On November 14, 2014, the Landscape Technology SAC presented their Program Review findings to an audience of PCC administrators and others with an interest in the discipline. Both the written report and the presentation were informative and thought provoking. Your presentation provided an opportunity for engagement with those in attendance through an informative and interactive dialogue.

This Administrative Response will: A) note particular highlights of the Landscape Technology Program and Program Review; B) provide suggestions and observations; and C) provide the administrative response to the SAC recommendations.

Noteworthy Efforts or Achievements

- The RC Campus benefits from the many landscaping and improvement projects undertaken by the Landscape Technology program. What a beautiful campus. Thank you.
- Collaboration with other departments and programs including RC Groundskeepers, Learning Garden, Bond projects, and Industry collaborations.
- Donation of 7,000 gallon tank from Clean Water Services to harvest rain water.
- Receipt of NSF grant which enabled faculty to participate in the Training for Technical Educators.
- Active leadership provided to build a strong and successful LAT student club.
- Made significant changes in Landscape Technology by adding classes or degrees focusing on Sustainable Landscaping; Water Quality or Storm Water Management; Drip Irrigation and Water Conservation; Soil Conservation or Soil Practicum; Site Drainage and Grading; and Organic Gardening and Urban Food Production, including Home Orchids.
- In consultation with the Advisory Board, developed a new degree in Environmental Landscape Management to prepare students for careers in natural resources and sustainable landscape technologies.
- Changed the 2-year certificates in Design, Management and Construction into Associate of Applied Science degrees, thus providing students with an actual degree which can be beneficial to employers.
- Exceptional completion and explanation of how the College Core Outcomes are addressed in the Landscape Technology courses. This includes the completion of the Mapping Matrix.
- Exceptional completion and explanation of the degree and certificate student learning outcomes.
Extensive use of the assessment/feedback/program improvement planning and implementation as evidenced in the changes to courses and assignments.

Demonstrated excellent collaboration with high school faculty to ensure quality for dual credit courses.

Financial support is available for students via industry-specific scholarships; part-time employment opportunities in LAT at RC; and work study opportunities in LAT at RC.

Active and engaged advisory committee.

Faculty are actively engaged in professional development activities including membership in industry organizations; licensing; and direct industry work in the field.

Classes offered both in the morning and evening providing an opportunity for students working either full- or part-time to complete their degree or certificate.

The program is actively engaged with the industry and multiple partnerships have been developed to support the program and its faculty and students.

Shifting courses from the first to the second year (and vice versa) to ensure student success.

Updating CAD software to Vectorworks based on input from the Advisory Board and with Industry.

Suggestions and Observations

Dual Credit – In the written program review, the following statement was made regarding barriers to the development of additional dual credit courses: “The main barrier to developing further dual credit agreements is that faculty at PCC as well as faculty at the high schools are simply stretched too thin to devote the time to pursuing more agreements.” We acknowledge that this can be a difficult barrier. One area that could be explored is engaging part-time faculty in this work. In addition, more active engagement with the HS faculty may be of benefit in recruiting HS students who feel a connection to the LAT program and faculty.

Career Pathways Certificate – In the written program review, reference was made to the exploration of a Career Pathway Certificate to provide a faster route to the job market which would be especially helpful for students who already hold a degree. We support the further exploration of this certificate.

Equipment and Classroom Support Needed – In the written program review, reference was made to the need for a projector, computer and screen for the new lab area. In addition, there is a need for more lockable storage space for big items and equipment. In addition, there was mention of the need for a new sit-on-top deck mower for student use and competencies. While these items did not appear in the “recommendation” section of the program review, we acknowledge the need for continuous upgrade of classrooms, labs and equipment. Please work with your Division Dean to continue to advocate for these upgrades and equipment.
Administrative Response to Landscape Technology Recommendations

1. Assistance from the college in marketing our program. Currently we do not receive any help in marketing, and as faculty members we do not have the background to effectively market our program. In addition, we are all spread too thin with teaching, committee service and all of the other demands on our time to devote time to marketing.

   We acknowledge the need for marketing for Landscape Technology and other CTE programs. We recommend you schedule a meeting with Margo Wagner in Institutional Advancement, to discuss the need for program marketing.

2. Air conditioning for building 4. Currently we have a small window unit in our classroom, which is woefully inadequate.

   We acknowledge this problem with building 4. A meeting has been set in January 2015 with the appropriate managers from Facilities Management Services to discuss a solution to this issue.

3. A budget for maintenance of our greenhouse. In the past, FMS was responsible for the maintenance of our greenhouse. Out of the blue we were informed by FMS that they would no longer be responsible for any maintenance on the greenhouse and that they would not pay for any maintenance on the greenhouse. In addition, no budget was given to us for this maintenance.

   We acknowledge this problem with building 4. A meeting has been set in January 2015 with the appropriate managers from Facilities Management Services to discuss a solution to this issue.

4. Heat in our maintenance shop. Currently the space used by our landscape technician for equipment repairs is unheated.

   We acknowledge this problem with the maintenance shop. A meeting has been set in January 2015 with the appropriate managers from Facilities Management Services to discuss a solution to this issue.

5. Internal speakers in building 4 to stay informed of active shooters, fire emergencies, etc. There is currently no indoor speaker for building 4. Very often students and teachers who are in class in building 4 during drills and notification of evacuations have no knowledge of the event.
We acknowledge this problem with building 4. A meeting has been set in January 2015 with the appropriate managers from Public Safety and Safety and Risk to discuss a solution to this issue.

6. A part-time non-casual assistant for our landscape technician. This position shoulders a tremendous load, from helping with classes and labs, to caring for the grounds and supervising casual help, to maintaining the greenhouse and other structures.

It is difficult during this time of declining financial resources to hire additional personnel. Please continue to dialog with your Division Dean regarding the need for a part-time landscape technician.

7. Budget for software (Vectorworks) for our CAD classes.

Please work with your Division Dean to find additional resources for this important program software.

8. A recognition by the administration of the increasing demands on SACs. The demands of learning assessments, dual credit programs, and the labyrinthine process of curriculum changes are overwhelming the limited time available for meaningful discussion and thoughtful planning in our program.

We recognize the important work of your SAC in developing and updating curriculum. In order to streamline the process for recommending curriculum changes, the College implemented CourseLeaf, a tool which allows the SAC Chair and those involved in the approval process to track revisions and the status of the proposal. As the content experts, we appreciate your commitment to the maintenance of a current and viable curriculum.

The learning assessment process continues to evolve, and the Learning Assessment Council is currently discussing ways in which that process might be streamlined. As you may already know, you may request the assistance of a Learning Assessment Coach by contacting LAC vice-chair Michele Marden.

We recognize the growth of Dual Credit offerings and the various impacts that this has had. Compensation is available from the Dual Credit office for the initial alignment and two mid-year consultations with the relevant high school instructor. Please see the Dual Credit website for additional information.
Closing

In closing, we want to again thank the Landscape Technology SAC for sharing the results of your program review with us. We enjoyed learning more about the discipline of Landscape Technology, your successes and plans for the future. We look forward to supporting your ongoing work on continuous program improvement.

Administrative Response submitted by Cheryl L. Scott, on behalf of the Deans of Instruction and Dean of Academic Affairs.

Craig Kolins, Southeast Campus
Cheryl Scott, Rock Creek Campus
Kurt Simonds, Cascade Campus
Loretta Goldy, Sylvania Campus
Kendra Cawley