

PROGRAM REVIEW Fall 2019

Program:

Division:

Date:

Writer(s):

SLO/SAO Point-Person:

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____ Thomas Fuller _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

Programs must still complete all other sections (as applicable).

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

- A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

The LPC Horticulture program covers instruction in various horticultural fields: landscape maintenance and construction, landscape design, ornamental horticulture, hydroponics and aquaponics, greenhouse culture, and nursery growing and sales. A.S. Degree in Horticulture is offered along with CTE certificates. Most courses consist of lectures and hands-on learning labs.

- B. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

IR Data packets are available here: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

Head counts in both Spring and Fall, have varied, from year to year, but have remained stable on average. This is mostly due to the course offerings, since most courses are offered on 2 or 3 year cycle. Student demographics show a gradually increasing number of female students, verses male students. Historically, the majority of our students are age 25 and older. However, in the past 5 years we have been enrolling a larger percentage of students below the age of 25. The majority of students are white or Latino, which reflects the demographics of the local horticultural workforce. Most students are continuing students. In the past 5 years there has been an increasing percentage of students, who are either first-time any college, or first-time transfer. This may be due to the offering of the Introduction to Horticulture course as a day-time course every other year. Most students are part-time students, which reflects the age of the majority of students. Student success rate is high, 86%-92% for the past year.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
<input checked="" type="checkbox"/>	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
<input checked="" type="checkbox"/>	Course Offerings		Financial/Budgetary	<input checked="" type="checkbox"/>	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	<input checked="" type="checkbox"/>	Student Equity
<input checked="" type="checkbox"/>	External Factors		Learning Support		Professional Development		Technology Use

C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data
- Labor Market Data

Productivity varies with each semester, but has been fairly strong overall, except in the 2016-2017 academic year. The variations can be traced to the course offerings. We need to offer courses that students, who are working for certificates or degrees need for completion. However, for other students, some courses are more popular than others. Labor market data shows a steady increase in horticultural jobs. In fact the increases in the local job market for horticultural workers exceeds the state average.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	<input checked="" type="checkbox"/>	LPC Planning Priorities		Services to Students
<input checked="" type="checkbox"/>	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.

We have implemented program curriculum and now offer four progressive Certificates of Achievement, as well as an A.S. degree in horticulture. We are currently offering our first non-credit class in horticulture, in cooperation with the Pleasanton Unified School District, and Sunflower Hill, a foundation which works with developmentally disabled adults. We will offer the second non-credit class in the program during the Spring 2020 semester. The Design of our proposed new Horticulture Facility is not underway, with a proposed completion by the Fall of 2021.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
X	Course Offerings		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
X	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors	X	Learning Support		Professional Development		Technology Use

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

We were unable to offer a third class in Horticulture, during the Spring 2019 semester, due to low enrollment in that class, Hort. 67 Interior Plantscapes. We are still suffering from a lack of space: classroom, lab, and office. This is not likely to improve until a new Horticulture facility is built.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
X	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

We need to increase the lab technician position from 50% to 100%, or add another part-time lab technician position. The lab technician plays a vital role working in partnership with the faculty in the success of students in the horticulture and viticulture programs. They support students in the lab and the field. The current lab technician cannot keep up with the workload for both Viticulture and Horticulture. Since M&O does not help us maintain the horticulture facility, some maintenance duties (I.e. weed and disease control) are being completed by part-time faculty, who are not compensated for the work.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach	x	Facilities, Supplies and Equipment, Software	x	LPC Planning Priorities	Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
	Curriculum Committee Items	x	Human Resources		Pedagogy	Student Equity
x	External Factors	x	Learning Support		Professional Development	Technology Use

G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

- 1. Continue the facility design process for the new horticulture facility.**
- 2. Work with part-time staff to include them in the planning process. Besides the lab technician position, we coordinate with instructional aides assigned to the non-credit class by the Pleasanton Unified School District.**
- 3. Maintain the Horticulture yard, greenhouse, and shade house, as well as motorized and non-motorized equipment.**

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
x	Community Partnerships/Outreach	x	Facilities, Supplies and Equipment, Software	x	LPC Planning Priorities	xx Services to Students

	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	x	Student Equity
x	External Factors		Learning Support		Professional Development		Technology Use

H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

- 1. Successfully open our new Horticulture Facility.**
- 2. Increase enrollment, through outreach with employers and local school districts.**
- 3. Increase cooperation in reaching out to students with developmental disabilities.**
- 4. Hire a full-time faculty to teach Horticulture.**

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
x	Community Partnerships/Outreach	x	Facilities, Supplies and Equipment, Software	x	LPC Planning Priorities		Services to Students
x	Course Offerings		Financial/Budgetary	x	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	x	Human Resources		Pedagogy	x	Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

Section Two: Current Topics (Required for All Programs)

- A. Program-Set Standard (Instructional Programs Only):** The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:

<http://www.laspositascollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?

yes no

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

Not applicable.

- B. SLOs/SAOs:** Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only): Hort. 51 Fall Plant Materials
SLO or SAO: Upon completion of Hort. 51, the students will be able to identify Fall plants by their botanical and common names.
Describe the quantitative or qualitative results: Students were required to complete 150 individual plant I.D. sheets listing relevant information about, the uses, growing requirements and descriptive information of each plant.
Discuss any actions taken so far (and results, if known): Most of the students completed the 150 assignments satisfactorily.
Discuss your action plan for the future: No change in action plan.

- C. Program SLOs (Degree/Certificate granting programs only):** Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: Certificate in Ornamental Horticulture
Program SLO: Upon the certificate in Ornamental Horticulture the student will be able to recognize typical horticultural pests and diseases, and know how to research their treatment.
Describe the quantitative or qualitative results: Students are required to complete Pest Identification Sheets for 16 of the most common pests, their names, the life-cycle of the pest, damage caused, and both chemical and non-chemical treatments.
Discuss any actions taken so far (and results, if known): We are currently taking action by offering a joint course Hort. 53 and VWT 35, Landscape and Vineyard Pest control.
Discuss your action plan for the future: We will offer this course once every two years, so students can complete the certificate in a timely fashion.

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKy>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

All SLO are currently up to date.

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects

- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- What was the action?
- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.
- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)
- If you did not take any actions in support of the goals above, you may write “N/A.”

N.A.

F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

Program maps and intervention with students who have made progress in degrees.

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)

Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDb>

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate’s Degrees or Certificates). What has been the effect of these actions, if known?

Our program has set a high standard of inclusivity. All students and staff are expected to treat all students with equal respect and dignity. We have specifically reached out to the developmentally disabled community through our non-credit horticulture program and have successfully transitioned two of these students into our credited horticulture program.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

Out-reach to the developmentally disabled community is incredibly complicated. We are dealing with numerous School Districts, and other public and private agencies. Support from DSPS and Adult Education has been limited by frequent turnover in their leadership.

H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

None.

**Section Three: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

None.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

None.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

No plans to offer at this time.

**Section Four: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

Labor market data for horticultural workers in this area, show an increase of 7% annually. Likewise, the average pay rate is steadily increasing.

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

The advisory board has been inactive for the past year. We have scheduled a board meeting for Oct. 24, with hopes of getting the board back in action.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

Our program lags behind regional and state medians for enrollment, completions, and/or transfers. The current horticulture facility is outdated, and inadequate to attract a wider range of students.

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

Yes.

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

Yes.

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?

Yes.