

CTE Program Review – Annual Program Update for 2021-2022

PART A

SECTION 1: BASIC PROGRAM INFORMATION

Program Name: **Landscape Tech**

Program Faculty Department Chair(s): Jennifer Peters

Program SAC Chair(s): Elizabeth Brewster

Program Dean: Karen Sanders

Pathway Dean: Karen Sanders

Please highlight where your classes are offered.

Classes/Services offered at: CA / **RC** / SE / SY / NB / HC / WCC / Metro / CLIMB / OMIC / Other:

1A. Program Structure

- Do you have a Competitive Entry or Admissions Process?

Competitive, based on admission criteria

Competitive due to limited capacity, based on order of application

Open entry

Other _____

SECTION 2: REFLECTING ON DATA

All data cited below can be found here:

<https://www.pcc.edu/institutional-effectiveness/program-profiles/>

***Note the row of Tabs just below your Bookmarks Bar. Begin on the Home Tab. This is where you will choose your selection criteria for your data. Return to the Home Tab whenever you want to change your selection criteria. See the Help and Data Dictionary Tabs as well as the Data Directions Document included in the email with this template for more information.

Please include data from at least the last three years and up to the last five years. A 3-year review is recommended. SACs may have unique circumstances and reasons for looking more or less broadly.

2A. Enrollments (SFTE) per year; Location (where course is taught); Modality

SEE Student FTE Tab.

2A1. Does this data suggest any questions that the SAC would like to pursue?

The LAT program has experienced robust enrollment from 2017-2021. This robust enrollment does not track with the declining campus and district enrollments over the same time period. Enrollments continued strong during the pandemic switch to remote learning, despite having to cancel several classes that could not be held remotely.

The data supports our practice of increasing class sizes and adding extra sections as needed.

2A2. Do the data suggest adjustments be made in your program, such as schedule or course offerings, with regards to enrollment? If yes, what ideas/strategies do you have that you would like to implement or have help with?

We continue to try to increase class offerings while being mindful to not dilute our existing class enrollments. A robust marketing campaign would allow us to increase enrollments to support continued increases in class offerings.

2A3. Are there other data reports that you would find informative/useful with regards to enrollment? How would this information support decision-making for the program?

Not at this time.

2B. Course Success Rates

Data Definition: Success rate represents the percentage of students who successfully complete a course. It is calculated as:

$$\% S = \frac{\text{Number of students receiving a grade of A, B, C, P, PR, or CM}}{\text{Number of students receiving a grade of A, B, C, D, F, P, NP, I, W, PR, CM, N, UP}}$$

PR, CM, N, and UP are non-credit grades used in the Adult Basic Education program.

Success rates for gender and race are not calculated when the enrollment is less than 5. For any success rate that is not calculated, the total for that column is also not calculated.

% Success By Course and Modality

SEE Modality Tab

Our overall success rate has remained steady over the last few years.

2017-2018—88.2%

2018—2019—86.5%

2020-2021—86.7%

Our switch to remote learning did not appear to affect our success rate, which was 86.5% for remote learning in 2020-2021.

2B1a. Are there any courses with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

The only class that has consistently lower success rates for more than a single year is LAT 271, which is Computer Aided Design. This class is known as an extremely difficult class and one that students struggle with. As a department we have worked to provide extra resources for students in this class, such as providing an extra support aide in the class to help students who are struggling.

2B1b. Are there any modalities with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

N/A

2B2. Strategy Insights

What strategies have you used to maintain high success rates? What can be learned that might be applied to courses with lower success rates? What are possible actions to be taken to understand/address lower success rates? Please clearly explain how your discipline intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

High pass rate classes tend to be second-year classes. This higher pass rate is in part due to these second-year classes being comprised of our more dedicated students and fewer 'exploratory' students.

Hands-on classes tend to have higher pass rates than more traditional lecture-heavy classes.

Changing the pedagogical approach (i.e., to more active learning, student centered, etc.) and updating the curriculum shows an improvement in pass rates. As a SAC, we should update any classes that have outdated curriculum and pedagogy as well as classes with low pass rates.

During the pandemic, much of this work to make classes more hands-on, and more student-centered has been put on the back burner while we pivoted to remote learning. While this has presented many challenges, it has also presented opportunities. The shake up of traditional classroom practices has opened up new ideas for teaching and offered alternative approaches. Some have been successful, and some have not. But many of the ideas that have been successful can be retained and used after we return to in-person teaching.

Enrollment and % Success By Course and Student Demographics

SEE Gender, Race, and Pell Tabs

2B3. The data may indicate a pattern of inequities (in gender, race, or Pell eligibility) in student enrollment or success. Please clearly explain how your program intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one year goal.

The data shows some disparity among white, Latinx, and Asian students.

<u>Year</u>	<u>Race</u>	<u>Success Rate</u>
2020-21	Asian	83%
2020-21	Latinx	72%
<u>2020-21</u>	<u>White</u>	<u>90%</u>
2019-20	Asian	91%
2019-20	Latinx	83%
<u>2019-20</u>	<u>White</u>	<u>89%</u>
2018-19	Asian	87%

2018-19	Latinx	87%
2018-19	White	90%

The LAT SAC is committed to culturally responsive teaching. We believe in holding our students to high standards, promoting student-centered teaching, and providing opportunities for active learning and collaborative learning opportunities. In addition, because we are a small department, we as instructors have the opportunity to get to know our students and connect with them individually. This allows us to identify students who are struggling and reach out to them personally. We believe that the student-teacher relationship is critical for student success, and as a department we make every attempt to develop those relationships and connect with students who need extra help.

2B4. What support does your SAC need to fully explore inequities in enrollment or student success? For example, are there any other data reports you would find useful to have related to student success?

None at this time.

2C. CTE Completions

SEE Awards Tab

2C1. Is the program independently tracking student completions? Feel free to share your data sets here. Are there any program practices that positively influence completions? Are there any program practices that could be revised in order to more positively influence completions? Please explain.

The LAT program has found that the data on student completions was incorrect and student records has not been tracking the mid-level certificates. At this time we have not fully resolved this issue. We will continue working with student records to obtain accurate information on student completion rates.

In addition to problems with the data, we find that Degree and certificate completion is an inadequate measure of success for landscape technology students. Many of our students leave before graduation because they obtain a job in the landscape industry. Degree completion is not an employment requirement and therefore should not be the sole metric in defining student or program success.

Approximately one-third of LAT students enter our program with an Associates degree or higher. A majority of these students have the goal of building industry-specific knowledge and skills for a career change (not another degree) and leave when they obtain a job in the industry.

Program practices that influence completion rates include:

- Our program advisor Suzanne Najafdari is instrumental in working with individual students and their needs to set them up for success, no matter what their goals in our classes. She not only provides initial student advising but follows up with students throughout their time in our program to help keep them on track to pursuing their goals.
- The LAT department fosters a strong community culture among our students, faculty and staff, and industry partners. During in-person teaching, our dedicated facilities at Building 4 serve as a centering place for curricular and extracurricular activities that allow first and second-year students to form peer support relationships (outside of the pandemic). It also helps the faculty and students build partnerships and connections with industry members who visit our program.
- The LAT faculty and staff engage in informal mentoring relationships with current and past students. This is greatly influenced by a greater fulltime faculty to student ratio than other programs may have, due to the greater availability of access to instructors and the consistence of having the same instructor for multiple classes over multiple years.
- The LAT department works hard to foster interaction and partnerships with industry. We foster the industry/ student connection by inviting industry professionals as guest speakers, pairing students with companies for cooperatives education experiences, hosting an Open House for

companies to table and speak with students. Many of our students obtain jobs with companies before completing their degrees.

2C2. If different from your internal tracking (if you do it), what conclusions or observations are suggested by the graduation data provided in the Awards Tab?

N/A

2C3. Is your program aware of any external influences that strongly affect program completion? For example, labor market impacts, business partnerships, or internship availability, etc. Please explain.

As noted above, many students leave before completion if they are able to get a job in the industry. Therefore, the labor market strongly affects completion rates.

2C4. Are you able to get information about graduate job placement/salaries for recent graduates? If so, please describe how you get that information, and what you have learned.

Not since the last program review.

SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING

3A1. Learning Assessment Reports

- X Multi Year Plan current and complete
- X 2021 Summary Data Report submitted
- X 2021 CTE Learning Assessment Report submitted

_____ 2021 TSA submitted (Please check if TSA submitted)

Program Notes: If any of the above forms above was not submitted, please explain why. Feel free to add additional notes/ context as appropriate.

3A2. Assessment Reflection

Please respond to the question below, which relates to your SAC's 2020-2021 Learning Assessment Report to the Learning Assessment Council (LAC).

Commendations: Even though the number of students assessed was smaller than hoped for, the SAC submitted a complete & thoughtful assessment report, recognizing the problems with small numbers for data. There are a number of students taking the same course as the one assessed that are not taking the degree path.

Suggestions/Comments: Going forward, the idea to shift this assessment from LAT 106 to LAT Technology degree students is a sound choice for greater assessment numbers. It may be beneficial to consult with your assessment coach as changes are considered, the coach is there as a resource.

Questions: To some extent, this assessment project was more of a verification of how well the students were doing. What else can the SAC do going forward to assess with a project focused on improving student learning & achievement?

SAC Response:

The last focal assessment measured communication through an individual, written project. However, anecdotally we have noticed that interpersonal conflict can arise during group projects, and it would be helpful to assess group communication in the next assessment.

SECTION 4: ADDITIONAL ACHIEVEMENTS, CHALLENGES or OPPORTUNITIES

4A. Is there anything further you would like to share about your program's achievements at this time?

The LAT program successfully transitioned to remote learning during the pandemic, while keeping enrollment numbers high. This placed an added burden on instructors during this time of transitioning to entirely new modalities, learning new technologies, and being disconnected

from each other and from others in the division. The program was able to keep classes going, students engaged, and enrollments high during this very challenging time.

4B. Are there any challenges not described above that you would like to note here?

The Reorganization caused much stress and disruption to our program. We were left without a Dean and without an administrative assistant. The LAT faculty have been scrambling to continue our program during a pandemic while students are in crisis, our teaching has been completely uprooted and turned on its head, and then on top of that the reorganization made a bad situation **so much worse**. Why was this continued during the pandemic when every resource at PCC should have been focused on dealing with the current crisis?

4C. Do you see any opportunities in the near or long term that you would like to share?

- Reaching out to the Latinx workforce in the landscape industry
- Pursuing new hybrid/online/remote modalities in the future
- Updating the drafting lab to include computers and updated technologies
- Reaching new populations through improved marketing
- Offering new classes in response to changing needs in the industry
- Partnering with our Advisory Board to stay current with industry practices

SECTION 5: INDUSTRY AND EXTERNAL ACCREDITATION GUIDANCE

5A. Advisory Committee

Please check your Advisory Committee list at [Spaces](#). If it is not up to date, submit the current list to academicaffairs@pcc.edu and we can update Spaces for you.

Advisory committee roster is current as of: November 2021

Please summarize feedback/input that you have received from your Advisory Committee over the past two years, and outline actions that resulted from this feedback.

During the first year following Covid, we did not have an Advisory Board Meeting because our members were dealing with their own pressures and problems related to the pandemic. We held the first meeting since the pandemic in May, 2021. During that meeting we discussed the changes that the industry was facing because of the pandemic (maintaining social distancing, increased business demand, etc.) and we discussed potential paths forward for the program including educational opportunities for the Latinx community. We will continue these discussions at our fall 2021 Advisory Board meeting.

Are there any examples of successes you have had working with your Advisory Committee that you would like to highlight?

The Advisory Board has been instrumental in guiding our program to remain current with changing needs in the industry. Many of our Advisory Board members have helped create cooperative education opportunities in their respective businesses. Advisory Board members also serve as guest speakers in our classes and host field trips during non-Covid times. Advisory Board members also help advise us on technology purchases and serve as advisors for any proposed new classes.

Does the SAC have any suggestions for ways that the Program and Pathway Deans could support the SAC and the Advisory Committee to work together effectively?

None at this time.

5B. Accreditation

- Do you have professional or programmatic accreditation? (This is a separate accreditation from PCC's institutional accreditation by NWCCU).

YES / **NO**

- If yes:
 - What is the name of your accrediting body?
 - What is the typical accreditation cycle?
 - When is your next self-study/visit scheduled to occur?

Please summarize feedback/input that you have received from your accrediting body over the past two years, and/or any actions taken as a result of accreditation recommendation or guidance.