

# Annual Discipline Update YEAR A: Fall 2019 -- LAT

## SECTION 1: BASIC PROGRAM INFORMATION

**Program Name:** Landscape Technology

Program Division Dean(s): Andrew Roessler

Program Department Chair(s): Jennifer Peters

Program SAC Chair(s): Elizabeth Brewster

Classes/Services offered at: CA xRC SE SY NB HC WCC Metro CLIMB 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
  - X Program is open entry
  - Other \_\_\_\_\_

### 1B. External Accreditation

- Do you have professional accreditation? YES x 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? \_\_\_\_\_

### 1C. Advisory Committee

- Is the Advisory Committee list at spaces (link) accurate? Yes

### 1D. Program Staffing -- to be completed by FDCs/Division Dean(s)

- Please indicate the number of each type of staff in your program college wide
  - Indicate staffing per campus if the program is offered at multiple locations
  - For staff serving multiple programs and disciplines, please estimate fraction of time allocated to this program
- # of Full time Faculty: 3
- Full time IFTE: ~6.14
- Part time IFTE : ~3.45
- Classified Staff (number and estimate of workload for this program):
  - Tech IV – 1 @ FTE
  - Admin – 1 @ 0.25 FTE
- AP Staff and role (number and estimate of workload for this program):
  - Program advisor – 1 @ 0.25 FTE
  - Career Services – 1 @ 0.2 FTE
- Managers:
  - Dean – 1 @ 0.075 FTE

## SECTION 2: REFLECTING ON PROGRAM DATA

### 2A. Enrollment

**Enrollments (SFTE) per year; Location (where course is taught); Modality**

**SEE APPENDIX A, DATA TABLE 2A-1**

2A1. What conclusions or observations are suggested by this data?

- The LAT program has experienced robust enrollment (SFTE +20%) and does not track with the declining campus and district enrollments over the same time period of 2016/17-2018/19.
- The data supports our practice of increasing class sizes to accommodate more students over the past two years.

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

- The majority of our first-year classes are at capacity and have waiting lists. Future enrollment increases will be limited without the addition of additional sections of classes as we cannot further increase class capacities without compromising instruction. We are hesitant to schedule additional sections as we aren't confident that we have enough unmet interest to fill additional sections. We are currently pursuing a marketing redesign that may generate enough additional interest to increase additional sections.

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

*% A, B, C or P divided by total count of grades A-F, P, NP W and I; all courses in the subject area*

### **% Success By Course and Modality**

**SEE APPENDIX A, TABLE 2B-1**

2B1. Are there any courses and/or modalities with consistently lower or higher pass rates than others?

- Student success overall (averaged over all courses) has increased over last three years

2016-17	83%
2017-18	90%
2018-19	87%
- In 2016-17 we had 4 of 34 classes with a < 70% pass rate (HOR 226, HOR 290, LAT 108 and CSS 200). Each of these classes increased to >70% for the 2017-18 and 2018-2019 class years but still continue to be our most challenging classes for students.
- Typical 'first-year' classes have a lower pass rate than the 'second-year' classes.

2B2. Are there any actions to be taken to understand/address lower success rates?

- The disparity in pass rates between the first-year and second-year classes indicates the need for more support of first-time students in the fall term. This will be an ongoing discussion within the department. One possibility that we have discussed in the past is having "student teachers," i.e. current students who have already passed a class who could be available to help other students, perhaps as a work-study paid position.
- In the past we have discussed changing the Introduction to Design class (HOR 290) to a pass/fail class to alleviate the stress levels and the competition between students. We will be discussing this topic at the next SAC meeting.
- The curriculum for Irrigation (LAT 108) will be examined and refined if necessary.
- Soils and Plant Nutrition (CSS 200) is currently being updated for both content (more hands-on) and to make it more learner-centered. We hope these changes will increase the pass rate.

2B3. In courses with relatively high success rates, are there some distinguishing characteristics that might account for those results? What can be learned that might be applied to courses with lower success rates?

- High pass rate classes tend to be second-year classes. See question 2B2 above. 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. The barrier to this work is the faculty workload, so any curriculum updates should be supported by funding.

## **Enrollment and % Success By Course and Student Demographics**

**SEE APPENDIX A, DATA TABLES 2B-3 (a, b and c) AND 2B-4**

2B4. Do the data suggest adjustments related to student success for different student populations? If yes, what adjustments will you make?

### **Ethnicity**

- The number of ethnically diverse candidates doesn't meet the threshold to critically evaluate. The data is consistent with the program's history in not attracting diverse populations due to social and cultural perception of landscaping combined with institutional enrollment hurdles.
- The average student success for Hispanics (79%) was statistically the same for that of whites (81%) in the single year we did have data (2016-17).
- Overall success rate for whites as average of all classes each year 2016-17 (81%), 2017-18 (89%), and 2018-19 (89%)

The program suspects that the success rate of those few Hispanic students that enter-the LAT program is lower than our average student success due to being first-generation college students, but the minimum data limits does not capture this. We are working to brainstorm ideas to better support these students. One of the most important supports for our students is meeting with our program advisor.

### **Gender**

- The average success of males has remained constant at 80% where female success rate as improved from 83% to 93%.
- No gender bias over the course of the three years was observed with any one class.

### **Pell Eligibility**

- The number of students with financial aid has increased from 30%-34%.
- While the success of Pell-eligible students lags behind non-eligible by an average of 15%, the increase in success for Pell-eligible students is 11% from 2016-17 to 2018-19 compared to that of Non-Pell-eligible students at 9%.

2B5. Are there any other data reports you would find useful to have related to student success. How would this data inform decisions relating to teaching and learning?

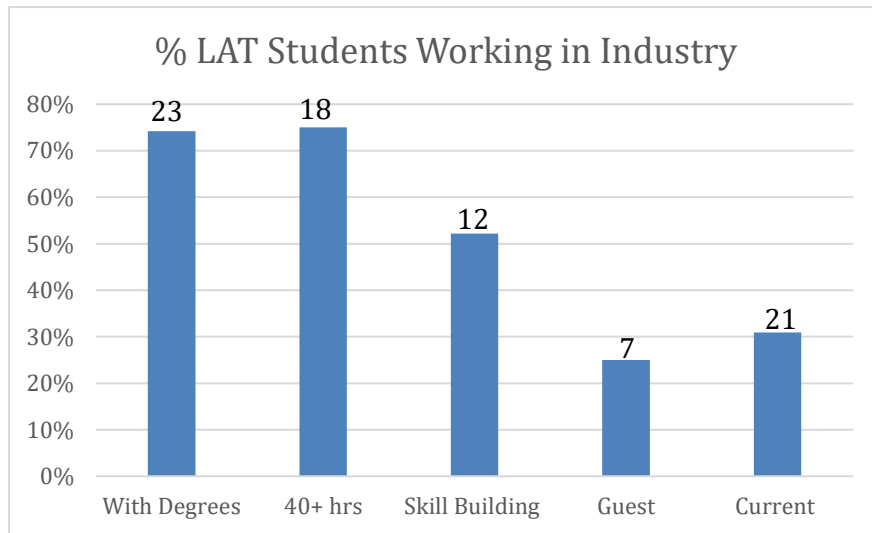
- Not at this time.

## 2C. CTE Completions

### SEE APPENDIX A DATA TABLE 2C

2C1. What conclusions or observations are suggested by this data?

- The data provided was incorrect due to reporting errors at Student Records. Upon examination, we found that mid-level certificates are not being awarded to eligible students. Student Records is in the process of correcting the problem but we feel that there should be a process to certify the results.
- Degree and certificate completion is an inadequate measure of success for **landscape technology students.**
  - If looking at number of completions only, 32 students earned LAT degrees from 2017-2019. 74% of these students are currently working in industry. See graph below.
  - An additional 18 students (who took 40+ hours but **were not awarded** a degree) are working in industry (75% of the total students who took 40+ hrs).
  - Another 12 students (with 10-40 hours) are working in industry (52% of total students with 10-40 hrs).
  - This data confirms our assertion that skill building-increases a student's industry opportunities. 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.

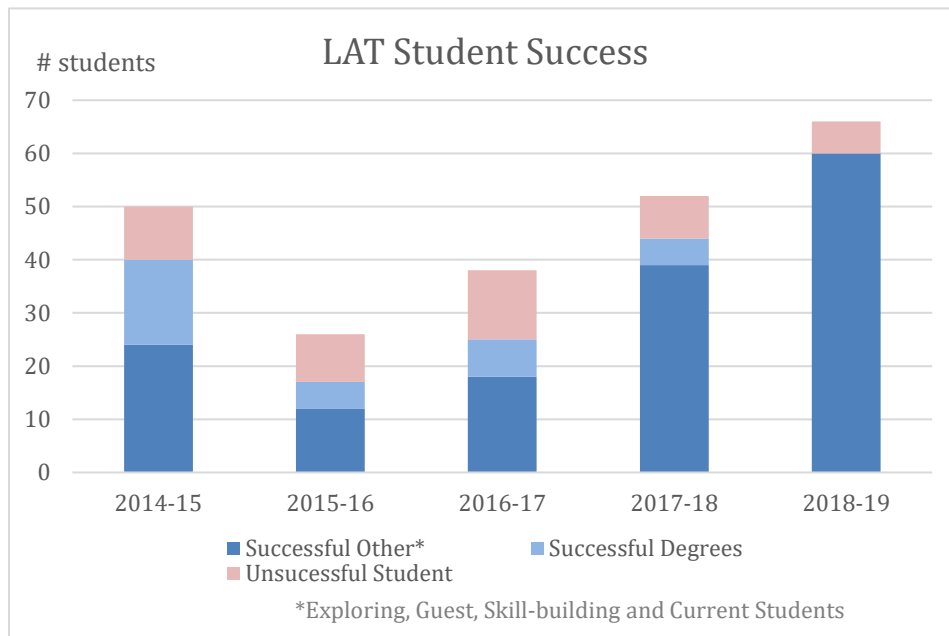


- Degree and certificate completion is an inadequate measure of success for the Landscape Technology program

We undertook a more detailed analysis of our student body for the given time frame and divided the total number of students into the following categories with following educational goals:

DEGREE-SEEKING Students	Obtaining an AAS degree
EXPLORING Students (GenEd classes and 1-2 LAT classes)	'Trying on' Landscape Technology
GUEST Students (no GenEd and 1-2 LAT classes)	Obtaining a specific skill (usually from industry) or personal interest
SKILL-BUILDING Students (no Gen-Ed classes and 6+ LAT credit hours)	Obtaining skill set for a career change or added knowledge
UNSUCCESSFUL Students	Those that failed 1 or more LAT classes
CURRENT Students	

Success for all students is shown in the graph below. We feel that LAT has served these students in these diverse personal goals if they were successful in their classes independent of a degree aspiration.



## 2C2. Are there any program practices that influence completions?

- Requirements of the LAT certificates are not in line with the ELMT degree requirements. Students working toward these degrees do not obtain certificates due to taking two related courses that are not included as alternatives for the certificates. We are currently adjusting these certificates to align with the associated degrees.
- 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. 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. 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 program 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.

## 2C3. Are there any external influences that affect program completion?

- The lack of any industry requirement for an AAS degree or certificate as a condition of employment allows students to move into career positions as soon as they complete the necessary skills rather than complete a full degree.
- There are readily available jobs in the landscaping industry.

## 2C4. Do the data suggest adjustments in your program with regards to completion?

- We will be revising the certificates to better align with the degree requirements. If the certificates will not be auto-awarded, we will encourage students to declare for the certificates in addition to the AAS degrees.
- We have discussed implementing reports that can be run on a reoccurring basis to identify struggling students in order to intervene and provide additional support and resources.
- Overall we feel that we are serving the goals of our students. We are giving students the skills that they need to transition into careers in the landscaping industry. We are reluctant to change current program policies to try and prioritize “completions” over the individual success and goals of our students.

2C5. 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.

- Our Advisory Committee members gave us this data of the following positions for which our graduates have been hired within the past two years.
  - Construction Laborer \$16-20
  - Construction Leader \$17-25
  - Project Manager \$20-30
  - Account Manager \$50-80K
  - Estimator \$18-23
  - Designer \$15-25 \$30-50/hr freelance
  - Sales \$50-80K
- Many of our graduates enter the business in entry-level positions as they require exposure to field experience but are quickly elevated to positions with higher salaries and greater responsibilities due to the strong knowledge of the basics.

### SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING

#### 3A. Assessment Reports:

*(To be completed by Academic Affairs, with space for notes from program if needed)*

- Current Multi Year Plan current and complete
- 2019 Summary Data Report Submitted
- 2019 TSA Submitted
- 2019 Focal Outcome submitted

Notes: Nice work on completion of all elements of CTE assessment

#### 3B. Please respond to the question below, which relates to your SACs 2019-20 Learning Assessment Report to the Learning Assessment Council (LAC).

##### **Context Statement**

*LAT's assessment of Communication in 2017-18 revealed that students could benefit from more instruction on sources and evidence. A visit to the PCC Library was added to the target class in 2018-19; after which, the SAC reported "the quality of the sources...seemed to improve, with less use of unreliable websites."*

##### **Peer Reviewers' Comments**

*Overall, this report was very complete, and the data was consistent with the findings and research. The reviewers were impressed with the data and it seems that your SAC has a good plan moving forward on improving teaching.*

**Question:** *Since the assessment indicates a large number of students are meeting the outcome, what is another area that the SAC plans to assess and that could build on the knowledge gained from the previous assessment, or address the communication challenges in other examples of student work, or explore area of interest to the SAC.*

The assessment looked at written communication. Future assessments could evaluate verbal or graphic communication, both of which are extremely important in the landscape industry.

#### **SECTION 4: ADDITIONAL COMMENTS / CONTEXT / ACHIEVEMENTS / CHALLENGES**

4. Is there anything you would like to share about your discipline at this time? (e.g. notable achievements, challenges, issues, broad goals, additional context)? (Please limit response to 300 words)

- Connections and industry partnerships are vital to our program. The LAT faculty actively attends industry events, brings speakers to our classes and conducts field trips to introduce students to the diverse field of landscaping.
- LAT faculty have taken a team of landscape students to compete in the National Collegiate Landscape Competition for the last two years. This is a national event attended by colleges around the country and an opportunity for students to network, learn, and compete against the best in the nation.
- The LAT department and the Washington County Master Gardeners have formed a strong partnership over the last three-plus years. The connection has proven invaluable and has involved everything from having the Master Gardeners speak to the LAT classes to having the LAT classes conduct soil sampling for the Master Gardeners' Education Garden.
- The LAT department obtained both Tree Campus and Bee campus status for PCC and is active in the stewardship of the trees on campus.
- With development funding provided by the President's Fund and the aid of PCC's non-credit division, the Landscape Technology department successfully piloted a series of nine non-credit skills-based workshops for incumbent workers of the landscaping industry.

#### **SECTION 7: ADMINISTRATIVE FEEDBACK AND FOLLOW UP**

This section is for Administration to provide feedback.

To be prepared by Division Dean(s) and reviewed by DOI(s)

**7A.** Strengths and successes of the program as evidenced by the data, analysis and reflection:

**7B.** Areas of concern, if any: [Feedback for Year A begins on the next page.](#)

**7C.** Recommended Next Steps:

\_\_\_ Proceed as planned on program review schedule

\_\_\_ Follow up conversation needed with SAC, Dept Chair(s) and Deans

**7D.** Additional Comments:

# Annual Discipline Update CTE YEAR A

**Program: Landscape Technology**

**Year: 2020**

## **SECTION 7: ADMINISTRATIVE FEEDBACK AND FOLLOW UP**

This section is for Administration to provide feedback

To be prepared by Division Dean(s)

### **7A. Strengths and successes of the program as evidenced by the data, analysis and reflection:**

- I appreciate the actions that the SAC is taking based on the data analyzed for the program review. These include the strategies to increase pass rates for first year students by putting into place items such as tutoring or making an introductory course pass/fail.
- I appreciate the tasks that are completed by the LAT faculty and staff including mentoring students, marketing the program, developing industry partnerships, updating curriculum, and planning/implementing landscape projects for the Rock Creek Campus.
- Provided a rich variety of LAT Students successfully transitioning into industry divided out to various criteria.
- One of the findings from reviewing the data was the discovery that a number of students who earned certificates were not awarded these certificates. This has led to a change in process with auto-awarding the certificates. In addition, the LAT program has made changes to their degrees and certificates which should increase the number of degrees and certificates that are awarded.
- I noted that approximately one-half of the students already have a degree. What about those who don't? How can we continue to show the benefit of obtaining a credential and encourage this for students who don't have one?
- What are non-credit certificate options? What were the hurdles in the pilot that was done in 2019? If those were solved, could it be expanded?

### **7B. Areas of concern, if any:**

None

### **7C. Recommended Next Steps:**

Proceed as planned on program review schedule

Follow up conversation needed with SAC, Dept Chair(s) and Deans

### **7D. Additional Comments:**

Excellent job. Please see Year B for additional comments.

# CTE Annual Discipline Update YEAR B: FALL 2019 -- LAT

## SECTION 1: BASIC PROGRAM INFORMATION

### Program Name:

Program Division Dean(s): [Andrew Roessler](#)

Program Department Chair(s) [Jenn Peters](#)

Program SAC Chair(s): [Elizabeth Brewster](#)

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

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
  - Program is open entry
  - Other \_\_\_\_\_

### 1B. External Accreditation

- Do you have professional accreditation? 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? \_\_\_\_\_

### 1C. Advisory Committee

- Is the Advisory Committee list at spaces (link) accurate?  Yes

### 1D. Program Staffing -- to be completed by FDC(s)/Division Dean(s)

- Please indicate the number of each type of staff in your program college wide
  - Indicate staffing per campus if the program is offered at multiple locations
  - For staff serving multiple programs and disciplines, please estimate fraction of time allocated to this program
- # of Full time Faculty:  3
- Full time IFTE:  ~ 6.14
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- AP Staff and role (number and estimate of workload for this program):
  - Program advisor – 1 @ 0.25 FTE
  - Career Services – 1 @ 0.2 FTE
- Managers:
  - Dean – 1 @ 0.075 FTE

## SECTION 2 IS IN PART A, YEAR 1

### SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING

#### 3A. Assessment Reports:

*(To be completed by Academic Affairs, with space for notes from program if needed)*

Current Multi Year Plan current and complete

2019 Summary Data Report Submitted

2019 TSA Submitted

2019 Focal Outcome submitted

Notes: Nice work on completion of all elements of CTE assessment

**3B.** Please respond to the question below, which relates to your SACs 2019-20 Learning Assessment Report to the Learning Assessment Council (LAC).

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#### **Peer Reviewers' Comments**

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**Question:** *Since the assessment indicates a large number of students are meeting the outcome, what is another area that the SAC plans to assess and that could build on the knowledge gained from the previous assessment, or address the communication challenges in other examples of student work, or explore area of interest to the SAC.*

*The assessment looked at written communication. Future assessments could evaluate verbal or graphic communication, both of which are extremely important in the landscape industry.*

## SECTION 4: ADDITIONAL COMMENTS / CONTEXT / ACHIEVEMENTS / CHALLENGES

4. Is there anything you would like to share about your discipline at this time? (e.g. notable achievements, challenges, issues, broad goals, additional context)? (Please limit response to 300 words)

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- The LAT department and the Washington County Master Gardeners have formed a strong partnership over the last three-plus years. The connection has proven invaluable and has involved everything from having the Master Gardeners speak to the LAT classes to having the LAT classes conduct soil sampling for the Master Gardeners' Education Garden.
- The LAT department obtained both Tree Campus and Bee campus status for PCC and is active in the stewardship of the trees on campus.
- With development funding provided by the President's Fund and the aid of PCC's non-credit division, the Landscape Technology department successfully piloted a series of nine non-credit skills-based workshops for incumbent workers of the landscaping industry.

## SECTION 5: INDUSTRY AND EXTERNAL ACCREDITATION GUIDANCE

### 5A. Advisory Committee

Please summarize feedback/input that you have received from your Advisory Committee over the past two years, and any actions taken that you have not already reported on.

- From the high demand and higher wage opportunities in the tree care sector of the industry, we have created an Arborist Tree Climbing class and a 12 credit Career Pathways certificate in Arboriculture as a stepping stone to explore the possibility of expanding our program into this field.
- We have encouraged landscape design students to pursue professional employment over 'hobby' designers by allowing designers to complete their cooperative education experience by working with industry companies in addition to the existing 'freelance' option.
- We offered non-credit skills-training classes as a pilot program in the spring of 2019 due to high industry demand. It was hugely successful, but the pilot uncovered some institutional hurdles that must be overcome before a sustainable model can be implemented.

### 5B. Accreditation

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.

Program Name \_\_\_\_\_

FALL \_\_\_\_\_

## SECTION 6 : PROGRAM PLANNING

OK to add rows to the tables below, but please limit the response to this question to two pages (one front/back)

### 6A. Program Objectives

Based on the results of your reflections Part A, Year 1, advice from industry, accreditation or other key inputs, list key objectives for the next two years.

Program Objective	Implementation Timeline	Progress Measures
1. Improve marketing and revise website	Fall 2020	Printing of revised marketing materials, updated website with professional photography
2. Increase connections with industry and the community	Ongoing	Industry support for students through internships, guest speakers in classes, and donations of time and money for scholarships and class materials.
3. Serve industry needs for skills-based education. Continue skills-based classes by developing credit/noncredit model	Fall 2020	Number of classes
4. Increase student success in degree completion and successful job attainment	Ongoing	Increased completion rates, job placements
5. Update our 20+ year old drafting lab with computers to accommodate the change to the computer-aided drafting curriculum that was implemented in 2015.		

Comments on or context for Program Objectives: (see above)

**6B: Resource Requests**

List below any resource requests and indicate if these are needed to meet the objectives noted above.

**Please list in priority order**

Resource Request	Approx \$	Related to Program Objective? Which?	Type of Request (check the appropriate boxes)				
			FT Fac or Staff	Facilities or equip	Other	Ongoing	One time
#1-Drafting Lab Upgrade - Creating a dual use, multi-program drafting lab at Rock Creek which will accommodate 25 students for BCT and LAT design/drafting classes. Current space is set up for 20 students to learn mechanical drawing/drafting, lacking capacity for integrating computer-aided drafting which is now the industry-standard.	\$52,250.00	#5		X			
Integrated Computers for CAD integration (Dependent on funding for #1)	\$42,500.00	#5		X			

6B1. How will the resource requests support the program’s challenges and the objectives identified above?

In 2015, the LAT Design program made a switch from hand-drafting to Computer Aided Design (CAD) as the focus of our program. We now teach hand drafting only in the Introduction to Design class. We need updated facilities to support the new technology and program focus.

6B1. Aside from financial support, what do you need from administration in order to carry out your planned improvements?

Recognition of the myriad tasks that CTE faculty perform outside of teaching, from mentoring students to marketing the program, developing industry partnerships, updating curriculum, and planning/implementing landscape projects for the Rock Creek campus.

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**SECTION 7: ADMINISTRATIVE FEEDBACK AND FOLLOW UP**

This section is for Administration to provide feedback

To be prepared by Division Dean(s) and reviewed by DOI(s)

**7A.** Strengths and successes of the program as evidenced by the data, analysis and reflection:

**7B.** Areas of concern, if any: [Feedback for Year B begins on the next page.](#)

**7C.** Recommended Next Steps:

Proceed as planned on program review schedule

Follow up conversation needed with SAC, Dept Chair(s) and Deans

**7D.** Additional Comments:

## Annual Discipline Update CTE YEAR B

**Program: Landscape Technology**

**Year: 2020**

### **SECTION 7: ADMINISTRATIVE FEEDBACK AND FOLLOW UP**

This section is for Administration to provide feedback

To be prepared by Division Dean(s)

**7A.** Strengths and successes of the program as evidenced by the reflection, planning and resource requests

*Drafting Lab Upgrade* – There would be an improvement to instruction with the creation of the multi-program drafting lab.

*Integrated Computers for CAD Integration* – I recognize the need for updated computers and software for this program.

**7B.** Areas of concern, if any:

None

**7C.** Recommended Next Steps:

Proceed as planned on program review schedule

Follow up conversation needed with SAC, Dept Chair(s) and Deans

**7D.** Additional Comments:

I want to commend the LAT SAC for volunteering to not only pilot the Annual Discipline Update YEAR A and YEAR B in one year and to also have a program presentation. It is evident that you have spent many hours collectively invested in addressing opportunities to help students be more successful. The amount of work you have demonstrated is impressive and our students are benefitting from your hard work in and out of the classroom. I want you to know that we appreciate all of your work and value your commitment to doing what is best for students. I also appreciated the opportunity to climb trees!

# Appendix A

## Rock Creek Campus

Course #	2016-17			2017-18			2018-19		
	F2F	OL	HY	F2F	OL	HY	F2F	OL	HY
CSS 200	4.0			3.9			3.8		
HOR 226	2.5			2.8			2.9		
HOR 227	2.5			2.7			2.4		
HOR 228	1.9			1.9			2.2		
HOR 272	1.3			2.1			1.6		
HOR 285	3.7			4.5			3.7		
HOR 290	2.4			4.3			2.1		
HOR 291	1.2			0.6			1.0		
LAT 101	0.9			1.1			1.5		
LAT 102	1.9			2.6			2.5		
LAT 103				0.7			1.9		
LAT 104	1.1			0.8				1.3	
LAT 106	4.9			3.9			4.7		
LAT 108	2.5			3.5			3.6		
LAT 109	1.9			2.8			2.4		
LAT 111	2.1			2.5			1.2		
LAT 112	0.4			0.1					
LAT 115							2.2		
LAT 115A							0.1		
LAT 199C	0.7			0.9					
LAT 199D				1.3			1.2		
LAT 214	1.5			1.2			2.1		
LAT 219							1.9		
LAT 223	2.2			1.6			2.0		
LAT 224	1.5			1.1			2.0		
LAT 225	0.5								
LAT 236	2.2			2.3			2.4		
LAT 240	1.8			1.8			2.0		
LAT 243	1.2			1.7			1.5		
LAT 250	2.0			2.0			2.0		
LAT 262	2.0			2.2			2.2		
LAT 264	1.7			1.6			1.6		
LAT 271	1.6			1.8			2.4		
LAT 272	2.5			3.6			4.4		
LAT 276	0.5			0.4					
LAT 277	0.6								
LAT 279	0.9			1.6			1.7		
LAT 280A	1.7			1.6			3.3		
LAT 280C	1.2			1.6			0.2		

Table 2A-1: Enrollments (SFTE) by Year, Modality, and Course for Rock Creek Campus

# Appendix A

Course #	2016-17								2017-18								2018-19							
	Overall		F2F		Online		Hybrid		Overall		F2F		Online		Hybrid		Overall		F2F		Online		Hybrid	
	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S
CSS 200	37	70.3	37	70.3					36	83.3	36	83.3					35	88.6	35	88.6				
HOR 226	21	61.9	21	61.9					24	70.8	24	70.8					25	76.0	25	76.0				
HOR 227	23	82.6	23	82.6					23	82.6	23	82.6					21	85.7	21	85.7				
HOR 228	18	77.8	18	77.8					18	88.9	18	88.9					20	75.0	20	75.0				
HOR 272	12	83.3	12	83.3					20	80.0	20	80.0					15	100.0	15	100.0				
HOR 285	16	68.8	16	68.8					21	95.2	21	95.2					17	82.4	17	82.4				
HOR 290	18	77.8	18	77.8					38	78.9	38	78.9					18	83.3	18	83.3				
HOR 291	11	100.0	11	100.0					6	83.3	6	83.3					8	100.0	8	100.0				
LAT 101	20	75.0	20	75.0					24	83.3	24	83.3					30	90.0	30	90.0				
LAT 102	22	86.4	22	86.4					24	95.8	24	95.8					23	91.3	23	91.3				
LAT 103									11	81.8	11	81.8					28	78.6	28	78.6				
LAT 104	17	88.2	17	88.2					12	100.0	12	100.0					20	90.0			20	90.0		
LAT 106	42	85.7	42	85.7					32	90.6	32	90.6					40	82.5	40	82.5				
LAT 108	23	73.9	23	73.9					32	87.5	32	87.5					33	75.8	33	75.8				
LAT 109	18	83.3	18	83.3					25	100.0	25	100.0					22	90.9	22	90.9				
LAT 111	18	83.3	18	83.3					21	95.2	21	95.2					10	90.0	10	90.0				
LAT 112	10	100.0	10	100.0					4	100.0	4	100.0												
LAT 115																	20	90.0	20	90.0				
LAT 115A																	3	66.7	3	66.7				
LAT 199C	8	62.5	8	62.5					13	92.3	13	92.3												
LAT 199D									12	91.7	12	91.7					11	90.9	11	90.9				
LAT 214	12	83.3	12	83.3					9	100.0	9	100.0					18	94.4	18	94.4				
LAT 219																	18	83.3	18	83.3				
LAT 223	19	84.2	19	84.2					14	78.6	14	78.6					17	94.1	17	94.1				
LAT 224	14	92.9	14	92.9					10	100.0	10	100.0					18	94.4	18	94.4				
LAT 225	6	100.0	6	100.0																				
LAT 236	24	62.5	24	62.5					24	83.3	24	83.3					25	80.0	25	80.0				
LAT 240	15	80.0	15	80.0					14	85.7	14	85.7					17	100.0	17	100.0				
LAT 243	14	85.7	14	85.7					20	80.0	20	80.0					16	87.5	16	87.5				
LAT 250	23	87.0	23	87.0					19	84.2	19	84.2					19	78.9	19	78.9				
LAT 262	19	78.9	19	78.9					20	95.0	20	95.0					20	85.0	20	85.0				
LAT 264	16	87.5	16	87.5					14	100.0	14	100.0					15	100.0	15	100.0				
LAT 271	17	82.4	17	82.4					21	95.2	21	95.2					22	77.3	22	77.3				
LAT 272	23	91.3	23	91.3					33	84.8	33	84.8					40	90.0	40	90.0				
LAT 276	11	72.7	11	72.7					10	90.0	10	90.0												
LAT 277	6	100.0	6	100.0																				
LAT 279	10	80.0	10	80.0					14	92.9	14	92.9					15	80.0	15	80.0				
LAT 280A	10	100.0	10	100.0					8	100.0	8	100.0					18	100.0	18	100.0				
LAT 280C	2	100.0	2	100.0					7	100.0	7	100.0												

Table 2B-1: Enrollments (Enrl) and Percent Successful (% S) by Year, Modality, and Course

## Appendix A

Course #	2016-17								2017-18								2018-19							
	Male		Female		Non-Binary		Unknown		Male		Female		Non-Binary		Unknown		Male		Female		Non-Binary		Unknown	
	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S
CSS 200	20	60.0	16	81.3			< 5		13	84.6	23	82.6					16	75.0	19	100.0				
HOR 226	13	69.2	6	50.0			< 5		9	44.4	14	92.9			< 5		11	54.5	14	92.9				
HOR 227	10	60.0	12	100.0			< 5		9	77.8	14	85.7					5	100.0	15	86.7			< 5	
HOR 228	6	83.3	10	80.0			< 5		5	60.0	13	100.0					10	70.0	8	87.5			< 5	
HOR 272	< 5		9	88.9					8	50.0	9	100.0			< 5		6	100.0	9	100.0				
HOR 285	12	75.0	< 5		< 5				7	100.0	13	92.3			< 5		7	57.1	10	100.0				
HOR 290	< 5		12	83.3			< 5		12	50.0	26	92.3					9	77.8	8	87.5			< 5	
HOR 291	< 5		9	100.0			< 5		< 5		< 5				< 5				7	100.0			< 5	
LAT 101	11	81.8	8	62.5			< 5		13	84.6	11	81.8					10	70.0	18	100.0			< 5	
LAT 102	11	90.9	10	80.0			< 5		8	87.5	16	100.0					9	88.9	13	100.0			< 5	
LAT 103									6	66.7	5	100.0					15	73.3	12	91.7			< 5	
LAT 104	12	83.3	5	100.0					8	100.0	< 5						9	88.9	11	90.9				
LAT 106	17	88.2	23	82.6			< 5		12	83.3	19	94.7			< 5		11	54.5	25	92.0			< 5	
LAT 108	14	78.6	7	71.4			< 5		13	76.9	18	94.4			< 5		17	64.7	14	92.9			< 5	
LAT 109	5	60.0	11	90.9			< 5		13	100.0	12	100.0					< 5		16	87.5			< 5	
LAT 111	8	75.0	8	100.0			< 5		11	90.9	9	100.0			< 5		6	83.3	< 5					
LAT 112	6	100.0	< 5						< 5		< 5													
LAT 115																	10	80.0	10	100.0				
LAT 115A																			< 5					
LAT 199C	< 5		5	60.0					8	87.5	< 5				< 5									
LAT 199D									9	88.9	< 5						6	100.0	5	80.0				
LAT 214	< 5		10	80.0			< 5		< 5		5	100.0			< 5		< 5		16	93.8				
LAT 219																	< 5		16	81.3			< 5	
LAT 223	6	83.3	12	83.3			< 5		9	77.8	< 5				< 5		< 5		13	100.0			< 5	
LAT 224	< 5		10	100.0			< 5		7	100.0	< 5				< 5		5	100.0	13	92.3				
LAT 225	< 5		< 5																					
LAT 236	12	75.0	10	40.0			< 5		8	75.0	16	87.5					7	71.4	18	83.3				
LAT 240	7	71.4	8	87.5					8	87.5	6	83.3					8	100.0	8	100.0			< 5	
LAT 243	5	80.0	8	87.5			< 5		8	62.5	11	90.9			< 5		8	75.0	7	100.0			< 5	
LAT 250	10	80.0	13	92.3					7	85.7	10	80.0			< 5		8	62.5	11	90.9				
LAT 262	9	88.9	9	66.7			< 5		9	88.9	10	100.0			< 5		8	75.0	12	91.7				
LAT 264	5	60.0	10	100.0			< 5		< 5		8	100.0			< 5		5	100.0	10	100.0				
LAT 271	6	66.7	9	100.0			< 5		< 5		16	93.8			< 5		7	71.4	14	78.6			< 5	
LAT 272	9	100.0	12	83.3			< 5		12	75.0	21	90.5					16	81.3	24	95.8				
LAT 276	< 5		7	85.7			< 5		< 5		6	100.0			< 5									
LAT 277	< 5		< 5				< 5																	
LAT 279	< 5		6	83.3			< 5		< 5		13	92.3					5	80.0	9	88.9			< 5	
LAT 280A	7	100.0	< 5						7	100.0	< 5						6	100.0	12	100.0				
LAT 280C			< 5						< 5		< 5				< 5									

Table 2B-2: Enrollments (Enrl) and Percent Successful (% S) by Year, Gender, and Course

# Appendix A

2016-17

Course #	AI		AS		BAA		HIS		HPI		INT		WH		2+		UNK	
	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S
CSS 200			< 5				8	75.0	< 5				23	69.6	< 5		< 5	
HOR 226			< 5				< 5						15	53.3	< 5		< 5	
HOR 227			< 5				< 5						17	82.4	< 5		< 5	
HOR 228			< 5				< 5		< 5				11	63.6	< 5			
HOR 272							< 5						8	75.0	< 5		< 5	
HOR 285	< 5						< 5						13	76.9			< 5	
HOR 290			< 5										15	73.3			< 5	
HOR 291							< 5						7	100.0	< 5		< 5	
LAT 101			< 5				< 5						15	73.3	< 5			
LAT 102			< 5				< 5						15	80.0	< 5			
LAT 104							< 5						12	83.3	< 5			
LAT 106			< 5				6	83.3					30	86.7	< 5		< 5	
LAT 108			< 5		< 5		< 5						15	80.0	< 5			
LAT 109													13	92.3	< 5		< 5	
LAT 111							< 5						12	91.7	< 5		< 5	
LAT 112							< 5						9	100.0				
LAT 199C			< 5										6	66.7	< 5			
LAT 214							< 5						8	75.0	< 5		< 5	
LAT 223			< 5				< 5						16	87.5	< 5			
LAT 224							< 5						11	90.9	< 5			
LAT 225							< 5						< 5		< 5			
LAT 236			< 5				< 5						17	64.7	< 5		< 5	
LAT 240													14	78.6			< 5	
LAT 243							< 5						9	88.9	< 5		< 5	
LAT 250							< 5						18	88.9	< 5			
LAT 262			< 5				< 5						12	83.3	< 5		< 5	
LAT 264							< 5						12	91.7	< 5			
LAT 271			< 5				< 5						14	78.6	< 5			
LAT 272			< 5		< 5		< 5						13	92.3	< 5		< 5	
LAT 276							< 5						7	71.4	< 5			
LAT 277							< 5						< 5		< 5		< 5	
LAT 279			< 5				< 5						8	75.0				
LAT 280A							< 5						9	100.0				
LAT 280C													< 5					

Table 2B-3a: Enrollments (Enrl) and Percent Successful (% S) by Ethnicity and Course for 2016-17

# Appendix A

2017-18

Course #	AI		AS		BAA		HIS		HPI		INT		WH		2+		UNK	
	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S
CSS 200			< 5				< 5		< 5				26	84.6	6	83.3		
HOR 226							< 5						20	80.0				< 5
HOR 227							< 5						19	89.5	< 5			< 5
HOR 228			< 5						< 5				16	87.5				
HOR 272			< 5				< 5						14	85.7	< 5			< 5
HOR 285			< 5				< 5						15	93.3	< 5			< 5
HOR 290							< 5		< 5				31	80.6	< 5			< 5
HOR 291			< 5										5	80.0				
LAT 101							< 5		< 5				18	83.3	< 5			< 5
LAT 102			< 5				< 5		< 5				15	93.3	< 5			< 5
LAT 103							< 5						7	85.7	< 5			< 5
LAT 104							< 5						10	100.0	< 5			
LAT 106			< 5				< 5				< 5		25	92.0	< 5			< 5
LAT 108			< 5				< 5		< 5				22	81.8	< 5			< 5
LAT 109							< 5		< 5		< 5		18	100.0	< 5			< 5
LAT 111			< 5				< 5						13	92.3	< 5			< 5
LAT 112													< 5		< 5			
LAT 199C			< 5				< 5		< 5				10	90.0				
LAT 199D													11	90.9	< 5			
LAT 214			< 5				< 5						6	100.0	< 5			
LAT 223			< 5				< 5						7	85.7	< 5			< 5
LAT 224			< 5				< 5						8	100.0				
LAT 236			< 5				< 5		< 5				16	87.5	< 5			< 5
LAT 240							< 5						11	81.8	< 5			< 5
LAT 243			< 5				< 5		< 5				11	72.7	< 5			< 5
LAT 250									< 5		< 5		11	72.7	< 5			< 5
LAT 262									< 5				15	93.3	< 5			< 5
LAT 264			< 5				< 5		< 5				8	100.0				< 5
LAT 271							< 5		< 5				12	91.7	< 5			< 5
LAT 272			< 5				< 5		< 5				24	87.5	< 5			< 5
LAT 276			< 5				< 5						7	100.0	< 5			
LAT 279							< 5		< 5				9	88.9	< 5			< 5
LAT 280A							< 5						5	100.0	< 5			
LAT 280C			< 5										< 5		< 5			< 5

Table 2B-3b: Enrollments (Enrl) and Percent Successful (% S) by Ethnicity and Course for 2017-18

# Appendix A

2018-19

Course #	AI		AS		BAA		HIS		HPI		INT		WH		2+		UNK	
	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S
CSS 200							< 5		< 5				25	88.0	< 5		< 5	
HOR 226					< 5		< 5						20	85.0	< 5		< 5	
HOR 227	< 5		< 5				< 5		< 5				15	86.7	< 5			
HOR 228			< 5		< 5		< 5		< 5				15	80.0				< 5
HOR 272							< 5		< 5				8	100.0	< 5		< 5	
HOR 285							< 5		< 5		< 5		10	70.0	< 5		< 5	
HOR 290			< 5		< 5				< 5		< 5		14	78.6				
HOR 291									< 5				7	100.0				
LAT 101	< 5		< 5		< 5		< 5		< 5				22	90.9	< 5			
LAT 102							< 5		< 5				21	90.5				
LAT 103			< 5		< 5		< 5		< 5				16	87.5	< 5		< 5	
LAT 104			< 5										16	93.8	< 5		< 5	
LAT 106	< 5				< 5		< 5		< 5				28	82.1	< 5		< 5	
LAT 108			< 5		< 5		< 5		< 5				23	82.6				< 5
LAT 109	< 5						< 5		< 5				16	93.8	< 5			
LAT 111									< 5				8	87.5				< 5
LAT 115							< 5		< 5				11	100.0	< 5		< 5	
LAT 115A	< 5												< 5					
LAT 199D					< 5								8	87.5				< 5
LAT 214									< 5				16	100.0				< 5
LAT 219			< 5				< 5				< 5		13	76.9	< 5		< 5	
LAT 223			< 5										14	92.9	< 5		< 5	
LAT 224							< 5		< 5				12	91.7	< 5			
LAT 236							< 5		< 5				19	78.9	< 5			
LAT 240					< 5		< 5						10	100.0	< 5		< 5	
LAT 243					< 5		< 5		< 5				9	88.9	< 5		< 5	
LAT 250					< 5		< 5						14	85.7				< 5
LAT 262									< 5				18	88.9				
LAT 264			< 5				< 5						12	100.0	< 5			
LAT 271	< 5		< 5				< 5						17	94.1				< 5
LAT 272	< 5		< 5		< 5		< 5		< 5				28	96.4				< 5
LAT 279			< 5										14	78.6				
LAT 280A			< 5				< 5						14	100.0	< 5			

Table 2B-3c: Enrollments (Enrl) and Percent Successful (% S) by Ethnicity and Course for 2018-19

# Appendix A

Course #	2016-17				2017-18				2018-19			
	Eligible		Not Eligible		Eligible		Not Eligible		Eligible		Not Eligible	
	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S	Enrl	% S
CSS 200	13	69.2	24	70.8	6	66.7	30	86.7	8	87.5	27	88.9
HOR 226	6	50.0	15	66.7	5	60.0	19	73.7	< 5		21	76.2
HOR 227	5	100.0	18	77.8	< 5		21	85.7	7	71.4	14	92.9
HOR 228	5	60.0	13	84.6	< 5		15	86.7	7	42.9	13	92.3
HOR 272	< 5		10	90.0	5	60.0	15	86.7	< 5		11	100.0
HOR 285	7	57.1	9	77.8	6	83.3	15	100.0	5	80.0	12	83.3
HOR 290	< 5		14	85.7	7	71.4	31	80.6	< 5		15	93.3
HOR 291	< 5		9	100.0	< 5		5	80.0	< 5		7	100.0
LAT 101	6	50.0	14	85.7	7	85.7	17	82.4	10	90.0	20	90.0
LAT 102	5	80.0	17	88.2	5	80.0	19	100.0	8	75.0	15	100.0
LAT 103					6	66.7	5	100.0	9	66.7	19	84.2
LAT 104	< 5		14	85.7	< 5		10	100.0	6	83.3	14	92.9
LAT 106	13	69.2	29	93.1	9	77.8	23	95.7	10	50.0	30	93.3
LAT 108	6	50.0	17	82.4	11	63.6	21	100.0	12	66.7	21	81.0
LAT 109	< 5		16	81.3	< 5		21	100.0	7	71.4	15	100.0
LAT 111	7	85.7	11	81.8	< 5		18	94.4	5	80.0	5	100.0
LAT 112	< 5		9	100.0	< 5		< 5					
LAT 115									11	90.9	9	88.9
LAT 115A									< 5		< 5	
LAT 199C	< 5		6	50.0	< 5		10	100.0				
LAT 199D					< 5		9	100.0	5	100.0	6	83.3
LAT 214	< 5		10	90.0	< 5		8	100.0	< 5		16	93.8
LAT 219									< 5		15	80.0
LAT 223	6	83.3	13	84.6	< 5		11	81.8	< 5		13	92.3
LAT 224	< 5		10	100.0	< 5		8	100.0	5	100.0	13	92.3
LAT 225	< 5		< 5									
LAT 236	7	42.9	17	70.6	6	66.7	18	88.9	7	71.4	18	83.3
LAT 240	< 5		13	84.6	< 5		11	90.9	< 5		14	100.0
LAT 243	< 5		10	90.0	< 5		16	75.0	8	75.0	8	100.0
LAT 250	6	66.7	17	94.1	< 5		16	87.5	7	71.4	12	83.3
LAT 262	< 5		15	80.0	< 5		18	100.0	8	75.0	12	91.7
LAT 264	< 5		13	84.6	< 5		10	100.0	< 5		11	100.0
LAT 271	< 5		14	85.7	< 5		18	94.4	< 5		20	80.0
LAT 272	7	100.0	16	87.5	6	66.7	27	88.9	12	75.0	28	96.4
LAT 276	< 5		7	85.7	< 5		9	88.9				
LAT 277	< 5		< 5									
LAT 279	< 5		8	75.0	< 5		13	92.3	< 5		14	78.6
LAT 280A	< 5		7	100.0	< 5		5	100.0	6	100.0	12	100.0
LAT 280C			< 5		< 5		6	100.0				

Table 2B-4: Enrollments (Enrl) and Percent Successful (% S) by Year and Pell Eligibility

# Appendix A

Degree/Certificate Name		Degree-Major Code		Entry?	Completions		
					2016-17	2017-18	2018-19
Associate of Applied Science	Enviro Landscape Mgmt Techno	AAS	ELT	Open	3	2	1
Associate of Applied Science	Landscape Technology	AAS	LAT	Open	1	2	3
Associate of Applied Science	Landscape Technology: Construct	AAS	LATC	Open	1		
Associate of Applied Science	Landscape Technology: Design	AAS	LATD	Open	7	9	3
Certificate	Landscape Service Technician	ACERT	LSST	Open	1		
Career Pathway Certificate	Landscape Techn Entry Level	ACERTP	LATE	Open	2	11	2
Career Pathway Certificate	Landscape Service Technician	ACERTP	LSST	Open	1	11	2

Table 2C: Degrees and Certificates Awarded per Year