 - Business skills
 - Computer applications
- Supporting courses
 - Provide foundation of agriculture
 - Soil and plant science




West Hills College
Agriculture




Ag Engineering Tech A.S.

- Students can tailor curriculum to own interests
 - Choosing a concentration in
 - Irrigation
 - Construction Management
 - Land Assessment and Modeling
 - Welding
 - Agriculture Management



West Hills College
Agriculture

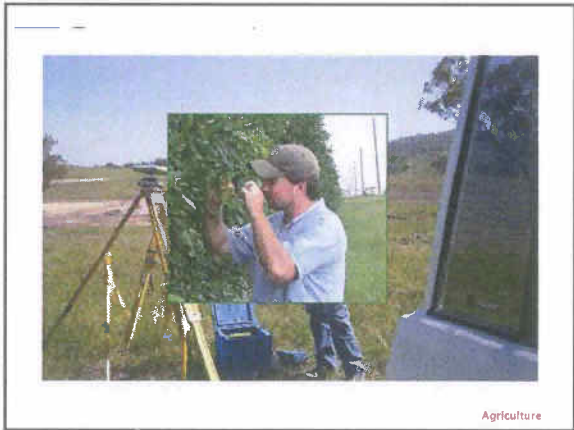


AET A.S. Core Curriculum

Course #	Title	Units
AET 10	Surveying	2
AET 15	CAD for Agriculture	2
AET 50	Technical Fundamentals for Agriculture	3
CRPSCI 1	Introduction to Plant Science	3
CRPSCI 6	Applications of GPS Technology in Agriculture	4
CRPSCI 19	Water Management	3
SLSCI 21	Soils	4
	Electives	9
	TOTAL	30

West Hills College
Agriculture





Agriculture

Conc

WEST HILLS

Welding		
WT 40	.....	2
WT 41	.....	2
WT 52	.....	2
WT 53	.....	2
WT 54	.....	2

West Hills College
Agriculture

Certificates

WEST HILLS

- Agricultural Engineering Technology (AET)
- Irrigation Technology
- Heavy Equipment
- Three-Dimensional Machine Control (3DMC) Engineering
- Three-Dimensional Machine Control (3DMC) Operation

West Hills College
Agriculture

AET Certificate

WEST HILLS

- Prepares students for a career in agriculture technology
 - Emphasis in engineering and science
 - Including: soil science, surveying and computer-aided drafting
- 18 units are required
 - including 4 units of electives
 - Tailor curriculum to own interests

West Hills College
Agriculture

Required Courses

WEST HILLS

Course #	Title	Units
AET 10	Surveying	2
AET 11	Advanced Surveying with GIS Applications	2
AET 13	CAD for Agriculture	2
AET 16	CAD Applications for Land Management in Agriculture	1
AET 30	Technical Fundamentals of Agriculture	3
SI5C121	Soils	1
	Electives	1
	TOTAL	13

West Hills College
Agriculture

Electives

WEST HILLS

- AET 11
- AET 16
- AET 21
- AET 22
- AET 23
- AET 24
- AG 10
- AG 11
- CRPSCI 7
- AET 51
- AET 5 2
- AGBUS 15
- WT 40
- WT 41
- WT 42
- WT 43

West Hills College
Agriculture

Electives

- WT 44
- AG 15x
- AGMM 51
- AGMM 52A
- AGMM 52B
- AGMM 52C
- AGMM 52D
- AGMM 53A
- AGMM 53B
- AGMM 53C
- AGMM 54A
- AGMM 54B
- AGMM 54C
- HVEQUI 50

West Hills College
Agriculture

Irrigation Technology Certificate

- Prepares students for careers in
 - Irrigation sales,
 - Installation
 - Design
 - Operation
- Aligns with Irrigation Association's
 - Certified irrigation designer (CID)
- Courses in
 - Computer-aided drafting
 - GPS technology
 - Irrigation management,
 - Irrigation evaluation
 - Irrigation design

West Hills College
Agriculture

Required Courses

Course #	Title	Units
CRPSCI 6	Applications of GPS Technology in Ag	4
AET 15	CAD for Agriculture	2
AET 16	CAD Applications for Land Management in Agriculture	1
AET 21	Ag-Irrigation Management	3
AET 22	Irrigation Evaluation and Design Principles	3
AET 23	Advanced Irrigation Design	4
AET 24	Drip and Micro Irrigation Design and Management	3
TOTAL		20

West Hills College
Agriculture

Heavy Equipment Operation Certificate

- Skills, understanding and hands-on-training needed for entry-level heavy equipment operation position
- Equipment common to ag land leveling and construction industries
- Additional skills
 - Surveying, welding, first aid, trade math, computer fundamentals, job preparation and technical report writing
- 2.5 units of electives
 - chosen from list of courses to best suit students vocational needs

West Hills College
Agriculture

Required Courses

Course #	Title	Units
Hvy Equi 50	Heavy Equipment Operation	10.5
WT 40	Introduction to Welding	2
PE 41	Standard First Aid	0.5
AGMM 52A	Trade Mathematics	1
AGMM 52B	Computer Fundamentals	0.5
AGMM 52C	Job Preparation	0.5
AGMM 52D	Technical Report Writing	0.5
Total Required Courses		13.5

West Hills College
Agriculture

Elective Courses

Electives: students must choose 2.5 units from the following list

Course #	Title	Units
WT 41	Intermediate Welding	2
AGMM 51	Introduction to Agricultural Manufacturing	0.5
AGMM 53A	Fluid Power Fundamentals	0.5
AGMM 53B	Pneumatic Fundamentals	0.5
AGMM 53C	Hydraulic Fundamentals	0.5
AGMM 54A	Power Transmission	0.5
AGMM 54C	Electrical Fundamentals	0.5
TOTAL for Certificate in Heavy Equipment Operation		18

West Hills College
Agriculture



3DMC Engineering Certificate

- Ag construction industry
 - 3DMC
- Curriculum focuses on
 - Surveying and CAD
 - GPS-aided equipment operation
 - grade management surveying



West Hills College
Agriculture



Required Courses

Course #	Title	Units
AET 10	Surveying	2
AET 11	Advanced Surveying with GIS Applications	2
AET 15	CAD for Agriculture	2
AET 16	CAD Applications for Land Management in Agriculture	1
AET 50	Technical Fundamentals of Agriculture	3
AET 51	GPS Grade Management	4
AET 52	Three Dimensional Machine Control	4
TOTAL		18

West Hills College
Agriculture



3DMC Operation Certificate

- Ag construction industry
 - Operation of 3DMC equipment
- Skills in
 - Heavy equipment operation
 - Grade management using GPS



West Hills College
Agriculture



Required Courses

Course #	Title	Units
AET 51	GPS Grade Management	4
AET 52	Three Dimensional Machine Control	4
HVYEQU150	Heavy Equipment Operation	10.5
TOTAL		18.5

West Hills College
Agriculture



New Courses

- AET 10
- AET 11
- AET 15
- AET 16
- AET 21
- AET 22
- AET 23
- AET 24
- AET 50
- AET 51
- AET 52

West Hills College
Agriculture



AET 10 – Surveying

- Differential and profile leveling
- Angle measurement and traversing
- Steel tapes, automatic levels, total stations, GPS
- Computations to determine direction, elevations, and earthwork volumes
- Reading maps and building layouts
- C-ID Number: AG-MA 160L



West Hills College
Agriculture



Course Objectives

- use in the field: surveying engineer's tapes, plumb bobs, surveyor's pins, stakes, levels, leveling rods, compasses, range poles, and other field surveying equipment.
- calculate land areas, cubic yards of dirt moved, cost efficiency and similar mathematical problems.
- evaluate and define land descriptions.
- analyze surveying data and plot contours and profiles.

West Hills College
Agriculture



AET 11 – Advanced Surveying with GIS Applications

- Interface of surveying and GIS
- Emphasis on ag land mgmt
- Topics covered will include
 - collecting field data
 - processing the data
 - generating graphical representation of the data
 - design based on the data
 - laying out the design in the field

West Hills College
Agriculture



Course Objectives

- make measurements with GPS receivers.
- process GPS data using GIS.
- georeference GPS data using GIS.
- use aerial imagery to calculate distance.

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AET 15 – CAD for Agriculture

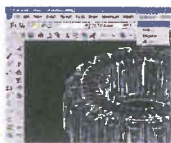
- Computer aided drafting for agriculture
 - including engineering, design and construction.
- AutoCAD software
- Topics include
 - drawing setup
 - 2-D projections
 - dimensioning and hatching
 - isometric construction
 - 3-D drawing software

West Hills College
Agriculture



Course Objectives

- draw basic 2-D drawings
- 3-D drawings
- automatic array systems
- create 2-D isometric drawings
- manipulate drawing libraries (blocks)



West Hills College
Agriculture



AET 16 – CAD Applications for Land Management in Agriculture

- Autodesk® Civil 3D®
 - as it relates to agriculture land management applications
- Hands-on Exercises
 - Point data
 - Create and analyze surfaces
 - Develop a site
 - Model roads, corridors, and pipe networks
 - Work with survey data
 - Import and export data

West Hills College
Agriculture



Course Objectives

- create, change and manage points
- create, edit, analyze and view surfaces
- create parcels and parcel tables
- create a site and edit alignments
- work with grading objects.
- import and work with survey data

West Hills College
Agriculture



AET 21 – Ag-Irrigation Management

- Principles of irrigation system management
 - for dealers, regulators and farmers
 - or those interested in those areas
- Topics
 - surface irrigation methods (furrow and border strip)
 - pressurized systems (micro and sprinklers)
 - Ehen and how much to irrigate
 - ET and crop coefficients
 - Irrigation efficiency and uniformity
 - Salinity effects
- Aligns with IA's Certified Irrigation Specialist Program (CAIS)

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Agriculture



Course Objectives

- soils moisture tension.
- calculate available water.
- determine crop ET
 - using crop Kc and reference ET data.
- beneficial uses of irrigation water.
- calculate leaching requirement

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Agriculture



AET 22 – Irrigation Evaluation and Design Principles

- On-farm irrigation system evaluation and management
 - drip, micro-spray, furrow, border strip, and sprinkler
- Topics
 - Irrigation efficiency and uniformity
 - land grading design and operation
 - on-farm irrigation system design
- Aligns with IA's Certified Irrigation Designer (CID Step 2)

West Hills College
Agriculture



Course Objectives

- irrigation system evaluation for drip/micro.
- distribution uniformity and application efficiency
- determine appropriate irrigation system type
- specify materials and components


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Agriculture



AET 23 – Advanced Irrigation Design

- Irrigation design
 - meet project needs
 - selecting most effective equipment
 - efficient and cost-effective designs
 - meet watering requirements for crop
- IA's CID Steps 2&3


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Agriculture



Course Objectives

- determine plant water use
- calculate friction loss
- calculate sprinkler spacing
- select proper sprinklers


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Agriculture



AET 24 – Drip and Micro Irrigation Design and Management

- Drip/micro irrigation design and management
 - emphasizing agricultural with some landscape
 - determining crop water requirements
 - filtration
 - pumping requirements
 - high efficiency design procedures
 - number of irrigation blocks
 - pressure regulation
 - uniformity
- IA's Agricultural Drip/Micro specialty exam
CID Step #4


West Hills College
Agriculture



Course Objectives

- design irrigation systems
- calculate system flow and friction losses
- determine allowable pressure differences
- determine proper pipe size, pressure regulation and filtration
- select proper emission devices


West Hills College
Agriculture



AET 50 – Technical Fundamentals of Agriculture

- Basic physical and chemical properties and relationships
 - needed for Ag and engineering industries
- Topics will include
 - dimensional analysis
 - balancing chemical equations
 - using algebra to solve basic physical problems related to agriculture
- Foundation for career in technical ag


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Agriculture



Course Objectives

- solve dimensional analysis problems
 - conversions related to units, temperature, and density
- use the periodic table
- write, balance, and classify chemical equations
- calculate pH of acidic and basic solutions
- demonstrate basic measurement techniques
- use algebra in solving basic physics problems

West Hills College
Agriculture



AET 51 – GPS Grade Management

- Use of Three Dimensional Machine Control
- Intensive, field oriented, hands-on operation and implementation of
 - GPS positioning technologies for use in grade management.
- Topics include
 - set-up and use positioning systems to layout projects
 - set and check grade and create stakeout surfaces

West Hills College
Agriculture



Course Objectives

- set up base for jobsite grading
- localize jobsite
- verify grade
- create and stakeout surfaces



West Hills College
Agriculture



AET 52 – Three Dimensional Machine Control

- Use of Three Dimensional Machine Control
- Instruction includes
 - hands-on operation of
 - dozers and motor graders
 - equipped with three-dimensional machine control
 - equipment set-up and calibration
 - GPS theory, grade verification and troubleshooting

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Agriculture



Course Objectives


- calibrate dozer machine control box
- operate 3DMC
- set up job site for 3DMC
- troubleshoot common jobsite problems



West Hills College
Agriculture

Precision Agriculture


- Integration of GPS and GIS
 - To solve production and environmental issues
 - While maintaining a profit
- Traditionally taught at MS/PhD level
- Only program west of Mississippi at community college



WHCCD Office of Institutional Effectiveness

Precision Agriculture

- Associate of Science Degree
 - Agricultural Science & Technology
- Certificate
 - Precision Agriculture
- Learning opportunities for
 - Transfer
 - Employment
- Students commonly transfer to
 - Agricultural Systems Management
 - Crop/Plant Science
 - Agribusiness

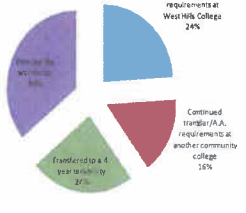


WHCCD Office of Institutional Effectiveness

Precision Agriculture (02-08)

- 36% of students have entered workforce
 - 32% > \$41,000/year
- 24% have already transferred to a 4 year university
 - all maintaining academic eligibility;

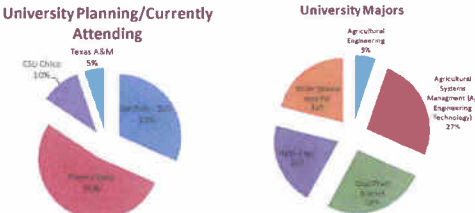
After Completing the PA Program



Outcome	Percentage
Transferred to 4 year university	24%
Continued transfer/AA requirements at West Hills College	24%
Continued transfer/AA requirements at another community college	16%
Transferred to a 4 year university	21%
Entered workforce	36%

WHCCD Office of Institutional Effectiveness

Precision Agriculture (02-08)



University Planning/Currently Attending

Category	Percentage
CSU Online	10%
Texas A&M	5%
Other	23%
Private	28%

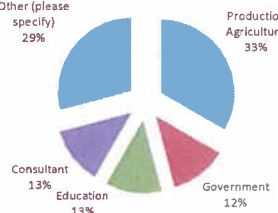
University Majors

Major	Percentage
Agricultural Engineering	9%
Agricultural Systems Management (Ag Engineering Technology)	27%
Other	64%

WHCCD Office of Institutional Effectiveness

Precision Agriculture (02-08)

Current/Intended Job Category



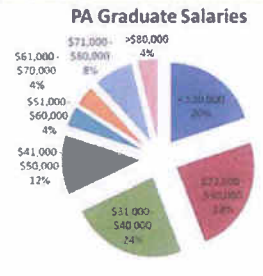
Job Category	Percentage
Production Agriculture	33%
Other (please specify)	29%
Government	12%
Education	13%
Consultant	13%

WHCCD Office of Institutional Effectiveness

Precision Agriculture (02-08)

- >\$31,000 = 56%
- >\$41,000 = 32%
- >\$61,000 = 16%
- >\$80,000 = 4%

PA Graduate Salaries



Salary Range	Percentage
>\$80,000	4%
\$71,000 - \$80,000	8%
\$61,000 - \$70,000	4%
\$51,000 - \$60,000	4%
\$41,000 - \$50,000	12%
\$31,000 - \$40,000	24%
<\$30,000	20%

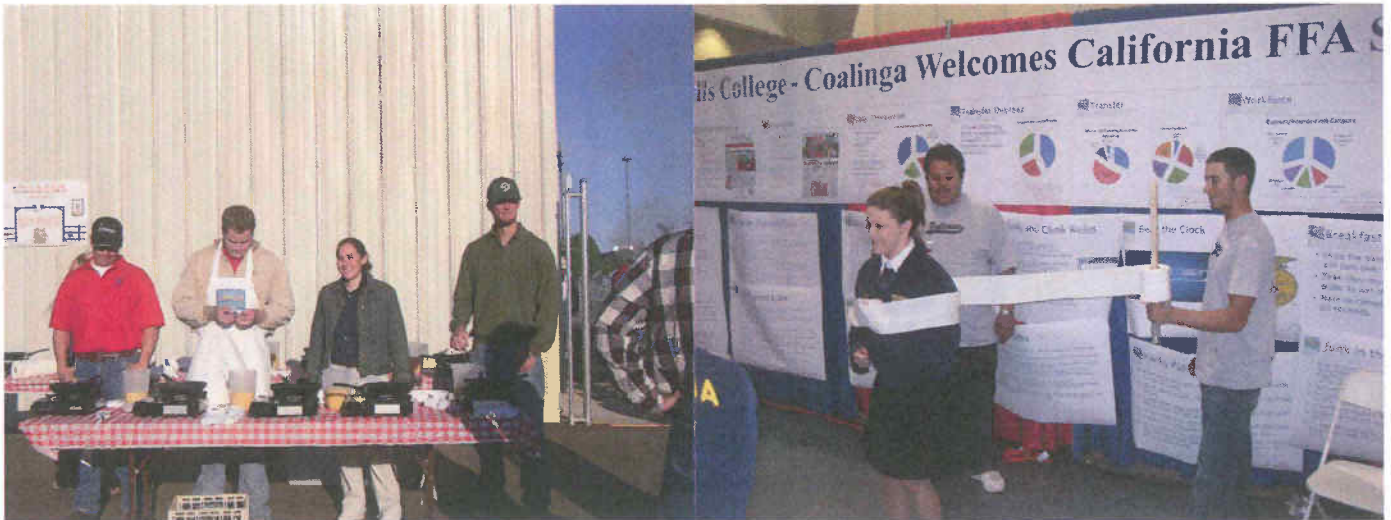
WHCCD Office of Institutional Effectiveness

Ag Ambassadors



Overview

The Agriculture Ambassadors is an organization made up of students whose purpose is to act as a public relations branch of the Farm of the Future Agriculture Program at West Hills College Coalinga. The Ag Ambassadors recruit throughout the state of California, from the California/Oregon border to the California/Mexican border and everywhere in between.



When recruiting at high schools three goals drive the endeavors of the group by:

- First and foremost, encouraging high school students to pursue higher education and attend college;
- Promoting agriculture and encouraging students to pursue a career in the field of Agriculture;
- Finally, if they are going to attend college in the field of Agriculture then why not attend West Hills College?



The Ag Ambassadors offer two options when recruiting at high schools:

- Short Presentation: 15-20 minute classroom discussion informing students about the benefits of college, a career in agriculture and WHCC's available programs.
- Class Takeover: 10-15 minute classroom discussion informing students about the benefits of college, a career in agriculture and WHCC's available programs followed by a hands-on lab exercise utilizing some of the technology that we use in our everyday class work.



“Once you go here, you can go anywhere”



Welding Technology

Four courses to help you become job-ready

Start Dates & Times

WT 70 - TBD

WT 71 - TBD

WT 72 - TBD

WT 73 - TBD

Monday - Friday

8 a.m. to 5 p.m.

Farm of the Future

518 W. Gale Avenue.

Coalinga CA 93210



These four courses teach basic through advanced welding to help you get American Welding Society (AWS) Certified and find a job in the industrial, welding or agricultural industries. Some of the things you'll learn:

- Introduction to Welding and Safety
- Oxyfuel, Plasma Art, and Air Carbon Cutting and Gouging
- Metal Preparation and Weld Quality
- Shielded Metal Arc Welding (SMAW)
- Beads and Fillet Welds and Joint Fit-up and Alignment
- Advanced Shielded Metal Arc Welding
- V-Groove and Open Root V-Groove Welds
- Metallurgy and Common Weld Symbols
- Welding Detail Drawings
- Pre-Heating and Post-Heating of Materials

For more information contact:

**Farm of the Future at (559) 934-2700 or
e-mail: farm@whccd.edu**



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westhillscollge.com
300 Cherry Lane, Coalinga, CA 93210

Industrial Maintenance Technology

Four courses to help you become job-ready

Start Dates & Times

IMT 60 - TBD

IMT 61 - TBD

IMT 62 - TBD

IMT 70 - TBD

Monday - Friday
8 a.m. to 5 p.m.

Farm of the Future

518 W. Gale Avenue.
Coalinga CA 93210



These four courses teach basic skills and advanced training to help you get a job in the industrial, welding or agricultural industries. Here are just some of the things you'll learn:

- Construction Mechanics
- Hand and Power Tools
- Construction Drawings
- Fasteners and Anchors,
- Oxyfuel Cutting
- Valves, Pumps and Drivers
- Piping Systems
- Belt and Chain Drives
- Hydrostatic and Pneumatic Testing
- Bearings and Couplings
- Steam Systems

For more information contact:

**Farm of the Future at (559) 934-2700 or
e-mail: farm@whccd.edu**



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300 Cherry Lane, Coalinga, CA 93210

BECOME A PEST CONTROL ADVISER. FIND A JOB.

What Does a PCA Do?

Pest Control Advisers (PCAs) are licensed professional production consultants who serve California agriculture producers. PCAs specialize in pest management, but they are also an important resource in a wide range of production concerns related to plant health.

A PCA is licensed by the State of California to engage in the following activities:

- Provide pest management recommendations, which must be in writing.
- Hold self as an authority on any agricultural use.
- Solicit sales of products or services for agricultural use.

PCA specialties are diverse and may help maintain highway vegetation; solve weed congestion in public waterways; assist in pest-free greenhouses, golf courses, turf and landscape; or ensure the growth of healthy, abundant food, fiber and ornamentals from over 9.9 million acres of California farm and public lands.

Licensed pest control advisers provide written recommendations that must address 13 specific areas, including worker safety, environmental impact and a detailed plan for the use of pest management materials. (Source: <http://capca.com/definition>)



What are the Education Requirements for a PCA?

WHCC prepares students for the California Department of Pesticide Regulations (CDPR) Agricultural Pest Control Adviser (PCA) exam. Forty-three units of coursework are offered to fulfill the Option 3 education requirement to take the PCA exam. Whether you are a first time student looking for a career or you are looking to change your career, these courses can help you towards a high paying, high growth job. Courses are college transferrable and align with California's C-ID, which means they are transferrable to colleges throughout the state.

Courses include:

- Weeds and Poisonous Plants (Crop Health)
- Fertilizers and Soil Amendments (Crop Health)

- Entomology (Pest Management Systems and Methods)
- California Pest Control Laws and Regulations (Pest Management Systems and Methods)
- Integrated Pest Management (Pest Management Systems and Methods)
- Support courses: Irrigation, Soils, Precision Agriculture, Plant Science

Successfully complete the coursework and 24 months of applicable work experience and you'll be eligible to take the state test to become a licensed PCA, which is the path to a good job. Fourteen different courses are offered in Crop Health, Pest Management Systems and Methods, Production Systems, and Physical and Biological Sciences. Job opportunities in this field exist now and are growing. You'll take classes at WHCC's new Farm of the Future.

For more information please contact Clint Cowden, Ag Science Tech at 559-816-9465



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The Graying of America Means Job Growth in This Field

The graying of America is on a collision course with the feeding of America. "One of the key elements in California's ability to feed millions is the state's 4,100 licensed Pest Control Advisers."¹ There is a severe shortage of qualified employees. Terry Stark of the California Association of Pest Control Advisers said a survey revealed that **only 17% of today's PCAs are 44 or younger while 35% are 45 to 55 and almost 40% of its members are over 55.** "The opportunities for crop protection professionals over the next five to 10 years are endless," said Steve Alexander of Helena Chemical Company in Fresno, CA.²

Our West Hills College Facilities

The Farm of the Future operates a 230 acre diversified farm on which more than \$600,000 has been invested in irrigation technology and management equipment. In addition, students will have access to a Precision Agriculture



inventory exceeding \$300,000 of computers, software, and field data loggers, which will have supporting use in this program.

New \$10 million Farm facilities were completed in the fall of 2012, including a farm shop with equipment and computer laboratories. During the previous eight years, West Hills Community College District has invested more than \$3.1 million in resources for the Farm of the Future. Local donations and federal and state grants have generated an additional \$4.7 million, for a total investment approaching \$18 million.



Farm of the Future

Located in Coalinga, CA, West Hills College is ideally located in California's Central Valley. California is the largest producer of goods of all the states and the largest agricultural state in America. Our students study and learn in the center of agriculture. Nine of the nation's top 10 agriculturally productive counties are in California, and six are located in the Central Valley. Learning in an area which produces twenty-five percent of the nation's food allows students to learn real-world skills applicable in today's job market. Being centrally located allows students opportunities for field trips and internships with some of the largest growers in the nation.

Your Future Begins Here Today

- Acquire units to meet the education requirement for the CDPR's Agricultural Pest Control Advisers license
- Learn skills for employment as a crop consultant
- Learn information needed to pass the PCA exam
- Gain relevant work experience to prepare for a career as a PCA
- Prepare for university transfer

Employment Opportunities

- Agricultural chemical sales
- Self-employed agricultural consultant
- Agricultural consulting firms
- Large-scale farm manager
- Agricultural researcher
- Agricultural chemical equipment sales
- Chemical applicator

1. <http://westernfarmpress.com/pest-control-adviser-workforce-aging-dwindling>
2. <http://westernfarmpress.com/management/california-pathway-pca-program-looking-lot-good-men-women-0>

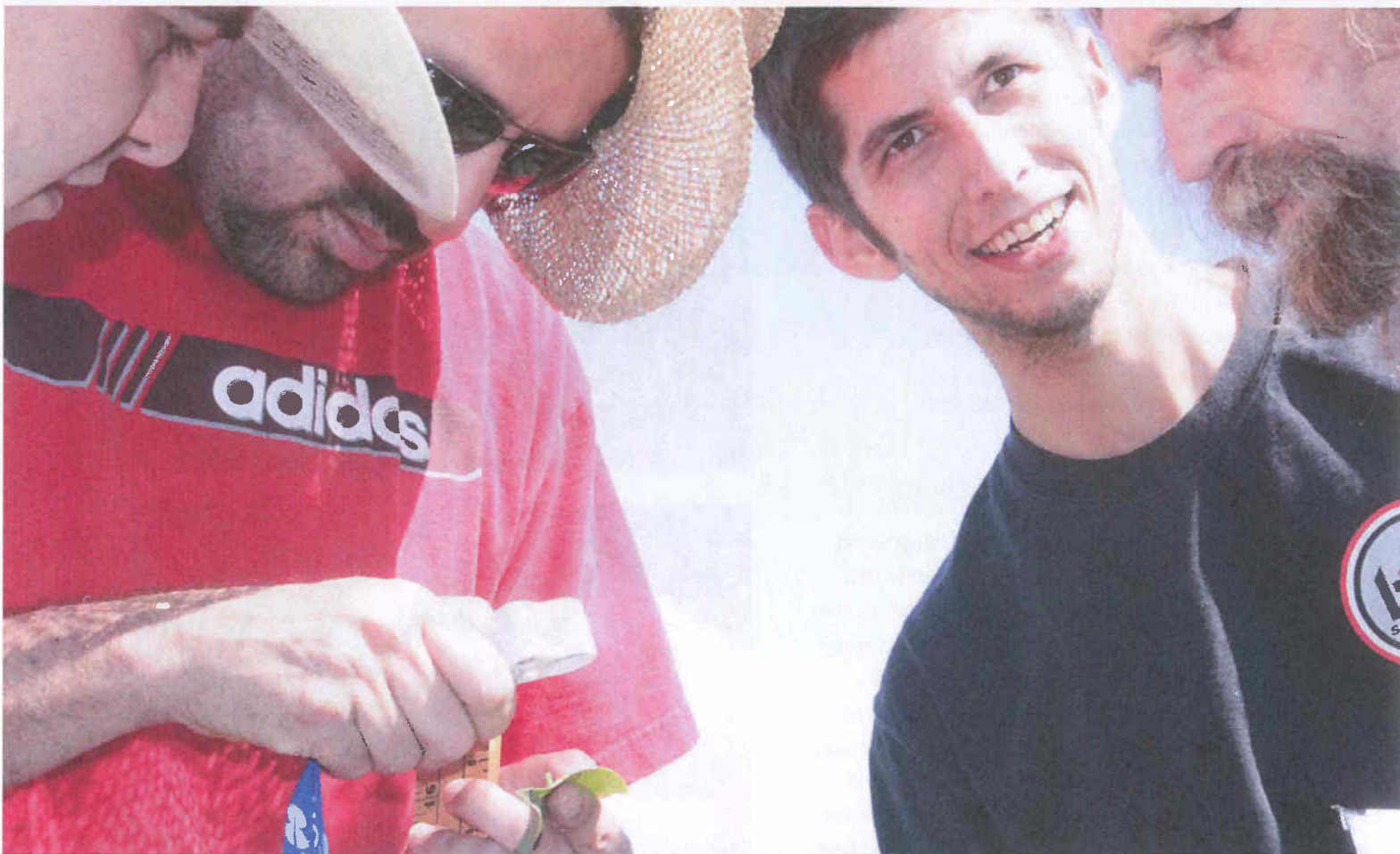


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PEST CONTROL ADVISER



Gain the knowledge and skills necessary to work in this rewarding field in Agriculture. West Hills College Coalinga offers a program that provides:

- Immediate access to training and education
- Short-term courses to qualify you to take the State Exam
- Real-world and hands-on learning experience

What Are the Education Requirements for a PCA?

WHCC prepares students for the California Department of Pesticide Regulations (CDPR) Agricultural Pest Control Adviser (PCA) exam. Forty-two units of coursework are offered to fulfill the Option 3 education requirement to take the PCA exam. Whether you are a first time student looking for a career or you are looking to change your career, these courses can help you towards a high paying, high growth job. Courses are college transferrable and align with California's C-ID, which means they are transferrable to colleges throughout the state.

What Does a PCA Do?

Pest Control Advisers (PCAs) are licensed professional production consultants who serve California agriculture and horticulture producers. PCAs specialize in pest management, but they are also an important resource to producers in a wide range of production concerns related to plant health.

A PCA is licensed by the State of California to provide written recommendations and a detailed plan for the use of pest management materials. A PCA is a recognized authority on any agricultural use.

PEST CONTROL ADVISER

Why West Hills College Coalinga?

West Hills College Coalinga offers courses which meet the education requirement for the Agricultural Pest Control Adviser (PCA) license through the California Department of Pesticide Regulation (CDPR). Successfully complete the coursework and 24 months of applicable work experience and you'll be eligible to take the state test to become a licensed PCA, which is the path to a good job.

- Fourteen different courses are offered in:
 - Crop Health
 - Pest Management Systems and Methods
 - Production Systems
 - Physical and Biological Sciences

Job opportunities in this field exist now and are growing. You'll take classes at WHCC's state-of-the-art Farm of the Future. Nine of the nation's top 10 agriculturally productive counties are in California, and six are located in the Central Valley. Learning in an area which produces twenty-five percent of the nation's food allows students to learn real-world skills applicable in today's job market. Being centrally located allows students opportunities for field trips and internships with some of the largest growers in the nation. Our Farm of the Future operates a 213-acre diversified farm on which millions of dollars have been invested to provide students with an authentic learning experience.

Your Future Begins Here Today

- Acquire units to meet the education requirement for the CDPR's Agricultural Pest Control Advisers license
- Learn skills for employment as a crop consultant
- Learn information needed to pass the PCA exam
- Gain relevant work experience to prepare for a career as a PCA
- Prepare for university transfer



Farm of the Future

West Hills Community College District
9900 Cody St., Coalinga CA 93210
David Castillo, Interim Director
(559) 000-0000
www.westhillscollge.com

WELDING TECHNOLOGY



Become certified and job-ready in this growing field. Develop hands-on skill in a series of short-term compressed courses. West Hills College Coalinga offers a compressed program that teaches you:

- Immediate access to training and education to become certified in welding
- Short-term courses to qualify you to learn rapidly and go to work sooner
- Real-world and hands-on learning experience

What Does a Welding Tech Do?

Welding Techs have knowledge, understanding and hands-on skills to perform all facets of welding and are in demand in the industrial, welding or agricultural industries. It all starts at WHCC by learning welding basics:

- Oxy-Acetylene
- Torch Cutting
- SMAW
- SMAW Certification
- Brazing
- MIG
- TIG
- Plasma Cutting

A certified welder has prepared for certification through the study of the welding procedures and standards established by the American Welding Society (AWS). The training begins with core skills and an introduction to welding and moves on to:

- Shielded Metal Arc Welding (SMAW) and basic instruction in beads, joint fit-up and alignment
- Advanced SMAW including groove welds, backing, v-groove and open root v-groove welds
- Metallurgy and weld symbols and reading welding detail drawings
- Gas Metal Arc Welding (GMAW)
- Flux Cored Arc Welding (FCAW)
- Welding Plates and Pipes
- And much more

WELDING TECHNOLOGY

What Are the Educational Requirements for Certification?

WHCC prepares students for the job market by providing basic skills training, followed by Beginning and a number of Advanced courses at which students get hands-on experience at our state of the art Farm of the Future facility in Coalinga, CA. You'll prepare for certification and be on the road to an exciting career with many job opportunities both regionally and elsewhere.

Whether you are a first time student looking for a career or you are looking to change your career, these courses can help you towards a high paying, high growth job. Financial Aid is available for those who qualify.

Courses are college transferrable and align with California's C-ID, which means they are transferrable to colleges throughout the state.

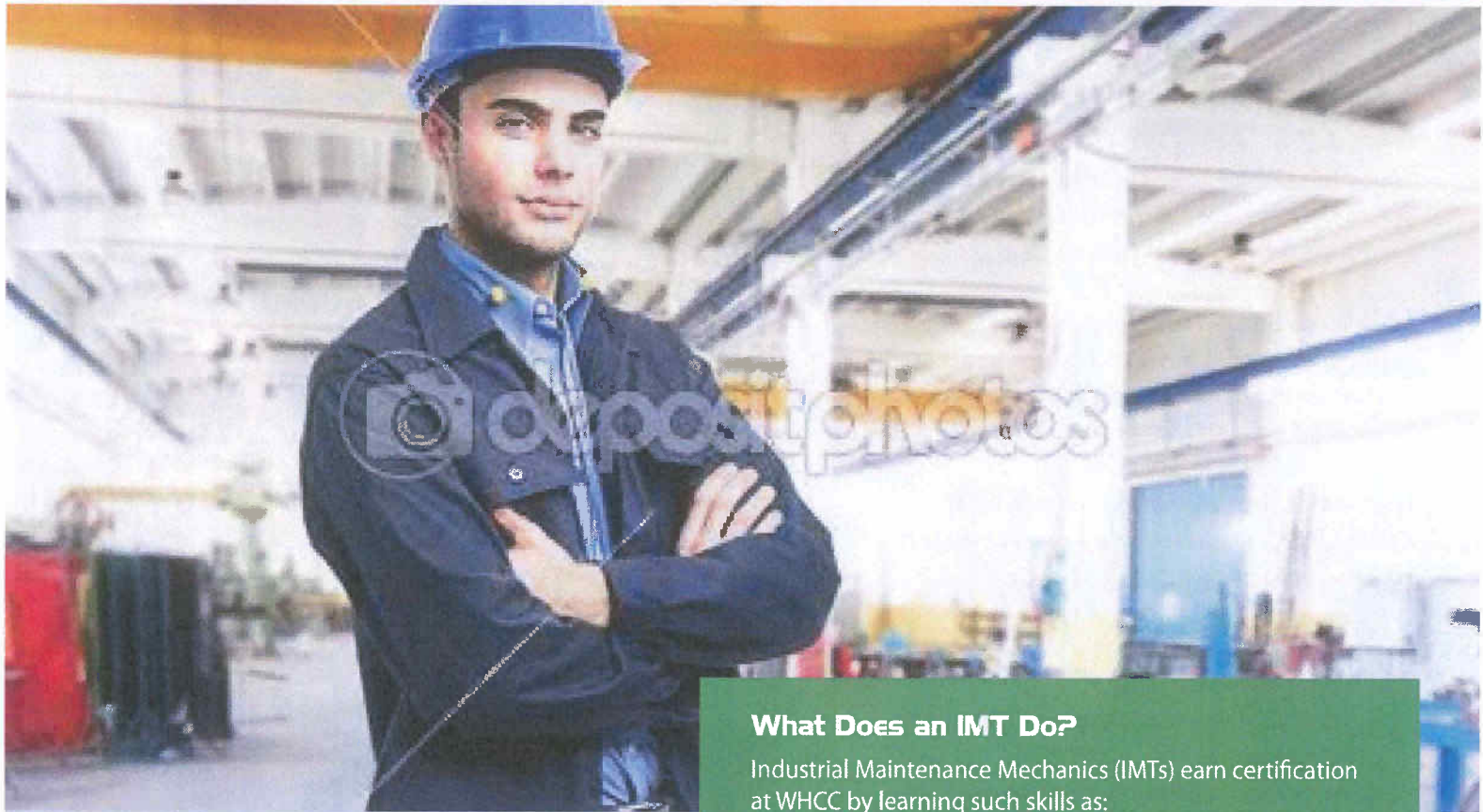
Your Future Begins Here Today

- Acquire the necessary skills to go to work upon completion
- Gain relevant work experience to prepare for a career as a Certified Welder



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9900 Cody St., Coalinga CA 93210
David Castillo, Interim Director
(559) 000-0000
www.westhillscollge.com

INDUSTRIAL MAINTENANCE TECHNOLOGY



Become job-ready in this growing field. Develop hands-on skill in a series of short-term compressed courses. West Hills College Coalinga offers a compressed program that teaches you:

- Immediate access to training and education
- Short-term courses to qualify you to learn and go to work
- Real-world and hands-on learning experience

What Does an IMT Do?

Industrial Maintenance Mechanics (IMTs) earn certification at WHCC by learning such skills as:

- Electrical Control Systems
- Wiring
- Hydraulics
- Pneumatics
- Power Tools
- Hand Tools
- Safety Skills

An IMT knows construction mathematics, understands construction drawings, and can install, repair or maintain such systems as:

- pumps and drivers, valve
- piping systems including copper, plastic and ferrous metal
- pressure steam systems
- distillation towers and vessels
- heaters, furnaces and heat exchangers
- cooling towers bearings and couplings
- belt and chain drives
- mechanical seals
- and much more

INDUSTRIAL MAINTENANCE TECHNOLOGY

What Are the Educational Requirements for Certification?

WHCC prepares students for the job market by providing basic skills training, followed by Levels I, II and III in which students get hands-on experience at our state of the art Farm of the Future facility in Coalinga, CA.

Whether you are a first time student looking for a career or you are looking to change your career, these courses can help you towards a high paying, high growth job. Financial Aid is available for those who qualify.

Courses are college transferrable and align with California's C-ID, which means they are transferrable to colleges throughout the state

Your Future Begins Here Today

- Acquire the necessary skills to go to work upon completion
- Gain relevant work experience to prepare for a career as an IMT



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California

FARMER

The medfly is back in California see Page 18

Pursuing water, energy efficiency see Page 32

Champion Challenge victors see Page 42

Farm of the Future

By DOUG DRUMMOND

CALIFORNIA'S Central Valley is an unusual place. On one hand, it's one of the world's most productive agricultural areas, where the ancient art of farming is practiced on an industrial scale. But it's also virtually next door to Silicon Valley, where many of the world's most advanced technologies are created and developed.

And right at the crossroad, where civilization's ancient art meets its newest, is the West Hills Community College campus in Coalinga.

WHCC was selected by the MetLife Foundation in 2002 as the nation's small-community college that best meets the needs of diverse students. It was also selected as a model of civic engagement by Campus Compact, a national coalition of college and university presidents. This recognition is indicative of the progressive approach used by its staff.



TECH LEARNER: Lindsey Lene is a Western Hills Community College student who is being tutored in precision agriculture.

Key Points

- WHCC Farm of the Future is an innovative program.
- Farm of the Future is about teaching precision agriculture.
- WHCC and Topcon support private-public relationships.

Key to WHCC's success is relationships with private businesses. These relationships have led to innovative applications of advanced technologies. The West Hills Farm of the Future is a case in point.

About precision ag

"Farm of the Future is about precision agriculture," explains WHCC ag science and technology instructor Clint Cowden, who heads the program.

"If you think about it, agriculture is really a manufacturing industry like any other," he says. "Our inputs are seed, fertilizer, soil chemistry, and we need to maximize the effectiveness of each to achieve a profitable output. Precision agriculture and Farm of the Future are based on using advanced technologies to optimize this process.

"Progressive farmers have always kept records of inputs and crop yields," Cowden continues, "but until recently it hasn't been practical to gather and apply that data to anything much smaller than a field, which might be several hundred acres."

According to Cowden, precision agriculture links an advanced geographic information system, or GIS, based on data from GPS satellites with sophisticated software to optimize



CORPORATE TEACHER: Topcon president and CEO Ray O'Connor is teacher and chief to Farm of the Future students Heriberto Gonzalez and Mercedes Bulelo.

the inputs for every square foot under cultivation.

"Actually, it is similar to the way the construction industry uses GIS and computer controls for precision earthmoving and other operations," Cowden says. "Farm of the Future is an outgrowth of a partnership between West Hills and Topcon Positioning Systems, a GPS/GIS leader in Livermore."

WHCC also offers diesel mechanics and construction equipment training, and that's where the Topcon relationship began.

Topcon's John Dice worked with WHCC to equip the school's Caterpillar D4C bulldozer with an advanced automation system the company donated. Dice also presented training

classes with the new equipment. Through these classes, Dice met Larry Rathbun, dean of the Farm of the Future program, and eventually was introduced to Cowden.

A partnership

Cowden encouraged his ag students to sit in on the construction classes and then attend an ag field day at Topcon. This included a plant tour and training class on the use of Topcon systems in equipment including an Agco Rogator sprayer, Case IH Apache sprayer, Sprayer Specialties pull-behind sprayer and Red Ball pull-behind sprayer. WHCC student Daniel Martin's father also brought a track-type tractor to the event to demonstrate automated

steering for the attendees.

Topcon president and chief executive officer Ray O'Connor is a strong supporter of this private-public relationship.

"This is absolutely win-win," O'Connor says. "From a purely business point of view, our relationship with WHCC gives us access to a large, diversified facility where our equipment can be tested under totally realistic conditions. We do cooperative training events for our own people at the college, and take full advantage of the classroom programs and staff expertise they offer."

Drummond is a Northport, Mich., writer.

■ Read more about this partnership on Page 6.

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CLASS IS ALL HERE: West Hills Community College students enrolled in the Farm of the Future program are ready for high-tech education.

Satellite school

By **DOUG DRUMMOND**

A PARTNERSHIP between West Hills Community College in Coalinga and Topcon Positioning Systems in Livermore is teaching students about precision agriculture through the Farm of the Future program.

"In today's world you either have to get on the technology bandwagon or be left behind," says Ray O'Conner, Topcon president and chief executive officer. "That's true in the construction industry, and it's just as true in the agricultural industry. We are proud to be part of both WHCC's Farm of the Future program and their precision construction positioning technology program."

"WHCC students enter the job market with skills and experience gained using the very latest technologies. That makes them more valuable individually and helps improve the industry's overall productivity, which benefits everyone who eats in the long run," adds WHCC Chancellor Frank Gornick.

According to Topcon's John Dice, construction and precision ag applications of this technology have a lot in common. "Here in the Central Valley, for example, much of the irrigation is done by flooding the fields," he says. That means they have to be level to minimize the amount of water required, and also to make sure the water is distributed evenly over the whole area.

"In the past that was done with conventional surveying techniques, and more recently this is with laser equipment," Dice explains. Now, a bulldozer or grader equipped with a geographic information system that uses GPS data is interfaced with the machine's hy-

Key Points

- Cooperation between WHCC and Topcon enriches students and benefits ag.
- Topcon collects data from both U.S. GPS and Russian GLONASS satellites.
- Farm of the Future uses an X-20 controller, technology out of Australia.

draulic controls, allowing it to achieve precision measured in millimeters over hundreds of acres.

"It's faster, it's much less expensive, and it's a lot more accurate," Dice says.

Topcon has a joint venture with hydraulic system manufacturer Sauer-Danfoss to produce integrated solutions

for construction equipment based on this technology. The GPS/GIS method is ideal for this application because it can collect data from both the U.S. GPS satellites and the Russian GLONASS satellites, something most systems can't do. Topcon has adapted this technology for use on agricultural equipment.

Driven by data

"The principle is the same, but the details are a little different in agricultural applications," says Larry Rathbun, dean of the Farm of the Future program. "Here, we are interested in optimizing the inputs down to the square-foot level. So instead of moving the blade of a bulldozer up and down, we are varying the

amount of a specific nutrient being applied to the soil at a specific location in the field — a little more here, a little less there depending on soil conditions. It's all data-driven and controlled by the on-board computer in the tractor's cab."

Topcon has donated a Zynx X-20 controller to WHCC for use in the Farm of the Future program. This is a rugged, Windows-based computer produced by Kee Technologies of Australia, which was recently acquired by Topcon.

How the X-20 works

The X-20 integrates location information generated by a Topcon GPS, with an internal GIS database to accurately track the position of the tractor/sprayer in the field. It also calculates the most efficient path for the equipment to take through the field and displays steering information for the operator to follow. In addition, the X-20 is able to control an automated steering system on tractors equipped with that technology.

As the equipment moves through the field, the X-20 automatically controls application of fertilizer and other nutrients to the soil based on information contained in the database. This process optimizes application while using the absolute minimum amounts needed.

"Precision agriculture technology can reduce input costs by as much as 15% while simultaneously improving crop yields," says Clint Cowden, WHCC agricultural science and technology instructor. It's a little odd to think that all of this is made possible by satellites hundreds of miles overhead, but that's exactly how it works."

Drummond is a Northport, Mich., writer.



LEARN BY DOING: Students Garrett Spurgeon, Joe Todd, Simond Aranda and Zach Thomas receive instruction from Farm of the Future program head Clint Cowden.

WEST HILLS COLLEGE COALINGA

FARM OF THE FUTURE

“Helping to change our technical, economic, social, and cultural environment”

Precision Agriculture Center

Learn to use global positioning satellite systems (GPS) to manage crop operations. Use geographic information system (GIS) software to create interwoven maps of your crop, orchard, vineyard, soil, and water. Improve crop productivity. Learn GPS equipment operation and maintenance. Farm today as the industry will in the future.



Heavy Equipment Operation



Learn operation of tractors, backhoes, earthmovers, motor graders and other construction equipment. Use approved equipment maintenance for your safety and long life of machinery. Learn surveying, soil compaction requirements, welding, first aid and

participate in the class construction project.

Allen Farm

- ◆ 215 acres of agricultural student enterprise projects for hands-on experience
- ◆ Almonds
- ◆ Row and field crops, livestock and horse facilities and wildlife habitat
- ◆ Irrigation and drainage instruction
- ◆ Demonstrations for students and growers



For further
information contact
Farm of the Future
559-934-2700

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COMMUNITY
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www.westhillscollge.com

FARM OF THE FUTURE



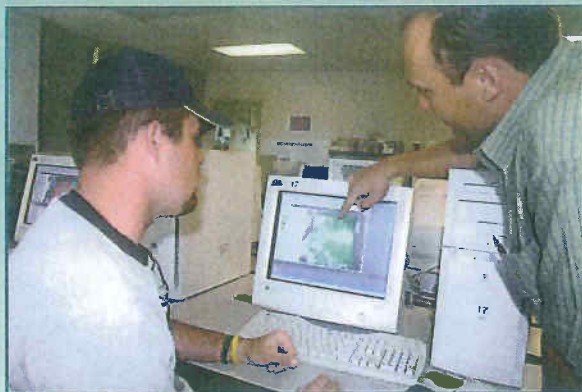
West Hills College is located in Coalinga, California. We are the only college west of the Mississippi to offer a full-fledged Precision Agriculture Program.



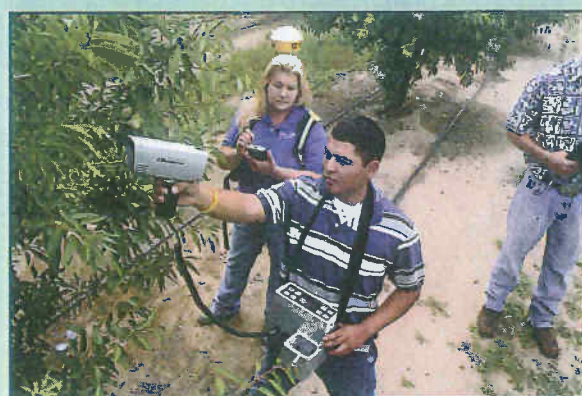
At West Hills College we believe in student operated farming. All students are eligible to manage their own enterprise projects.



850 acres and \$4 million worth of equipment and technology are available for your learning by doing experiences.



Precision Ag is information intensive management of farming to promote higher yields, lower production costs and enhance the environment.



Being part of a farming community, students are presented with opportunities to be involved with real-world aspects of farming.



Come to West Hills College and become a part of The Farm of the Future - YOUR FUTURE!

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CSU, Fresno
Cantu Farming
Clark Brothers Farming
Western Farm Service
Beeline
Trimble
John Deere

Cal Poly, San Luis Obispo
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Pucheu Brothers Ranch
Stone Land and Cattle
Woolf Farming Company

McKean Farms
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Precision Agri-Lab
Britz Fertilizers
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Global Organics
Topcon
NTECH Industries, Inc.
Ag Management Solutions
HELENA Chemical

www.westhillscolllege.com

Know anyone who wants to be a PCA?

West Hills College Coalinga is offering courses which meet the education requirement for California Department of Pesticide Regulation's Agriculture Pest Control Adviser's (PCA) license.



Course		Units
Crop Health (9 Units)		
AET 21	Ag-Irrigation Management	3
AET 22	Irrigation Evaluation and Design Principles	3
AET 23	Advanced Irrigation Design	3
CRPSCI 32	Weeds and Poisonous Plants	3
CRPSCI 36	Fertilizers and Soil Amendments	3
Total Crop Health		15
Pest Management Systems and Methods (6 Units)		
CRPSCI 44	Economic Entomology	3
CRPSCI 46	Integrated Pest Management	3
CRPSCI 45	California Pest Control Laws and Regulations	2
Total Pest Mgmt Systems and Methods		8
Production Systems (6 Units)		
CRPSCI 6	Introduction to Precision Agriculture	3
CRPSCI 7	Advanced Precision Agriculture	3
Total Production Systems		6
Physical and Biological Sciences (12 Units)		
CRPSCI 19	California Water	3
CRPSCI 1	Introduction to Plant Science	3
SLSCI 21	Soils	4
BIO 10/CHEM 2A	Fundamentals of Biology/Introductory Chemistry	3
Total Physical and Biological Science		13
TOTAL UNITS		42

West Hills College Pest Control Adviser Curriculum Aligned with CDPR Requirements

www.westhillscollge.com

9800 Cody St, Coalinga, CA 93210 ✉ joycowden@whccd.edu ✆ (559) 934-2708

PCA Course Descriptions

CRPSCI 32 is the study of the classification, identification, and life cycle of common and poisonous weeds in California production areas and grasslands and their effects on animals and humans including management practices such as prevention, mechanical, biological, and chemical methods. Weeds establishment and chemical resistance will also be discussed. Laboratory required. (C-ID AG-PS 132L)

CRPSCI 36 is the study of the composition, value, selection, and use of fertilizer materials and soil amendments within the context of soil, plant, and fertilizer relationships. Application practices currently being used in California will be discussed. Laboratory required. (C-ID AG-PS 136L)

CRPSCI 44 is the study of the insects and mites of economic importance to agriculture including morphology, taxonomy, identification, life cycles, hosts, habitat relationships, and control methods. Collection and labeling of specimens will be required. Laboratory required. (C-ID AG-PS 144L)

CRPSCI 45 covers the laws and regulations concerning pest control in California. This course is intended to cover the material needed to pass the laws and regulations section for the California Department of Pesticide Regulations Pest Control Adviser examination.

CRPSCI 46 studies the origin, history, and management measures for insect, plant pathogen, weed, and other pests of field crops, pest biology and life cycles are studied to demonstrate the use of various Integrated Pest Management (IPM) technologies for economic crop production. Pesticide regulations, application, formulations, and materials for specific uses are covered. Laboratory required. (C-ID AG-PS 156L)

FARM OF THE FUTURE STRATEGIC PLAN 2012-2017

Agriculture and
Industrial Science
(AIS)
DEPARTMENT



WEST HILLS COLLEGE
COALINGA

Mission

West Hills College Coalinga is committed to achieving student learning through the provision of educational, cultural, and economic development opportunities to our current and future students and the local and global communities that we serve.

Vision

West Hills College Coalinga strives to become a premiere interactive learner-centered community college recognized for its contribution to educational, social, cultural, and economic vitality.



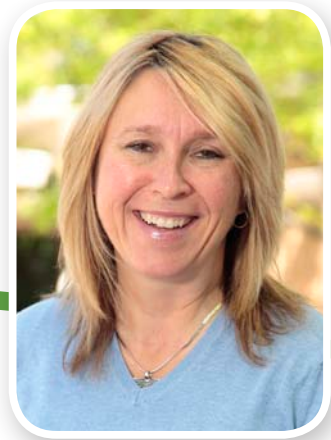
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**WEST HILLS COLLEGE
COALINGA**

LETTER FROM THE PRESIDENT



For over eighty years, West Hills College Coalinga has improved the lives of the people of the San Joaquin Valley. We have earned a reputation for leading innovation in instructional practice and our dedication to educational excellence is well documented. Commitment to our mission and vision has allowed us to confidently express our motto, “Once you go here, you can go anywhere”.

This dynamic new plan will guide our efforts and chart our course for the next five years. These are exciting times for the college as we sharpen our vision and commit all of our resources to the delivery of life-changing learning opportunities and expanding partnerships that will improve the economic health of our region. The 2012-2017 Strategic Plan reflects our goal to be a “labor-market-responsive college.” We are charting a course anchored by strengthened partnerships with business and industry, bringing a renewed sense of entrepreneurship to the development of new programs designed for the business community and the student.

In order to sustain and grow the Valley economic base, we have to educate more students. Our faculty, administration and staff understand the importance of having agriculture and ag-related jobs in our community. This plan will help us help our students as they seek to gain the skills and knowledge needed to secure a high demand job—one with a career path that has a capacity for creating wealth for themselves and our community.

Kindest Regards,

Carole Goldsmith, Ed.D.
President
West Hills College Coalinga

For more information about Farm of the Future, contact:

FRANK GORNICK, Ph.D.
CHANCELLOR
WEST HILLS COMMUNITY COLLEGE DISTRICT
9900 CODY ST., COALINGA, CA 93210
559-934-2107 tel | 559-934-2811 fax | frankgornick@whccd.edu

RICHARD LARSON
DIRECTOR
AG AND INDUSTRIAL SCIENCE PROGRAMS, FARM OF THE FUTURE
WEST HILLS COLLEGE COALINGA
9800 CODY ST., COALINGA, CA 93210
559-934-2705 tel | 559-934-2856 fax | richardlarson@whccd.edu

CAROLE GOLDSMITH
PRESIDENT
WEST HILLS COLLEGE COALINGA
300 CHERRY LANE, COALINGA, CA 93210
559-934-2203 tel | 559-630-0806 cell | carolegoldsmith@whccd.edu

CLINT COWDEN
INSTRUCTOR
AG SCIENCE AND TECHNOLOGY
WEST HILLS COLLEGE COALINGA
9800 CODY ST., COALINGA, CA 93210
559-934-2705 tel | 559-934-2856 fax | clintcowden@whccd.edu

Agriculture and Industrial Science (AIS) DEPARTMENT

Vision

"The Agriculture and Industrial Science Programs at the Farm of the Future will be an international model, emphasizing education and technical training using sustainable practices and resource management. They will specialize in integrated food, fiber, energy and environmental systems-serving our communities, region, State and global partners."

Mission

"WHCC Agriculture and Industrial Science Programs at the Farm of the Future provide exemplary education and training for students utilizing regional strengths, emerging technologies and applied learning, empowering those we serve to be competitive in the global economy."



2005



Sale of the Old College
Farm Site

2009



Vince Mott CIMIS
Weather Station Donation

2010



Bob Viets and RCO Endowed
Scholarships Established



HISTORY OF THE FARM OF THE FUTURE STRATEGIC PLANNING PROCESS

In July 2000, the first Farm of the Future strategic planning workshop was held involving members of the WHCCD Board of Trustees, representatives from the agriculture industry, government, K-12, community leaders, university educators, and WHCCD faculty and staff. The purpose of the retreat was to crystallize initial thinking about the design and development of the Farm of the Future and related programs and services at West Hills College Coalinga.

In December 2000, West Hills College District Board of Trustees approved the initial strategic plan, creating the Farm of the Future, recognizing the changing technical, economic, social, and cultural environment that students and the agricultural industry relate to the local and global society.

The second strategic planning retreat, held in July 2002, reviewed progress on the strategic plan, and confirmed the positive progress made at the Farm of the Future with recommendations to continue work using the 2000 strategic plan as a guideline.

In October 2010, a third strategic planning retreat was held to review the existing plan in preparation to update it to reflect

the changing needs of our communities, industries that we serve, new industries in our region, and most importantly our students. The meeting involved community members, civic leaders, industry members, representatives from Cal Poly SLO and CSU Fresno, and staff and faculty from WHCC and WHCCD. The Eaton Cummings Group (ECG), the same consulting team that conducted the previous two workshops, facilitated the planning workshop, providing experience and history to the process.

The outcomes of the strategic planning retreat, follow up meetings with advisory groups, and input from faculty and staff have resulted in the 2012-2017 strategic plan. It includes revised vision, mission, and goals. Most importantly, the plan includes performance indicators with measurable outcomes to determine achievements.

The Farm of the Future is located on 230 acres in Coalinga and was donated in 2001 by the Allen family (special thanks to Mrs. Dorothy Allen). To date, the West Hills Community College District has invested more than \$25 million in on site infrastructure.

2011

New Ag/Industrial Science
Facilities Groundbreaking

2012

Classes Begin In New
Facilities at Farm of the Future

2013

Farm and Rodeo Arena
Dedication

COMPREHENSIVE EFFECTIVENESS MODEL

As a result of input from the strategic planning process three goals emerged that form the focus for the next next five years. The three goals incorporate measurable outcomes that will provide evidence in support of achieving the goals. The comprehensive effectiveness model provides a visual representation of how mission, goals and indicators are aligned and connected.



**STRATEGIC
GOAL
#1**

Utilize program review, other assessments, and employer engagement to ensure the vitality, viability, and sustainability of Agriculture and Industrial Science programs at the Farm of the Future.

Program review includes an assessment of enrollment, productivity, student success, and program relevance. The outcomes for program review also provide an opportunity to make recommendations for improvement and changes as a result of the data and information, internally and externally.

Performance Indicators

- Timely and useful program review completions
- Regular and effective employer engagement

Base Line Information for Goal 1

Agriculture and Industrial Science (AIS) Program Review Record

AIS Program	2010-2011	2011-2012	2012-2013
Agriculture Science and Technology	Completed and Approved		Pending Spring 2013
Heavy Equipment Operation			Pending Spring 2013
Industrial Maintenance Technology			Program Launch Spring 2013
Welding Technology			Program Launch Spring 2013
Pest Control Adviser			Program Launch Spring 2013

STRATEGIC GOAL #2

Expand programs in the Agriculture and Industrial Science fields.

Utilizing input from employers and advisory groups, and leveraging external resources, WHCC will explore and develop new program and course offerings that support the mission of the college and meet community and industry needs. New program considerations include, but are not limited to:

- Pest Control Adviser (PCA)
- Environmental Science
- Animal Science
- Alternative and Clean Energy
- Water Management
- Range Management
- Agri-business
- Industrial Electrical

Performance Indicators

- Number of new degree programs
- Number of new certificate programs



**STRATEGIC
GOAL
#3**

Increase internship opportunities and employment placement for Agriculture and Industrial Science students.



Utilizing industry partners, workforce development agencies, professional organizations, and advisory committee members, WHCC will develop relationships that lead to work experience, internships and employment of students.

Performance Indicators

- Number of internships developed
- Number of internship partners
- Number of internships completed
- Employment placement rates

COLLEGE COURSES CONNECT TO JOBS

Agriculture and Industrial Sciences

Welding Technology	Irrigation	Precision Agriculture	Heavy Equipment Operation	Pest Control Adviser (PCA)	Industrial Maintenance Technology
Educational and Professional Certifications					
<ul style="list-style-type: none"> • AWS D1.1 Structural Welding Code-Steel • MSSC Certification • NCCER Certification • ASME Sec. IX Boiler and Pressure Vessel • API 1104 Pipeline and Facilities 	<ul style="list-style-type: none"> • Irrigation Association's Certified Irrigation Designer (CID) • Irrigation Association's Certified Landscape Irrigation Auditor • Irrigation Association's Certified Agricultural Irrigation Specialist (CAIS) • Irrigation Association's Certified Golf Irrigation Auditor 	<ul style="list-style-type: none"> • Agriculture Science and Technology AS Degree (+ GE units) • Precision Agriculture Certificate (28 units) • Precision Agriculture Local Certificate (17 units) 	<ul style="list-style-type: none"> • Heavy Equipment Operation Certificate 	<ul style="list-style-type: none"> • California Department of Pesticide Regulation's Agricultural Pest Control Adviser (PCA) • California Department of Pesticide Regulation's Qualified Applicator License (QAL) • Certified Crop Adviser (CCA) 	<ul style="list-style-type: none"> • MSSC Certification • NCCER Certification
Employment Opportunities					
<ul style="list-style-type: none"> • Pipeline Welder • Structural Steel Welder • CWI (requires work experience and AWS exam) • Welder/Fabricator 	<ul style="list-style-type: none"> • Certified Irrigation Designer • Certified Landscape/Golf Course Auditor • Golf Course Superintendent • Ag Irrigation Consultant 	<ul style="list-style-type: none"> • GPS/GIS Technician • Crop Consultant • Dealer/Manufacturer Representative • Private Applicator 	<ul style="list-style-type: none"> • Heavy Equipment Operator • Construction Grade Checker • Field Mechanic • Equipment Construction Foreman 	<ul style="list-style-type: none"> • Chemical Dealer/Distributor • Private Agricultural Consultant • Corporate Farm Manager • Private Applicator 	<ul style="list-style-type: none"> • Industrial Plant Mechanic • Agricultural Plant Mechanic • Mobile Equipment Mechanic • Sanitation Maintenance Technician

Training and education designed for the real world is what you'll find at the Farm of the Future at West Hills College Coalinga. Our Agriculture and Industrial Science Department prepares students for jobs that exist. Here are some testimonials from former students who found good jobs in Agri-business.

"Attending the Precision Ag program at WHCC provided me with the guidance and knowledge to move on to a four year college. Working in the industry allowed me to get on track."

Mike Howard,
Pest Control Adviser,
Wilbur-Ellis, Chowchilla, CA

"The time I spent at West Hills College in the Precision Ag program has been very beneficial and the lessons learned there have been useful in my everyday life."

Kerri Birdwell,
Pacific Coast Field Support Technician,
Ag Leader Technology, Iowa

"Attending West Hills College gave me the motivation to move forward and better my education. At the end of the program, I went on to attend Fresno State. Before attending WHC, I worked for my family tire business and had it not been for the training at West Hills, I would probably still be there."

John Silvera,
Pest Control Adviser,
Wilbur-Ellis, Shafter, CA

"Being involved in the Precision Ag program has provided me with hands-on training and given me the experience I needed to work with the public. The knowledge I obtained at West Hills has also given me the communication skills to succeed in my line of work."

Mike Dow,
Sales Rep/Pest Control Adviser,
Helena Chemical Company, Hanford, CA

"The Precision Ag program provided me with the opportunity of learning new and different techniques for crop growing. In my profession now, I currently refer to the GIS Sector in my company, which allows me to pinpoint where the crops came from and weed out the good from the bad."

Brent McKinsey,
Ranch Manager,
Mission Ranches, King City, CA

HOW YOU CAN HELP

Providing training for those headed to careers in agriculture has been a mainstay of West Hills College Coalinga since agriculture classes were first taught at the college in the early 1950s. Along the way, industry partners have helped guide the program to serve students from throughout the nation and the world. Today, more than ever, the college needs the support of industry partners.



To maintain our proud history here in the Central Valley, we moved our rodeo grounds to the Farm of the Future. Our students can participate in a team sport that has long been part of the agricultural lifestyle and tradition.

How Can You Help?

Become an advisory committee member. Your vision of how we shape agricultural education for the future is critical.

Support for programs. California's six-year-long budget crisis means funding for education has been pushed back 10 years. If we are to continue to offer training in specialized curriculum, private sector support will be critical. A contribution would endow a chair that allows us to hire an expert instructor. We have identified the need for instructors to train pest control advisers and in the areas of animal science, alternative energy and welding technology.

Support for students. Endowments that establish annual scholarships or one that that would endow a scholarship in perpetuity are invited. We are in need of a travel budget for recruiting purposes.

Support for facilities. Our investment in new facilities has been focused on a new shop building, the rodeo arena, a second water well, an irrigation system, roads and other infrastructure improvements. Long-term plans call for on-site classrooms and an enclosed arena. Naming opportunities exist for each of these.

Support for equipment, tools and supplies. To offer a trained workforce ready to meet the needs of employers these donations are critical—whether as outright gifts or as long-term loans. Some examples include:

- The use of a tractor during your downtime will allow students to experience different equipment with varying guidance systems. Our use can be scheduled around your heavy usage periods.
- A one span linear irrigation system for use on our student project fields.

FRANCES SQUIRE
EXECUTIVE DIRECTOR
WEST HILLS COLLEGE FOUNDATION
9900 CODY ST., COALINGA, CA 93210
559-934-2134 tel | 559-934-2863 fax | francesquire@whccd.edu

West Hills Community College District

9900 Cody Street
Coalinga, CA 93210

West Hills College Coalinga

300 Cherry Lane
Coalinga, CA 93210
559-934-2000

North District Center, Firebaugh

1511 Ninth Street
Firebaugh, CA 93622
559-659-1473

West Hills College Lemoore

555 College Avenue
Lemoore, CA 93245
559-925-3000

Naval Air Station, Lemoore

824 Hancock Circle
NAS Lemoore, CA 93246
559-925-3350

www.westhillscollege.com

*Once you go here,
you can go anywhere™*



WEST HILLS
COMMUNITY COLLEGE DISTRICT

WEST HILLS

Winter 2013

magazine

Solar Farm

Harnessing the Sun to Cut
Energy Costs at West Hills College

Living the Good Life
in Small Town America

Once You Go Here,
You Can Go Anywhere ...
And They Did

WEST HILLS magazine

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Contact us by mail at the address
below, or, by phone or email at:

West Hills CCD
Marketing Office
9900 Cody St.
Coalinga, CA 93210
(559) 934-2132
tomwixon@whccd.edu

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EDITOR

Tom Wixon
Director of Marketing

EDITORIAL ASSISTANT

Amy Seed

WEBMASTER

Carlos Posadas

PHOTOGRAPHY

Dennis Gallegos, Kelly Peterson
Amy Seed, Tom Wixon

GRAPHIC DESIGN

Merili Loucks

WestHillsCollege.com



WEST HILLS
COMMUNITY COLLEGE DISTRICT

Once you go here,
you can go anywhere



Allow Me to Introduce Our Magazine

I'm pleased to introduce to you our new magazine, designed to inform and educate readers in our district about how we are doing with respect to our responsibilities, both fiscal and educational. (There will be a print version as well as an online version.)

This first issue of the magazine will answer questions you may have about West Hills Community College District, which covers some 3,500 square miles in Fresno and Kings counties and is home to West Hills College Coalinga, West Hills College Lemoore and the North District Center. The two separate community colleges and the educational center are governed from our district office in Coalinga. Each year, we educate more than 6,000 students.

As you look through the table of contents on the opposite page, you'll get an idea of the many ways in which we impact our community. In Coalinga, Lemoore, Firebaugh, and many other small towns in the region including Huron and Avenal, we help put the community in community college.

There's a new solar field ready to come online. It will pay for itself in a short time, and continue to save the district money long after that. This field will help expand our Farm of the Future operation, which you'll be able to read about when you turn the page.

Be sure to see the stories about a pair of our students, Katelyn Vargas and Matthew Warren. They're just two of the many success stories on our campuses, where we grow and nurture future farmers and research scientists and change countless other lives.

If you wish to be part of our growth and expansion, you can help by contacting our college foundation. There are endowment funds to fund or expand programs at our Farm of the Future as well as for the popular President's Scholars program, which gives local high school seniors a path to a bachelor's degree by starting here at West Hills. It's a tax-deductible opportunity to help the new generation of students who are coming to our campuses.

In these pages you'll learn that we are proactive at being good stewards of our public and private funds, relentlessly focused on innovative ways to help students stay in school and reach their goals, and constantly striving to serve and improve the communities we touch.

Very truly yours,

Frank Gornick, Chancellor
West Hills Community College District

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West Hills College makes ed plans a priority, which students say is increasing their focus and academic success

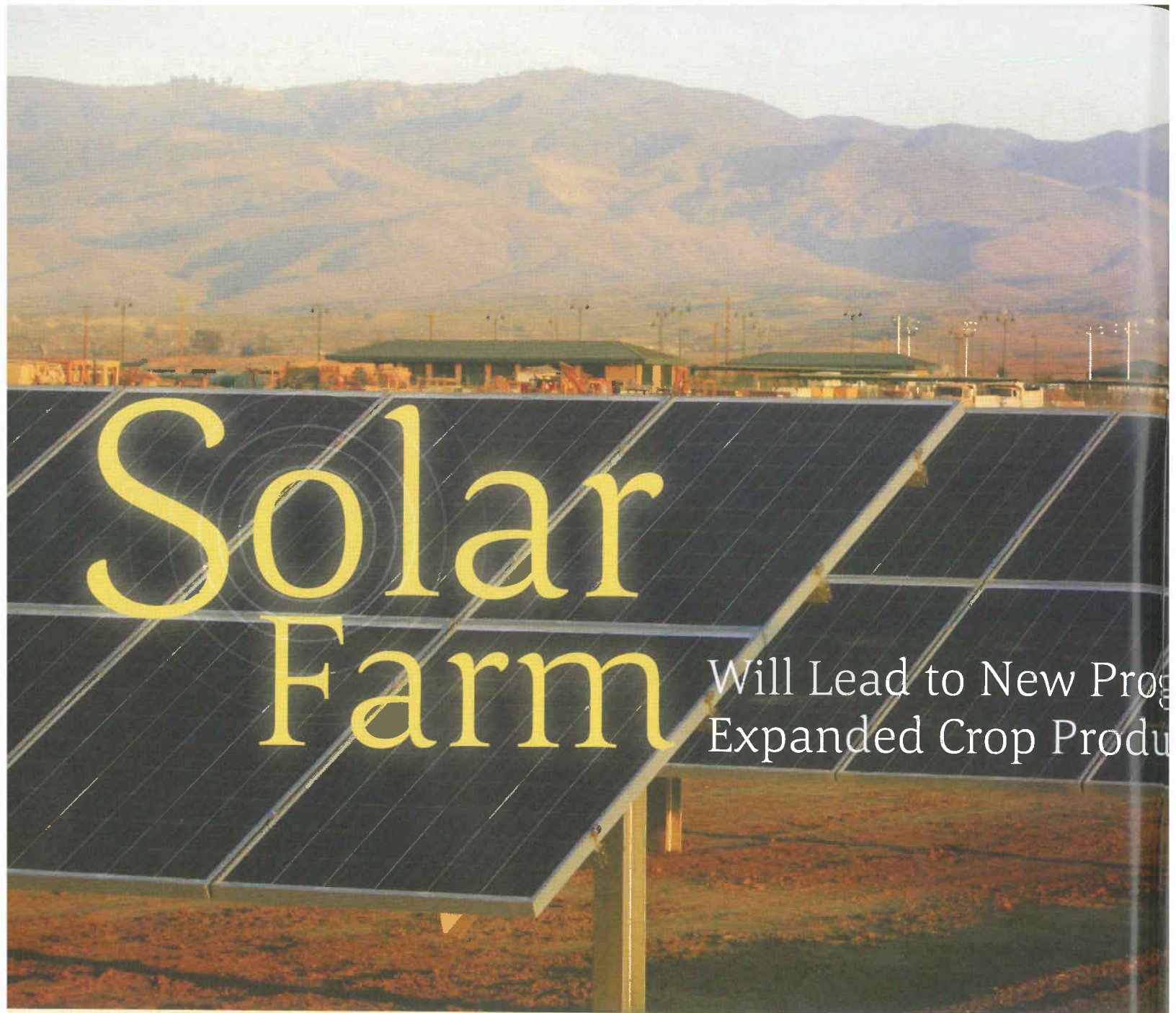


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President's Scholars Program Opens the Door for Local High School Seniors

The President's Scholars Program makes college a reality at little to no cost for local high school students who meet academic standards.





Solar Farm

Will Lead to New Prog
Expanded Crop Produ

Construction is all but completed on a \$2.5 million solar power project in a 4.5 acre section of the 213 acre Farm of the Future at West Hills College Coalinga. The “net zero” project is designed to pay for all the power needs for the farm operation, including classroom buildings and shops – as well as the recently completed rodeo complex.

The project will lower the cost of pumping water for crops at the Farm, and lead to further expansion there.

The power should go on in January, according to Chris Addington, AP Architects, who said final touches are nearly finished at the facility. The January date is an estimate from PG&E, which has to perform some critical power line work before the systems can be energized.

A study shows the college can expect to save more than \$4.8

million in electrical energy costs over the next two decades, once the initial cost is paid for in energy savings.

The implementation of solar energy production at this location will allow West Hills College to further expand its agriculture education programs at the Farm.

The project is partly funded by Measure C, a bond issue approved by local voters. The college will take out a loan for the balance, or \$1.8 million. The energy savings add up to more

Visionary Project Becomes Reality

The Farm of the Future is a visionary project launched a decade ago after the Allen family of Coalinga donated the acreage for use as an educational facility.

With new infrastructure in place, much of it underground, a shop and classroom building and a rodeo complex with several outbuildings, West Hills College Coalinga is focusing on expanding the Farm. Several recent developments promise to push the project into what WHCC President Carole Goldsmith calls a new “foundational” stage. The immediate goals include bringing in new courses and programs and putting resources behind the farm to achieve additional college goals for the Farm.

For the fall semester, WHCC has hired three new faculty members and appointed an interim director of the Farm.

The new faculty members have strong backgrounds in agriculture and a wide range of expertise.

Tim Ellsworth, Ph.D., teaches agriculture technology, geology and environmental science. His expertise is in soil science with a focus on precision agriculture and nutrient management. He has 23 years as a professor and an international reputation.

Sherri Freeman is from a Fresno cattle family and has been teaching for 17 years. She developed a new agriculture program at a San Diego County high school and received her advanced degree at Cal Poly Pomona. She is currently working on her doctorate.

Norman Oilar has been teaching agriculture mechanics, animal science, ag business and natural resources

grams,
ction

than the monthly payments, including 2.8 percent in interest, according to the cost analysis performed by AP. The project is expected to pay for itself in the seventh year.

Addington estimates that well pumps currently operate at less than 50 percent capacity, due to high energy costs and peak demand rates. With on-site solar power generation, the pumps can operate at maximum capacity which will increase crop production. AP also factored in the cost of increased energy needs for the newly completed Farm of the Future buildings and rodeo grounds, as well as future facilities at the site. The Farm of the Future generates income from the sale of crops, including corn, wheat, almonds and pistachios.



since 1996. He worked for 25 years in the construction business and has taught welding at both the high school and community college level. He has a master's degree in Agriculture Education from Cal Poly, San Luis Obispo.

The three new faculty members join an experienced, dedicated and highly educated team.

Merlin Welch, who runs the heavy equipment program at WHCC; Bruce Hunt, the head rodeo coach whose teams have won 10 regional championships and placed often in national competition; and Chris Chaney, who is the welding instructor at Farm of the Future. Clint Cowden continues to run Precision Agriculture, an academy-style program, which he helped create in 2003. David Castillo became interim director of the WHCC Farm of the Future in summer 2013. Since 2007, he has served WHCCD as director of the Westside Institute of Technology and several other programs.

Money for scholarships and industry support through internships are the Foundation's twin goals.

Foundation Seeking More Partnerships to Help Grow the Farm

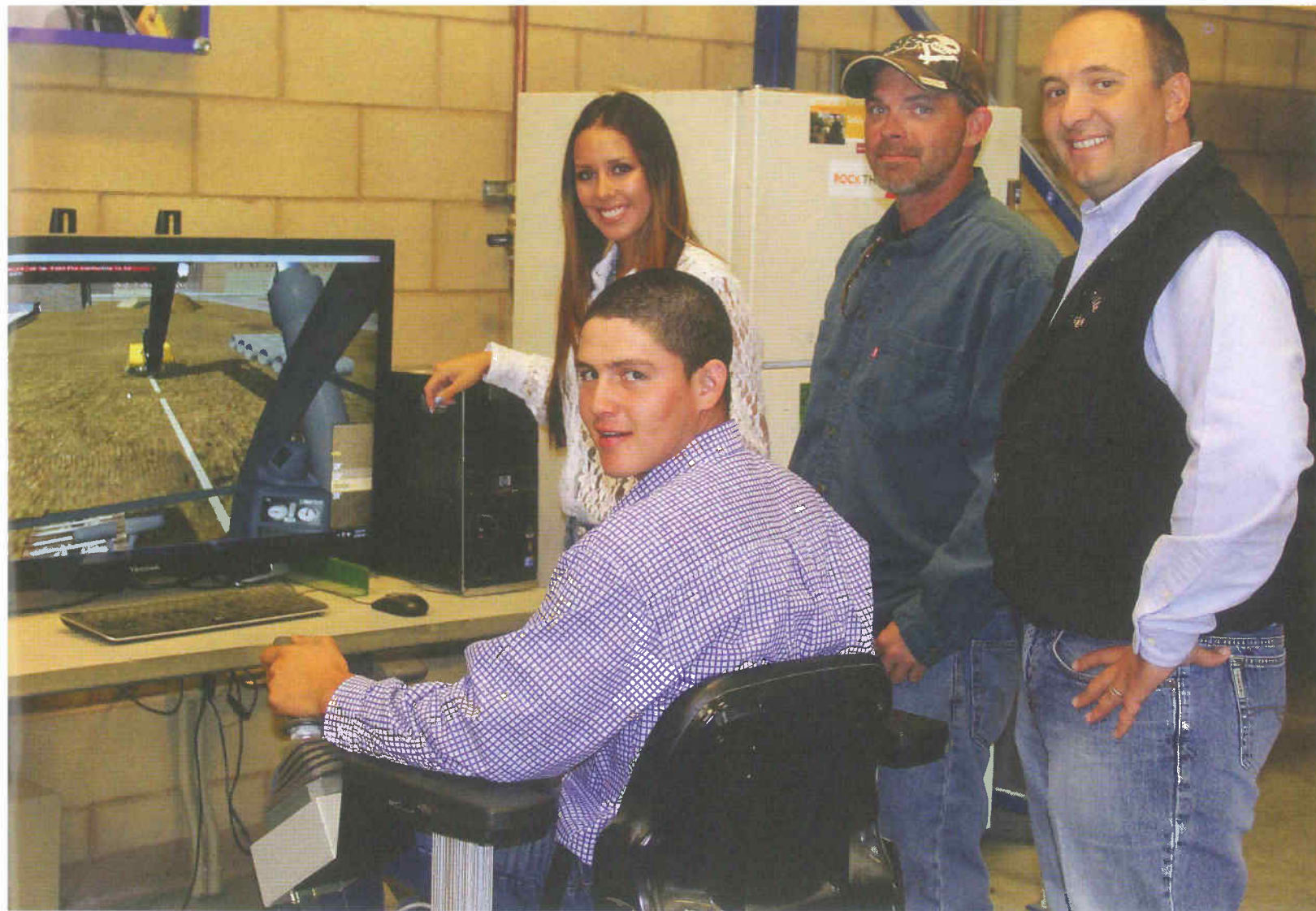
WHCCD Chancellor Frank Gornick and Foundation Executive Director Frances Squire are leading a \$4 million endowment for the Farm, to guarantee continued growth and expansion of the program. Additional money for scholarships and industry support in providing internships are the twin goals. "Our desire is to create a facility here that can serve as a showcase for agriculture education in the Central Valley of California," said Gornick.

Harris Ranch, an outfit that put Coalinga on the map, has been supportive in the planning of operations at the Farm of the Future, helping WHCC make it what it is today.

Partnerships are the key that will unlock that door, according to Squire. "An endowment will allow us to expand and offer specialized classes, despite what happens year to year with the state budget," she said.

This past year, the Farm partnered with two agricultural giants in the region. Topcon Precision Agriculture, a subsidiary of Topcon Positioning Systems, an international \$1 billion company, has provided WHCC with "the use of





Above: Students at WHCC's Farm of the Future gather in front of one of several computerized learning devices that are provided by various industry partners. Jose Machado, a rodeo student studying to become a licensed pest control adviser, is seated. Standing are Ashlynn 'Stormy' Baxley, Precision Ag and rodeo student, Jason Stevens, welding student, and Clint Cowden, instructor.

a state-of-the-art simulation machine that allows students to get experience operating heavy equipment without burning diesel," said Goldsmith, the college president. The student sits in a unit with a large screen and hand controls; when it's turned on, the screen lights up and displays, say, a pile of dirt which the student then has to pick up and move and deposit in another location, all on screen. The screen records mistakes and even calculates the dollar amount of the damage caused if the student gets it wrong.

Paramount Farms, a division of Roll Global, one of the largest agriculture outfits in California with over 125,000 acres of nut trees in production, yielding 450,000 pounds of nuts annually, recently chose WHCC for a summer agriculture academy.

This summer, 50 eighth grade students from nearby Kettleman City and Avenal, home to many of Paramount's farm workers, lived in dorms on the WHCC campus for two weeks and – in between working out at the gym and

swimming in the municipal pool – learned valuable hands-on lessons about agriculture careers. "We opened up the opportunity for them to see that ag careers were much more diverse than the farm worker jobs many of them were familiar with, and that they could make a good living in agriculture if they stayed in school," said Stephanie Droker, vice president, student services at WHCC.

School children of Paramount's farm workers lived on campus and learned that education leads to good careers in agriculture.

At left, the newly completed rodeo facilities, one of the finest among western colleges.

COLLEGE TEAM BRINGS IN \$100 MILLION IN GRANTS FOR STUDENTS, CAMPUSES AND COMMUNITIES

Cathy Barabe got her start as a grant writer by writing one for an automotive training program at Fresno City College, a condition of the part-time employment she was seeking. “In effect,” she said, “they told me, write the grant and if we get it, we’ll hire you to coordinate it.”

She got it, they hired her, and now, 28 years later, she has retired from West Hills Community College District where she served as director of grants for 13 years and holds what must be a world record. In this small 6,000-student college district 70 miles south of Fresno, she has written grants that brought in more than \$100 million.

“I’m sure it’s at least that much,” she estimates as she swivels in her chair, refers to an Excel file on her screen and traces her finger along the column to the bottom of the page. The total is \$106 million and change, an average of more than \$8 million dollars a year since 1999.

How’d she do it? Not all by herself, she says. “I had a really good team.”

That would be Maria Cavazos, her assistant who worked beside her from day one, and more recently Anita Wright, former director of special grants since 2010, and Joy Cowden, coordinator of special grants, who joined the team in 2006. Together with college leadership that green-lighted the process, they’ve created a grant culture at West Hills and been a formidable force.

Obviously, these people shared a tremendous work ethic. “When I came, we had few grants,” Barabe said. “We got busy and wrote and took them to the Fresno County Department of Human Resources. They had 14 grants available and we came in with all of them. They said they’d never seen that before. We got two and that started things rolling.”

Chancellor Frank Gornick, who started at WHCCD in 1994 as president and superintendent of what was then a one-college district, hired Barabe as a full-time grant writer. To say he’s been impressed with her performance is an understatement. “This is a record that is probably unmatched in the history of community colleges,” Gornick said. “In bringing in those hundreds of millions of dollars, Barabe provided educational opportunities for both the students and the communities served by our district’s two colleges (in Coalinga and Lemoore,

two farming communities located on either side of Interstate 5) in what’s often referred to as the middle of nowhere.

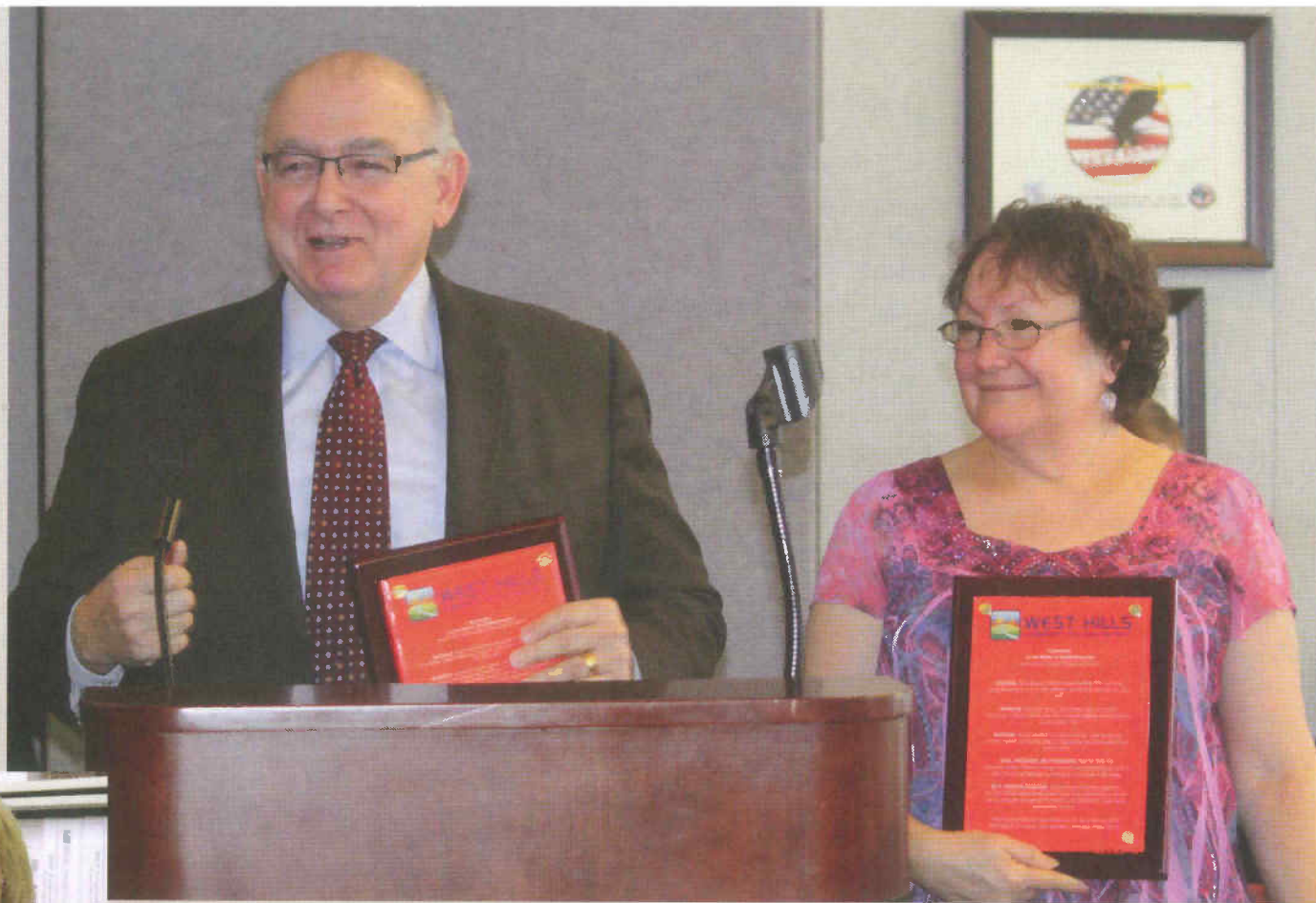
They write fewer grants these days, averaging one a week, sometimes two or three, because the grant world has changed. “Grants have gotten larger, but there are fewer of them,” Barabe said. She points to the big one: \$19.9 million from the Department of Labor for job training in the Central Valley, a grant written by the entire team on behalf of a consortium of 13 Central Valley colleges. Similar grants were awarded in other parts of the country but only one in California and West Hills is the lead college on that TAACCCT grant. The far-reaching grant funds colleges in their effort to streamline the job-training programs throughout this region – which consists largely of farm workers who face high seasonal unemployment rates and whose annual income is way below the national average. It’s a fertile agricultural area dotted with large corporate farms and oil companies. There are jobs here that go begging, not because everyone is already working. “It’s because employers can’t find people who are trained for the jobs that are available,” said Gornick. “This grant is designed to change that.”

Carole Goldsmith, recently named president of West Hills College Coalinga, ran the workforce development office at WHCCD and worked with Barabe for years. She was the lead writer on the C6 Grant – the informal moniker given to the Department of Labor job training program created by the \$19.9 million grant. Barabe is so successful at winning grants because “she thinks regionally and on a statewide basis,” Goldsmith said. “Her work focuses on the students because she thinks about the families involved. She is leaving a legacy to these communities and to the state. You don’t always get that with grants officers. She was raising funds before it came to be in vogue.”



‘We’re America’s bread basket ... and yet we have communities and people who have a hunger not just for food but also for education.’

**Carole Goldsmith,
WHCC President**



The Board of Trustees of WHCCD created a new student award named in honor of the former grant director, Cathy Barabe, who will be forever known as the Hundred Million Dollar Woman. The Cathy Barabe Student Engagement Award will be presented annually to a student who “exemplifies the spirit and dedication” demonstrated by Barabe “in assisting the communities we serve,” reads a resolution presented to Barabe by Chancellor Frank Gornick (above).



Interim Director of Grants Anita Wright (top) and Maria Cavazos, who worked with former grants director Cathy Barabe from day one along with Joy Cowden (not pictured) comprise the team that created a grants culture and brought in more than \$100 million. Grants helped fund regional child development centers. A \$19.9 million DOL grant led to training programs such as the psychiatric technician program.

Goldsmith said a sense of what the community needs is part of why Barabe and her team have raised so much money. “We’re America’s bread basket, the world’s, and yet we have communities and people who have a hunger not just for food but also for education. And their needs were not being met. When I was at Fresno Unified (School District) she was working on a grant for K-12s as well as other community colleges, not just her own, and that was something that hadn’t been done before. It’s one thing that made me want to go to work at West Hills. I owe my professional career, my life really, to Cathy Barabe. One third of the people who work in the college district are here because of a grant she wrote, including me. She’s transformed people’s lives. She’s an angel of God. I love her to death.”

A similar grant was awarded to West Hills to create a psychiatric technician training course. The need exists because California built a brand new State Hospital near Coalinga in the last decade. “The grant to build our psych tech program means that hundreds of people are now employed as a result, and the economic impact on our community has been huge,” said Barabe.

She is most proud of a series of grants that built child development centers in several rural communities in the valley. “We expanded a small facility in Coalinga and created an 11,000-square-foot child care center,” she said. “It used to serve 75 kids, now it’s 200.” Similar child development centers, all bearing the name of West Hills College, dot the regional landscape in communities such as Huron, Mendota, Firebaugh, San Joaquin and Avenal – where there are three facilities, two of them at elementary schools.

“These centers are extremely important because they free up parents to attend classes which lead to better jobs and more job security,” Gornick said. “And it puts our name in every community we

serve, which in time boosts our enrollments. We now have graduates who became teachers and now are teaching at the very child development center they attended when they were children.”

This kind of outreach to neighboring communities has meant sometimes the college wrote grants that benefited the cities themselves. One example is a HUD grant that built a workforce training center for at-risk kids in tiny Huron, population 6,800. Barabe also found another grant that beautified downtown Huron, an example of the team’s holistic approach.

“I grew up near there, at Five Points,” said Cavazos, who used to travel to Huron as a kid and thought it looked a bit run down. “We got a grant for a main street beautification project for Huron, and now it’s so beautiful. If a community looks attractive, people want to live there. It now includes a hands-on learning facility which provides workforce training for at-risk kids. If you can change one child, that’s one that’s not lost.”

Barabe chimed in: “Another benefit is that now Huron is willing and eager to collaborate with the college. It has changed the tone of the region, ended the isolation, and brought about a spirit of cooperating where the cities see themselves as a valley, a region.”

Is all this the kind of thing a college is supposed to do? “Yes,” said Gornick. “That’s exactly what we’re supposed to do.”

Barabe retired several months ago but has stayed under a contract to work some limited hours part time. Wright, now interim director of grants, said Barabe “understood and believed that with grant funded programs, the district could be a catalyst for change in our communities. She worked diligently to locate funding to bring innovative academic and career technical education programs to our campuses. She also searched for funding to improve and beautify our rural communities. She had a profoundly positive impact on our campuses and our service area.”

Under Wright’s guidance, the “grants culture” continues. Recently the college was awarded a \$3.2 million Title V Grant for Technology that will help upgrade equipment to better serve students and will also fund a handful of new jobs. “And we continue to be very busy,” she said. “In recent months we’ve applied for more than \$40 million in grants and we’re waiting to hear how some of those turn out.”



Because of grants awarded to the district, WHC has opened child development centers in nearby cities including Huron, Firebaugh, Mendota, Avenal and San Joaquin. The district was also able to expand its child development center in Coalinga which used to serve 75 children; it now provides care and learning to 200.



More than 690 students have been trained in the WHCC psychiatric technician program and placed in rewarding jobs at facilities such as Coalinga State Hospital which opened in 2005. The training course was made possible because of a proactive effort by the WHCCD grants team, which applied for and was awarded a grant to launch the job training program.



Academic Senate
for California Community Colleges

LEADERSHIP • EMPOWERMENT • VOICE

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Grossmont College

Sept. 19, 2013

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Frank Gornick, Chancellor
West Hills District
9900 Cody Street
Coalinga, CA 93210

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Julie Bruno
Sierra College

Treasurer
Wheeler North
San Diego Miramar College

Dear Frank,

Area A Representative
Kim Harrell
Folsom Lake College

On behalf of the Academic Senate for California Community Colleges, we want to thank you for your generous hospitality and warm welcome for us while visiting the district during the Board of Governors' meeting this month. We were so impressed with everyone we met while in the district, and you have reason to be proud. From the food to the tour to the welcoming atmosphere, we feel lucky to have been able to join the Board in visiting the campuses and local community.

Area B Representative
Dolores Davison
Foothill College

Area C Representative
Lesley Kawaguchi
Santa Monica College

Area D Representative
Cynthia Rico
San Diego Mesa College

Your students are equally lucky to have such dedicated faculty, staff and administrators working tirelessly for their success. We saw beautiful spaces and excellent facilities, but what really stands out are the wonderful people in the district. Your commitment to find solutions for your community are evident and all of you should be commended for the work you do. While some people might think that colleges that are far from urban areas might not be sophisticated or modern, we found all of you to be setting the bar quite high for all our colleges in the state.

North Representative
Dianna Chiabotti
Napa Valley College

North Representative
Phil Smith
American River College

South Representative
John Stankas
San Bernardino Valley College

South Representative
John Freitas
Los Angeles City College

Representative at Large
Michelle Grimes-Hillman
Mt. San Antonio College

Representative at Large
Dan Crump
American River College

Please share our thanks and congratulations with all of your employees. We will recommend a visit to your district for anyone interested in how governance can work well, how a stable administration makes a positive difference for student success, how faculty are creating innovative solutions for students and communities, and how pistachio nuts seem to make the world a bit more sweet and salty at the same time.

Julie Adams, CAE
Executive Director

Sincerely,

Beth Smith
President, ASCCC

David Morse
Vice President, ASCCC

555 Capitol Mall • Suite 525 • Sacramento • California • 95814
(916) 445-4753 • Fax (916) 323-9867
info@asccc.org • www.asccc.org

West Hills received high praise from the Academic Senate for California Community Colleges after they visited the district in September. Their leadership was at Lemoore to attend the meeting there of the CCC system's Board of Governors. In the highlighted section of the letter (above), they lauded WHCCD for setting the bar high for rural community colleges in California.

GOLDEN EAGLE

A R E N A

DRAWS CROWDS FOR COMMUNITY EVENTS

After the Golden Eagle Arena at West Hills College Lemoore was completed in 2011, the grand opening drew major media attention – not only because of the new landmark campus building built with \$20 million in bond issue funds, but also because of its first guest speaker, Gov. Sarah Palin of Alaska.

At the time, Palin had yet to announce whether she would run in the 2012 presidential election after being the vice presidential running mate to Sen. John McCain in 2008. But the media buzz generated by her speaking engagement was what the college hoped for in turning the arena into a central hub for community events.

“This event probably single handedly put West Hills Lemoore on the map,” said Don Warkentin, president of WHCL. “It set the stage for the arena to become a venue for cultural and civic events, and to say the least, provided free advertising for the college.”

The arena contains 52,000 square feet and can seat up to 2,400 people. The facility includes equipment and laundry rooms, three conference rooms, four locker rooms, two team rooms and a fitness center with an aerobics room. It also holds coaches’ offices and a training room.

It is home to Golden Eagles basketball games and campus dances. But student activities aside, the arena is also host to major community events like the recent Jose Ramirez professional boxing match, billed as a homecoming of sorts for the Avenal-based fighter who is a former Olympian and now a pro boxer with a 7-0 record.

The boxing match was labeled the “Fight for Water,” a nod to one of its co-sponsors, the Latino Water Coalition. Ramirez is a member of the coalition, and they used the event as a forum in part to draw attention to water allocation needs in the Central Valley.

“The Golden Eagle Arena is truly becoming a community venue as demonstrated by the variety of national speakers who have graced our arena,” said Warkentin.

Other public figures, such as former first lady Laura Bush and educator, activist and author Dr. Cornel West were invited to speak at the arena. In September 2013, Honor Flight screened its new documentary in the arena, which also included a live introduction by guest speaker Congressman David Valadao.

Entertainers Lorrie Morgan and Pam Tillis played concerts there as well as Little Joe y La Familia and Lady Tremaine Hawkins. WHCL held its 10th anniversary dinner in the arena and it was also

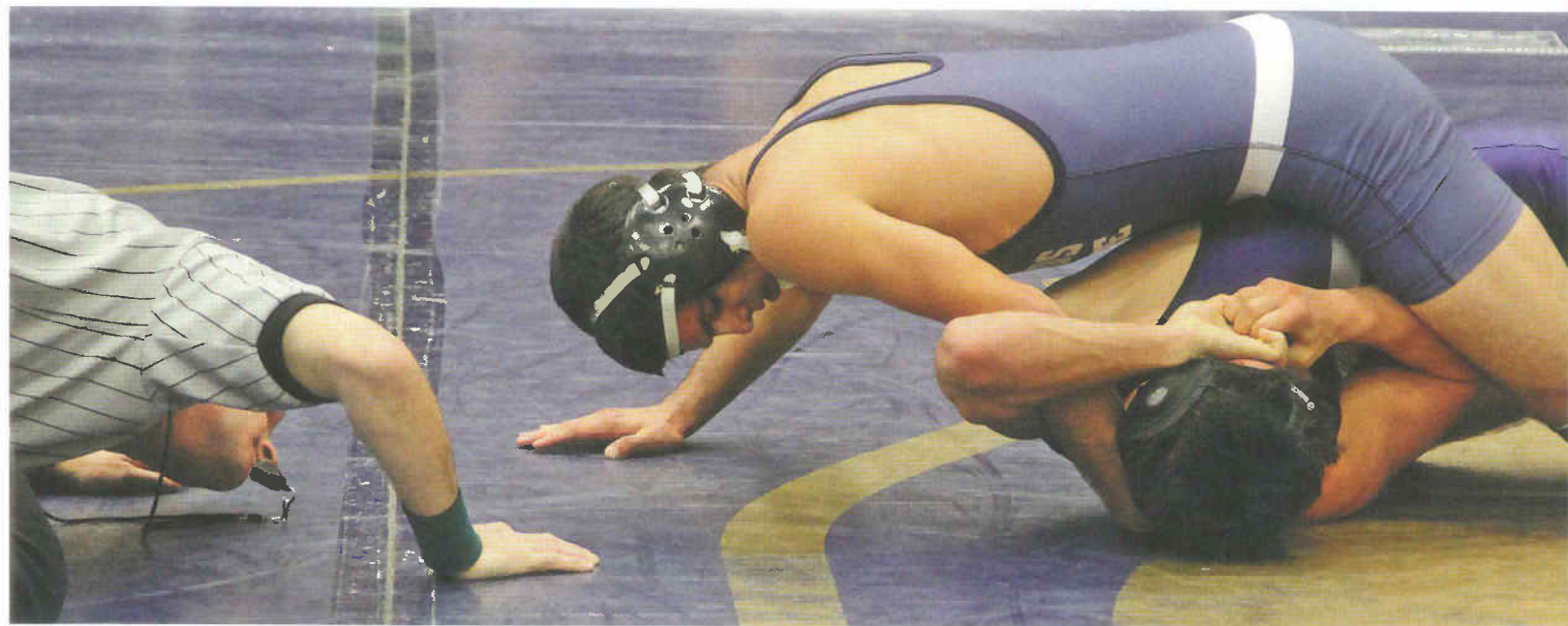


‘The stage has been set for the arena to become a venue for cultural and civic events.’

**Don Warkentin,
WHCL President**

WEST HILLS COLLEGE
GOLDEN EAGLE ARENA

A wide-angle photograph of the West Hills College Golden Eagle Arena building. The building is a large, modern structure with a prominent entrance featuring large glass windows and doors. The facade is light-colored with dark accents. The name "WEST HILLS COLLEGE GOLDEN EAGLE ARENA" is displayed in large, dark letters above the entrance. A paved walkway leads to the entrance, and a few people are walking on it. The building is surrounded by a well-maintained lawn with young trees.



In 2013 the Arena hosted the California Community College Athletic Association wrestling championships, which attracted college teams from throughout California. The Arena was originally envisioned as a facility for sporting events but since its completion in 2011, a variety of other special events have also been held there, including noted public speakers, concerts, and local and regional fund raising dinners.

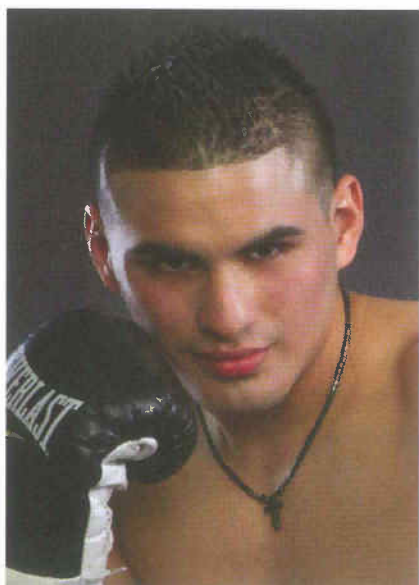
the venue for WHC Coalinga's 80th anniversary dinner.

In December 2012, WHCL hosted the California Community College Wrestling Championships at which WHCL placed third. The women's basketball team also won their first-ever home game in the arena against Alan Hancock College last year.

Those events were only the beginning. The Lemoore Chamber of Commerce will hold its annual dinner there in January, and the arena has been booked by the National Rifle Association for

its annual fundraising dinner in March; the NRA used the facility for last year's dinner and loved the facility and its location.

"All of the feedback that we have received concerning the arena has been very positive," said Warkentin. "People are just amazed that such a quality facility is right here in Lemoore and in the West Hills Community College District. It has a state-of-the-art sound system, and there is not a bad seat in the house."



The Golden Eagle Arena has welcomed a diverse group of guests for public events, such as professional boxer Jose Ramirez, philosopher and author Cornel West, and former Gov. Sarah Palin of Alaska.



Coalinga Student Earns Prestigious International Ag Internship

Katelyn Vargas hopes to gain a broader understanding of international agriculture “while sharing with the rest of the world my love for the 300 agricultural commodities grown and raised in my backyard,” she says. That’s what she’ll be doing as an International Ag Intern for the U.S. State Department.

She grew up in rural Turlock, Calif., and while her parents weren’t farmers, Katelyn Vargas joined Future Farmers of America (FFA) in high school and was soon showing livestock at the county fair. Now, several years later, she’s just been accepted to a prestigious internship program with the U.S. State Department where she’ll do agricultural research and report to a Foreign Service officer based in Madrid, Spain.

Vargas, 20, is in her third year at West Hills College Coalinga, studying agriculture science and technology and earning credits for transfer next fall. She’ll receive an AS degree when she

graduates in May. She plans to apply to a number of four-year schools, including UC Davis, Iowa State, and Cornell University, and major in international agriculture.

The internship fits perfectly into her plans. “It gives me experience with the State Department, and if I major in international agriculture, there’s a possibility I might work for them some day,” she said.

The unique program is called the Virtual Student Foreign Service (VSFS) and in the age of computers, email and smart phones it is also an “e-Internship,” which means she won’t go to



Madrid but will remain in the Central Valley and report to the U.S. Embassy there.

"Interns will conduct some preliminary research to identify some of the myths and misperceptions that U.S. agriculture faces in the EU and other markets," she was told in an acceptance letter from the Madrid Virtual Intern Program.

"I hope to gain a broader understanding of international agriculture while sharing with the rest of the world my love for the 300 agricultural commodities grown and raised in my backyard," Vargas said. She'll do that by doing local research and providing Madrid with written information, videos and blogs. "I'll be going on a lot of regional field trips," she said. The unpaid, one-year internship is a coveted position. From hundreds of applications, only three were chosen: the other two are also women, fourth year students at UC Davis and Princeton, respectively. Vargas is the youngest and also the only one chosen from a community college.

Clint Cowden, agriculture and industrial science instructor at WHCC's Farm of the Future, has nothing but praise for her. "Katie has been an exemplary student and a real leader among her peers," he said. "She's someone you can always count on to be there, to help with recruiting and events. Being accepted for this internship is a significant honor and she has really earned it. She epitomizes our college slogan, that if you go here, you can go anywhere."

Vargas has been president of the WHCC Agriculture Ambassadors, which recruits students to the Ag Science program at the college's Farm of the Future and promotes higher education. She's also been active in organizing and participating in ag-related events, such as the FFA convention this year and as a Topcon Precision Agriculture intern and a representative at the World Ag Expo event held in Tulare.

She also served as a Resident Assistant at the campus dorm that houses foreign students, where she had the opportunity to work with and advise students from Brazil, Vietnam, Korea, Japan and Russia.

When Vargas got the news that she'd been accepted into the program, she said, "I'm excited about getting my foot in the door. I really wanted this internship. It will make me more familiar with the work I want to do and it gives me something to push toward. I'm hoping it will also help me get into the college I want."

Wixon is editor of West Hills Magazine and Director of Marketing/Consultant at WHCCD.

Story by Tom Wixon
Photos by Dennis Gallegos

**'I'm excited
about getting
my foot in
the door.'**



Which Came First, the Chicken or the Avian Flu?

Former WHC Lemoore Student Makes It His Life's Work to Find Out

Matthew F. Warren has a passion you might not be familiar with: He's into birds and immunology.

You've heard of the bird flu? Warren, who graduated from West Hills College Lemoore and is now in his second year at UC Davis, is studying to be an avian immunologist. Studying birds (including chickens) and the ability of their immune systems to fend off disease is what he does.

He's good at it. Earlier this year he won a national award for a presentation he made to MANRRS (Minorities in Agriculture, Natural Resources and Related Sciences). He won first place and \$300, received a lot of recognition, and was asked by the Dean of Agriculture at UCD to present his winning research at Davis' undergraduate research conference. He was the subject of a photo shoot and was featured on UCD's website.

Warren was in Sacramento to present his research after one of his professors urged him to enter the national contest. His presentation was "The Analysis of Bacterial Killing Assay Using Chicken Plasma Samples." Warren explains:

"I was collecting blood from chickens and separating the plasma, and analyzing how efficient it was at killing bacteria. The point was, how effective were specific chickens at killing the bacteria and defending against it, based on their different levels of antibodies in their immune system?"

In 2011, Warren was a student at WHCL. Now he's finishing up his bachelor's degree requirements at a university recognized as one of the best for agricultural studies. He plans to graduate in June 2014 with a degree in animal sciences with an emphasis in avian sciences. His goal is to go on to grad school for a master's in immunology and pursue research.

Warren's parents, Charlie and Celia Warren, live in Lemoore. Matthew had a military upbringing (his father is a retired Petty Officer First Class, U.S. Navy), and it shows in conversation. When interviewed, Matthew's replies are sprinkled with yes-sirs and he is prone to agree with you by saying, "Roger that."

Warren says his parents have always encouraged him to succeed academically. "My father grew up in a family that valued hard work and dedication, and he instilled that in me. He told me he'd

Matthew Warren is on a path to become an avian immunologist, and it all started at West Hills College Lemoore. He graduated from WHCL in 2011 and transferred to the University of California, Davis where he's pursuing an Animal Science degree.





Photo Credit: Gregory Urquiaga, UC Davis

support me in any way he could for my college education, as long as I was willing to see it through to the end. My mother wanted all of us to be successful and made sure that my siblings and I all went to college. She encouraged us not to give up.”

He’s certainly disciplined, according to his instructors and administrators at WHCL. “Matthew has definitely established a very impressive list of accomplishments in a short period of time since leaving West Hills College Lemoore,” said Dave Bolt, vice president, academic services. “Matthew has many more ambitious educational and career plans for himself. If they all work out we will be reading more about his successes in a few short years.”

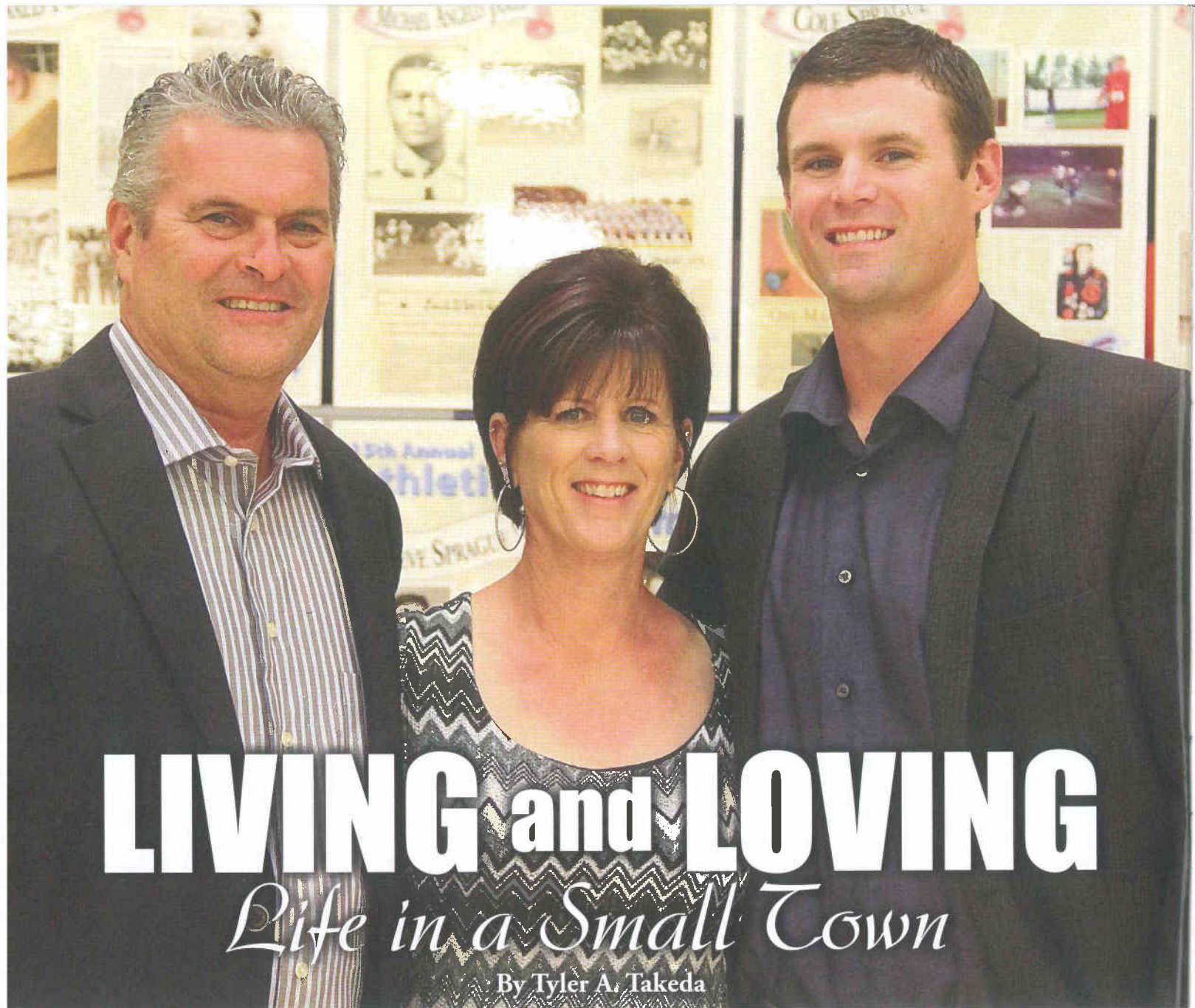
Warren was on campus recently between classes at Davis and visited Brian Abela, his chemistry instructor and a close friend and mentor, as well as Kurt Sterling, his microbiology instructor, and Vera Kennedy, his honor society advisor. They were great mentors at Lemoore and he’s quick to credit them for the path he’s on.

Ironically, the winning presentation he made in April was based not just on research but oral presentation skills, which Warren says he did not always possess. He said Kennedy is responsible for pointing that out to him when he went to college in Lemoore.

“She gave me advice about having more of a social life in order to be successful in my career. She said my old habits of being a bookworm and not being very social were going to be taxing to my personal growth at this level, so I’d better try to change them.”

A link to an online article about Warren is on the UC Davis web page: www.ucdavis.edu/one/stories/students/warren.html.

**His parents
encouraged
him to succeed
academically and
to never give up.**



After a series of coaching jobs, Mark Arce came here 12 years ago as the men's basketball coach and became immersed in the community. His wife, Sharon, works at Coalinga High School and their oldest son, Brett, is an assistant for the WHCC team.

For years he moved from town to town for a series of coaching jobs but the West Hills College men's basketball coach Mark Arce has found a home in Coalinga.

This season he's entering his 12th year as the coach of the West Hills College Coalinga Falcons and has no intention of finding another coaching position.

"I think I'm settled," he said. "I don't see any moves in the future for me. I think this is where I'm going to finish up. With coaching, you never know, though. I'm not actively looking. I've had some opportunities, but I like it here so much."

Since coming to Coalinga 12 years ago, Arce has immersed himself into the Coalinga culture. With his wife teaching at the high school and all three of his children attending Coalinga schools, he feels they are true Coalingans.

"It seems like we've grown up here and, in many ways, we have. Our kids went to school here and this is the longest we've been anywhere. I just feel like I'm part of the community."

Mark and Sharon, who celebrated their 33rd anniversary in July, have three children — Brett, 23, Megan, 21 and Troy, 17. Brett graduated from West Hills College and then recently graduated from Stony Brook University and will coach offensive line for the football team and help his father with the basketball team.

One of the community events that Arce participates in is the

annual Coaches vs. Cancer fundraiser during basketball season. Every community college in the state participates in the fundraiser and WHCC is one of the top fundraising schools.

“That’s a big deal,” Arce said. “The thing is that it’s fun to do these activities. It’s a part of our social life that we look forward to every year. It’s more recreational than anything. We enjoy the people we are around with what we do here. It’s a positive thing.”

He also actively fundraises for his program, holding a fundraiser that has a standing-room-only crowd in February. He is also involved with Coalinga High School and helps out at the annual Thanksgiving feast for the WHCC students. “The fundraiser is one of the highlights of the year for the community,” Arce said. “One of the greatest things is when we feed the students for Thanksgiving. That’s one of the most moving events that I’ve ever been involved in. I’m so glad to be able to participate in that.”

In addition to his activities, Arce is proud of how his children have grown up to be a positive influence on younger people.

“I’m proud of the positive environment Coalinga has been for them,” he said. “I’m looking forward to where Troy will end up in college. I hope he follows his brother and sister and comes here for a couple of years. It was pretty good for them and I would like to have the opportunity to coach him. He’s a pretty darn good point guard.”

Arce is also proud of the positive impact his wife has had at Coalinga High and proud of the great friends he has made. He is also one of the founding members of the Save Our Sports foundation, which helped raise funds to keep Coalinga High School athletics going.

With all of his activities, Arce still finds the time to do what he is paid to do — teach and coach.

On a normal day, Arce is up at 5:30 a.m. and teaches a weight lifting class at 8 a.m. He practices from 9 a.m. to 12 p.m. and then is off to Firebaugh two days to teach two health classes and a physical education class. The other days, he has a health class at WHCC.

In the evening he is back at his office making calls, recruiting or watching film. However, he does find time to head to Coalinga High School football and basketball games to watch Troy.

With Arce, there is no summer “vacation.” He spends his summers teaching summer school and recruiting. This season, he is also the interim athletic director at WHCC while long-time athletic director Mark Gritton takes time off to coach the football team.

“I’m helping to do all the stuff for next year,” Arce said. “We’ve recently hired a new baseball coach and an equipment manager.”

On top of that, Arce was out every weekend this summer attending football or basketball camps with Troy.

Arce notes that Gritton has been his right-hand man at most of his events, but also said that he couldn’t have done anything without the help of numerous other people.

“None of us would do our jobs without Gina Tollison

“I tell people all the time, you don’t know how good it is until you live here or spend a bit of time here. I like that you don’t sit at a stoplight forever. I like that I can be at work in five minutes. I like that it’s safe. I like that the community will do anything to help...”

(WHCC athletics administrative assistant),” he said. “She keeps all of us organized.”

One of the highlights for Arce was the opportunity to coach his son in basketball and that was topped when Brett helped his father last year on the coaching staff. Brett will do the same this year.

“It’s really cool and it’s really been fun,” Arce said. “Maybe getting the opportunity to coach Troy next year is pretty exciting. It wouldn’t be a bad thing to play at a higher level, but if he played for me, it would be pretty good.”

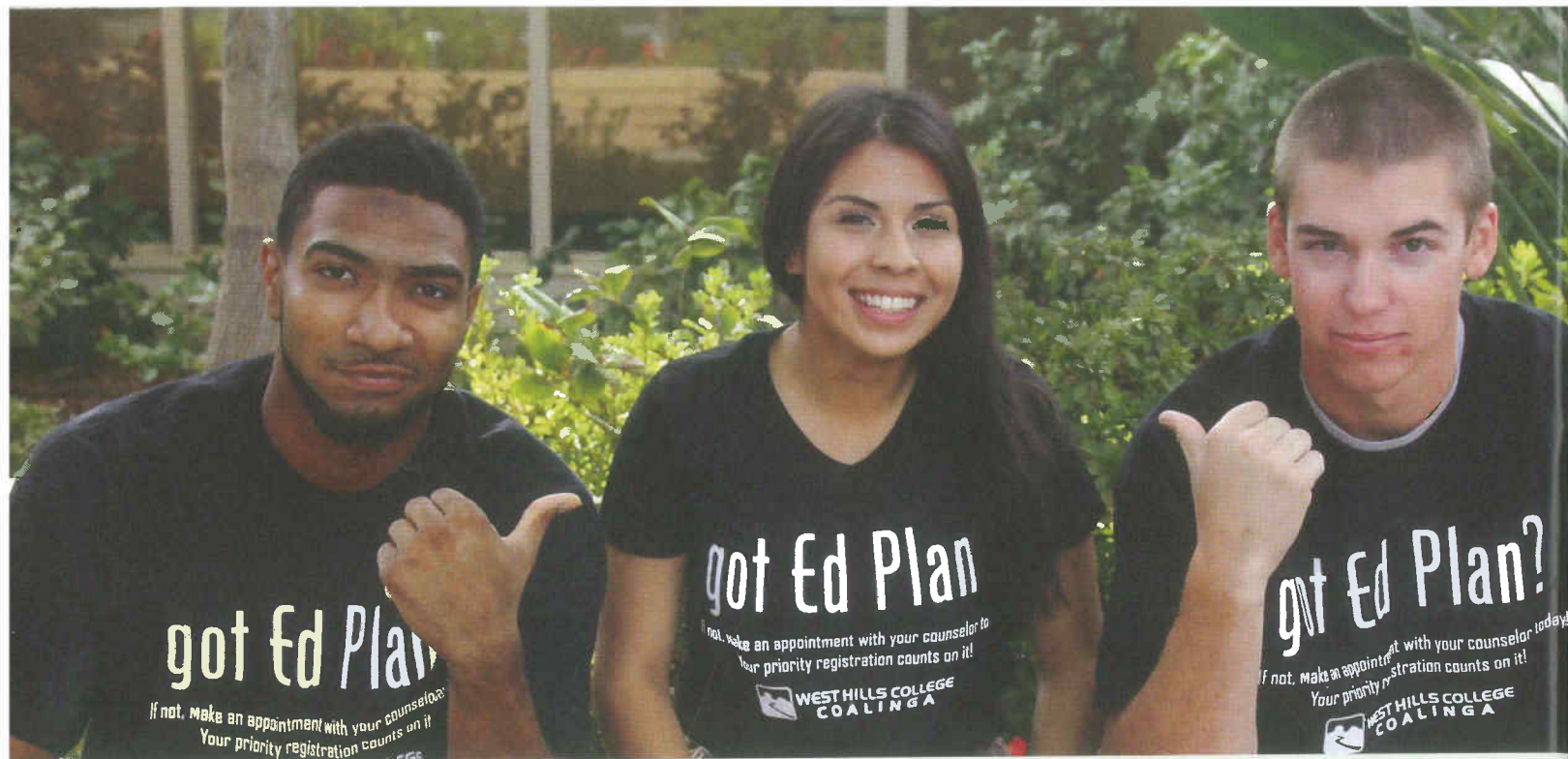
Arce couldn’t think of a better community to raise his three kids in.

“We have been to a lot of places, but this is my favorite spot,” he said. “It’s been unique. I tell people all the time, you don’t know how good it is until you live here or spend a bit of time here. I love the mountains. I like the location. I like that you don’t sit at a stoplight forever. I like that I can be at work in five minutes. I like that it’s safe. I like that the community will do anything to help anybody. I’ve never been anywhere like that where people will come out of the woodwork to help people in need.”

Arce uses the quaintness of Coalinga as a major selling point in recruiting players to West Hills.

“The players really help spread the word about us and Coalinga,” he said. “We get kids from everywhere. The biggest selling point for here is that it’s small and the community is involved with our program. We have the best game atmosphere in the conference and the best in the state, for sure. The fact that you can walk from one end of the town to the other and it’s safe is another selling point. We’re in the center of the state and we can play all over the state and increase exposure for the players. Most of our sophomores graduate and go to a university. It’s an easy sell.”

Tyler Takeda is the sports editor and editor of the Madera Tribune and the Coalinga Recorder. A version of this story originally appeared in a special section of the Coalinga Recorder. Used by permission.



Dametric Sanders, Isavel Cancino and William Woelk help spread awareness that students need to have an ed plan to qualify for priority registration.

Education Plans Popular With

Randy Williams was a student at West Hills College Lemoore for one month before his counselor encouraged him to get a student educational plan back in 2011. He didn't hesitate to take advantage of an opportunity he knew would set him up for academic success.

Williams noticed a substantial difference after working with his counselor to create the plan, which mapped out all the classes he needed to take and when. It left him feeling more confident and less stressed during registration each semester.

"It was better for me to create an ed plan instead of just taking classes that I didn't need and wasting money," said Williams. "And ever since I've had the ed plan, I haven't had any problems. I've been able to stay on track and get on with meeting my goals."

Williams followed the plan exactly and is now preparing to graduate on time and transfer to a four-year university. His story is mirrored by a number of other students who feel better prepared by having an ed plan.

Freshman at WHC Coalinga and President's Scholar Cesar Rodriguez said he had no academic plan before he enrolled in college. Because President's Scholars are required to have an ed

plan as part of the program, Rodriguez said it helped him figure out what he needed to do to be successful in college.

"Before I came to West Hills, I didn't exactly know what I was going to do," he said. "I was kind of just wondering and thinking, I'd get general ed done and then see what I do after that. I know what I'm going to do now, and I don't have to worry."

Long before the state recently began to insist on them, West Hills Community College District introduced ed plans to students as part of its commitment to student success. When ed plans were first introduced at WHCCD in 2005, 27 percent of students had one and 73 percent went without. Data from 2013 shows a flip in those percentages: Now, 73 percent of students have an ed plan and only 27 percent go without.

"Students who know what they need and have a plan are more successful than students without one," said Erin Corea, outreach counselor at WHCC. "We have been doing this for a long time, so keeping up with the mandate has been fairly easy for us."

Joel Ruble, director of categorical programs at WHCL, said he has seen an increase in student success and retention since the college improved its education planning process.

Total Students Seeking Degrees, Certificates and/or Transfer with and without Educational Plans

With Ed Plan Without Ed Plan



Students and Improve Success

“When a student makes informed decisions about their direction in education, they are more likely to commit the resources necessary to achieve those goals,” said Ruble. “I think that the process of planning for one’s education creates a generally better prepared student who will retain and succeed at greater rates. Our data reflects these increases.”

Ed plans are now a requirement for students who desire priority registration, which allows them to register at an earlier date than students without ed plans and helps them get into the classes they need sooner. WHCCD found that not only are ed plans essential for student success, but students are eager to take advantage of this tool that helps them stay on track.

WHCC student Dominique Hill said students should consider getting one. It made her college journey smoother, and she said it gave her a head start on finishing her associate’s degree quickly. Because she plans to transfer after graduation this May, the ed plan eliminated the guesswork in choosing classes that would transfer to her desired school.

“I never thought I would make it to college, and once I made it here, I knew I needed a plan for my future,” she said.



WHC students like Dominique Hill are finding that having an ed plan takes the uncertainty out of the college experience. An ed plan, required for priority registration, maps out all the courses students need in order to graduate as well as which classes are transferrable to their desired university.

President's Scholars Program

Opens the Door for Local High School Seniors

By Amy Seed

When Georgia Oxford started thinking about college, she wasn't sure she'd be able to afford it, let alone graduate on time.

Her parents' income was enough to disqualify her for financial aid, and medical bills due to an off-road vehicle accident and a chronic illness made affording college a stretch.

Oxford said the accident and resulting emergency room costs put a damper on her plans to attend college. That's when she found out about the President's Scholars Program at West Hills College

Coalinga and received a scholarship to cover two years' tuition. "The scholarship actually let me get my degree," said Oxford. "Without it I probably wouldn't have been able to."

Oxford is now preparing to graduate in May with a liberal arts degree with plans to transfer and become an elementary school teacher. She is just one of over 400 students who entered the West Hills Community College District as a President's Scholar in the last 10 years. More than 90 students enrolled in the program this past July, the largest number ever.

delay graduation because they couldn't get into a class they needed. This is a growing problem for UC and CSU students who try to enroll in lower division courses.

"Our growth's just been explosive," said Frances Squire, director of the WHCCF. "Students are realizing that they can do their first two years as a President's Scholar, have priority registration, and get those classes."

This year, the Foundation launched a drive to secure \$1 million in endowments to support the program. Educational Employees Credit Union (EECU), based in Fresno with branches throughout the region, recently made a \$100,000 pledge over five years. The largest ever contribution was made by Brian and Dixie Welborn, who designated a share of their estate to the Foundation in the form of \$500,000 after their deaths in 2009.

In order to qualify for the program, high school students must maintain a 3.5 or higher GPA throughout all four years. They must also have four semesters of California Scholarship Federation eligibility and fill out a Free Application for Federal Student Aid (FAFSA).

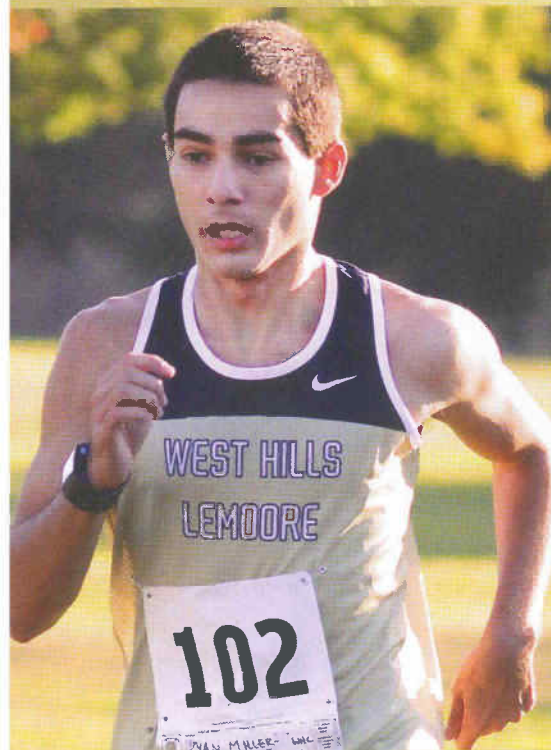
For high school students who meet these qualifications and are considering applying to WHC, there's good news: at this time no qualifying applicants are turned down. As recognition of this program grows, an increasing number of high school students apply each year.

The vast majority of these students come from Hanford High School, Coalinga

The largest ever contribution was made by Brian and Dixie Welborn, who donated \$500,000 after their deaths in 2009.

The scholarship program was founded in 1996 and is overseen by the West Hills Community College Foundation, which raises money to provide these scholarships every year. As a President's Scholar, students receive a scholarship for two years, \$250 per semester for books and priority registration to ensure they get into the required classes.

For these students, class waiting lists do not exist, and they will never have to



Ryan Miller is a President's Scholar and cross country runner at WHCL.

President's Scholars, Fall 2000-Fall 2013

President's Scholars enroll at West Hills College from three primary areas: Hanford, Coalinga and Lemoore. In recent years, an increasing number of President's Scholars have come from Hanford area high schools, which now draw the most applicants for the popular program which provides free tuition, money for books, and priority registration for those who qualify.

High School	Students
Hanford High School	119
Coalinga High School	104
Lemoore Union High School	86
Hanford West High School	43
Avenal High School	31
Faith Christian Academy	21
Kings Christian High School	18
Laton High School	13
Mendota High School	10
Corcoran High School	9
Lemoore Middle College	8
Tranquillity Union High School	7
Sierra Pacific High School	6
Firebaugh High School	6



President's Scholar Carmen Velazquez is in her second year at WHCC.

High School and Lemoore Union High School. Each of these schools brought in over 80 students to WHC between 2000 and 2013.

So while the program attracts more students to the district, students aren't the only ones to benefit. Squire, the foundation director, said the program has done several things for the college, including increasing its number of full-time students.

"These top students know they can come here, get their first two years for virtually no cost and then they can save money, go on, and a lot of them will qualify for financial aid as well," said Squire. "If they save that money, then they're more set for their four-year degree."

Scott Terrell couldn't agree more. With the money he saved by attending WHC Lemoore as a President's Scholar, he was able to transfer to CSU Fullerton debt-free last May.

"If it were not for the president's

scholarship, I would have had to attend school completely reliant on loans," said Terrell. "I was able to finish all of my lower division requirements with no debt, and also work two jobs at the same time to save up for when I transferred."

Along with a two-year scholarship, President's Scholars are set up for academic success. They are required to attend orientation, take placement tests and put together a student education plan with their counselor. This plan maps out all the courses each student needs to take and is organized by semesters.

Statistics show course success and retention rates for President's Scholars are significantly higher than the general student population. The success rate for President's Scholars sits between 80-90 percent while the rest of students in the district average between 60-70 percent.

Of 370 President's Scholars to enroll at WHC from 2001-2011, 73 percent, or 270

students, received a degree or certificate from WHC or transferred to a four-year university.

"In a time when mediocrity seems to be the norm in our society, it was so refreshing to have hard work and success recognized in this way," said Terrell. "I will be eternally grateful for receiving this honor, which allowed me to start my education in a financially smart way."

Amy Seed is the assistant to the director of marketing and public information at West Hills CCD and a former newspaper reporter.

'... students receive a scholarship for two years, \$250 per semester for books and priority registration ...'

WHCCD

Has Strong Fiscal Position,
and It's No Accident



Q&A WITH THE CFO

From left to right: Tammy Weatherman (associate vice chancellor of business services), Ken Stoppenbrink (deputy chancellor) Debbie Gore (grant accounting supervisor) and Anne Jorgens (budget services supervisor)

The economic fallout of what's called the Great Recession has heavily impacted many of California's 72 community college districts. Several institutions have suffered financially and are now working their way out of calamity. This is not a new problem; back in 1986, a state study showed that 25 percent of the then roughly 100 colleges were having moderate to serious financial problems.

West Hills Community College District, which governs two Central Valley colleges, West Hills College Coalinga and West Hills College Lemoore, and a thriving Center in Firebaugh, is on solid financial footing.

"Over the past several years the West Hills Community College District (WHCCD) has engaged in a very conservative path for fiscal stability," said Ken Stoppenbrink, deputy chancellor. He served as the head of human resources at the district until 2004, when he became vice chancellor, business services, and the district's chief financial officer. "The positive results of these actions were no accident but rather due to a conscious effort to position our fiscal house to weather financial shortfalls from the state's budget mismanagement."

The CFO said the cooperation of faculty and staff made it possible for the district to draw the line on spending and maintain healthy reserves over the past five years.

"A lot of the credit goes to faculty and staff for the collegial way in which they approached the problem we all shared, namely that we didn't have the revenues we used to have and something had to give. We could not have achieved what we did without the sacrifices they were willing to make."

"West Hills College is very fortunate to have a cooperative spirit working within the district," according to Mark McKean, president, board of trustees. "That spirit has resulted in a healthy financial position that has allowed the college to forge ahead with new and innovative ideas while many districts have had to focus on financial survival."

Keith Brock, president of CSEA, the employee's union, agreed. "During the fiscal crunch, our negotiation team

worked with the district (on furlough) agreements, in order to avoid layoffs. The entire association membership voted to accept furloughs rather than see our members laid off. As employees retired or left for other jobs during this time, many members accepted additional duties and responsibilities to allow those positions to remain unfilled until funding improved."

Ken Sowden led the negotiation team for the faculty association. "We acknowledged that the budgetary challenges were due to circumstances which originated at the state level," he said. "Our willingness to endure increased class size and accept temporary furlough days played a big part in helping the district regain fiscal health. Certificated, classified and administrative personnel all acted in concert toward this end, which illustrates our ability to put differences aside and work together to support and serve our students."

We asked Stoppenbrink, who oversees a budget of \$128.1 million a year, to outline some actions the district took to keep its fiscal boat afloat in hard times. The questions, and his answers (in italics), are below:

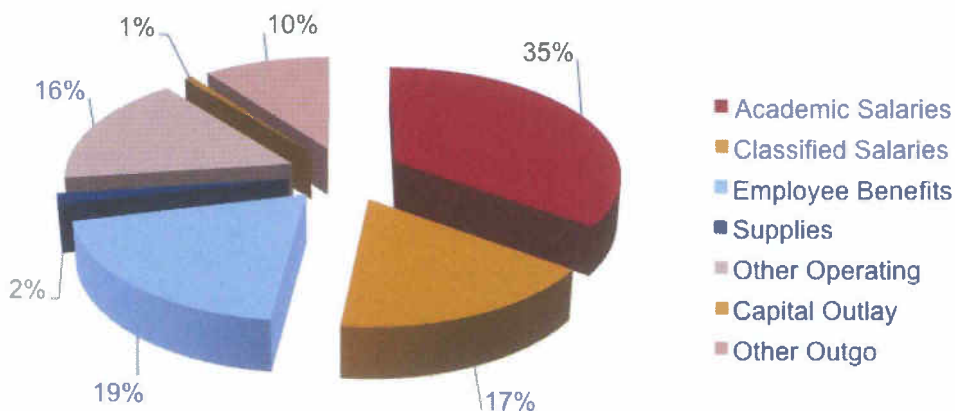
Q What steps have you taken to protect the district's legally required reserve fund?

A In many cases we did not fill vacant positions or waited several months to fill them, in some cases up to two years. We also implemented furloughs and cut expenses which cut costs and helped increase reserves.

Q Does WHCCD have a "rainy day fund" for emergencies or to cover budget shortfalls?

A Yes. The Capital Outlay account was used to set aside additional resources to be used to fund scheduled maintenance projects or to transfer funds back into the general fund when the state began cutting funds to the community college system. The district uses this fund as its rainy day reserve when necessary.

Expenditures by Account Type



WHCCD's strong financial position is demonstrated in this chart. The total expenditures for faculty and staff salaries combined with employee benefits is 71 percent of the budget. Statewide comparisons show that many college budgets devote considerably more to those same costs, in some cases 90 percent or above.

Q What other financial tools have you been able to use to safeguard the budget?

A Other means of strengthening our fiscal stability included the use of the new market tax credit program (NMTC), which provides tax credit incentives to private companies, typically banks, to invest in local communities and at the same time provides resources to participating agencies. Some projects under consideration for this method of funding include the Student Center in Lemoore and a new instructional center building in Firebaugh.

Q What's being done about "unfunded liabilities" that haunt some college districts?

A Like many of the districts in the state, WHCCD has a post-employment retirement health benefit provided in their collective bargaining agreements. This creates a

liability that must be funded and there must be a plan in place to fund it. Some districts haven't kept up, but ours has set aside these funds each year and those investments are in an irrevocable trust. Based on the current forecast of budgeted plus investment earnings, this liability should be fully funded by 2017.

Q How has the college spent its general obligation bonds that were passed by voters?

A The district has issued GO bonds for the past 14 years. In 1998 there was an issue of \$19 million. In 2008 there were three bonds authorized for a total of \$55.4 million of which \$30.4 million has been expended so far. These dollars provided necessary facilities upgrades and new buildings to continue to support the mission of the district and colleges.

IN MEMORIAM



West Hills College Trustee Bill Henry

Bill Henry, a longtime valley educator and sitting member of the Board of Trustees of West Hills Community College District, died Friday, Nov. 1 at the age of 71.

The one-time community college student served for 26 years on the WHCCD board, starting in November 1987. He lived in Lemoore with his wife, Paddy. He went to college at Fresno City College; California State University, Fresno; and Fresno Pacific University.

"His positive attitude, perceptive questioning and good sense of humor were always present at the Trustee meetings," said WHCCD Chancellor Frank Gornick. "He was a member of a cohesive team whose members have served an average of 24 years. He was part of unique group that operated more like a family than a governing body. He will be greatly missed by his fellow trustees and colleagues. More than a board member, he was a friend to all of us at West Hills."

Henry was active in community affairs and his affiliations included the Kiwanis Club of Lemoore and the Tulare Kings All-Star Football Game Committee. He served on the board of the West Hills Community College Foundation. He was previously named Lemoore Citizen of the Year.

Former WHCC Coach and Hall of Fame Inductee Robert Hobbs

Bob Hobbs, a former West Hills College Coalinga instructor and coach, died Thursday, Oct. 31 in Merced at the age of 73.

Hobbs became an instructor, football coach and head baseball coach at WHCC in 1965. He was named the athletic director three years later and was also inducted into the Hall of Fame twice. Hobbs worked at WHCC until 1971 when he accepted a job at Cuesta College and later a job coaching football at Merced College. He retired in 2002.

Hobbs not only loved athletics, but he loved working with youth. He was known as a mentor to many and could rarely walk around town without hearing, "Hey Coach," with a bear hug to follow.

He was active with the Youth Accountability Board and was a member of the Elks for close to 50 years. He became a charter member of Merced Sunrise Rotary Club in 1985 and became club president in 1999. His involvement continued as he served as the district governor of District 5220 for the 2006-2007 term. Bob was a member of Central Presbyterian Church and was a fourth generation resident of Merced County.

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5.

Graduate Follow-Up Survey

WHC - Precision Agriculture Graduate Survey

Summary Design Survey Collect Responses Analyze Results

Edit Survey

Preview Survey Send Survey »

To change the look of your survey, select a theme below.

WHCCD Edit Theme Create Custom Theme

TITLE & LOGO Edit Title Edit Logo Edit Layout



WHC - Precision Agriculture Graduate Survey

+ Add Page

PAGE 1 Edit Page Options Add Page Logic Move Copy Delete

Show this page only

Welcome - Informational Data

+ Add Question

Q1 Edit Question Move Copy Delete

* 1. Please give us a little information about you.

First Name: [input field]

Last Name: [input field]

ZIP/Postal Code: [input field]

Email Address: [input field]

+ Add Question Split Page Here

Q2 Edit Question Move Copy Delete

2. What is the zipcode of your home town?

[input field]

+ Add Question Split Page Here

Q3 Edit Question ▼ Add Question Logic Move Copy Delete

3. Where did you live while you attended WHC?

- Dorms
- On-Farm
- Off-Campus in Coalinga
- Parents in Coalinga
- Out of Town

+ Add Question ▼

+ Add Page

PAGE 2 Edit Page Options ▼ Add Page Logic Move Copy Delete

Show this page only

About the Program

+ Add Question ▼

Q4 Edit Question ▼ Add Question Logic Move Copy Delete

1. Which program did you enroll in?

- Precision Ag
- Heavy Equipment

+ Add Question ▼ Split Page Here

Q5 Edit Question ▼ Add Question Logic Move Copy Delete

2. How did you hear about the program?

- Recruitment at Ag function
- Recruitment at highschool
- Family/Friend
- WHC Counselor
- Other (please specify)

+ Add Question ▼ Split Page Here

Q6 Edit Question ▼ Move Copy Delete

3. Why did you choose the program?

+ Add Question ▼ Split Page Here

Q7 Edit Question ▼ Move Copy Delete

4. What were your expectations before WHC?

+ Add Question ▼ Split Page Here

Q8 Edit Question ▼ Add Question Logic Move Copy Delete

5. Did your expectaions change?

Yes

No

How and why?

+ Add Question ▼ Split Page Here

Q9 Edit Question ▼ Move Copy Delete

6. How would characterize the equipment?

	Up-to-Date	Used in Field
GPS Equipment	<input type="text"/>	<input type="text"/>
GIS Software	<input type="text"/>	<input type="text"/>

+ Add Question ▼ Split Page Here

Q10 Edit Question ▼ Add Question Logic Move Copy Delete

7. Would you recommend any equipment/software changes or updates?

Yes

No

What and Why?



+ Add Question ▼

+ Add Page

PAGE 3

Edit Page Options ▼ Add Page Logic Move Copy Delete

Show this page only

Precision Ag Courses

+ Add Question ▼

Q11 Edit Question ▼ Add Question Logic Move Copy Delete

1. Which courses did you take?

- AG 10-Intro to Ag
- AG 11-Ag Sales and Service
- AG 15X-Work Experience
- AGBUS 15-Computer Applications
- CRPSCI 1-Intro to Plant Science
- CRPSCI 6-Intro to Precision Ag
- CRPSCI 7-Advanced Precision Ag
- CRPSCI 19-Water Management
- SLSCI 21-Soils
- GEOG 4-Intro to GIS

+ Add Question ▼ Split Page Here

Q12 Edit Question ▼ Move Copy Delete

2. Please rate the quality of the following courses. 1 being the least through 5 being the most.

	Usefulness	Enjoyment	Practical Knowledge	Theoretical Knowledge	Difficulty
AG 10 - Intro to Ag	▼	▼	▼	▼	▼
AG 11 - Ag Sales and Communication	▼	▼	▼	▼	▼
AG 15x - Work Experience	▼	▼	▼	▼	▼

AGBUS 15 - Computer Applications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CRPSCI 1 - Intro to Plant Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CRPSCI 6 - Intro to Precision Ag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CRPSCI 7 - Advanced Precision Ag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CRPSCI 19 - Water Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SLSCI 21 - Soils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GEOG 4 - Intro to GIS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

+ Add Question ▼ Split Page Here

Q13 Edit Question ▼ Move Copy Delete

3. What changes if any would you make to the classes listed above and why?

+ Add Question ▼ Split Page Here

Q14 Edit Question ▼ Add Question Logic Move Copy Delete

4. Are there any other classes that you would have found helpful that were not offered?

Yes

No

List and Explain:

+ Add Question ▼ Split Page Here

Q15 Edit Question ▼ Add Question Logic Move Copy Delete

5. Did you complete the certificate?

Yes

No

+ Add Question ▼ Split Page Here

Q16 Edit Question ▼ Add Question Logic Move Copy Delete

6. Did you take any additional courses while in the program?

Yes

No

+ Add Question ▼ Split Page Here

Q17 Edit Question ▼ Move Copy Delete

7. Which additional courses did you take?

+ Add Question ▼ Split Page Here

Q18 Edit Question ▼ Add Question Logic Move Copy Delete

8. Do you feel that the basic skills learned in class prepared you for life after college? Check if the answer is yes.

Math

Writing

Speaking

+ Add Question ▼

+ Add Page

PAGE 4 Edit Page Options ▼ Add Page Logic Move Copy Delete

Show this page only

+ Add Question ▼

Q19 Edit Question ▼ Add Question Logic Move Copy Delete

*** 1. How would you currently characterize yourself?**

currently enrolled in the Precision Agriculture program at WHC

were enrolled, but did not complete the certificate program

completed the certificate program

+ Add Question ▼ Split Page Here

Q20 Edit Question ▼ Add Question Logic Move Copy Delete

2. Did you complete your A.A./A.S.?

Yes

No

+ Add Question ▼ Split Page Here

Q21 Edit Question ▼ Move Copy Delete

3. When did you complete your A.A./A.S.?

+ Add Question ▼ Split Page Here

Q22 Edit Question ▼ Add Question Logic Move Copy Delete

4. Did you complete your B.A./B.S.?

Yes

No

+ Add Question ▼ Split Page Here

Q23 Edit Question ▼ Move Copy Delete

5. When did you complete your B.A./B.S.?

+ Add Question ▼

+ Add Page

PAGE 5 Edit Page Options ▼ Add Page Logic Move Copy Delete

Show this page only

After Completing the Precision Agriculture Certificate...

+ Add Question ▼

Q24 Edit Question ▼ Add Question Logic Move Copy Delete

1. After completing the Precision Agriculture certificate program, which best characterizes your next step

- Continued transfer/A.A. requirements at West Hills College
- Continued transfer/A.A. requirements at another community college
- Transferred to a 4-year university
- Entered the workforce

Other (please specify)

+ Add Question ▼ Split Page Here

Q25 Edit Question ▼ Add Question Logic Move Copy Delete

2. Did you complete courses to transfer?

- Yes
- No

+ Add Question ▼ Split Page Here

Q26 Edit Question ▼ Add Question Logic Move Copy Delete

3. Which courses transferred?

- AG 10-Intro to Ag
- AG 11-Ag Sales and Service
- AG 15X-Work Experience
- CRPSCI 1-Intro to Plant Science
- CRPSCI 6-Intro to Precision Ag
- CRPSCI 7-Advanced Precision Ag
- CRPSCI 19-Water Management
- SLSCI 21-Soils
- GEOG 4-Intro to GIS

+ Add Question ▼ Split Page Here

Q27 Edit Question ▼ Add Question Logic Move Copy Delete

4. Did you complete any internships while at WHC?

- Yes
- No

+ Add Question ▼ Split Page Here

Q28 Edit Question ▼ Move Copy Delete

5. What type of internship did you complete?

+ Add Question ▼ Split Page Here

Q29 Edit Question ▼ Add Question Logic Move Copy Delete

6. What was the pay-scale of the internship that you obtained?

- Minimum Wage
- Just Above Minimum
- 2x minimum
- More than 2x

+ Add Question ▼ Split Page Here

Q30 Edit Question ▼ Add Question Logic Move Copy Delete

7. How was your internship obtained?

- WHC Professor
- Career Counselor/Job Board
- Word of Mouth (Classmate)
- Other

Specify:

+ Add Question ▼

+ Add Page

PAGE 6 Edit Page Options ▼ Add Page Logic Move Copy Delete

Show this page only

West Hills College

+ Add Question ▼

Q31 Edit Question ▼ Add Question Logic Move Copy Delete

1. Are you planning on transferring to a four-year university?

- Yes
- No

Already have

+ Add Question ▼ Split Page Here

Q32 Edit Question ▼ Add Question Logic Move Copy Delete

2. Please select the university you plan to transfer to, are currently enrolled or have graduated from?

Cal Poly - SLO

Fresno State

UC Davis

CSU Chico

Other (please specify)

+ Add Question ▼ Split Page Here

Q33 Edit Question ▼ Add Question Logic Move Copy Delete

3. Please choose your intended major.

Agricultural Engineering

Agricultural Systems Management (Ag Engineering Technology)

Crop/Plant Science

Ag Business

Animal Science

Other (please specify)

+ Add Question ▼ Split Page Here

Q34 Edit Question ▼ Add Question Logic Move Copy Delete

4. When transferring to a four year university who helped you in the transition?

WHC Counselor

University Counselor

Instructor

Self

Other (please specify)

+ Add Question ▼ Split Page Here

Q35 Edit Question ▼ Move Copy Delete

5. Where you satisfied with the help that you received? Why or why not?

+ Add Question ▼

+ Add Page

PAGE 7

Edit Page Options ▼ Move Copy Delete

Show this page only

Workforce

+ Add Question ▼

Q36 Edit Question ▼ Add Question Logic Move Copy Delete

1. Please choose the category that best describes your current or intended job?

- Production Agriculture
- Government
- Education
- Consultant
- Other (please specify)

+ Add Question ▼ Split Page Here

Q37 Edit Question ▼ Add Question Logic Move Copy Delete

2. Please choose the salary bracket that best describes your starting annual salary. (To convert hourly to annual multiply your hourly rate by 2000)

- < \$20,000
- \$21,000 - \$30,000
- \$31,000 - \$40,000
- \$41,000 - \$50,000
- \$51,000 - \$60,000
- \$61,000 - \$70,000
- \$71,000 - \$80,000
- > \$80,000

+ Add Question ▼ Split Page Here

Q38 Edit Question ▼ Add Question Logic Move Copy Delete

3. What type of hours do you work?

Full-Time

Part-Time

Make your own schedule

Other (please specify)

+ Add Question ▼ Split Page Here

Q39

Edit Question ▼ Add Question Logic Move Copy Delete

4. Please select working conditions:

Outside

Inside

Both

Elaborate

+ Add Question ▼ Split Page Here

Q40

Edit Question ▼ Move Copy Delete

5. How did the precision ag program assist in your current or intended position in the workforce?

+ Add Question ▼ Split Page Here

Q41

Edit Question ▼ Add Question Logic Move Copy Delete

6. Would you consider yourself successful?

Yes

No

Somewhat

+ Add Question ▼

+ Add Page

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WHC - Heavy Equipment Graduate Survey

Summary **Design Survey** Collect Responses Analyze Results

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To change the look of your survey, select a theme below.

WHCCD Edit Theme Create Custom Theme

TITLE & LOGO Edit Title Edit Logo Edit Layout



WHC - Heavy Equipment Graduate Survey

+ Add Page

PAGE 1 Edit Page Options Add Page Logic Move Copy Delete

Show this page only

Welcome - Informational Data

+ Add Question

Q1 Edit Question Move Copy Delete

* 1. Please give us a little information about you.

First Name: Last Name: ZIP/Postal Code: Email Address:

+ Add Question Split Page Here

Q2 Edit Question Move Copy Delete

2. What is the zipcode of your home town?

Text input field for zipcode

+ Add Question Split Page Here

Q3 Edit Question ▼ Add Question Logic Move Copy Delete

3. Where did you live while you attended WHC?

- Dorms
- On-Farm
- Off-Campus in Coalinga
- Parents in Coalinga
- Out of Town

+ Add Question ▼

+ Add Page

PAGE 2 Edit Page Options ▼ Add Page Logic Move Copy Delete

Show this page only

About the Program

+ Add Question ▼

Q4 Edit Question ▼ Add Question Logic Move Copy Delete

1. Which program did you enroll in?

- Precision Ag
- Heavy Equipment

+ Add Question ▼ Split Page Here

Q5 Edit Question ▼ Add Question Logic Move Copy Delete

2. How did you hear about the program?

- Recruitment at Ag function
- Recruitment at highschool
- Family/Friend
- WHC Counselor
- Other (please specify)

+ Add Question ▼ Split Page Here

Q6 Edit Question ▼ Move Copy Delete

3. Why did you choose the program?

+ Add Question ▼ Split Page Here

Q7 Edit Question ▼ Move Copy Delete

4. What were your expectations before WHC?

+ Add Question ▼ Split Page Here

Q8 Edit Question ▼ Add Question Logic Move Copy Delete

5. Did your expectaions change?

Yes

No

How and why?

+ Add Question ▼ Split Page Here

Q9 Edit Question ▼ Add Question Logic Move Copy Delete

6. How would characterize the equipment?

Explain

+ Add Question ▼ Split Page Here

Q10 Edit Question ▼ Add Question Logic Move Copy Delete

7. Would you recommend any equipment/software changes or updates?

Yes

No

What and Why?

+ Add Question ▼

+ Add Page

PAGE 3

Edit Page Options ▼
Add Page Logic
Move
Copy
Delete

Show this page only

3

+ Add Question ▼

Q11
Edit Question ▼
Move
Copy
Delete

1. Please rate the quality of the course. 1 being the least through 5 being the most.

	Usefulness	Enjoyment	Practical Knowledge	Theoretical Knowledge	Difficulty
Heavt Equipment	▼	▼	▼	▼	▼

Comments

+ Add Question ▼ Split Page Here

Q12
Edit Question ▼
Move
Copy
Delete

2. What changes if any would you make to the class listed above and why?

+ Add Question ▼ Split Page Here

Q13
Edit Question ▼
Add Question Logic
Move
Copy
Delete

3. Are there any other classes that you would have found helpful that were not offered?

Yes

No

List and Explain:

+ Add Question ▼ Split Page Here

Q14 Edit Question ▼ Add Question Logic Move Copy Delete

4. Did you complete the certificate?

Yes

No

+ Add Question ▼ Split Page Here

Q15 Edit Question ▼ Add Question Logic Move Copy Delete

5. Did you take any additional courses while in the program?

Yes

No

+ Add Question ▼ Split Page Here

Q16 Edit Question ▼ Move Copy Delete

6. Which additional courses did you take?

+ Add Question ▼ Split Page Here

Q17 Edit Question ▼ Add Question Logic Move Copy Delete

7. Do you feel that the basic skills learned in class prepared you for life after college? Check if the answer is yes.

Heavy Equipment Operation

Grade Management

Service and Repair

+ Add Question ▼

+ Add Page

PAGE 4

Edit Page Options ▼ Add Page Logic Move Copy Delete

Show this page only

+ Add Question ▼

Q18 Edit Question ▼ Add Question Logic Move Copy Delete

*** 1. How would you currently characterize yourself?**

Currently enrolled in the Heavy Equipment program at WHC
were enrolled, but did not complete the certificate program
completed the certificate program

+ Add Question ▼ Split Page Here

Q19 Edit Question ▼ Add Question Logic Move Copy Delete

2. Did you complete your A.A./A.S.?

Yes
No

+ Add Question ▼ Split Page Here

Q20 Edit Question ▼ Move Copy Delete

3. When did you complete your A.A./A.S.?

+ Add Question ▼ Split Page Here

Q21 Edit Question ▼ Add Question Logic Move Copy Delete

4. Did you complete your B.A./B.S.?

Yes
No

+ Add Question ▼ Split Page Here

Q22 Edit Question ▼ Move Copy Delete

5. When did you complete your B.A./B.S?

+ Add Question ▼

+ Add Page

PAGE 5 Edit Page Options ▼ Add Page Logic Move Copy Delete

Show this page only

After Completing the Heavy Equipment Certificate...

+ Add Question ▼

Q23 Edit Question ▼ Add Question Logic Move Copy Delete

1. After completing the Heavy Equipment certificate program, which best characterizes your next step

- Continued transfer/A.A. requirements at West Hills College
- Continued transfer/A.A. requirements at another community college
- Transferred to a 4-year university
- Entered the workforce
- Other (please specify)

+ Add Question ▼ Split Page Here

Q24 Edit Question ▼ Add Question Logic Move Copy Delete

2. Did you complete any internships while at WHC?

- Yes
- No

+ Add Question ▼ Split Page Here

Q25 Edit Question ▼ Move Copy Delete

3. What type of internship did you complete?

+ Add Question ▼ Split Page Here

Q26

Edit Question ▼ Add Question Logic Move Copy Delete

4. What was the pay-scale of the internship that you obtained?

- Minimum Wage
- Just Above Minimum
- 2x minimum
- More than 2x

+ Add Question ▼ Split Page Here

Q27

Edit Question ▼ Add Question Logic Move Copy Delete

5. How was your internship obtained?

- WHC Professor
- Career Counselor/Job Board
- Word of Mouth (Classmate)
- Other

Specify:

+ Add Question ▼

+ Add Page

PAGE 6

Edit Page Options ▼ Add Page Logic Move Copy Delete

Show this page only

West Hills College

+ Add Question ▼

Q28

Edit Question ▼ Add Question Logic Move Copy Delete

1. Are you planning on transferring to a four-year university?

- Yes
- No

Already have

+ Add Question ▼ Split Page Here

Q29 Edit Question ▼ Add Question Logic Move Copy Delete

2. Please select the university you plan to transfer to, are currently enrolled or have graduated from?

Cal Poly - SLO

Fresno State

UC Davis

CSU Chico

Other (please specify)

+ Add Question ▼ Split Page Here

Q30 Edit Question ▼ Add Question Logic Move Copy Delete

3. Please choose your intended major.

Agricultural Engineering

Agricultural Systems Management (Ag Engineering Technology)

Crop/Plant Science

Ag Business

Animal Science

Other (please specify)

+ Add Question ▼ Split Page Here

Q31 Edit Question ▼ Add Question Logic Move Copy Delete

4. When transferring to a four year university who helped you in the transition?

WHC Counselor

University Counselor

Instructor

Self

Other (please specify)

+ Add Question ▼ Split Page Here

Q32 Edit Question ▼ Move Copy Delete

5. Where you satisfied with the help that you received? Why or why not?

+ Add Question ▼

+ Add Page

PAGE 7

Edit Page Options ▼ Move Copy Delete

Show this page only

Workforce

+ Add Question ▼

Q33 Edit Question ▼ Add Question Logic Move Copy Delete

1. Please choose the category that best describes your current or intended job?

- heavy construction
- Agri-Construction
- equipment Maintenance
- Other (please specify)

+ Add Question ▼ Split Page Here

Q34 Edit Question ▼ Add Question Logic Move Copy Delete

2. Please choose the salary bracket that best describes your starting annual salary. (To convert hourly to annual multiply your hourly rate by 2000)

- < \$20,000
- \$21,000 - \$30,000
- \$31,000 - \$40,000
- \$41,000 - \$50,000
- \$51,000 - \$60,000
- \$61,000 - \$70,000
- \$71,000 - \$80,000
- > \$80,000

+ Add Question ▼ Split Page Here

Q35 Edit Question ▼ Add Question Logic Move Copy Delete

3. What type of hours do you work?

- Full-Time

Part-Time

Make your own schedule

Other (please specify)

+ Add Question ▼ Split Page Here

Q36 Edit Question ▼ Add Question Logic Move Copy Delete

4. Please select working conditions:

Outside

Inside

Both

Elaborate

+ Add Question ▼ Split Page Here

Q37 Edit Question ▼ Move Copy Delete

5. How did the Heavy Equipment program assist in your current or intended position in the workforce?

+ Add Question ▼ Split Page Here

Q38 Edit Question ▼ Add Question Logic Move Copy Delete

6. Would you consider yourself successful?

Yes

No

Somewhat

+ Add Question ▼

+ Add Page

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6.

Graduate Follow-Up Survey Results

1. Please give us a little information about you.

	Response Percent	Response Count
First Name: 	100.0%	50
Last Name: 	100.0%	50
ZIP/Postal Code: 	100.0%	50
Email Address: 	80.0%	40
	answered question	50
	skipped question	0



2. What is the zipcode of your home town?

	Response Count
	50
	answered question
	50
	skipped question
	0

3. Where did you live while you attended WHC?

		Response Percent	Response Count
Dorms		8.2%	4
On-Farm		10.2%	5
Off-Campus in Coalinga		65.3%	32
Parents in Coalinga		10.2%	5
Out of Town		16.3%	8
answered question			49
skipped question			1

4. Which program did you enroll in?

		Response Percent	Response Count
Precision Ag		100.0%	45
Heavy Equipment		4.4%	2
answered question			45
skipped question			5

5. How did you hear about the program?

	Response Percent	Response Count
Recruitment at Ag function	20.0%	9
Recruitment at highschool	15.6%	7
Family/Friend	37.8%	17
WHC Counselor	15.6%	7
Other (please specify)	22.2%	10
	answered question	45
	skipped question	5



6. Why did you choose the program?

	Response Count
	40
	answered question
	40
	skipped question
	10

7. What were your expectations before WHC?

	Response Count
	38
	answered question
	38
	skipped question
	12

8. Did your expectations change?

		Response Percent	Response Count
Yes		53.8%	21
No		46.2%	18
How and why?			24
answered question			39
skipped question			11

9. How would characterize the equipment?



Up-to-Date

	Yes	NO	Response Count
GPS Equipment	80.0% (32)	20.0% (8)	40
GIS Software	92.7% (38)	7.3% (3)	41









Used in Field

	Yes	NO	Response Count
GPS Equipment	82.1% (32)	17.9% (7)	39
GIS Software	92.5% (37)	7.5% (3)	40
answered question			41
skipped question			9

10. Would you recommend any equipment/software changes or updates?

		Response Percent	Response Count
Yes		48.8%	21
No		51.2%	22
	What and Why?		20
answered question			43
skipped question			7

11. Which courses did you take?

		Response Percent	Response Count
AG 10-Intro to Ag		69.0%	29
AG 11-Ag Sales and Service		31.0%	13
AG 15X-Work Experience		38.1%	16
AGBUS 15-Computer Applications		90.5%	38
CRPSCI 1-Intro to Plant Science		92.9%	39
CRPSCI 6-Intro to Precision Ag		76.2%	32
CRPSCI 7-Advanced Precision Ag		76.2%	32
CRPSCI 19-Water Management		73.8%	31
SLSCI 21-Soils		73.8%	31
GEOG 4-Intro to GIS		40.5%	17
answered question			42
skipped question			8

12. Please rate the quality of the following courses. 1 being the least through 5 being the most

Usefulness

	1	2	3	4	5
AG 10 - Intro to Ag	6.7% (2)	16.7% (5)	36.7% (11)	13.3% (4)	26.7% (8)
AG 11 - Ag Sales and Communication	0.0% (0)	7.1% (1)	14.3% (2)	28.6% (4)	50.0% (7)
AG 15x - Work Experience	25.0% (4)	12.5% (2)	18.8% (3)	18.8% (3)	25.0% (4)
AGBUS 15 - Computer Applications	0.0% (0)	0.0% (0)	7.5% (3)	30.0% (12)	62.5% (25)
CRPSCI 1 - Intro to Plant Science	0.0% (0)	0.0% (0)	17.9% (7)	28.2% (11)	53.8% (21)
CRPSCI 6 - Intro to Precision Ag	0.0% (0)	0.0% (0)	6.3% (2)	18.8% (6)	75.0% (30)
CRPSCI 7 - Advanced Precision Ag	0.0% (0)	0.0% (0)	6.3% (2)	9.4% (3)	84.4% (34)
CRPSCI 19 - Water Management	0.0% (0)	0.0% (0)	3.2% (1)	22.6% (7)	74.2% (30)
SLSCI 21 - Soils	0.0% (0)	0.0% (0)	6.7% (2)	13.3% (4)	80.0% (32)
GEOG 4 - Intro to GIS	5.9% (1)	0.0% (0)	11.8% (2)	17.6% (3)	64.7% (26)

Enjoyment

	1	2	3	4	5
AG 10 - Intro to Ag	3.3% (1)	3.3% (1)	33.3% (10)	16.7% (5)	43.3% (14)
AG 11 - Ag Sales and Communication	0.0% (0)	0.0% (0)	21.4% (3)	28.6% (4)	50.0% (7)
AG 15x - Work Experience	25.0% (4)	12.5% (2)	12.5% (2)	18.8% (3)	31.3% (10)
AGBUS 15 - Computer Applications	2.6% (1)	5.1% (2)	30.8% (12)	25.6% (10)	35.9% (14)
CRPSCI 1 - Intro to Plant Science	0.0% (0)	0.0% (0)	28.2% (11)	35.9% (14)	35.9% (14)
CRPSCI 6 - Intro to Precision Ag	0.0% (0)	0.0% (0)	9.4% (3)	12.5% (4)	78.1% (31)
CRPSCI 7 - Advanced Precision Ag	0.0% (0)	0.0% (0)	9.4% (3)	12.5% (4)	78.1% (31)
CRPSCI 19 - Water Management	0.0% (0)	3.2% (1)	12.9% (4)	35.5% (11)	48.4% (19)

SLSCI 21 - Soils	0.0% (0)	3.3% (1)	20.0% (6)	26.7% (8)	50.0% (15)
GEOG 4 - Intro to GIS	5.9% (1)	0.0% (0)	11.8% (2)	35.3% (6)	47.1% (8)

Practical Knowledge

	1	2	3	4	5
AG 10 - Intro to Ag	10.0% (3)	3.3% (1)	33.3% (10)	20.0% (6)	33.3% (10)
AG 11 - Ag Sales and Communication	0.0% (0)	0.0% (0)	7.1% (1)	28.6% (4)	64.3% (9)
AG 15x - Work Experience	25.0% (4)	6.3% (1)	18.8% (3)	18.8% (3)	31.3% (5)
AGBUS 15 - Computer Applications	2.5% (1)	0.0% (0)	20.0% (8)	27.5% (11)	50.0% (20)
CRPSCI 1 - Intro to Plant Science	5.1% (2)	2.6% (1)	10.3% (4)	38.5% (15)	43.6% (17)
CRPSCI 6 - Intro to Precision Ag	0.0% (0)	3.1% (1)	3.1% (1)	12.5% (4)	81.3% (33)
CRPSCI 7 - Advanced Precision Ag	0.0% (0)	3.1% (1)	3.1% (1)	15.6% (5)	78.1% (31)
CRPSCI 19 - Water Management	0.0% (0)	0.0% (0)	3.2% (1)	29.0% (9)	67.7% (27)
SLSCI 21 - Soils	0.0% (0)	0.0% (0)	6.7% (2)	23.3% (7)	70.0% (28)
GEOG 4 - Intro to GIS	5.9% (1)	5.9% (1)	5.9% (1)	35.3% (6)	47.1% (8)

Theoretical Knowledge

	1	2	3	4	5
AG 10 - Intro to Ag	10.7% (3)	3.6% (1)	32.1% (9)	17.9% (5)	35.7% (10)
AG 11 - Ag Sales and Communication	0.0% (0)	0.0% (0)	15.4% (2)	23.1% (3)	61.5% (9)
AG 15x - Work Experience	26.7% (4)	13.3% (2)	13.3% (2)	13.3% (2)	33.3% (5)
AGBUS 15 - Computer Applications	7.7% (3)	0.0% (0)	12.8% (5)	30.8% (12)	48.7% (19)
CRPSCI 1 - Intro to Plant Science	2.6% (1)	0.0% (0)	10.5% (4)	28.9% (11)	57.9% (23)
CRPSCI 6 - Intro to Precision Ag	0.0% (0)	0.0% (0)	3.2% (1)	16.1% (5)	80.6% (32)
CRPSCI 7 - Advanced Precision Ag	0.0% (0)	0.0% (0)	9.7% (3)	6.5% (2)	83.9% (33)

CRPSCI 19 - Water Management	0.0% (0)	0.0% (0)	3.3% (1)	26.7% (8)	70.0% (1)
SLSCI 21 - Soils	0.0% (0)	0.0% (0)	3.4% (1)	24.1% (7)	72.4% (1)
GEOG 4 - Intro to GIS	6.3% (1)	0.0% (0)	12.5% (2)	25.0% (4)	56.3% (1)

Difficulty

	1	2	3	4	5
AG 10 - Intro to Ag	24.1% (7)	27.6% (8)	37.9% (11)	0.0% (0)	10.3% (1)
AG 11 - Ag Sales and Communication	7.7% (1)	7.7% (1)	30.8% (4)	30.8% (4)	23.1% (3)
AG 15x - Work Experience	26.7% (4)	33.3% (5)	13.3% (2)	6.7% (1)	20.0% (3)
AGBUS 15 - Computer Applications	12.8% (5)	5.1% (2)	41.0% (16)	17.9% (7)	23.1% (3)
CRPSCI 1 - Intro to Plant Science	2.6% (1)	5.3% (2)	36.8% (14)	21.1% (8)	34.2% (4)
CRPSCI 6 - Intro to Precision Ag	3.2% (1)	6.5% (2)	25.8% (8)	29.0% (9)	35.5% (4)
CRPSCI 7 - Advanced Precision Ag	0.0% (0)	6.5% (2)	22.6% (7)	29.0% (9)	41.9% (5)
CRPSCI 19 - Water Management	0.0% (0)	3.3% (1)	30.0% (9)	33.3% (10)	33.3% (4)
SLSCI 21 - Soils	0.0% (0)	6.9% (2)	10.3% (3)	20.7% (6)	62.1% (4)
GEOG 4 - Intro to GIS	0.0% (0)	6.3% (1)	31.3% (5)	31.3% (5)	31.3% (4)

Com


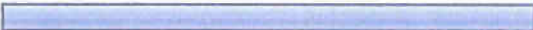
answered qu

skipped qu



13. What changes if any would you make to the classes listed above and why?

	Response Count
	16
answered question	16
skipped question	34



14. Are there any other classes that you would have found helpful that were not offered?

	Response Percent	Response Count
Yes 	16.2%	6
No 	83.8%	31
List and Explain:		6
answered question		37
skipped question		13

15. Did you complete the certificate?

	Response Percent	Response Count
Yes 	73.8%	31
No 	26.2%	11
answered question		42
skipped question		8




16. Did you take any additional courses while in the program?

		Response Percent	Response Count
Yes		46.3%	19
No		56.1%	23
answered question			41
skipped question			9

17. Which additional courses did you take?

	Response Count
	19
answered question	19
skipped question	31



**18. Do you feel that the basic skills learned in class prepared you for life after college?
Check if the answer is yes.**

		Response Percent	Response Count
Math		73.2%	30
Writing		73.2%	30
Speaking		80.5%	33
answered question			41
skipped question			9

19. How would you currently characterize yourself?

		Response Percent	Response Count
currently enrolled in the Precision Agriculture program at WHC		19.0%	8
were enrolled, but did not complete the certificate program		9.5%	4
completed the certificate program		71.4%	30
answered question			42
skipped question			8


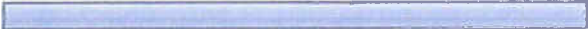
20. Did you complete your A.A./A.S.?

		Response Percent	Response Count
Yes		31.7%	13
No		68.3%	28
answered question			41
skipped question			9

21. When did you complete your A.A./A.S.?

	Response Count
	13
answered question	13
skipped question	37





22. Did you complete your B.A./B.S.?

		Response Percent	Response Count
Yes		7.9%	3
No		92.1%	35
answered question			38
skipped question			12



23. When did you complete your B.A./B.S.?

	Response Count
	8
answered question	8
skipped question	42










24. After completing the Precision Agriculture certificate program, which best characterizes your next step

		Response Percent	Response Count
Continued transfer/A.A. requirements at West Hills College		19.5%	8
Continued transfer/A.A. requirements at another community college		7.3%	3
Transferred to a 4-year university		26.8%	11
Entered the workforce		36.6%	15
Other (please specify)		9.8%	4
answered question			41
skipped question			9



25. Did you complete courses to transfer?

		Response Percent	Response Count
Yes		50.0%	18
No		50.0%	18
answered question			36
skipped question			14

26. Which courses transferred?

		Response Percent	Response Count
AG 10-Intro to Ag		41.2%	7
AG 11-Ag Sales and Service		23.5%	4
AG 15X-Work Experience		23.5%	4
CRPSCI 1-Intro to Plant Science		82.4%	14
CRPSCI 6-Intro to Precision Ag		52.9%	9
CRPSCI 7-Advanced Precision Ag		70.6%	12
CRPSCI 19-Water Management		70.6%	12
SLSCI 21-Soils		82.4%	14
GEOG 4-Intro to GIS		29.4%	5
		answered question	17
		skipped question	33





27. Did you complete any internships while at WHC?

		Response Percent	Response Count
Yes		44.7%	17
No		60.5%	23
		answered question	38
		skipped question	12




28. What type of internship did you complete?

	Response Count
	17
answered question	17
skipped question	33




29. What was the pay-scale of the internship that you obtained?

	Response Percent	Response Count
Minimum Wage 	29.4%	5
Just Above Minimum 	35.3%	6
2x minimum 	29.4%	5
More than 2x 	17.6%	3
answered question		17
skipped question		33





30. How was your internship obtained?

	Response Percent	Response Count
WHC Professor 	66.7%	12
Career Counselor/Job Board	0.0%	0
Word of Mouth (Classmate) 	22.2%	4
Other 	16.7%	3
	Specify:	5
	answered question	18
	skipped question	32





31. Are you planning on transferring to a four-year university?

	Response Percent	Response Count
Yes 	33.3%	14
No 	40.5%	17
Already have 	26.2%	11
	answered question	42
	skipped question	8






32. Please select the university you plan to transfer to, are currently enrolled or have graduated from?

		Response Percent	Response Count
Cal Poly - SLO		25.9%	7
Fresno State		44.4%	12
UC Davis		0.0%	0
CSU Chico		14.8%	4
Other (please specify)		14.8%	4
answered question			27
skipped question			23

33. Please choose your intended major.

		Response Percent	Response Count
Agricultural Engineering	<input type="checkbox"/>	3.2%	1
Agricultural Systems Managment (Ag Engineering Technology)		22.6%	7
Crop/Plant Science		32.3%	10
Ag Business		22.6%	7
Animal Science	<input type="checkbox"/>	3.2%	1
Other (please specify)		16.1%	5
answered question			31
skipped question			19






34. When transferring to a four year university who helped you in the transition?

		Response Percent	Response Count
WHC Counselor		21.1%	4
University Counselor		10.5%	2
Instructor		52.6%	10
Self		36.8%	7
Other (please specify)		15.8%	3
answered question			19
skipped question			31









35. Where you satisfied with the help that you received? Why or why not?

	Response Count
	13
answered question	13
skipped question	37





36. Please choose the category that best describes your current or intended job?

		Response Percent	Response Count
Production Agriculture		40.5%	15
Government		13.5%	5
Education		8.1%	3
Consultant		10.8%	4
Other (please specify)		27.0%	10
answered question			37
skipped question			13

37. Please choose the salary bracket that best describes your starting annual salary. (To convert hourly to annual multiply your hourly rate by 2000)

		Response Percent	Response Count
< \$20,000		22.2%	8
\$21,000 - \$30,000		22.2%	8
\$31,000 - \$40,000		22.2%	8
\$41,000 - \$50,000		11.1%	4
\$51,000 - \$60,000		8.3%	3
\$61,000 - \$70,000		2.8%	1
\$71,000 - \$80,000		8.3%	3
> \$80,000		2.8%	1
answered question			36
skipped question			14

38. What type of hours do you work?

		Response Percent	Response Count
Full-Time		41.7%	15
Part-Time		22.2%	8
Make your own schedule		33.3%	12
Other (please specify)		19.4%	7
answered question			36
skipped question			14



39. Please select working conditions:

		Response Percent	Response Count
Outside		42.9%	15
Inside		11.4%	4
Both		45.7%	16
Elaborate			12
answered question			35
skipped question			15

40. How did the precision ag program assist in your current or intended position in the workforce?

	Response Count
	23
answered question	23
skipped question	27

41. Would you consider yourself successful?

	Response Percent	Response Count
Yes 	85.0%	34
No	0.0%	0
Somewhat 	22.5%	9
answered question		40
skipped question		10





1. Please give us a little information about you.

	Response Percent	Response Count
First Name:	100.0%	24
Last Name:	100.0%	24
ZIP/Postal Code:	100.0%	24
Email Address:	95.8%	23
	answered question	24
	skipped question	0


2. What is the zipcode of your home town?

	Response Count
	22
	answered question
	22
	skipped question
	2



3. Where did you live while you attended WHC?

	Response Percent	Response Count
Dorms 	4.5%	1
On-Farm	0.0%	0
Off-Campus in Coalinga 	18.2%	4
Parents in Coalinga 	18.2%	4
Out of Town 	63.6%	14
	answered question	22
	skipped question	2

4. Which program did you enroll in?

	Response Percent	Response Count
Precision Ag	0.0%	0
Heavy Equipment 	100.0%	5
	answered question	5
	skipped question	19

5. How did you hear about the program?

	Response Percent	Response Count
Recruitment at Ag function	0.0%	0
Recruitment at highschool	0.0%	0
Family/Friend 	80.0%	4
WHC Counselor	0.0%	0
Other (please specify) 	20.0%	1
	answered question	5
	skipped question	19



6. Why did you choose the program?

	Response Count
	4
	answered question 4
	skipped question 20




7. What were your expectations before WHC?

	Response Count
	3
	answered question 3
	skipped question 21



8. Did your expectaions change?

		Response Percent	Response Count
Yes		25.0%	1
No		100.0%	4
	How and why?		0
	answered question		4
	skipped question		20

9. How would characterize the equipment?

		Response Percent	Response Count
Completely out-of-date		0.0%	0
Out-of-date but still useful		25.0%	1
Average		50.0%	2
New-Indusrty Standard		25.0%	1
	Explain		1
	answered question		4
	skipped question		20

10. Would you recommend any equipment/software changes or updates?

		Response Percent	Response Count
Yes		33.3%	1
No		66.7%	2
	What and Why?		1
	answered question		3
	skipped question		21

11. Please rate the quality of the course. 1 being the least through 5 being the most.

Usefulness

	1	2	3	4	5
Heavt Equipment	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (1)

Enjoyment

	1	2	3	4	5
Heavt Equipment	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (1)

Practical Knowledge

	1	2	3	4	5
Heavt Equipment	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (1)

Theoretical Knowledge

	1	2	3	4	5
Heavt Equipment	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	100.0% (1)

Difficulty

	1	2	3	4	5
Heavt Equipment	0.0% (0)	100.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)

Comme

answered questi

skipped questi

12. What changes if any would you make to the class listed above and why?

	Response Count
	0
answered question	0
skipped question	24

13. Are there any other classes that you would have found helpful that were not offered?

	Response Percent	Response Count
Yes	0.0%	0
No	100.0%	1
List and Explain:		0
answered question		1
skipped question		23

14. Did you complete the certificate?

	Response Percent	Response Count
Yes	100.0%	1
No	0.0%	0
answered question		1
skipped question		23

15. Did you take any additional courses while in the program?

	Response Percent	Response Count
Yes	0.0%	0
No	100.0%	1
answered question		1
skipped question		23

16. Which additional courses did you take?

	Response Count
	0
answered question	0
skipped question	24

**17. Do you feel that the basic skills learned in class prepared you for life after college?
Check if the answer is yes.**

	Response Percent	Response Count
Heavy Equipment Operation	100.0%	1
Grade Management	0.0%	0
Service and Repair	0.0%	0
answered question		1
skipped question		23

18. How would you currently characterize yourself?

	Response Percent	Response Count
Currently enrolled in the Heavy Equipment program at WHC	0.0%	0
were enrolled, but did not complete the certificate program	0.0%	0
completed the certificate program	100.0%	1
answered question		1
skipped question		23

19. Did you complete your A.A./A.S.?

	Response Percent	Response Count
Yes	100.0%	1
No	0.0%	0
answered question		1
skipped question		23

20. When did you complete your A.A./A.S.?

	Response Count
	1
answered question	1
skipped question	23

21. Did you complete your B.A./B.S.?

	Response Percent	Response Count
Yes	0.0%	0
No	100.0%	1
answered question		1
skipped question		23

22. When did you complete your B.A./B.S.?

	Response Count
	0
answered question	0
skipped question	24

23. After completing the Heavy Equipment certificate program, which best characterizes your next step

	Response Percent	Response Count
Continued transfer/A.A. requirements at West Hills College	0.0%	0
Continued transfer/A.A. requirements at another community college	0.0%	0
Transferred to a 4-year university	0.0%	0
Entered the workforce	100.0%	1
Other (please specify)	0.0%	0
answered question		1
skipped question		23

24. Did you complete any internships while at WHC?

	Response Percent	Response Count
Yes	0.0%	0
No	100.0%	1
answered question		1
skipped question		23

25. What type of internship did you complete?

	Response Count
	0
answered question	0
skipped question	24

26. What was the pay-scale of the internship that you obtained?

	Response Percent	Response Count
Minimum Wage	0.0%	0
Just Above Minimum	0.0%	0
2x minimum	0.0%	0
More than 2x	0.0%	0
answered question		0
skipped question		24

27. How was your internship obtained?

	Response Percent	Response Count
WHC Professor	0.0%	0
Career Counselor/Job Board	0.0%	0
Word of Mouth (Classmate)	0.0%	0
Other	0.0%	0
	Specify:	0
answered question		0
skipped question		24

28. Are you planning on transferring to a four-year university?

	Response Percent	Response Count
Yes	0.0%	0
No	100.0%	1
Already have	0.0%	0
answered question		1
skipped question		23

29. Please select the university you plan to transfer to, are currently enrolled or have graduated from?

	Response Percent	Response Count
Cal Poly - SLO	0.0%	0
Fresno State	0.0%	0
UC Davis	0.0%	0
CSU Chico	0.0%	0
Other (please specify)	0.0%	0
answered question		0
skipped question		24

30. Please choose your intended major.

	Response Percent	Response Count
Agricultural Engineering	0.0%	0
Agricultural Systems Management (Ag Engineering Technology)	0.0%	0
Crop/Plant Science	0.0%	0
Ag Business	0.0%	0
Animal Science	0.0%	0
Other (please specify)	0.0%	0
answered question		0
skipped question		24


31. When transferring to a four year university who helped you in the transition?

	Response Percent	Response Count
WHC Counselor	0.0%	0
University Counselor	0.0%	0
Instructor	0.0%	0
Self	0.0%	0
Other (please specify)	0.0%	0
	answered question	0
	skipped question	24

32. Where you satisfied with the help that you received? Why or why not?

	Response Count
	0
	answered question
	0
	skipped question
	24

33. Please choose the category that best describes your current or intended job?

	Response Percent	Response Count
heavy construction	0.0%	0
Agri-Construction	0.0%	0
equipment Maintenance	0.0%	0
Other (please specify) 	100.0%	1
answered question		1
skipped question		23

34. Please choose the salary bracket that best describes your starting annual salary. (To convert hourly to annual multiply your hourly rate by 2000)

	Response Percent	Response Count
< \$20,000 	100.0%	1
\$21,000 - \$30,000	0.0%	0
\$31,000 - \$40,000	0.0%	0
\$41,000 - \$50,000	0.0%	0
\$51,000 - \$60,000	0.0%	0
\$61,000 - \$70,000	0.0%	0
\$71,000 - \$80,000	0.0%	0
> \$80,000	0.0%	0
answered question		1
skipped question		23

35. What type of hours do you work?

	Response Percent	Response Count
Full-Time	100.0%	1
Part-Time	0.0%	0
Make your own schedule	0.0%	0
Other (please specify)	0.0%	0
answered question		1
skipped question		23


36. Please select working conditions:

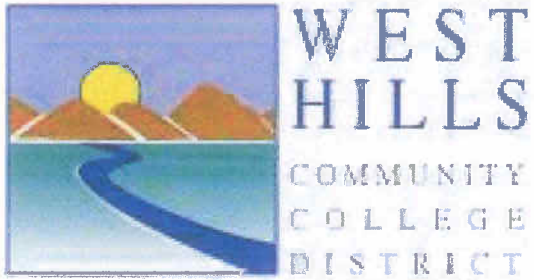
	Response Percent	Response Count
Outside	0.0%	0
Inside	0.0%	0
Both	100.0%	1
Elaborate		1
answered question		1
skipped question		23

37. How did the Heavy Equipment program assist in your current or intended position in the workforce?

	Response Count
	1
answered question	1
skipped question	23

38. Would you consider yourself successful?

		Response Percent	Response Count
Yes		0.0%	0
No		0.0%	0
Somewhat		100.0%	1
answered question			1
skipped question			23



WHCCD Exit Survey For Graduating Students 2006 - 2009

October 2009

WHCCD Office of Institutional Effectiveness
& Planning

WHCCD Exit Survey For Graduating Students: 2006-2009

Responses by Year and Student's Primary Location

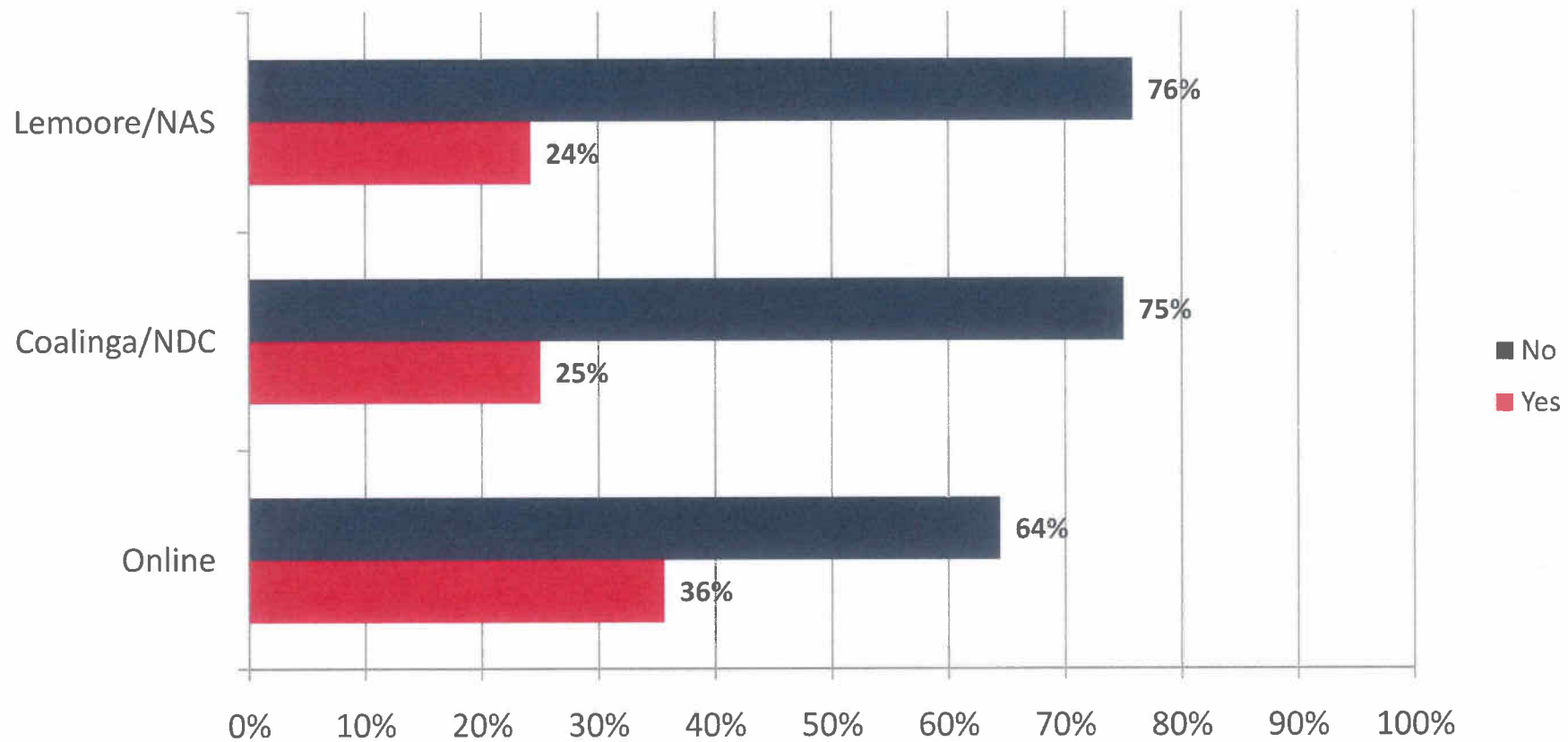
Year	Coalinga/ NDC	Lemoore	NAS	Online	Total	Total Graduates (Unduplicated)	Participation %
2006	45	92	1	11	149	531	28.1%
2007	45	114	3	22	184	491	37.5%
2008	28	88	1	9	126	567	22.2%
2009	80	140	1	32	253	537	47.1%
Total	198	434	6	74	712	2,126	33.5%

Margin of Error +/- 3%



WHCCD Exit Survey For Graduating Students: 2006-2009

Has Either of Your Parents Obtained a College/University Degree?



WHC Exit Survey For Graduating Students: 2006-2009

What are your plans after graduation?

Coalinga/NDC	Overall Average	TOTAL Respondents (4 yrs.)
Transfer to a university	37%	72
Both(Transfer & Work)	34%	66
Work	17%	33
Other	13%	25

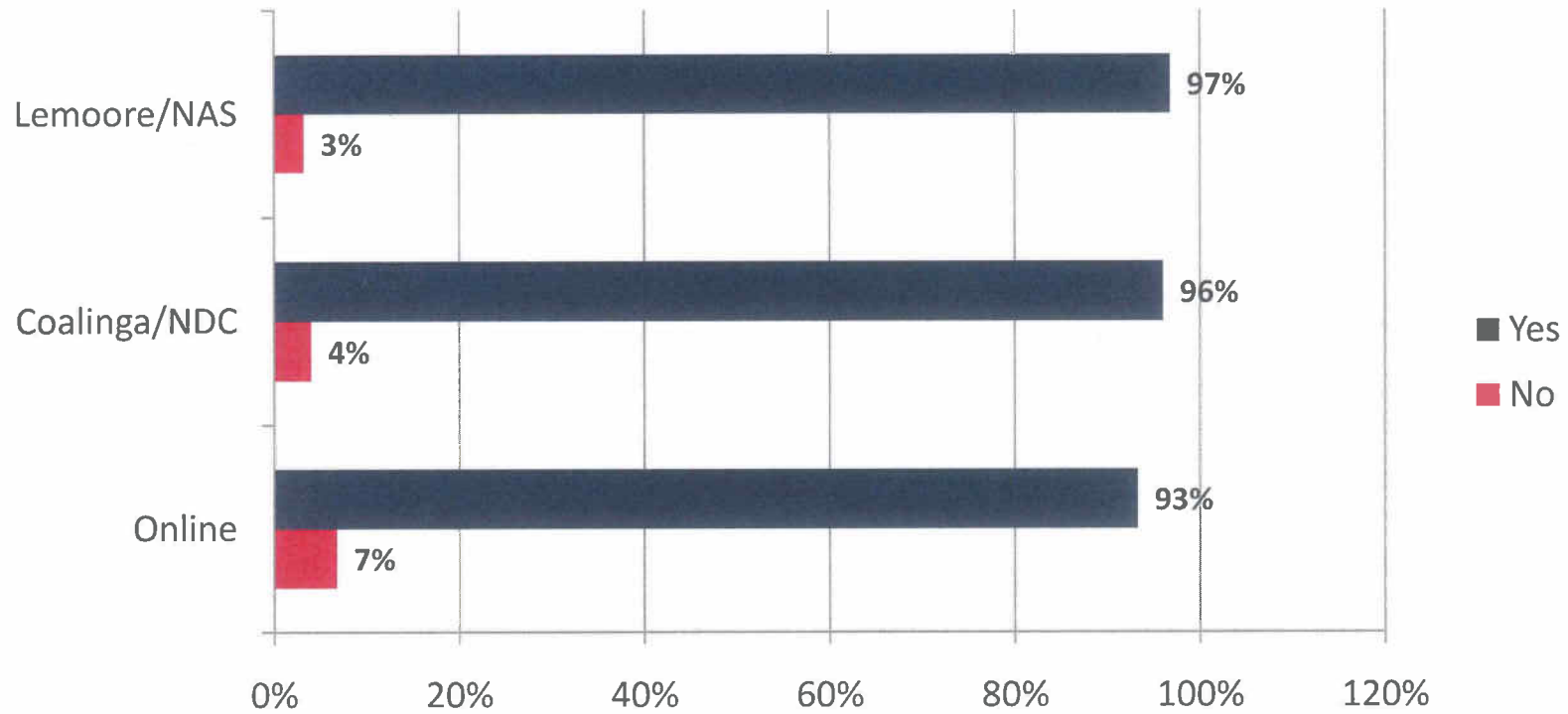
Lemoore/NAS	Overall Average	TOTAL Respondents (4 yrs.)
Transfer to a university	40%	173
Both (Transfer & Work)	38%	167
Work	12%	53
Other	10%	44

Online	Overall Average	TOTAL Respondents (4 yrs.)
Both (Transfer & Work)	41%	30
Transfer to a university	32%	24
Work	16%	12
Other	11%	8

WHC Exit Survey For Graduating Students: 2006-2009

OVERALL

Do You Feel That Your College Experience at WHC Has Prepared You To Successfully Attain Your Future Goals?



WHC Exit Survey For Graduating Students: 2006-2009

If you intend to seek employment upon graduating; what is the status of your job search?

Coalinga/NDC	Overall Average	TOTAL Respondents (4 yrs.)	Lemoore/NAS	Overall Average	TOTAL Respondents (4 yrs.)
Currently looking for a job	41%	75	Currently looking for a job	28%	104
Employed but looking for a new job or promotion	25%	45	Employed but looking for a new job or promotion	29%	110
Recently employed	21%	38	Recently employed	22%	83
Other	10%	18	Other	18%	67
Conducting an internship	3%	5	Conducting an internship	3%	11

Online	Overall Average	TOTAL Respondents (4 yrs.)
Employed but looking for a new job or promotion	37%	23
Other	25%	16
Recently employed	22%	14
Currently looking for a job	16%	10
Conducting an internship	0%	0

WHC Exit Survey For Graduating Students: 2006-2009

Scoring

Unless otherwise noted, all of the multiple choice questions in the survey were weighted using the scale below:

Very Satisfied	= 5
Satisfied	= 4
Neutral	= 3
Dissatisfied	= 2
Very Dissatisfied	= 1
Does Not Apply	= NA



WHC Exit Survey For Graduating Students: 2006-2009

If applicable, please indicate your level of satisfaction with the following student programs.

4.0 – 5.0 = *Satisfied* → *Very Satisfied*
 3.0 – 3.99 = *Neutral* → *Satisfied*
 2.0-2.99 = *Dissatisfied* → *Neutral*

Coalinga/NDC	Overall Average	TOTAL Respondents (4 yrs.)
EOPS	4.49	178
Work Experience Program	4.40	171
CAMP	4.18	166
SSS	4.10	170
Athletics	4.05	161
CalWorks	4.00	165
Learning Communities	3.93	159
DSP&S	3.75	163
Veterans Program	3.32	158
Active Military Program	3.24	158

Lemoore/NAS	Overall Average	TOTAL Respondents (4 yrs.)
Learning Communities	4.45	67
Work Experience Program	4.37	67
SSS	4.30	57
Veterans Program	4.28	72
Active Military Program	4.28	40
DSP&S	4.25	52
EOPS	4.23	108
CalWorks	4.11	47
CAMP	4.02	42
Athletics	3.81	42

Online	Overall Average	TOTAL Respondents (4 yrs.)
Veterans Program	4.80	10
Active Military Program	4.67	12
Athletics	4.50	4
DSP&S	4.50	6
Work Experience Program	4.50	8
Learning Communities	4.44	9
EOPS	4.40	10
CalWorks	4.33	3
CAMP	4.33	3
SSS	4.25	8

WHC Exit Survey For Graduating Students: 2006-2009

If applicable, please indicate your level of satisfaction with the following student services.

4.0 – 5.0 = Satisfied → Very Satisfied
 3.0 – 3.99 = Neutral → Satisfied
 2.0-2.99 = Dissatisfied → Neutral

Coalinga/NDC	Overall Average	TOTAL Respondents (4 yrs.)	Lemoore/NAS	Overall Average	TOTAL Respondents (4 yrs.)
Counseling/Advising	4.42	187	Admissions/Registration	4.31	418
Admissions/Registration	4.21	188	Financial aid	4.31	326
Financial aid	4.18	187	Counseling/Advising	4.30	419
Placement Testing	4.06	178	College Orientation	4.26	320
College Orientation	4.13	182	Placement Testing	4.21	332
Career Center/Job Placement	3.79	168	Residence Halls	4.14	97
Residence Halls	3.57	171	Career Center/Job Placement	3.87	158
Cafeteria/Food services	3.41	174	Cafeteria/Food services	3.45	213

Online	Overall Average	TOTAL Respondents (4 yrs.)
Counseling/Advising	4.55	67
College Orientation	4.50	48
Admissions/Registration	4.46	72
Financial aid	4.36	45
Residence Halls	4.33	6
Placement Testing	4.32	47
Cafeteria/Food services	4.20	15
Career Center/Job Placement	3.91	11

WHC Exit Survey For Graduating Students: 2006-2009

If applicable, rate your satisfaction of the following student resources.

*4.0 – 5.0 = Satisfied → Very Satisfied
 3.0 – 3.99 = Neutral → Satisfied
 2.0-2.99 = Dissatisfied → Neutral*

Coalinga/NDC	TOTAL	
	Overall Average	Respondents (4 yrs.)
Student Email	4.33	194
Online Courses	4.26	188
Classrooms	4.25	193
Computer Labs	4.14	193
Library	4.14	196
Campus Technology	4.04	185
Study Rooms/Areas on Campus	3.96	185
Bookstore	3.95	193
Tutoring	3.92	185
Child Care	3.87	173
Parking Lots	3.53	194

Lemoore/NAS	TOTAL	
	Overall Average	Respondents (4 yrs.)
Library	4.58	417
Classrooms	4.58	419
Computer Labs	4.55	387
Campus Technology	4.52	394
Online Courses	4.37	384
Study Rooms/Areas on Campus	4.35	350
Student Email	4.34	423
Child Care	4.19	79
Bookstore	4.19	427
Parking Lots	4.17	417
Tutoring	4.16	178

Online	TOTAL	
	Overall Average	Respondents (4 yrs.)
Online Courses	4.69	72
Classrooms	4.50	48
Library	4.49	49
Computer Labs	4.42	38
Student Email	4.37	71
Campus Technology	4.34	47
Study Rooms/Areas on Campus	4.27	33
Tutoring	4.27	11
Parking Lots	4.26	54
Bookstore	4.21	67
Child Care	3.40	5

WHC Exit Survey For Graduating Students: 2006-2009

4.0 – 5.0 = Satisfied → Very Satisfied
 3.0 – 3.99 = Neutral → Satisfied
 2.0-2.99 = Dissatisfied → Neutral

Please rate your satisfaction regarding the college environment in the following areas.

Coalinga/NDC	Overall Average	TOTAL Respondents (4 yrs.)
Campus Safety/Security	4.04	194
College reputation amongst students and the community	4.03	188
Student Social Life	3.94	188
Cultural Activities	3.87	187

Lemoore/NAS	Overall Average	TOTAL Respondents (4 yrs.)
College reputation amongst students and the community	4.33	395
Campus Safety/Security	4.29	408
Cultural Activities	4.10	312
Student Social Life	3.95	332

Online	Overall Average	TOTAL Respondents (4 yrs.)
Campus Safety/Security	4.32	47
College reputation amongst students and the community	4.26	54
Student Social Life	4.12	25
Cultural Activities	4.10	30

WHC Exit Survey For Graduating Students: 2006-2009

Please rate the following areas regarding instruction.

4.0 – 5.0 = Satisfied → Very Satisfied
 3.0 – 3.99 = Neutral → Satisfied
 2.0-2.99 = Dissatisfied → Neutral

Coalinga/NDC	Overall Average	TOTAL Respondents (4 yrs.)	Lemoore/NAS	Overall Average	TOTAL Respondents (4 yrs.)
Your overall experience at WHC	4.41	191	Your overall experience at WHC	4.59	425
Your overall experience in your area of study	4.33	193	Your overall experience in your area of study	4.47	430
Availability of faculty to answer questions outside of the classroom	4.25	192	Quality of instruction in your area of study	4.44	429
Quality of instruction in your area of study	4.24	192	Availability of faculty to answer questions outside of the classroom	4.38	423
Types of degrees and certificates offered	4.09	194	Types of degrees and certificates offered	4.31	429
Content offered in your area of study	4.03	189	Content offered in your area of study	4.30	426
Courses offered at times convenient to you	4.02	193	Courses offered at times convenient to you	4.17	429

Online	Overall Average	TOTAL Respondents (4 yrs.)
Your overall experience in your area of study	4.58	71
Your overall experience at WHC	4.56	70
Quality of instruction in your area of study	4.49	72
Availability of faculty to answer questions outside of the classroom	4.46	69
Courses offered at times convenient to you	4.39	72
Content offered in your area of study	4.32	71
Types of degrees and certificates offered	4.29	72

7.

Advisory Committee Meeting Agenda



WEST HILLS COLLEGE COALINGA

Agenda

Date Wednesday, Dec 18
 Time 6:15 PM – 7:00 PM
 Location Room FB03

Area/Position	Person	Present	
		Yes	No
President	Kerri Birdwell		
Vice President	Kurt Quade		
Secretary	Brock Taylor		
	Elliot Dozier		
	Jason Letterman		
Non-Voting	Chris Chaney		
Non-Voting	Clint Cowden		
Non-Voting	Tim Ellsworth		

1.0 Call to order

- 1.1 Call to order at
- 1.2 Additions to the Agenda

2.0 Public Comments

- 2.1

3.0 Minutes

- 3.1 Minutes for April 2011

4.0 Administrative Report

- 4.1

5.0 Area Reports

- 5.1 Irrigation/Water
- 5.2 Precision Agriculture
- 5.3 Soil Science
- 5.4 Ag Systems Management
- 5.5 Welding/Fabrication
- 5.6 Pest Control/CCA
- 5.7 West Side Agriculture
- 5.8 Other

6.0 Old Business

- 6.1 Ag Science and Technology AS
- 6.2 PCA Classes

8.0 New Business

**Once you go here,
you can go anywhere™**

WHCC Mission

West Hills College Coalinga is committed to achieving student learning through the provision of educational, cultural, and economic development opportunities to our current and future students and the local and global communities that we serve.



WEST HILLS COLLEGE COALINGA

- 8.1 Ag 12
- 8.2 CrpSci 1
- 8.3 AET 10- Surveying
- 8.4 AET 11 – Advanced Surveying with GIS
- 8.5 AET 15 – CAD for Agriculture
- 8.6 AET 16 – CAD Applications for Land Management in Agriculture
- 8.7 AET 21 – Ag – Irrigation Management
- 8.8 AET 22 – Irrigation Evaluation and Design Principles
- 8.9 AET 23 – Advanced Irrigation Design
- 8.10 AET 24 – Drip and Micro Irrigation Design and Management
- 8.11 AET 40 – Material Joining
- 8.12 AET 45 – Design and Fabrication 1
- 8.13 AET 46 – Advanced Design and Fabrication
- 8.14 AET 47 – Material Removal
- 8.15 AG 11 – Agricultural Sales and Communication
- 8.16 CrpSci 19 – California Water
- 8.17 CrpSci 2 – Plant Science Theory
- 8.18 CrpSci 32 – Weeds and Poisonous Plants
- 8.19 CrpSci 36 – Fertilizers and Soil Amendments
- 8.20 CrpSci 44 – Economic Entomology
- 8.21 CrpSci 45 – California Pest Control Laws and Regulations
- 8.22 CrpSci 46 – Integrated Pest Management
- 8.23 CrpSci 6 – Introduction to Precision Agriculture
- 8.24 CrpSci 7 – Advanced Precision Agriculture
- 8.25 Sisci 21 – Soils
- 8.26 WT 70 – Introduction to Certified Welding
- 8.27 WT 72 – Advanced SMAW
- 8.28 WT 73 – Introduction to Metallurgy and Weld Symbols
- 8.29 WT 75 – SMAW Pipe Welding
- 8.30 Irrigation Design Cert
- 8.31 Applications of Precision Agriculture Cert
- 8.32 Crop Health Cert
- 8.33 Crop Production Cert
- 8.34 Precision Agriculture Fundamentals Cert
- 8.35 TMC Plant Science AS-T
- 8.36 DQPP
- 8.37 Internships
- 8.38 Externships
- 8.39 Student Job Placement

9.0 Announcements

9.1

10.0 Adjournment

10.1 Meeting adjourned at

WHCC Mission

8.

Advisory Committee Meeting Minutes



FOF Advisory Committee Meeting Agenda and Minutes

Date Wednesday, Dec 18
 Time 6:15 PM – 7:00 PM
 Location Room FB03

Area/Position	Person	Present	
		Yes	No
President	Kerri Birdwell	X	
Voting member	Brock Taylor	X	
Voting member	Elliot Dozier	X	
Voting member	Phil Smith	X	
Voting member	Kurt Quade	X	
	Justin Letterman	X	
Non-Voting	David Castillo	X	
Non-Voting	Chris Chaney	X	
Non-Voting	Clint Cowden	X	
Non-Voting	Tim Ellsworth	X	

1.0 Call to order

- 1.1 Call to order at 6:13 PM
- 1.2 Additions to the Agenda

2.0 Public Comments

- 2.1

3.0 Minutes

- 3.1 Minutes for April 2011

4.0 Administrative Report

- 4.1 N/A

5.0 Area Reports

- 5.1 Irrigation
- 5.2 Precision Agriculture
- 5.3 Soil Science
- 5.4 Ag Systems Management
- 5.5 Pest Control
- 5.6 West Side Agriculture

5.7 Other

6.0 Old Business

- 6.1 Ag Science and Technology AS
- 6.2 PCA Classes

8.0 New Business

WHCC Mission



8.1	Ag 12
8.2	CrpSci 1
8.3	AET 10
8.4	AET 11
8.5	AET 15
8.6	AET 16
8.7	AET 21
8.8	AET 22
8.9	AET 23
8.10	AET 24
8.11	AG 11
8.12	CrpSci 19
8.13	CrpSci 2
8.14	CrpSci 32
8.15	CrpSci 32
8.16	CrpSci 36
8.17	CrpSci 44
8.18	CrpSci 45
8.19	CrpSci 46
8.20	CrpSci 49
8.21	CrpSci 6
8.22	CrpSci 7
8.23	SISci 21
8.24	Irrigation Design Cert
8.25	Applications of Precision Agriculture Cert
8.26	Crop Health Cert
8.27	Crop Production Cert
8.28	Precision Agriculture Fundamentals Cert
8.29	TMC Plant Science AS-T
8.30	Internships
8.31	Externships
8.32	Student Job Placement

The next meeting will be a brief consultation meeting to review CrpSci 7 and will occur at the February 11-13, 2014 World Ag Expo in Tulare.

The meeting was called to order by Kerri at 6:13 PM. Kerri asked what the purpose of tonight's meeting. Clint explained the need for the meeting was to have the committee review course materials and programs, provide input on the same, and, if acceptable, approve these courses and programs. If the materials are not acceptable, the committee is charged with providing guidance

WHCC Mission



and direction to improve the program. It was explained that the advisory committee approval was required prior to obtaining approval from three subsequent review boards which include the WHCC academic senate committee, the California Community College senate, and the state chancellor's office.

The discussion noted that items 8.3 – 8.25 listed above have already been approved by the latter three review boards. Thus, Elliot moved that discussion of these items be tabled. This was approved by Kurt and voting was unanimous to table these items.

The discussion then focused on Ag 12 and CrpSci 1.

With regard to Ag 12, Brock asked if the class also teaches harvest equipment concepts, which he was told by Clint it does not. Clint pointed out that Ag 12 is taught currently at Cal Poly SLO and Merced College. He also pointed out that there is an advanced class that teaches students in regards to harvest equipment.

Elliot made a motion to accept the class as described, Jason seconded the motion and everyone voted unanimously to approve the motion.

The discussion than focused on CrpSci 1.

Clint pointed out that if this class is approved by the committee, it will be sent to the previously mentioned subsequent review boards (e.g., WHCC academic senate, etc.) for approval as a GE course. Brock moved to accept class, Jason seconded the move, and the vote was unanimous in favor.

Committee discussion switched to focus on the Irrigation Design program.

Clint explained the purpose of the Program and the importance of certificates to serve CTE for people who do not intend to proceed to a 4 year institution but who do want gain greater depth. This program provides a national level certificate and qualify people for a job at \$18/hr and put them on a pathway for a career.

Kurt makes motion to approve program, Brock seconds the motion and the committee voted and approved the motion.

Discussion then turned to the Applications of Precision Ag Program. It was explained that the Advanced GPS class is much more focused than the Intro course on guidance systems, remote sensing, etc.

Kerri mentioned that the program is lacking and needs instruction on installation of machinery guidance systems.

Clint pointed out that this was prior course content in CrpSci 7. He felt that this material should be covered in that course. Even though CrpSci 7 is currently approved by all required approval committees, it needs to be revised to include instruction in the installation of guidance systems.



The Committee decided to approve program but recommended revision of CrpSci 7. The committee decided to review a revised CrpSci 7 course description at the World Ag Expo Farm show in February. The instruction could focus on aftermarket or plug and play equipment. David asked if we could use a video or two to train students on this topic. Kerri suggested the need to teach variable rate seeding and variable rate application installations as well as guidance systems, etc. Suggestion was made by Kerri to consider a 1 unit course that focused on installation only.

Brock made a motion to accept the program, Kurt seconded the motion which was unanimously approved.

The topic then switched to the Crop Health Cert. It was noted that all of the courses in this certificate are hybrid courses in that they include online lecture and face-2-face labs.

Clint explained that these certification programs provide a useful means of capturing educational success if students complete the certificate. In the past, students have completed the coursework, obtained gainful employment, and yet this success has not been recognized by the college. These certificates provide a means of identifying such success.

The aim of these certificates is to develop programs that prepare students for Pest Control Advisor and Certified Crop Advisor exams. Kurt moved that we approve this program, Brock seconded the motion and the committee unanimously supported the motion.

The discussion than focused on the Crop Production Certificate. The program focuses on the PCA plus Ag Business. Elliot moved to accept the program. Brock seconded the motion. Jason asked where is the WHCC service area? Clint mentioned that Salinas growers frequent the area in the winter for vegetable production and suggested that realistically it may be an 85 mile radius. Kerri asked for a vote on the motion, which vote was unanimous.

The next topic of discussion was the Precision Ag Fundamentals Certificate. This was explained as being an introductory certificate that has good job placement but perhaps the lowest pay among the programs discussed tonight. There are many targeted potential students for this certificate including an employer who wants his farm manager to obtain continuing education credits, a city FFA student who knows nothing about agriculture, and a student who wants to pursue a plant science BS degree. Kurt moved that we approve this certificate, Elliot seconded the motion, and the vote was unanimous in favor.

A brief discussion ensued regarding the correlation among programs and between courses within programs in terms of content introduction, practice and demonstration. The review of correlation followed the Degree Qualifications Profile Project (DQPP, <http://www.dqpp.org/>) outline.

Jason made a motion to discuss items 8.37 – 8.39. Clint challenged the committee to provide externship opportunities for Clint and Tim to follow an industry professional 4 or 5 days over a month or two. A similar request was made for student internships. A discussion ensued to provide internships that coordinate between industry professional, faculty and student with a



WEST HILLS COLLEGE COALINGA

signed learning agreement that includes learning objectives, reporting requirements, and a structure to for students to receive academic credit. A similar structure could apply to externship efforts that would identify learning objectives for the externship experiences.

Elliot made a motion to adjourn the meeting, Kurt seconded the motion and the voting was in favor of adjourning the meeting.

The meeting was adjourned at 8:30 PM.

WHCC Mission

9.

Advisory Committee Handbook

West Hills Community College

Advisory Committee Manual

*Guidelines for College
Advisory Committees*

May 2008

9900 Cody Street
Coalinga, Ca 93210
559 – 934 – 2000

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Enhancing Advisory Committee Effectiveness

If the board of trustees and administration are the “brains” of community and technical colleges providing professional-technical programs, advisory committees are the central nervous system. When they operate well, the accurately sense internal and external environments, process information, and provide valuable guidance to the “brain” so that it can make good decisions. When they do not operate well, the college students enrolled in these programs, and employers who eventually hire the students suffer.

Overview

The primary purpose of professional-technical education advisory committees is to promote collaboration between specific educational programs and businesses, industry and labor in preparing individuals to enter and succeed in their chosen career. Advisory committees historically have been a very effective means of making the educational deliver system respond to the needs of a constantly changing labor market.

Advisory committees are made up of volunteer who give of their time, talent, and expertise to help improve and update professional-technical programs. These committees usually serve specific occupational training programs in comprehensive high colleges, skills center, technical and community colleges.

Professional-technical advisory committees have three major roles. They advise the administration and the board of trustees, assists programs staff, and provide support and advocacy for quality education and training. Working cooperatively with program administrators and instructors, advisory committees can significantly help strengthen and improve the programs they serve. Since they are “advisory” by design, these committees do not have administrative or legislative authority.

Types of Advisory Committees

Advisory committees are appointed by the administration of a college to provide direction for professional-technical of vocational programs. **Program advisory** committees can be formed or single program, a group or cluster of related programs or career pathways. Regional committees are encouraged for the purpose of coordination and development of articulate/integrated secondary and postsecondary programs. If program cluster our regional advisory committees are used, care must be given to ensure that every occupational program area is adequately represented. Clustering of advisory committee is highly recommended to enable balance representation that minimizes the burden of excessive meeting for private sector members.

Some colleges establish a General Advisory Committee to assist the administration in making policy recommendations to the board, undertake long-term assignments, and to develop and carry out a strategic plan. Task forces may be formed by the administration or board to undertake specific assignments such as capital construction/remodeling projects and usually remain active only one to three years.

Establishment of Advisory Committees

Appointment Process. Advisory committee members are appointed by the administration of the college, in writing, for a specific term of one, two, or three years. A member may be appointed, when deemed appropriate by the administration, for a maximum service of six years. (Note: There may be extenuating circumstances when the administration would choose to appoint a member for additional terms. But these appointments should be limited to very special cases. A three-year rotational process provides for continuous flow of new talent and ideas to the committee. Written documentation of all appointments must be kept on file.

Membership Composition. The strength of an advisory committee is reflected in the diversity of its membership. Consideration must be given in the makeup of the committee represented. Advisory committees must be composed of equal numbers of employers and employees to maintain a balance of interest. When the occupation being taught is apprenticeable and a local Joint Apprenticeship and Training Council (JATC) is active in the geographical area, at least one labor and one management member of the JAT should be invited to participate on the committee.

Consideration should also be given to include representatives of local professional associations related to the occupational area, organized or non-organized employee organizations, and county/state labor councils.

Committee Administration

Constitution and Bylaws. A written constitution should be developed for each advisory committee and included as part of official policy guidelines of the college. Once approved, it can only be amended by the governing board. Constitutions usually include the name of the committee, relationship to the governing board, purpose, membership, organizational structure, and procedural rules or bylaws.

Bylaws are rules that address the operation of the committee, selection of officers, appointment of subcommittees, responsibilities of members, and establishment of the annual plan of action. Because of the rules of the operation

may need to change as the program work of committee membership changes, the by laws should be revisited at the beginning of each academic year.

Chair and Program Administrator. The chair of the advisory committee must be elected from the private sector membership of the committee and must represent business, industry, labor, or a non-profit agency. The name and position of the committee chair should be noted on the committee roster on file.

The committee chair, program administrator, and program instructor(s), working in partnership, are responsible for facilitating the work of the committee. The program administrator and instructor(s) serve as consultants to the committee. However, they are not voting members and do not count towards the constitution of a quorum. Typically, the program administrator acts as the liaison to the board regarding the committee's activities. The program administrator also is responsible for providing logistical support for the committee's work.

Committee Recommendations and Reports. The committee chair and program administrator are responsible for keeping the administration, board, and appropriate staff fully informed of the committee activities. **Minutes of all meetings should be available at all times and kept on file for the previous three years.** A written report of achievements and recommendations should be provided to the administration and board at the end of each college year (See following checklist for sample report format.).

Committee Charge. In addition to the general committee charge, which outlines the committee's scope of activities, the administration or board may charge the committee with specific work (i.e., achieving industry certification for the program). The committee chair and program administrator are responsible for keeping the work of the committee focused on the charge and aligned with the college's strategic plan.

Meeting Frequency. Most colleges require that professional-technical advisory committees hold a minimum of two meetings each college year. Effective advisory committees meet quarterly, and quite often monthly, to complete their plan of action. A complete and up-to-date roster of committee membership should be maintained at all times. Members not attending at least 50 percent of the scheduled meetings should be replaced to maintain a viable committee. In order for the meeting to count as an “official” meeting, at least a quorum (50 percent) of the voting members must be present.

Committee Responsibilities. Committees are directly responsible to the board of trustees through the administration of the institution. Committees may not determine policy, commit to expenditure of fund, perform administrative functions and may not express opinions or represent positions in the name of the college, unless specifically authorized by the board or administration. In recommending activities that may involve expenditure of funds, the committee should provide a detailed description, rationale, and budget for consideration by the administration and board for inclusion in the institution budget.

Member Responsibilities. Members are expected to fully participate in committee activities by attending committee meetings and conducting business by telephone, e-mail, and written communications. Members are expected to do following:

- Act in good faith and in accordance with what they believe to be in the best interest of students, the program, or college, and their profession or occupation.
- Discharge their responsibilities diligently and not delegate them to other committee members or staff
- Publicly disclose any actual or perceived conflicts of interest and not vote on such committee matters.

State Ethics Laws & Responsibilities. Although state ethics laws are directed toward state and public employees, advisory committee members are indirectly affected by the law through their relationship with college employees. For example, the ethics laws govern all actions and working relationships of state employees with current or potential customers, government representatives, the media and others. In these relationships, state and public employees must observe the highest standards of ethical conduct. Each employee is expected to place the college's best interest above his or her own self-interest in all education, business, and other matters and decisions, where there is an actual, potential or appearance of conflict of interest. Paramount in the public trust that obligates college administrators, instructors, and advisory members in fulfilling their responsibilities is the principle that **their position may not be used for personal gain or private advantage within any relationship.**

Checklists for the
Advisory Committee Chair

The following checklists are provided as quick references to help the chair of the advisory committee effectively lead his or her committee.

Qualities of the Effective Advisory Chair

Knowledge

- Has extensive background/work experience in the occupational area.
- Demonstrate active participation and interest in professional association relating to occupation.
- Commands prestige and respect from within the industry or profession.

Communication Skills

- Demonstrates ability to communicate with committee members, instructors, administrators and other groups.
- Demonstrates willingness to listen (communication is not solely talking).

Participation

- Demonstrates active participation and interest in the program and college.
- Thinks in terms of program goals and the best interest of students.

Leadership

- Commands attention and inspires others
- Demonstrates ability to create a positive work atmosphere.
- Controls without dominating
- Understands how the committee fits into the overall educational process.

Administrative skills

- Demonstrates willingness to take initiative.
- Demonstrates ability and willingness to carry out responsibilities.
- Supports orderly procedures for conducting work.
- Understands the role of the instructors and administration.

Responsibilities of the Chair

- Attends all meetings.
- Accepts and supports the committee's purpose and charge.
- Plans committee meetings and agenda with administrations and/or instructors.
- Exercises leadership.
- Maintains records and relevant information on committee work. The chair must be sufficient informed to interact knowledgeably with other committee members, instructors, and the administration.
- Moves members towards consensus and decision-making.
- Evaluates committee efforts and communicates accomplishments to the committee and college administration.

Making Early Contact with Committee Members

- Sends a welcome/orientation letter, cosigned by the program by the program administrator and/o program instructors.
- Provides the committee with its charges and goals, in context with the college's strategic plan.
- Provide the date, time and location of the first committee meeting, even if tentative, and calendar of future meeting dates, even if tentative.
- Review recent accomplishments of the advisory committee so those new and continuing members can put that in context of work to be done.
- Include an RSVP sheet for committee participation and for attendance at the advisory meeting if the date is set. Some chairpersons may wish to solicit agenda items. If this is done, the first requirement of the committee is to validate these agenda items in terms of the purpose of the committee and the charge provided them by the college and program administrator.

Developing and Structuring the Meeting Agenda

- Provide in advance of the meeting, and agenda listing beginning and ending times for the meeting, the meeting location, room number, a list of committee members and topics to be discussed and/or acted upon.
- Sequence agenda items thoughtfully. Start the meeting with agenda topic that unify the committee; this sets the stage for working together. Make the first few items quick-action items to establish movement. Early in the meeting is a good time to discuss topics that require mental energy, creativity, and clear thinking. Don not put difficult topics back-to-back – people need a break. If the meeting will last more than two hours, build in breaks at logical places. End the meeting with topics that will unify the committee; people like to leave meetings feeling that they are a part of a productive team.
- Do not over schedule the meeting. Provide sufficient but not too much time for each topic. Some chairpersons like timed agendas; other do not. A good approach is to show key times on the agenda. Having these "markers" lets members know the general pace of discussion the chair anticipates for the meeting.
- Provide at least minimal written background information for each agenda item.
- Indicate whether the item is for discussion only or if the action is expected
- Identify the person who is representing each item.

The Chairperson's Role as Facilitator

- Be a facilitator of meetings; "don't hold court." The advisory committee belongs to the program and the college, not the chair.
- Set the tone for the meeting by briefly stating the purpose of the advisory committee. This is also a good time to highlight recent student or program successes
- Guide, mediate, probe, and stimulate discussion. Let *others* thrash out ideas; advisory committees are not formed to validate the thinking of the chair, administration, or program instructors.
- Encourage discussion that challenges status quo of the program, but not the personalities of the instructors or administration. Good decisions are made when the committee examines all sides of an issue, but not when members personalize the debate. Emotional discussion of an idea is good, but an emotional reaction to a person is bad. When emotions are too high, return the floor to a neutral person, seek a purely factual answer, or take a break.
- Prevent one-sided debate.
- Deal with dysfunctional behaviors. Don't let a person who is blocking constructive discussion ruin the advisory meeting for everyone else. Strategies for dealing with this behavior include confronting the person privately in a caring manner, pointing out the effect of the behavior, and suggesting alternative behaviors.
- Keep discussion on track; periodically restate the issue and the goal of the discussion.
- Monitor participation; control talkative members and draw out silent members.
- Use well-placed questions, seek points of information and clarification, and periodically summarize to keep the discussion board focused.
- Be sensitive to the feelings of the members. Look for visual and verbal cues to determine if a member is not happy with the discussion, and then deal with this.
- Keep the group focused on the central question and moving toward a decision. Call on the newest members first to express their views; discussions tend to close down after long-term members express strong views.
- Seek consensus, but unanimity is not required. Sometimes, trying to get every member to completely agree compromises ideas.
- Close the meeting by recapping achievements of the committee.

Tips for Presiding Over a Meeting

- Start the Meeting on time!
- Review the business to be conducted
- Recognize members who are entitled to talk; discourage breaking in

- Restate the issue to be voted on before calling for a vote, and explain the consequence of the vote.
- Put all issues to a fair vote; don't make assumptions about how committee members feel.
- Announce the results of actions taken and explain the follow through to be taken and by whom.
- Help expedite business. Don't let discussions drift or go on too long.
- Stay with the agenda. Seek full committee's agreement to change the agenda once it has been announced.
- Close the meeting on time; seek the committee's agreement regarding extending the time if necessary.

Parliamentary Procedure

- Most advisory committees do not use, or are required to operate using parliamentary procedure; however, the objectives and principles of parliamentary procedure should be employed.
- The objective of parliamentary procedure includes expediting business, maintaining order, ensuring fairness and equity for all, and accomplishing the objectives for which the group is organized.
- The principles of parliamentary procedure include courtesy and justice for all, rule of the majority while respecting the rights of the minority, partiality to none, protection of the absentee, and taking one item of business at time.

Notes:

Checklists for the Program Administrator And Instructor(s)

The following checklists are provided as quick references to help the program administrator and instructors work effectively with their advisory committee.

Role of the Program Administrator

- Be a valuable resource to the advisory committee, not the “authority figure.” Note that too large an administrative role reduces the value of the committee and reduces the motivation of the volunteer members. Too small of an administrative role results in the committee drifting aimlessly and operating ineffectively.
- Be sure the committee understands its purpose and charge.
- Provide a brief summary of written background information to the committee such as the college’s strategic plan goals, list of program offerings, current enrollment and enrollment trends for the college program, recent program equipment purchases and facilities changes, staffing changes, current fiscal year program budget, changes required by legislation or college policy, state ethics law requirements relating to advisory committees, etc.
- Be thoroughly familiar with all aspects of the committee’s work, subjects under discussion, and the college and state’s policies related to the committee work.
- Answer questions, offer suggestions and raise questions.
- Coordinate administrative and clerical support

Responsibilities of the Program Administrator to the Committee Chair

- Make early contact with the committee chair and provide orientation.
- Ensure that the chair executes his or her leadership duties.
- Maintain contact with the chair.
- Provide administrative support to the committee throughout the year. The level of support should be agreed on by the chair, program administrator, and program instructor(s) during orientation.
- Help the chair prepare meeting agendas.
- Help the chair prepare and distribute minutes of the committee meetings.
- Provide on-site support for committee meetings.
- Help prepare an annual advisory committee report to the board.

Orientation of the Chair

(Note: This orientation may be provided individually by the program administrator and program instructor(s) to each advisory committee chair or through a joint meeting of all program committee chairs and instructors.)

- Review the purpose of the advisory committee, its relationship to the educational process of the college, and its charge for the year. Link to the college’s strategic plan whenever possible.
- Identify lines of authority. Review and clarify the bounds of the advisory committee’s activities and authority. Review relevant college policies,

practices and procedures that affect the committee. Note where the work of other committees/groups may overlap with or affect the committee (i.e. college accreditation, program industry certification, etc.).

- Clarify the chairperson's role and duties, and emphasize the importance of this position (see previous section, Checklist for the Committee Chair).
- Review all ongoing committee projects, continuing activities, and assignments of individual committee members. Identify the level of staff assistance/clerical support available.
- Identify focus areas for committee activities.
- Determine the process to be used during the year for handling the committee's work.
- Provide the following background information: a committee roster (and perhaps the previous year's); minutes of previous meetings; background on recent committee activities and accomplishments; a list of college administrators and the board of trustees, program instructors, support staff, and other people with whom the chair is likely to interact.

Managing the Advisory Committee Meeting

- Each advisory committee sets the number of times it will meet each year. This will be determined by the scope of the committee's plan of action. Some committees may meet two or three times a year. Others may meet more often to carry out their activities
- The program administrator and instructor(s) should arrange for refreshments (optional), necessary secretarial/support staff. And make copies of handout materials in advance of the meeting.
- The committee chair, program administrator and instructor(s) should arrive early to check room set up and distribute meeting materials.
- They should go over all agenda items before the meeting begins.
- The program administrator or a program instructor should sit next to the committee chair to ensure the meeting stays on schedule, that all members participate in the discussion, and that the meeting adjourn on time.
- Immediately after adjournment, the chair and program administrator should meet briefly to agree on what follow-up actions are required and who is responsible – the chair, program administrator, program instructor(s), or another committee members.

Minutes of the Advisory Committee Meeting

- Include the date, time and place of the meeting. Note the chairperson's name, members present and absent, and other key people in attendance.
- Note all formal motions and passage or defeat
- Not all decisions reached, including motions passed and follow – up actions to be taken, with deadlines for implementation.

- Include a brief summary of discussions. Do not attribute comments to members, except possibly where formal motions are introduced (attribution for motions is not required).
- Provide information of the time and place of the next meeting.
- Review of the meeting minutes by the committee chair should be completed prior to distribution to committee members.
- Distribute the minutes to all committee members, including those who did not attend, within two weeks of the meeting
- In most instances, meeting minutes do not require formal approval by the committee. A good approach is to send the meeting minutes out immediately after the meeting with a statement to contact the chair or program administrator if errors are noted.

Sample Timeline for Committee Work

June 1: College administration appoints new committee members. (Most advisory committee members are appointed for three-year terms and may be re-appointed to a second term. Replacement of members is usually made through a system of staggered terms. The benefit of having one-third new members each year is that it provided new ideas and a smooth transition for the committee.

June 15: Program administrator and committee chair contact new members to provide orientation.

Aug. 15: Letter from chair and program administrator is sent to committee members announcing the tentative calendar of meetings for the year.

Three weeks before first committee meeting: Chair, program administrator and/or instructors develop committee meeting agenda.

Two weeks before meeting: Program administrator mail agenda to committee members.

One week after meeting: Program administrator/instructor(s) draft meeting minutes and forwards to chair for his or her approval.

Not more than three weeks after meeting: Program administrator mails meeting minutes to all committee members

Sample Report to the Board of Trustees and Administration

Date:

Purpose: This annual report is submitted to bring the board and administration up to date on key committee work and to tie the work of the committee to the strategic plan/purpose of the college.

(Note: Do not exceed one page, front and back. This report is not intended to be exhaustive. If an individual board member so requests, he or she will be provided the minutes of the meeting addressing the topics in question.)

1. Committee Name:

Chair:

Chair Elect:

Program Administrator:

Program Instructor(s):

(Note: Use phrases only in responding to each of the following sections (2-5). In brackets preceding each phrase, indicate the GOAL number and OBJECTIVE number for the committee's plan of action that ties to the activity (for example, [2;1]). Also note where activity ties to a specific galas of the college's strategic plan.)

2. Specific committee tasks, goals, and key issues for the current year.

[]
[]
[]
[]
[]

3. Current year key accomplishments sine last annual report to the board and administration.

[]
[]
[]
[]
[]

4. Specific recommendations to the board and /or program changes with significant financial or staffing impact.

[]
[]
[]
[]
[]

5. Goals/activities planned for the next year.

[]

[]

[]

[]

[]

6. Past meeting dates:

Position
Descriptions

Advisory Committee Chair Position Description

Basic Function

Consistent with the college's policies and procedures, the committee chair guides the committee in its work outlined by the plan of action and charge from the board of trustees and administration

Responsibilities

- With program administrator, instructor(s), and other committee members, develops a plan of action that will allow the committee to effectively and efficiently discharge its responsibilities for the year.
- Approves meeting minutes before their distribution.
- Works with program administrator and instructor(s) to ensure that the work of the committee is carried out between meetings.
- Approves reports on committee activities, including recommendations for action by the board of trustees and/or administration regarding curriculum, facilities, equipment, or staffing changes.
- Reports to the committee on decisions of the board of trustees or administration that affect the committee's work activities.
- Where appropriate, make policy recommendations to the board of trustees and/or administration

Advisory Committee Member Position Description

Basic Function

Reports to the committee chair. Actively participates in the work of the committee; provides thoughtful input to the deliberations of the committee; focuses on the best interests of students, the occupation represented, the college, and the committee rather than on personal or constituent interests; and works toward fulfilling the committee's goals.

Responsibilities

- Reviews all relevant material before committee meetings. Makes contributions and voices objective opinions on issue.
- Attends committee meetings.
- Carries out individual assignments made by the committee chair.
- Informs the committee of recent changes to the occupation representing regarding employment opportunities and wage rates, certification/licensure requirements, federal/state laws, emerging practices/trends, new equipment, etc.
- Works as part of the committee and college instructional team to ensure that the committee develops recommendations that help students and staff responsible for the program.
- Represents the committee in meetings of professional associations and groups.
- Promotes clarity within the committee on the committee's role and how it supports and fits within the interests of the occupation or profession.

Program Administrator Position Description

Basic Function

Serves as an informed resource person to the chair and members of the committee and as a link to the college's administration and board of trustees. Assist the chair in facilitating committee discussions and activities that address the committee's charge. Works with the chair to ensure that all committee work is consistent with the college's policy and procedures and goals of the program.

Responsibilities

- Provides thorough orientation for each new committee chair and assists the chair in providing orientation for new and continuing committee members each year.
- Works with the committee to develop a plan of action that will allow the committee to effectively carry out its responsibilities for the year.
- Works with the chair and instructor(s) to develop agendas and conduct effective meetings of the committee.
- Provides administrative and secretarial/support staff for planning and execution of all committee meetings.
- Makes sure minutes of advisory meetings are drafted for review and approval by the committee chair.
- Works with the committee chair, other committee members, and program instructor(s) to ensure that the work of the committee is carried forth between meetings.
- Facilitates communication of committee activities, including requests for information and/or recommendations to the college's administration and board of trustees.
- Reports to the committee on decisions of the administration, board of trustees, legislature, or state agencies that may impact the work of the committee.
- Where appropriate, assist the committee in proposing activities and services that will improve student learning within the program.

Program Instructor Position Description

Basic Function

Serves as an informed resource person to the chair, program administrator, and members of the committee. Provides information to the committee regarding curriculum, instructional practices, adequacy of facilities and equipment, student recruitment/ placement, student success, student organization activities, professional development activities, etc. Assists in facilitating committee discussions and activities addressing the plan of action.

Responsibilities

- Participate in providing a thorough orientation for each new committee chair and members concerning all aspects of the program.
- Works with the committee to develop a plan of action that will allow the committee to effectively and efficiently carry out its responsibilities for the year.
- Works with the program administrator and chair to develop agendas and conduct effective meetings of the committee.
- Provides necessary support for planning and execution of all committee meetings.
- Works with the program administrator, committee chair, and other committee members, to ensure that the work of the committee is carried forth between meetings.
- Facilitates communication of committee activities including requests for information.
- Where appropriate, assist the committee in proposing activities and services that will improve student learning within the program.

Notes:

Checklists for
Advisory Committee
Functions and Activities

The following checklist of suggested committee activities and duties are provided as quick references to help the committee effectively perform their responsibility.

Advisory Committee Functions and Activities

The following advisory committee activities and duties are not meant to be all-inclusive but are suggested areas of review and discussion. Each advisor committee develops its plan of action based on the needs of the program.

Curriculum Advice

- Review local, state, and regional labor market data to ensure that the occupational program is in demand, that it produces a livable family wage, and enough openings exist so as to provide a high probability of future employment for students completing the program.
- Advise as to industry standards, certification, or licensure requirements required by the program area.
- Assist with development of skills standards as appropriate
- Identify the academic competencies, employability and technical skills required for successful entry into the occupation.
- Identify new technologies to include in the program.
- Advise as to the types and balance of instruction relating to basic academic skills, production work, and/or realistic enterprise tasks to be accomplished to ensure effective and efficient use of instructional time.
- Review instructional materials for technical accuracy. Recommend those that are most appropriate to the program (i.e., textbooks, periodicals, trade, publications, audiovisual materials, computer software, on-line/internet technical assistance or leaning systems, etc.).
- Assist in conducting special events that benefit students, the institution, and local businesses (i.e., hosting industry training seminars and workshops, manufacturing or product seminars, open house events, etc.)
- Recommend procedures for developing, implementing, and evaluating work-based learning opportunities for students.

Facilities and Equipment Review

- Conduct evaluation as to the adequacy of the physical facilities and condition of equipment and prepare recommendations for necessary changes.
- Assist in obtaining instructional equipment and supplies through donations, loans, demonstrations, grants, gifts or at reduced purchase prices.
- Advise in development of plans for new construction or remodeling of existing facilities.
- Review annual budgetary request for equipment and supplies. Make recommendations and assist in the development of bid or purchase specifications when appropriate

Instructional Quality Improvement

- Advise in the development of qualification for the hiring of instructors and serve on interview panels when appropriate.
- Advise in the development of evaluation mechanisms and procedures that will assist in determining the success of the instructional program. Conduct outcome assessments (i.e. survey of student success 1, 3, or 5 years after completing program) and recommend appropriate changes to ensure continuous improvement of student learning.
- Recommend instructional practices that will promote the development of safe instructional environment and instill safe working attitudes and habits in students.
- Suggest criteria for evaluating instructor competence.
- Recommend strategies to ensure that instructor(s) improve instructional techniques, maintain/obtain industry certification, and state-of-the-art proficiency in the use of technology related to their program.
- Recommend/develop standards and minimum basic academic skills qualifications for entry into the program.
- Advise administration and board regarding program continuation, modification or elimination as determined by review of outcomes.

Instructional Delivery Review

- Review state and national initiatives, directives, or legislation for their impact on the program. Make recommendations on incorporation of the required changes.
- Assist in securing qualified substitute instructors, guest speakers, or workshop presenters for the program.

Student Employment Assistance

- Organize employer/student conferences.
- Notify instructor(s) of job openings for students.
- Facilitate students in obtaining work-based learning experiences, internships, clinical rotations, or cooperative work experiences.
- Assist students in developing job interview and resume development skills.
- Recommend employability skills curriculum content expected for success in the occupational area.
- Hire graduates/completers of the program.

Public Relations

- Recommend/facilitate/conduct an awards program for students that will encourage excellence and pride in achievement (i.e., special recognition, scholarships, etc.).
- Present programs to local civic and service groups.
- Recommend/develop a marketing plan for increasing community awareness and value of the program (i.e. facilitating/obtaining sponsored media advertisements, etc.).
- Recommend/develop measures supported by business and industry to increase awareness of the program through local and state professional trade associations.
- Participate in and promote special college events related to the program.
- Talk to legislators regarding the needs of the program and college.
- Arrange for a tour of the program by legislators and other elected officials.
- Promote, support, or influence legislation that will impact the program.

Student Organizations

- Assist in developing competitive skill events.
- Serve as judges for competitive skill events.
- Sponsor or collect contributions of equipment and supplies for skill events.
- Arrange for display/demonstration space to promote student organizations as special events.

Performance Measures for Determining Advisory Committee Effectiveness

The following checklists provide a basis for helping determine the effectiveness of advisory committees in the performance of their responsibilities.

Performance Measures for Effective Advisory Committees:

#1 Understand the Mission and Goals of the College and Program.

- ✓ Know why the program exists.
- ✓ Understand the quality of student he program is producing.
- ✓ Have developed a clear, concise committee purpose statement.
(Sample purpose statement: "to represent the interests of health occupations by reviewing and advising on curriculum, determining equipment and facilities needs, assisting with improving learning opportunities for students, and serving as an advocate for quality instruction.")

#2 Know What Must be Done to Achieve the Mission.

- ✓ Identify the "critical success factors"
- ✓ Academic Competencies
- ✓ Employability Skills
- ✓ Technical Skills
- ✓ Search for Improvement opportunities – confront status quo.

#3 Scan Internal and External Environments

Internal Factors:

- ✓ Administrative and board commitment to quality programs.
- ✓ Programs/ related programs offered by the institution.
- ✓ Adequacy of facilities and equipment.
- ✓ Instructor background and qualifications.
- ✓ Resources available (financial and support).
- ✓ Student access and recruitment.

External Factors

- ✓ Labor market needs, trends, and directions.
- ✓ Occupational licensing/certification requirements.
- ✓ Success of program graduates/completers.
- ✓ Community perceptions
- ✓ Programs in other colleges.

#4 Envision the Future

- ✓ Project requirements 3-5 years.
- ✓ Prioritize things that must be done to make program respond.
- ✓ List barriers (real and perceived).
- ✓ Enlist others: industry experts, academic instructors, and community.

#5 Develop Plan of Action to Address Identified Gaps.

- ✓ Set clear, measurable short/long-term goals.
- ✓ Specify logical implementation strategies and measurable objectives.
- ✓ Assign tasks.
- ✓ Establish timelines
- ✓ Plan small wins
- ✓ Develop specific recommendations for continuous improvement.

#6 Monitor Progress Towards Recommendations.

- ✓ Regularly meet with students, instructors, employers, and administrators/board to determine achievement.
- ✓ Get support – use influence of local business, labor legislators, and community.

#7 Encourage the Heart – Students, Instructors, and Administrators.

- ✓ Celebrate accomplishments – value the victories
- ✓ Champion the cause of professional-technical education.

Technical Assistance

Supervisory staff of the state agency responsible for oversight of professional technical, vocational-technical, or occupational education are available to provide technical assistance upon request to local community and technical colleges desiring help in increasing the effectiveness of their advisory committees. State agencies, as part of the local program evaluation process, also conducted a review of program advisory committee administration and activities to ensure compliance with their established policies and procedures. Each community and technical college is encouraged to create a local policy and procedures handbook or meet the needs of their campus programs.

10.

Department Calendar of Activities

**WEST HILLS COLLEGE DISTRICT
INSTRUCTIONAL CALENDAR
2013-2014**

2013 SUMMER SESSIONS

May 27 – August 14, 2013 Instruction Begins/Ends

July 4 Independence Day Observed

2013 FALL SEMESTER

August 15	Th	Faculty Flex Day, No Classes
August 16	F	Professional Dev Days, No Classes
August 19	M	Instruction Begins
September 2	M	Labor Day, No Classes
October 18	F	Last Day to Petition to Graduate
October 21	M	Second 9-week Classes Begin
November 11	M	Veteran’s Day Observed, No Classes
November 15	F	Last Day to Withdraw with a W
November 28-29	Th-F	Thanksgiving, No Classes
December 16-20	M-F	Finals Week
December 20	F	End of Fall Semester
Total Instructional Days: 87		

2014 SPRING SEMESTER

January 7	T	Professional Dev Days, No Classes
January 8	W	Professional Dev Days, No Classes
January 9	Th	Faculty Flex Day, No Classes
January 10	F	Professional Dev Days, No Classes
January 13	M	Instruction Begins
January 20	M	Martin Luther King Day, No Classes
February 14	F	Lincoln’s Day Observed, No Classes
February 17	M	Washington’s Day Observed, No Classes
March 14	F	Last Day to Petition to Graduate
March 17	M	Second 9-week Classes Begin
April 11	F	Last Day to Withdraw with a W
April 14-18	M-F	Spring Recess
May 19-23	M-F	Finals Week
May 22	Th	Lemoore Commencement
May 23	F	Coalinga Commencement
May 23	F	End of Spring Semester

Total Instructional Days: 88

Approved by the Board of Trustees: 12/10/13

2013 -- First Quarter

JULY		AUGUST		SEPTEMBER		NOTES
1		1		1		
2		2	DPR Mtng Tom Babb	2		
3		3	Delta Water Summit	3		
4		4		4		
5		5		5	FOF Staff Mtng	
6		6		6		
7		7		7		
8	Farm Direction Mtng	8		8		
9	Paramount Visit	9		9	Farm Tour	
10		10	USDA FAS – Macedonia Group	10	DQPP Mtng	
11		11		11	Farm Pump Mtng/PV Const. Mtng	
12		12	USDA FAS – Macedonia Group	12	Pre-Ag Mtng	
13		13	USDA FAS – Macedonia Group	13	DQPP Mtng	
14		14	USDA FAS – Macedonia Group	14		
15		15		15		
16		16	USDA FAS – Chinese Delegation	16		
17		17	USDA FAS – Chinese Delegation	17		
18	ET Adjunct Meeting	18	USDA FAS – Chinese Delegation	18	SJ River Restoration Mtng	
19		19	USDA FAS – Chinese Delegation	19	FFA Field Day Mtng	
20		20	USDA FAS – Chinese Delegation	20	CTE Area Mtng	
21		21	USDA FAS – Chinese Delegation	21	IPM Lab	
22		22	USDA FAS – Chinese Delegation	22	IPM Lab	
23	BOT Mtng – PEP Academy	23	USDA FAS – Chinese Delegation	23		
24	FOF Webpage Discussion	24	USDA FAS – Chinese Delegation	24	14 SP Schedule/Curriculum Mtng	
25		25	USDA FAS – Chinese Delegation	25	SJ River Mtng/Coalinga FFA Mtng	
26		26	USDA FAS – Chinese Delegation	26	C6 Convergence	
27		27	USDA FAS – Chinese Delegation	27	DQPP Mtng	
28		28	USDA FAS – Chinese Delegation	28	IPM Lab/Farm Strategic Plan Mtng	
29		29	USDA FAS – Chinese Delegation	29	IPM Lab	
30		30		30		
31	PV Discussion/SJ River Restoration	31				

2013 -- Second Quarter

OCTOBER		NOVEMBER		DECEMBER		NOTES
1		1		1		
2	Duty Day Mtng	2	AET 21 Lab	2	Avenal HS Academy Mtng	
3	Ag Curriculum Mtng	3	AET 21 Lab	3	Pump Control Training	
4		4	Articulation Mtng	4		
5		5		5		
6		6		6	Recruiting at Avenal HS	
7	GED Adjunct Interview	7	Draft Ag Plan Mtng/Adj Interview	7	IPM Lab	
8		8	DQPP Mtng/CTE Area Mtng	8		
9		9		9		
10		10		10	DQPP Mtng	
11		11		11	I-Help Interview Mtng	
12		12	PCA Program Mtng	12	Curriculum/Farm Plan Mtng	
13		13	Well Controls Mtng/Ag Awards	13		
14		14	FFA FD Mtng/Emerg. Response	14		
15	DQPP Mtng/Avenal HS Mtng	15	FFA FD Mtng/Paramount Mtng	15		
16		16		16		
17		17		17		
18		18		18	Advisory Committee Meeting	
19	AET 21 Lab	19	Sec Ag @ FSU/Wilbur-Ellis Mtng	19		
20	AET 21 Lab	20	Commitment to Complete Mtng	20		
21		21	FFA FD Mtng/Paramount Mtng	21		
22	Fresno County FB Mtng/Dinner	22	Transition Success Symposium	22		
23		23	FFA Field Day	23		
24	AP 4050 Mtng	24		24		
25		25	Filming for VSFS elnternship	25		
26	AET 21 Lab	26	FFA FD Mtng/Boy Scout Council	26		
27	AET 21 Lab	27	Master Ed Planning Mtng	27		
28		28		28		
29		29		29		
30		30		30		
31	Master Ed Planning Mtng/Irr Conf.			31		

2014 -- Third Quarter

JANUARY		FEBRUARY		MARCH		NOTES
1		1		1	AET 22 Lab	
2		2	CRPSCI 44 Lab	2	AET 22 Lab	
3		3	Contract Ed Mtngs	3		
4		4	CTE Conference	4		
5		5	Drought Workforce Conference	5	Fresno Compact Awards	
6		6		6		
7		7		7	FFA FD Mtng	
8	Curriculum Mtng/DQPP Mtng	8	AET 22 Lab	8	FFA Field Day	
9		9	AET 22 Lab	9		
10		10	TopCon Mtng/Farm Show	10	SPEARS Contract Ed Mtng	
11	Coalinga FFA Field Day	11	Farm Show	11	CCAOE Mtng	
12		12	Farm Show	12	CCAOE Mtng	
13		13	Farm Show	13	CCAOE Mtng	
14		14	Farm Show	14	CCAOE Mtng	
15		15		15		
16		16		16	CRPSCI 44 Lab	
17	TopCon Conference Call	17		17	FFA FD Mtng/Rodeo Coach Comm.	
18	AET 22 Lab	18		18		
19	AET 22 Lab	19	Urban Water Institute	19	Agrian Mtng	
20		20	Urban Water Institute	20	Transfer Center Advisory	
21		21	Urban Water Institute	21		
22		22		22	AET 22 Lab	
23	Bennett&Bennett Contract Ed	23	CRPSCI 44 Lab	23	AET 22 Lab	
24		24	Avenal HS Orchard Mtng	24		
25		25		25	DQPP Mtng/New Faculty Lunch	
26		26	Irrigation Grant Discussion	26		
27		27	FFA FD Mtng/Simplot Mtng	27	Rodeo Coach Interviews	
28	FFA FD Mtng/DQPP Mtng	28		28	Rodeo Inter/Ag Across Class. Mtng	
29		29		29		
30				30		
31				31		

2014 -- Fourth Quarter

APRIL		MAY		JUNE		NOTES
1		1		1		
2		2		2	DOL College Lead Conf Call	
3		3		3		
4		4		4		
5		5	DOL College Lead Conf Call	5		
6	CRPSCI 44 Lab	6		6		
7		7	Commit to Complete Mtng	7		
8		8	CDFA Grant Mtng	8		
9	Ag Faculty Mtng	9		9		
10		10	Castro Investiture – CSUF	10		
11		11	CRPSCI 44 Lab	11		
12	AET 22 Lab	12		12		
13	AET 22 Lab	13		13		
14		14	Presidents Mtng/Faculty BBQ	14		
15		15	Faculty Evaluation Mtng	15		
16		16		16		
17		17		17		
18		18		18	Online Training Conference	
19		19	DOL College Lead Conf Call	19	Online Training Conference	
20		20		20	Online Training Conference	
21		21	Enrollment Discussion	21	Online Training Conference	
22		22	Faculty Evaluation Mtng	22	Online Training Conference	
23		23	Graduation	23	Paramount Academy	
24	Ag Scholarship Review	24		24	Paramount Academy	
25	VTEA Mtng	25	CRPSCI 44	25	Paramount Academy	
26	AET 22 Lab	26		26	Paramount Academy	
27	AET 22 Lab	27		27	Paramount Academy	
28		28		28	Paramount Academy	
29	Title V Mtng	29		29	Paramount Academy	
30	Title V Mtngs/Transfer Mtng	30		30	Paramount Academy	
		31				

Additional Events, Dates, or Deadlines – At-A-Glance

1 ST QUARTER		EVENT	DATE
July		Paramount PEP Academy Report to the Board of Trustees	7/23/14
August		USDA FAS – MOA Chinese Delegation – Pesticide Utilization	8/16-29/14
September		Farm of the Future Staff Meeting	9/5/14
2 ND QUARTER		EVENT	DATE
October		Fresno County Farm Bureau Salute to Agriculture Banquet	10/22/14
November		Fall FFA Field Day	11/23/14
December		Ag Curriculum and Farm Planning Meeting	12/12/14
3 RD QUARTER		EVENT	DATE
January		Coalinga FFA Field Day	1/11/14
February		World Ag Expo	2/10-14/13
March		Spring FFA Field Day	3/8/14
4 TH QUARTER		EVENT	DATE
April		Ag Faculty Meeting	4/9/14
May		WHCC Graduation	5/23/14
June		Paramount Academy	6/23/14-7/3/14

July 2013

July 2013							August 2013						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6					1	2	3
7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28	29	30	31

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Jun 30 - Jul 6	Jun 30	Jul 1	2	3	4	5	6
		Arizona (Mom and Da	Arizona (Mom and Da	Arizona (Mom and Da	Arizona (Mom and Da	Arizona (Cave Dwellin	New Mexico New Mexico (Cave Dw
Jul 7 - 13	7	8	9	10	11	12	13
	Drive to California (Car	9:00am 4:00pm At the Farm of the Future (FOF) 9:00am 11:00am Farm direction meeting (FOF conference roo	9:00am 4:00pm At the Farm of the Future (9:00am 10:00am Farm visit (Farm of the fut 10:00am 11:00am Para 1:00pm 3:00pm Evaluat	Lost Coast (Northern	Lost Coast (Northern	Lost Coast (Northern	12:00am 12:30am Lost Coast (Northern California)
Jul 14 - 20	14	15	16	17	18	19	20
	12:00am 12:30am Lost Coast (Northern California)	12:00am 12:30am Lost Coast (Northern California) 10:00am 11:00am College leads conference callsbar	12:00am 12:30am Lost Coast (Northern California)	12:00am 12:30am Lost Coast (Northern California)	9:00am 2:30pm Farm (FOF) 11:00am 11:30am ET adjunct meeting (Co 2:00pm 7:00pm Irrigati 3:00pm 4:00pm This n	9:00am 4:00pm Farm (FOF)	Carpet Cleaning (Hom
Jul 21 - 27	21	22	23	24	25	26	27
	Carpet Cleaning (Hom	High Sierra (Dorris Lak	High Sierra (Dorris Lak 3:00pm 4:00pm BOT Meeting 2013 PEP/WHCC Academy Staff (District Office Board	High Sierra (Dorris Lak 10:30am 11:30am FOF Webpage Discussion (WHCC 3:30pm 4:30pm FOF Web page discussio	High Sierra (Dorris Lak	High Sierra (Dorris Lak	High Sierra (Dorris Lak
Jul 28 - Aug 3	28	29	30	31	Aug 1	2	3
	High Sierra (Dorris Lak	High Sierra (Dorris Lak	9:00am 4:00pm Farm (FOF)	9:00am 4:00pm Farm (FOF) 9:00am 10:00am WHCC PV Array - Construct 10:00am 11:30am Follow Up Meeting t			

August 2013

August 2013							September 2013						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30					

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Jul 28 - Aug 3	Jul 28	29	30	31	Aug 1	2	3
					Drive to AZ (Car)	Drive Home (Car) 10:00am 1:00pm Meeting with Tom Babb DPR (Sacramento)	San Simeon (San Sime) 9:00am 12:30pm Delta Water Summit (CSUF Satellite Student Union)
Aug 4 - 10	4	5	6	7	8	9	10
	San Simeon (San Sime)	San Simeon (San Sime)	San Simeon (San Sime)	San Simeon (San Sime) 9:00am 10:30am Colby's Cheer Practic 12:00pm 1:00pm Finish NIMS Training 1:30pm 2:00pm B. Arce	High Sierra (Dorris Lak)	High Sierra (Dorris Lak)	10:30am 11:30am Macedonia Group - 11:30am 12:30pm Macedonia Group - 12:30pm 1:30pm Macedonia Group -
Aug 11 - 17	11	12	13	14	15	16	17
	High Sierra (Dorris Lak)	Fas Macedonia group 8:00am 8:30am Sharon 8:40am 9:10am Norma 9:20am 9:50am Halefe 10:00am 10:30am Tim 10:00am 11:00am Col	Fas Macedonia group 8:00am 3:00pm Capca 9:00am 10:30am Fas M 1:00pm 5:00pm Agricul 1:00pm 2:00pm Harris f 2:00pm 3:00pm Harris	8:00am 12:00pm Joy to Airport (Fresno) 9:00am 10:00am WHCC PV Array - Construct 11:30am 11:45am Girls 3:30pm 4:30pm FOF W	11:30am 11:45am Girls out of school	4:25pm 5:25pm Girls out of school @ 2:30 - extended care until 4:25	
Aug 18 - 24	18	19	20	21	22	23	24
		4:25pm 5:25pm Girls out of school @ 2:30 - extended care until 4:25	Chinese Delegation 4:25pm 5:25pm Girls out of school 2:30 extended care to 4:25			Chinese Delegation 10:30am 1:30pm Patrick Cavanaugh, Malcolm Media (Farm of the Future) - Squire, Frances An	
Aug 25 - 31	25	26	27	28	29	30	31
		Chinese Delegation 10:00am 11:00am College leads conference callsbar 11:30am 1:30pm Ag Team Mtg. (Bldg. R	Chinese Delegation	9:30am 10:30am Truck Simulator discussio 12:00pm 1:00pm Senate Meeting (Ro 12:00pm 1:00pm WHC			

September 2013

September 2013							October 2013						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7	6	7	8	9	10	11	12
8	9	10	11	12	13	14	13	14	15	16	17	18	19
15	16	17	18	19	20	21	20	21	22	23	24	25	26
22	23	24	25	26	27	28	27	28	29	30	31		
29	30												

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Sep 1 - 7	Sep 1	2	3	4	5	6	7
			10:00am Masters Courses (Stephanie's O	10:30am 3:00pm 4:00pm REMINDER! C-ID: CORE Training Dates - September 2013 (Online)	8:00am 9:00am FOF Area Staff Meeting (FOF Conference Ro 12:00pm 1:00pm WHCC C Meeting (R 10 A/B) - Droker, Ste		
Sep 8 - 14	8	9	10	11	12	13	14
		8:00am 11:00am Important people (FoF) 10:00am 11:00am College leads conference callsbar	12:30pm 2:00pm DQPP Webinar Information and Invite (R-10A/B) - Hanjiev, Arkady	9:00am 10:00am WHC Coalinga Farm Pump 10:00am 11:00am PV Array Const Mtg (Fo 12:00pm 1:00pm Senat 12:00pm 1:00pm WHC	2:30pm 3:00pm Pre-Ag Meeting (FOF) - Droker, Step 2:30pm 3:00pm Pre-Ag Mtg. Update (FOF) - Goldsmith,	12:00pm 2:00pm DQP Follow Up Meeting (TBA) - Hanjiev, Arkady	
Sep 15 - 21	15	16	17	18	19	20	21
				10:00am 12:00pm San Joaquin River Project Group Meeting and Tour (WHC Lemoore 3:00pm 6:00pm Bruce (Crpsci 1)	8:00am 8:30am Field Day (Office) - Freeman, Sharon 11:00am 11:30am My meeting with Droker, Stephanie -	10:00am 11:00am UPDATE: C-ID: CORE Training Dates - Sep 11:00am 12:00pm CTE Area Mtg (FB03) - Cowden, Clint	8:00am 5:00pm IPM Lab (FOF)
Sep 22 - 28	22	23	24	25	26	27	28
	8:00am 6:00pm IPM Lab (FOF)	10:00am 11:00am College leads conference callsbar (Mobile) - Zuniga, Jennifer	8:00am 9:30am 2014 Spring Schedule planning/discussion 9:00am 10:00am AG Curriculum (Farm) - Droker, Stephanie	8:00am 9:00am Mtg CDMS (Percos) 10:00am 11:00am San J 12:00pm 1:00pm Senat 1:00pm 2:00pm Meet w 2:30pm 3:30pm Coalin	7:30am 5:00pm C6 convergence (5113 east McKinley avenue, Fresno ca)	10:00am 12:00pm DQP Meeting (G-4) - Hanjiev, Arkady	8:00am 5:00pm IPM Lab (FOF) 8:30am 3:00pm WHCC Ag Planning @ Piccadilly Inn Airport - Merlot Room (511
Sep 29 - Oct 5	29	30	Oct 1	2	3	4	5
	8:00am 6:00pm IPM Lab (FOF)						

October 2013

October 2013							November 2013						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
6	7	1	2	3	4	5	3	4	5	6	7	1	2
13	14	8	9	10	11	12	10	11	12	13	14	15	16
20	21	15	16	17	18	19	17	18	19	20	21	22	23
27	28	22	23	24	25	26	24	25	26	27	28	29	30

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Sep 29 - Oct 5	Sep 29	30	Oct 1	2	3	4	5
				10:30am 11:00am Mtg. with Clint Cowden re: 221 day calendar (WHCC President's Office) - Goldsmith, Carole	3:00pm 3:30pm Ag courses - Freeman (We will call Stephanie's office from FOF) - Castillo, David	Girls day off (Home.)	
Oct 6 - 12	6	7	8	9	10	11	12
		5:00pm 5:30pm GED adjunct interview (Adm conference room) - Rodriguez, Raquel		12:00pm 1:00pm Senate Meeting (P-1 and NDC) - Wanderer, Jeffrey			
Oct 13 - 19	13	14	15	16	17	18	19
		Cory owes Colby a coke	12:00pm 1:00pm DQP Meeting (G-4) - Hanjiev, Arkady 3:00pm 5:00pm Avenal HS courses (Avenal high school) - Castill				8:00am 6:00pm AET 21 Lab (FOF)
Oct 20 - 26	20	21	22	23	24	25	26
	8:00am 6:00pm AET 21 Lab (FOF)		5:30pm 7:30pm Kings County Farm Bureau annual meeting and reception (Kings Country Club, 3529	12:00pm 1:00pm Senate Meeting (P-1 and NDC 33) - Wanderer, Jeffrey	10:00am 11:00am Phone Conference with Jeff Wanderer, etc. RE: AP 4050 (WHCC Bldg. R 10A/B and NDC Mar		8:00am 6:00pm AET 21 Lab (FOF)
Oct 27 - Nov 2	27	28	29	30	31	Nov 1	2
	8:00am 6:00pm AET 21 Lab (FoF)				9:00am 1:00pm Master Ed Planning Mtg. (WHCC Bldg. R 10A/ 12:00pm 3:30pm Irrigation Conferance (Thursda		

November 2013

November 2013							December 2013						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	31				

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Oct 27 - Nov 2	Oct 27	28	29	30	31	Nov 1	2
						8:15am 10:15am Vici (Farm office)	8:00am 6:00pm AET 21 Lab (FoF)
Nov 3 - 9	3	4	5	6	7	8	9
	8:00am 6:00pm AET 21 Lab (FoF)	12:00pm 1:00pm Articulation Agreement follow up discussion (David's office) - Rodriguez, Raquel	4:30pm 5:30pm Cory soccer	12:00pm 1:00pm Senate Meeting (P-1 and NDC) - Wanderer, Jeffrey	12:00pm 1:00pm WHCC C6 Meeting (2:00pm 3:00pm Review of Draft Ag Plan (My 5:00pm 6:00pm Adjunct interview (	10:00am 12:00pm DQP Meeting (G-4) - Hanjiev, Arkady 12:30pm 1:00pm CTE Learning Area Meeting (FOF - Roo	
Nov 10 - 16	10	11	12	13	14	15	16
		10:00am 11:00am Mike cline (Baseball)	11:00am 1:30pm Meeting - Drue Brown and West Hills re: Pesticide Pro 4:30pm 5:30pm Cory soccer	8:00am 12:00pm Well Water Controls - training and informa 11:30am 1:30pm Ag Awards (Radisson Hotel and Conferenc	7:30am 8:30am Field Day Meeting (FoF) 8:00am 8:30am InformaCast Alert System Training (FOF Office) - Castill	7:30am 8:00am Field Day Meeting (Ag Office) - Freeman, S 8:00am 9:00am Barry - follow up on pump controls (FOF) - Cast	
Nov 17 - 23	17	18	19	20	21	22	23
			9:00am 12:00pm Secretary Thomas J. 11:40am 1:00pm Commitment to Co 4:00pm 5:30pm Wilbur 4:30pm 5:30pm Cory s	1:00pm 2:00pm BBQ (Save mart)	7:30am 8:00am Field Day Planning (Ag Offices) - Freeman, S 10:00am 11:00am Meeting with Paramount (Avenal)	10:00am 3:00pm Symposium for Transition Success (Holiday Inn Visalia-Hotel & Conference Center 9000 W Airp	6:30am 4:30pm Field day (FoF)
Nov 24 - 30	24	25	26	27	28	29	30
	Ag Curriculum (Home)	10:00am 11:00am Filming for VSFS eInternship (Whcccd library) - Vargas, Katelyn	7:30am 8:00am Field Day (Ag Office) - Fre 11:00am 1:30pm Sequoia Council Boy 4:30pm 5:30pm Cory soccer	9:00am 11:00am Master Ed Planning (12:00pm 1:00pm Senate Meeting (P-1 3:00pm 6:00pm Crpsci 1 (Main campus)	6,00pm 7:00pm Go alarm . Com (Home)		

December 2013

December 2013							January 2014						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7	5	6	7	1	2	3	4
8	9	10	11	12	13	14	12	13	14	15	16	17	18
15	16	17	18	19	20	21	19	20	21	22	23	24	25
22	23	24	25	26	27	28	26	27	28	29	30	31	
29	30	31											

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Dec 1 - 7	Dec 1	2	3	4	5	6	7
		10:25am 11:25am Pca student (FoF) 1:00pm 2:00pm AG Academy at Avenal High Discussion (WHCC Bldg. R 10A/	8:00am 9:30am Pump control training (Res) 9:20am 10:20am Josh (Farm) 10:30am 12:30pm Farm 4:30pm 5:30pm Cory s			3:00pm 4:30pm Avenal Presentation (Avenal High School) - Freeman, Sharon	8:00am 5:00pm Ipm (Farm)
Dec 8 - 14	8	9	10	11	12	13	14
			12:00pm 1:00pm DQP Meeting (G-4) - Hanjiev, Arkady	12:00pm 1:00pm Senate Meeting (P-1 and NDC 33) - Wand 2:00pm 3:00pm Interview with I-HELP (Phone) - Pi	7:30am 9:00am Curriculum updates and farm plans (FOF) - Castillo, David		
Dec 15 - 21	15	16	17	18	19	20	21
				5:00pm 7:00pm Advisory Committee Meeting (FOF) - Castillo, David			
Dec 22 - 28	22	23	24	25	26	27	28
Dec 29 - Jan 4	29	30	31	Jan 1, 14	2	3	4
		10:00am 11:00am College Leads Conference Call (Mobile) - Pimentel, Robert					

January 2014

January 2014							February 2014						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Dec 29	30	31	Jan 1, 14	2	3	4
Dec 29 - Jan 4							
	5	6	7	8	9	10	11
Jan 5 - 11	Drive to Ventura Ag L	Anthony Santos (Venr) 11:00am 1:00pm Graduate Meeting (Dr Kellogg's Office) - Cowden, Joy	Ben OLson Indio CA	Cold Calls El Centro (E) 8:30am 11:30am curriculum follow u 1:00pm 2:00pm DQP Meeting (G-4) - Hanj 2:15pm 2:45pm Mtg. w.	Jimmy Compton Cas	Drive Home (I 10)	7:30am 1:00pm Coalinga FFA field day (FOF) - Castillo, David
	12	13	14	15	16	17	18
Jan 12 - 18		10:00am 11:00am College Leads Conference Call - Cheryl Work	8:00pm 9:00pm Clint Cowden Office Hours (Computer)	8:30am 10:30am Clint Cowden - CrpSci 7 12:00pm 1:00pm Academic Senate Meeting (P-1 / NDC 33) - Wanderer, Jeffr	8:00pm 9:00pm Clint Cowden Office Hours (Computer)	10:15am 11:15am Michael Gomes (Phone)	8:00am 4:30pm AET 22 (FoF)
	19	20	21	22	23	24	25
Jan 19 - 25	8:00am 4:30pm AET 22 (FoF)				9:00am 10:30am Tyler Bennett, Bennett and Bennett Irrigatio 8:00pm 9:00pm Clint Cowden Office Hours	12:00pm 1:00pm Extra Senate Meeting (P-1 and NDC 33) - Wanderer, Jeffrey	
	26	27	28	29	30	31	Feb 1
Jan 26 - Feb 1		10:00am 11:00am College Leads Conference Call - Cheryl Work	7:30am 8:00am Spring Field Day (Farm Offic 12:00pm 1:00pm DQP Meeting - Finalizing 8:00pm 9:00pm Clint Cowden Office Hour	12:00pm 1:00pm Academic Senate Meeting (P-1 / NDC 33) - Wanderer, Jeffrey	8:00pm 9:00pm Clint Cowden Office Hour 8:00pm 9:00pm Clint C 8:00pm 9:00pm Clint C 8:00pm 9:00pm Clint C	Census Date - Drops (

February 2014

February 2014							March 2014						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1							1
2	3	4	5	6	7	8	2	3	4	5	6	7	8
9	10	11	12	13	14	15	9	10	11	12	13	14	15
16	17	18	19	20	21	22	16	17	18	19	20	21	22
23	24	25	26	27	28		23	24	25	26	27	28	29
							30	31					

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Jan 26	27	28	29	30	31	Feb 1
Jan 26 - Feb 1							
	2	3	4	5	6	7	8
Feb 2 - 8	8:00am 4:30pm CrpSci 44 (FoF)	9:00am 11:00am Meeting with Tyler Bennett (10538 14th) 2:30pm 3:30pm Drought Relief WF Retraining Pilot Prog	7:30am 1:30pm Save the Date! Central Va 8:00pm 9:00pm Clint Cowden Office Hour 8:00pm 9:00pm Clint Cowden Office Hour	2:00pm 3:00pm Drought Workforce Proposal Conference Call w.Mike Dozier (Conf. Call - #TBD) - Goldsmith, Carole	8:00pm 9:00pm Clint Cowden Office Hours		8:00am 4:30pm AET 22 (West side field trip.)
	9	10	11	12	13	14	15
Feb 9 - 15	8:00am 4:30pm AET 22 (FoF)	10:00am 11:00am College Leads Conference Call - C 12:00pm 1:00pm TOPCON and West Hills College Meetin	8:00pm 9:00pm Clint Cowden Office Hours	12:00pm 1:00pm Academic Senate Meeting (P-1 / NDC 33) - Wanderer, Jeffr 4:00pm 5:00pm WAE (Table)	10:30am 11:00am Wisdom Teeth Extra 11:30am 1:00pm Farm Show--meeting with 8:00pm 9:00pm Clint Cowden Office Hour		
	16	17	18	19	20	21	22
Feb 16 - 22			8:00pm 9:00pm Clint Cowden Office Hours 8:00pm 9:00pm Clint Cowden Office Hours	12:00pm Urban water institute (Hilton palm spring ca) 6:15am 7:15am Start thinking about... (Starbucks)	8:00pm 9:00pm Clint Cowden Office Hours	1:00pm	
	23	24	25	26	27	28	Mar 1
Feb 23 - Mar 1	8:00am 4:30pm CrpSci 44 (Travel)	10:00am 11:00am College Leads Conference Call - Cheryl Work 2:30pm 3:30pm Avenal High School Orchard	9:00am 10:30am Eye Appointment (Dr. White's Coalinga) - 1:00pm 2:00pm Chris Chaney Evaluation Pre-Observation (Far	12:00pm 1:00pm Academic Senate M 12:00pm 12:45pm Pre-Observation me 3:45pm 4:15pm Irrigation Grant Disc	7:30am 8:00am Field Day Meeting (Ag Off 11:30am 1:15pm Drive to Simplot (205 e riv 1:15pm 3:00pm Simplo 2:00pm 3:00pm Pre-Ob	8:30am 9:30am Chris Chaney (Fb02) 8:30am 9:30am Evaluation Observation - Chris Chaney - Castillo, Da	

March 2014

March 2014							April 2014						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28	29	30			
30	31												

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Feb 23	24	25	26	27	28	Mar 1
2/23 - 28							8:00am 4:30pm AET 22 (Softball)
3/2 - 7	2	3	4	5	6	7	8
	8:00am 4:30pm AET 22 (Pistachio field)	1:00pm 2:00pm Chris Chaney report to David (Email)		11:30am 1:30pm Fresno Compact Awards (TorNino's Catering 5080 North Blackstone) -		7:30am 8:00am Field Day (Ag Offices) - Freeman, Sharon	FFA Field Day (FOF)
3/9 - 14	9	10	11	12	13	14	15
		10:00am 11:00am College Leads Conf 11:30am 12:30pm Spears (Farm) 3:30pm 4:30pm Mr. Ti	4:00pm	Ccao (Holiday inn Capitol plaza, Sacramento ca)		1:00pm	9:00am 1:00pm Track Meet (Clovis East High School) - Cowd 2:00pm 3:00pm Tim's evaluation (FoF)
3/16 - 21	16	17	18	19	20	21	22
	8:00am 4:30pm CrpSci 44 (FoF)	7:30am 8:30am field day 10:30am 11:15am Rodeo Coach Comm 1:00pm 2:00pm Sherri		3:00pm 4:00pm Agrian (Fresno)	11:30am 1:00pm WHCC Transfer Center Advisory (R10A/B) - Simon, Giselle	2:00pm 3:00pm Post Eval (P3 Coalinga) - Hetu, Marcel	8:00am 4:30pm AET 22 (Travel to center pivot)
3/23 - 28	23	24	25	26	27	28	29
	8:00am 4:30pm AET 22 (FoF wheel line du.)	10:00am 11:00am College Leads Conference Call - Cheryl Work	12:00pm 1:30pm DQPP Agriculture (FOF- FB) 12:00pm 1:00pm New Faculty Lunch (Cafet) 3:30pm 4:30pm Sherri	12:00pm 1:00pm Academic Senate Meeting (P-1 / NDC 33) - Wanderer, Jeffrey	8:30am 12:00pm Rodeo Coach/Instructor Interviews (District Office Conference R	9:00am 12:00pm Rodeo Coach/Instru 12:00pm 1:00pm Ag across the curriculu 3:30pm 5:00pm Agricul	
3/30 - 4/4	30	31	Apr 1	2	3	4	5

April 2014

April 2014							May 2014						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5					1	2	3
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30				25	26	27	28	29	30	31

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Mar 30 - Apr 5	Mar 30	31	Apr 1	2	3	4	5
			8:30am 1:30pm Dr belman dentist (Old stockmands bank) 12:00pm 1:30pm AGED 520 (10-100 (Ag Bldg)) - Cowden, Joy		11:30am 8:30pm Flight to St. Paul (Sfo) 12:00pm 1:30pm AGED 520 (10-100 (Ag Bldg)) - Cowden, Joy	8:00am 11:00am AGED 522 (AE Annex 08A) - Cowden, Joy 7:30pm 11:30pm Flight home (Minneapolis mn)	
Apr 6 - 12	6	7	8	9	10	11	12
	8:00am 4:30pm CrpSci 44 (Travel)	8:00am 12:00pm AGED 522 (AG Annex 8A) - Cowden, Joy	8:30am 2:30pm Dr bellman (Old stockman) 12:00pm 1:30pm AGED 520 (10-100 (Ag Bldg)) - Cowden, Joy	12:00pm 1:00pm Academic Senate Meeting (P-1 / NDC) 3:30pm 4:30pm Ag Faculty Mtg. w.President Goldsmi	12:00pm 1:30pm AGED 520 (10-100 (Ag Bldg)) - Cowden, Joy 2:00pm 3:00pm Bret waterman (Madana Starbucks)	8:00am 11:00am AGED 522 (AE Annex 08A) - Cowden, Joy	AET 22 field trip 8:10am 9:10am Bart Flores (2 miles)
Apr 13 - 19	13	14	15	16	17	18	19
	Art 22 field trip	8:00am 12:00pm AGED 522 -Class cancelled (AG Annex 8A) - Cowden, Joy	12:00pm 1:30pm AGED 520 (10-100 (Ag Bldg)) - Cowden, Joy 3:00pm 4:00pm Meeting with Dr. Kellogg (Ag Ed Dept		12:00pm 1:30pm AGED 520 (10-100 (Ag Bldg)) - Cowden, Joy	8:00am 11:00am AGED 522 (AE Annex 08A) - Cowden, Joy	
Apr 20 - 26	20	21	22	23	24	25	26
		8:00am 12:00pm AGED 522 (AG Annex 8A) - Cowden, Joy	12:00pm 1:30pm AGED 520 (10-100 (Ag Bldg)) - Cowden, Joy	12:00pm 1:00pm Academic Senate Meeting (P-1 / NDC 33) - Wanderer, Jeffrey	12:00pm 1:30pm AGED 520 (10-100 (Ag Bldg)) - Cowden, Joy 4:30pm 5:00pm Ag Scholarship Review (Farm Office) - Cowd	8:00am 11:00am AGED 522 (AE Annex 08A) - Cowden, Joy 10:00am 10:30am VTEA 2014-2015 application (FOF) -	AET 22
Apr 27 - May 3	27	28	29	30	May 1	2	3
	AET 22	8:00am 12:00pm AGED 522 (AG Annex 8A) - Cowden, Joy	9:00am 10:00am Title V Cooperative Grant Discussion (C 12:00pm 1:30pm AGED 520 (10-100 (Ag Bldg)) - Cowden, Joy	9:00am 2:00pm 2nd An 11:30am 1:00pm Post 11:30am 12:30pm Chris 2:00pm 4:00pm Title V 2:00pm 4:00pm Title V 3:30pm 5:30pm Adjunct			

May 2014

May 2014							June 2014						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30					

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Apr 27 - May 3	Apr 27	28	29	30	May 1	2	3
					12:00pm 1:30pm AGED 520 (10-100 (Ag Bldg)) - Cowden, Joy	8:00am 11:00am AGED 522 (AE Annex 08A) - Cowden, Joy	
May 4 - 10	4	5	6	7	8	9	10
		8:00am 12:00pm AGED 522-Tulare Union and Dinuba (AG Ann 10:00am 11:00am DOL-College Leads Conference Call Me	12:00pm 1:30pm AGED 520 - Mr Beard Reaction Paper (10-100 (Ag Bldg)) - Cowden, Joy	12:00pm 1:00pm Academic Senate Meeting (P-1 / NDC 12:00pm 1:00pm Commit to Complete Graduate	12:00pm 1:30pm AGED 520 (10-100 (Ag Bldg)) - Cowden, Joy 1:00pm 4:00pm CDFA Emergency Water Innovation Grants: TI	8:00am 11:00am AGED 522 (AE Annex 08A) - Cowden, Joy	2:00pm 6:00pm Joseph I Castro, President CSU, Fresno - The Investiture - Cowden, Clint
May 11 - 17	11	12	13	14	15	16	17
	8:00am 4:30pm CrpSci 44 (Travel)	8:00am 12:00pm AGED 522 - Soldering Clint & Surveying Joy (AG Annex 8A) - Cowden, Joy	12:00pm 1:30pm AGED 520 (10-100 (Ag Bldg)) - Cowden, Joy 5:00pm 6:30pm FYI - 2014 Student Art Exhibition and Rece	11:00am 11:30am Mtg. w. Clint Cowden (W 12:00pm 1:30pm WHCC Faculty and 1:00pm 2:30pm Post Observation - Sherri	7:30am 8:00am Pre-evaluation meeti 7:45am 8:15am Pre-evaluation meeting (12:00pm 1:30pm AGED 520 (10-100 (Ag Bld	8:00am 11:00am AGED 522 (AE Annex 08A) - Cowden, Joy	
May 18 - 24	18	19	20	21	22	23	24
		8:00am 12:00pm AGED 522- Unit Plan Due (AG Annex 8A) - Co 10:00am 11:00am DOL-College Leads Conference Call Me	11:30am 1:00pm AGED 520 - local field trip Nipomo 11:30 meet 8:00pm 9:00pm Clint Cowden Office Hours (Computer)	9:00am 10:00am Canceled: Post Evaluation meeting 3:00pm 4:00pm Enrollment Discussion (FOF Co	7:30am 8:30am Bruce Hunt - Post Evaluati 12:00pm 1:30pm AGED 4:00pm 5:00pm Call To 5:00pm 6:00pm Chang 8:00pm 9:00pm Clint C	8:00am 11:00am AGED 522 (AE Annex 08A) 3:30pm 4:00pm Post evaluation- Merlin 4:00pm 7:00pm coaling 6:30pm 9:00pm WHCC	
May 25 - 31	25	26	27	28	29	30	31
	8:00am 4:30pm CrpSci 44 (FoF)		12:00pm 1:30pm AGED 520 (10-100 (Ag Bldg)) - Cowden, Joy		12:00pm 1:30pm AGED 520 -THS Field Trip (10-100 (Ag Bldg)) - Cowden, Joy	8:00am 11:00am AGED 522 -Joy Horse (AE Annex 08A) - Cowden, Joy	

June 2014

June 2014							July 2014						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7	6	7	1	2	3	4	5
8	9	10	11	12	13	14	13	14	8	9	10	11	12
15	16	17	18	19	20	21	20	21	15	16	17	18	19
22	23	24	25	26	27	28	27	28	22	23	24	25	26
29	30								29	30	31		

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Jun 1 - 7	Jun 1	2 8:00am 12:00pm AGED 522 (AG Annex 8A) - Cowden, Joy 10:00am 11:00am DOL-College Leads Conference Call Me	3 12:00pm 1:30pm AGED 520 (10-100 (Ag Bldg)) - Cowden, Joy	4	5 12:00pm 1:30pm AGED 520 (10-100 (Ag Bldg)) - Cowden, Joy	6 8:00am 11:00am AGED 522 - Clint Surveying (AE Annex 08A) - Cowden, Joy	7
Jun 8 - 14	8	9	10	11	12	13	14
Jun 15 - 21	15	16	17 10:00am 11:00am Dr bellman (Old stockman bank)	18	19	20	21
Jun 22 - 28	22	23	24	25	26	27	28
Jun 29 - Jul 5	29	30	Jul 1	2	3	4	5

11.

Professional Growth
and Development
Activities

Agriculture Professional Development

Clint Cowden

Trainings, Conferences and Workshops Attended

2013-14

- Tom Vilsack Discussing the Farm Bill and Water Issues, Fresno, CA
 - Fresno State University Satellite Union
 - November 19, 2013
- California Ag Teachers Association, Mid-Winter Institute, Modesto, CA
 - Double Tree Inn
 - December 5-7, 2014
- Symposium for Transition Success, California Community College Academic Senate, Visalia, CA
 - Visalia Holiday Inn and Convention Center
 - November 22, 2014
- People's Republic of China Scientific Education Exchange Program Agricultural Guide, Central Valley, CA
 - Salinas, Sacramento, Davis, San Francisco, CA
 - August 19-29, 2014
- Cal EPA Meeting to align curriculum with PCA requirements, Sacramento, CA
 - CalEPA Office, Sacramento, CA
 - August 2, 2013
- Delta Water Summit, Fresno, CA
 - Fresno State Satellite Union
 - August 3, 2014
- California Ag Teachers Association Roadshow and Meeting, Fish Camp, CA
 - Tenaya Lodge, Fish Camp, CA
 - November 15-16, 2014
- CCCAOE – Educational Balance: The alignment of skills, curriculum and the jobs for the future
 - Fall
 - Riviera Resort & Spa, Palm Springs, CA
 - October 23-25, 2013
 - Spring
 - Holiday Inn Capitol Plaza, Sacramento, CA
 - March 12-14, 2014
- Sustainable agricultural systems involving precision irrigation and conservation tillage Twilight Field Day, Five Points, CA
 - Five Points Field Station, Five Points, CA
 - September 12, 2013
- 2014 Online Teaching Conference, San Diego, CA
 - San Diego, CA
 - June 19-22, 2014

12.

CATA Membership

CATA Membership

I have been a member of CATA and attended summer conference every year except for the 2012-2013 academic year as I was in Vietnam recruiting. I am not able to find my CATA membership card, but have provided the membership application on the next page for my 2014-2014 annual membership. I will be attending the Summer Conference this June.

CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION MEMBERSHIP APPLICATION

NAME: Cowden, Clint, C.
Last, First, MI

HOME ADDRESS: 951 Chianti Circle

CITY/STATE/ZIP CODE: Coalinga, CA 93210

TELEPHONE NUMBER: _____ CELL: (559) 816-9465

WORK NUMBER: (559) 934-2701 FAX: (559) 934-2856

E-MAIL ADDRESS: clintcowden@whccd.edu

CATA REGION: San Joaquin CATA SECTION: W Fresno Madera SCHOOL: West Hills College

CATA has my permission to distribute my home address and telephone number to other ag teachers. Yes No _____ Signature: _____

Regular Dues - \$140	\$140.00
Ag Teachers less than 1/2 time (FTE) - \$70	_____
Installment Billing – at least \$26*	_____
Associate - \$15	_____
New Teacher - \$70	_____
Life Membership - \$1,400.00	_____
Optional - ACTE Dues - \$80	_____
Optional - NAAE Dues - \$60	_____
SUB TOTAL DUES	<u>\$140.00</u>
Optional - Contribution to CATA Scholarship Fund	
\$10 ___ \$25 ___ \$50 ___ \$100 ___ Other _____	_____
TOTAL (Please make check payable to CATA.)	<u>\$140.00</u>

Important Tax Notice to CATA Members

Contributions or gifts to CATA are not deductible as charitable contributions for income tax purposes. However, CATA dues may be tax deductible as an ordinary and necessary business expense. Please consult your tax advisor.

Charge my dues to: VISA _____ Master Card _____

Card # _____ Expiration Date _____ CVS _____

Signature: _____

Installment dues are \$140 + service charge of \$16 = Total \$ 156

Installment dues for New Teachers are \$70 + service charge of \$8 = Total \$ 78

Service charge is for Installment Dues ONLY

Please note that members electing to pay monthly are agreeing to pay the full amount whether or not they decide to pay off their dues early.

Signature: _____

Mail to: California Agricultural Teachers' Assn.
P.O. Box 834
Elk Grove, CA 95759-0834

Receipt No. _____
Member Card No. _____
01.02.01
Rev: 2014

13.

Wish-List

Farm of the Future Agriculture Department Wish List 2014-2015

Description	Number required/ 24 students	Unit Price	Total	
Boreal Digital/Analog Stereomicroscope	6	\$ 1,425.00	\$ 8,550.00	
Gravity Convection Oven	1	\$500	\$500	
Mettler-Toledo XA1502S Precision Balance	2	\$3,153	\$6,306	
Mettler-Toledo XA503S Precision Balance	1	\$4,048	\$4,048	
Metrohm 915 - 916 Ti Touch Colorimetric/Volumetric Titrator	1	\$10,700	\$10,700	
Metrohm 807 Dosing Unit for Titrator	1	\$2,517	\$2,517	
Metrohm Flat Membrane Electrode	1	\$503	\$503	
Metrohm Optrode - Optical Sensor for Colorimetric Titration	1	\$2,755	\$2,755	
Metrohm Titrator Installation	1	\$1,330	\$1,330	
Orion Star A211 pH Benchtop Meter	2	\$782	\$1,564	
Fisher Scientific™ accuT pH™ Rugged Bulb pH Combination Electrode	2	\$257	\$514	
Campbell Scientific Soil Moisture & Water Potential Equipment	1	\$22,000	\$22,000	
Boreal Advanced Polarizing Microscope	6	\$ 969.00	\$ 5,814.00	
				Sub-Total \$ 67,101.00
Biotronette Environmental Chamber	2	6600	13200	
Growlab® Classroom Gardening Center	2	770	1540	
Hydroponic Garden	6	260	1560	
GrowLab® DeskTop Plant Stand	6	280	1680	
Mini Plant Press	12	13	156	
Electric Timer for Plant Centers	6	40	240	
Plant Heating Mat	6	42	252	
Wall Thermometer with Humidity Gauge	2	10	20	
Garden Trowel	6	10	60	
Miscellaneous Garden tools	6	60	360	
Sweep Nets	6	75	450	
Hand lens	6	30	180	
Pins	6	30	180	
Spreader board	6	10	60	
Lable Block	6	10	60	
Monocot and Dicot Flower Buds (cs) qs Microscope Slide	6	8	48	
Monocot and Dicot Leaves (cs) qs Microscope Slide	6	9	54	
Monocot and Dicot Roots (wm) f & fg Microscope Slide	6	9	54	
Monocot and Dicot Stems (cs) qs Microscope Slide	6	8	48	
Monocot and Dicot Leaf Epidermis (wm) fs & fg Microscope Slide	6	7	42	Sub-Total \$ 20,244.00
Heavy-Duty Metal Service Cart	1	\$ 384.00	\$ 384.00	
Rectangular Supports 6 1/2" X 11"	50	\$ 18.75	\$ 937.50	
Round Jaw Utility Clamp 7"	30	\$ 17.95	\$ 538.50	
Adjustable Rod Clamp Holder	30	\$ 15.75	\$ 472.50	
Large Storage Containers	10	\$ 18.50	\$ 185.00	
Student-Grade Lime Glass 100 ml Cylinders (12 per unit)	8	\$ 80.52	\$ 644.16	
Pyrex® Single-Scale 1000 ml Precision Cylinders	10	\$ 73.62	\$ 736.20	
Water Still	1	\$ 1,586.50	\$ 1,586.50	
Economy Erlenmeyer Flask 250 ml (48 per unit)	2	\$ 182.40	\$ 364.80	
Polypropylene Analytical Funnels: 65 mm X 65 mm(36 per unit)	3	\$ 100.08	\$ 300.24	
Microwave Oven	2	\$ 257.95	\$ 515.90	
Porcelain Mortar & Pestle	25	\$ 32.95	\$ 823.75	
Six-Well, Six-Peg Polyethylene Test Tube Rack	30	\$ 8.25	\$ 247.50	
Wall-Mount Drying Rack	2	\$ 114.00	\$ 228.00	
Glassware Draining Rack	2	\$ 88.00	\$ 176.00	
Thermolyne® Hot Plate/Stirrers Magnetic	4	\$ 490.00	\$ 1,960.00	
Digital Thermometer	4	\$ 22.75	\$ 91.00	
Infrared Thermometer - adjustable	2	\$ 128.95	\$ 257.90	
Rectangular Storage Containers with Covers, Large	30	\$ 17.50	\$ 525.00	
Pyrex® Test Tubes - 20ml (72 per unit)	10	\$ 48.96	\$ 489.60	
Stoddard Test tube Clamps	30	\$ 10.25	\$ 307.50	
Wraparound Safety Spectacles	50	\$ 7.65	\$ 382.50	
Goggle Cabinet & Sterilizer - 40 Cap.	1	\$ 741.60	\$ 741.60	
VWR Education First Aid Kits	1	\$ 46.50	\$ 46.50	
Distilled Water Bottles	25	\$ 4.05	\$ 101.25	
Glass Dropping Bottle	1	\$ 21.48	\$ 21.48	
6" Rulers	50	\$ 0.45	\$ 22.50	
Munsell Soil Color Chart	6	\$ 159.00	\$ 954.00	
Glass Dropping Bottles	2	\$ 20.40	\$ 40.80	
Soil Sieve Set	10	\$ 30.00	\$ 300.00	
Streak Plates - White	10	\$ 3.20	\$ 32.00	
Streak plates - Black	10	\$ 3.20	\$ 32.00	
Fast Release Pi-Pump (10 ml)	15	\$ 22.95	\$ 344.25	
Pyrex Reusable Mohr-Type Pipets, (10 ml)	30	\$ 11.93	\$ 357.90	
Economy Polypropylene Funnels	1	\$ 24.80	\$ 24.80	
Micropipetes	15	\$ 360.00	\$ 5,400.00	
				Sub-Total \$ 40,817.13

Description	Number required/ 24 students	Unit Price	Total	
500 ML Wide Mouth Bottle with Glass Stopper	1	\$ 46.40	\$ 46.40	
				Sub-Total \$ 46.40
Clipper Seed Cleaner w all attachments	1	\$ 2,499.00	\$ 2,499.00	
Seedbuero Wheat, Rye & Oats Sieve Set	5	\$ 286.75	\$ 1,433.75	
Small Spouted Sample Pan	12	\$ 62.25	\$ 747.00	
Triangular Spouted Sample Pan	12	\$ 15.80	\$ 189.60	
				Sub-Total \$ 4,869.35
Soil Grinder	1	\$ 4,307.75	\$ 4,307.75	
				Sub-Total \$ 4,307.75
Deluxe Mohs Rock Hardness Pick Set	12	\$ 62.10	\$ 745.20	
				Sub-Total \$ 745.20
2-Way Radio and SPTT Heasd Sets (Motarola)	30	\$ 70.00	\$ 2,100.00	
				Sub-Total \$ 2,100.00
Ward's Natural Science P.O. Box 92912 Rochester, New York 14692 800-962-2660				
Sargent-Welch 777 East Park Drive Tonawanda, NY 14150-6708 800-676-2540				
Seedbuero Equipment Company 2293 S. Mt Prospect Road Des Plaines, IL 60018 800-284-5779				
NASCO - Modesto P.O. Box 101 Salida, California 95368 800-558-9595				
Amateur Geologists 694 Tuttle Creek Rd PO Box 1076 Lone Pine, CA 93545-1076 866-762-5742				
Bass Pro Shop 1356 Bass Pro Dr Manteca, CA 95337 209-825-8400				
				Sub-Total of All \$ 140,230.83
				Tax \$ 11,747.84
				Shipping
				Total \$ 151,978.67

14.

Operating Budget

WEST HILLS COMMUNITY COLLEGE DISTRICT

FY 14-15 TENTATIVE Budget Worksheet

FARM OPERATIONS

ACCOUNT NUMBER		EXPENDITURE	FY 12-13	FY 12-13	FY 13-14	FY 14-15
W39.GLA.ACCT.NUM	COST.CENTER	CATEGORY	ADOPTED	ACTUALS	ADOPTED	TENTATIVE
34-000-000000-39790-110	Farm Operations	Beginning Balance	\$ (57,225)	\$ (126,895)	\$ (126,895)	\$ (126,895)
34-000-693000-48820-110	Farm Operations	Local Revenue	\$ -	\$ -	\$ -	\$ -
34-000-693000-48843-110	Farm Operations	Local Revenue	\$ (8,580)	\$ -	\$ -	\$ -
34-073-693000-48843-110	Farm Operations	Local Revenue	\$ (38,700)	\$ (25,888)	\$ (61,750)	\$ (61,750)
34-074-693000-48843-110	Farm Operations	Local Revenue	\$ -	\$ (620)	\$ -	\$ -
34-077-693000-48843-110	Farm Operations	Local Revenue	\$ -	\$ -	\$ -	\$ -
34-079-693000-48843-110	Farm Operations	Local Revenue	\$ (46,800)	\$ (61,238)	\$ (96,790)	\$ (96,790)
34-000-693000-48851-110	Farm Operations	Facility Rent	\$ -	\$ (5,000)	\$ -	\$ -
34-000-693009-48854-110	Farm Operations	Equipment Rent HE	\$ (12,000)	\$ -	\$ -	\$ -
34-000-693000-48890-110	Farm Operations	Local Revenue	\$ -	\$ -	\$ -	\$ -
34-000-693000-48914-110	Farm Operations	Local Revenue	\$ (2,000)	\$ (6,786)	\$ (7,700)	\$ (7,700)
34-000-693000-48981-110	Farm Operations	Other Financing-Transfer	\$ -	\$ -	\$ (28,711)	\$ (28,711)
34-000-693000-48981-110	Farm Operations	Other Financing-Transfer	\$ (350,000)	\$ (350,000)	\$ (350,000)	\$ (350,000)
34-000-693000-48981-110	Farm Operations	Transfer in (indirect)	\$ -	\$ (64,194)	\$ -	\$ -
		REVENUES:	\$ (515,305)	\$ (640,620)	\$ (671,846)	\$ (671,846)
34-000-693000-51210-110	Farm Operations	Non-Instr Sal Reg/Contract	\$ 136,822	\$ 130,409	\$ 130,306	\$ 130,306
34-000-693000-51230-110	Farm Operations	Non-Instr Sal Reg/Contract	\$ -	\$ -	\$ -	\$ -
34-000-693000-51430-110	Farm Operations	Non-Instr Sal Reg/Contract	\$ -	\$ -	\$ -	\$ -
34-000-693000-52120-110	Farm Operations	Non-Instr Sal, Reg	\$ 25,722	\$ 25,822	\$ 27,304	\$ 27,304
34-000-693000-52140-110	Farm Operations	Non-Instr Sal, Reg	\$ 14,176	\$ 12,611	\$ 15,319	\$ 15,319
34-000-693000-52140-110	Farm Operations	Non-Instr Sal, Reg	\$ -	\$ -	\$ 26,892	\$ 26,892
34-000-693000-52320-110	Farm Operations	Non-Instr Sal, Other	\$ -	\$ -	\$ -	\$ -
34-000-693000-52330-110	Farm Operations	Non-Instr Sal, Other	\$ -	\$ -	\$ -	\$ -
34-000-693000-52350-110	Farm Operations	Non-Instr Sal, Other	\$ 18,000	\$ 20,672	\$ 19,000	\$ 19,000
34-000-693000-52360-110	Farm Operations	Non-Instr Sal, Other	\$ 25,000	\$ 32,184	\$ 36,500	\$ 36,500
34-000-693000-52370-110	Farm Operations	Non-Instr Sal, Other	\$ -	\$ 27	\$ -	\$ -
34-000-693000-53122-110	Farm Operations	STRS Fund	\$ -	\$ 932	\$ -	\$ -
34-000-693000-53131-110	Farm Operations	STRS Fund	\$ 11,288	\$ 11,230	\$ 10,750	\$ 10,750
34-000-693000-53132-110	Farm Operations	STRS Fund	\$ -	\$ -	\$ -	\$ -
34-000-693000-53222-110	Farm Operations	PERS Fund	\$ 3,072	\$ 2,947	\$ 3,124	\$ 3,124
34-000-693000-53322-110	Farm Operations	OASDI Fund	\$ 2,682	\$ 2,398	\$ 4,416	\$ 4,416
34-000-693000-53331-110	Farm Operations	OASDI Fund	\$ 10,467	\$ 1,943	\$ 1,889	\$ 1,889
34-000-693000-53332-110	Farm Operations	OASDI Fund	\$ -	\$ -	\$ -	\$ -
34-000-693000-53422-110	Farm Operations	Health/Welfare Bnfts	\$ 15,649	\$ 16,119	\$ 16,897	\$ 16,897
34-000-693000-53431-110	Farm Operations	Health/Welfare Bnfts	\$ 16,492	\$ 14,979	\$ 17,676	\$ 17,676
34-000-693000-53432-110	Farm Operations	Health/Welfare Bnfts	\$ -	\$ -	\$ -	\$ -
34-000-693000-53522-110	Farm Operations	State Unemplmt Ins	\$ 757	\$ 773	\$ 64	\$ 64
34-000-693000-53531-110	Farm Operations	State Unemplmt Ins	\$ 1,382	\$ 1,497	\$ 65	\$ 65
34-000-693000-53532-110	Farm Operations	State Unemplmt Ins	\$ -	\$ -	\$ -	\$ -
34-000-693000-53622-110	Farm Operations	W/C Insurance	\$ 1,124	\$ 1,412	\$ 1,927	\$ 1,927
34-000-693000-53631-110	Farm Operations	W/C Insurance	\$ 2,052	\$ 2,106	\$ 1,956	\$ 1,956
34-000-693000-53632-110	Farm Operations	W/C Insurance	\$ -	\$ -	\$ -	\$ -
34-000-693000-53722-110	Farm Operations	APPLE (Alt Retmt Sys)	\$ 1,845	\$ 1,041	\$ 3,665	\$ 3,665
34-000-693000-54310-110	Farm Operations	Instr Supplies	\$ -	\$ 5,957	\$ 8,700	\$ 8,700
34-000-693009-54310-110	Farm Operations	Instr Supplies	\$ -	\$ 996	\$ 2,600	\$ 2,600
34-000-693000-54360-110	Farm Operations	Instr Supplies	\$ 100	\$ -	\$ -	\$ -
34-000-693000-54530-110	Farm Operations	Non-Instr Supplies	\$ 15,000	\$ 35,580	\$ 36,300	\$ 36,300
34-000-693000-54531-110	Farm Operations	Non-Instr Supplies	\$ 800	\$ -	\$ 300	\$ 300
34-000-693000-54535-110	Farm Operations	Non-Instr Supplies	\$ 1,350	\$ 1,365	\$ 2,800	\$ 2,800
34-077-693000-54535-110	Farm Operations	Non-Instr Supplies	\$ -	\$ -	\$ -	\$ -
34-000-693000-54538-110	Farm Operations	Non-Instr Supplies	\$ -	\$ -	\$ -	\$ -

ACCOUNT NUMBER		EXPENDITURE	FY 12-13	FY 12-13	FY 13-14	FY 14-15
W39.GLA.ACCT.NUM	COST.CENTER	CATEGORY	ADOPTED	ACTUALS	ADOPTED	TENTATIVE
34-000-693000-54560-110	Farm Operations	Non-Instr Supplies	\$ 450	\$ -	\$ 500	\$ 500
34-000-693000-54580-110	Farm Operations	Non-Instr Supplies	\$ 10,000	\$ 12,566	\$ 17,500	\$ 17,500
34-000-693009-54580-110	Farm Operations	Non-Instr Supplies	\$ 11,000	\$ -	\$ 2,000	\$ 2,000
34-000-693000-54590-110	Farm Operations	Non-Instr Supplies	\$ 12,000	\$ 17,834	\$ 6,700	\$ 6,700
34-000-693000-55110-110	Farm Operations	Consultant Services	\$ 15,000	\$ 10,230	\$ -	\$ -
34-000-693000-55211-110	Farm Operations	Travel and Conference	\$ 850	\$ -	\$ 450	\$ 450
34-000-693000-55212-110	Farm Operations	Travel and Conference	\$ -	\$ -	\$ -	\$ -
34-000-693000-55213-110	Farm Operations	Travel and Conference	\$ -	\$ -	\$ -	\$ -
34-000-693000-55214-110	Farm Operations	Travel and Conference	\$ 750	\$ -	\$ -	\$ -
34-000-693000-55223-110	Farm Operations	Travel and Conference	\$ -	\$ 148	\$ -	\$ -
34-000-693000-55230-110	Farm Operations	Travel and Conference	\$ -	\$ -	\$ -	\$ -
34-000-693000-55250-110	Farm Operations	Travel and Conference	\$ 5,000	\$ -	\$ 7,600	\$ 7,600
34-000-693000-55260-110	Farm Operations	Travel and Conference	\$ 200	\$ 678	\$ 150	\$ 150
34-000-693000-55310-110	Farm Operations	Dues and Membership	\$ 200	\$ 492	\$ 400	\$ 400
34-000-693000-55510-110	Farm Operations	Utilities/Housekpg	\$ 2,800	\$ 2,723	\$ 2,200	\$ 2,200
34-000-693000-55520-110	Farm Operations	Utilities/Housekpg	\$ 200	\$ 1,509	\$ 100	\$ 100
34-000-693000-55530-110	Farm Operations	Utilities/Housekpg	\$ 38,000	\$ 27,152	\$ 50,000	\$ 50,000
34-000-693000-55540-110	Farm Operations	Utilities/Housekpg	\$ 1,000	\$ 999	\$ 1,000	\$ 1,000
34-000-693000-55550-110	Farm Operations	Utilities/Housekpg	\$ 1,400	\$ 4,475	\$ 1,600	\$ 1,600
34-000-693000-55560-110	Farm Operations	Utilities/Housekpg	\$ -	\$ 31,989	\$ -	\$ -
34-000-693000-55610-110	Farm Operations	Contracts/Lease/Maint	\$ -	\$ -	\$ 550	\$ 550
34-000-693000-55612-110	Farm Operations	Contracts/Lease/Maint	\$ 5,500	\$ 3,977	\$ 11,400	\$ 11,400
34-000-693009-55612-110	Farm Operations	Contracts/Lease/Maint	\$ 1,000	\$ -	\$ -	\$ -
34-000-693000-55614-110	Farm Operations	Contracts/Lease/Maint	\$ -	\$ 2,298	\$ 250	\$ 250
34-000-693000-55620-110	Farm Operations	Contracts/Lease/Maint	\$ 22,000	\$ 28,038	\$ 49,200	\$ 49,200
34-000-693000-55640-110	Farm Operations	Contracts/Lease/Maint	\$ 10,000	\$ 11,984	\$ 15,100	\$ 15,100
34-000-693000-55730-110	Farm Operations	Operating Expns/Other	\$ -	\$ 2,150	\$ 1,600	\$ 1,600
34-000-693000-55750-110	Farm Operations	Operating Expns/Other	\$ 100	\$ -	\$ -	\$ -
34-000-693000-55970-110	Farm Operations	Other Expenses	\$ -	\$ 64,194	\$ -	\$ -
34-000-693000-55990-110	Farm Operations	Other Expenses	\$ -	\$ -	\$ 800	\$ 800
34-000-693000-55995-110	Farm Operations	Other Expenses	\$ -	\$ -	\$ -	\$ -
34-000-693000-56416-110	Farm Operations	Equipment	\$ -	\$ -	\$ -	\$ -
34-000-693000-56419-110	Farm Operations	Equipment	\$ -	\$ -	\$ -	\$ -
34-000-693000-56439-110	Farm Operations	Equipment	\$ -	\$ -	\$ -	\$ -
34-000-693000-57920-110	Farm Operations	Contingencies	\$ 74,075	\$ 94,185	\$ 134,296	\$ 134,296
		EXPENSES:	\$ 515,305	\$ 640,620	\$ 671,846	\$ 671,846
		Difference:	\$ -	\$ -	\$ -	\$ -

15.

District Budget Process



Board Policy 6200 Budget Preparation

Reference: *Education Code Section 70902(b)(5); Title 5, 58300 et seq.*

Each year, the Vice Chancellor of Business Services shall present to the Board a budget prepared in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual. The schedule for presentation and review of budget proposals shall comply with state laws and regulations, and provide adequate time for Board study.

Utilizing the budget process for resource allocation, along with the budget preparation process, the colleges shall submit an annual budget to the Vice Chancellor of Business Services. Each college shall develop a budget based on its college procedures and college governance process.

Budget development shall meet the following criteria:

- The annual budget shall support the master and educational plans (including the facilities, technology and strategic plans) of the District and colleges.
- Assumptions upon which the budget is based are presented to the Board for review.
- Due dates for budget development are identified in the budget preparation procedure (Administrative Procedure 6200) which includes dates for presentation of the tentative budget, required public hearing(s), Board study session(s), and approval of the final budget. At the public hearings, interested persons may appear and address the Board regarding the proposed budget or any item in the proposed budget.
- Unrestricted general reserves shall be at least/greater than 5%. (California Community Colleges System Office Memorandum of October 25, 2005)
- Changes in the assumptions upon which the budget was based shall be reported to the Board in a timely manner.
- Budget projections address long term goals and commitments.

See Administrative Procedure 6200

Board approval date: 11/17/09



Administrative Procedure 6200 Budget Preparation

Reference: *Accreditation Standard III.D; Education Code Section 70902(b)(5); Title 5, Sections 58300 et seq.*

Budget preparation shall include:

- A statement of philosophy that includes that budget planning supports institutional goals and is linked to other institutional planning efforts.
- A budget calendar that includes presentation of the tentative and final budgets. The tentative budget shall be presented no later than July 1 [Title 5, Section 58305(a)], and the final budget no later than September 15 [Title 5, Section 58305(c)]. A public hearing on the budget shall be held on or before September 15 [Title 5, Section 58301]. (See Appendix A)
- Two copies of the adopted budget to be submitted to the California Community Colleges Chancellor's Office on or before September 30 [Title 5, Section 58305(d)].
- One copy of the adopted budget to be submitted to the Fresno County Office of Education on or before September 30.
- Budget development processes, including consultation with appropriate groups.
- Criteria and institutional guidelines for the financial planning and budgeting.
- Submission of appropriate forms (311s) to the California Community Colleges Chancellor's Office.

Board approval date: 11/17/09

**CALENDAR FOR BUDGET DEVELOPMENT FOR THE
WEST HILLS COMMUNITY COLLEGE DISTRICT**

DATE	ITEM	RESPONSIBILITY
Mid January – April 10	Distribute Budget Worksheet forms to College President.	Vice Chancellor
	College Presidents shall initiate college budget development process.	College Presidents
	Vice Chancellor shall distribute forms to district office Department managers.	Vice Chancellor
	Open hearings and meetings will be held at each College and District Office.	College Presidents Chancellor
	Submit college's proposed budget worksheets and priority lists to the Vice Chancellor	College Presidents
	Submit district office's proposed budget worksheets and priority lists to Vice Chancellor	Chancellor
Second week of April	Executive Cabinet to review budget submittals.	Executive Cabinet
April 15 th	Vice Chancellor will notify Superintendent of Schools of newspaper publication, date, location and time of public display of proposed budget document.	Vice Chancellor
May Board Meeting	Vice Chancellor presents latest tentative budget information to Board of Trustees.	Vice Chancellor
Ten days prior to June Board Meeting	Copies of the proposed Tentative budget shall be placed in the District Office, College Libraries, Centers, and the President's offices for public view.	Vice Chancellor
June Board Meeting	At the June Board of Trustees meeting, the Board will hold a public hearing and will review and approve the proposed Tentative budget.	Board of Trustees
Before June 30 th	Vice Chancellor will forward copy of approved Tentative budget to the Superintendent of Schools, Fresno County and the Chancellor, California Community Colleges.	Vice Chancellor
Before July 25 th	All recommendations from Colleges and District to amend Tentative budget to be submitted to Vice Chancellor.	College Presidents Chancellor
Ten days before August Board Meeting	Copies of the proposed Tentative budget shall be placed in the District Office, College Libraries, Centers, and the President's offices for public view.	Vice Chancellor
August Board Meeting	At the August Board meeting, the Board will hold a public hearing and will review and approve the proposed Adopted budget.	Board of Trustees
Immediately after August Board Meeting	Vice Chancellor will forward copy of approved Adopted budget to the Superintendent of Schools, Fresno County and the Chancellor, California Community Colleges.	Vice Chancellor



Board Policy 6225 Resource Allocation

*Reference: Education Code Section 84362;
CCR, Title V Section 51025*

The Chancellor shall develop and maintain an administrative procedure for resource allocation that is reviewed on a regular basis, at least once every three years, to maintain viable and comprehensive colleges within the West Hills Community College District.

Board approval date: 4/26/11



Administrative Procedure 6225 Resource Allocation

*Reference: Education Code Section 84362;
CCR, Title V Section 51025*

Philosophy

All the communities within the district have made significant contributions to the welfare of our colleges and centers. In recognition of the contributions and confidence in the actions of the West Hills Community College District, the Board of Trustees has determined that it will maintain a district office, viable and comprehensive colleges in the cities of Coalinga and Lemoore with current educational centers in Firebaugh and the Lemoore Naval Air Station. The Board believes that because of our geographic location and distribution of our cities, the ability to maintain access to higher education opportunities is essential for our communities and citizens to grow and prosper. In keeping with this overall philosophy, the Board has implemented the following principles to maintain access to higher education:

- The district shall maintain standards of design, construction and reconstruction of new facilities which will be followed and applied at all locations.
- The district shall maintain standards in the use and application of technology at all locations.
- The district shall develop long term plans in education, construction and fiscal resources.
- The district shall develop energy efficiency and conservation goals

The purpose of the resource allocation procedure is to provide an understandable, clear methodology to the practice of allocating resources to the cost centers of the district and to realize the Board's objective in extending the educational opportunity to all citizens of the district. This procedure, along with the budget definitions (see Appendix A), provides the necessary information for the development of comprehensive budgets for the district and individual college operations.

If at any time there are circumstances beyond the control of the district, such as a major earthquake, the fiscal condition of the state, or other events that disrupt or minimize the operations of the district, these circumstances may dictate a different course of action than those outlined in this procedure.

Allocation Fundamentals (Distribution of Fiscal and Human Resources)

1. The district receives a base allocation from the State Chancellor's Office:
 - a. Based on prior year FTES (Full Time Equivalent Students)
 - b. Based on the state's ability to fund growth and COLA (Cost of Living Adjustment)
2. Each college receives a base allocation:
 - a. Based on prior year expenditures
 - b. Based on the college's ability to achieve their FTES goal
 - c. Based on the state's ability to fund growth and COLA

Administrative Procedure 6225
Resource Allocation

3. The percentage of growth achieved by each college at the end of a fiscal year will be a determining factor in the amount of resources realized by each college. Student retention and success may also be a factor in the amount of resources realized by each college.
4. Resources will be allocated to maintain the viability and comprehensiveness of both colleges and their educational centers.
5. Resources will be allocated to colleges for the purpose of prioritizing and planning the human resources, support programs and academic programs desired by the colleges which are determined by the internal planning processes at the college level.
6. The District Office receives a base allocation based on:
 - a. Prior year expenditures
 - b. Budget development
 - c. Ability to fund growth and COLA

Cost Centers

The cost centers of the district will be the colleges and the District Office.

Approval Process

1. Prior to the planning and budget cycle for each college, the district Business Office will provide each College President with the prior “base year allocation and expenditures” and the projected “base year allocations”. The budget assumption used for the “projected year” shall be the same as the State Chancellor’s Office. The budgets for the cost centers will be allocated using a “base year” allocation. The “base year” allocation is based upon the prior year’s actual expenditures.
2. Upon approval of the tentative district budget for the upcoming fiscal year, an appendix to the budget will be provided to illustrate the estimated actual budgets of the cost centers.
3. Distribution/Reduction of Income
 - a. Prior to any distribution, the reserve must be taken into account which requires the district to set aside a minimum of 5% of revenues in order to comply with the California Community Colleges System Office Memorandum of October 25, 2005;
 - b. Mandated expenses and increases in the mandated expenses to the district and colleges such as utilities, bad debt, step increases, insurance or other costs will be funded;
 - c. After items a and b are accounted for, the remaining growth dollars will be allocated to each college based upon the percentage of growth dollars each college provided to the overall district funded growth. (Example: If the growth is 8% total for the District and 2% is from Coalinga and 6% is from Lemoore, then 25% of the new money will be allocated to Coalinga and 75% will be allocated to Lemoore.) In accordance with Education Code Section 84362, 50% of growth dollars expended at each college shall be expended for instructional purposes.

- d. In the event the state provides a deficit factor to either COLA, growth or FTES which requires a reduction in the allocation to the colleges, the allocations to the colleges and District Office will be adjusted accordingly. This would also be applicable to any mid-year cuts.
- e. In the event the state increases overall funding for the district, the allocations to the colleges and the district office will be adjusted accordingly.
- f. As a part of the distribution of resources, there must be consideration given to the resources required to support the district office functions. These considerations would include, but not be limited to, resources received for scheduled maintenance, equipment or other restricted funds that serve to increase services throughout the district. The district office reserves the right to allocate resources from restricted areas to maximize their effect on the ability to serve students. These expenditures will be tied to a district scheduled maintenance plan, as well as any facilities plans in order to obtain maximization of the limited resources.
- g. Decisions on how these resources are allocated will be finalized by the Chancellor's Executive Cabinet.

4. Distribution of Staff

- a. In the matter of full time faculty, Title V Section 51025 provides the faculty obligation target number for the district to maintain.
- b. Ideally, this process will conclude prior to the start of the spring semester to allow for immediate advertising in January to begin the process of employing faculty.
- c. The Chancellor will require that the College Presidents meet and confer on their respective lists to determine similar positions or shared positions being sought by both colleges.
- d. The reconciled list will then be forwarded to the Human Resources department for immediate distribution.
- e. This process shall also be used in the recommendation of new and replacement classified, management and administrative staff.
- f. The College President is responsible for disseminating the decisions made on distribution of staff to their respective colleges using regular and appropriate means of communicating the process and results of the decisions made.
- g. In the event the district is in a position to freeze hiring or eliminate positions, a list will be maintained that provides a starting point for hiring once the freeze is lifted. An historical list of vacant positions will be created and reviewed on a yearly basis and used in the process.

Review of Procedure

This procedure will be reviewed on a regular basis, at least once every three years.

Board approval date: 11/15/05
Revised: 5/15/07; 1/19/10; 4/26/11

Other Operating Expenses Categories Definitions

Definitions: Other operating expenses, budget object code number 5000, are identified by the Budget and Accounting Manual published by the Chancellors Office. The various categories are as follows:

1. **Audit:** These expenses involve the cost associated with the districts audit as identified in Education Code Section 84040(b).
2. **Contract Services:** These payments are for those firms that provide internet access, access, on-line services, and software licensing. The object code also includes services for an entity such as joint powers agency to administer a self-insurance fund.
3. **Depreciation:** These expenses are taken from that asset that is income producing.
4. **Dues and Membership:** Expenses related to associations, membership fees, for the governing board and the employees who are required to join these associations due to their positions within the district.
5. **Election:** expenditures for election services provided by the county (Elections Code Section 10002).
6. **Insurance:** Expenditures for all forms of fire, casualty or liability insurance for the district. This would include any costs for appraisals, bonds safeguarding the district against losses resulting from actions of its employees, and insurance for students participating in intercollegiate athletics. (Excluded in this category are those insurance premiums related to employee benefits).
7. **Interest:** Interest expenses related to the cost of borrowing to finance the operations of the district.
8. **Legal:** Expenditures as assessments for other than capital improvements, bond issues or other advertisements required by law, judgments, and lawyers' fees.
9. **Personal and Consultant Services:** Contracts for personal or consultant services provided by an individual or firm. This would include costs associated with surveys and appraisals.
10. **Postage:** Costs for sorting, handling, shipping and postage of mail and documents.
11. **Rents and Leases:** Payments for the rent or lease of land, athletic fields, equipment, and buildings; payments to independent vendors for transportation. (Lease purchases are excluded and are expensed in object code 6000, Capital Outlay).

12. Repairs and Maintenance: Expenditures for payments to independent vendor for repairs and maintenance to buildings or equipment, including maintenance agreements on equipment.
13. Self-Insurance Claims: Expenditures for payments and/or accrued costs for claims to a self-insured fund. Payments to an insurance joint powers agency are treated as insurance expense in the General fund or applicable special fund, such as a bookstore fund.
14. Travel and Conference: Expenditures for per diem and actual, necessary expenditures incurred by employees, board members, and other district representatives for authorized meetings, transportation, mileage allowance, meals and lodging.
15. Utilities and Housekeeping: Expenditures for water, fuel, light, power, telephone, waste disposal, laundry, dry cleaning and other similar expenses, including contracts for these services.
16. Other: expenditures for bad debt expense, loan costs, physical examinations, fingerprinting, damage to personal property, cash variances, advertisements not required by law and all other operating costs not identifiable within any other object 5000 category. This would be the area where our advertising for marketing our educational programs would be charged.

Other Outgo Definitions

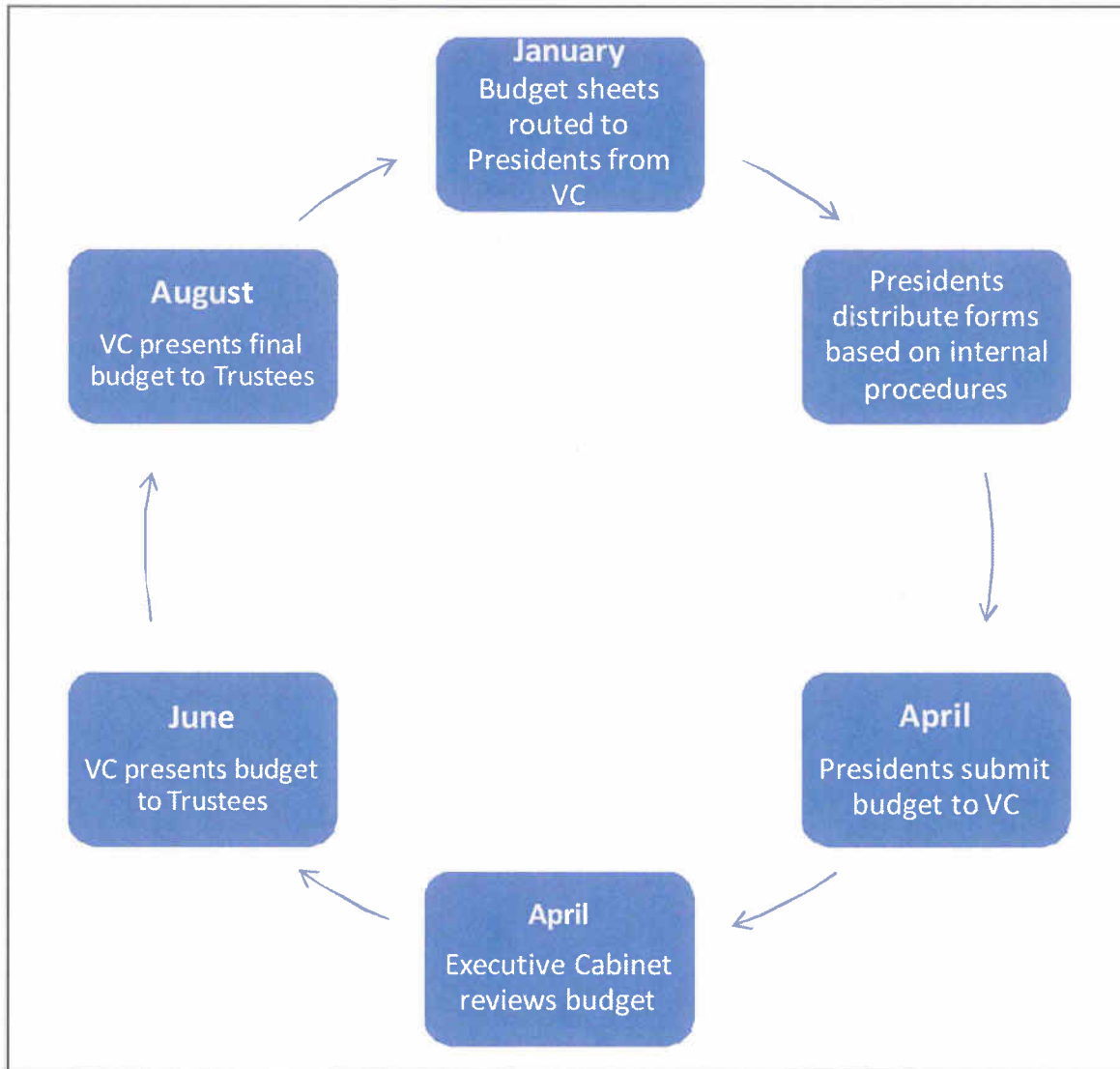
Definitions: Other outgo, budget object code number 7000, is identified by the Budget and Accounting Manual published by the Chancellors Office. The various categories are as follows:

1. 7100: Debt Retirement (Long-Term Debt)
These expenditures include costs for long-term bonds or other indebtedness for the purpose of purchasing land, constructing or purchasing buildings, equipping buildings pursuant to Ed Code 15100 or 81901.
2. 7200: Intrafund Transfers-Out
These are transfers within a fund of the district such as transfers from the general fund unrestricted to a general fund restricted.
3. 7300: Interfund Transfers-Out
These are transfers that are taken from one fund and added to another fund without an expectation of repayment. An example would be where there is a required match for scheduled maintenance that is transferred from the general fund to the capital outlay projects fund.
4. 7400: Other Transfers
These are for extraordinary situations such as transfers from reorganized or lapsed district to another district, loss on investments or joint ventures, such as material, prior-year assessments to self-insurance programs, JPA's or consortiums.
5. 7500: Student Financial Aid
Expenditures for student aid in the form of grants, fellowships, scholarships, tuition reduction, etc. Payments to students for services rendered, such as work study that are chargeable to the activity benefited by the student's work.
6. 7600: Other Student Aid
This category is for amounts paid to/for students for non-cash assistance, such as bus tickets, auto repairs related to commuting to college classes, child care vouchers, and bookstore vouchers. These would be for participants in EOPS, DSPS or other categorical programs.
7. 7900: Reserve for Contingencies
No expenditures are allowed in this category and are for appropriation only. This would include amounts equal to the portion of the current fiscal year's appropriation that are not designated for any specific purpose, but are held in reserve to fund other appropriation items necessary during the fiscal year.

CALENDAR FOR BUDGET DEVELOPMENT FOR THE WEST HILLS COMMUNITY COLLEGE DISTRICT

DATE	ITEM	RESPONSIBILITY
Mid January – April 10	Distribute Budget Worksheet forms to College President.	Vice Chancellor
	College Presidents shall initiate college budget development process.	College Presidents
	Vice Chancellor shall distribute forms to district office Department managers.	Vice Chancellor
	Open hearings and meetings will be held at each College and District Office.	College Presidents Chancellor
	Submit college’s proposed budget worksheets and priority lists to the Vice Chancellor	College Presidents
	Submit district office’s proposed budget worksheets and priority lists to Vice Chancellor	Chancellor
Second week of April	Executive Cabinet to review budget submittals.	Executive Cabinet
April 15 th	Vice Chancellor will notify Superintendent of Schools of newspaper publication, date, location and time of public display of proposed budget document.	Vice Chancellor
May Board Meeting	Vice Chancellor presents latest tentative budget information to Board of Trustees.	Vice Chancellor
Ten days prior to June Board Meeting	Copies of the proposed Tentative budget shall be placed in the District Office, College Libraries, Centers, and the President’s offices for public view.	Vice Chancellor
June Board Meeting	At the June Board of Trustees meeting, the Board will hold a public hearing and will review and approve the proposed Tentative budget.	Board of Trustees
Before June 30 th	Vice Chancellor will forward copy of approved Tentative budget to the Superintendent of Schools, Fresno County and the Chancellor, California Community Colleges.	Vice Chancellor
Before July 25 th	All recommendations from Colleges and District to amend Tentative budget to be submitted to Vice Chancellor.	College Presidents Chancellor
Ten days before August Board Meeting	Copies of the proposed Tentative budget shall be placed in the District Office, College Libraries, Centers, and the President’s offices for public view.	Vice Chancellor
August Board Meeting	At the August Board meeting, the Board will hold a public hearing and will review and approve the proposed Adopted budget.	Board of Trustees
Immediately after August Board Meeting	Vice Chancellor will forward copy of approved Adopted budget to the Superintendent of Schools, Fresno County and the Chancellor, California Community Colleges.	Vice Chancellor

Budget Development Process Flowchart



**BUDGET FORMULAS FOR EXPENSES
FOR EACH COST CENTER**

- Formula 1 is defined by the number of employees at each location
- Formula 2 is defined by the square footage at each location
- Formula 3 is defined by the number of FTES at each location

Object Code	Expense Category	Formula
5544	Student Insurance	Formula 3
5549	Liability Insurance	Formula 2
5562	Contract Services	Formula 1 for Country Payroll Formula 2 for software licenses
5564	Maintenance Agreements	Formula 2
5573	Legal Costs	Formula 1
5591	Bad Debt	Formula applied based upon actual from previous fiscal year percentage, calculated each year
5599	Advertising	Formula 1 for employee recruitment Formula 3 for student recruitment
5717	Long Term Debt	Formula 2 for infrastructure; 50/50 split for Allen Farm/District Office Loan
5731	Transfers	Allocated directly to the cost center at 100% (i.e. Farm of the Future 100% Coalinga; Foundation 100% District; Cafeteria 100% to either Coalinga or Lemoore

WEST HILLS COMMUNITY COLLEGE

PROGRAM

BUDGET DEVELOPMENT AND REVIEW

Policy Statement

It shall be the policy of this Board to establish procedures to ensure faculty, staff and students the right to participate effectively in the development of the District and college budget. To give faculty, staff and students the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, the Chancellor shall create a Budget Development and Review Committee.

The sole purpose of this policy is to implement the concept of shared governance enacted by AB 17256 in the area of budget development and review. This policy shall not be construed in any manner to alter the fundamental relationship between the Board and employees, students or other groups. The Board retains all powers implied or granted by law. The members of the Governing Board, as elected officials, recognize their accountability to the electorate within the District and their responsibility under law to make policy decisions affecting the District.

Purpose

The purpose of the Budget Development and Review Committee will be to receive and review budget proposals from the college community, develop a written tentative budget for consideration by the College Council for recommendation to the Chancellor, advise the Chancellor as to recommended budget issues, develop contingency recommendations and procedures in the event of budget additions or shortfalls, provide a venue for college and District-wide budget discussions, and provide a means of communication with the District concerning budget issues.

Membership and Structure of the Budget Development Review Committee

The Budget Development and Review Committee will consist of 12 representatives selected from the Budget Development and Review Subcommittees:

WEST HILLS COMMUNITY COLLEGE
Budget Development and Review

PROGRAM

- Administrative Services (Vice Chancellor; one manager; one faculty person; one classified person elected by subcommittee)
- Community Campuses (Dean; one faculty person; one classified person elected by subcommittee)
- Instruction (Chief Instructional Office; two full-time faculty representatives from subcommittee – one elected from Arts and Sciences and one elected from occupational education)
- Student Services (Chief Student Services Officer; one faculty person (counselor); one classified person elected by subcommittee; and one student

Board approval date: 10/30/91

16.

Department Chair's Duties

Job Description - Director of Farm of the Future
12 Months a year 40 Hours a week
Administrative

BASIC FUNCTION:

Under the general supervision of the Vice President of Educational Services, the Director of the Farm of the Future administers and provides support for the various instructional programs and crop operations located at the Farm of the Future. The Director of the the Farm of the Future is responsible for providing leadership and supervision to a diverse and comprehensive mix of instructional areas. The Director coordinates student recruitment efforts with faculty and works closely with the district grants office to seek external funding for innovation. The Director is responsible for the supervision of the day-to-day farm operations. Programs located at the Farm of the Future use the instructional Learn by Doing approach which ensure our students are provided with multiple well-designed, real life experiences on the farm and with our internship partners. The Director supports this effort by: coordinating professional development activities for faculty; nurturing partnerships with K-12 institutions, higher education, and business and agriculture industry leaders; and collaborate with faculty to develop practical learning experiences for students.

Position Duties

ESSENTIAL DUTIES:

- Assigned instructional areas include: Agriculture, Pest Control Advisor, Industrial Mechanics, Heavy Equipment and Rodeo.
- Function as the administrator of the Farm of the Future.
- Work closely with college administration and faculty to integrate agriculture into the curriculum across all the disciplines.
- Prepare, monitor and recommend a yearly budget for assigned areas for submittal to the college budget committee and the West Hills College Foundation.
- Represent the Farm of the Future in matters relating to assigned programs, including serving on assigned committees of the college.
- Coordinate student recruiting of Farm of the Future programs and activities among local high schools and employers.
- Provide instructional leadership to faculty including curriculum development and design, instructional and learning methodology, new and emerging programs and change.
- Work with faculty conducting on-farm research to integrate their work with the farm's production and educational priorities
- Review needs, initiate requests for positions, screen, interview, recommend for employment, and evaluate performance of all assigned employee positions.
- Work cooperatively with public and private agencies in the interpretation of employment training needs and other data.
- Facilitate articulation of college instructional programs with district area high schools, local, state and federal agencies, four-year institutions, and community based agencies, including business and industry.
- Assist in the preparation of fiscal, statistical and other reports including maintaining appropriate and necessary records, studies and support materials.
- Work in cooperation with the District Grants Office to expand opportunities for external funding.
- Attend regional, state, national, and other conferences and meetings as appropriate.

- Review and revise material on the college web site pertaining to assigned programs as necessary.
- Represent the College's Farm of the Future at local community activities.
- Assist faculty and others, where appropriate, in the development of Student Learning Outcomes (SLOs) and the determination of their effectiveness in helping students achieve their desired learning outcomes. In addition, provide leadership for the development of SLOs within their program areas of responsibility.
- Comply with college, state, federal, environment and animal care regulations as appropriate.
- Perform other duties as assigned.

DESIRABLE KNOWLEDGE, SKILLS, EXPERIENCE AND ABILITIES:

- Ability to establish and maintain effective working relationships with students, faculty, staff and community organizations.
- Coordinate with faculty for on-farm activities including research and on-site contract training.
- Plan outreach on-farm activities with educational institutions and public groups.
- Plan with faculty and implement a farmers market and/or farm to table distribution.
- Demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural and ethnic backgrounds of staff and students.
- Demonstrate sensitivity and understanding of staff and students with physical and learning disabilities.
- Ability to communicate clearly with students, faculty and staff, both orally and in writing.
- Develop and implement an operational plan for the farm in consultation with administration, faculty and advisory board.
- Demonstrate working knowledge of Microsoft Word computer programs and the Datatel management information system and its components.
- Demonstrate commitment to professional growth and development through memberships in regional, state and national organizations or other activities appropriate to the discipline or assignment.
- Ability to perform consistently under the pressure of deadlines and other administrative details.
- Excellent leadership, interpersonal, and analytical skills; effective written and oral skills.
- Experience and/or knowledge of instructional programs, including occupational and academic, and student services programs.
- Evidence of successful teaching experience, preferably at the community college level.
- Ability to work independently and innovatively within a framework of accountability.
- Knowledge of California Education Code provisions and federal and state regulations applicable to community colleges.
- Prepare program and fiscal reports
- Bilingual preferred (but not required).

Qualification

EDUCATION AND EXPERIENCE:

- A master's degree from an accredited institution in agriculture or a related field OR equivalent.
- Three year's administrative or management experience, preferably in a community college.

17.

Department's Chart of Responsibilities



Board Policy 7215 Faculty, Counselor and Librarian Responsibilities

Full-Time College Instructors

The full-time college instructor is responsible for effective performance in the following areas:

A. General Scope of Responsibilities

1. Excellence in teaching and instruction.
2. Maintenance of professional growth and academic currency.
3. Carrying out area, departmental and/or program responsibilities.
4. Contribution to the District as a whole in the form of college-wide service.
5. Service to the local community (optional).

B. Teaching and Instruction

The following duties are representative of the kinds of expectations that are normally required of a full-time West Hills College instructor. Certain duties are common to the everyday operational needs of the District while other activities may be required on an as needed basis. All of the duties, however, are common requirements at various times for full-time instructional positions.

1. Be aware of and support the mission, vision, philosophy and objectives of the District as expressed in the college catalog.
2. Refer to the Faculty Resource Guide as a primary, but not exclusive, source of information and established District procedures.
3. Maintain a high level of competency in the subjects taught.
4. Plan for and be continually well prepared to teach.
5. Provide organized delivery of instruction.
6. Be courteous to and approachable by students.
7. Incorporate methods and activities in the teaching-learning process that recognize, incorporate, and are sensitive to the needs of a diverse student body.
8. Provide instruction consistent with the stated and approved goals and content of the official course outline.
9. Show enthusiasm for the subject matter.
10. Use effective motivation to create a personal desire in students to learn the subject/skill(s).
11. Use standards of student evaluation that are clear, fair and followed consistently throughout the course.
12. Make systematic evaluations of student progress consistent with established instructional objectives.
13. Require levels of instructor and student effort sufficient to the mastery of the subject or skills in the course.
14. Grade and return student assignments and tests in a reasonable period of time.
15. Make effective use of teaching aids and materials required of student (e.g., texts, manuals, etc.).

Board Policy 7215
Faculty, Counselor and Librarian Responsibilities

16. Prepare complete syllabi for all courses taught which should follow the guidelines established by the Academic Senate as published in the WHC Faculty Resource Guide and the WHC Curriculum Handbook. Syllabi must be provided to students during the first week of class, preferably at the first class session.
17. Be present in the classroom during the time classes are officially scheduled, exceptions to the approved by the administration.
18. Provide the administration with maximum advance notice of both the beginning of an absence and the return to duty.
19. Give final examinations as announced in the published examination schedule, exceptions to be approved by the administration.
20. Keep accurate records on attendance and grades and submit, on time, attendance reports, grade reports, grade record books, and other records and certifications required by the various administrative offices.
21. Take appropriate action to assure that students in his/her classes are only those who have been admitted in accordance with college procedures. However, guests not intending to enroll in a class for credit may attend class sessions by instructor permission.
22. Maintain prudent and reasonable supervision of students at all times while in charge of a class, laboratory, shop, field trip, or authorized college activity.
23. Work with counselors and other appropriate personnel on student problems that require special attention.
24. Maintain confidentiality of student records as required by the California Education Code.
25. Assist in the enforcement of college rules and regulations pertaining to student conduct.
26. Devote fulltime attention and effort to assignments and refrain from engaging in any employment, activity, or enterprise, which has been determined to be inconsistent, incompatible, or in conflict with duties as a District certificated employee.
27. Coordinate course content and methods with other teachers in the program/discipline.
28. Meet and assist students during office hours or by appointment or at other reasonable times.
29. Teach classes as assigned and scheduled by the administration (after consultation with the instructors), following the current approved course outlines and utilizing the current approved texts for each course taught.
30. Plan, initiate, and carry through curriculum improvements including revising and updating course outlines, content, and materials according to established WHC curriculum procedures.
31. Initiate and/or participate in overall department-wide program development, maintenance, evaluation, revision and/or expansion.

C. Professional Growth and Currency

1. Faculty members are required to show examples of activities that demonstrate a pattern of academic, professional, and/or technical updating or currency, including an understanding and sensitivity to the diverse population of students and staff of

Board Policy 7215
Faculty, Counselor and Librarian Responsibilities

the District. This can be accomplished through the Professional Development Goals/Plans Form for Tenured and Non-Tenured Faculty required in the evaluation process.

D. Area or Departmental/Program Responsibilities

1. Is knowledgeable about and abides by District policies and procedures. This includes the accurate and timely submission of all reports, grades, and paperwork.
2. Meet deadlines and time targets.
3. Assist in class scheduling.
4. Assist in the hiring process by serving on hiring committees as requested.
5. Provide assistance and help to other full-time, part-time and new instructors.
6. Coordinate plans and activities with colleagues, deans, departments, and other personnel as necessary.
7. Order instructional materials, equipment and textbooks with sufficient lead times in accordance with established District procedures.
8. Provide information for the development of departmental budgets.
9. Monitor expenditures to keep within authorized budget spending appropriations as necessary depending on department structure and procedures.
10. Assist in preparing the annual budget as set forth in established District policy and procedures.
11. Exercise good judgment and proper care in the use of and/or management of facilities, equipment and supplies, observing security precautions for the protection of such equipment.
12. Report to administration observed defects in the buildings, fields, furniture, or equipment, which might jeopardize the comfort, health, or safety of students or others.
13. Attend assigned meetings as requested including faculty meetings, department meetings, and other meetings called by authorized personnel unless excused by the person calling the meeting or by the President.
14. Work well with peers, classified staff and administration.
15. Do his/her fair share of outside of class departmental duties and responsibilities.
16. Is on campus or at an off-campus site each duty day as set forth in the District calendar, exceptions to be approved by the administration.
17. Maintain office hours per Article 6 of current Collective Bargaining Agreement.
18. Give prompt attention to all bulletins and announcements from administrative offices and comply with regulations thus issued. E-mail is an official, authorized method of communication.
19. Keep informed on procedures to be followed in case of emergencies such as fire, earthquake or other emergency, disaster or accident.

E. College-Wide Service

College-wide service can be accomplished in a variety of ways. Each instructor has his/her individual strengths, preferences, interests, and time available. It is expected that each person will choose activities that reflect these strengths, preferences, interests, and time available. The following list of duties is not all-inclusive.

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1. Volunteer to serve on committees and/or serve on committees and project teams when requested.
2. Serve as a sponsor to student clubs and organizations.
3. Participate in participatory governance.
4. Participate on special project teams or ad hoc committees.
5. Serve as a faculty advisor to students designated by the administration who need assistance in an area for which an instructor has expertise.

F. Community Service (optional)

1. The District values and encourages the contributions made to the faculty member's local community; however, such contributions are at the option of the instructor and are not a formal requirement of the position.

G. The educational, experience, aptitudes, skills, etc., for instructional positions differ by type of academic or vocational program. Refer to job announcements for specific job specifications.

Counselors

The full-time college counselor is responsible for effective performance in the following areas:

A. General Scope of Responsibilities

1. Excellence in counseling, teaching, and instruction (as applicable).
2. Maintenance of professional growth and academic currency.
3. Carrying out area, departmental and/or program responsibilities.
4. Contribution to the District as a whole in the form of college-wide service.
5. Service to the local community (optional).

Non-classroom staff responsibilities represent a 35-hour week (197-days).

B. Counseling, Teaching, and Instruction (as applicable)

The following duties are representative of the kinds of expectations that are normally required of a full-time West Hills College counselor. Certain duties are common to the everyday operational needs of the District while other activities may be required on an as needed basis. All of the duties, however, are common requirements at various times for full-time counseling positions.

1. Be aware of and support the mission, vision, philosophy and objectives of the District as expressed in the college catalog.
2. Refer to the Faculty Resource Guide as a primary, but not exclusive, source of information and established District procedures.
3. Maintain a high level of competency in the subjects taught (as applicable).
4. Provide academic, vocational and limited personal counseling to students on an individual basis.
5. Provide group counseling for the accomplishment of specific objectives.

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6. Assist in other areas as assigned by the administration.
7. Assist in the planning and implementation of registration.
8. Assist students with other campus services including but not limited to, assessment, job placement, and other programs as appropriate.
9. Assist in the implementation of the College's Matriculation Plan, including new student orientation.
10. Assist with or advise student organizations and clubs.
11. Provide transfer services and assist students in making the transition to a four-year college or university.
12. Assist administration in developing the counseling, outreach, and recruitment plan and schedule.
13. Assist in the preparation of information and publications for counseling, outreach, and recruitment.
14. Assist students with petitions for graduation.
15. Establish and maintain communication with the various instructional divisions, the administration and the staff of the District.
16. Establish and maintain communications with the high schools served by the District.
17. Establish and maintain communications with community agencies that can serve our students.
18. Plan and conduct outreach activities at service area high schools and other special locations and events.
19. Participate in recruitment efforts and activities and follow-up.
20. Conduct placement testing and orientation for students.
21. Develop educational plans for students and track their progress through follow-up.
22. Teach Guidance Studies and Orientation classes as assigned.
23. Assist with special projects such as research and special programs as they pertain to the counseling/advising function.
24. Keep current with developments and changes in his/her field.
25. Be courteous to and approachable by students.
26. Incorporate methods and activities in the counseling process that recognize, incorporate, and are sensitive to the needs of a diverse student body.
27. Show enthusiasm for the counseling function.
28. Become proficient in using the District Management Information System in performing job duties.
29. Provide the administration with maximum advance notice of both the beginning of an absence and the return to duty.
30. Keep accurate records required by the various administrative offices.
31. Maintain prudent and reasonable supervision of students at all times while in charge of a class, laboratory, shop, field trip, or authorized college activity.
32. Work with faculty and other appropriate personnel on student problems that require special attention.
33. Maintain confidentiality of student records as required by the California Education Code.
34. Assist in the enforcement of college rules and regulations pertaining to student conduct.

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35. Devote fulltime attention and effort to assignments and refrain from engaging in any employment, activity, or enterprise, which has been determined to be inconsistent, incompatible, or in conflict with duties as a District certificated employee.
36. Coordinate job duties with other counselors.
37. Meet and assist students during office hours or by appointment or at other reasonable times.
38. Initiate and/or participate in overall department-wide program development, maintenance, evaluation, revision and/or expansion.

C. Professional Growth and Currency

1. Faculty members are required to show examples of activities that demonstrate a pattern of academic, professional, and/or technical updating or currency, including an understanding and sensitivity to the diverse population of students and staff of the District. This can be accomplished through the Professional Development Goals/Plans Form for Tenured and Non-Tenured Faculty required in the evaluation process.

D. Area or Departmental/Program Responsibilities

1. Is knowledgeable about and abides by District policies and procedures. This includes the accurate and timely submission of all reports, grades, and paperwork.
2. Meet deadlines and time targets.
3. Assist in class scheduling.
4. Assist in the hiring process by serving on hiring committees as requested.
5. Provide assistance and help to other full-time, part-time and new instructors.
6. Coordinate plans and activities with colleagues, deans, departments, and other personnel as necessary.
7. Order instructional materials, equipment and textbooks with sufficient lead times in accordance with established District procedures.
8. Provide information for the development of departmental budgets.
9. Monitor expenditures to keep within authorized budget spending appropriations as necessary depending on department structure and procedures.
10. Assist in preparing the annual budget as set forth in established District policy and procedures.
11. Exercise good judgment and proper care in the use of and/or management of facilities, equipment and supplies, observing security precautions for the protection of such equipment.
12. Report to administration observed defects in the buildings, fields, furniture, or equipment, which might jeopardize the comfort, health, or safety of students or others.
13. Attend assigned meetings as requested including faculty meetings, department meetings, and other meetings called by authorized personnel unless excused by the person calling the meeting or by the President.
14. Work well with peers, classified staff and administration.
15. Do his/her fair share of outside of class departmental duties and responsibilities.

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Faculty, Counselor and Librarian Responsibilities

16. Is on campus or at an off-campus site each duty day as set forth in the District calendar, exceptions to be approved by the administration.
17. Maintain office hours per Article 6 of current Collective Bargaining Agreement.
18. Give prompt attention to all bulletins and announcements from administrative offices and comply with regulations thus issued. E-mail is an official, authorized method of communication.
19. Keep informed on procedures to be followed in case of emergencies such as fire, earthquake or other emergency, disaster or accident.

E. College-Wide Service

College-wide service can be accomplished in a variety of ways. Each instructor has his/her individual strengths, preferences, interests, and time available. It is expected that each person will choose activities that reflect these strengths, preferences, interests, and time available. The following list of duties is not all-inclusive.

1. Volunteer to serve on committees and/or serve on committees and project teams when requested.
2. Serve as a sponsor to student clubs and organizations.
3. Participate in participatory governance.
4. Participate on special project teams or ad hoc committees.
5. Serve as a faculty advisor to students designated by the administration who need assistance in an area for which an instructor has expertise.

F. Community Service (optional)

1. The District values and encourages the contributions made to the faculty member's local community; however, such contributions are at the option of the instructor and are not a formal requirement of the position.

G. The educational, experience, aptitudes, skills, etc., for instructional positions differ by type of academic or vocational program. Refer to job announcements for specific job specifications.

Full-Time College Librarians

The full-time college librarian is responsible for effective performance in the following areas:

A. General Scope of Responsibilities

1. Excellence in carrying out assigned duties.
2. Maintenance of professional growth and academic currency.
3. Carrying out area, departmental and/or program responsibilities.
4. Contribution to the District as a whole in the form of college-wide service.
5. Service to the local community (optional).

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Faculty, Counselor and Librarian Responsibilities

B. Librarian Duties:

The following duties are representative of the kinds of expectations that are normally required of a full-time West Hills College librarian. Certain duties are common to the everyday operational needs of the District while other activities may be required on an as needed basis. All of the duties, however, are common requirements at various times for full-time instructional positions.

1. Be aware of and support the mission, vision, philosophy and objectives of the District as expressed in the college catalog.
2. Refer to the Faculty Resource Guide as a primary, but not exclusive, source of information and established District procedures.
3. Maintain a high level of competency in the field.
4. Assist the faculty, staff and students in the use of print, electronic, and automated library sources.
5. Develop and teach information-seeking skills to faculty, staff, and students. With the assistance of faculty, plans and coordinates library resources in relation to new classroom learning.
6. Select and recommend automated, electronic and print sources for purchase by the library.
7. Write and release procedures for circulating the general collection, reserve, and periodicals collections, and for the utilization of the reference collection.
8. Supervise the organization and management of various library service areas including the Learning Center.
9. Participate in the evaluation of course offerings, including the revision of course descriptions and course outlines.
10. Maintain control of equipment, materials and supplies as assigned.
11. Assist in the selection, training, supervision, and evaluation of library/learning center employees.
12. Represents the library at appropriate local, state, or national meetings.
13. Be courteous to and approachable by students.
14. Incorporate methods and activities in performing job duties that recognize, incorporate, and are sensitive to the needs of a diverse student body.
15. Show enthusiasm for the job duties.
16. Provide the administration with maximum advance notice of both the beginning of an absence and the return to duty.
17. Keep accurate records required by the various administrative offices.
18. Maintain prudent and reasonable supervision of students at all times while in charge of a class, laboratory, shop, field trip, or authorized college activity.
19. Work with counselors and other appropriate personnel on student problems that require special attention.
20. Maintain confidentiality of student records as required by the California Education Code.
21. Assist in the enforcement of college rules and regulations pertaining to student conduct.
22. Devote fulltime attention and effort to assignments and refrain from engaging in any employment, activity, or enterprise, which has been determined to be inconsistent, incompatible, or in conflict with duties as a District certificated employee.

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Faculty, Counselor and Librarian Responsibilities

23. Coordinate course content and methods with other teachers in the program/discipline.
24. Meet and assist students during office hours or by appointment or at other reasonable times.
25. Teach classes as assigned and scheduled by the administration (after consultation with the instructors), following the current approved course outlines and utilizing the current approved texts for each course taught.
26. Plan, initiate, and carry through curriculum improvements including revising and updating course outlines, content, and materials according to established WHC curriculum procedures.
27. Initiate and/or participate in overall department-wide program development, maintenance, evaluation, revision and/or expansion.

C. Professional Growth and Currency

1. Faculty members are required to show examples of activities that demonstrate a pattern of academic, professional, and/or technical updating or currency, including an understanding and sensitivity to the diverse population of students and staff of the District. This can be accomplished through the Professional Development Goals/Plans Form for Tenured and Non-Tenured Faculty required in the evaluation process.

D. Area or Departmental/Program Responsibilities

1. Is knowledgeable about and abides by District policies and procedures. This includes the accurate and timely submission of all reports, grades, and paperwork.
2. Meet deadlines and time targets.
3. Assist in class scheduling.
4. Assist in the hiring process by serving on hiring committees as requested.
5. Provide assistance and help to other full-time, part-time and new instructors.
6. Coordinate plans and activities with colleagues, deans, departments, and other personnel as necessary.
7. Order instructional materials, equipment and textbooks with sufficient lead times in accordance with established District procedures.
8. Provide information for the development of departmental budgets.
9. Monitor expenditures to keep within authorized budget spending appropriations as necessary depending on department structure and procedures.
10. Assist in preparing the annual budget as set forth in established District policy and procedures.
11. Exercise good judgment and proper care in the use of and/or management of facilities, equipment and supplies, observing security precautions for the protection of such equipment.
12. Report to administration observed defects in the buildings, fields, furniture, or equipment, which might jeopardize the comfort, health, or safety of students or others.

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13. Attend assigned meetings as requested including faculty meetings, department meetings, and other meetings called by authorized personnel unless excused by the person calling the meeting or by the President.
14. Work well with peers, classified staff and administration.
15. Do his/her fair share of outside of class departmental duties and responsibilities.
16. Is on campus or at an off-campus site each duty day as set forth in the District calendar, exceptions to be approved by the administration.
17. Maintain office hours per Article 6 of current Collective Bargaining Agreement.
18. Give prompt attention to all bulletins and announcements from administrative offices and comply with regulations thus issued. E-mail is an official, authorized method of communication.
19. Keep informed on procedures to be followed in case of emergencies such as fire, earthquake or other emergency, disaster or accident.

E. College-Wide Service

College-wide service can be accomplished in a variety of ways. Each instructor has his/her individual strengths, preferences, interests, and time available. It is expected that each person will choose activities that reflect these strengths, preferences, interests, and time available. The following list of duties is not all-inclusive.

1. Volunteer to serve on committees and/or serve on committees and project teams when requested.
2. Serve as a sponsor to student clubs and organizations.
3. Participate in participatory governance.
4. Participate on special project teams or ad hoc committees.
5. Serve as a faculty advisor to students designated by the administration who need assistance in an area for which an instructor has expertise.

F. Community Service (optional)

1. The District values and encourages the contributions made to the faculty member's local community; however, such contributions are at the option of the instructor and are not a formal requirement of the position.

G. The educational, experience, aptitudes, skills, etc., for instructional positions differ by type of academic or vocational program. Refer to job announcements for specific job specifications.

Board approval date: 7/24/01



Reference: *Accreditation Standard III.A.1*

A. Faculty

The college faculty member is responsible for effective performance in the following areas:

1. General Scope of Responsibilities

- a. Excellence in teaching and instruction
- b. Maintenance of professional growth and academic currency
- c. Carrying out area, departmental and/or program responsibilities
- d. Contribution to the District as a whole in the form of college-wide service
- e. Service to the local community (optional)

2. Teaching and Instruction

The following duties are normally required of all faculty members. Certain duties are common to the everyday operational needs of the College/District while other activities may be required on an as needed basis. All of the duties, however, are common requirements at various times for faculty positions.

- a. Be aware of and support the mission, vision, philosophy and objectives of the District as expressed in the college catalog.
- b. Maintain a high level of competency in assigned areas of responsibility.
- c. Be courteous to and approachable by students.
- d. Incorporate methods and activities in communicating with students that recognize, incorporate, and are sensitive to the needs of a diverse student body.
- e. Show enthusiasm for the job duties.
- f. Maintain prudent and reasonable supervision of students at all times while in charge of a class, laboratory, shop, field trip, or authorized college activity.
- g. Maintain confidentiality of student records as required by the California Education Code and FERPA (Family Educational Rights and Privacy Act).
- h. Assist in the enforcement of college rules and regulations pertaining to student conduct.
- i. Devote fulltime attention and effort to assignments and refrain from engaging in any employment, activity, or enterprise, which has been determined to be inconsistent, incompatible, or in conflict with duties as a College/District certificated employee.
- j. Meet and assist students during office hours or by appointment or at other reasonable times.

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Faculty Responsibilities**

- k. Plan, initiate, and carry through curriculum improvements including revising and updating course outlines, content, and materials according to established West Hills College curriculum procedures, including the development of Student Learning Outcomes, assessment, and utilization of improvements. Develop new courses and programs according to curriculum policy and procedures.
- l. Initiate and/or participate in overall department-wide program development, maintenance, evaluation, program review, revision and/or expansion.

3. Professional Growth and Currency

- a. Faculty members are required to show examples of activities that demonstrate a pattern of academic, professional, and/or technical updating or currency, including an understanding and sensitivity to the diverse population of students and staff of the College/District. This can be accomplished through the Professional Development Goals/Plans Form for Tenured and Non-Tenured Faculty required in the evaluation process.

4. Learning Area/Program Responsibilities

- a. Is knowledgeable about and abides by District policies and procedures. This includes the accurate and timely submission of all reports, grades, and paperwork.
- b. Provide the administration with maximum advance notice of both the beginning of an absence and the return to duty.
- c. Meet deadlines and time targets.
- d. Assist in class scheduling.
- e. Assist in the hiring process by serving on hiring committees as requested.
- f. Provide assistance and help to other instructors.
- g. Coordinate plans and activities with colleagues, administrators, learning areas, and other personnel as necessary.
- h. Work with faculty and other appropriate personnel on college-related problems that require special attention.
- i. Order instructional materials, equipment and textbooks with sufficient lead times in accordance with established College/District procedures.
- j. Provide information for the development of budgets.
- k. Monitor expenditures to keep within authorized budget spending appropriations as necessary depending on department structure and procedures.
- l. Assist in preparing the annual budget as set forth in established District policy and procedures by providing input to the appropriate college-level budget committee.
- m. Exercise good judgment and proper care in the use of and/or management of facilities, equipment and supplies, observing security precautions for the protection of such equipment.

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- n. Report to administration observed defects in the buildings, fields, furniture, or equipment, which might jeopardize the comfort, health, or safety of students or others.
- o. Attend assigned meetings as requested including faculty meetings, department meetings, and other meetings called by authorized personnel unless excused by the person calling the meeting or by the President.
- p. Work well with peers, classified staff and administration.
- q. Participate in outside of class duties and responsibilities.
- r. Is on campus or at an off-campus site each duty day as set forth in the District calendar, exceptions to be approved by the administration.
- s. Maintain office hours per Article 6 of current Collective Bargaining Agreement.
- t. Give prompt attention to all bulletins and announcements from administrative offices and comply with regulations thus issued. Authorized methods of communication include, but are not limited to: e-mail, campus mail, district portal, MyWestHills, U.S. Postal Service, and meetings.
- u. Keep informed on procedures to be followed in case of emergencies such as fire, earthquake or other emergency, disaster or accident.

5. College-Wide Service

College-wide service can be accomplished in a variety of ways. Each faculty member has his/her individual strengths, preferences, interests, and time available. It is expected that each person will choose activities that reflect these strengths, preferences, interests, and time available. The following list of duties is not all-inclusive:

- a. Volunteer to serve on committees and/or serve on committees and project teams when requested.
- b. Serve as a sponsor to student clubs and organizations.
- c. Participate in participatory governance.
- d. Participate on special project teams or ad hoc committees.
- e. Serve as a faculty advisor to students designated by the administration who need assistance in an area for which an instructor has expertise.

6. Community Service (optional)

- a. The District values and encourages the contributions made to the faculty member's local community; however, such contributions are at the option of the instructor and are not a formal requirement of the position.

B. Instructors

The classroom instructor is responsible for effective performance in the following areas:

1. Plan for and be continually well prepared to teach.
2. Provide organized delivery of instruction.

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3. Provide instruction consistent with the goals and content of the official course outline and utilizing the current approved texts for each course taught.
4. Use effective motivation to create a personal desire in students to learn the subject/skill(s) as it relates to the course outline.
5. Use standards of student evaluation that are clear, fair and followed consistently throughout the course.
6. Make systematic evaluations of student progress consistent with established instructional objectives.
7. Require levels of instructor and student effort sufficient to the mastery of the subject/skills in the course.
8. Grade and return student assignments and tests in a reasonable period of time.
9. Make effective use of teaching aids and materials required of student (e.g., texts, manuals, etc.).
10. Prepare complete syllabi for all courses taught which should follow the guidelines established by the Academic Senate. Syllabi must be provided to students during the first week of class, preferable at the first class session.
11. Be present in the classroom during the time classes are officially scheduled, exceptions to be approved by the administration.
12. Give final examinations as announced in the published examination schedule, exceptions to be approved by the administration.
13. Keep accurate records on attendance and grades and submit, on time, attendance reports, grade record books, and other records and certifications required by the various administrative offices.
14. Take appropriate action to ensure that students in his/her classes are only those who have been admitted in accordance with college procedures.
However, guests not intending to enroll in a class for credit may attend class session by instructor permission.
15. Coordinate course content and methods with other teachers in the program/discipline.
16. Teach classes as assigned and scheduled by the administration (after consultation with the instructors).

C. Counselors

The following duties are representative of the kinds of expectations that are normally required of a West Hills College counselor. Certain duties are common to the everyday operational needs of the College/District while other activities may be required on an as needed basis. All of the duties, however, are common requirements at various times for full-time counseling positions.

1. Provide academic, vocational and limited personal counseling to students on an individual basis.
2. Provide group counseling for the accomplishment of specific objectives.
3. Assist in other areas as assigned by the administration.
4. Assist in the planning and implementation of registration.
5. Assist students with other campus services including but not limited to, assessment, job placement, and other programs as appropriate.

**Administrative Procedure 7215
Faculty Responsibilities**

6. Assist in the implementation of the College's Matriculation Plan, including new student orientation.
7. Provide transfer services and assist students in making the transition to other institutions and programs.
8. Assist administration in developing the counseling, outreach, and recruitment plan and schedule.
9. Assist in the preparation of information and publications for counseling, outreach, and recruitment.
10. Assist students with petitions for graduation.
11. Establish and maintain communication with the various instructional divisions, the administration and the staff of the College/District.
12. Establish and maintain communications with the high schools served by the College/District.
13. Establish and maintain communications with community agencies that can serve our students.
14. Plan and conduct outreach activities at service area high schools and other special locations and events.
15. Participate in recruitment efforts and activities and follow-up.
16. Conduct placement testing and orientation for students.
17. Develop educational plans for students and track their progress through follow-up.
18. Assist with special projects such as research and special programs as they pertain to the counseling/advising function.
19. Keep current with developments and changes in his/her field.
20. Incorporate methods and activities in the counseling process that recognize, incorporate, and are sensitive to the needs of a diverse student body.
21. Show enthusiasm for the counseling function.
22. Become proficient in using the District Management Information System in performing job duties.
23. Keep accurate records required by the various administrative offices.
24. Coordinate job duties with other counselors.
25. Maintain a work schedule as determined by the CBA and assigned by administration.

D. College Librarians

The following duties are representative of the kinds of expectations that are normally required of a West Hills College librarian. Certain duties are common to the everyday operational needs of the District while other activities may be required on an as needed basis. All of the duties, however, are common requirements at various times for faculty positions.

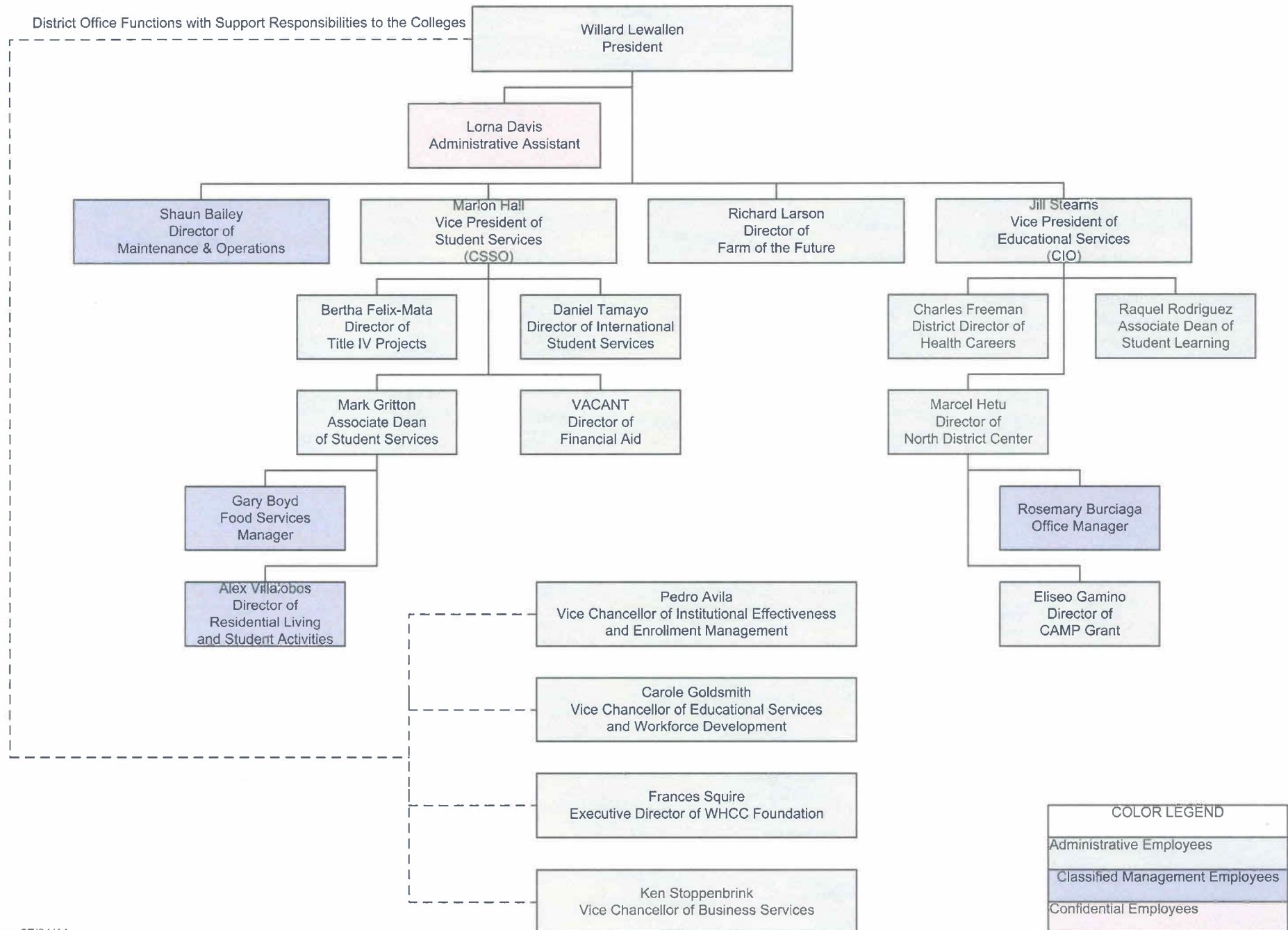
1. Assist the faculty, staff and students in the use of print, electronic, and automated library sources.
2. Develop and teach information-seeking skills to faculty, staff, and students. With the assistance of faculty, plans and coordinates library resources in relation to new classroom learning.

Administrative Procedure 7215
Faculty Responsibilities

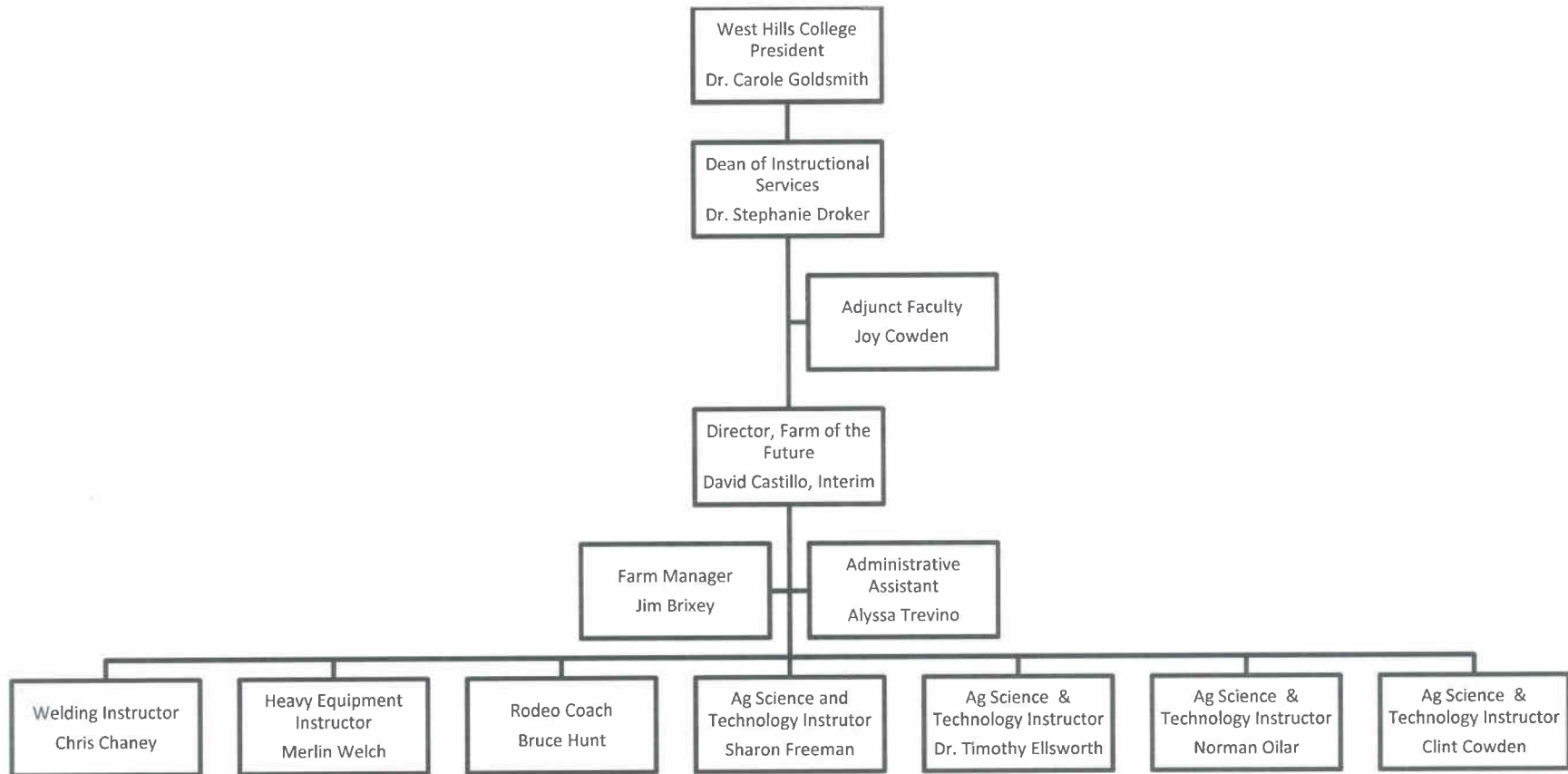
3. Select and recommend automated, electronic and print sources for purchase by the library.
4. Write and release procedures for circulating the general collection, reserve, and periodicals collections, and for the utilization of the reference collection.
5. Supervise the organization and management of various library service areas including the Library/Learning Resource Center.
6. Participate in the evaluation of course offerings, including the revision of course descriptions and course outlines.
7. Maintain control of equipment, materials and supplies as assigned.
8. Assist in the selection, training, supervision, and evaluation of Library/Learning Resource Center employees.
9. Represents the library at appropriate local, state, or national meetings.
10. Monitor expenditures to keep within authorized budget spending appropriations as necessary depending on department structure and procedures.

Board approval date: 7/24/01
Revised: 11/13/12

West Hills College Coalinga



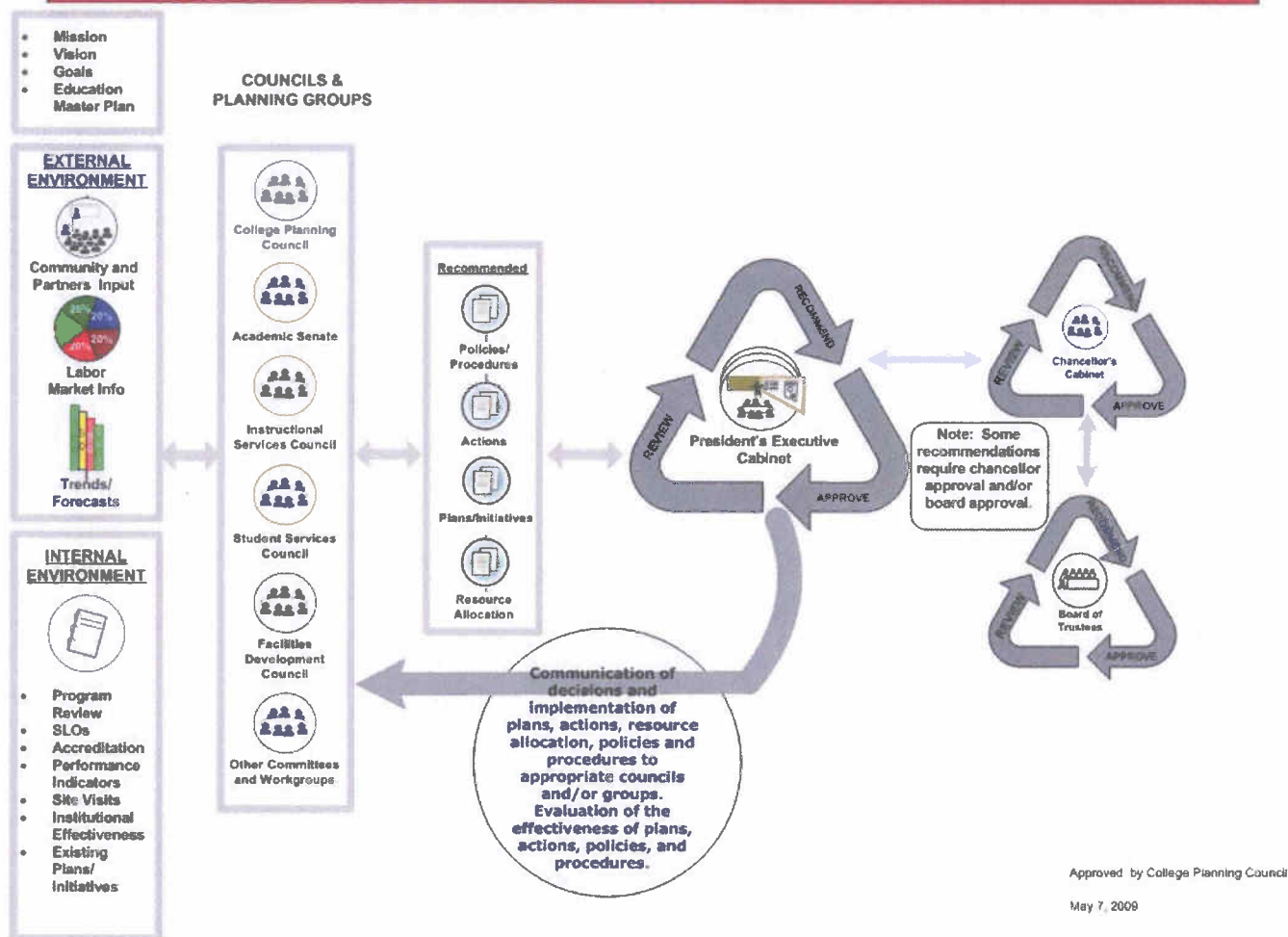
Farm of the Future Agriculture Department Organizational Chart



**Farm of the Future Agriculture Department
2013-2014 Faculty and Staff Chart of Responsibilities**

Name	Title	Campus Committees	Curriculum	Other
David Castillo	Interim Director		Course Schedule	Farm
Clint Cowden	Ag Science & Technology Instructor	Academic Senate	Pest Control Adviser Irrigation Technology Precision Agriculture	Ag Ambassadors
Bruce Hunt	Rodeo Coach/Ag Instructor		Rodeo	Rodeo Team
Merlin Welch	Heavy Equipment Instructor		Heavy Equipment	
Chris Chaney	Welding Instructor	Facilities Committee	Welding	Antique Tractor Pull Club Shotgun Club
Dr. Timothy Ellsworth	Ag Science & Technology Instructor	Curriculum Committee	Soils Plant Science	Soils Club
Norman Oiler	Ag Science & Technology Instructor		Maintenance Mechanic	
Sharon Freeman	Ag Science & Technology Instructor		Ag Business Animal Science	FFA Field Day

West Hills College Coalinga Planning and Governance Process



18.

Program Completer Description



Board Policy 4100 Graduation Requirements for Degrees and Certificates

Reference: *Education Code Section 70902(b)(3); Title 5, Section 55060 et seq.*

The District grants the degrees of Associate of Arts and Associate of Science to those students who have completed the subject requirements for graduation and who have maintained a minimum 2.0 cumulative grade point average and all grades of C or better in the major. Students must also complete the general education, residency and competency requirements set forth in Title 5 regulations.

Students may be awarded a Certificate of Achievement upon successful completion of courses of study or curriculum for which the District offers a certificate. The District has certificate programs that upgrade and develop occupational and vocational proficiency.

The Chancellor shall establish procedures to determine degree and certificate requirements and to assure that graduation requirements are published in the district's catalog(s) and included in other resources that are convenient for students.

Students who maintain continuous enrollment may elect to use the graduation requirements from the catalog in effect at the time the student began attending the West Hills Community College District, or any of the public California Community Colleges or California State Universities. Alternatively, students may elect to use the catalog in effect at the time the student is graduated. Beginning with the 2011-12 academic year, continuous enrollment is defined as being officially enrolled in one term during each academic year (summer, fall, or spring). Active military duty will maintain a student's continuous enrollment provided the student returns during the academic year following release from active duty.

See Administrative Procedure 4100 and 4107

Board approval date: 5/26/09
Revised: 9/27/11



Administrative Procedure 4100 Graduation Requirements for Degrees and Certificates

Reference: *Education Code Section 66746; Title 5, Sections 55002, 55060 et seq.*

The Governing Board of West Hills Community College District shall confer the degree of Associate of Arts or Associate of Science degree upon a student who has demonstrated competence in reading, in written expression and in mathematics, and who has satisfactorily completed at least 60 semester units of degree applicable units, of which 12 units are completed in residency.

Commencing in Fall 2009, the West Hills Community College District competency shall be defined as completion of English 1A (Composition and Reading) and Math 63 (Intermediate Algebra) (equivalent or higher course). Coursework requirements must be fulfilled in a curriculum accepted toward the degree by West Hills College Coalinga and West Hills College Lemoore as shown in its catalogs or on the District's website.

Degree applicable coursework is defined at the course level in the West Hills College Coalinga and West Hills College Lemoore catalogs as defined by Title 5, Section 55002(a). Transfer coursework from another institution that meets requirements as defined by Title 5, Section 55002(a) is accepted as degree applicable coursework.

The Associate Degrees require at least 18 semester units in general education courses, a major area of study of at least 18 semester units with all grades of C or above and a grade point average of at least 2.0, and electives to complete 60 semester units and an overall grade point average of at least 2.0.

At least 12 semester units must be completed in residence at West Hills College Coalinga or West Hills College Lemoore.

The general education requirements must include a minimum of 18 units work in the natural sciences, the social and behavioral sciences, humanities, and language and rationality, English composition, communication and analytical thinking.

Ethnic studies will be offered in at least one of the areas required.

Local district requirements are Health Education 35 and students less than 21 years of age on their graduation date must complete at least 2 units of physical education activity courses. These local district requirements shall be waived for all degrees that qualify as associate degrees for transfer per Education Code Section 66746. Associate degrees for transfer are identified in the college catalogs.

Associate degree requirements, which include general education requirements, are listed in the West Hills College Coalinga and West Hills College Lemoore catalogs and on the District's website.

Certificates of achievement require 18 units or more of degree-applicable credit coursework with a grade point average of at least 2.0 in the area of certification, all certificates require grades C or above, a minimum of 12 semester units completed from West Hills College Coalinga and/or West Hills College Lemoore, and all coursework as defined in the college catalogs.

**Administrative Procedure 4100
Graduation Requirements
for Degrees and Certificates**

Shorter credit programs that lead to a local certificate may be established by the District. Content and assessment standards for certificates shall ensure that certificate programs are consistent with the mission of the District, meet a demonstrated need, are feasible and adhere to guidelines on academic achievement.

Board approval date: 5/26/09
Revised: 9/27/11

Graduation Requirements

Duty to Grant

The Governing Board of a community college shall award the appropriate diploma, degree, or certificate whenever a student has completed all requirements for the degree, diploma, or certificate without regard to the length of time actually taken by the student to complete such requirements. The Governing Board shall grant to any student who has satisfactorily completed the requirements of any course of study in less than the prescribed time, credit for the full number of semester hours scheduled for such course.

Students should plan the general direction of their educational careers as early as possible. Students wishing to transfer to a four-year college or university should select the transfer institution as early as possible. To assist with planning, requirements are described in this section for:

1. The Associate in Arts degree;
2. The Associate in Science degree;
3. Certificates of Achievement.

Petition to Graduate

It is the student's responsibility to file a Petition to Graduate no later than the eighth week of the semester in which he or she plans to complete the requirements of the certificate or degree program. The Petition to Graduate form is available in the counseling offices in Coalinga and Firebaugh. Original transcripts of college or equivalent work must be on file in the Admissions and Records Office at the time the petition to graduate is filed. Petitions to graduate are evaluated after grades are posted for the semester.

Students who file petitions after the end of the eighth week of the semester may not receive diplomas until after the end of the following semester. Diplomas are mailed 8-10 weeks following the end of the semester completed.

Students who have completed or enrolled in courses that meet the final requirements toward a certificate or degree must see a counselor. Students are advised to meet with a counselor two semesters before graduation to review their Student Educational Plan and complete an evaluation of their units.

Commencement Exercises

Students who wish to be awarded the Associate in Arts degree, Associate in Science degree, Associate in Arts for Transfer, Associate in Science for Transfer, or a Certificate of Achievement are strongly urged to participate in the commencement exercises held at the end of the spring semester.

General Education Requirements: Philosophy Statement

The general education component of the associate degree introduces students to the humanities, social sciences, natural sciences, applied sciences, and technology. It exposes students to different areas of study; demands the acquisition and use of reading, writing, and critical thinking skills; imparts a sense of our shared cultural heritage and how to function as responsible, ethical individuals in a complex society; and instills a level of intellectual curiosity and self-awareness conducive to lifelong learning and personal growth.

Together with the West Hills College Coalinga degree requirements, the general education component of the associate degree prepares students to:

1. transfer to and function successfully in a baccalaureate degree granting institution or;
2. enter the work force as a competent, productive citizen and;
3. live a richer, more rewarding life.

General education is the distinguishing feature of higher education. It is a broad based core of knowledge and abilities, acquisition of which is the distinctive characteristic of the educated person. General education courses emphasize the ability to reason, to examine issues from different perspectives, to challenge authority, and to communicate ideas logically and confidently. They instill open mindedness, respect for differences among people, and knowledge of self. They provide an understanding of the human condition and of human accomplishments and encourage a lifelong interest in learning.

General education courses are not primarily skills based, nor are they limited to, or more appropriate for majors in a specialized field of study.

Courses that fulfill general education requirements must:

1. Require reading, writing, computation, and critical thinking.
2. Improve students' abilities to: communicate oral and written ideas effectively; define problems, design solutions, critically analyze results; work effectively and cooperatively with others; work independently; develop and question personal and societal values, make informed choices, and accept responsibility for one's decisions; function as active, responsible, ethical citizens; acquire the curiosity and skills essential for lifelong learning.
3. Impart understanding, knowledge, and appreciation of: our shared heritage, including the contributions of women, ethnic minorities, and non-western cultures; the earth's ecosystem, including the processes that formed it and the strategies that are necessary for its maintenance; human social, political, and economic institutions and behavior, including their interrelationships; the psychological, social, and physiological dimensions of men and women as individuals and as members of our society.

Courses that fulfill general education requirements must fall into one of the content categories listed below:

Area A - Language and Rationality

Area B - Natural Sciences

Area C - Humanities

Area D - Social Science

Area E - Local District Requirements*

** Please note, Area E is not required for AA-T and AS-T degrees.*

The awarding of an associate degree symbolizes a successful attempt on the part of West Hills College Coalinga to lead students through learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively, both orally and in writing, to use mathematics; to understand the modes of inquiry of the major disciplines, to be aware of other cultures and times, to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self understanding. In addition, the student shall acquire sufficient depth in a field of knowledge to contribute to lifetime interest.

The Governing Board of West Hills Community College District shall confer the degree of Associate in Arts or Associate in Science upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units of college work. Course work requirements must be fulfilled in a curriculum accepted toward the degree by West Hills College Coalinga as shown in its catalog.

An associate degree program can be planned to meet a variety of goals. It is important to keep the following information in mind in planning a program of study:

Specific Career Program or Major

Generally, students who pursue a specific career program or major do not intend to transfer to a four-year university. However, some transfer students prefer to complete as many specific career and/or major courses as they can as part of their associate degree program. It is important to note that some of these courses might not be transferable to four-year universities. If you intend to use this option, you should see a West Hills College Coalinga counselor for assistance in planning the most appropriate educational program.

This associate degree program requires:

- a. at least 18 semester units in general education courses;
- b. a major area of study, with no grade lower than a C, and a grade point average of at least 2.0;
- c. elective units to complete 60 units;
- d. overall grade point average of at least 2.0. Of the required units, at least 12 semester units must be completed in residence at West Hills College Coalinga.

Associate in Arts Degree Requirements

I. Major Requirements

At least 18 semester units of study taken in a single discipline or related disciplines.

II. General Education Requirements

Area A. Language and Rationality (6 units)

These courses emphasize both the content and form of communication. They teach students the relationship of language to logic, as well as how to analyze, criticize, and advocate ideas, to reason deductively and inductively, and to reach sound conclusions. Courses fulfilling this requirement provide understanding of the psychological and social significance of communication, focus on communication from the rhetorical perspective, reasoning, advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading, listening, speaking, and writing effectively, provide active participation and practice in written and oral communication.

1. English and Composition (3 units)
 English 1A
2. Analytical Thinking (3 units)
 Math 1A, 1B, 2A, 2B, 10A, 10B, 15, 25, 45, 63

Area B. Natural Sciences (3 units for AA - 6 units for AS)

These courses impart knowledge about living and non-living systems, and mathematical concepts and quantitative reasoning with applications. Courses fulfilling this requirement promote understanding and appreciation of the methodologies and tools of science, emphasize the influence of scientific knowledge on the development of civilization, impart appreciation and understanding of basic concepts, not just skills and offer specific inquiry into mathematical concepts, quantitative reasoning and application;

- Biology 10, 15, 32, 35, 38
- Chemistry 1A, 1B, 2A, 2B
- Crop Science 1
- Geography 1
- Geology 1, 3
- Physical Science 1
- Psychiatric Technician 12
- Soil Science 21

Area C. Humanities (3 units)

These courses cultivate intellect, imagination, sensibility, and sensitivity. They encourage students to respond subjectively as well as objectively, and to develop a sense of the integrity of emotional and intellectual responses. Courses fulfilling this requirement study great work of the human imagination, increase awareness and appreciation of the traditional humanistic disciplines such as art, dance, drama, literature, and music, impart an understanding of the interrelationship between creative art, the humanities, and the self, provide exposure to both Western and non-Western cultures, and include foreign language courses.

- Art 2, 4, 5A, 13A, 15A, 16A, 16B, 42
- English 1B, 25
- Geography 3
- History 4A, 4B
- Humanities 1, 22
- Linguistics 11
- Music 42
- Performing Arts 1, 3, 14

Graduation Requirements

Duty to Grant

The Governing Board of a community college shall award the appropriate diploma, degree, or certificate whenever a student has completed all requirements for the degree, diploma, or certificate without regard to the length of time actually taken by the student to complete such requirements. The Governing Board shall grant to any student who has satisfactorily completed the requirements of any course of study in less than the prescribed time, credit for the full number of semester hours scheduled for such course.

Students should plan the general direction of their educational careers as early as possible. Students wishing to transfer to a four-year college or university should select the transfer institution as early as possible. To assist with planning, requirements are described in this section for:

1. The Associate in Arts degree;
2. The Associate in Science degree;
3. Certificates of Achievement.

Petition to Graduate

It is the student's responsibility to file a Petition to Graduate no later than the eighth week of the semester in which he or she plans to complete the requirements of the certificate or degree program. The Petition to Graduate form is available in the counseling offices in Coalinga and Firebaugh. Original transcripts of college or equivalent work must be on file in the Admissions and Records Office at the time the petition to graduate is filed. Petitions to graduate are evaluated after grades are posted for the semester.

Students who file petitions after the end of the eighth week of the semester may not receive diplomas until after the end of the following semester. Diplomas are mailed 8-10 weeks following the end of the semester completed.

Students who have completed or enrolled in courses that meet the final requirements toward a certificate or degree must see a counselor. Students are advised to meet with a counselor two semesters before graduation to review their Student Educational Plan and complete an evaluation of their units.

Commencement Exercises

Students who wish to be awarded the Associate in Arts degree, Associate in Science degree, Associate in Arts for Transfer, Associate in Science for Transfer, or a Certificate of Achievement are strongly urged to participate in the commencement exercises held at the end of the spring semester.

General Education Requirements: Philosophy Statement

The general education component of the associate degree introduces students to the humanities, social sciences, natural sciences, applied sciences, and technology. It exposes students to different areas of study; demands the acquisition and use of reading, writing, and critical thinking skills; imparts a sense of our shared cultural heritage and how to function as responsible, ethical individuals in a complex society; and instills a level of intellectual curiosity and self-awareness conducive to lifelong learning and personal growth.

Together with the West Hills College Coalinga degree requirements, the general education component of the associate degree prepares students to:

1. transfer to and function successfully in a baccalaureate degree granting institution or;
2. enter the work force as a competent, productive citizen and;
3. live a richer, more rewarding life.

General education is the distinguishing feature of higher education. It is a broad based core of knowledge and abilities, acquisition of which is the distinctive characteristic of the educated person. General education courses emphasize the ability to reason, to examine issues from different perspectives, to challenge authority, and to communicate ideas logically and confidently. They instill open mindedness, respect for differences among people, and knowledge of self. They provide an understanding of the human condition and of human accomplishments and encourage a lifelong interest in learning.

General education courses are not primarily skills based, nor are they limited to, or more appropriate for majors in a specialized field of study.

Courses that fulfill general education requirements must:

1. Require reading, writing, computation, and critical thinking.
2. Improve students' abilities to: communicate oral and written ideas effectively; define problems, design solutions, critically analyze results; work effectively and cooperatively with others; work independently; develop and question personal and societal values, make informed choices, and accept responsibility for one's decisions; function as active, responsible, ethical citizens; acquire the curiosity and skills essential for lifelong learning.
3. Impart understanding, knowledge, and appreciation of: our shared heritage, including the contributions of women, ethnic minorities, and non-western cultures; the earth's ecosystem, including the processes that formed it and the strategies that are necessary for its maintenance; human social, political, and economic institutions and behavior, including their interrelationships; the psychological, social, and physiological dimensions of men and women as individuals and as members of our society.

Courses that fulfill general education requirements must fall into one of the content categories listed below:

Area A - Language and Rationality

Area B - Natural Sciences

Area C - Humanities

Area D - Social Science

Area E - Local District Requirements*

** Please note, Area E is not required for AA-T and AS-T degrees.*

The awarding of an associate degree symbolizes a successful attempt on the part of West Hills College Coalinga to lead students through learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively, both orally and in writing, to use mathematics; to understand the modes of inquiry of the major disciplines, to be aware of other cultures and times, to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self understanding. In addition, the student shall acquire sufficient depth in a field of knowledge to contribute to lifetime interest.

The Governing Board of West Hills Community College District shall confer the degree of Associate in Arts or Associate in Science upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units of college work. Course work requirements must be fulfilled in a curriculum accepted toward the degree by West Hills College Coalinga as shown in its catalog.

An associate degree program can be planned to meet a variety of goals. It is important to keep the following information in mind in planning a program of study:

Specific Career Program or Major

Generally, students who pursue a specific career program or major do not intend to transfer to a four-year university. However, some transfer students prefer to complete as many specific career and/or major courses as they can as part of their associate degree program. It is important to note that some of these courses might not be transferable to four-year universities. If you intend to use this option, you should see a West Hills College Coalinga counselor for assistance in planning the most appropriate educational program.

This associate degree program requires:

- a. at least 18 semester units in general education courses;
- b. a major area of study, with no grade lower than a C, and a grade point average of at least 2.0;
- c. elective units to complete 60 units;
- d. overall grade point average of at least 2.0. Of the required units, at least 12 semester units must be completed in residence at West Hills College Coalinga.

Associate in Arts Degree Requirements

I. Major Requirements

At least 18 semester units of study taken in a single discipline or related disciplines.

II. General Education Requirements

Area A. Language and Rationality (6 units)

These courses emphasize both the content and form of communication. They teach students the relationship of language to logic, as well as how to analyze, criticize, and advocate ideas, to reason deductively and inductively, and to reach sound conclusions. Courses fulfilling this requirement provide understanding of the psychological and social significance of communication, focus on communication from the rhetorical perspective, reasoning, advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading, listening, speaking, and writing effectively, provide active participation and practice in written and oral communication.

1. English and Composition (3 units)
 English 1A
2. Analytical Thinking (3 units)
 Math 1A, 1B, 2A, 2B, 10A, 10B, 15, 25, 45, 63

Area B. Natural Sciences (3 units for AA - 6 units for AS)

These courses impart knowledge about living and non-living systems, and mathematical concepts and quantitative reasoning with applications. Courses fulfilling this requirement promote understanding and appreciation of the methodologies and tools of science, emphasize the influence of scientific knowledge on the development of civilization, impart appreciation and understanding of basic concepts, not just skills and offer specific inquiry into mathematical concepts, quantitative reasoning and application;

- Biology 10, 15, 32, 35, 38
- Chemistry 1A, 1B, 2A, 2B
- Crop Science 1
- Geography 1
- Geology 1, 3
- Physical Science 1
- Psychiatric Technician 12
- Soil Science 21

Area C. Humanities (3 units)

These courses cultivate intellect, imagination, sensibility, and sensitivity. They encourage students to respond subjectively as well as objectively, and to develop a sense of the integrity of emotional and intellectual responses. Courses fulfilling this requirement study great work of the human imagination, increase awareness and appreciation of the traditional humanistic disciplines such as art, dance, drama, literature, and music, impart an understanding of the interrelationship between creative art, the humanities, and the self, provide exposure to both Western and non-Western cultures, and include foreign language courses.

- Art 2, 4, 5A, 13A, 15A, 16A, 16B, 42
- English 1B, 25
- Geography 3
- History 4A, 4B
- Humanities 1, 22
- Linguistics 11
- Music 42
- Performing Arts 1, 3, 14

- _____ Philosophy 1, 2, 3
- _____ Political Science 5
- _____ Spanish 1, 2, 3, 4, 11, 12, 51, 52, 53, 54

Area D. Area D. Social Science (3 units)

These courses explore, at the micro and macro level, the social, political, and economic institutions that underpin society. Courses fulfilling these requirements promote understanding and appreciation of social, political, and economic institutions, probe the relationship between these institutions and human behavior, examine these institutions in both their historical and contemporary context, include the role of, and impact on, non-white ethnic minorities and women and include both western and non-western settings.

- _____ Administration of Justice 1, 29
- _____ Business 20
- _____ Child Development 5
- _____ Economics 1A, 1B
- _____ Geography 2, 3, 18
- _____ History 4A, 4B, 17A, 17B, 32, 34, 44
- _____ Physical Education 29
- _____ Political Science 1, 2, 4, 5, 10, 20
- _____ Psychology 1, 2, 3, 4, 5, 29
- _____ Social Work 20
- _____ Sociology 1, 2, 3

Area E. Local District Requirements

Students completing AA-T and AS-T degrees are not required to complete the local district requirement.

These courses facilitate an understanding of human beings as integrated physiological, social and psychological organisms. Courses fulfilling this requirement provide selective consideration of human behavior, sexuality, nutrition, health, stress, implications of death and dying, and the relationship of people to the social and physical environment.

- _____ * Health Education 35 (3 units)
- _____ **Activity Courses (2 units, if under 21 at graduation)
P. E. Activity Courses or PA 25 Activity Course

** Any student who has completed more than one year of military service may be granted credit for Health Education 35 (3 units) upon petition.*

** Any student who has earned a Psychiatric Technician certificate who has not previously received credit in health education may be granted credit for Health Education 35 (3 units) upon petition.*

** Any student who is a licensed registered nurse or licensed cosmetologist who has not previously received credit in health education may be granted credit for Health Education 35 (3 units) upon petition.*

*** The physical education activity course requirement is waived for students 21 years of age or older.*

III. Electives

Elective courses must be completed to reach the total of 60 units required for an associate degree.

IV. Competencies

Reading and Writing

1. Completion of English 1A with a grade of C or higher, or
2. Transferring to West Hills College Coalinga from another accredited college with a C grade or higher in a course equivalent to English 1A.

Mathematics

1. Completion of Mathematics 63 with a grade of C or higher, or

2. Transferring to West Hills College Coalinga from another accredited college with a C grade or higher in a course equivalent to Mathematics 63.

V. Maintain a grade point average of 2.0 overall

VI. Maintain a 2.0 grade point within the major, with all grades of C or higher.

NOTE: While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes.

Associate in Arts for Transfer Degree Requirements (AA-T)

The Associate in Arts for Transfer degree is intended for students who plan to complete a bachelor's degree in an approved field of study in the California State University system. Students completing the AA-T degree are guaranteed admission to the CSU system, but not to a particular campus or major. Students transferring to a CSU campus that accepts this degree will be required to complete no more than 60 units after transfer to earn a bachelor's degree. All requirements listed for the associate in arts degree above hold for the AA-T degree, except for Area E. Area E is waived for AA-T degrees.

Associate in Science Degree Requirements

Candidates for the Associate Science degree must have satisfactorily completed all of the requirements for the Associate Arts degree and an additional three units of general education in the area of natural science. The candidates must also have satisfactorily completed a major with a minimum of 18 semester hours in one of the fields of engineering, physical or biological sciences, or occupational curriculums.

Associate in Science for Transfer Degree Requirements (AS-T)

The Associate in Science for Transfer degree is intended for students who plan to complete a bachelor's degree in an approved field of study in the California State University system. Students completing the AS-T degree are guaranteed admission to the CSU system, but not to a particular campus or major. Students transferring to a CSU campus that accepts this degree will be required to complete no more than 60 units after transfer to earn a bachelor's degree. All requirements listed for the associate in science degree above hold for the AS-T degree, except for Area E.

Additional Associate Degree

Students desiring a further associate degree after completing all requirements for either the Associate Arts or the Associate Science degree may qualify for another degree by:

1. Completing all requirements for the additional major (units used as part of the major program for the first degree shall not be counted toward a subsequent major).
2. Completing necessary application forms for the degree.
3. A minimum of 12 units for the additional degree must be completed in residence.

Certificate of Achievement Programs

Certificate of achievement programs are designed to give the student a concentration of skill courses adequate to provide immediate employment capability in a specialized field. The course content and course patterns have been developed after considerable study of industry and employer requirements and are approved at the state level. The advice and recommendations of several lay advisory councils and information obtained in occupational surveys were utilized in the development of these programs. Certificate requirements include: 1) a grade point average of at least 2.0 in the area of certification, 2) a minimum of 12 units of the total completed in residence, 3) required major courses. The courses required for a certificate of achievement are found in the college catalog under that major. Certificates of achievement are noted on the transcript of record.

Local Certificate Programs

Local certificate programs are designed to meet the needs of local employers and student educational goals where 12- 18 units provides preparation for employment. Local certificates are not noted on the transcript of record.

Transfer Information

General Information

This section includes the specific requirements for transfer to four-year colleges and universities. West Hills College Coalinga offers lower-division transfer courses to meet the requirements for most baccalaureate majors. Students should consult a counselor or academic advisor to be certain they enroll in courses to meet the freshman and sophomore level requirements of the college or university of their choice. Many of the transfer students from West Hills College Coalinga plan to enter either the California State University (CSU) system or the University of California (UC) system. Others choose to attend private universities.

Students are encouraged to consult the catalog of the college or university to which they intend to transfer. Admission requirements, as well as major and general education requirements, vary from institution to institution; and students must assume the responsibility for selecting the courses that will permit them to achieve their educational objectives.

ASSIST

ASSIST is a computerized student-transfer information system that can be accessed on the web. It displays reports of how course credits earned at one California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California's colleges and universities and therefore provides the most accurate and up-to-date information available about student transfer in California. ASSIST is available at www.assist.org.

California State University System

General Education Requirements

Completion of the CSU General Education Certification Course Pattern will meet the General Education Breadth Requirements of CSU. Students will need to have the general education pattern certified prior to transfer to the CSU. Students who have attended other colleges are urged to meet with a counselor or academic advisor for help on satisfying General Education Breadth requirements. Students are advised that these are the minimum requirements and individual CSU campuses have the authority to add to the General Education Breadth requirements. Students should consult a counselor for additional information.

West Hills College Coalinga will certify completion of this pattern by area or in its entirety for students transferring to one of the 22 campuses of the California State University system. West Hills College Coalinga will give full certification upon the completion of the thirty-nine (39) designated units.

The following West Hills College Coalinga courses meet this pattern. Courses may be used for credit in one area only.

Area A. Communication in the English Language and Critical thinking (3 courses, 9 units)

One course in each area: written communication, oral communication, critical thinking.

A1. Oral Communication

Communication 1, 3, 4

A2. Written Communication

English 1A, 1B

A3. Critical Thinking

Communication 3

Education 5

English 1B

Philosophy 2

Sociology 2

Area B. Physical Universe and its Life Forms (3 courses, 9 units)

One course in each area: Life Science, Mathematics, and Physical Science.

B1. Physical Science

Chemistry 1A, 1B, 2A, 2B
 Geography 1
 Geology 1, 3
 Physical Science 1

B2. Life Science

Biology 10, 15, 32, 35, 38

B3. Laboratory Activity

Biology 15, 32, 35, 38
 Chemistry 1A, 1B, 2A, 2B
 Geography 1
 Geology 1, 3
 Physical Science 1

B4. Mathematics/Quantitative Reasoning

Mathematics 1A, 1B, 2A, 2B, 10A, 15, 25, 45

Area C. Arts, Literature, Philosophy and Foreign Language (9 units)

At least 1 course from Arts and 1 from Humanities.

C1. Arts

Art 5A, 13A, 16A, 16B, 42
 Humanities 1
 Music 42
 Performing Arts 1, 3

C2. Humanities

English 1B
 Foreign Language Spanish 1, 2, 3, 4, 11, 12
 Geography 3
 History 4A, 4B, 17A, 17B
 Humanities 1, 22
 Linguistics 11
 Philosophy 1, 3
 Political Science 5

Area D. Social, Political, Economic Institutions and Behavior, Historical Background (9 units)

Courses must be from at least 2 areas.

D0. Sociology and Criminology

Administration of Justice 29
 Sociology 1, 2, 3

D1. Anthropology and Archeology

none available

D2. Economics

Economics 1A, 1B

D3. Ethnic Studies

History 32, 34

D4. Gender Studies

History 44
 Sociology 3

D5. Geography

Geography 2A, 2B, 3, 18

D6. History

Geography 2A, 2B

History 4A, 4B, 17A*, 17B*, 32, 34, 44*

D7. Interdisciplinary Social or Behavioral Science

Social Work 20

D8. Political Science, Government and Legal Institutions

Administration of Justice 1

Political Science 1*, 2, 4, 5, 10, 20

D9. Psychology

Child Development 5

Physical Education 29

Psychology 1, 2, 3, 5, 29

**To meet U.S. History and constitutional requirements, History 17A, 17B, or 44 or Political Science 1 is required.*

Area E. Lifelong Learning and Development (3 units)

Child Development 4, 5

Communication 5

Health Education 35

Nutrition 1

Physical Education 29

Psychology 1, 2, 3, 4, 29

Sociology 3

Intersegmental General Education Transfer Curriculum (IGETC)

Following the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student who is undecided about a specific major or college choice to ultimately transfer from the community college to a campus in either the University of California (UC) or the California State University (CSU) systems without the need, after transfer, to take additional lower-division, general education courses. Courses may be used for credit in one area only.

Please note that completion of the IGETC is not a requirement for transfer to UC or CSU, nor is it the only way to fulfill the lower division, general education requirements of the UC or CSU prior to transfer. Depending on a student's major and field of interest, the student may find it advantageous to take courses fulfilling the CSU's general education requirements or those of the UC campus or college to which the student plans to transfer.

The following is a list of West Hills College Coalinga courses that can be applied to the IGETC subject areas.

Area 1. English Communication (3 courses, 9 semester units)

1. Area 1A-English Composition

English 1A

2. Area 1B-Critical Thinking - English Composition

English 1B

3. Area 1C-Oral Communication (CSU requirement only)

Communication 1

Area 2. Mathematical Concepts and Quantitative Reasoning (1 course, 3 semester units)

Mathematics 1A, 1B, 2A, 2B, 15, 25

Area 3. Arts and Humanities(at least 3 courses, 9 semester units)

One course from each area of the Arts and Humanities areas.

3A. Arts

Art 16A, 16B, 42

Music 42

3B. Humanities

Foreign Language Spanish 3, 4
Geography 3
History 4A, 4B
Humanities 1, 22
Philosophy 1, 3
Political Science 5

Area 4. Social and Behavioral Sciences (3 courses, 9 semester units)

Courses from at least two areas.

4A. Anthropology and Archaeology**4B. Economics**

Economics 1A, 1B

4C. Ethnic Studies

History 32

4D. Gender Studies

History 44

4E. Geography

Geography 2A, 2B, 3, 18

4F. History

History 4A, 4B, 17A, 17B, 32, 34, 44

4G. Interdisciplinary, Social and Behavioral Sciences

Social Work 20

4H. Political Science, Government and Legal Institutions

Political Science 1, 2, 4, 5, 10

4I. Psychology

Psychology 1, 2, 3, 5

4J. Sociology and Criminology

Sociology 1, 2, 3

Area 5. Physical and Biological Sciences (At least 2 courses required, 7-9 semester units)

One course from each of the Biological Sciences and Physical Sciences areas.

5A. Physical Sciences

Chemistry 1A, 1B, 2A, 2B
Geography 1
Geology 1, 3
Physical Sciences 1

5B. Biological Sciences

Biology 10, 15, 32, 35, 38

Area 6. Language Other Than English (UC Requirement Only)

Proficiency equivalent to two years of high school study in the same language or the following:

Foreign Language Spanish 2,12

Associate Degree and Certificate Programs Offered

AA= Associate in Arts DegreeC= Certificate of Achievement

AS= Associate in Science DegreeLC= Local Certificate

Administration of Justice – Law Enforcement.....	AA/AS
Administration of Justice – Corrections.....	AA/AS
Agricultural Maintenance Mechanic.....	LC
Agriculture Science Technology.....	C/AS
Agriculture Science Technology – Precision Ag.....	LC
Art.....	AA
Biology.....	AA/AS
Business Administration.....	AA/AS
Business Bookkeeping.....	C/AA/AS
Business Management.....	C/AA/AS
Retail Business Management.....	C/AA/AS
Child Development - Administration.....	LC
Child Development Early - Care and Education.....	C/AA/AS
Child Development - Early Intervention Assistant.....	C
Child Development - Family Day Care.....	LC
Communication.....	AA/AS
Computer Information Systems.....	C/AA/AS
Educational Aide – Elementary.....	LC
Educational Aide – Secondary.....	LC
Geography.....	AA
Geology.....	AA/AS
Health Science.....	AA/AS
Heavy Equipment Operation.....	LC
Hospital Peace Officer.....	LC
Humanities.....	AA
Kinesiology.....	AA
Liberal Arts – Area of Emphasis.....	AA
English and Communication	
Math and Science	
Arts and Humanities	
Social and Behavioral Sciences	
Liberal Studies – Emphasis in Elementary Education.....	AA
Mathematics.....	AA
Nurse Assistant.....	LC
Office Management and Technology.....	C/AA/AS
Office Technology - Clerk Typist.....	C/AA/AS
Office Technology - Secretary/Word Processing.....	C/AA/AS
Performing Arts.....	AA
Performing Arts – Technical Theater Production.....	LC
Performing Arts – Television Production.....	LC
Psychiatric Technician.....	C/AA/AS

Psychology	AA
Social Work	LC
Social Science	AA
Transfer Studies (CSU)	C
Transfer Studies (IGETC)	C

Certificates of Achievement are noted on the student transcript and a certificate awarded.

Local Certificates are not noted on the student transcript; however, a certificate is issued to the student.

Agriculture Science Technology

The Precision Agriculture program prepares students to work with global positioning satellite (GPS) systems, geographic information system (GIS) software, automatic tractor guidance systems, variable rate chemical input applicators, surveying equipment, and related computer software. Students will learn through hands-on, real-world applications. Completing the certificate qualifies the student to enter the professional job market in the public sector as well as the agriculture industry. Units for the Precision Agriculture Certificate apply to the Associates Science Degree in Agriculture.

Associate Degree

Students must fulfill the following requirements to qualify for an associate degree.

- Complete the General Education pattern for the associate degree or
- Complete CSU Breadth or IGETC
- Complete a minimum of 25 additional units chosen exclusively from the major lists below
- Complete electives to reach a total of 60 degree applicable units
- Earn a grade of C or better in each course in the major
- Maintain a minimum cumulative G.P.A. of 2.00
- Complete the English and math proficiency requirements with a C grade or better

Students planning to transfer to a four-year university are cautioned that this degree may not meet all of the lower division requirements for transfer into a particular major. Students should consult with a counselor for specific information and develop an educational plan to ensure that this degree would be the most beneficial prior to transferring to the university of their choice. Students can also access transfer information on www.assist.org.

Agriculture Science and Technology AS Degree

Program student learning outcomes

- Students will demonstrate their ability to use agricultural technology.
- Students will understand agronomic fundamentals (soil, plant, water relationships).
- Students will demonstrate their ability to physically map using GPS and digitize field boundaries to create maps in GIS.
- Students will demonstrate job readiness skills needed to obtain employment upon graduation.

Course #	Title	Units
AG 15X.....	Work Experience	1
AGBUS 15.....	Computer Application to Agriculture	3
CRPSCI 1	Introduction to Plant Science	3
CRPSCI 6	Applications of GPS Technology in AG	4
CRPSCI 7	GPS Crop and Yield Monitoring	4
CRPSCI 19.....	California Water	3
Math 87	Mathematics for Life.....	3
SLSCI 21	Soils	4
.....	Electives	<u>3</u>
	TOTAL	28

Recommended electives: AG 10, 11

Certificate of Achievement

Completion of the 28 units listed above fulfills the requirements for an Agriculture Science and Technology Certificate of Achievement.

Precision Agriculture Local Certificate

Program student learning outcomes

- Students will demonstrate their ability to use agricultural technology.
- Students will understand agronomic fundamentals (soil, plant, water relationships).
- Students will demonstrate their ability to physically map using GPS and digitize field boundaries to create maps in GIS.

Course #	Title	Units
AGBUS 15	Computer Application to Agriculture	3
CRPSCI 1	Introduction to Plant Science	3
CRPSCI 6	Applications of GPS Technology in Ag	4
CRPSCI 7	GPS Crop and Yield Monitoring	4
CRPSCI 19	California Water	<u>3</u>
TOTAL		17

CIP Code for Program: 19.9999

CIP Program Description: 19.9999 Agriculture, Agriculture Operations, and Related Sciences, Other. Any instructional program in agriculture, agricultural operations, and related sciences not listed above.

Program Length: 29 months

of units/credits required for this program: 28

Related Occupations: 25-1041 Agricultural Sciences Teachers, Postsecondary. 45-1011 First-Line Supervisors/Managers of Farming, Fishing, & Forestry Workers
Cost:

Total Tuition and Required Fees for the entire program completed in normal time: \$1,008

Total estimated costs for books and supplies for the entire program: \$865.15

Total room and board charges for living on campus: \$3988.50 per semester and \$125.00 deposit

Debt at Program Completion:

Number of students completing the program between July 1, 2009 and June 30, 2010: 2

Of these students, the number of student completing the program with any student loan debt: 0

The median cumulative debt for all students (both borrowers and non-borrowers) completing the program: 0

Federal student loan debt: NA

Private loan debt: NA

Institutional financing plan debt: NA

Agriculture Maintenance Mechanic Local Certificate

The Agricultural Maintenance Mechanic Program prepares students for work as maintenance mechanics in a variety of industries. A broad range of technologies and skills are introduced in this series of courses leading to a local certificate:

Program student learning outcomes

- Students will demonstrate job readiness skills needed to obtain employment upon graduation.
- Students will demonstrate an understanding of mechanical fundamentals needed for employment.
- Courses within this degree are offered infrequently. Please see a counselor for additional information.

Course #	Title	Units
AGMM 51	Introduction to Agricultural Manufacturing	.5
AGMM 52A	Trade Mathematics	1
AGMM 52B	Computer Fundamentals	.5
AGMM 52C	Job Preparation	.5
AGMM 52D	Technical Report Writing	.5
AGMM 53A	Fluid Power Fundamentals	.5
AGMM 53B	Pneumatic Fundamentals	.5
AGMM 53C	Hydraulic Fundamentals	.5
AGMM 54A	Power Transmission	.5
AGMM 54B	Welding Fundamentals	.5
AGMM 54C	Electrical Fundamentals	<u>.5</u>
Total		6

19.

Reimbursement Process



Board Policy 6317 Conference/Travel and Expense Reimbursement

It is the District policy that expenses for transportation, lodging, subsistence and related items incurred by employees who travel on official business of the colleges or District will be reimbursed, as estimated on an approved travel request form. Additionally, expenses incurred by authorized employees in excess of the employee's personal cell phone plan will be reimbursed.

Prior to traveling, a travel request form must be processed and include estimated expenditures for the planned college or District travel. This form is to be approved by the supervising Dean, President and/or the Chancellor and should be submitted to the District Business Office a minimum of two (2) weeks prior to the conference or business travel date.

Upon return, a conference and travel expense claim form shall be submitted for reimbursement of the actual trip lodging, meals, transportation and other incidental expenses within thirty (30) days of the activity, and must include original itemized receipts.

Employees are encouraged to use the most cost effective means for air fare expenses.

See Administrative Procedure 6317

Board approval date: 11/17/98
Board approval date: 6/28/05
Revised: 3/6/07



Administrative Procedure 6317 Conference/Travel and Expense Reimbursement

The following are procedures for obtaining authorization and receiving reimbursement for travel expenses by employees for institutional travel activities and other expenses.

Pre-payment of Conference Fees, and Travel Expenses

Pre-payment of conference fees and air fare can be made if the authorized travel request form is received in the Business Office a minimum of two (2) weeks prior to the conference and is accompanied by supporting documentation (i.e. conference brochure, registration form, etc.). Hotel expenses will not be prepaid.

Commercial Air Travel

When travel is required by commercial air carrier, claims for reimbursement or advance should not be in excess of the lowest available commercial discount airfare, state government contract airfare, or customary standard (coach or equivalent) airfare. The only exceptions permitted would be if such accommodations would require circuitous routing; require travel during unreasonable hours; excessively prolong travel; greatly increase the duration of the flight; result in increased costs that would offset transportation savings; or offer accommodations not reasonably adequate for the medical needs of the traveler. All employees are encouraged to use the most cost effective means for air fare expenses which may include the use of the District's American Express Business Travel Account (BTA) to obtain state government contract airfare rates.

Travel by Automobile

When travel by automobile is required, authorization may be given by the Dean, College President or Chancellor for use of district or personal automobile. When travel is by personal automobile, the employee must certify on the travel request form that the automobile is adequately insured. Mileage will be paid at the IRS rate effective January 1st of each year when travel is outside the city limits of the employee's home base and/or primary place of employment. On occasion the IRS may change the rate during the calendar year to reflect special adjustments due to increases or declines in gas prices, vehicles and/or insurance. If the IRS changes the rate, that new rate will be effective for the specified period of time during the year.

When travel for one person by private automobile is authorized between points having air service, the amount claimed shall not be in excess of the lowest available discount coach airfare plus necessary parking and/or airport shuttle/bus service.

Transportation from Airports

Transportation from airports should be by airport shuttle, bus, van or public transit. A taxi may be used only if of equal or lesser cost. Original receipts are required.

Administrative Procedure 6317
Conference/Travel and Expense Reimbursement

Taxi service from bus terminals within the city to the hotel or meeting place is appropriate and reimbursable. Original receipts are required.

Lodging

The actual cost of a single room at the conference/meeting host hotel will be reimbursed. Other lodging will be paid at an actual and reasonable rate. However, an educational rate or state agency rate should be requested. When requesting reimbursement, expenses must be verified and submitted by the original hotel billing. Credit or charge card receipts are not acceptable for reimbursement.

Meals

The District shall reimburse employees for meals when:

1. the required travel is outside of the District;
2. additional meals are required before or after those meals included in the conference/meeting registration fees;
3. entertaining dignitaries and/or guests of the college/District where the benefit of providing a meal will enhance or fulfill the mission, objectives and goals of the District. The appropriate Dean, College President or Chancellor must approve, in advance, any meal the District will be obligated to pay;
4. the employee is requested or required to attend a community or service club meeting (i.e. Rotary, Chamber of Commerce, etc.).

Claims for reimbursement shall include the following:

1. Original invoice
2. List of people in attendance. If several persons are involved, position titles or other definable terms, such as "governing board members" or "management staff" may be used.
3. Agenda. If an agenda is not included, the purpose of the meeting shall be stated on the claim.

Employees should consult the employee section of the West Hills Community College District web site for the established maximum reimbursement rates as per the federal IRS maximum per diem rates in effect as of January 1st of the current fiscal year.

Foreign Meal Per Diem Rates

The foreign meal per diem rates are the established rates as per the federal IRS maximum foreign meal rates in effect as of January 1st of the current fiscal year. The federal IRS maximum foreign meal rates will be used for per diem advances and when there are no receipts available. When valid receipts are submitted, the actual amount paid for meals will be reimbursed.

Conference Registration Fees

The actual cost of registration will be reimbursed for authorized conference attendance.

Administrative Procedure 6317
Conference/Travel and Expense Reimbursement

Telephone Calls

Only District related telephone calls can be reimbursed. Personal calls will not be reimbursed, with the exception of an initial "safe arrival" call.

Cell Phone Expenses

Cell phone charges for District business calls conducted in excess of an employee's personal cell phone plan may be claimed for reimbursement, granted the employee is authorized by his or her supervisor to submit expense claims for conducting District business on his or her personal cell phone.

Timely Submission of Expense Claims

Expense claims, including those for mileage, are to be submitted for reimbursement within thirty (30) days of accruing the expense. Claims not submitted in a timely manner will be denied.

Board approval date: 6/28/05
Revised: 9/27/05
Revised: 3/6/07



TRAVEL REQUEST

Traveler's Information

Name: _____ Position Title: _____
 Department or Area: _____ Location: _____

Conference Information

Name of Conference: _____
 Sponsoring Organization: _____
 Location (City & State): _____ Date(s): _____
 Purpose of Trip: _____

Budget Information

Estimated Total Expenses: _____

· Transportation	\$	· Food	\$	<input type="checkbox"/> Per Diem	<input type="checkbox"/> Actual
· Lodging	\$	· Registration Fees	\$	<input type="checkbox"/> Send Check	
· Mileage	\$	· Other	\$	Explain:	

Special instructions: _____
 Total Estimated Amount of Expenses: \$ _____
 Account Number to be Charged: - - - -

Transportation

From (City & State)	To (City & State)	Mode of Travel	Departure Date & Time	Arrival Date & Time
			@	@
			@	@
			@	@
			@	@

Rental Car Authorized: Yes No
 Use of Personal Car * : Yes No Estimated Mileage: _____

* Insurance certification: Mileage estimated will be driven in my personal car for which there is insurance in effect which includes public liability and property damage coverage.

____ (Initials) I certify that I have a valid USA driver's license and that insurance coverage, as required by the State of California, is in force for the dates of travel indicated above. I understand that if I am driving my personal automobile while on District business and I am involved in an accident, by law my insurance policy is primary.

After completion of information above: Print page, sign and route for signatures as needed.

Approvals

Signature of Requester: _____ Date: _____
 Signature of Supervisor: _____ Date: _____
 Signature of Budget Head: _____ Date: _____
 For out of state travel the following additional signatures are required:
 Signature of Campus President: _____ Date: _____
 Signature of Chancellor: _____ Date: _____

BUSINESS OFFICE USE ONLY

Funds Available: __ Yes __ No Amount Encumbered: \$ _____
 Ticket No. _____ Received by: _____ Date: _____



CONFERENCE AND TRAVEL EXPENSE CLAIM

Name: _____ Position Title: _____
 Department: _____ Location: _____
 Home Address: _____ City/State/Zip: _____

Account Number to be Charged: - - - - -

MILEAGE

Date	Destination and Purpose	Number of Miles
Total miles		

____ (Initials) I certify that I have a valid USA driver's license and that insurance coverage, as required by the State of California, is in force for the dates of travel indicated above. I understand that if I am driving my personal automobile while on District business and I am involved in an accident, by law my insurance policy is primary.

EXPENSES

Date	Destination/Purpose	Food	Lodging	Transportation Via	Transportation Cost	Registration	Misc.	Totals

Total Expenses \$
 Total miles: @ .56 = \$

TOTAL CLAIM: \$

**After completion of information above:
 Print page, attach receipts, sign and route for signatures as needed.**

Approvals

Signature of Claimant: _____ Date: _____
 Signature of Supervisor: _____ Date: _____
 Signature of Fiscal Services: _____ Date: _____



[Home](#) > [Policy & Regulations](#) > [Travel and Relocation Policy](#) > [Per Diem](#) > [Per Diem Rates](#) >

FY 2014 Per Diem Rates for California

(October 2013 - September 2014)

SEARCH BY CITY, STATE OR ZIP CODE

Enter your city OR Enter your ZIP Code

California

ADDITIONAL PER DIEM TOPICS

- [Meals & Incidental Expenses Breakdown \(M&IE\)](#)
- [FAQs](#)
- [State Tax Exemption Forms](#)
- [Factors Influencing Lodging Rates](#)
- [FY 2014 Per Diem Highlights](#)
- [Fire Safe Hotels](#)
- [Have a Per diem Question?](#)
- [Downloadable Per Diem Files](#)

Cities not appearing below may be located within a county for which rates are listed. To determine what county a city is located in, visit the [National Association of Counties \(NACO\) website \(a non-federal website\)](#).

You searched for: **California**

Primary Destination* (1)	County (2, 3)	Max lodging by Month (excluding taxes)												Meals & Inc. Exp.**	
		2013			2014										
		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep		
Standard Rate	Applies for all locations without specified rates	83	83	83	83	83	83	83	83	83	83	83	83	83	46
Antioch / Brentwood / Concord	Contra Costa	117	117	117	117	117	117	117	117	117	117	117	117	117	66
Bakersfield / Ridgecrest	Kern County	94	94	94	94	94	94	94	94	94	94	94	94	94	51
Barstow / Ontario / Victorville	San Bernardino	99	99	99	99	99	99	99	99	99	99	99	99	99	56
Death Valley	Inyo	94	94	94	94	94	94	94	94	94	94	94	94	94	46
Eureka / Arcata / McKinleyville	Humboldt	87	87	87	87	87	87	87	87	87	102	102	102	87	61
Fresno	Fresno	85	85	85	85	85	85	85	85	85	85	85	85	85	61
Los Angeles	Los Angeles, Orange, Ventura, and Edwards AFB, less the city of Santa Monica	133	133	133	133	133	133	133	133	133	133	133	133	133	71
Mammoth Lakes	Mono	129	129	129	129	129	129	129	129	129	129	129	129	129	61
Mill Valley / San Rafael / Novato	Marin	122	122	122	122	122	122	122	122	122	122	122	122	122	56
Modesto	Stanislaus	84	84	84	84	84	84	84	84	84	84	84	84	84	51
Monterey	Monterey	123	123	123	123	123	123	123	123	123	156	156	123	71	
Napa	Napa	163	163	127	127	127	127	163	163	163	163	163	163	163	66
Oakhurst	Madera	83	83	83	83	83	83	83	102	102	102	102	102	102	56
Oakland	Alameda	112	112	112	112	112	112	112	112	112	112	112	112	112	61
Palm Springs	Riverside	105	105	105	125	125	125	125	125	86	86	86	105	71	
Point Arena / Gualala	Mendocino	93	93	93	93	93	93	93	93	93	93	93	93	93	66
Redding	Shasta	89	89	89	89	89	89	89	89	89	89	89	89	89	61
Sacramento	Sacramento	102	102	102	102	102	102	102	102	102	102	102	102	102	61
San Diego	San Diego	139	139	139	139	139	139	139	139	139	139	139	139	139	71
San Francisco	San Francisco	226	172	172	189	189	189	189	189	189	189	189	189	226	71

Per Diem Rates Look-Up

San Luis Obispo	San Luis Obispo	105	105	105	105	105	105	105	105	105	105	126	126	105	66
San Mateo / Foster City / Belmont	San Mateo	140	129	129	129	140	140	140	140	140	140	140	140	140	61
Santa Barbara	Santa Barbara	148	148	148	148	148	148	148	148	148	148	193	193	148	66
Santa Cruz	Santa Cruz	122	122	122	122	122	122	122	122	122	122	159	159	159	122
Santa Monica	City limits of Santa Monica	183	183	183	183	183	183	183	183	183	183	216	216	216	183
Santa Rosa	Sonoma	114	114	114	114	114	114	114	114	114	114	114	114	114	61
South Lake Tahoe	El Dorado	109	109	109	109	109	109	109	109	109	109	109	109	109	71
Stockton	San Joaquin	89	89	89	89	89	89	89	89	89	89	89	89	89	56
Sunnyvale / Palo Alto / San Jose	Santa Clara	144	144	144	144	144	144	144	144	144	144	144	144	144	56
Tahoe City	Placer	84	84	84	84	84	84	84	84	84	84	84	84	84	61
Truckee	Nevada	107	107	107	107	107	107	107	107	107	107	107	107	107	71
Visalia / Lemoore	Tulare and Kings	84	84	84	84	84	84	84	84	84	84	84	84	84	61
West Sacramento / Davis	Yolo	106	106	106	106	106	106	106	106	106	106	106	106	106	51
Yosemite National Park	Mariposa	133	133	133	133	133	133	133	133	133	133	178	178	178	133

* NOTE: Traveler reimbursement is based on the location of the work activities and not the accommodations, unless lodging is not available at the work activity, then the agency may authorize the rate where lodging is obtained.

** Meals and Incidental Expenses, see [Breakdown of M&IE Expenses](#) for important information on first and last days of travel.

CONTACTS

Additional Contacts for
[Travel Management Policy](#)

NEED MORE INFORMATION?

Rates for Alaska, Hawaii, U.S. Territories and Possessions (set by DoD)
 Rates in Foreign Countries (Set by State Dept.)
 Federal Travel Regulations (FTR)

RELATED TOPICS

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[FedRooms](#)
[POV Mileage Reimbursement Rates](#)

Last Reviewed 2014-05-21

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Also of Interest: [Whitehouse.gov](#) [Recovery.gov](#) [Data.gov](#) [USA.gov](#) [BusinessUSA.gov](#)

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- Per Diem
- Overview
- FY 2014 Per Diem **Highlights**
- Per Diem Mobile App
- FAQ
- Per Diem Contacts
- M&IE Breakdown**
- Factors Influencing Lodging Rates
- Fire Safe Hotels
- Per Diem Rates
- Per Diem Files (Archived)
- Per Diem Mobile Blackberry File Download

Meals and Incidental Expenses (M&IE) Breakdown

The separate amounts for breakfast, lunch and dinner listed in the chart are provided should you need to deduct any of those meals from your trip voucher. For example, if your trip includes meals that are already paid for by the government (such as through a registration fee for a conference), you will need to deduct those meals from your voucher. Refer to [Section 301-11.18 of the Federal Travel Regulation](#) for specific guidance on deducting these amounts from your per diem reimbursement claims for meals furnished to you by the government. Other organizations may have different rules that apply for their employees; please check with your organization for more assistance.

The table lists the six M&IE tiers in the lower 48 continental United States (currently ranging from \$46 to \$71). If you need to deduct a meal amount, first determine the location where you will be working while on official travel. You can look up the location-specific information at www.gsa.gov/perdiem. The M&IE rate for your location will be one of the six tiers listed on this table. Find the corresponding amount on the first line of the table (M&IE Total) and then look below for each specific meal deduction amount.

The table also lists the portion of the M&IE rate that is provided for incidental expenses (currently \$5 for all tiers).

Total	Continental Breakfast/ Breakfast	Lunch	Dinner	IE
\$46	\$7	\$11	\$23	\$5
\$51	\$8	\$12	\$26	\$5
\$56	\$9	\$13	\$29	\$5
\$61	\$10	\$15	\$31	\$5
\$66	\$11	\$16	\$34	\$5
\$71	\$12	\$18	\$36	\$5

This table lists the amount federal employees receive for the first and last calendar day of travel. The first and last calendar day of travel is calculated at 75 percent.

Total	Rate this Page
\$46	\$34.50
\$51	\$38.25
\$56	\$42.00
\$61	\$45.75
\$66	\$49.50
\$71	\$53.25

Looking for the foreign and outside the continental United States (OCONUS) breakdown chart? Visit [FTR Appendix B](#). (Note: Appendix B breakdowns do not apply to any locations in the continental United States; use the chart listed above.)

The shortcut to this page is www.gsa.gov/mie.

Last Reviewed 2014-04-18

QUESTIONS:

For all travel policy questions, email travelpolicy@gsa.gov.



RELATED GSA TOPICS

- [State Tax Exemption Forms](#)
- [FedRooms®](#)
- [Travel E-mail Notification](#)
- [POV Mileage Reimbursement Rates](#)

GOVERNMENT LINKS

- [Fire Safety Information](#)

Meals and Incidental Expenses (M&IE) Breakdown

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Also of Interest:

 Whitehouse.gov	 Recovery.gov	 Data.gov	 USA.gov	 BusinessUSA.gov
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Notes

Trip to:

[9900 - 9998] Cody St


Coalinga, CA 93210


206.59 miles / 3 hours 42 minutes


	[9900 - 9998] Cody St, Coalinga, CA 93210	Download Free App
	1. Start out going north on Cody St toward W Gale Ave. Map	0.09 Mi 0.09 Mi Total
	2. Turn right onto W Gale Ave. Map	0.1 Mi 0.2 Mi Total
	3. Take the 1st right onto E Elm Ave / CA-33 / CA-198. Map <i>E Elm Ave is just past Oil City Rd</i> <i>If you reach S Stanislaus Ave you've gone about 0.9 miles too far</i>	2.9 Mi 3.1 Mi Total
	4. Turn left onto N 5th St. Map <i>N 5th St is just past N 4th St</i> <i>New China Restaurant is on the left</i> <i>If you are on W Elm Ave and reach N 6th St you've gone a little too far</i>	0.4 Mi 3.5 Mi Total
	5. Turn left onto CA-33 / E Polk St. Continue to follow CA-33. Map	26.5 Mi 30.0 Mi Total
	6. Turn right onto CA-41. Map	19.6 Mi 49.5 Mi Total
	7. Turn slight right onto E Highway 41 / CA-46 / CA-41. Continue to follow CA-46. Map	25.3 Mi 74.9 Mi Total
	8. Merge onto US-101 S via the ramp on the left. Map <i>If you reach Black Oak Dr you've gone a little too far</i>	27.7 Mi 102.5 Mi Total
	9. Take EXIT 204 toward Monterey Street. Map	0.1 Mi 102.7 Mi Total
	10. Turn right onto Buena Vista Ave. Map	0.02 Mi 102.7 Mi Total
	11. Turn left onto Loomis St. Map	0.2 Mi 102.9 Mi Total
	12. Take the 3rd right onto Grand Ave. Map <i>Grand Ave is just past Graves Ave</i> <i>If you reach US-101 S you've gone about 0.1 miles too far</i>	0.2 Mi 103.2 Mi Total
	13. 1 GRAND AVE. Map <i>Your destination is just past Hays St</i> <i>If you reach Slack St you've gone a little too far</i>	



A to B Travel Estimate: **103.16 mi - about 1 hour 50 minutes**


California Polytechnic State University
1 Grand Ave, San Luis Obispo, CA 93407
(805) 756-1181



- 



1. Start out going **north** on **Grand Ave** toward **Slack St**. [Map](#) **0.01 Mi**
103.2 Mi Total
- 



2. Make a **U-turn** at **Slack St** onto **Grand Ave**. [Map](#) **0.5 Mi**
103.7 Mi Total
If you reach Deer Rd you've gone about 0.3 miles too far
- 



3. Turn **left** onto **Monterey St**. [Map](#) **0.2 Mi**
103.9 Mi Total
*Monterey St is just past Palm St
Holiday Inn Express SAN LUIS OBISPO is on the left
If you reach the end of Andrews St you've gone a little too far*
- 



4. Merge onto **US-101 N**. [Map](#) **27.6 Mi**
131.6 Mi Total
- 



5. Take the **CA-46** exit, **EXIT 231**, toward **Fresno / Bakersfield**. [Map](#) **0.2 Mi**
131.8 Mi Total
- 



6. Turn **right** onto **E Highway 46 / CA-46**. Continue to follow **CA-46**. [Map](#) **25.2 Mi**
157.0 Mi Total
If you reach US-101 N you've gone about 0.2 miles too far
- 



7. Turn **left** onto **E Highway 41 / CA-41**. Continue to follow **CA-41**. [Map](#) **19.6 Mi**
176.6 Mi Total
*CA-41 is 0.1 miles past Cholame Valley Rd
If you are on CA-46 and reach E Highway 46 you've gone a little too far*
- 



8. Turn **left** onto **CA-33**. [Map](#) **21.9 Mi**
198.5 Mi Total
If you are on CA-41 and reach Utica Ave you've gone about 3.5 miles too far
- 


9. Turn **left** onto **Jayne Ave / CA-33**. Continue to follow **CA-33**. [Map](#) **4.7 Mi**
203.1 Mi Total
- 

10. Turn **right** onto **S 5th St**. [Map](#) **0.4 Mi**
203.5 Mi Total
*S 5th St is just past Hayes St
If you are on E Polk St and reach W Ivy Ave you've gone a little too far*
- 


11. Turn **right** onto **E Elm Ave / CA-33 / CA-198**. [Map](#) **2.9 Mi**
206.4 Mi Total
*E Elm Ave is just past E Forest Ave
New China Restaurant is on the right
If you reach W Durian Ave you've gone a little too far*
- 

12. Turn **left** onto **W Gale Ave**. [Map](#) **0.1 Mi**
206.5 Mi Total
If you are on Fresno Coalinga Rd and reach S Buffalo Ave you've gone about 1.1 miles too far
- 

13. Take the 1st **left** onto **Cody St**. [Map](#) **0.09 Mi**
206.6 Mi Total
*Cody St is just past Oil City Rd
If you reach S Monterey Ave you've gone about 0.9 miles too far*
- 

14. **[9900 - 9998] CODY ST**. [Map](#)
If you reach the end of Cody St you've gone a little too far

B to C Travel Estimate: **103.44 mi - about 1 hour 52 minutes**



[9900 - 9998] Cody St, Coalinga, CA 93210

Total Travel Estimate: **206.59 miles - about 3 hours 42 minutes**

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20.

Program Review



Board Policy 4270 Review of Occupational Programs

Reference: *Education Code Section 78016*

Section 1 – Policy Statement

In accordance with Section 78016 of the California Education Code, every two years the Governing Board of the West Hills Community College District shall review each occupational program offered by the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10522 of the Unemployment Insurance Code, or other sources of labor market information, meets the following criteria:

1. Meets a documented labor market demand;
2. Does not represent unnecessary duplication of other manpower training programs in the area; and
3. Is of demonstrated effectiveness as measured by the employment and completion success of its students.

Any program that does not meet these requirements and any other standards established by the Governing Board shall be terminated within one year in accordance with Section 78106 of the California Education Code.

Section 2 – Review Process

The review process required by this section shall include the review and comments by the local Workforce Investment Board established pursuant to Division I (commencing with Section 150000) of the Unemployment Insurance Code. This review and comments shall occur prior to any decision by the Governing Board.

A written summary of the findings of each review shall be made available to the public.

Board approval date: 5/21/02



Administrative Procedure 4270 Review of Occupational Programs

Reference: *Education Code Section 78016*

Section 1 – Procedure if Program Meets Established Criteria

Each January, the appropriate Dean of Educational Services shall begin the occupational review process required by Section 78016 of the California Education Code for fifty percent (50%) of the total occupational programs offered by the district, alternating with the other fifty percent (50%) each year. Each occupational training program will complete an occupational program review each year.

As part of the program review process, information will be gathered from the VTEA Core Indicator Reports and County Labor Market Information on the Chancellor's Office web site, as well as Central Valley Workforce information on the Fresno and Kings County Workforce Investment Board web sites, to ensure that the program meets the following criteria:

1. Meets a documented labor market demand;
2. Does not represent unnecessary duplication of other manpower training programs in the area; and
3. Is of demonstrated effectiveness as measured by the employment and completion success of its students.

The appropriate Dean of Educational Services shall submit a written summary of the findings with the program review documents to MARC (Master Plan, Accreditation and Research Committee) for approval. This summary will include review and comments by the appropriate Workforce Investment Board. If MARC determines that the program meets the required criteria, the written review will be presented to the Governing Board for approval and made available to the public.

Section 2 - Procedure if Program Does Not Meet Established Criteria

If MARC determines that the program does not meet the criteria, the following procedures for the at-risk program shall be implemented:

1. Discipline faculty, vocational administrators, advisory committees and the local Academic Senate will analyze the following: enrollment statistics over a minimum of a five (5) year period; labor market information; VTEA core indicator reports for as many years as available; curriculum; pedagogical issues; student support services; physical resources; industry support; faculty adequacy; budget support.

A written report will be generated delineating the analysis performed.

2. If low enrollment is a major factor, the discipline faculty, vocational administrators, advisory committees and the local Academic Senate will develop a plan that

**Administrative Procedure 4270
Review of Occupational Programs**

emphasizes recruitment, partnerships with industry, counseling services, changes in course scheduling, and articulation of programs to boost enrollment.

If funding is a problem, needs will be identified, prioritized and presented to the district's budget committee.

If labor market information indicates that the program is no longer in demand, consideration will be given to curriculum modifications to add certificate/degree options that make the program viable.

If effectiveness of the program is an issue, a plan will be developed to improve student performance measures.

A written plan will be generated identifying specific steps to strengthen the at-risk program and the level of performance expected in each identified weak area.

3. The program will have until January 1st, one year later, to show steps taken toward improvement and levels of improvement attained in the specific areas. This analysis will be documented in a written report and returned by the appropriate Dean of Educational Services to MARC for review.
4. If the program then meets the criteria specified in Section 78016 of the California Education Code, a favorable written summary of the findings of the review will be presented to the Governing Board for approval and made available to the public. This summary will include the review and comments by the appropriate local Workforce Investment Board.

If the program still does not meet the criteria specified in Section 78016 of the California Education Code, a favorable written summary of the findings of the review will be presented to the Governing Board with a recommendation for termination of the program within one year. This summary should include provisions for the affected students and faculty members.

When a decision to phase out a program is made, it should be done so that students currently taking courses toward a certificate or degree can finish their program either at the district or at a neighboring institution. If this proves impossible, the district should assist students in revising their education plan and assure application of any credits earned in the discontinued discipline to a related discipline if possible.

The district should provide transfer and/or retraining opportunities for the affected faculty whenever possible.

Board approval date: 5/21/02

OCCUPATIONAL PROGRAM TWO-YEAR REVIEW

Date: _____ College: _____

Program: _____

1. Purpose of this Program Significantly Changed Purpose in the Last Two Years <input type="checkbox"/> ----- <input type="checkbox"/> Minor Changes in Purpose in the Last Two Years <input type="checkbox"/> ----- <input type="checkbox"/> No Changes in Purpose in the Last Two Years <input type="checkbox"/> (Description, mission, target population, etc.)
2. Demand for this Program High Demand <input type="checkbox"/> ----- <input type="checkbox"/> Adequate Demand for our Students <input type="checkbox"/> ----- <input type="checkbox"/> Low Demand <input type="checkbox"/> (Labor market data, advisory input, etc.)
3. Quality of this Program Highest Quality <input type="checkbox"/> ----- <input type="checkbox"/> Meets Student Needs <input type="checkbox"/> ----- <input type="checkbox"/> Needs Significant Improvement <input type="checkbox"/> (Core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualifications, diversity, grants, equipment, etc.)
4. External Issues Benefits From and Contributes to External Issues <input type="checkbox"/> ----- <input type="checkbox"/> Complies with External Issues <input type="checkbox"/> ----- <input type="checkbox"/> Not Consistent with External Issues <input type="checkbox"/> (Legislation, CCCC Mandates, VTEA, Tech Prep, CalWORKs, WIA, BIG Career Ladders, etc.)
5. Cost of this Program Income Exceeds Expenditures <input type="checkbox"/> ----- <input type="checkbox"/> Income Covers Expenditures <input type="checkbox"/> ----- <input type="checkbox"/> Expenditures Exceed Income <input type="checkbox"/> (Enrollment/FTEs generated & in-kind contributions of time/resources minus salaries/equipment/supplies, etc.)
6. Two-Year Plan Significant Growth Anticipated <input type="checkbox"/> ----- <input type="checkbox"/> On Track for Next Two Years <input type="checkbox"/> ----- <input type="checkbox"/> Need Significant Changes and/or Increased Resources to Continue <input type="checkbox"/> (Recommendations, project future trends, personnel and equipment needs, etc.)

Signatures:

Administrator

Date

Faculty

Date

Faculty

Date

To Board of Trustees on _____
Date

WEST HILLS COLLEGE COALINGA

PROGRAM REVIEW & PLANNING AGRICULTURE

(Please submit this information using Microsoft Word. In formatting your response, please use the exact outline developed below.)

I. General Information

Program: Agriculture

Date Prepared: April 2011

Prepared By: C. Cowden

Department Faculty and Staff: C. Cowden, B. Hunt, M. Welch, C. Chaney, D. Gordon, R. Larson, L. Shults

Courses Included in this Program Plan:

- AG 10 Introduction to Agriculture
- AG 11 Agriculture Sales and Communication
- AGBUS 15 Computer Application to Agriculture
- AGMM 51 Introduction to Agricultural Manufacturing
- AGMM 52A Trade Mathematics
- AGMM 52B Computer Fundamentals
- AGMM 52C Job Preparation
- AGMM 52D Technical Report Writing
- AGMM 53A Fluid Power Fundamentals
- AGMM 53B Pneumatic Fundamentals
- AGMM 53C Hydraulic Fundamentals
- AGMM 54A Power Transmissions
- AGMM 54B Welding Fundamentals
- AGMM 54C Electrical Fundamentals
- ASCI 5 Rodeo Skills and Management
- ASCI 6 Rodeo Production and Promotion
- ASCI 7 Intercollegiate Rodeo
- ASCI 8 Advanced Intercollegiate Rodeo
- CRPSCI 1 Introduction to Plant Science
- CRPSCI 6 Application of GPS Technology in Ag
- CRPSCI 7 GPS Crop and Yield Monitoring
- CRPSCI 19 Water Management
- HVEQUI 50 Heavy Equipment Operation
- SLSCI 21 Soils
- WT 40 Introduction to Welding
- WT 41 Intermediate Welding

II. Qualitative Analysis

- A. *Please provide a general description of the program(s) or service(s) that are offered by your unit or department. When applicable, discuss any pertinent historical developments which impact the structure of your area or future planning.*

West Hill College Coalinga reflects the aspirations of its students and the region it serves. A major commitment of the College is the Farm of the Future, which is both a conceptual framework for programs that relate to Agriculture Science and Technology and an actual working farm - the Allen Farm. Rodeo is a well established program with many outstanding riders educated and trained at Coalinga.

The Farm of the Future offers the following programs and services:

- Associate of Science
 - Agriculture Science & Technology
- Certificate
 - Agriculture Science & Technology
 - Heavy Equipment Operation
- Local Certificate
 - Precision Agriculture
 - Agriculture Maintenance Mechanic
- Other
 - Intercollegiate Rodeo Program

A wide range of programs affiliated with the Farm of the Future emphasize precision agriculture that makes use of global positioning satellite (GPS) systems, geographic information system (GIS) software, automatic tractor guidance systems, variable rate chemical input applicators, surveying equipment and related computer software. Students also can specialize in heavy equipment operation - using equipment that is common to agriculture, land leveling and construction including crawlers, tractors, scrapers, backhoes, excavators, loaders and motor graders, all managed with the latest in laser controlled equipment.¹ These programs provide learning opportunities for students in preparation for transfer or employment.

¹ Farm of the Future Strategic Planning Session – Harris Ranch – October 15, 2010

- B.** *Please list assumptions or trends unique to your area that are likely to influence your discipline or profession; you may want to describe how the nature and needs of students in your service area are changing, etc.
(Example: Regional issues, new employers, water, resources, or changing demographics)*

As the cost of labor and agricultural inputs increases, California Agriculture is becoming increasingly more mechanized. Coupled with the increase of mechanization, comes the increase for skilled workers; either for operation or installation of the new equipment. The continual and rapid advancement of technology, the current agricultural market and government regulations have created both advantages and disadvantages to agriculture and the agriculture department. Some of the advantages and disadvantages outlined at our Strategic Planning Meeting are: rapid change in technology increases the need for short-term training, environmental issues, such as cutback in water allocations, created high unemployment and fewer than 15% of student in agriculture at WHCC are Hispanic yet the Hispanic student population overall is 60%.

Another important challenge facing California Agriculture, especially in the Central Valley, is the shortage of water for irrigation. Growers have faced cutbacks as much as 90% of their normal allocation for the past 3 growing seasons. As water is decreased farmers will need to become more efficient with the water that is allocated, as well as document acreage and input allotment. Along with fallowed acreage, high unemployment has plagued this district.

Production Agriculture continues to be the major agriculture enterprise in our region and the State of California. Fresno and Kings Counties lead the nation in many production areas including nut crops, grapes, melons, and cotton. With the increases in agriculture positions, the calls from potential employers far exceeds the number of program graduates, the largest challenge for the program is effectively communicating the opportunities in this field; including the benefits to Hispanic, bilingual students.

- C.** *Provide program or service goal statements form the core of your unit plan. In prioritized order, describe the near term (3-Year) and long range (10-Year) direction/vision for your program(s). Describe what you want to do differently or more effectively in the future.
(Example: to introduce psychology to non-majors and to help serve other programs on campus and their students.)*

The Farm of the Future vision, as outlined at the 2010 Strategic Planning Session is, *“The Farm of the Future will be an international model of Agriculture Science and Technology, emphasizing education in sustainable practices and resource management. It will specialize in integrated food, fiber and environmental systems-using the resources of the Valley and the world”.*

The mission is, *“WHCC Farm of the Future and related programs provide exemplary education and training for students and the community utilizing regional strengths, emerging technologies and applied learning, empowering those we serve to be competitive in the global economy.”*

The direction and vision for the Agriculture program is to maintain currency with industry and student trends, in order to prepare students for employment in today’s job market. This will include the following near term and long range visions, as prioritized at the October 2010 Strategic Planning Session.

Near Term (3-year) Vision

1. Increase enrollment in Farm of the Future programs of study.
2. Continually assess workforce development needs of business and industry.
3. Recruit diverse; non-Valley; underrepresented groups (Hmong, Hispanic, etc.)
4. Market Farm of the Future to appeal to all prospective students.
5. Increase the number of degrees and certificates awarded.
6. Reach out to and increase support for incoming freshmen.
7. Re-design degree and certificate programs
 - Agriculture Associate of Science (transferrable courses) with concentrations in International Agribusiness, Agriculture Engineering Technology, Mechanized Agriculture, Irrigation and Agricultural Science.
 - Agricultural Technician Associate degree (non-transferrable courses) with concentrations in International Agribusiness, Mechanized Agriculture, Rodeo Science and Irrigation
 - Welding Technology Associate degree
 - Plant Health/Pesticide Applicators Associate of Science degree
8. Create internships.

Long Range (10-year) Vision

1. Increase enrollment in Farm of the Future programs of study.
2. Continually assess workforce development needs of business and industry.
3. Develop leadership-talented and experienced faculty building a premier educational institution.

4. Provide education for employment in agribusiness, career advancement and a springboard for academic advancement.
5. Increase partnerships-local business and industry; K -12; partnerships internal to WHCCD
6. Articulate the curriculum to facilitate completion and/or transfer.
7. Ensure the resources for success.

D. Curriculum: *Please describe the curriculum changes anticipated in the next three years. These described changes would include major course revisions, course deletions, new courses, revised or new options within a program, or proposed new programs. Please cite reasons, such as technological changes, demographic changes and multicultural issues, changes in the subject field, enrollment trends, or why such changes are expected.*

Redesigning curriculum has been, and will continue to be, a major endeavor of the Farm of the Future program. The drastic economic conditions throughout the State and the Nation have changed the face of the community college. Unemployment within our district is higher-than-ever and educational cutbacks have limited education and training programs throughout the state. This means that we must do more with less.

Many students are entering college without the basic foundation to complete intensive, college transferrable courses, but it is important to maintain our current academic standards which allow for seamless transition to university programs. Even students, who are prepared academically, are lacking hands-on skills needed to excel in the workplace. Gone is yesterday's agriculture students who grew up immersed in agriculture. Even children of farmers, due to increased requirements for academic and extra-curricular activities, are not involved in day-to-day farming practices.

The major curriculum changes anticipated in the next three years are the addition of Associate degrees in Agriculture, Agricultural Technician, Welding and Plant Health/Pesticide Application.

The Associate of Science in Agriculture program will incorporate core agriculture courses with a concentration of seven units chosen based on student interests. This degree will require 3 additional courses, AG 30, AG 31 and AG 32. These will be one unit, laboratory shop courses, implementing students with skills necessary for technological degrees. These courses can be taught at the same time with one instructor similar to WT 40 and WT 41. One additional course AG 1, International Agriculture will be created for the International Agribusiness concentration.

An example catalog statement is shown below:

Agriculture prepares students for careers in the agriculture industry. Careers in California agriculture require knowledge of both technology and management. This degree is intended for students who plan on transferring to a university upon completion. The curriculum focuses on a foundation of essential agricultural skills such as plant science, soil science, water management, and GPS/GIS. Students can tailor the curriculum to their own interests by choosing a concentration in International Agribusiness, Agriculture Engineering Technology, Mechanized Agriculture, Agricultural Science, or Irrigation.

Course #	Title	Units
CRPSCI 1...	Introduction to Plant Science	3
CRPSCI 6...	Applications of GPS Technology in Ag	4
CRPSCI 19..	Water Management	3
SLSCI 21....	Soils	4
	Electives.....	7
	TOTAL	21

Concentrations are as follows (choose 7 units from one of the following):

International Agribusiness

Required

AG 11	Agriculture Sales and Communication	3
AG 1	International Agriculture	3

Optional (1 course)

AGBUS 20...	Farm and Agriculture Business Management.....	3
AGBUS 24...	Agriculture Accounting	3
AGBUS 40...	Introduction to Agriculture Economics	3

Agricultural Engineering Technology (AET)

Required

AET 10	Surveying	2
AET 11	Advanced Surveying with GIS Applications	2
AET 15	CAD for Agriculture	2
AET 16	CAD Applications for Land Management in Agriculture	1

Mechanized Ag

Required

AET 15	CAD for Agriculture	2
AET 30	Laboratory Skills and Safety	1
AET 31	Advanced Laboratory Skills and Safety	1
WT 40	Introduction to Welding	2

Optional (1 course)

AET 10	Surveying	2
AET 32	Laboratory Design Implementation	1
WT 41	Intermediate Welding	2

Agriculture Science

Optional (7 units)

AG 10	Introduction to Agriculture	3
AG 11	Agriculture Sales and Communication	3
AGBUS 20...	Farm and Agriculture Business Management	3
AET 10	Surveying	2
EQUSCI 4....	Principles of Horse Management	3
WT 40	Introduction to Welding	2
AET 30	Laboratory Skills and Safety	1

Irrigation

Required

AET 22	Irrigation Evaluation and Design Principles	4
AET 23	Advanced Irrigation Design	3

In order to accommodate the students not able to, or uninterested in, transferring the Agricultural Technician degree will be offered. For the introduction of this program the following courses will be created as non-transferrable: CRPSCI 51 Elementary Plant Science, CRPSCI 56 Introduction to Ag GPS and GIS, CRPSCI 59 Elementary Water Management, SLSCI 71 Introductory Soils, and AG 65 Workplace Success. CRPSCI 51, CRPSCI 56, CRPSCI 59 and SLSCI 71 can be offered in the same classroom with CRPSCI 1, CRPSCI 6, CRPSCI 19 and SLSCI 21. This degree will follow the same outline as the transferrable program except with the following core courses: CRPSCI 51, CRPSCI 56, CRPSCI 59, SLSCI 21, AGBUS 15 and AG 65. This will require writing new curriculum for non-transferrable courses and one additional course in Workplace Success. The following concentrations will be incorporated into the degree: International Agribusiness, Mechanized Agriculture, Irrigation and Rodeo Science. Additional non-transferrable courses will be AET 55 Introductory Surveying and AG 61 Developing Sales and Communication Skills; these will be taught with AG 15 and AG 11, but with non-transferrable assignments.

The welding associate degree program will include welding courses leading to national certifications in welding.

As the Baby Boomers generation is retiring there is a major shortage of skilled employees in the workforce. Over 60% of all certified pesticide applicators will retire. This leaves a large gap between open positions and available jobs. A future Associate degree will be created in Plant Health/Pest Control Application. This will include online core courses such as CRPSCI 1, CRPSCI 6, CRPSCI 19,

SLSCI 21 and additional courses catering to the certification requirements of the California Department of Pesticide Regulation.

E. Instruction: *Please describe any anticipated changes in the area of instructional methodology in the next three years. This statement might include the use of self-contained video recorders, computer-aided instruction, the mix of large group lectures and small group discussions, greater use of LRC, instructive video, etc.*

The major changes in instructional methodology will be creating non-transferrable courses which align with current transferrable courses which can be taught concurrently but with less strenuous exams and projects. This will allow students who are unable or uninterested in the rigor of transferrable courses to take the non-transferrable courses. Then if students are able and interested in pursuing transfer, they can participate in the transferrable courses, allowing them the ability to experience the information twice. In addition, there will be integration of distance education, both fully online courses and hybrid courses.

F. Technology: *Please describe how technology will be used to enhance teaching/learning.*

The hands-on use of cutting-edge technology is a key fundamental of the agriculture program as a whole. New technology that has been incorporated is computer-aided drafting, AutoCAD. Additional technology is more incorporation of GIS, the use of surveying equipment, advanced irrigation equipment (i.e. soil moisture monitors, variable frequency drives, etc.), and solar and biofuel technologies. In addition, the welding trailer allows for off-site welding instruction.

G. Supplies: *Please describe the supply requirements of your existing programs, as well as the effect that any proposed curricular or instructional changes would have on the supplies required in the next three years. This statement should include the kinds and amounts of supplies needed, any anticipated costs, and the need for any computer software.*

- Software
 - AutoCAD \$22,000/lab Grant funding available
 - Computer-aided drafting software
 - Design Institute – software for 3 years
 - \$6,000/lab after initial 3 year term
 - ArcGIS 10.x \$2,100/lab
 - GIS software
 - Annual subscription update

H. Equipment: *Please describe the equipment requirements of your existing program, as well as the effect that any proposed curricular or instructional changes would have on equipment required in the next three years. This statement should include a description of and rationale for new equipment or replacement of existing equipment and the estimated costs of the equipment. It should also include any on-going maintenance and installation requirements, as well as an estimate of the costs associated with these requirements.*

- Handheld GPS 3/year \$800/unit
 - PDA with CF or Bluetooth GPS receiver
- Surveying 7-10 units \$30,000 grant funding available
- Irrigation equipment \$250,000
 - Retrofit of existing equipment to be compatible with industry standards
- Alternative Fuels equipment \$250,000
 - Solar panels for pump operations
 - Bio Diesel generators
 - Methane – Electricity generators

I. Facilities: *Please describe the need for facility modifications within your existing program or the effect that any proposed curricular or instructional changes would have on the existing facilities in the next three years. This statement should include a description of the desired changes, the rationale for the changes, and a rough estimate of the costs.*

Facility modifications are underway with the completion of Phase II of the new Ag Science Facility. A new shop will be built to house the agricultural laboratories as well as the completion of the rodeo facilities.

J. Staffing: *Please describe the certificated and classified staffing requirements of the existing program, as well as the effect any proposed curricular or instructional changes would have on certificated or classified staffing in the next three years. This statement should include the need to retrain or to add certificated staff for new specialties, for anticipated enrollment increases, or for replacing anticipated retirements. Finally, this statement should include the need to retrain or to add classified support staff for clerical assistance, for maintaining equipment, or for serving as an instructional assistant.*

Faculty for Existing Program

- Clint Cowden - Full-time Ag Science & Technology Instructor
- Bruce Hunt – Full-time Agriculture Instructor
- Merlin Welch – Full-time Heavy Equipment Instructor

- Chris Chaney – Full-time Welding Instructor (grant funded)
- Adjunct – Maintenance Mechanic (grant funded)

Staff for Existing Program

- Director
- Administrative Assistant

Faculty for Additional Programs

- Current faculty
- Maybe adjunct for additional courses if needed and grant funded

Staff for Additional Programs

- Lab Assistant/Equipment Technician (grant funded)
- Recruiter (grant funded)

K. Articulation and Marketing: *Please describe any anticipated changes in the way the unit articulates with feeder high schools and with CSU and UC systems, and other accredited institutions. Please also describe any anticipated changes in the way the department/unit intends to promote its offerings to potential students.*

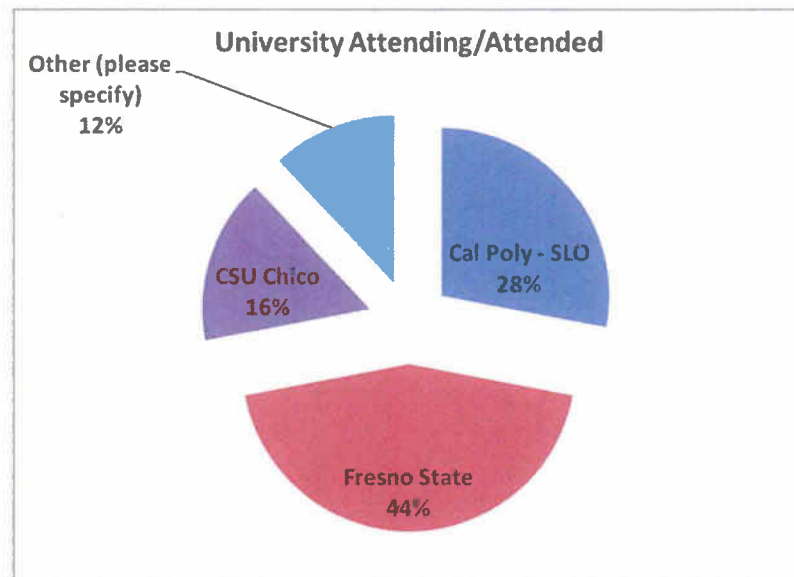
In order to ensure transferability of courses, C-ID (The Course Identification Numbering System) outlines are used. These are courses that have already been approved with all California State Universities and Universities of California as well as between California Community Colleges. (<http://www.c-id.net/>)

In order to create 2+2+2 programs the newly developed non-transferrable courses can be articulated to high schools while maintaining articulation of transferrable courses with UC's and CSU's. Articulation will be created with local high schools such as Firebaugh, Avenal and Lemoore.

In order to promote the programs to potential students a recruiter, using grant funds, will head-up the Agricultural Ambassadors and recruit for the program. The recruiter will recruit throughout California at high schools at curricular and extra-curricular functions as well at industry field days and workshops. In addition, field days for both students and educators will be developed and conducted to inform students and teachers about the opportunities at West Hills College.

An additional effort, during the next 3 years, will be international recruiting. Agriculture materials will be translated into foreign languages, such as Spanish and Vietnamese. A new International Agribusiness concentration will allow domestic students to interact with international students, so they can all gain international awareness.

As can be seen in the following chart graduates are attending or have attended the following schools: CSU Fresno - 44%, Cal Poly, SLO – 28%, CSU Chico – 16%, other– 12%. To ensure transferability for a majority of the students program staff meets at least annually with department heads from Fresno, Cal Poly and Chico State.



L. Staff Development Requirements: Please describe the department/unit plans for staff development over the next three years. The requirements may include, but are not limited to, the following areas: improvement of teaching, maintenance of academic and technical knowledge and skills, retraining, development of innovations, affirmative action/diversity, instructional technology, and self-esteem.

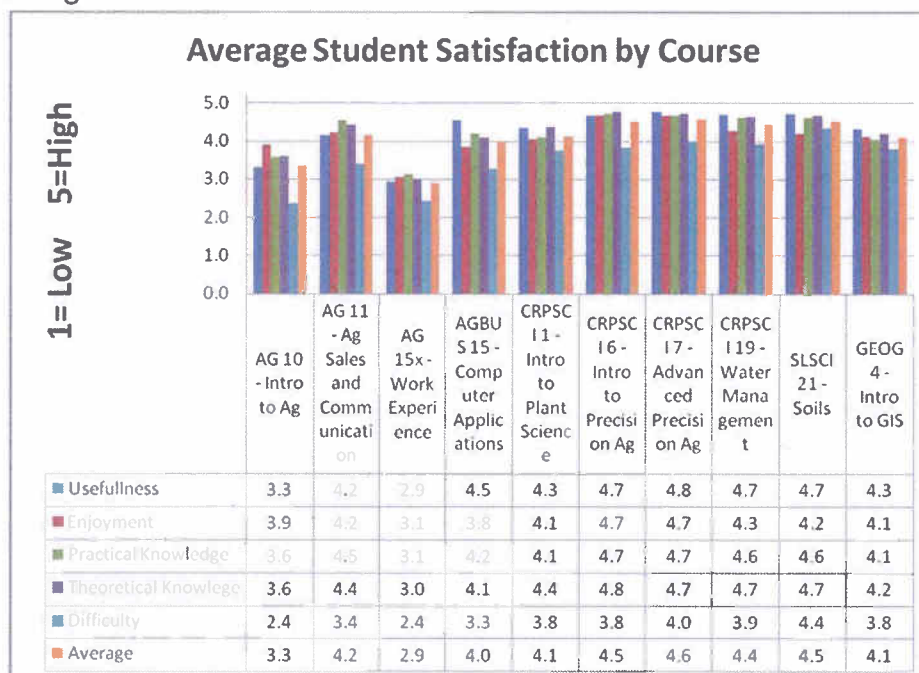
- Technical Knowledge and Skills
 - Irrigation Association
 - Certification courses
 - Agricultural Drip and Micro Design
 - Agriculture Irrigation Specialist
 - World Agriculture Expo
 - International Conference on Precision Agriculture
 - Anticipated to present paper
 - ESRI International Users Conference
- Improvement of Teaching
 - National Institute for Staff and Organizational Development (NISOD)
 - Co-presenting paper June 2011

- California Agriculture Teachers Association
 - Winter Conference
 - Summer Conference

M. Vocational Education Requirements: Please explain how the courses in the program address the issues of integration of academic and vocational education, course sequencing,, SCANS foundation skills and competencies, and All Aspects of Industry as defined in the statewide plan.

Due to the nature of the program, courses have been designed to integrate academic and vocational education in order to facilitate students to directly enter the workforce or to continue their education following completion of the academic programs. The additional programs will be likewise designed. SCANS foundation skills and competencies, although not directly measured, are embedded within the courses in order to create students able to directly enter the workforce. In order to stay current with industry, program faculty routinely meets with an advisory committee and industry professionals to insure that industry skills and competencies are being met.

As shown in the chart below, students were asked to rank courses based on course usefulness within their industry, enjoyment, theoretical knowledge gained, practical knowledge gained and difficulty. Results from this survey as well as anecdotal references are used to update courses to ensure that vocational skills are being met.



N. Class Scheduling Patterns: *Describe the annual scheduling patterns for courses in this program and discuss their impact on students, faculty, and the program. Consider interaction with other instructional programs, use of facilities, and flexibility for students.*

Scheduling patterns are an important aspect of a successful program. These patterns differ based on the student body involved. Therefore the scheduling patterns for the Farm of the Future are continually changing based on informal student surveys. Traditional college-bound students prefer courses from 9 am until 4 pm. Farm of the Future courses offered at 7 am have shown lower enrollment than later courses. Therefore, future scheduling will offer courses beginning at 9 am or later. Non-traditional, vocational trainings (i.e. Welding, Ag Maintenance Mechanic) are offered evenings and weekends. These courses are offered both on and off-site to accommodate a less mobile working population. The welding trailer was designed in order to offer welding programs off-site at locations without welding facilities.

Another scheduling pattern which will be applied will be to offer non-transferrable courses concurrently with a transferable counter-part. For example, CRPSCI 51 Elementary Plant Science will be offered at the same time, in the same classroom, and with the same instructor as CRPSCI 1 Introduction to Plant Science. This will allow multiple entrance and exits for students and will efficiently utilize instructor time and facilities.

O. Additional Information (optional): *Please provide any other information to describe, explain, justify, analyze, or clarify prospective program/departmental changes or needs anticipated in the next three years.*

P. What factors did you use in determining the quality and success of this program? *(Example: increased enrollment, more critical thinking applications; high retention rate; student success in next sequential course, etc.)*

- Student survey
 - Student satisfaction
 - Graduate salaries
 - Students transferring
- Anecdotal
 - Industry and advisory committee member informal comments express satisfaction with our graduate's job readiness or inadequacies.
 - Student comments regarding job performance or performance after transferring to four-year universities.

III. Quantitative Analysis

Please provide a short, written commentary answering each of the following: Refer to information and data from the statistical report provided for your program.

A. Student Enrollments And Characteristics

1. How does the five-year enrollment trend for this program compare with the overall College trend?

The five-year enrollment trend for the Agriculture program has increased 112% from 2005-2006 to 2009-2010 compare to a 29% increase for the college. Enrollment and sections offered through the Agriculture department are related to grants therefore the pattern shows a cyclical pattern. Year one of grants is usually involved with the research and creation of programs and year two is offering the courses.

West Hills College Coalinga Duplicated Enrollment

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Duplicated Enrollment	14,117	13,598	15,607	17,547	19,483	18,201
% Change	14.9%	-3.7%	14.8%	12.4%	11%	-6.6%

Agriculture Program Trends

WHCC AG	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Sections	25	58	42	71	74
Duplicated Enrollment	271	396	321	676	545
% Change	Baseline	46%	-19%	111%	-19%

2. How do each of the five-year demographic trends (age, gender, ethnicity, unit load, day vs. evening) for this program compare with the overall College trend?

Age

WHCC STUDENT AGE CATEGORY

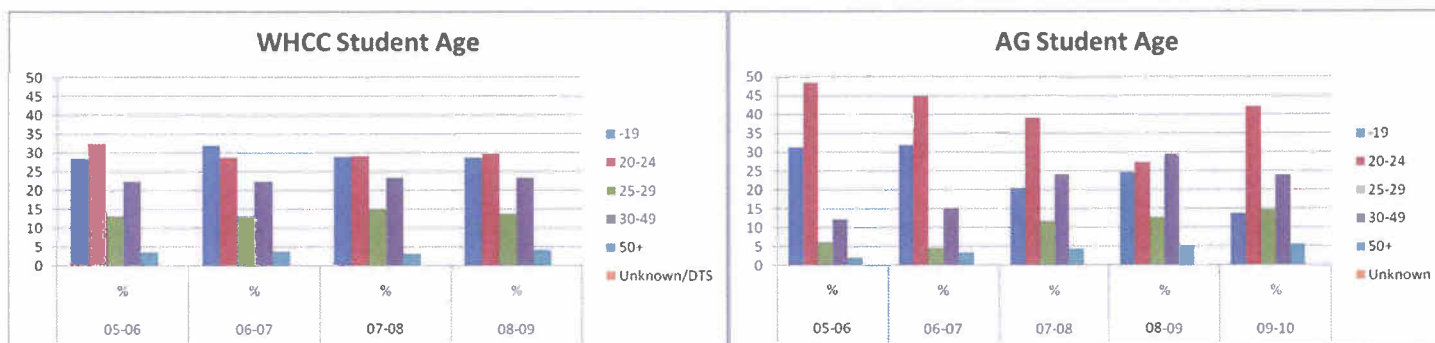
AGE	05-06	06-07	07-08	08-09	09-10
	%	%	%	%	%
-19	28.3	32.0	29.0	28.7	17.4
20-24	32.4	28.7	29.2	29.7	39.7
25-29	13.2	13.1	15.1	13.8	15.4
30-49	22.4	22.4	23.3	23.3	23.8
50+	3.6	3.8	3.2	4.09	4.2
Unknown/DTS	0.0	0.0	0.1	0	0.0

WHCC Agriculture STUDENT AGE CATEGORY

AGE	05-06	06-07	07-08	08-09	09-10
	%	%	%	%	%
-19	31.3	32.0	20.5	24.8	13.7
20-24	48.5	44.9	39.1	27.4	42.1
25-29	6.1	4.5	11.8	12.8	14.8
30-49	12.1	15.2	24.2	29.6	24.0
50+	2.0	3.4	4.3	5.3	5.5
Unknown/DTS	0.0	0.0	0.0	0.0	0.0
Total	100	100	100	100	100

Source: WHCCD data warehouse

The major age trend difference between the Ag department and the college as a whole is the 20-24 bracket. The Ag department has, on average, 8.5% higher percent of students in this category. The other age categories vary between 2 and 4% difference. This is a positive aspect of the program; students who have been out of high school realize they need skills and enter vocational training. This is the perfect age bracket to most utilize vocational programs.



Gender

WHCC STUDENT GENDER

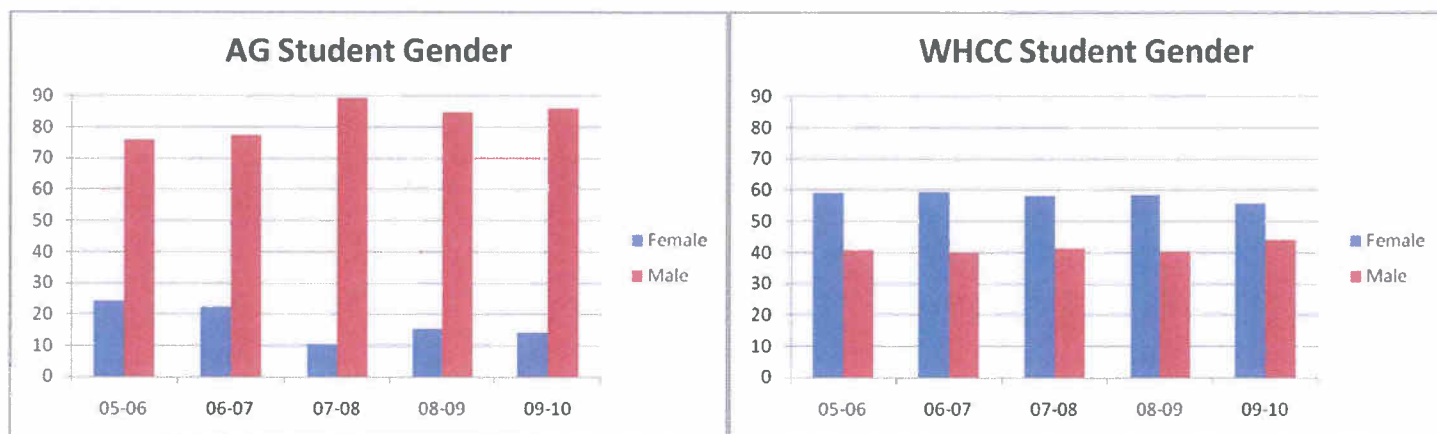
GENDER	05-06	06-07	07-08	08-09	09-10
	%	%	%	%	%
Female	59.2	59.4	58.2	58.5	55.8
Male	40.6	40.0	41.4	40.5	44.2
Unknown/DTS	0.2	0.6	0.4	0	0.0

WHCC Agriculture STUDENT GENDER

GENDER	05-06	06-07	07-08	08-09	09-10
	%	%	%	%	%
Female	24.2	22.5	10.6	15.3	14.2
Male	75.8	77.5	89.4	84.7	85.8
Unknown/DTS	0.0	0.0	0.0	0.0	0.00
Total	100	100	100	100	100

Source: WHCCD data warehouse

As can be seen in the following graph, the Agriculture department is primarily male, whereas the college as a whole has a higher percentage of female students enrolled. This is very inherent in agricultural and vocational programs.



Ethnicity

WHCC STUDENT ETHNICITY

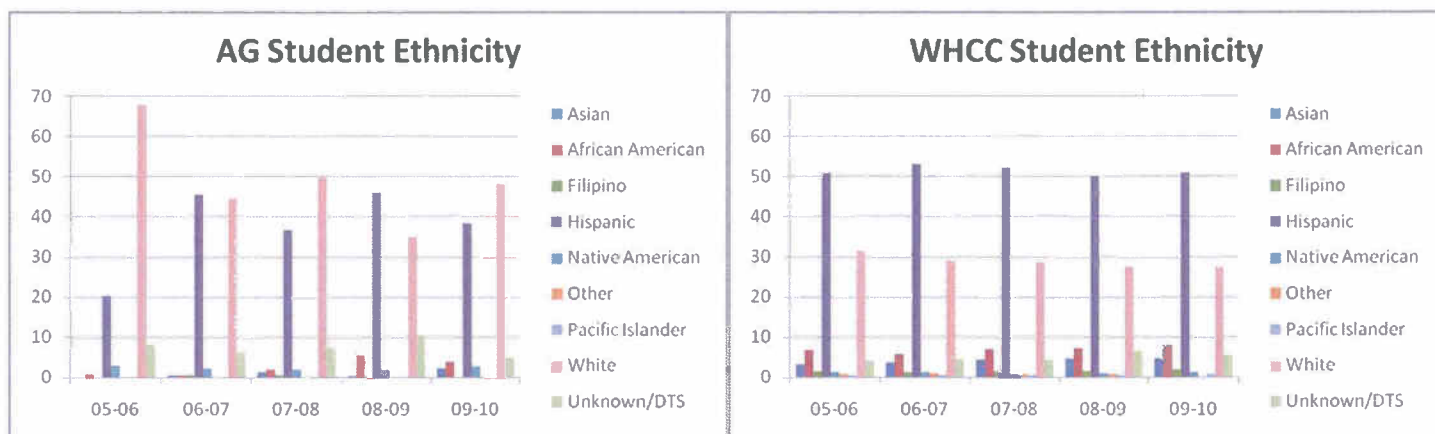
ETHNICITY	05-06	06-07	07-08	08-09	09-10
	%	%	%	%	%
Asian	3.2	3.6	4.3	4.6	4.6
African American	6.7	5.7	7.0	7.1	8.0
Filipino	1.4	1.3	1.4	1.6	1.9
Hispanic	50.9	53.1	52.2	50	50.8
Native American	1.2	1.2	1.1	1.1	1.2
Other	0.8	1.0	0.8	0.9	0.0
Pacific Islander	0.5	0.5	0.5	0.5	0.7
White	31.4	29.0	28.5	27.5	27.4
Unknown/DTS	4.1	4.6	4.3	6.6	5.5

WHCC Agriculture STUDENT ETHNICITY

ETHNICITY	05-06	06-07	07-08	08-09	09-10
	%	%	%	%	%
African American	1.0	0.6	1.9	5.8	3.8
Asian	0.0	0.6	1.2	0.4	2.2
Filipino	0.0	0.6	0.6	0.0	0.0
Hispanic	20.2	45.5	36.6	46.0	38.3
Native American	3.0	2.2	1.9	2.2	2.7
Other	0.0	0.0	0.0	0.0	0.0
Pacific Islander	0.0	0.0	0.6	0.0	0.0
White	67.7	44.4	49.7	35.0	48.1
Unknown/DTS	8.1	6.2	7.5	10.6	4.9
Total	100	100	100	100	100

Source: WHCCD data warehouse

As can be seen in the below graphs, Agriculture department Hispanic enrollment has increased considerably since 2005 and more aligns with college trends. As reported at the Strategic Planning Session, Hispanic enrollment is around 15%, but this has shown incorrect. The introduction of less traditional trainings has increased the Hispanic enrollment. Future efforts are still needed to increase Hispanic enrollment in traditional courses.



B. Productivity

1. Have there been any significant fluctuations in WSCH over the last five years? If so, explain.

There have been significant fluctuations in WSCH over the last five years but the overall trend is increasing by 75%. The fluctuations from year to year are due to availability of grant funding.

WHCC AG	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
WSCH	1,917	2,888	2,305	3,842	3,355
% Change	Baseline	0.51	-0.20	0.67	-0.13

2. Have there been any significant fluctuations in WSCH/FTEF over the last five years? If so, explain.

There is a general downward trend in WSCH/FTET, 15% from 2005-2006 to 2009-2010, with 2007-2008 being considerably lower. The average WSCH/FTEF for this time period is 348 which is slightly lower (10%) than West Hills College average of 385.

WHCC AG	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
WSCH per FTEF	375	389	262	328	320
% Change	Baseline	4%	-32%	25%	-2%

3. *Describe any change in number of course sections taught by adjunct faculty in the past five years.*

There has been an increase in the number of course sections taught by adjunct faculty with the creation of the Agricultural Maintenance Mechanic program and increased offerings of Heavy Equipment and Welding. Adjunct faculty have taught a majority of the off-site courses offered throughout the district.

C. Student Outcomes

1. *List program SLOs and annual assessment results. Describe any trends illustrated by the data and planned or implemented changes based on assessment results.*

The following program level Student Learning Outcomes were created but have not yet been assessed.

1. Students will demonstrate job readiness skills needed to obtain employment upon graduation.
2. Students will demonstrate an understanding of mechanical fundamentals needed for employment.
3. Students will demonstrate an understanding of safety fundamentals needed for employment.
4. Students will understand agronomic fundamentals (soil, plant, water relationships.)
5. Students will demonstrate an understanding of animal science fundamentals needed for employment.
6. Students will demonstrate their ability to use agricultural technology.
7. Students will demonstrate their ability to physically map using GPS and digitize field boundaries to create maps in GIS.
8. Students will develop operation skills for three different types of heavy equipment.
9. Students will troubleshoot problems associated with hydraulic, pneumatic, electric and power transmission systems for equipment.

Previous assessment methods were therefore used to assess student learning. These methods included student exit and employer surveys as well as graduate student salaries and university acceptance. The advisory committee is always taken into consideration when assessing student success and future direction for the program.

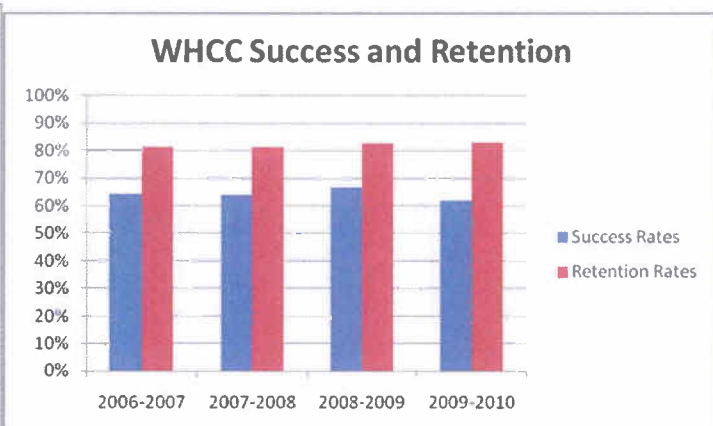
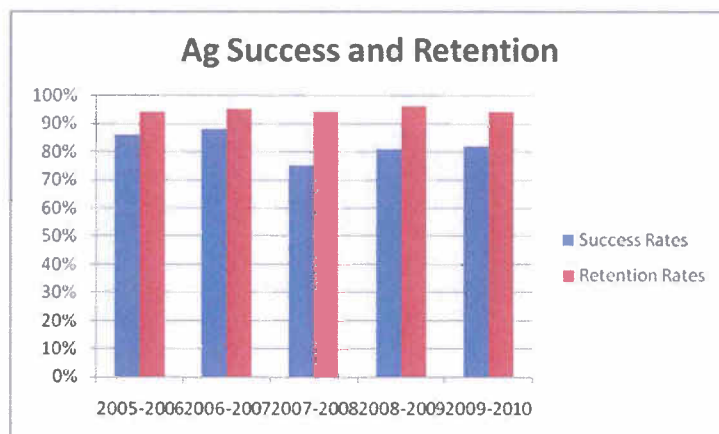
Based upon employer and student surveys, non-transferrable Agricultural Technician and Plant Health/Pesticide Control Application degrees will be developed.

2. *How does the program's passing grade rate compare with that of the area and the College?*

The agriculture program as a whole has had tremendous success and retention rates with the averages being 82.4% and 94.6%, respectively, compared to the college 64.2% and 81.97%.

WHCC AG	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Success Rate	86%	88%	75%	81%	82%
Retention Rate	94%	95%	94%	96%	94%

WHC Coalinga	2006-2007	2007-2008	2008-2009	2009-2010
Success Rates	64.31%	63.96%	66.7%	61.9%
Retention Rates	81.06%	81.30%	82.7%	82.8%



3. *List the number of transfer degrees conferred in each of the past five years.*

Only 28 total transfer degrees have been awarded during the past five years. This is due to the fact that students are completing the paperwork to receive the certificates and degrees. They are transferring or gaining employment, therefore they do not feel a need to fill out the paperwork. The increase in degrees awarded after 2007, is because of a push to get students who have already completed the program to come back and complete the paperwork.

Agriculture programs are taught as a cohort, therefore all of the students are in the same courses. This affords a great opportunity for encouraging them to complete the forms to obtain degrees. If, during the end of the Spring semester, a counselor met with the class and helped fill out the paperwork, the number of certificates would greatly increase as well as an increase in the number of associate degrees.

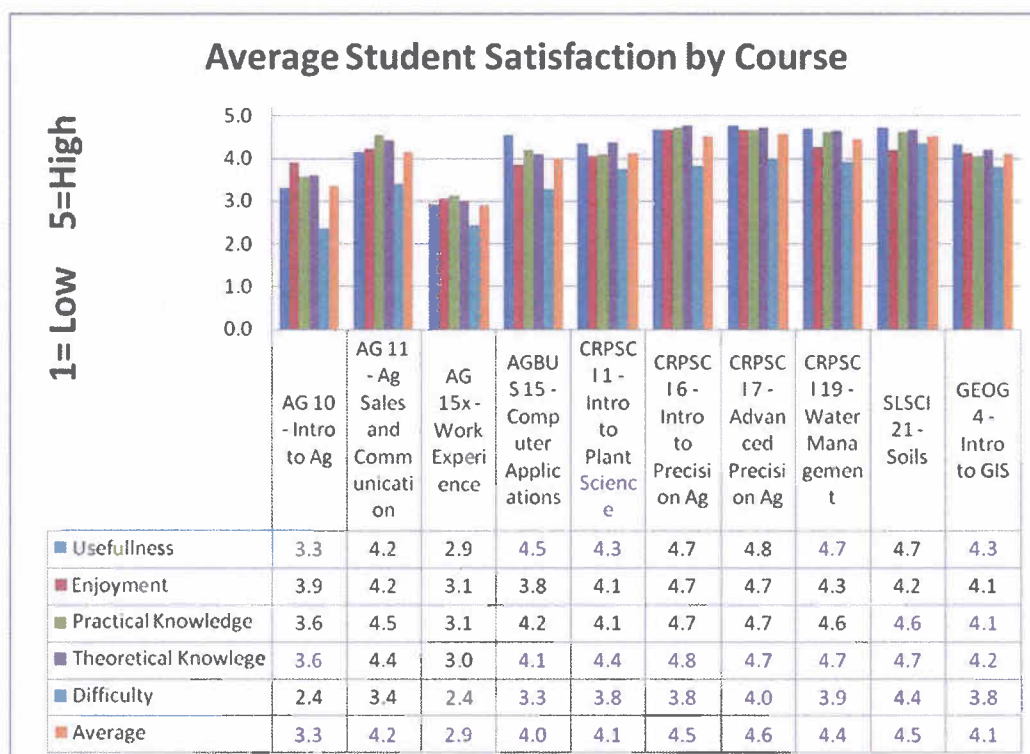
WHCC AG	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Degrees/Certificates Awarded					
AgSciTech AA/AS	0	0	2	4	2
AgPrec Certificate	0	0	0	0	4
AgSciTech Certificate	0	0	3	11	2
TOTAL	0	0	5	15	8

D. For Occupational Programs

1. How well does your department prepare students for a job? What are the indicators?

Five indicators used to determine the success of the program in preparing students for jobs are student course satisfaction survey, student's assessment of basic skills, number of students entering the job market and obtaining internships and increase in demand for program graduates.

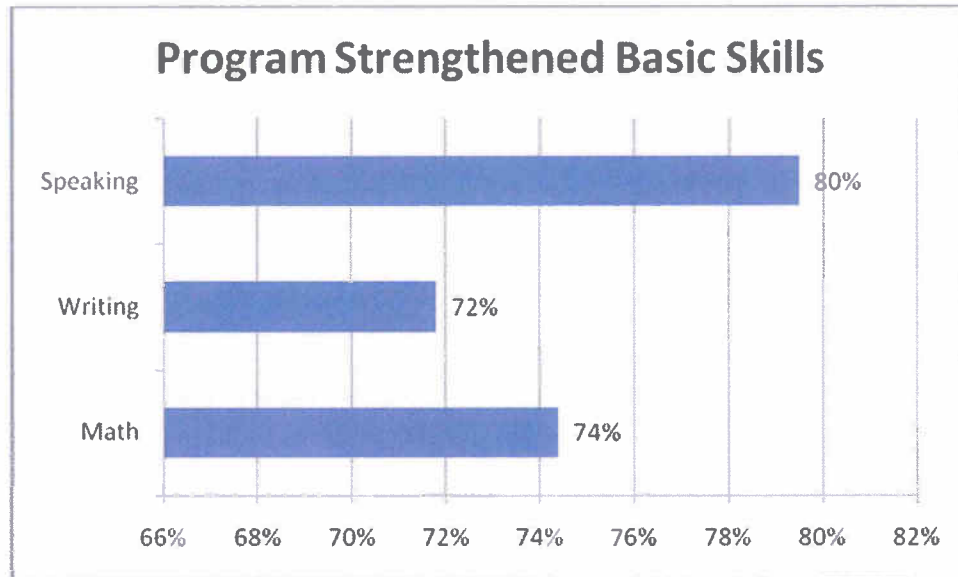
A survey was given to students who have participated in the program and asked them to rate the program courses for the following criteria: usefulness for current job/college program, enjoyment, theoretical knowledge gained, practical knowledge gained and difficulty. The courses received the following average scores (on a scale of 1-5):



- AG 10 = 3.3
- AG 11 = 4.2
- AG 15x = 2.9
- AGBUS 15 = 4.0
- CRPSCI 1 = 4.1
- CRPSCI 6 = 4.5
- CRPSCI 7 = 4.6
- CRPSCI 19 = 4.4
- SLSCI 21 = 4.5
- GEOG 4 = 4.1

Another question asked of students, was whether or not they felt that the program strengthened their basic skills in the areas of speaking, writing and mathematics. The following percent of students felt that they were prepared in the representative areas:

- Speaking 80%
- Writing 72%
- Math 74%



Of the students who have completed the program, 38.5% have already entered the workforce. Additional evidence that students are well prepared for the job is the internships completed. Industry has a high demand for students with far more job opportunities than program graduates.

2. *Does your program provide any assistance with job placement? If so, describe the activities and include any data you have on results.*

An important aspect of the Agriculture program is industry contact. Students are assisted with job placement, either through the contacts they make during their involvement in the program or through the instructor's industry contacts. Students are involved with industry training workshops and product

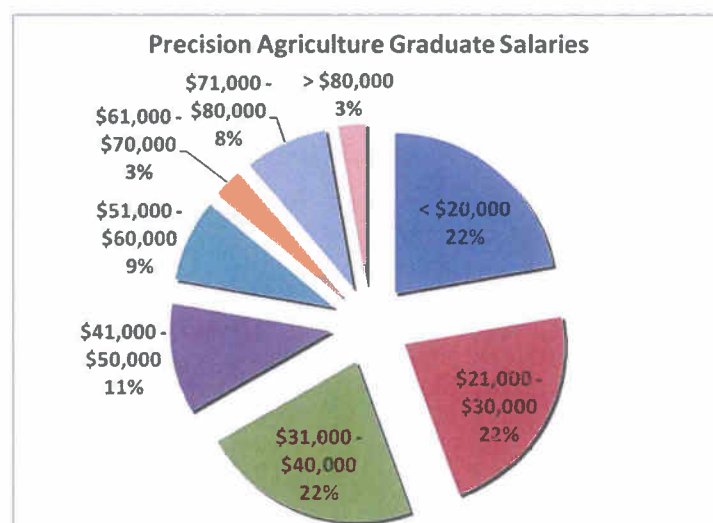
development conducted on the farm and they complete internships with companies during the World Ag Expo. In addition, students complete real-world consulting projects for local industry. Students gain industry contacts while being involved at industry conferences such as the Cotton Conference. 66% of students surveyed state that they obtained their job through the instructor. Of the 17% that chose other, they specified:

- While at the Cotton Conference I met Brock who I help with scheduling.
- Clint asked two In-Time reps to speak o our class about their jobs and they were looking for another employees for In-Time California
- Class work experience

3. *What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?*

A strong indicator for the successfulness of program completers (or near completers) is the annual salaries for those who have entered the workforce. Many of the students who are completing their education are still earning a considerable salary through internships and summer employment. This data includes students who are still full-time students. The following is a breakdown of program completer's salaries (includes students who are still full-time students):

- >\$31,000 66%
- >\$41, 000 44%
- >\$61,000 14%
- >\$80,000 3%



Another source for the evidence of the successfulness of program completers is informal meetings with employers. Due to the strong industry involvement with the program, the instructor is in contact with employers and discusses the effectiveness of the student's training and knowledge sets.

4. *After reviewing the U/I wage data report for this vocational area, please comment on how the data for your program compares to statewide data. How do you plan to use this information in the future to evaluate your program?*

Precision Agriculture is not an area that is separated out for wage data. Agriculture is lumped all into one category, from field worker to farm owner, therefore it is not very representative of the program. Below is data found at <http://data.bls.gov/oep/noeted/empoptd.jsp>. As shown below, both the job outlook and annual wage appears to be positive. The salaries earned by program completers appears to track closely to these values.

Occupation	2009 Wage Estimates		
	Median Hourly	Mean Hourly	Annual
Engineering Technician (Environmental)	\$20.36	\$21.99	\$45,730
Surveying and Mapping Technicians	\$17.88	\$18.98	\$39,470

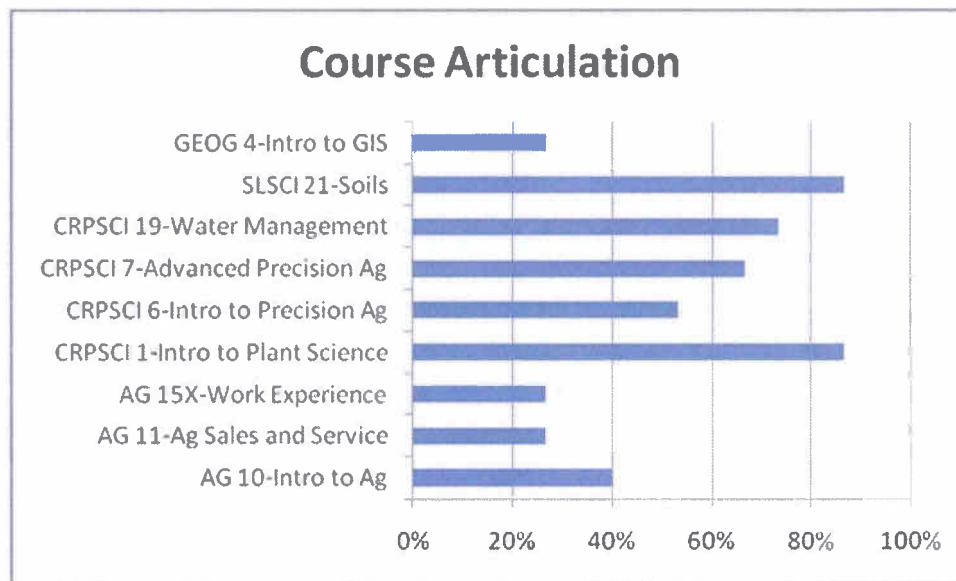
U.S. Department of Labor Bureau of Labor Statistics April 2011

E. Professional Standards And Growth

1. *Curriculum: What procedures are being used to assure that current curriculum is adequately meeting the needs of students?*

Program faculty hold annual advisory meetings, with regional industry and educational experts, to ensure that current curriculum is adequately meeting the needs of students. Employer surveys are conducted to determine if students are gaining the necessary skills for the workplace. In addition, faculty meets at least annually with department heads from Fresno State, Cal Poly, SLO and Chico State. Program faculty also attends summer and winter CATA conference to ensure courses articulate from campus to campus.

Students are having success with articulation of courses within their new majors as shown in the graph below.



Student Learning Outcomes are assessed and used to make necessary course changes. In addition, competency based grading is being used in vocational courses to ensure students are gaining the skills being taught in the class.

2. *Academic Standards: What are the processes and procedures that the department uses to maintain academic standards and achieve consistency within the department, particularly in regard to multiple section introductory classes?*

The majority of courses are taught in a cohort setting; with one instructor teaching all of the courses. Full-time faculty meet with adjunct faculty and approved curriculum, course content, syllabi and midterms are given to the adjunct instructors and adjunct instructors send midterms to full-time instructors for approval.

3. *Individual Professional Growth: What evidence is there that faculty are staying current in their respective disciplines and instructional methodologies?*

2005-06

- Central Coast Cotton Conference- Pismo, CA
- West Side Precision Ag Field Day- Lemoore, CA
- Conservation Tillage- Five Points, CA

- California Ag Teachers Association, Summer Conference- San Luis Obispo, CA
- ESRI International Users Conference- San Diego, CA
- World Ag Expo- Tulare, CA
- Agriculture and Natural Resources Student Leadership, Winter Leadership and Teambuilding- Lake Tahoe, CA
- Cal GIS- Bakersfield, CA
- California Ag Ambassadors Conference- Davis, CA
- Animal Science Conference, National Animal Identification- Harris Ranch, CA
- Professional Soil Scientist Association of California- Harris Ranch, CA
- Soil Carbon Sequestration- Five Points, CA
- Agri-Knowledge, Technology in the Classroom- Ventura, CA
- Curly Top Virus, in Processing Tomatoes, Coalinga, CA
- California Geospatial Conference- Pismo, CA
- California Ag Teachers Association, Mid-Winter Institute, Chico, CA
- Trimble, Ag Awareness for the Engineering Group- San Jose, CA
- International Conference on Precision Agriculture- Minneapolis, MN

2006-07

- Central Coast Cotton Conference- Monterey, CA
- Conservation Tillage- Five Points, CA
- California Ag Teachers Association, Summer Conference- San Luis Obispo, CA
- ESRI International Users Conference- San Diego, CA
- World Ag Expo- Tulare, CA
- California Agriculture Leaders, Winter Leadership and Teambuilding- Wonder Valley, CA
- California Ag Teachers Association, Mid-Winter Institute, Santa Rosa, CA
- In-Time Field Day, Almonds- Harris Ranch, CA
- In-Time Field Day, Processing Tomatoes, Huron, CA
- TOPCON, Three Dimensional Machine Control- Livermore, CA
- TOPCON, X20 Precision Agriculture Product Training- Coalinga, CA
- John Deere, Part and Sales Training- Coalinga, CA

2007-08

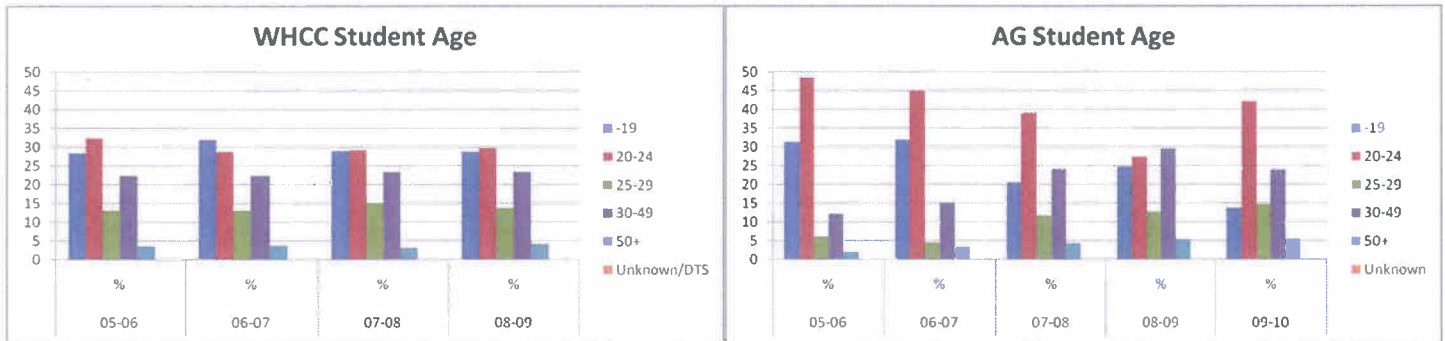
- World Ag Expo- Tulare, CA
- California Ag Teachers Association, Mid-Winter Institute, Bakersfield, CA
- TOPCON, Point Man Training for Three Dimensional Machine Control- Livermore, CA
- TOPCON, X20 Precision Agriculture Product Training- Coalinga, CA
- California Ag Teachers Association, Summer Conference- San Luis Obispo, CA

4. *What recognitions (awards, publications, promotions, memberships, etc.) have been given to faculty within the last year?*
- Awards
 - Lemoore Chamber of Commerce – Agriculture Supporter of the Year – 2007
 - Voted by Past Agriculturalists of the Year
 - Presentations
 - Published and Presented – ESRI International Users Conference - [Teaching Precision Agriculture at a California Community College](#)
 - Presenting at 2011 NISOD Conference – Basic Skills Yeah or Yuck – Contextualized Basic Skills Integration
 - Publications
 - [Paying Tribute to Leaders in Agriculture](#)
 - Lemoore Advance
 - October 4, 2007
 - [Farm of the Future](#)
 - California Farmer
 - Cover Page
 - November 2007 Issue
 - [Satellite School](#)
 - California Farmer
 - November 2007
 - [The Farm of the Future \(Department\)](#)
 - OEM – Off-Highway
 - February 1, 2008
 - Land Improvement Contractors of America
 - Contractor of the Year Award – Merlin Welch
 - Volume 23-No 2 – March/April 2010

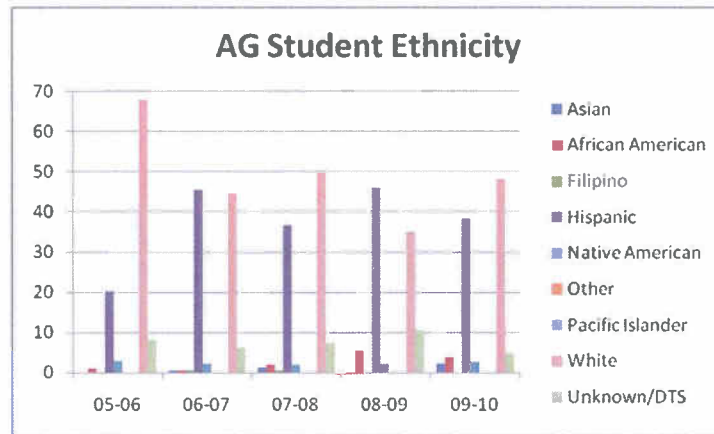
F. Overall Changes

1. *Were there any significant changes in data or trends? Describe. (Example: 17.4% increase in retention; 10% increase in apportionment generated; cost per FTES increased by 5%; growth trend - down by 3% from previous year, etc.)*
- a) The five-year enrollment trend for the Agriculture program has increased 112% from 2005-2006 to 2009-2010 compare to a 29% increase for the college.

- b) The major age trend difference between the Ag department and the college as a whole is the 20-24 bracket. The Ag department has, on average, 8.5% higher percent of students in this category.



- c) As can be seen in the below graphs, Agriculture department Hispanic enrollment has increased considerably since 2005 and more aligns with college trends.



- d) There have been significant fluctuations in WSCH over the last five years but the overall trend is increasing by 75%.
- e) The agriculture program as a whole has had tremendous success and retention rates with the averages being 82.4% and 94.6%, respectively, compared to the college 64.2% and 81.97%.
- f) There has been a significant increase in the number of degrees/certificates awarded; from 0 during 2005-2007 to 28 from 2007-2010.

2. *If changes occurred, what were the reasons for these changes?
(Example: faculty meetings with high school teachers; more course offerings on Saturdays; etc.)*
- a) Enrollment has increased steadily over the past five years due to the introduction of new programs, AET and Ag Maintenance Mechanic and increased offerings of Heavy Equipment and Welding.
 - b) The number of students within the 20-24 age bracket is a positive aspect of the program; students who have been out of high school realize they need skills and enter vocational training. This is the perfect age bracket to most utilize vocational programs.
 - c) The introduction of less traditional trainings has increased the Hispanic enrollment. Future efforts are still needed to increase Hispanic enrollment in traditional courses.
 - d) Overall enrollment has increased but so has the number of sections offered. It is important to increase the number of students per course, as well in order to maximize efficiency.
 - e) High success and retention rates are very high throughout the agriculture program. Teaching using the cohort system allows students to get to know their teachers. With personal buy-in, students are more compelled to complete the program.
 - f) The number of degrees/certificates awarded has increased because past and present students are being encouraged, by faculty, to complete the necessary paperwork to receive their degrees/certificates.

3. *Does analysis of the data suggest any changes are needed to improve program effectiveness: If so, what changes?
(Example: Increase retention rate for all classes, more diversity/alternatives in teaching methods; etc.)*

Enrollment has increased but so has the number of sections, in order to increase productivity, enrollment per section needs to be increased. This can be done by hiring a recruiter, using grant funds, to promote the programs to potential students and head-up the Agricultural Ambassadors to recruit for the program. The recruiter will recruit throughout California at high schools at curricular and extra-curricular functions as well at industry field days and workshops. In addition, field days for both students and educators will be

developed and conducted to inform students and teachers about the opportunities at West Hills College.

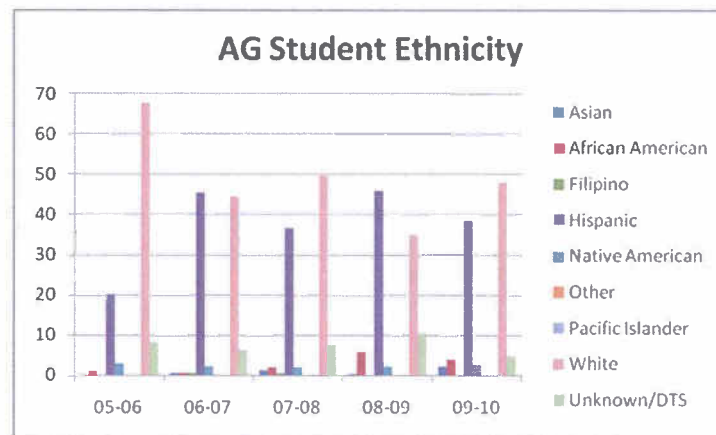
Another change to increase productivity and allow multiple entrance and exit points for students in offering transferrable and non-transferrable programs concurrently. This will allow students who are not able, or are uninterested, in the rigor of transferable courses, to take the course with less rigor, but while maintaining faculty productivity.

IV. Program Analysis and Three-Year Plan

A. *What were the major accomplishments of this program in the previous academic year? Did these accomplishments meet your educational plan for the previous academic year?*

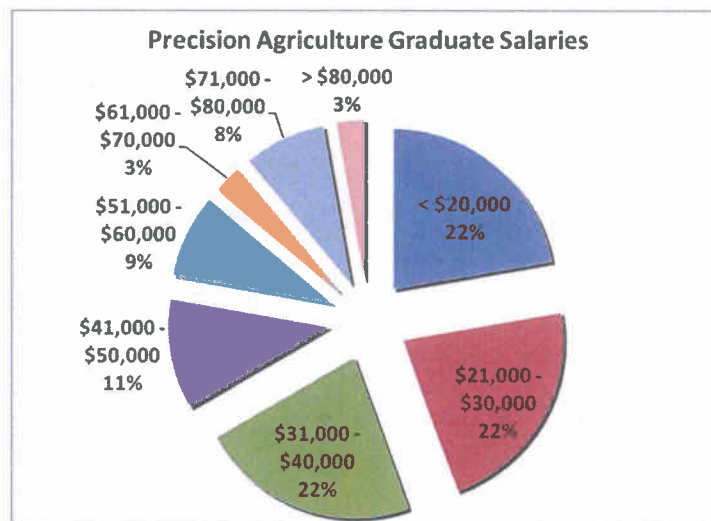
(Example: Increased WSCH & apportionment funding; increased enrollment; among the top 10 declared majors; more course articulations with high schools; etc.)

- The five-year enrollment trend for the Agriculture program has increased 112% from 2005-2006 to 2009-2010 compare to a 29% increase for the college.
- Agriculture department Hispanic enrollment has increased considerably since 2005 and more aligns with college trends.



- The agriculture program as a whole has had tremendous success and retention rates with the averages being 82.4% and 94.6%, respectively, compared to the college 64.2% and 81.97%.

- The following is a breakdown of program completer's salaries (includes students who are still full-time students):
 - >\$31,000 66%
 - >\$41,000 44%
 - >\$61,000 14%
 - >\$80,000 3%



B. List other accomplishments that were not in the educational plan.
(Example: developed a computer literacy component; revised course outline to fit into proposed G.E. requirement; etc.)

- Lemoore Chamber of Commerce – Agriculture Supporter of the Year – 2007
- LICA Contractor of the Year Award – Merlin Welch - 2010

C. Please create a three-year plan for this program using the analyses made in this review. Please use the attached "Three-Year Plan" form.

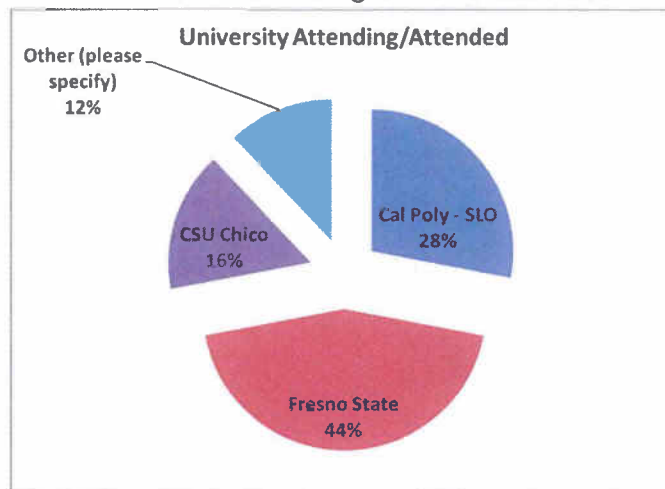
V. Summary Statement

What are the major conclusions on the state of the present program? Summarize the plan for improving or maintaining the quality of the program. Identify strategies for the future.

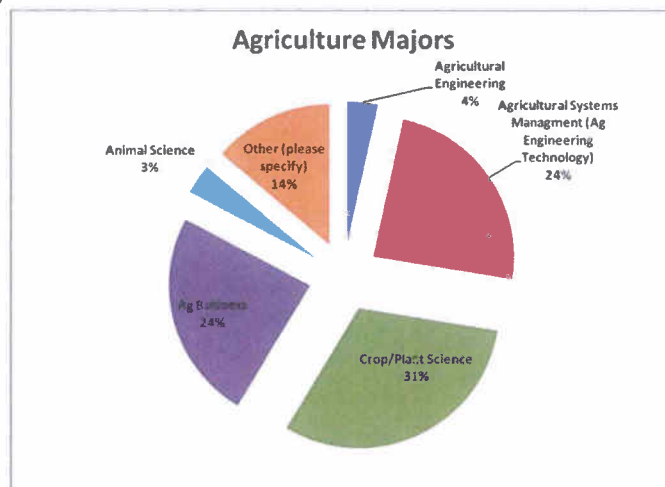
- Development of an Associate of Science in Agriculture.
 - Students will choose a concentration and work towards a certificate in that area.
 - International Agribusiness
 - Agriculture Engineering Technology
 - Mechanized Agriculture

- Agricultural Science
 - Irrigation
 - Core courses
 - CRPSCI 1 – Introduction to Plant Science
 - CRPSCI 6 - Application of GPS Technology in Ag
 - CRPSCI 19 – Water Management
 - SLSCI 21 – Soils
 - Seven units of electives related to concentration
- Development of an Associate of Science in Agricultural Technician.
 - New non-transferrable courses will be created to be taught concurrently with transferrable courses
 - CRPSCI 51 Elementary Plant Science
 - CRPSCI 56 Introduction to Ag GPS and GIS
 - CRPSCI 59 Elementary Water Management
 - SLSCI 71 Introductory Soils
 - Students will choose a concentration and work towards a certificate in that area.
 - International Agribusiness
 - Mechanized Agriculture
 - Irrigation
 - Rodeo Science.
 - Core courses
 - CRPSCI 51 Elementary Plant Science
 - CRPSCI 56 Introduction to Ag GPS and GIS
 - CRPSCI 59 Elementary Water Management
 - SLSCI 71 Introductory Soils
 - AGBUS 15 Computer Applications to Agriculture
 - AG 65 Workplace Success
 - Four units of electives related to concentration
- Development of an Associate in Welding Technology.
- Development of an Associate in Plant Health/Pest Control Application
- The five-year enrollment trend for the Agriculture program has increased 112% from 2005-2006 to 2009-2010 compare to a 29% increase for the college.
- Agriculture department Hispanic enrollment has increased considerably since 2005 and more aligns with college trends.

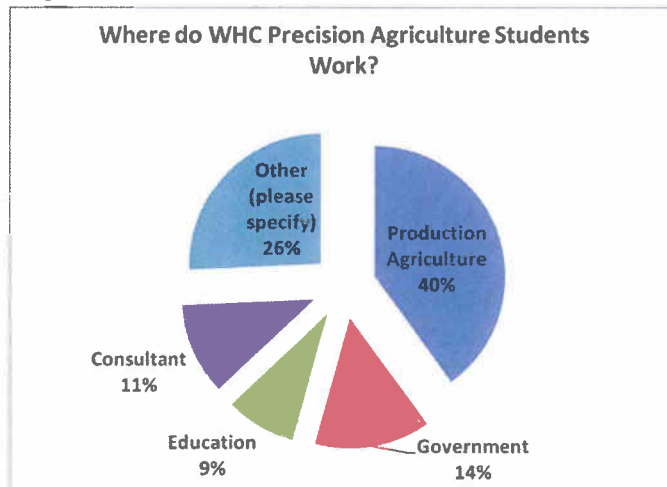
- The agriculture program as a whole has had tremendous success and retention rates with the averages being 82.4% and 94.6%, respectively, compared to the college 64.2% and 81.97%.
- In order to promote the programs to potential students a recruiter will be hired to head-up the Agricultural Ambassadors and recruit for the program
- The universities students are attending or have attended



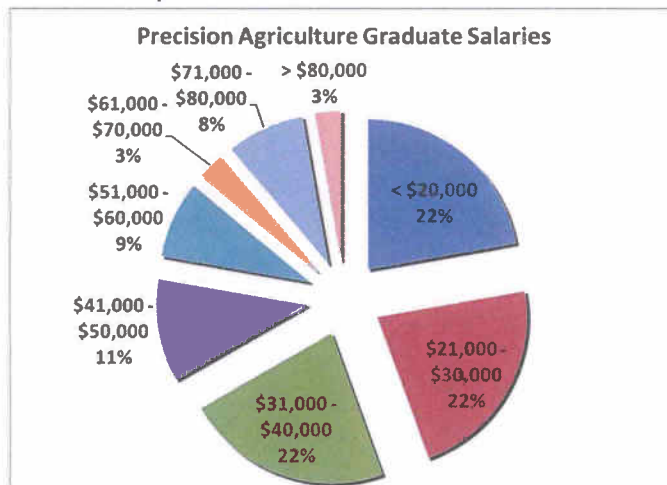
- Intended majors



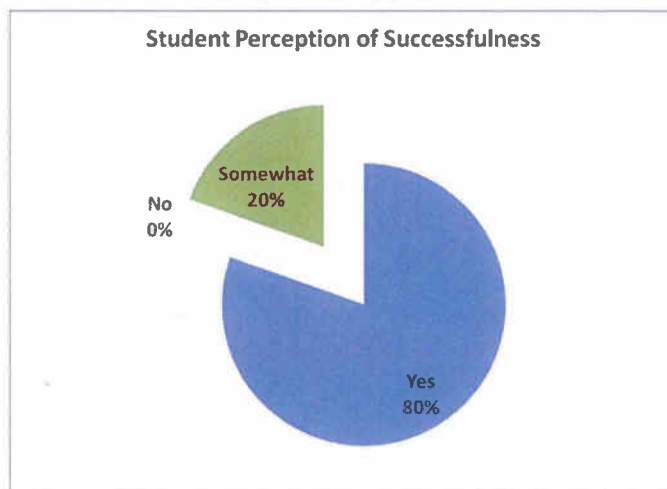
- Intended job categories



- Precision Agriculture completer salaries



- % of students that consider themselves successful



WEST HILLS COLLEGE COALINGA
THREE-YEAR PLAN FOR INSTRUCTIONAL PROGRAMS
For years
2011 through 2014

AGRICULTURE DEPARTMENT

Date Plan Developed: April 2011

1. Curriculum:

a. Changes

- Development of an Associate of Science in Agriculture.
 - Students will choose a concentration and work towards a certificate in that area.
 - International Agribusiness
 - Agriculture Engineering Technology
 - Mechanized Agriculture
 - Agricultural Science
 - Irrigation
 - Core courses
 - CRPSCI 1 – Introduction to Plant Science
 - CRPSCI 6 - Application of GPS Technology in Ag
 - CRPSCI 19 – Water Management
 - SLSCI 21 – Soils
 - Seven units of electives related to concentration
- Development of an Associate of Science in Agricultural Technician.
 - New non-transferrable courses will be created to be taught concurrently with transferrable courses
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 - CRPSCI 59 Elementary Water Management
 - SLSCI 71 Introductory Soils
 - Students will choose a concentration and work towards a certificate in that area.
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 - Mechanized Agriculture
 - Irrigation
 - Rodeo Science.

- Core courses
 - CRPSCI 51 Elementary Plant Science
 - CRPSCI 56 Introduction to Ag GPS and GIS
 - CRPSCI 59 Elementary Water Management
 - SLSCI 71 Introductory Soils
 - AGBUS 15 Computer Applications to Agriculture
 - AG 65 Workplace Success
- Four units of electives related to concentration
- Development of an Associate in Welding Technology.
- Development of an Associate in Plant Health/Pest Control Application
- New Courses to be taught concurrently with transferrable course
 - CRPSCI 51 Elementary Plant Science
 - CRPSCI 56 Introduction to Ag GPS and GIS
 - CRPSCI 59 Elementary Water Management
 - SLSCI 71 Introductory Soils
 - AET 55 Introductory Surveying
 - AG 61 Developing Sales and Communication Skills
- New Courses
 - AG 65 Workplace Success
 - AG 30 Laboratory Skills and Safety
 - AG 31 Advanced Laboratory Skills and Safety
 - AG 32 Laboratory Design Implementation
 - AG 1 International Agriculture
- b. Special Projects (research related to program review, grants, pilot projects, student retention plans, recruitment, outreach, etc.)
 - Increase enrollment in Farm of the Future programs of study.
 - Continually assess workforce development needs of business and industry.
 - Recruit diverse; non-Valley; underrepresented groups (Hmong, Hispanic, etc.)
 - Market Farm of the Future to appeal to all prospective students.
 - Increase the number of degrees and certificates awarded.
 - Reach out to and increase support for incoming freshmen.

- Create internships.
- In order to promote the programs to potential students a recruiter, using grant funds, will head-up the Agricultural Ambassadors and recruit for the program. The recruiter will recruit throughout California at high schools at curricular and extra-curricular functions as well at industry field days and workshops. In addition, field days for both students and educators will be developed and conducted to inform students and teachers about the opportunities at West Hills College.
- An additional effort, during the next 3 years, will be international recruiting. Agriculture materials will be translated into foreign languages, such as Spanish and Vietnamese. A new International Agribusiness concentration will allow domestic students to interact with international students, so they can all gain international awareness.

2. Teaching/Learning Methodology:

The major changes in instructional methodology will be creating non-transferrable courses which align with current transferrable courses which can be taught concurrently but with less strenuous exams and projects. This will allow students who are unable or uninterested in the rigor of transferrable courses to take the non-transferrable courses. Then if students are able and interested in pursuing transfer, they can participate in the transferrable courses, allowing them the ability to experience the information twice. In addition, there will be integration of distance education, both fully online courses and hybrid courses.

3. Resources Needed:

a. Personnel

- Faculty for Additional Programs
 - Current faculty
 - Maybe adjunct for additional courses if needed and grant funded
- Staff for Additional Programs
 - Lab Assistant/Equipment Technician (grant funded)
 - Recruiter (grant funded)

b. Equipment

- Handheld GPS 3/year \$800/unit
 - PDA with CF or Bluetooth GPS receiver

- Surveying 7-10 units \$30,000 grant funding available
- Irrigation equipment \$250,000
 - Retrofit of existing equipment to be compatible with industry standards
- Alternative Fuels equipment \$250,000
 - Solar panels for pump operations
 - Bio Diesel generators
 - Methane – Electricity generators

c. Facilities

Facility modifications are underway with the completion of Phase II of the new Ag Science Facility. A new shop will be built to house the agricultural laboratories as well as the completion of the rodeo facilities.

d. Supplies

- Software
 - AutoCAD \$22,000/lab Grant funding available
 - Computer-aided drafting software
 - Design Institute – software for 3 years
 - \$6,000/lab after initial 3 year term
 - ArcGIS 10.x \$2,100/lab
 - GIS software
 - Annual subscription update

e. Travel

- Technical Knowledge and Skills Conferences
 - Irrigation Association
 - World Agriculture Expo
 - International Conference on Precision Agriculture
 - ESRI International Users Conference
- Improvement of Teaching
 - National Institute for Staff and Organizational Development (NISOD)
 - California Agriculture Teachers Association
 - Winter and Summer Conferences
- Recruiting
- Field Trips

f. Other