

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

**Name of Program:** Turfgrass 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 Turfgrass Management Technology program is to prepare individuals to apply technical skills in recreational grasses and related turf fields.

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

No changes.

**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**

The Turfgrass Management Technology program strives to be the preferred choice for training in the field of Turfgrass (Goal 1). The program provides hands-on training in the field of Turfgrass management. The Turfgrass instructor is in constant communication with professionals and students that encourage career success (Goal 3). Students are taught valuable skills through lab settings. Each student possesses unique skills, and they are encouraged to work together and learn from each other. The Turfgrass Technology Advisory Committee consists of employers and graduates. This committee is instrumental in guiding faculty in providing relevant skills and the use of technology in the turfgrass management field (Goal 2). Our graduates are expected to be top candidates for job placement in the Turfgrass field.

**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 in Applied Science	Turfgrass Management (A15420)
Diploma in Applied Science	Turfgrass Management (D15420)
Certificate in Applied Science	Turfgrass Management (C15420)

**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	Date – Updated / Revised / Deleted
Added Turfgrass Diploma	Fall 2020

**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?)

Adding the turfgrass diploma to our turfgrass curriculum has given students another option to get a degree higher than a turfgrass certificate that can be completed in one year that makes them job ready.

**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	<ul style="list-style-type: none"> <li>10/9/2019</li> <li>Spring 2020; N/A</li> </ul>	<ul style="list-style-type: none"> <li>Turfgrass students having a dedicated space to work on turfgrass equipment. Committee pleased with the addition of the Turfgrass diploma.</li> <li>No Advisory Committee Meetings were held due to COVID.</li> </ul>
2020-2021	<ul style="list-style-type: none"> <li>12/3/2020</li> <li>3/18/2021</li> </ul>	<ul style="list-style-type: none"> <li>During COVID, classes maintained face to face; softball field project; discussion of the need to work on turf equipment in a heated and cooled environment with a lift and the possibility of getting a reel grinder.</li> <li>Members asked if classes are still prevalent to job demands; Group suggested a Spanish class would be beneficial in the turfgrass industry; putting green renovations; utilize a shop for hands on skills</li> </ul>
2021-2022	12/2/2021	Discussed renovations made to the new clay for the softball field and the leveling around the infield skin area of the field; talked about the addition to the greens mower by adding verticutting reels; and adding a rotary mower to the turfgrass program

(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?)*

The need for a dedicated inside space to teach and train students on turfgrass equipment is necessary for the program, especially during certain times of the year. The dedicated space may be able to be accomplished with an Agricultural building and the Agriculture and Natural Resources programs.

**Section 2: Program Outcomes****Outcome #1: Enrollment (unduplicated)**

**Baseline:** 25 # (Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21)  
**Standard:** 26 #  
**Target:** 27 #

**Program Enrollment**

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2018-2019	27
2019-2020	24
2020-2021	23

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

Ethnicity & Gender	2018-2019		2019-2020		2020-2021	
	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	0	0.0%	1	4.2%	2	8.7%
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%	1	4.2%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
<b>Female Total</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>8.3%</b>	<b>2</b>	<b>8.7%</b>
African American, Male	2	7.4%	1	4.2%	1	4.3%
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	25	92.6%	17	70.8%	19	82.6%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	2	8.3%	1	4.3%
Two or More Races, Male	0	0.0%	1	4.2%	0	0.0%
Unknown, Male	0	0.0%	1	4.2%	0	0.0%
<b>Male Total</b>	<b>27</b>	<b>100.0%</b>	<b>22</b>	<b>91.7%</b>	<b>21</b>	<b>91.3%</b>
<b>Total</b>	<b>27</b>	<b>100.0%</b>	<b>24</b>	<b>100.0%</b>	<b>23</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	1	3.7%	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%	1	4.2%	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>1</b>	<b>3.7%</b>	<b>1</b>	<b>4.2%</b>	<b>0</b>	<b>0.0%</b>
African American, 18-24	1	3.7%	1	4.2%	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	14	51.9%	13	54.2%	14	60.9%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	1	4.2%	0	0.0%
Two or More Races, 18-24	0	0.0%	1	4.2%	0	0.0%
Unknown, 18-24	0	0.0%	1	4.2%	0	0.0%
<b>18-24 Total</b>	<b>15</b>	<b>55.6%</b>	<b>17</b>	<b>70.8%</b>	<b>14</b>	<b>60.9%</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	7	25.9%	2	8.3%	4	17.4%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	1	4.2%	1	4.3%
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>7</b>	<b>25.9%</b>	<b>3</b>	<b>12.5%</b>	<b>5</b>	<b>21.7%</b>
African American, 45-64	1	3.7%	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	3	11.1%	3	12.5%	3	13.0%
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%	0	0.0%
<b>45-64 Total</b>	<b>4</b>	<b>14.8%</b>	<b>3</b>	<b>12.5%</b>	<b>3</b>	<b>13.0%</b>
African American, 65+	0	0.0%	0	0.0%	1	4.3%
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>1</b>	<b>4.3%</b>
<b>Total</b>	<b>27</b>	<b>100.0%</b>	<b>24</b>	<b>100.0%</b>	<b>23</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.)*

I would contribute covid for the main reason that enrollment is down in the three-year program review. Turfgrass is heavy on face-to-face classes and for this reason student numbers went down during this three-year program review.

The disaggregated data indicates that the students are primarily male, Caucasian, and 18-24.

#### **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	I have coordinated with golf coaches at local high schools to recruit at local golf matches in the spring of the year.	Compare numbers from previous years to see if recruitment is up. Ask newly enrolled students their reason(s) for applying to the program.
2	To use social media to advertise the turfgrass Program more effectively to reach the younger generation.	Compare numbers from previous years to see if recruitment is up. . Ask newly enrolled students their reason(s) for applying to the program.

**Outcome #2: Retention****Baseline:** 64.7 % (Average of last three years – 2018-19; 2019-20; 2020-21; program retention)**Standard:** 66 %**Target:** 68 %

Year	Program Retention Rate
2018-2019	61.5%
2019-2020	61.1%
2020-2021	71.4%

**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	0	0.0%	0	0.0%	2	13.3%
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>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>13.3%</b>
African American, Male	1	6.3%	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	15	93.8%	10	90.9%	13	86.7%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	1	9.1%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
<b>Male Total</b>	<b>16</b>	<b>100.0%</b>	<b>11</b>	<b>100.0%</b>	<b>13</b>	<b>86.7%</b>
<b>Total</b>	<b>16</b>	<b>100.0%</b>	<b>11</b>	<b>100.0%</b>	<b>15</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	1	6.3%	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	8	50.0%	6	54.5%	9	60.0%
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%	0	0.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
<b>18-24 Total</b>	<b>9</b>	<b>56.3%</b>	<b>6</b>	<b>54.5%</b>	<b>9</b>	<b>60.0%</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	4	25.0%	2	18.2%	3	20.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	1	9.1%	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>4</b>	<b>25.0%</b>	<b>3</b>	<b>27.3%</b>	<b>3</b>	<b>20.0%</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	3	18.8%	2	18.2%	3	20.0%
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%	0	0.0%
<b>45-64 Total</b>	<b>3</b>	<b>18.8%</b>	<b>2</b>	<b>18.2%</b>	<b>3</b>	<b>20.0%</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>16</b>	<b>100.0%</b>	<b>11</b>	<b>100.0%</b>	<b>15</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.)*

A majority of our students are living outside of Wayne County and traveling to WCC to take courses. We are working toward offering more online courses for those students. Most of these students are already working within the field while attending school.

**Identify Retention Action Items**

<b>Item</b>	<b>Action Items</b> <i>(What actions can be taken to increase program retention?)</i>	<b>Assessment of Action Items</b> <i>(How will you assess the results of action items?)</i>
1	Provide more online course offerings	Coordinate with Department Chair; report in the outcome follow-up the course(s) offered in the online method of instruction.
2	Advising students	Advise students the importance of completing the credentials before entering the workforce.

**Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)****Baseline:** 12 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)**Standard:** 13 #**Target:** 14 #

<b>Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring</b>	
<b>Graduation Year</b>	<b>Total Completers</b>
2019-2020	10
2020-2021	12
2021-2022	14

**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	0	0.0%	2	16.7%	2	14.3%
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>0</b>	<b>0.0%</b>	<b>2</b>	<b>16.7%</b>	<b>2</b>	<b>14.3%</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	9	90.0%	10	83.3%	12	85.7%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	1	10.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
<b>Male Total</b>	<b>10</b>	<b>100.0%</b>	<b>10</b>	<b>83.3%</b>	<b>12</b>	<b>85.7%</b>
<b>Total</b>	<b>10</b>	<b>100.0%</b>	<b>12</b>	<b>100.0%</b>	<b>14</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	5	50.0%	8	66.7%	11	78.6%
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%	0	0.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
<b>18-24 Total</b>	<b>5</b>	<b>50.0%</b>	<b>8</b>	<b>66.7%</b>	<b>11</b>	<b>78.6%</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	30.0%	2	16.7%	1	7.1%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	1	10.0%	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>4</b>	<b>40.0%</b>	<b>2</b>	<b>16.7%</b>	<b>1</b>	<b>7.1%</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	1	10.0%	2	16.7%	2	14.3%
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>1</b>	<b>10.0%</b>	<b>2</b>	<b>16.7%</b>	<b>2</b>	<b>14.3%</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>10</b>	<b>100.0%</b>	<b>12</b>	<b>100.0%</b>	<b>14</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?)*

Contribute the increase in completions based on the addition of the diploma program. As mentioned in enrollment, most of the students enrolling and completing our program already have jobs within the field. In addition, most employers will contact us ensuring that graduates are employed.

**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	Advising students	Advise students the importance of completing the credentials before entering the workforce.
2	Constant contact with employers	Ensure graduates are employed in their field of study

### Section 3: Other Assessments

**Do you use other methods of assessment to evaluate the effectiveness of your program, to include surveys, self-assessments, student licensure/certification, or third-party credentials?. If so, please explain how information collected from the(se) assessments can be used to improve the program.)**

Other career field licenses are offered but not required.

#### **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**

<b>Planning Year (Fiscal Year – July 1-June 30)</b>	<b>Objective(s) Submitted</b>	<b>Use of Results</b>
2019-20	No planning objectives submitted.	Not applicable.
2020-21	No planning objectives submitted.	Not applicable.
2021-22	Groundsmanager 3500-D Mower	Ordered and awaiting arrival. Carry forward to 2022-23 Plan to report assessment.

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

Turfgrass pull behind the top dresser to apply sand to our golf green. This would give students an understanding of the need to top dressing golf greens and other turfgrass. Turfgrass is also in need of a utility vehicle that could be used in several capacities. It would be used to pull a top dresser. It would be used to drag the infield on the softball field. It also will be used to transport sand to the golf green. These were submitted through planning objectives in the 2022-23 Plan/Budget. We are awaiting approval and/or funding. Once the building is built we will need an equipment lift for instruction.

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

No need for additional faculty.

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

Turfgrass Management needs lab space to work on turfgrass equipment. This space would need an equipment lift to be able to work on equipment more effectively. Students need to be able to adjust mowing heights and make repairs. This would help students to be more effective in the workplace.

**Provide narrative for academic / student support services needs over the next three years. (Are services adequate for your program/service?)**

Students do not require specific services outside of the benefit of Foundation scholarships.

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

**Strengths:** The turfgrass management covers a wide area of career opportunities ranging from golf courses, athletic fields, and lawn care. This allows them to be more marketable in the workplace. Each semester students have a wide array of job opportunities in the turfgrass field there are more jobs than students.

**Weaknesses:** Lack of classroom space to teach equipment repair.

**Opportunities:** Seek classroom space for equipment repair segment of instruction. Meet with Office of Communications to develop marketing materials to use in recruiting students to the program. We continue to recruit within the high school athletic programs.

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

Rob Woods, Turfgrass Lead 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 11/16/2022

**Dean, Director, or AVP / Date:** Dr. Ernie White 11/16/2022

**Administrator Approval / Date:** Dr. Brandon M. Jenkins 1/13/2023