

CTE Full Review

PALO VERDE COLLEGE

AGRICULTURE REPORTING FALL 2015 TO SPRING 2020

1. PURPOSE OF THE PROGRAM

“Palo Verde College provides opportunities for personal and professional growth to a diverse community of learners in an academic environment committed to student success and equity by supporting student achievement of basic skills, certificate, degree, university transfer, and career goals.” PVC Mission Statement 01-2016

a. Describe the purpose of the program and its mission.

The Division offers courses in the subject areas of agricultural including, pesticide safety, entomology, soil science, plant science, and irrigation that support the following programs:

Agricultural Crop Science Certificate

Pesticide Safety Certificate

Agricultural Irrigation Certificate

The program focuses on the more detailed aspects of production agriculture, including the importance and implementation of pesticide safety; detailed structure, habits, and purposes of insects; types and functions of soils and their properties; the variety of applications of irrigation water and its efficiencies.

The agriculture certificates fulfill the primary mission of the college by offering opportunities for academic growth to a diverse group of students for today’s job market. The local area is dominated with agriculture production land because of the abundance of inexpensive water supplied by the Colorado River. These farms supply a connection to PVC to access entry level job opportunities and the chance to gain work experience while attaining specific valuable employment skills. Agriculture has very diverse jobs that use computers, global satellite positioning equipment, selective chemical purposes and applications, and direct marketing.

The target students are from the popular Palo Verde Valley 4-H Programs and the Palo Verde High School Future Farmers of America, along with adult learners, and students of all ages and demographics. Some are just simple gardeners that want to expand their knowledge and understanding of the natural processes with more detail.

b. How has the program changed in the last two years? In major ways, minor, or no real changes to speak of? Explain.

California regulations have created a need for pesticide safety classes to certify the training of individuals that handle chemicals. This has given an opportunity to expose new students to PVC. An additional adjunct professor was hired to complement the Agriculture program and expand the classes offered. Covid-19 stalled the progress when Riverside County suspended all face to face classes.

c. How does the program support the College Mission?

Agriculture is accessible to everyone, from attending to house plants, growing a vegetable or flower garden to commercial production agriculture. The Agriculture Programs offer opportunities to a diverse population to expand their knowledge by actively participating in the growing of plants.

2. POPULATION(S) SERVED

a. Describe the populations served by the program, identifying special populations, if any.

Attendance in the agriculture classes have struggled but are extremely valuable to the participants. Students have enrolled in Agriculture classes to collect credits that are transferable to major colleges like Cal Poly Pomona and San Luis Obispo. With the new regulations on Cannabis in California, some students are elevating their agriculture education to have an advantage in this industry. Graduates from universities have supplemented their education with agriculture classes to be eligible for Pest Control Advisor (PCA) licenses and other positions. Some of the adult learners wanted to learn more about the agricultural community that they live in. The Agriculture certificates supply steppingstones to future education opportunities and employment.

b. Describe other populations that should be served by the program and identify plans for serving them in the future.

The primary source of future students should come from the Palo Verde Unified School District's successful agriculture programs. These students are already stimulated to learn about agriculture and surrounded by an assortment of growing crops. PVC and PVHS's FFA Program have a thriving relationship to attract these students.

3. ACCOMPLISHMENTS IN ACHIEVING GOALS

a. Describe progress in achieving each goal outlined in the previous CTE Update, providing evidence documenting such achievements.

The Agriculture Program's certificate for Pesticide Safety is recognized by the State of California as official training. The Agriculture Crop Science Certificate is used as an advantage when searching for employment and continuing education at a university level. The Irrigation Certificate is new and was requested by the steering committee.

- b. Explain modifications, if any, of goals outlined in the previous CTE Update, providing evidence documenting such modifications.

N/A

4. DEMAND FOR THE PROGRAM

Is the demand for the program high, adequate, or low? Support your answer with labor market data, advisory input, etc.

The demand for the agriculture program has been challenging. The surrounding community is dominated by production agriculture which have demands for employees at various skill levels. The data below shows good retention and student success in the classes that are offered. Locals have used these classes to accumulate agriculture credits for PCA licenses, and units to transfer into veterinarian school. The potential to expand and build an active relevant Agriculture Program at PVC is extremely high.

AGR

Term	FTES
2015FA	2.63
2016SP	2.93
2017FA	2.57
2018SP	4.07
2018FA	1.47
2019SP	1.53
2019FA	3.67
2020SP	2.73
	21.60

5. EXTERNAL ISSUES, STRENGTHS, WEAKNESSES

- a. Cite relevant legislation, Chancellor’s Office mandates, VTEA, Tech Prep, CalWORKs, WIA, BIG career ladders, etc. that are contributing positive or negative factors for the program. Explain each mitigating factor and the impact on the program.

The Palo Verde College Agriculture Program currently offers night classes, starting at 5:00 p.m. or later, to accommodate working individuals or full-time high school students, usually Monday through Thursday. PVC will need to continue marketing the Agriculture Program to PVHS students and others through events such as Career Day, Financial Aid events at PVHS Campus, and other community events. Having a good working relationship with the Unified School District Administration and at the local high schools is vital to the success of this task.

Developing an Associate of Science Degree in Agriculture would create a more creditable program.

The Valley farmers have participated in a fallow program with the Metropolitan Water District of Los Angeles (MWD) to fallow up to thirty-five percent of the total farmland in the Palo Verde Valley. This acreage fluctuates annually. The fallow program has created new positive opportunities. This fallow land may have to have a cover crop to prevent wind erosion or heavy tillage can be performed. Some farmers mechanically change the soil profile during this fallowing, by digging deep trenches throughout the fields. Salinity and fertility issues can also be addressed. All this leads to creative new ideas on how to manage these opportunities.

b. List and comment on the major strengths of the program.

The Agriculture Industry is constantly changing and adapting to new technology and demands. Field labor has become a challenge in the Palo Verde Valley, so many vegetable crops have moved to other areas, but technology has replaced that field labor with bigger tractors, less passes over the field, and better efficiencies. Basic plant and soil science have not changed and is taught at PVC by locally raised professors with passion for the agricultural industry. Irrigation is changing and every example of irrigation is present in the Palo Verde Valley. The point is, what is taught here in the Agriculture Program at PVC, can be experienced on the drive to the college.

c. List and comment on the major weaknesses of the program.

The only weakness at this time is enrollment. As enrollment increases, more diverse classes will be offered, building to an Associate of Science Degree in Agriculture.

6. CURRICULUM HISTORY

a. List all the courses in the program. Of the courses constituting the program, identify those that have not been successfully offered at least once during the preceding eight (8) semesters.

AGR-080 (Pesticide Safety)
AGR-120 (Soil Science)
AGR-140 (Principles of Plant Science)
AGR-153 (Irrigation and Drainage)
AGR-154 (Irrigation Applications) Not Offered
AGR-155 (Principles of Irrigation) Not Offered
AGR-170 (Principles of Entomology)

Courses are offered annually, usually limited by enrollment.

- b. Explain in specific terms why these courses were not successfully offered. Provide a strategy for improving their success or explain why they should not be removed from the program.

The Irrigation classes did not have a professor to teach the classes until Fall of 2019. Irrigation efficiencies are a critical part of farming in the Palo Verde Valley especially with the MWD fallow program. MWD owns a large acreage in the PVV and requests efficient water use on its property and tracks the water applications. These classes expose students to technology and data relevant to efficient irrigation practices.

7. COURSE SCHEDULING AND AVAILABILITY

Describe how the scheduling of classes in the program optimizes class availability and supports student success.

The Agriculture classes are offered as evening face to face or hybrid classes starting after 5:00 p.m. to allow employed individuals and full-time high school students' access. In a two year cycle all Agriculture class could be completed. Typically, the Fall offers Plant Science, Pesticide Safety, and Entomology, while the Winter/Spring offer Soil Science, Irrigation and Drainage, and Irrigation Applications. Entomology requires a bug collection that is easier to acquire during the Fall months.

8. STUDENT LEARNING OUTCOMES (SLO)

SLO Quantitative Data

Using the Program Level CLO Worksheets, aggregate data annually. Identify all Courses within that Program that have CLOs which map to PLO #1. In the first column of the table below. For each academic year since your last full program review, enter the % of Successful Students for the CLOs that map to PLO #1. Do the same for each PLO within the program.

Average Percentage Program Learning Outcome #1 For Agriculture				
Demonstrated an understanding of fundamental concepts and knowledge related to the selection, propagation, and management of various plant commodities produced for food, feed, and fiber.				
Course IDs within the Program that map to PLO#1	% Successful Students ACADEMIC YR F15/16	% Successful Students ACADEMIC YR S16/17	% Successful Students ACADEMIC YR S17/18	% Successful Students ACADEMIC YR F18/19
AGR 080	100%			90%
AGR 120	100%		60%	
AGR 140		100%	85%	
AGR 153				
AGR 154				
AGR 155				
AGR 170	100%			

Average Percentage Program Learning Outcome #2 For Agriculture				
Display competency with respect to the use of standard lab, industry equipment, and techniques used in production				
Course IDs within the Program that map to PLO#2	% Successful Students ACADEMIC YR F15/16	% Successful Students ACADEMIC YR S16/17	% Successful Students ACADEMIC YR S17/18	% Successful Students ACADEMIC YR F18/19
AGR 080				90%
AGR 120	100%		60%	
AGR 140		100%	85%	
AGR 153				
AGR 154				
AGR 155				
AGR 170	100%			

Average Percentage Program Learning Outcome #3 For Agriculture				
Demonstrated understanding of scientific research and critical thinking skills related to hypothesis development and data interpretation as applied to the decision-making process for commercial production.				
Course IDs within the Program that map to PLO#3	% Successful Students ACADEMIC YR F15/16	% Successful Students ACADEMIC YR S16/17	% Successful Students ACADEMIC YR S17/18	% Successful Students ACADEMIC YR F18/19
AGR 080				
AGR 120	100%		60%	
AGR 140		100%	85%	
AGR 153				
AGR 154				
AGR 155				
AGR 170	100%			

SLO ACTION PLANS

In the table below, describe the action plans that your department has made since our last program review. These action plans should be identified in the Program Level CLO Worksheets.

Program Name	Associated PLO #	Course IDs Affected	Identified Gap	Action Plan(s)	Resources Used to Implement Plan	Outcome	Academic Year(s) this was addressed
AS in Ag	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Agricultural Crop Science Certificate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pesticide Safety Certificate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Agricultural Irrigation Certificate	N/A	N/A	N/A	N/A	N/A	N/A	N/A

- a. **List courses for which CLOs have not been assessed. Provide an explanation why assessment of these CLOs has not been performed.**

N/A

- b. **Were any CLOs or PLOs revised/deleted in the past year based on assessment evaluations or revision of the Course Outline of Record? If so, indicate the courses or the program and a detailed explanation for the changes.**

N/A

- c. **Provide specific examples of program and certificate improvements resulting from the assessment of course SLOs.**

Each time assessments are conducted, data is collected and compared to previous assessment dates. This data is then discussed in department and division meetings. Through these discussions, ideas and implementation plans are formulated then action plans are designed to help course improvement.

- d. **Provide specific examples of program and certificate improvements resulting from the assessment of program SLOs.**

We have found that through maintaining high quality programs that promote rigor, critical thinking, and independent inquiry into the Agriculture field, that students have consistently met the goals set through the measurable SLOs identified for each course.

- e. **Describe any differences in CLO achievement for different modalities (online, ITV, correspondence, face-to-face).**

Most agriculture courses are taught face-to-face or hybrid. The face-to-face modality supplies quality, structure, and regular timing of feedback to keep students focused.

9. COURSE CURRENCY

- a. **List the courses in the program and the year in which the course outline of each was most recently reviewed and approved by the Curriculum Committee.**

Course	Date
AGR 080 (Pesticide Safety)	April 14, 2016
AGR 120 (Soil Science)	April 14, 2016
AGR 140 (Principles of Plant Science)	April 14, 2016
AGR 153 (Irrigation and Drainage)	October 10, 2019
AGR 154 (Irrigation Applications)	October 10, 2019
AGR 155 (Principles of Irrigation)	October 10, 2019
AGR 170 (Principles of Entomology)	April 14, 2016

- b. **Describe plans to revise and update course outlines of record that have not been reviewed and approved by the Curriculum Committee within the four (4) years preceding this program review report.**

There are no plans to revise or update four original courses because new and current information is constantly introduced each semester to keep the program fresh, relevant, and interesting.

10. PROGRAM AND COURSE COVERAGE

- a. **List the courses in the program and identify which are taught by full-time faculty only, which are taught by adjunct faculty only, and which are taught by both.**

Course	Full-Time Only	Adjunct Only	Both Full-Time and Adjunct
AGR 080 AGR 120		X X	
AGR 140 AGR 153		X X	
AGR 154 AGR 155		X X	
AGR 170		X	

b. Explain how effectively the program is served with the current coverage.

With the low attendance numbers, the two current adjunct professors are able to give the students individual attention and create an intimate atmosphere for learning. This leads to high proficiency in the classes.

c. Describe plans to correct deficiencies, if any, in course and program coverage.

As the attendance increases, a full-time instructor should be considered, or additional adjunct professors.

11. PROFESSIONAL DEVELOPMENT

a. Describe specific professional development activities in which faculty members in the program have participated over the past four (4) years and explain how such activities benefited the program and supported and facilitated student learning outcomes.

The Agriculture faculty members continue a program of self-study to enable themselves to teach new subjects and to present classes on updated versions of various new technologies. The Agriculture faculty have a relationship with local organizations California Women for Agriculture, Future Farmers of America, 4-H, Riverside County Extension Agency, Progressive Farmers of America, Palo Verde Irrigation District and the local United States Department of Agriculture Natural Resource Conservation Services.

b. Describe areas of unmet professional development needs among faculty in the program and identify specifically plans to address those needs.

The two current agriculture professors attended local schools prior to attending college, so they have strong ties to the local farmers and community allowing access to production fields, the local cotton gin, and other production agriculture processes.

12. STUDENT SUCCESSFUL COMPLETION & RETENTION

- a. Assess semester-by-semester course completion performance in each course in the program over the preceding eight (8) semesters and compare those rates with the Institutional Set Standards.

The current Institutional Set Standard is: 70.0

Year	2015
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Completion	2015FA	2016SP
AGR-080	89%	-
AGR-120	86%	-
AGR-140	-	100%
AGR-153	-	-
AGR-154	-	-
AGR-155	-	-
AGR-170	-	80%

Year	2015
------	------

Completion	Corr.	F2F	Online
AGR-080	-	89%	-
AGR-120	-	86%	-
AGR-140	-	100%	-
AGR-153	-	-	-
AGR-154	-	-	-
AGR-155	-	-	-
AGR-170	-	80%	-

Year	2016
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Completion	2016FA	2017SP
AGR-080	-	-
AGR-120	-	-
AGR-140	-	-
AGR-153	-	-
AGR-154	-	-
AGR-155	-	-
AGR-170	-	-

Year	2016
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Completion	Corr.	F2F	Online
AGR-080	-	-	-
AGR-120	-	-	-
AGR-140	-	-	-
AGR-153	-	-	-
AGR-154	-	-	-
AGR-155	-	-	-
AGR-170	-	-	-

Year	2017
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Completion	2017FA	2018SP
AGR-080	86%	-
AGR-120	-	100%
AGR-140	-	86%
AGR-153	-	-
AGR-154	-	-
AGR-155	-	-
AGR-170	86%	-

Year	2017
------	------

Completion	Corr.	F2F	Online
AGR-080	-	86%	-
AGR-120	-	100%	100%
AGR-140	-	86%	86%
AGR-153	-	-	-
AGR-154	-	-	-
AGR-155	-	-	-
AGR-170	-	86%	86%

Year	2018
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Completion	2018FA	2019SP
AGR-080	75%	-
AGR-120	-	50%
AGR-140	-	100%
AGR-153	-	-
AGR-154	-	-
AGR-155	-	-
AGR-170	60%	-

Year	2018
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Completion	Corr.	F2F	Online
AGR-080	-	75%	-
AGR-120	-	50%	50%
AGR-140	-	100%	-
AGR-153	-	-	-
AGR-154	-	-	-
AGR-155	-	-	-
AGR-170	-	60%	60%

Year	2019
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Completion	2019FA	2020SP
AGR-080	75%	-
AGR-120	-	43%
AGR-140	75%	-
AGR-153	-	100%
AGR-154	-	-
AGR-155	-	-
AGR-170	80%	-

Year	2019
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Completion	Corr.	F2F	Online
AGR-080	-	75%	-
AGR-120	-	43%	43%
AGR-140	-	75%	-
AGR-153	-	100%	-
AGR-154	-	-	-
AGR-155	-	-	-
AGR-170	-	80%	80%

The completion rate is high in the agriculture classes because of the small size and the individual attention students receive, making the classes interesting and stimulating.

b. Assess semester-by-semester course retention performance in each course in the program over the preceding eight (8) semesters.

Year	2015
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Retention	2015FA	2016SP
AGR-080	89%	-
AGR-120	86%	-
AGR-140	-	100%
AGR-153	-	-
AGR-154	-	-
AGR-155	-	-
AGR-170	-	80%

Year	2015
------	------

Retention	Corr.	F2F	Online
AGR-080	-	89%	-
AGR-120	-	86%	-
AGR-140	-	100%	-
AGR-153	-	-	-
AGR-154	-	-	-
AGR-155	-	-	-
AGR-170	-	80%	-

Year	2016
------	------

Retention	2016FA	2017SP
AGR-080	-	-
AGR-120	-	-
AGR-140	-	-
AGR-153	-	-
AGR-154	-	-
AGR-155	-	-
AGR-170	-	-

Year	2016
------	------

Retention	Corr.	F2F	Online
AGR-080	-	-	-
AGR-120	-	-	-
AGR-140	-	-	-
AGR-153	-	-	-
AGR-154	-	-	-
AGR-155	-	-	-
AGR-170	-	-	-

Year	2017
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Retention	2017FA	2018SP
AGR-080	86%	-
AGR-120	-	100%
AGR-140	-	100%
AGR-153	-	-
AGR-154	-	-
AGR-155	-	-
AGR-170	86%	-

Year	2017
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Retention	Corr.	F2F	Online
AGR-080	-	86%	-
AGR-120	-	100%	100%
AGR-140	-	100%	100%
AGR-153	-	-	-
AGR-154	-	-	-
AGR-155	-	-	-
AGR-170	-	86%	86%

Year	2018
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Retention	2018FA	2019SP
AGR-080	75%	-
AGR-120	-	75%
AGR-140	-	100%
AGR-153	-	-
AGR-154	-	-
AGR-155	-	-
AGR-170	80%	-

Year	2018
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Retention	Corr.	F2F	Online
AGR-080	-	75%	-
AGR-120	-	75%	75%
AGR-140	-	100%	-
AGR-153	-	-	-
AGR-154	-	-	-
AGR-155	-	-	-
AGR-170	-	80%	80%

Year	2019
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Retention	2019FA	2020SP
AGR-080	83%	-
AGR-120	-	71%
AGR-140	100%	-
AGR-153	-	100%
AGR-154	-	-
AGR-155	-	-
AGR-170	100%	-

Year	2019
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Retention	Corr.	F2F	Online
AGR-080	-	83%	-
AGR-120	-	71%	71%
AGR-140	-	100%	-
AGR-153	-	100%	-
AGR-154	-	-	-
AGR-155	-	-	-
AGR-170	-	100%	100%

The retention rate is high in the agriculture classes because of the small size and the individual attention students receive, making the classes interesting and stimulating.

- c. Based on the number of annual awards over the preceding four (4) years, assess trends in the number of program certificates and degrees awarded.

PROGRAM AWARDS

Name of Award	2016-17	2017-18	2018-19	2019-20
Agricultural Crop Science Certificate of Career Prep	-	1	2	1

There are more students eligible for this certificate that failed to apply, but the interest and prestige of completing this certificate is becoming more popular and accessible.

13. ENROLLMENT TRENDS

Comment on semester-by-semester enrollments, providing explanation of increases, declines or erratic fluctuations in enrollment. Be sure to comment on enrollment trends bases on modality as well.

Year	2015
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Enrollment	2015FA	2016SP
AGR-080	9	-
AGR-120	7	-
AGR-140	-	4
AGR-153	-	-
AGR-154	-	-
AGR-155	-	-
AGR-170	-	5

Year	2015
------	------

Enrollment	Corr.	F2F	Online
AGR-080	-	9	-
AGR-120	-	7	-
AGR-140	-	4	-
AGR-153	-	-	-
AGR-154	-	-	-
AGR-155	-	-	-
AGR-170	-	5	-

Year	2016
------	------

Enrollment	2016FA	2017SP
AGR-080	-	-
AGR-120	-	-
AGR-140	-	-
AGR-153	-	-
AGR-154	-	-
AGR-155	-	-
AGR-170	-	-

Year	2016
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Enrollment	Corr.	F2F	Online
AGR-080	-	-	-
AGR-120	-	-	-
AGR-140	-	-	-
AGR-153	-	-	-
AGR-154	-	-	-
AGR-155	-	-	-
AGR-170	-	-	-

Year	2017
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Year	2017
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Enrollment	2017FA	2018SP
AGR-080	7	-
AGR-120	-	10
AGR-140	-	14
AGR-153	-	-
AGR-154	-	-
AGR-155	-	-
AGR-170	14	-

Enrollment	Corr.	F2F	Online
AGR-080	-	7	-
AGR-120	-	5	5
AGR-140	-	7	7
AGR-153	-	-	-
AGR-154	-	-	-
AGR-155	-	-	-
AGR-170	-	7	7

Year	2018
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Year	2018
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Enrollment	2018FA	2019SP
AGR-080	4	-
AGR-120	-	8
AGR-140	-	1
AGR-153	-	-
AGR-154	-	-
AGR-155	-	-
AGR-170	10	-

Enrollment	Corr.	F2F	Online
AGR-080	-	4	-
AGR-120	-	4	4
AGR-140	-	1	-
AGR-153	-	-	-
AGR-154	-	-	-
AGR-155	-	-	-
AGR-170	-	5	5

Year	2019
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Year	2019
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Enrollment	2019FA	2020SP
AGR-080	12	-
AGR-120	-	14
AGR-140	4	-
AGR-153	-	1
AGR-154	-	-
AGR-155	-	-
AGR-170	10	-

Enrollment	Corr.	F2F	Online
AGR-080	-	12	-
AGR-120	-	7	7
AGR-140	-	4	-
AGR-153	-	1	-
AGR-154	-	-	-
AGR-155	-	-	-
AGR-170	-	5	5

Enrollment was increasing until Covid-19 and Riverside County closed all face-to-face teaching. Once the Covid restrictions are lifted, the PVC connection with the Unified School District should funnel more students into the agriculture program.

14. QUALITY OF THIS PROGRAM

List core indicators, student outcomes, partnerships, certificates, degrees, articulation, faculty qualification, diversity, grants, equipment, and refer back your responses in sections 5-13 to give a complete analysis of the quality of this program.

Copying/Printing	LOT/Lottery	\$30.87	\$30.87
Salaries	AGR	\$29,050.11	\$29,050.11

- b. State the expenses of the program (salaries, equipment purchases, contracts, and supplies) for the preceding two academic years.

Subject	AGR
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	Source	Budgeted	Expended
2018-2019			
Supplies	AGR	\$9.00	\$9.00
Advertising	AGR	\$498.64	\$499.66
Benefits	AGR	\$1,816.63	\$2,477.16
Copying/Printing	LOT/Lottery	\$38.53	\$38.53
Salaries	AGR	\$9,362.07	\$12,766.18
2019-2020			
Supplies	LOT/Lottery	\$1,196.48	\$1,196.48
Benefits	AGR	\$4,472.34	\$4,472.34
Copying/Printing	LOT/Lottery	\$30.87	\$30.87
Salaries	AGR	\$29,050.11	\$29,050.11

- c. State the dollar value of in-kind contributions of time and/or resources during the preceding two academic years.

N/A

17. FACILITIES AND EQUIPMENT

- a. Are current facilities, such as classrooms, offices, and equipment adequate to support the program? Explain.

The classrooms the Agriculture Program use are set up to be labs, which performs perfectly with the hands-on activities involved with these classes. There are overhead projectors for the power points and internet access and computers to explore interesting topics. Access to the outdoor balcony allow actual projects to be exposed to the elements including sunlight.

- b. Describe plans for future changes in facilities or equipment that would better support the program.**

Agriculture needs hands on learning to be better understood. An onsite farm or greenhouse could lead to selling starter plants or packaged dates or pomegranate jelly. There is plenty of land to establish any of these, the limiting factor is water. Either address the water issue or plant desert plants like dates or pomegranates. Until then the program will continue to take advantage of the generous local farmer's cooperation with projects and trials in their fields.

18. TWO YEAR PLAN

- a. List recommendation, project future trends, personnel and equipment need, as well as continuing and new goals. Describe activities to achieve these goals, timelines to complete these goals, and measures for evaluating success in achieving them.**

No one knows when COVID-19 restrictions will be lifted and how the public will react. To develop the Agriculture Program first it needs leadership focused on bringing new curriculum and relevant projects to stimulate the interest of students. That may include a working farm or greenhouse, classes including Agriculture Management, Farm Economics, Farm Accounting, and additional crop science classes specific to hemp and cannabis. The goal is to build a pathway from high school to colleges like Cal Poly SLO and Pomona while taking advantage of the agriculture certificates that should lead to an Associate of Science Degree in Agriculture. PVC continues to be in line with bond measures and working diligently with the Palo Verde Unified School District to create additional pathways to success for all students.

- b. Describe the alignment between continuing and new program goals and institutional goals and objectives stated in the current Integrated Strategic Plan, which can be found on the college website.**

The Agriculture Program is aligned to both the institutional goals and objectives stated in the current Integrated Strategic Plan. The program will continue to provide stimulating and relevant courses to a diverse and student body, exploring a constantly changing job market.