

Wayne Community College Program Review – 2024-2025

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.

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.)*

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.

- 1) **Increase Student Access:** Develop policies and practices that provide increased opportunities and remove barriers for all students to enter into, and successfully proceed through training programs or post-secondary education.
- 2) **Ensure Program Excellence:** Develop and implement effective training and academic opportunities responsive to the needs of our community and industry partners.
- 3) **Improve Student Success:** Prepare students to thrive in today's global economy by increasing the number of students leaving with workforce ready credentials, skills, and/or university transfer pathways.
- 4) **Ensure Institutional Quality:** Engage in organized, strategic, and data-informed planning to continually improve relevance and quality in all college administrative, students, and support services to ensure that the college's vision, mission and goals will be achieved.

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
Certificate	Turfgrass Certificate
Diploma	Turfgrass Diploma
Associate	Turfgrass Management Technology

Activities to ensure program is current (2022-23; 2023-24; 2024-25 – Academic Year, Fall, Spring, Summer)
List program curriculum changes, revisions, and/or deletions.

Curriculum Changes	Date – Updated / Revised / Deleted
We added the option of taking 2 electives from the following list. - AGR 110, 111, 121, 130, 139, 150, 160, 210, 212, 213, 214, 265	Instead of the mandatory AGR 150, 210

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 two mandatory courses were hybrid offerings so the program provided the options of taking those electives online to help them retain employment.

Advisory Committee: dates, summary of minutes, activities (2022-23; 2023-24; 2024-25 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2022-2023	12/7/23	Add reel grinder in new agr building
2023-2024	12/10/24	A golf lift for new agr building.
2024-2025	12/4/25	To be held, December 4, 2025

(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 program has modified the method of instruction and courses offerings to help students who are currently working full-time jobs within the field of study.

The Advisory Committee has recommended adding a conversational Spanish continuing education module to help students obtain some speaking skills to help them as they work.

Section 2: Program Outcomes

Outcome #1: Enrollment (*unduplicated*)

Baseline: 23 # (*Average of total enrollment for the last three years – 2021-22; 2022-23; 2023-24*)

Standard: 24 #

Target: 25 #

Program Enrollment

Program Enrollment (<i>unduplicated</i>)	
Academic Year (Fall, Spring, Summer)	Enrollment
2021-2022	24
2022-2023	22
2023-2024	24

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2021-2022		2022-2023		2023-2024	
	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	4.2%	1	4.5%	0	0.0%
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%
Female Total	1	4.2%	1	4.5%	0	0.0%
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	23	95.8%	21	95.5%	24	100.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	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%
Male Total	23	95.8%	21	95.5%	24	100.0%
Total	24	100.0%	22	100.0%	24	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	2021-2022		2022-2023		2023-2024	
	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%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
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	19	79.2%	17	77.3%	16	66.7%
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%
18-24 Total	19	79.2%	17	77.3%	16	66.7%
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	12.5%	4	18.2%	7	29.2%
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%
25-44 Total	3	12.5%	4	18.2%	7	29.2%
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	2	8.3%	1	4.5%	1	4.2%
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%
45-64 Total	2	8.3%	1	4.5%	1	4.2%
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%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	24	100.0%	22	100.0%	24	100.0%

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.)*

Enrollment has remained steady. We are seeing that some of the students come in with some education which allows them to complete in less than a year. Primarily our student enrollment age population is from 18-24, with a few that are above 45 years of age.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase enrollment in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Continue our efforts in recruiting in the local high schools through high school athletics.	Schedule recruiting efforts with high schools and track the number of potential students who attend and distribute program materials.
2	Continue to ask previous graduates in the Eastern North Carolina Turfgrass Association to promote the program.	Previous graduates will refer potential students to the lead instructor and will track the number of students referred.

Outcome #2: Retention**Baseline:** 82.6 % *(Average of last three years – 2021-22; 2022-23; 2023-24; program retention)***Standard:** 83.6 %**Target:** 84.6 %

Year	Program Retention Rate
Fall 2021 to Fall 2022	90.0%
Fall 2022 to Fall 2023	77.8%
Fall 2023 to Fall 2024	80.0%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	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	5.6%	1	7.1%	0	0.0%
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%
Female Total	1	5.6%	1	7.1%	0	0.0%
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	17	94.4%	13	92.9%	16	100.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	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%
Male Total	17	94.4%	13	92.9%	16	100.0%
Total	18	100.0%	14	100.0%	16	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range	Fall 2021 to Fall 2022		Fall 2022 to Fall 2023		Fall 2023 to Fall 2024	
	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%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
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	15	83.3%	11	78.6%	12	75.0%
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%
18-24 Total	15	83.3%	11	78.6%	12	75.0%
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	1	5.6%	2	14.3%	3	18.8%
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%
25-44 Total	1	5.6%	2	14.3%	3	18.8%
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	2	11.1%	1	7.1%	1	6.3%
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%
45-64 Total	2	11.1%	1	7.1%	1	6.3%
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%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	18	100.0%	14	100.0%	16	100.0%

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.)*

Although a decrease was reflected, our retention is still above the institutional retention rate. Students who come into the program with credits are able to complete the program in less than a year, therefore, this is reflected in the decrease in retention.

2025-2026 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	Advising students	Advise students of the importance of completing the credentials before entering the workforce.

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)**Baseline:** 15 # (Average of total completers for the last three years – 2022-23; 2023-24; 2024-25)**Standard:** 17 #**Target:** 19 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2022-2023	17
2023-2024	9
2024-2025	19

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender Table

Ethnicity & Gender	2022-2023		2023-2024		2024-2025	
	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	5.9%	0	0.0%	0	0.0%
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%
Female Total	1	5.9%	0	0.0%	0	0.0%
African American, Male	2	11.8%	0	0.0%	1	5.3%
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	14	82.4%	9	100.0%	18	94.7%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	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%
Male Total	16	94.1%	9	100.0%	19	100.0%
Total	17	100.0%	9	100.0%	19	100.0%

Ethnicity & Age Range Table

Ethnicity & Age Range Table	2022-2023		2023-2024		2024-2025	
	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%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	0	0.0%	1	5.3%
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	64.7%	6	66.7%	12	63.2%
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%
18-24 Total	11	64.7%	6	66.7%	13	68.4%
African American, 25-44	1	5.9%	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	17.6%	2	22.2%	6	31.6%
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%
25-44 Total	4	23.5%	2	22.2%	6	31.6%
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	5.9%	1	11.1%	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%	0	0.0%
45-64 Total	1	5.9%	1	11.1%	0	0.0%
African American, 65+	1	5.9%	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%
65+ Total	1	5.9%	0	0.0%	0	0.0%
Total	17	100.0%	9	100.0%	19	100.0%

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 program has maintained a steady graduation / completion rate. As reflected in our enrollment and retention, students are coming into the program with previous college credit so our program cohorts are staggered.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase student completion in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Advising students	Advise students of the importance of completing the credentials before entering the workforce.

Outcome #4: Budget FTE (Official Budget FTE by Academic Program – Across Budget FTE Semesters Dashboard; all levels)

Baseline: 27.789 # (Average of program budget FTE for the last three years – 2022-23; 2023-24; 2024-25)
Standard: 28.7 #
Target: 29.7 #

Budget FTE Year	Budget FTE
2022-2023	26.148
2023-2024	26.758
2024-2025	30.461

All Levels

Provide narrative for analysis of program budget full-time equivalent (BFTF) *(The number of full-time equivalent (FTE) student for which colleges are funded through State funding formulas. An amount of instruction that equates to an annual FTE student; one curriculum FTE equals 512 student hours.) (Based on the data, provide a narrative of your analysis of program budget FTE. Indicate factors that may have affected your budget FTE. How might you increase FTE in your program?)*

BFTF has seen a steady increase and an significant increase between 2023-24 and 2024-25. Our student population is primarily full-time, taking more than 12 credit hours. In addition, our enrollment remains steady.

2025-2026 Action Items:

Item	Action Items (What actions can be taken to increase budget FTE in your program?)	Assessment of Action Items (How will you assess the results of action items?)
1	Continue our efforts in recruiting in the local high schools through high school athletics.	Schedule recruiting efforts with high schools and track the number of potential students who attend and distribute program materials.
2	Continue to ask previous graduates in the Eastern North Carolina Turfgrass Association to promote the program.	Previous graduates will refer potential students to the lead instructor and will track the number of students referred.
3	Continue posting on social media (Facebook) to recruit potential students.	Post social media events promoting the program and track the number of posts.

Outcome #5: Career Development (COOP-Final WBL-110 Grade Rosters and WCC's Final Headcount Datasets)

Academic Year	Enrolled	Completed
2021-2022	8	8
2022-2023	11	9
2023-2024	5	5

All Levels

WCC's Quality Enhancement Plan, addresses career development in Goal 3: "The college will implement integrated career development within their academic programs."; Action Item #3: "All CTE programs will implement a career development related Program Outcome."

Provide narrative for analysis of WBL-110 completers and report on how your program can increase or expand the focus on career development. *(Based on the data, provide a narrative of your analysis of WBL completions. Indicate factors that may have affected your completions. If your program does not offer WBL-110, explain why not and how you can increase or expand the focus on career development.)*

WBL-110 participation in Turfgrass Management has remained steady, with full completion in 2021–2022 (8 of 8), followed by a slight decrease in 2022–2023 (9 of 11) due to not turning in coursework assignments which resulted in failure in the course. In the 2023–2024 (5 of 5) all students enrolled completed the course. Students who enroll are highly likely to complete, though limited placements and scheduling conflicts may affect participation. To expand career development, the program will strengthen employer partnerships, promote WBL earlier in advising, and embed career readiness activities into coursework, aligning with WCC's QEP Goal 3 to integrate career development into all CTE programs.

The program also offers Work-Based Learning (WBL-112) prepares the students for the workplace providing them with on-the-job training skills.

2025-2026 Action Items:

Item	Action Items <i>(What actions can be taken to increase or expand the focus on career development. i.e. presentations in classes; development of professional development modules; or other ways the program can implement the focus in their programs.)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Integrate career readiness activities into core courses by including classroom presentations, resume-building workshops, and professional development modules that prepare students for employment.	Track the number of students participating in WBL-110 each year, monitor completion rates, and collect student feedback on the usefulness of career readiness activities in preparing them for internships and employment.

Section 3: Other Assessments

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

The program uses multiple assessment methods to evaluate effectiveness to include program learning outcomes, student course evaluations, informal feedback from previous graduates, and feedback from Advisory Committee members.

Planning Objectives (2022-23; 2024-25 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last two planning cycles, 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
2022-23	1. Workman HDX-2WD (Kubota Gas) with folding windshield and plastic bedliner (all Ag & Natural Resources programs) 2. ProPass 200 Wireless Top Dresser (Turfgrass Management) 3. Golf Lift (Turfgrass Management)	1. Not approved for funding. 2. Not approved for funding. 3. Not approved for funding.
2024-25	1. Toro Workman HDX-2WD with folding windshield and plastic bedliner. (all Ag & Natural Resources programs) 2. ProPass 200 Wireless Top Dresser (Turfgrass Management) 3. Golf Lift (GL-9) (Turfgrass Management)	1. Based on limited funds, this objective was not approved for funding. We plan to resubmit this objective for 2025-26 as it remains a funding priority. 2. Based on limited funds, this objective was not approved for funding. Not approved, but remains a priority and will be requested the following cycle. 3. Based on limited funds, this objective was not approved for funding. Not approved, but remains a priority and will be requested the following cycle.

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

One of the planning objectives for the golf-lift was previously approved and will be installed in the new Agriculture building anticipated to be finished by August 2026.

We plan to submit to re-submit the previously submitted objectives that were not funded. In addition, we are requesting a reel grinder that sharpens reels for mowers.

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

No additional faculty is needed for the program. The only time the an adjunct faculty is used is if the AGR-262 is over 20 students, we separate the students into two groups for course instruction.

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

The new Agriculture Building should meet our needs for instruction once it is built.

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

We refer our students to financial aid and the Foundation for their financial needs. It is rare that students need academic assistance, but if they do we refer them to the Academic Skills Center.

Most of our instructional resources are provided by the North Carolina Turfgrass Association and the Carolina Golf Course Superintendent Association, and Turfnet, which are free.

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

Strengths:

- Students are able to attend the program with minimal hours and still graduate with a job-ready credential.
- 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.
- Funded turf equipment recommended in planning objectives would help with instruction.

Opportunities:

- Seek classroom space for equipment repair segment of instruction.
- We continue to recruit within the high school athletic programs.

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

Rob Woods, Lead Instructor

Approvals

1. The program/service faculty/staff conducting the Review must notify their appropriate Division Dean, Director, or AVP to let them know their Review is ready for review and feedback.
2. The appropriate Division Dean, Director, or AVP is asked to read the Review from the IE SharePoint directory and provide feedback and/or suggested improvements to the faculty/staff conducting the Review.
3. Once the Review has been reviewed by the Division Dean, Director, or AVP, it is their responsibility to contact IE to inform them that the Review is ready for IE’s review.
4. 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. IE will upload the Review and will send it to the appropriate Division Dean, Director, or AVP, and Vice President/Associate Vice President for their signatures.

IE Acceptance / Date:	<u>Dorothy Moore</u>	11/14/2025
Dean, Director, or AVP / Date:	<u>Gabriel Mitchell</u>	11/14/2025
Administrator Approval / Date:	<u>Dr. Ernie White</u>	11/14/2025