

1. Discipline/Area Name: PARK & LANDSCAPE MANAGEMENT/AGRICULTURE (including BIOL 103 BOTANY): MSE	For: 2016-2017
2. Name of person leading this review: Neal Weisenberger	
3. Names of all participants in this review: Neal Weisenberger, Sharon Weisenberger, Kris Chassion	
4. Status Quo option: Year 1: Comprehensive review <input type="checkbox"/> Year 2: Annual update or status quo option <input type="checkbox"/> Year 3: Annual update <input checked="" type="checkbox"/> Year 4: Annual update or status quo option <input type="checkbox"/>	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Number of Full-time Faculty

Number of Part-time Faculty

Data/Outcome Analysis and Use

5. Please review the subject level data and comment on trends (data is available on the [Program Review web page](#)):

Indicator	2012-2013	2013-2014	2014-2015	2015-2016	Recent trends?	Comment
Enrollment #	218 (48)	187 (68)	246 (73)	201 (73)	No Change	Small numbers and different classes each year. Even years should be compared to even years and odd years to odd years, due to class offerings and sequencing. Numbers in parenthesis are BIOL 103 and are not included in larger numbers (AGRI only)
# of Sections offered	12 (2)	12 (3)	13 (3)	13 (3)	Increase	Slight, due to offering two extra class one in BIOL and one in AGRI which are overlapped with other classes.
# of Online Sections offered	0	0	0	0		

# of Face-to-Face Sections offered	12 (2)	12 (3)	13 (3)	13 (3)	Increase	Slight, due to offering two extra class one in BIOL and one in AGRI which are overlapped with other classes.
# of Sections offered in Lancaster	12 (2)	12 (3)	13 (3)	13(3)	Increase	Slight, due to offering two extra class one in BIOL and one in AGRI which are overlapped with other classes.
# of Sections in other locations	0	0	0	0		
<u># of Certificates awarded</u>	3	2	8	7	Increase	Had a large group of students start and end the program at the same time.
<u># of Degrees awarded</u>	1	0	7	6	Increase	Had a large group of students start and end the program at the same time.
Subject Success Rates	67 (50)	72.2 (70.6)	72.8 (61.6)	64.7 (58.9)	No Change	Small numbers and different classes each year make it challenging to evaluate. Even years should be compared to even years, and odd years to odd years. Numbers in parenthesis are BIOL 103 and are not included in larger numbers (AGRI only)
Subject Retention Rates	75.7 (77.1)	83.4 (91.2)	87.4 (78.1)	89.1 (93.2)	No Change	Small numbers and different classes each year make it challenging to evaluate. Even years should be compared to even years and odd years to odd years. Numbers in parenthesis are BIOL 103 and are not included in larger numbers (AGRI only)
Full-time Load (Full-Time FTEF)	.93 (.13)	1.08 (.16)	1.03 (.24)	1.27 (.14)	Increase	Small numbers and different classes each year make it challenging to evaluate. Even years should be compared to even years and odd years to odd years. Numbers in

						parenthesis are F/T Overload. Some class hours changed to meet TMC
Part-time Load (Part-time FTEF)	.3	.3	.44	.14	Decrease	Small numbers and different classes each year make it challenging to evaluate. Even years should be compared to even years and odd years to odd years. . Some class hours changed to meet TMC
PT/FT FTEF Ratio	.32	.28	.42	.11	Decrease	Small numbers and different classes each year make it challenging to evaluate. Even years should be compared to even years and odd years to odd years. Some class hours changed to meet TMC

#	Indicator	Comments and Trend Analysis
7.	If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed.plans developed, students served)	Many of the classes have TBA hours for the class. The faculty meets with small groups during the TBA hours, allowing better instruction and more hands-on labs with students. This has been good with students, but it means the faculty do two to three times the hours required to meet the TBA. Many Term projects have the opportunity to have their project evaluated and given comments on how to improve prior to turning projects in. This has greatly benefited those students who take this opportunity. Developed and continue to hold Smart Landscaping workshops once a month for the students, staff and public. Developed and participated (with Students) at the Smart Landscaping Expo held at the Antelope Valley Fairgrounds
8.	Student success and retention rates by equity groups within discipline	Review and interpret the subject data by race/ethnicity and gender. Identify achievement gaps. List actions that are planned to meet the Institutional Standard of 69.1% for student success and to close achievement gaps: The challenge is the program usually has only around 100 unduplicated head count for all the classes combined. This means it only takes a few students to drastically change any statistic. This is especially true when evaluating ethnicity success rates and retention.

		<p>In general, the program achieved the standard of 69.1% in success and 83.9 for retention in ethnicity, and 69.2 for success and 86.3 for gender. However, at closer look we still struggle with low success and retention rates in the African American student group, which typically have numbers just above the goal for Hispanic Students.</p> <p>The landscape field traditionally has a very low rate of African Americans in the workforce. The landscape industry may be a career they may not want to be associated with or have limited experience in before enrolling at the college and taking classes.</p> <p>The success rate for Hispanic students in classes is probably a result of their comprehension of, speaking and understanding spoken English. We work hard with limited English speaking students, however with the language difference and the technical terminology for these student, success in the class is severely compromised.</p>
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	<p>Comment on the <u>occupational projections</u> for employment in your <u>discipline</u> for the next two years and how the projections affect your planning:</p> <p>For both short term and long term, for both Los Angeles County and the state of California, the landscape occupation field is expected to see an increase nearly 10%. These statistics normally do not capture self-employment, which is a large part of the landscape industry. These projections will probably not affect the program planning since we have been seeing these numbers since the recession and saw the same number before the recession.</p>

10. Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO/ILO	Action Plan	Current Status	Impact of Action
All	Match goals in Program review	Ongoing	Have seen no additional assistance other than VTEA funding. No other resources or changes have occurred

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Maintain a clean, safe and functional learning and work environment	Ongoing	This goal has several sub-parts in the Comprehensive Program Review Document. Some of the sub-parts of the goal have been completed, other parts have not been addressed. In general, not much has been completed. The relevant measures include observation, SLOs and PLOs percentages, retention and success due to limited tools and equipment.
Design and Landscape Facilities	Ongoing	This goal has several sub-parts in the Comprehensive Program Review Document. Some of the sub-parts of the goal have been completed, other parts have not been addressed. The relevant date would be the number of certificates or degrees. It would be a measurement that could only be used after increased class offerings were in place to see the difference. The program has been a night only program for over 40 years and has not offered very many daytime classes to see if there are enough students interested in classes during the day, rather than just at night. We can only try and see the results
Develop a plan to maintain facilities	Ongoing	This goal has several sub-parts in the Comprehensive Program Review Document. Some of the sub-parts of the goal have been completed, other parts have not been addressed. In general, not much has been completed. The relevant measures include observation, SLOs and PLOs percentages, retention and success due to limited tools and equipment.
Briefly discuss your progress in achieving those goals: These goals will be ongoing forever. These goals have several sub-parts in the Comprehensive Program Review Document. Some of the sub-parts of the goal have been completed were other parts have not been addressed. In general, not much has been completed.		
Please describe how resources provided in support of previous program review contributed to program improvements: Vtea funds have been the only monetary resources provided in support of program improvement.		

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2018-2019. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Maintain a clean, safe and functional learning and work environment	1. Commitment to strengthen Institutional Effectiveness measures and 5.Align instructional programs to the skills identified by the labor market - Supporting PLO(s), SLO(s), OO(s), ILO(s)	<p>Action #1. Build tool Racks to safely store tools.</p> <p>Action #2. Develop a plan and implement the plan to increase staffing on a part-time/hourly basis to support the program.</p> <p>This is an ongoing goal of health and safety. Organization of materials used in classes has been slow since moving into new facilities in which some storage issues have never been finished.</p> <p>Repairing and replacing equipment with safety issues has been an uphill battle within the program.</p> <p>The main items are (1) more tools racks that never were constructed with the facilities, and (2) Time to complete the organization. Both the instructor and lab assistant must prioritize between classroom, general clean-up, and safety before they can even work on organization. Normally most organization happens in summer when classes are not in session.</p>	Yes
2	Design and Landscape Facilities	1. Commitment to strengthen Institutional Effectiveness measures and	Action #1. Expand the course offerings in the Program. Step 1 – Determine which classes should be increased in offering	Yes

		<p>5.Align instructional programs to the skills identified by the labor market - Supporting PLO(s), SLO(s), OO(s), ILO(s)</p>	<p>Step 2 – Determine the frequency the classes. Step 3 – Develop if a day-time classes are needed. Step 4 – Add determined sections to the schedule</p> <p>Action #2. Develop a plan and implement the plan to increase staffing on a part-time/hourly basis to support the program. (also in goal 1)</p> <p>It has always been part of the curriculum to install and maintain landscapes. Even as landscapes age they will need to continue to be redesigned at the current industry standards. The challenge has always been the ability to offer classes in a timely manner.</p> <p>Most of the classes are offered on a two-year rotation, which means if a project is partially completed it may take another 2 years to complete. If completed by personnel other than the students, the students lose the opportunity to learn the job skills needed in the industry.</p> <p>The action items that require funding is primarily decrease the time between some of the classes being offered. E.g. once every 3 semesters instead of 4.</p>	
3	Develop a plan to provide resources to maintain the educational requirements and the facilities that provide the educational environment.	<p>1. Commitment to strengthen Institutional Effectiveness measures and 5.Align instructional programs to the skills identified by the labor market - Supporting PLO(s), SLO(s), OO(s), ILO(s)</p>	<p>Action #1. Develop a plan and implement the plan to increase staffing on a part-time/hourly basis to support the program. (same as in first two goals)</p> <p>Action #2. Increase supply budget</p> <p>Action #3. Develop and implement a</p>	Yes

			<p>technology/tool/equipment replacement budget</p> <p>It has become more difficult for the program to continue to meet the SLOs and PLOs, as equipment no longer works or becomes unsafe. Currently VTEA funds have assisted in meeting some new and replacement of technology in the program.</p> <p>We have doubled the size of our facilities and continue to have the same amount of maintenance staffing. When the lab technician is sick for an extended period or taking vacation time, all work falls on the staff.</p>	

****Action plan verbs: *expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.***

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/program goal(s) from #12 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel ¹ , Technology ² , Physical ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name
3	Personnel	Repeat	Hourly, substitute Lab technician when lab Tech is on vacation or out for an extended time	10,000	Recurring	Neal Weisenberger
1, 3	Personnel	Repeat	Hourly worker that can assist in maintaining, organizing tools, equipment and supplies	5,000	Recurring	Neal Weisenberger
3	Technology	Repeat	Increase in supply budget	3000,00	Recurring	Neal Weisenberger
3	Technology	Repeat	A technology budget to replace or come up to industry standards on annual basses	5000.00	Recurring	Neal Weisenberger

			Doors needed to be added or changed to prevent students from entering outdoor lab when staff are not present. With the addition of non-discipline classes in the facility it is impossible to prevent students from entering greenhouses and the outdoor lab. Materials have been stolen due to the building and lab area being left unlocked. When non-ag classes use the facilities, it compromises the safety and security of the learning laboratory. If a student falls or injuries themselves with no supervision in the area it could be hours before help could find them.			Neal Weisenberger
1,3	Physical	New	Labs could not be complete due to complete access to the facilities.	\$10,000 – \$20,000	One-time	
1	Physical	New	Tool racks	\$2,000 - \$5,000	One-time	Neal Weisenberger

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.