

**Wayne Community College  
Program Review – 2021-2022**

**Name of Program:** Forest Management Technology

**Section 1: Program Overview**

**Mission/Purpose:** *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

**Please provide your current mission/purpose statement.**

The purpose of the Forestry Management Technology program is to help students understand the concepts of forestry management and to develop competencies and technical skills in the production, utilization and conservation of natural resources.

**Provide narrative for the analysis of the mission/purpose statement.** *(Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.)*

The mission/purpose statement will remain the same.

**Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best align with your program and explain why.**

**Goal 1: Increase Student Access**

**Goal 2: Ensure Program Excellence**

**Goal 3: Improve Student Success**

**Goal 4: Ensure Institutional Quality -**

Goal 1: Forest Management Technology is scheduled so students do not have to come on campus on Fridays. This allows students to work while going to school full time. Where applicable, online or hybrid classes are offered to reduce the commute associated with this hands-on degree. Forestry courses with labs are paired and offered on Monday/Wednesday or Tuesday/Thursday combinations to improve physical access.

Goal 2: Forest Management Technology continues to strive for program excellence. Courses are constantly being reviewed to ensure quality. Faculty and advisors in the forest management program have extensive networking within the forest management field to ensure that courses are relevant to skills needed by the workforce and graduating students.

Goal 3: Forest Management Technology advisors use extensive advising methods to ensure student success. Students are given warnings when they are in jeopardy of failing a course. Students are reminded regarding advising and registration periods on a regular basis to make sure that they are continuous, productive students.

Goal 4: Forest Management Technology students have access to all student services available within the college.

**Associates, Diplomas, Certificates, and Pathways Offered:** Please list all associates, diplomas, certificates, and pathways offered in the table below.

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Associate	Forest Management Technology, AAS
Certificate	Forest Management Technology Wildlife Certificate
Certificate	Natural Resources Certificate

**Activities to ensure program is current (2019-20; 2020-21; 2021-22 – Academic Year, Fall, Spring, Summer)**

List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Year – Updated / Revised / Deleted
FOR 286 Forestry Ethics & Laws	Spring 2020 - Added

**Provide an overview of the significance of the program changes and improvements that occurred over the past three years.** (What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)

The addition of certificates has encouraged students to enroll in courses which has encouraged them to seek a Forest Management Technology degree. FOR 285 achieves the goal of teaching legal and ethical professional behavior in the field of forestry.

**Advisory Committee: dates, summary of minutes, activities (2019-20; 2020-21; 2021-22 – Academic Year – Fall, Spring, Summer)**

#### Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2019-2020	11/15/19 Did not meet (COVID)	Drop CIS 110 after SAF Accreditation (Face to Face) None
2020-2021	11/19/20 6/28/21	When CIS is dropped...add Public Speaking (Face to Face) Get back face-to-face as much as possible (Virtual)
2021-2022	11/7/21	Back face-to-face as much as possible, strong job market (Virtual)

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

**Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance.** (Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?)

Industry graduate demand is much greater than supply. Employers continue to seek out graduates from this program by asking for access to students for upcoming and current employment needs. At this time, all our equipment needs have been met. Having a dedicated program area on campus for recruiting additional students remains a priority.

**Section 2: Program Outcomes****Outcome #1: Enrollment (unduplicated)****Baseline:** 45 # (Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21)**Standard:** 46 #**Target:** 47 #**Program Enrollment**

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2018-2019	45
2019-2020	42
2020-2021	49

**Enrollment by Ethnicity, Gender, and Age**

Ethnicity & Gender	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	1	3.8%	1	4.0%	2	7.7%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
<b>Female Total</b>	<b>1</b>	<b>3.8%</b>	<b>1</b>	<b>4.0%</b>	<b>2</b>	<b>7.7%</b>
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	24	92.3%	22	88.0%	22	84.6%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	1	4.0%	1	3.8%
Two or More Races, Male	1	3.8%	1	4.0%	1	3.8%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
<b>Male Total</b>	<b>25</b>	<b>96.2%</b>	<b>24</b>	<b>96.0%</b>	<b>24</b>	<b>92.3%</b>
<b>Total</b>	<b>26</b>	<b>100.0%</b>	<b>25</b>	<b>100.0%</b>	<b>26</b>	<b>100.0%</b>

Ethnicity & Age Range	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
<b>Under the age of 18 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
African American, 18-24	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	34	75.6%	27	64.3%	28	57.1%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	2.2%	1	2.4%	2	4.1%
Two or More Races, 18-24	1	2.2%	1	2.4%	1	2.0%
Unknown, 18-24	3	6.7%	2	4.8%	0	0.0%
<b>18-24 Total</b>	<b>39</b>	<b>86.7%</b>	<b>31</b>	<b>73.8%</b>	<b>31</b>	<b>63.3%</b>
African American, 25-44	0	0.0%	1	2.4%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	6	13.3%	6	14.3%	12	24.5%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	1	2.4%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	1	2.0%
Unknown, 25-44	0	0.0%	0	0.0%	1	2.0%
<b>25-44 Total</b>	<b>6</b>	<b>13.3%</b>	<b>8</b>	<b>19.0%</b>	<b>14</b>	<b>28.6%</b>
African American, 45-64	0	0.0%	0	0.0%	3	6.1%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	3	7.1%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	1	2.0%
<b>45-64 Total</b>	<b>0</b>	<b>0.0%</b>	<b>3</b>	<b>7.1%</b>	<b>4</b>	<b>8.2%</b>
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
<b>65+ Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>45</b>	<b>100.0%</b>	<b>42</b>	<b>100.0%</b>	<b>49</b>	<b>100.0%</b>

**Provide narrative for analysis of program enrollment.** *(Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.)*

Average annual enrollment remains flat with the last two reviews. Gender and ethnicity overall ratios are similar to industry.

**Identify Enrollment Action Items**

<b>Item</b>	<b>Action Items</b> <i>(What actions can be taken to increase enrollment in your program?)</i>	<b>Assessment of Action Items</b> <i>(How will you assess the results of action items?)</i>
1	Use social media to highlight current and former students.	Current students as well as alumni of the forest management technology program will be interviewed and highlighted on a monthly basis
2		

**Outcome #2: Retention****Baseline:** 71.3 % (Average of last three years – 2018-19; 2019-20; 2020-21; program retention)**Standard:** 73.0 %**Target:** 75.0 %

Year	Program Retention Rate
2018-2019	72.2%
2019-2020	71.4%
2020-2021	70.3%

**Retention by Ethnicity, Gender, and Age**

Ethnicity & Gender	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	1	3.8%	1	4.0%	2	7.7%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
<b>Female Total</b>	<b>1</b>	<b>3.8%</b>	<b>1</b>	<b>4.0%</b>	<b>2</b>	<b>7.7%</b>
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	24	92.3%	22	88.0%	22	84.6%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	1	4.0%	1	3.8%
Two or More Races, Male	1	3.8%	1	4.0%	1	3.8%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
<b>Male Total</b>	<b>25</b>	<b>96.2%</b>	<b>24</b>	<b>96.0%</b>	<b>24</b>	<b>92.3%</b>
<b>Total</b>	<b>26</b>	<b>100.0%</b>	<b>25</b>	<b>100.0%</b>	<b>26</b>	<b>100.0%</b>

Ethnicity & Age Range	Fall 2018 to Fall 2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
<b>Under the age of 18 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
African American, 18-24	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	22	84.6%	18	72.0%	19	73.1%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	1	4.0%	1	3.8%
Two or More Races, 18-24	1	3.8%	1	4.0%	1	3.8%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
<b>18-24 Total</b>	<b>23</b>	<b>88.5%</b>	<b>20</b>	<b>80.0%</b>	<b>21</b>	<b>80.8%</b>
African American, 25-44	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	3	11.5%	4	16.0%	4	15.4%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
<b>25-44 Total</b>	<b>3</b>	<b>11.5%</b>	<b>4</b>	<b>16.0%</b>	<b>4</b>	<b>15.4%</b>
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	1	4.0%	1	3.8%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
<b>45-64 Total</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>4.0%</b>	<b>1</b>	<b>3.8%</b>
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
<b>65+ Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>26</b>	<b>100.0%</b>	<b>25</b>	<b>100.0%</b>	<b>26</b>	<b>100.0%</b>

**Provide narrative for analysis of program retention data.** *(Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

Retention remains good at approximately 70%. Students are not retained for various reasons including commuting costs, inability to work full time and go to school, change in career goals, and subject matter is too difficult.

**Identify Retention Action Items**

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Active advising of students.	Students will be contacted when they reach a critical number of absences (total or consecutive) as well as when they become at risk of failing a course. Students will also be contacted when registration periods open and will be advised and registered when contacted.
2		



**Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)****Baseline:** 13 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)**Standard:** 14 #**Target:** 15 #

<b>Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring</b>	
<b>Graduation Year</b>	<b>Total Completers</b>
2019-2020	13
2020-2021	15
2021-2022	11

**Completers by Ethnicity, Gender, and Age**

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	1	7.7%	0	0.0%	2	18.2%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
<b>Female Total</b>	<b>1</b>	<b>7.7%</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>18.2%</b>
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	12	92.3%	14	93.3%	5	45.5%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	2	18.2%
Two or More Races, Male	0	0.0%	1	6.7%	2	18.2%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
<b>Male Total</b>	<b>12</b>	<b>92.3%</b>	<b>15</b>	<b>100.0%</b>	<b>9</b>	<b>81.8%</b>
<b>Total</b>	<b>13</b>	<b>100.0%</b>	<b>15</b>	<b>100.0%</b>	<b>11</b>	<b>100.0%</b>

Ethnicity & Age Range Table	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
<b>Under the age of 18 Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
African American, 18-24	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	11	84.6%	9	60.0%	5	45.5%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	2	18.2%
Two or More Races, 18-24	0	0.0%	1	6.7%	1	9.1%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
<b>18-24 Total</b>	<b>11</b>	<b>84.6%</b>	<b>10</b>	<b>66.7%</b>	<b>8</b>	<b>72.7%</b>
African American, 25-44	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	2	15.4%	4	26.7%	1	9.1%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	1	9.1%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
<b>25-44 Total</b>	<b>2</b>	<b>15.4%</b>	<b>4</b>	<b>26.7%</b>	<b>2</b>	<b>18.2%</b>
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	1	6.7%	1	9.1%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
<b>45-64 Total</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>6.7%</b>	<b>1</b>	<b>9.1%</b>
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
<b>65+ Total</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>
<b>Total</b>	<b>13</b>	<b>100.0%</b>	<b>15</b>	<b>100.0%</b>	<b>11</b>	<b>100.0%</b>

**Provide narrative for analysis of completers.** *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

The number of completers this cycle is 20% higher than the prior cycle. An increase in enrollment and retention along with timely advising is the most likely avenue to increase completions.

**Identify Completer Action Items**

<b>Item</b>	<b>Action Items</b> <i>(What actions can be taken to increase student completion in your program?)</i>	<b>Assessment of Action Items</b> <i>(How will you assess the results of action items?)</i>
1	Active advising	Students will be advised when they are nearing completion of a certificate and/or the AAS degree.
2		

**Section 3: Other Assessments****Do you use other methods of assessment to evaluate the effectiveness of your program?**

On an annual basis, one of three PLOs are evaluated using artifacts collected in a forestry course. Based on this data, changes in the teaching approaches are made to improve learning.

**Planning Objectives (2019-20; 2020-21; 2021-22 – Fiscal Year, July 1-June 30)**

Provide a summary of planning objectives submitted for the last three years, including the use of results of the planning objectives in the table provided.

**Summary of Planning Objectives**

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2019-20	1) 25 Spot GEN3 Trackers for students going in the woods for Forestry Lab 2) 15 Mesa 2 Rugged Tablet GPS Units including the software SoloForest & Tcruise (2018-19)	1) Awaiting receipt. Submitted for purchase by Purchasing Director. Awaiting receipt. Unable to assess objective due to COVID campus shut-down, stay-at-home orders. Carry forward to the 2020-21 Plan to report assessment. <u>2020-21 Status Report</u> : Due to COVID shut-down, the trackers were never ordered. <u>2020-21 Use of Results / Assessment</u> : Close out objective. No further action required. Objective was reopened summer of 2021. Twenty-five units were ordered and received in May 2022. Twelve of the units were used in FOR 232 during the summer term. 2) <u>2018-19 Status Report</u> : 12 GPS units were ordered and received. Units will be utilized this semester (2019 SP). Units have been received. Forestry faculty are learning the new software and are preparing to use them in the GPS/GIS class in the Fall of 2019. Carry forward to the 2019-20 Plan/Budget to report assessment of the objective. <u>2019-20 Status Report</u> : Carry forward to the 2020-21 Plan to report assessment. <u>2020-21 Status Report</u> : 14 students used GPS tablets in FOR 215. <u>2020-21 Use of Results / Assessment</u> : 100% received a score of 70% or greater on a mapping and navigation exercise.
2020-21	No planning objectives submitted.	Not applicable.
2021-22	6 Mesa 3 GEO Windows 10 N. America GPS/GIS units with software.	Ordered, still awaiting arrival. Carry forward to 2022-23 Plan to report assessment. Units arrived in the fall of 2022. Plan is to use in FOR 215 in the spring of 2023.

**What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.**

I do not anticipate a need for a planning objective in the next three years.

**What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.**

I do not anticipate any need for additional faculty or staff over the next three years.

**Provide narrative for your program facility needs over the next three years. If facilities are adequate, please confirm.**

Facilities are adequate for instruction. Advisors have consistently recognized a need for a “store front” for recruiting future students like many other programs have. Lack of a store front is a weakness in our program recruitment. (See comparable facilities at MCC)

**Provide narrative for academic / student support services needs over the next three years.**

Academic and student support services are adequate.

**Provide narrative for analysis of the program’s / discipline’s strengths, weaknesses, and opportunities.**

Program/discipline’s strengths are high job demand, high variety of jobs, positive geographic position in state relative to other programs, high industry and state support for labs, active alumni in student recruitment, favorable articulation agreement with NCSU, and recognized brand among employers with many alumni business owners.

Program/discipline’s weaknesses are high local cost of living near campus increases commuting costs, too many recruits from one county in a short period of time may saturate local market if graduates are not willing to relocate or commute, and instructor pay is more than 10% under market for qualified forestry professionals.

Program/discipline’s opportunities are working with NCFA to increase our presence in Enviro-thons and working with three new industrial facilities in our employment basin.

**Review prepared and submitted by: (Please list name(s) and titles)**

Gabe Mitchell - Agriculture & Natural Resources Department Chair  
Jim Brodie - Forestry Instructor  
Lynn Jenkins - Forestry Instructor

**Approvals**

1. Using DocuSign (electronic signature), the Office of Institutional Effectiveness (IE) will review and approve the Program/Service Review when completed by the responsible program/service personnel.
2. Using DocuSign (electronic signature), appropriate Division Dean, Director, or AVP is asked to read and approve the Review.
3. Using DocuSign (electronic signature), appropriate Vice President/Associate Vice President is asked to read and approve the Review.

**IE Acceptance / Date:** Dorothy Moore 11/18/2022

**Dean, Director, or AVP / Date:** Dr. Ernie White 11/18/2022

**Administrator Approval / Date:** Dr. Brandon M. Jenkins 11/22/2022