Instructional Annual Program Review and Planning Update Form Fall 2024

## BACKGROUND:

**Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.**

**Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.**

## SUBMISSION:

**Program:**

Horticulture

**Principal Author(s):**

Jeffery Feaster

**Dean:**

Bridget Salzameda

**Submission Date:**

11/27/2024 2:09:10 PM

**Author Signature:**

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| Electronically signed by Jeffery Feaster on 11/27/2024 12:55:04 PM |

**Manager Signature:**

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| Electronically signed by Bridget Salzameda on 11/27/2024 2:09:10 PM |

# Part 1: Review of Data

## Use the data provided by the Office of Institutional Effectiveness (OIE)--[available in August 2024](https://fullcolledu-my.sharepoint.com/:f:/g/personal/dberumen_fullcoll_edu/Ejn54PAVVhJLqimOjiLWBBYBPkPdoZEFZxZtScvvyibo6A)--to review your program completion and success rates and compare them to the Institution Set Standards for course completion and success rates. Then, answer these questions:

1. **Where your program meets or exceeds the college-wide standard for completion and success, to what do you attribute your success?**

The data provided by the Office of Institutional Effectiveness (OIE) indicates that the horticulture department at Fullerton College is above the institutional set standards for both course success and completion. Our success rates are 74.8% compared to the ISS rate of 62%. We believe our success rates can be attributed to the vocational nature of our program. Almost all our classes have a laboratory associated with the lecture, so students are constantly reinforcing topics covered in lecture into hands on activities during lab. Many of our courses cover some familiar topics as very few of our courses have a prerequisite, repetition of information leads to successful outcomes. Most lab work is done in small groups. Most students take multiple classes together, and really become a tight knit group. These students are more likely to ask questions and for help from peers, and instructors because we develop relationships with each student as we have them in multiple classes as they progress through the horticulture program.

Our course completion rate is also above the ISS rate, 82.7%, compared to the standard of 74.1%. It seems appropriate that completion rates would increase with success rates. Possibly being part of a group is directly correlated with course completion. Being a small department with two instructors and two adjuncts, we do seem to allow plenty of opportunities for students to make-up exams, homework and often allow extra time on projects. Getting to know the students allows us as instructors to make those decisions.

1. **Where your program does not meet this standard, please examine the possible reasons and note any actions that should be taken, if appropriate.**

There are 2 courses that did not meet the standards in both success and completion. Both of these classes are plant identification classes HORT 160 Tree Identification, and HORT 161 Shrub identification. Both of these classes require that students learn the scientific and common names of roughly 180 different plants during the semester by sight, using plant branches with distinguishing flowers, plants in the landscape, or images of plants projected on a screen. As the instructor of both classes, the grade distribution is either A’s and B’s or D’s and F’s. I notice that many students who perform below a passing grade miss multiple classes or leave early. Each class starts with a quiz, then we walk around campus and neighborhoods learning 15 new plants each week. It is during these walks that people leave, hence they don’t really learn the plant material for that week. I do notice that students are able to identify plants in the landscape and images in PowerPoint better than they can just a plant branch. Maybe evaluations should be modified to meet the students’ strengths. There are also many AP’s that use A.I. to identify plants which are fairly accurate, this might be another reason to evaluate the methods of examination for these two courses. As artificial intelligence improves, these courses are likely to become obsolete in their current format.

1. **Compare your data analysis in questions 1 and 2 to the review of data in your 2023 Annual Program Review update (available on the** [**Program Review and Planning Committee**](https://committees.fullcoll.edu/program-review/) **website). Are there significant changes? Do you notice any patterns from year to year?**

We do notice a trend over the past several years in declining success and completion rates. While we are above the ISS for both of these categories, we currently do not understand the root cause for the decline. We do offer many different courses, so from year to year the offerings are different, which means we are not necessarily comparing equal courses with equal rigor. Some semesters may offer more difficult courses than others, lowering success and completion rates. Our teaching methodologies have not changed, nor have our course content. We strive to allow students to make up exams, homework and other missed assignments, but still see this decline since 2022. We currently do not have the insight into this matter, and do not see a general trend in this direction in the overall campus success and completion rates. This is certainly a subject that deserves more analysis. For reasons unknown 2022 was higher than previous years and may have been the outlier.

# Part 2: Additional Resource Request Reasoning and Support

**We have reviewed our most recent self-study and have not identified any significant changes that necessitate resource requests for the upcoming academic year.**

**We have reviewed our most recent self-study and have identified significant changes that necessitate additional resource requests.**