

**Citrus College
Wildland Resources and Forestry
Advisory Committee – Minutes
2019-2020 Academic Year**

Forestry advisory committee participants:

1. Jason Allen - Regional Supervisor, CNUC (Utility Company)
2. Dave Baumgartner – Volunteer Coordinator, USFS Baldy Visitor Center
3. Ann Berkley – Biologist, US Forest Service
4. Marian Coensgen – Habitat Restoration Associate, Amigos de los Rios
5. David Gabaldon – Fuels Technician, US Forest Service
6. Paul Galvin – Biologist/Project Manager, Harmsworth Associates
7. Michael Hansen – Recreation Officer, US Forest Service
8. Alison Lancaster - Associate Arborist, Jan C. Scow Consulting Arborists, LLC
9. Denise Pogroszewski - MA Ed, Biology & Earth Space teacher, Crescenta Valley HS
10. Eugene Suk – Park Ranger, Monrovia Canyon Park

Citrus College participants:

1. Robert Goodman – Wildland Resources and Forestry Instructor (WRF)

Meeting Specifics: Where: Interviews by R. Goodman via phone, email, and zoom due to COVID-19
Date: July 2020

Topics Covered:

1. Updating the Associate of Science in Wildland Resources and Forestry classes
2. With an AS in WRF, how would that enhance a WRF student's opportunity to work for your agency/company?
3. Do you have any recommendation on any additional "information/knowledge" you would like to see students obtain from the program to enhance their attractiveness as a future employee?
4. Do you have any recommendations on how to recruit students to the program during the COVID-19 pandemic?
5. If your organization utilized the Co-Op program, can you please give a synopsis of the positives, negatives and how to improve the Co-Op program?
6. If your organization has not utilized the Co-Op program in the past, but would be interested in utilizing a student(s) volunteer for 60 hours during a semester, what kind of experience would your organization offer a WRF Co-Op student?
7. Is there any other statements or comments you would like to offer to enhance the WRF program?

Summary of Topic #1: Updating the Associate of Science in Wildland Resources and Forestry classes: Making the following adjustments (highlighted in Yellow) to increase class availability and completion of the A.S.:

Required courses for Certificate and A.S. in WRF:

Completion of Certificate in WRF requires only these courses:

- FOR 101 - Introduction to Forestry – 3 units
- FOR 102 - Introduction to Forest Ecology – 3 units
- FOR 103 - Plant Identification – 3 units
- FOR 104 - Introduction to Outdoor Recreation – 3 units
- FOR 105 - Wildland Fire Management – 3 units
- FOR 106 - Principles of Wildlife Management and Ecology – 3 units
- ESCI 180 - Introduction to Geographic Information Systems – 4 units

Completion of Associates and Certificate in WRF include your GE requirements, the classes listed above, and the classes listed below:

Select one (1) course from the following:

- MATH 162 - Calculus for Business and Social Sciences – 4 units
- MATH 165 - Introductory Statistics – 4 units
- MATH 165H - Honors Statistics – 4 units
- MATH 190 - Calculus with Analytic Geometry I – 5 units

Select one (1) course from the following:

- BIOL 105 - General Biology – 4 units (Add)
- BIOL 105H - General Biology Honors – 4 units (Add)
- BIOL 124 - Molecular and Cellular Biology – 5 units
- BIOL 125 - Evolution, Ecology & Biodiversity – 5 units

Select one (1) course from the following:

- ESCI 120 - Physical Geology – 4 units
- CHEM 110 - Chemistry – 5 units (Add)
- CHEM 110H - Honors Beginning Chemistry – 5 units (Add)
- CHEM 111 - General Chemistry – 5 units
- GEOG 118 - Physical Geography – 3 units (Remove)
- PHYS 111 - College Physics – 4 units (Remove)

Select one (1) course from the following:

- NAT 180A - Natural History Series - Death Valley – 2 units
- NAT 180B - Natural History Series - Deserts – 2 units
- NAT 181A - Natural History Series - Coastlines – 2 units
- NAT 181B - Natural History Series - Coastal Mountains and Islands – 2 units
- NAT 182A - Natural History Series - Inland Mountains – 2 units
- NAT 182B - Natural History Series - Inland Valleys – 2 units

Total Units: 36-39

Advisory Member	Agrees w/ Changes	Disagrees w/ Changes	No Respond
1. Jason Allen	X		
2. Dave Baumgartner	X		
3. Ann Berkley	X		
4. Marian Coensgen	X		
5. Dave Gabaldon	X		
6. Paul Galvin	X		
7. Michael Hansen	X		
8. Alison Lancaster	X		
9. Denise Pogroszewski	X		
10. Eugene Suk	X		

Individual Advisory Committee Responses:

Jason Allen - Regional Supervisor, CNUC (Utility Company)

2. In addition to the certificate, we know offer an Associates of Science degree in Wildland Resources and Forestry. With an AS in WRF, how would that enhance a WRF student’s opportunity to work for your agency/company? **The AS makes the students more desirable in terms of education and experience for both CNUC as well as our clients**

3. Do you have any recommendation on any additional “information/knowledge” you would like to see students obtain from the program to enhance their attractiveness as a future employee? **To benefit CNUC and the growing field of Utility Forestry a more robust Taxonomy course to include education geared towards trees both native and ornamental- prep course for ISA certified arborist exam.**

4. Do you have any recommendations on how in recruit students to the program during the COVID-19 pandemic?

CNUC has the capability to do a virtual recruitment.

5. For the past several years, we have been able to offer the 698 – Cooperative Education classes. For each unit registered, a WRF student will volunteer (intern) for 60 hours with given agency/company/organization. The Co-Op program has been a success, but is no longer being offered due to COVID-19. Hopefully it will return soon. If your organization utilized the Co-Op program, can you please give a synopsis of the positives, negatives and how to improve the Co-Op program?

CNUC has a summer internship program but does not follow the above mentioned.

6. If your organization has not utilized the Co-Op program in the past, but would be interested in utilizing a student(s) volunteer for 60 hours during a semester, what kind of experience would your organization offer a WRF Co-Op student?

Not sure if a 60 hour volunteer program would be beneficial for the WRF inside of CNUC.

7. Is there any other statements or comments you would like to offer to enhance the WRF program?

We have hired multiple WRF students over the past several years and have had a 95% success rate with those students. I do believe that a more in depth Utility Forestry course or program would benefit both Citrus College as well as your WRF students. It would prepare them for a career in the growing field of Utility Forestry where forestry education will open many doors for them.

Dave Baumgartner – Volunteer Coordinator, USFS Baldy Visitor Center

- Did not respond

Ann Berkley – Biologist, US Forest Service

2. In addition to the certificate, we know offer an Associates of Science degree in Wildland Resources and Forestry. With an AS in WRF, how would that enhance a WRF student’s opportunity to work for your agency/company?

Being the Forest Service, a resource agency, it’s definitely a bonus. Many of our employees (who are not in Fire) work in natural resources (wildlife biology, fisheries, botany, forestry, hydrology, and soils/geology) and recreation. A background in any of the resource and forestry areas would also be a benefit to anyone looking to join our Fire program.

3. Do you have any recommendation on any additional “information/knowledge” you would like to see students obtain from the program to enhance their attractiveness as a future employee?

Not at this time.

4. Do you have any recommendations on how in recruit students to the program during the COVID-19 pandemic?

Unfortunately, I do not. Our volunteer program is standing down right now. Most employees, such as me, are not allowed in the field except for priority or essential work projects. As far as biology goes, we would have to think of a project that could be accomplished on a computer. Mike Hansen

started a brochure project covering wildlife and plant species for a few specific locations on forest. We could explore that in more detail and come up with a few ideas and locations.

5. For the past several years, we have been able to offer the 698 – Cooperative Education classes. For each unit registered, a WRF student will volunteer (intern) for 60 hours with given agency/company/organization. The Co-Op program has been a success, but is no longer being offered due to COVID-19. Hopefully it will return soon. If your organization utilized the Co-Op program, can you please give a synopsis of the positives, negatives and how to improve the Co-Op program? The Forest Service definitely utilizes the Co-Op program! Speaking just for myself, regarding the students I've worked with, they have been a tremendous help. I am the volunteer liaison for the volunteer group that staffs our America's Great Outdoors exhibit at the Los Angeles County Fair. We have always benefitted from the students helping at all of the areas within the exhibit, whether working at the Reptile House (handling live reptiles and relaying natural history), staffing the Welcome Center, working at the Log Sawing area, or working with one of our partner agencies (BLM and LA County Fire). The public interaction and relaying of important natural (biological, botanical, etc.) and recreational (hiking, trail, Leave-No-Trace etc.) information for all three partner agencies has been invaluable. Unfortunately, this year the fair was cancelled due to COVID. Next year though, I look forward to your students' participation again. The only real drawback with (or for) the students who work at the fair, when it comes to getting all of the hours in, is the short duration of the fair and working around their school and work schedules. We have been fortunate to be able to schedule some field work, such as rock dam removal in critical habitat for a federally threatened fish in San Gabriel Canyon or project work with Recreation (Mike Hansen) to fill out the total number of hours. When it comes to working the fair, we just have to plan well; the fair and possibly another wildlife/fisheries project waiting in the wings to round off the hours.

6. If your organization has not utilized the Co-Op program in the past, but would be interested in utilizing a student(s) volunteer for 60 hours during a semester, what kind of experience would your organization offer a WRF Co-Op student?

N/A

7. Is there any other statements or comments you would like to offer to enhance the WRF program?

N/A

Marian Coensgen – Habitat Restoration Associate, Amigos de los Rios

2. In addition to the certificate, we know offer an Associates of Science degree in Wildland Resources and Forestry. With an AS in WRF, how would that enhance a WRF student's opportunity to work for your agency/company?

An Associate's degree, in light of its broader focus, gives us more confidence in the student's adaptability and willingness to take on the many and varied challenges that a job in our organization demands. Beyond an interest, an AS displays a commitment to the field of forestry. As a green infrastructure non-profit, urban forestry is integral to our mission.

3. Do you have any recommendation on any additional "information/knowledge" you would like to see students obtain from the program to enhance their attractiveness as a future employee?

We rely heavily on our ability to consolidate data regarding the urban forest and convey it to the public through intuitive educational graphics. Therefore a basic background with computers, graphic design and education would give any applicant an edge.

4. Do you have any recommendations on how in recruit students to the program during the COVID-19 pandemic?

Part of the appeal of the WRF program is the opportunity to explore the breadth of knowledge through the extensive field trips that are part of the program. Since COVID has restricted access to in

person interactions, the best platform for recruiting students becomes on-line video platforms such as YouTube or Facebook.

I propose the use of one or two virtual 'fieldtrips', to appeal to the student's sense of adventure and spark their interest in complexity of the wildlands. Ideally, these should take full advantage of the video medium, with an emphasis on being concise, well edited and having graphics that assist you as you guide potential students into the world of wildland resources and forestry.

I'm wondering if there is a department that has students that could help create such videos at Citrus College currently.

5. For the past several years, we have been able to offer the 698 – Cooperative Education classes. For each unit registered, a WRF student will volunteer (intern) for 60 hours with given agency/company/organization. The Co-Op program has been a success, but is no longer being offered due to COVID-19. Hopefully it will return soon. If your organization utilized the Co-Op program, can you please give a synopsis of the positives, negatives and how to improve the Co-Op program?

The students that come to Amigos de los Rios through the 698 Cooperative Education classes are wonderful when they have the time to commit to the program. In fact Amigos has hired 3 WRF Coop students after they have completed the program. The positives include the opportunity to expose the students to the practical application of the theory they learn in WRF classes. In addition the student's help Amigos de los Rios accomplish the many forms of field work that are part of creating meaningful green infrastructure improvements in the urban setting. The negatives arise when students don't have time to work on the program regularly throughout the semester. Insisting on a regular schedule at the beginning of the semester may alleviate this problem.

6. If your organization has not utilized the Co-Op program in the past, but would be interested in utilizing a student(s) volunteer for 60 hours during a semester, what kind of experience would your organization offer a WRF Co-Op student?

N/A

7. Is there any other statements or comments you would like to offer to enhance the WRF program?

WRF program appeals to students who are excited to work in the field of forestry in a very practical way. Pomona is home to one center for the California Conservation Corps. Many of the youth employed by the Corps become interested in the field of forestry through their work in the National Forests and in conjunction with CALFIRE as support crews during fires. Communicating with this center might be a good way to recruit students to the WRF program as they complete their stint with the CCC.

David Gabaldon – Fuels Technician, US Forest Service

2. In addition to the certificate, we know offer an Associates of Science degree in Wildland Resources and Forestry. With an AS in WRF, how would that enhance a WRF student's opportunity to work for your agency/company?

That will help them meet the minimum experience criteria on most USFS Forestry Technician job applications (462 Series).

For fire, suggestion would be to have them complete the online NWCG courses required for FFT2 as part of the curriculum. They wouldn't be certified, but they can get a certificate of completion for each class.

- S-190 Introduction to Wildland Fire Behavior
- S-130 Firefighter Training
- ICS 100 Introduction to Incident Command System
- L-180 Human Factors in the Wildland Fire Service
- IS-700 Nation Incident Management System

<https://www.nwcg.gov/positions/fft2/position-qualification-requirements>
<https://www.nwcg.gov/publications/training-courses/rt-130/wfstar-catalog>

These are all offered online for free.

I think you already cover some of what is in these courses.

Total time frame (hours to complete) – approximately 50

3. Do you have any recommendation on any additional “information/knowledge” you would like to see students obtain from the program to enhance their attractiveness as a future employee?

Introduction course to NEPA/ CEQA

- Also, an basic GIS class specific to forest/ natural resource management
- The one they have now I feel covers a broad area of GIS

4. Do you have any recommendations on how in recruit students to the program during the COVID-19 pandemic?

Have students realize that many companies are looking for this skill set (SoCal Edison; LACFD Department of Forestry, LA City Department of Parks and Recreation, CALFire, CA State Parks, NPS Santa Monica, BLM, USFS, USFWS, CDF&W, NPS, etc.

5. For the past several years, we have been able to offer the 698 – Cooperative Education classes. For each unit registered, a WRF student will volunteer (intern) for 60 hours with given agency/company/organization. The Co-Op program has been a success, but is no longer being offered due to COVID-19. Hopefully it will return soon. If your organization utilized the Co-Op program, can you please give a synopsis of the positives, negatives and how to improve the Co-Op program?

As you know, I have used them and have had great success with them. If the internship were offered during COVID, I could do it virtual. I would have them doing GIS stuff through AGOL (ArcGIS Online)

I would have to coordinate with the Monument manager and Volunteer Coordinator. Everything would be through Zoom or Microsoft Teams.

6. If your organization has not utilized the Co-Op program in the past, but would be interested in utilizing a student(s) volunteer for 60 hours during a semester, what kind of experience would your organization offer a WRF Co-Op student?

N/A

7. Is there any other statements or comments you would like to offer to enhance the WRF program?

N/A

Paul Galvin – Biologist/Project Manager, Harmsworth Associates

- Did not respond

Michael Hansen – Recreation Officer, US Forest Service

- Did not respond

Alison Lancaster - Associate Arborist, Jan C. Scow Consulting Arborists, LLC

2. In addition to the certificate, we know offer an Associates of Science degree in Wildland Resources and Forestry. With an AS in WRF, how would that enhance a WRF student’s opportunity to work for your agency/company?

The certifying body in my industry is the International Society of Arboriculture (ISA). Unfortunately, they do not recognize college certificates at this time, meaning education obtained during a certificate program does not count towards the experience requirement to become a Certified

Arborist. Fortunately, they DO recognize AS programs, so the AS in WRF would be recognized, and can help a student get certified more quickly. As for my own company, we would recognize that a student with an AS probably has more school experience, and therefore is more likely to have developed important skills/qualities like writing, time management, self-initiative, critical thinking, etc.

3. Do you have any recommendation on any additional “information/knowledge” you would like to see students obtain from the program to enhance their attractiveness as a future employee?

Pest and disease diagnosis, abiotic disorder diagnosis, tree identification (perhaps there could be an additional identification class geared specifically towards trees?). I think those are the only directly teachable topics I can come up with, and I can think of great books that could maybe be used as text books for these topics. Writing is a very important skill in my field, but probably not directly related to your program. Ethics are also very important, but not sure how you would incorporate that into the program.

4. Do you have any recommendations on how to recruit students to the program during the COVID-19 pandemic?

I'm sorry; I don't have any recommendations on this. Marketing is not one of my strong suits. But, so you know, I recommend the program personally all the time. On the flip side, the local chapter of ISA has a Student Committee - but that would have less to do with recruiting to your program, and more to do with recruiting FROM your program. I'll make sure to mention the program to them, in case there's any mutual benefit that could happen.

5. For the past several years, we have been able to offer the 698 – Cooperative Education classes. For each unit registered, a WRF student will volunteer (intern) for 60 hours with given agency/company/organization. The Co-Op program has been a success, but is no longer being offered due to COVID-19. Hopefully it will return soon. If your organization utilized the Co-Op program, can you please give a synopsis of the positives, negatives and how to improve the Co-Op program?

N/A

6. If your organization has not utilized the Co-Op program in the past, but would be interested in utilizing a student(s) volunteer for 60 hours during a semester, what kind of experience would your organization offer a WRF Co-Op student?

I think my company could fill 60 hours of a student's time per semester. They would assist us in the field, doing tree inventories for construction projects, tree inventories for large properties needing pruning evaluations, they would tag along on consultations and assist with note taking, tree condition assessment, tree risk assessment, tree value assessment, field tasks like root crown excavations, checking soil conditions, etc. Other than that, I could find ways to fill their time in the office, such as helping put together tree protection plans, data entry of info collected in the field, etc. I'm not sure how it would play out, but I may even be able to take them to a seminar or two (sometimes students get to attend our industry events for free, or at least very discounted). They would learn a lot, but they would have to want to learn about trees - not necessarily forestry.

7. Is there any other statements or comments you would like to offer to enhance the WRF program?

Make them write more essays, or do more projects that can be shown to employers, like the plant identification binder. That plant ID binder played a HUGE role in me being hired. Things that students can physically show at an interview, not just say that they did, are super impressive. I know that more projects make your job more difficult though, haha.

Denise Pogroszewski - MA Ed, Biology & Earth Space teacher, Crescenta Valley HS

2. In addition to the certificate, we **now** offer an Associates of Science degree in Wildland Resources and Forestry. With an AS in WRF, how would that enhance a WRF student's opportunity to work for your agency/company?

This is a wonderful opportunity/option to tell students about as they contemplate what they want to do after high school. Knowing that it will transfer to other schools is also very important. Also knowing what career fields this can lead them in is important.

3. Do you have any recommendation on any additional "information/knowledge" you would like to see students obtain from the program to enhance their attractiveness as a future employee?

Is there a document that has the transfer credits to particular colleges/universities already out there? Is there a list of what higher degrees this can lead to? Is there a list of colleges/universities that students can pursue BA, BS, and higher degrees from? Is there a list of employers that will take the AS degree and not necessarily anything higher? Is there a list of potential earnings for various WRF jobs?

4. Do you have any recommendations on how **to** recruit students to the program during the COVID-19 pandemic?

During the in person year do you go to other professor's classes and pitch your class? You can still do that- you just join a live session. Or you can give that a try, if someone will let you talk.

You usually talk to the counselors, right? Still important to do that as well.

You pitch the heck out of your other classes in person, there's nothing to keep you from doing that in synchronous live sessions. You can also have an info item to link to on Canvas.

You can still have live speakers come to your class and talk about how great it is to have a job in X, Y, and Z fields.

In class talk about the benefits of this degree at this level and beyond. For example this is a job that is still relevant even when most people are being laid off. You can get a job here and be safe.

5. For the past several years, we have been able to offer the 698 – Cooperative Education classes. For each unit registered, a WRF student will volunteer (intern) for 60 hours with a given agency/company/organization. The Co-Op program has been a success, but is no longer being offered due to COVID-19. Hopefully it will return soon. If your organization utilized the Co-Op program, can you please give a synopsis of the positives, negatives and how to improve the Co-Op program?

N/A

6. If your organization has not utilized the Co-Op program in the past, but would be interested in utilizing a student(s) volunteer for 60 hours during a semester, what kind of experience would your organization offer a WRF Co-Op student?

N/A

7. **Are** there any other statements or comments you would like to offer to enhance the WRF program?

Teachers will be looking to enhance their life science, chemistry, and physics credentials with earth science pieces. Forestry falls under the earth science credential. Outreach to teachers would add some people to your evening classes. Substitute teachers may be looking to enhance their credentials and could attend day classes for as long as things are remote.

Eugene Suk – Park Ranger, Monrovia Canyon Park

- Did not respond

The following is an email I received from Jeremy Nofsinger from CN Utility Consulting (CNUC)

From: Nofsinger, Jeremy <jnofsinger@cutility.com>

Sent: Wednesday, September 9, 2020 6:26 AM
To: Robert Goodman
Cc: Cueva, Dennis
Subject: Your alumnus Dennis Cueva

Good morning to all at Citrus College and to you, Dr. Goodman,

I wanted to reach out to your Department to say, "Thank you" for preparing your alumnus Dennis Cueva so well.

My name is Jeremy Nofsinger, and I am from CNUC. We are a contractor for power companies to help them and their customers mitigate tree/vegetation and power line conflicts. We as a company and individual employees work with the Right-of-Way Stewardship Council, Tree Research and Education Endowment Fund (TREE Fund), Rights-of-Way as Habitat Working Group, the Tree Care Industry Association, the International Society of Arboriculture, and others. We record customer and property information for the tree crews that follow us, audit the ongoing and finished work, and more. We have contracts across the US and now Canada.

Dennis Cueva was recently promoted to Lead Consulting Utility Forester for CNUC after joining only last April. Dennis attended Citrus College to earn a Forestry and Wildland Resources certification. He then achieved a Rio Hondo Community College's Wildland Fire Academy "Wildland Firefighter" to work for the US Fish and Wildlife Service in the Charles M Russell National Wildlife Refuge. Dennis has visited five different countries and has seen Mt. Everest in person. Some of his other hobbies include restoring old vehicles, playing guitar, singing, and now Dennis and his wife are expecting a baby boy this September!

We are always looking for potential candidates like Dennis who know their tree species, terrain, environmental issues, and customer service skills. A number of students and school professors have asked for what else we are looking for in a candidate so if you wish to email back and forth or schedule a meet-and-greet through technology I would be glad to do it with you or other professors. I am also available on Handshake. I hope your new school year is going well.

I thank you for your time and great job preparing Dennis and at least 13 (by my count) of our other CNUC teammates!

Jeremy Nofsinger
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ISA Arborist, Utility Specialist, & TRAQ // IN-3342AU
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wearecnuc.com // LinkedIn // Employee Owned
ISA PICS small
Safety doesn't happen by accident