Instructional Discipline Template

Instructional Discipline Template 2023

A. Program Information

Program Mission Statement

Please enter your mission statement here.

> Our mission is to blend theoretical knowledge regarding horticulture with practical application of horticultural technique in all of our offerings.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
Health Sciences & Horticulture - Environm Horticult & Design-FH

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	248	251	234	179	272	9.7%
Enrollment	882	825	766	524	1,021	15.8%
Sections	32	31	26	25	47	46.9%
WSCH	1,066	936	856	643	980	-8.1%
FTES (end of term)	71	63	57	43	65	-8.5%
FTEF (end of term)	2.2	2.1	1.6	1.7	2.3	3.7%
Productivity (WSCH/FTEF)	482	442	526	381	427	-11.4%

B.1 - FTES

Goals: What is your program's goal with respect to FTES?

> I would like to increase our program's FTES numbers by selecting the courses that will increase our productivity and our FTES numbers.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the FTES in your program?

> Our FTES and productivity numbers are down because of lower seat counts.   I believe they are down because the college started the incarcerated programs. We were tasked to teach at Elmwood, Osborne, and Blue Ridge. In looking at the contract for Osborne and Blue Ridge, I indicated that I thought the figures were wrong and that we would be losing money. I was assured that I was incorrect.
>
> At Elwood, most of the courses we taught were 1-unit and 2-unit courses with low enrollment. The college set the seat count at 8, then 16, and then 20. In actuality the seat count was 5, and 1 of those was an EW. This hurt our productivity numbers. On the men's side at Elmwood, the RO (rehabilitation officer) aggressively enrolled students into our courses, and we could start with 24 and finish with 20. On the women's' side we always fell short by finishing below the 20 mark. At Blue Ridge the number fluctuated from 5 to 3 to 4 to 2. At Osborne, an adjunct instructor is currently teaching 2 students. Because of this we cannot have her teach at Foothill because she has exceeded her load limit. I want the college to know that we need a comprehensive evaluation of the incarcerated program and the dollars we receive to teach in these facilities. I believe it is the right thing to teach in the incarcerated facilities, but the data says otherwise.

Action: What actions does your program plan to take in order to achieve your goals?

I firmly believe that we need to concentrate on the Foothill side of teaching and reevaluate our teaching in the incarcerated facilities. College in prison saves money and reduces crime. I believe we need to approach our incarcerated program with the mission of treating these facilities as places filled with talent and ambition and that these students deserve the same care, inclusivity, and optimism that we offer our own communities. That being said, we need find some balance with the structural limitations and the restraints on seat count and load. Concentration of our limited amount of teachers at Foothill would increase our productivity numbers because we are not up against the constantly shifting release dates in the prison system. We can offer higher unit classes for a full quarter instead of 1-unit classes at the incarcerated facilities.

Needs: What does your program need to execute this action plan?

Ideally, another full-time instructor. When two instructors were teaching in the horticulture program, our productivity was at 490. If another instructor were to be hired we could offer night courses to individual cites. We do not do that now as we did when we had 2 full-time instructors. The City of Sunnyvale would consistently send 8-11 employees to our night courses. Mountain View would send their employees. The City of Foster City would send employees. I am stretched thin and I cannot visit the cities like I used to because of the incarcerated program. I also need time to adjust the existing curriculum and write new curriculum. An example is Hort 23, California natives. As an adjunct I taught that class. When the college said that the adjunct budget was over budget, a number of the classes I taught were reduced by units, including Hort 23. That class should be a 4-unit class.

B.2 - Sections

Goals: What is your program's goal with respect to sections?

I want to increase the amount of sections. I can do that if the incarcerated facilities would not be part of our teaching program.   I can also manage the incarcerated facilities if I had more adjuncts, and if the college wants me to continue that program.

Vertical farming will be at $16.06 billion in 2028. (https://www.statista.com/statistics/487666/projection-vertical-farming-market-worldwide/) We do not teach that at Foothill. I have asked for the technology to be brought to Foothill to address this market need. I met the Chancellor at a site that has this technology and I want to meet with him and our college president to address this shortfall. If I have the technology I can offer a section every quarter, supply food for our students, involve DRC and our veteran population in this training, and supply the Food Pantry with nutritious food. This would conversely increase productivity.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the sections in your program?

Our unduplicated head count is increasing, but our productivity is decreasing because of the college's decision to have our department to teach at the incarcerated facilities. I have asked for meetings and clarification so that I can help define the program and establish some goals that would benefit the college. The focus to increase seat count and productivity is to identify those students at Elmwood who want to take horticulture before we even write a schedule. What is their release date, and will probation allow them to come to Foothill? What types of high productivity, high-value courses should we be teaching? Currently they cannot attend our college because of their probation restrictions so using Elmwood as a scheme to get more students in our program will not work.

We are coming out of COVID restrictions, and I believe that has reduced the number of FTEF number. We are currently teaching face-to-face, and since we came back to campus our numbers have risen.

Action: What actions does your program plan to take in order to achieve your goals?

I want to increase our section count by hiring more adjunct and by hiring another full-time instructor. I want to bring the latest innovative technology to our department so that I can teach my students this new way to grow themselves, but crops also. I want to take a comprehensive look at the incarcerated program with the college to see if it is a workable opportunity for the college.

Needs: What does your program need to execute this action plan?

The new technology for vertical farming.

B.3 - Productivity

Goals: What is your program's goal with respect to productivity?

I want to increase our productivity by increasing our population. Hands-on, face-to-face instruction is the only methodology for teaching horticulture. I want to hire those who have field experience so that they can teach the students expectations when they finish the program. The staffing issues have been a barrier to our productivity as well as the incarcerated programs.

Currently we have 3 tracks in our program. We offer the designer track, the horticultural or technical track, and the transfer to a four-year track. The majority of our population is in the first two with a low percentage going to a four-year college. Engaging the LatinX community, I can increase the technical track. Hiring additional design instructors can increase the design track.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the productivity in your program?

The program has the population numbers and that number can increase with additional competent staffing. Even though the population numbers have grown, our productivity is down. Concentrating our staff at Foothill and taking a comprehensive SWOT analysis of the incarcerated facilities program is a must. Keeping our program on campus and face-to-face is a must. The majority of our courses cannot be virtual.

Action: What actions does your program plan to take in order to achieve your goals?

I want to hire another competent full-time instructor so we can offer night classes again. I want to have a comprehensive look at our current courses and eliminate those that are no longer relevant. I have already done part of that. I want to build new curriculum and increase the unit count on some classes. I want to bring in new technology that will benefit our students to find employment. I want to increase my visits to landscape companies to show them the value of our department.

Needs: What does your program need to execute this action plan?

I need the new technology. I need competent staff.

C. Enrollment by Student Demographics

Enrollment Distribution

Student Headcounts by Gender

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	520	59%	528	64%	518	68%	348	66%	590	58%
Male	340	39%	279	34%	230	30%	161	31%	382	37%
Unknown gender	22	2%	18	2%	18	2%	15	3%	49	5%
Total	882	100%	825	100%	766	100%	524	100%	1,021	100%

Student Headcounts by Race/Ethnicity

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Asian	153	17%	95	12%	104	14%	82	16%	84	8%
Black	12	1%	3	0%	10	1%	16	3%	31	3%
Filipinx	8	1%	0	0%	11	1%	3	1%	37	4%
Latinx	195	22%	170	21%	163	21%	105	20%	200	20%
Native American	6	1%	16	2%	34	4%	25	5%	17	2%
Pacific Islander	5	1%	6	1%	11	1%	0	0%	0	0%
Unknown ethnicity	26	3%	86	10%	15	2%	15	3%	219	21%
White	477	54%	449	54%	418	55%	278	53%	433	42%
Total	882	100%	825	100%	766	100%	524	100%	1,021	100%

C.1 - Enrollment by Gender

Goals: What is your program's goal with respect to enrollment by gender?

We have 3 tracks in our program. We have the design track, the technical track, and the students who transfer to a four-year school. The design side is predominately female with some crossover. The male side is technical with less crossover. I feel that we are fairly well balanced male to female. We could increase the male side by marketing more to the many landscape companies in the area. In looking at the one number under "unknown gender,"I believe that those from the college who were registering for the incarcerated facilites did not complete the paperwork. This is just a guess because that number is unusually high.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by gender in your program?

I would like to revitalize our outreach to the cities' Park and Recreation programs and offer night classes. We could also market the various landscape companies to offer course to them that would increase the male population, but also the LatinX population.

Action: What actions does your program plan to take in order to achieve your goals?

I need time to visit the various park and recreation departments in the surrounding cities and show them the value of our program. I want to convince them to make CEUs as part of their evaluation process for promotion. I also want to showcase our irrigation tech program. Foothill is the only college in the United States to have a teaching platform for irrigation troubleshooting. It was featured in Lawn and Landscape magazine. I am consulting with two other colleges to build these in their facilities.

Needs: What does your program need to execute this action plan?

I need additional adjunct and a full-time instructor. I need time to visit the various city parks departments. I would like new brochures. I ran out of brochures 2 years ago and, when I asked for new ones, I was told that they were short-staffed and could not furnish them.

C.2 - Enrollment by Ethnicity

Goals: What is your program's goal with respect to enrollment by ethnicity?

One of my past goals was to increase LatinX populations. There was a dip during COVID because most of those working in the industry were classified as essential workers and did not have time for school. That has eased, and I am seeing an increase above 2018-19 years. I believe this is trending up.

We have had a modest increase in the Black category. I would like to increase that with outreach programs. Traditionally my field is dominated with LatinX, and very few Blacks work in this industry. Outreach on my part may help trend those numbers up.

The Asian population numbers are low, but trending up. I would like to establish outreach to that population.

The unknown ethnicity number is unsually high. I attribute that to the lack of completing the paperwork at the incarcerated facilities.

I don't know why Native Americans are not in my program. While a small percentage, I would like to see a rise.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by ethnicity in your program?

There are three distinct categories in regards to ethnicity. LatinX, Black, and Asians should be increased by targeted marketing to these groups. It worked to increase the LatinX category so it should work for the Black and Asian group.

Action: What actions does your program plan to take in order to achieve your goals?

Establish a targeted outreach program to increase LatinX, Blacks, and Native Americans.

Needs: What does your program need to execute this action plan?

I need brochures in Spanish and English.

D. Overall Student Course Success

Student Population Areas of Focus

Limits: **Course Credit Status** Credit

Course Success
Health Sciences & Horticulture - Environm Horticult & Design-FH

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	806	91%	763	92%	678	89%	463	88%	929	91%
Non Success	21	2%	25	3%	45	6%	16	3%	46	5%
Withdrew	55	6%	37	4%	43	6%	45	9%	46	5%
Total	882	100%	825	100%	766	100%	524	100%	1,021	100%

Course Success for Black, Latinx, and Filipinx Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	192	89%	151	87%	150	82%	95	88%	214	90%
Non Success	9	4%	11	6%	23	13%	6	6%	17	7%
Withdrew	14	7%	11	6%	11	6%	7	6%	6	3%
Total	215	100%	173	100%	184	100%	108	100%	237	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	614	92%	612	94%	528	91%	368	88%	715	91%
Non Success	12	2%	14	2%	22	4%	10	2%	29	4%
Withdrew	41	6%	26	4%	32	5%	38	9%	40	5%
Total	667	100%	652	100%	582	100%	416	100%	784	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

D.1 - Student Course Success

Goals: What is your program's goal with respect to student course success?

I want to understand what is causing the 7% "Non Success" rate in this section. Where do they help to become successful in this program? Because we are a specialized field, the tutoring center cannot help with our subjects. I am at the classroom one hour before each class for tutoring. Some students do take advantage of the tutoring, but some need to drop off their kids, have only one car for both parents, or have to take public transportation. I have one student who buses from San Jose, and it takes him two hours to get to class.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the student course success in your program?

I think our success rate is consistently high, and I feel that we are fairly successful from year to year.

Action: What actions does your program plan to take in order to achieve your goals?

I will watch this category to make sure it remains consistent.

Needs: What does your program need to execute this action plan?

Nothing.

D.2 - Course Success by Modality

Click the link below to view the program's Course Success by Modality data

https://foothilldeanza-my.sharepoint.com/:f:/g/personal/10771097_fhda_edu/EvAWlA883IZEvnoRGBXt4RkBzT8NbCHSRANRq3TVkHj_TA?e=LjaKXc

Goals: What is your program's goal with respect to course success by modality?

COVID hurt our enrollments. Since we are now face-to-face, our enrollment has increased. Many of our classes are hands on a machine, a tool, a secateur, a demo hammer, or a miter saw. This is just a small number of tools

we teach. I cannot teach you how to hold and operate an impact driver virtually. I cannot teach you how to identify a plant virtually. You cannot touch, taste, or smell that plant by viewing it on a screen. Teaching for 19 months virtually was the worst for not only the teacher, but for the students. I had students who came on our field trips to learn the plants they did not learn virtually.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about course success by modality in your program?

It is obvious to me that face-to-face is the best way to teach horticulture. Our course success rate is consistent.

Action: What actions does your program plan to take in order to achieve your goals?

N/A

Needs: What does your program need to execute this action plan?

Nothing.

E. Disproportionate Impact

Click the link below to view the program's Disproportionate Impact data

https://foothilldeanza-my.sharepoint.com/:f:/g/personal/10771097_fhda_edu/EvAWlA883IZEvnoRGBXt4RkBzT8NbCHSRANRq3TVkHj_TA?e=LjaKXc

Identify the groups that are experiencing a disproportionate impact in the most recent year (please provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group).

The Black population success rate is low. I need to establish a better tutoring program to increase that number. As I understand it, the college has tutoring centers and dollars for most programs, but not for the specialized courses. This needs to be addressed, and funds need to be available so that these students are successful. I am currently tutoring five hours a week to help those students who need help, but the student needs to show up to get the tutoring.

The LatinX number is low and still a fail. I speak Spanish so i will hold special tutoring sessions for the LatinX population to help turn that around.

The -5 in the unknown ethnicity is baffling. I don't understand how to address this.

Female at a -7 is troubling also. This number might relate to the women's side at Elmwood. We should not be teaching that group. The group starts at a high number and the dwindles quickly to a low number. Their release dates are much faster than the men at Elmwood with some exception.

Veterans at -5 is concerning. I don't know who the veterans in my classes are but I would like to know. I am a veteran and I know they have some special needs and can have some issues with learning.

Goals: What is your program's goal with respect to disproportionate impact?

I will spend more time establishing a quality tutoring section for these students.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the disproportionate impact in your program?

The college needs to supply funds for adjunct faculty to become a part of the tutoring.

Action: What actions does your program plan to take in order to achieve your goals?

I will establish a tutoring section for these students. I will investigate where the problem is. Does it relate to teaching style, outside influences on the student, lack of adjunct tutoring, what needs to fixed here?

Needs: What does your program need to execute this action plan?

I need funds and help from the college to establish a tutoring center for these students.

I would like to know who the veterans in my classes are.

F. Regular and Substantive Interaction

If your program has any courses that are approved for distance education, describe how regular and substantive interaction was incorporated in those courses. (List each course)

N/A

G. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

N/A

This form is not yet ready.

Horticulture Career and Technical Education Programs Addendum 2023

Career and Technical Education Programs Addendum 2022

A. Re-Accreditation Information

1. When was your last re-accreditation visit?

N/A

2. Did the program maintain accreditation?

☐ yes

☑ no

3. Were there any commendations/special mentions identified? If yes, please elaborate.

N/A

4. What were the major citations of the last re-accreditation report (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)?

N/A

5. What actions has the program taken to address the accreditation citations/recommendations? What barriers has the program faced in implementing improvements?

N/A

6. If applicable, what areas of concern were noted during the annual accreditation report?

N/A

B. Advisory Board

1. Did the program hold an annual advisory meeting each year of the five-year cycle?

☐ yes

☑ no

2. Did the program submit advisory board meeting minutes each year of the five-year cycle?

☐ yes

☑ no

3. Web link to meeting minutes?

N/A

4. Were there any advisory board commendations/special mentions identified?

N/A

5. Are there any identified actions for improvement or recommendations based on feedback from the program's advisory board?

N/A

6. What actions has the program taken to address recommendations made by the Advisory Board? What barriers has the program faced in implementing improvements?

N/A

C. Regional Labor Demand

Visit https://foothill.edu/programreview/prg-rev-docs/cte-labor-demand-data-2023-24.pdf to view your program data.

1. In the data table, what does the regional labor demand data trend indicate?

☑ the data trend shows an increase in labor demand

☐ the data trend shows a decrease in labor demand

☐ the data trend shows no change and/or is flat in labor demand

2. Describe the regional demand for labor in this sector. If the projected data trend shows no change/flat, an increase, or decrease in labor demand, explain why.

The labor demand in the two categories of first-line supervisors is trending up. We are working with local businesses to place students in both internships and permanent jobs. If the economy holds, I forsee this trend to continue to go up.

D. Regional Labor Supply

Visit https://foothill.edu/programreview/prg-rev-docs/cte-labor-supply-data-2023-24.pdf to view your program data.

1. In the data table, what does the regional labor supply data trend indicate?

☐ the data trend shows an increase in labor supply

☑ the data trend shows a decrease in labor supply

☐ the data trend shows no change and/or is flat in labor supply

2. Describe the regional supply for labor in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in labor supply, explain why.

Many of the companies that are hiring our students are being bought out or merged into larger companies. Because of this, the redundancy of positions between the companies means more opportunities for our students to become mid-level managers. The pandemic has also caused a lessening in labor needs because many of the commercial landscape companies lost contracts because everyone was working at home and no one was working in the commercial sites maintained by these contractors. Many of those working for landscape companies, who would be potential students were listed as essential workers. They were working too many hours and did not have the flexibility to attend classes.

E. Regional Wages

Visit https://foothill.edu/programreview/prg-rev-docs/cte-regional-wage-data-2023-24.pdf to view your program data.

1. In the data table, what does the wage data trend indicate?

☐ the data trend shows an increase in wages

☑ the data trend shows a decrease in wages

☐ the data trend shows no change and/or is flat in wages

2. Describe the regional trend for wages in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in wages, explain why.

> This data is way off. Our students are being hired starting at $84,000 with a vehicle and full benefits. Last year 4 of our students were hired at this wage. One of our students was hired at $95k starting with a vehicle and full benefits. Another started at $110k plus benefits.

F. Program 13.5 Course Completion

Program 13.5 Course Completion					
Unduplicated Headcount	2017-18	2018-19	2019-20	2020-21	2021-22
Child Development	99	72	86	102	92
Dental Hygiene	47	97	99	119	114
Emergency Medical Services	100	96	82	52	41
Horticulture	50	57	44	44	26
Photography	0	0	0	0	1
Radiologic Technology	42	44	42	42	47

CTE courses offered between 2017-18 and 2021-22 that were used to retrieve completion counts include the following:
Child Development: CHLD 1, 2, 8, 50A, 50D, 51A, 54ABD, 56, 56N, 59, 63N, 71-74, 80ABC, 82, 86AB, 88, 88B, 89, 90BC, 91, 95, 53NC, 53NP.
Dental Hygiene: DH 50, 70R, 200L, 300AB, 302, 304, 305ABCD, 308, 310, 312, 314, 316AB, 318, 320ABCD, 322, 324, 326ABC, 328ABC, 330, 332, 350ABC, 352, 354, 356.
Emergency Medical Services: EMS 50, 52, 52A, 53, 53A, 60AB, 61AB, 62AB, 63AB, 64AB, 203.
Horticulture: HORT10, 15, 21-26, 30, 31, 40, 45, 52CEGH, 54ABCJKL, 55A, 60BCDFJ, 80ABCDI, 90CDGHIMPQSUVXYZ, 91AC
Photography: PHOT 4ABC, 11, 11H, 72, 74AB.
Radiologic Technology: RT 50, 51ABC, 52D, 53, 53ABCD, 54ABC, 55ABC, 61AB, 62ABC, 63, 63ABC, 64, 65, 70AB, 72, 74, 75, 200L, 53AL, 53BL, 53CL.

1. In the data table, what does the data trend indicate about the number of students completing the 13.5 CTE units each year in the last five years within your program?

- ☐ the data trend shows an increase in the number of students completing the 13.5 CTE units
- ☑ the data trend shows a decrease in the number of students completing the 13.5 CTE units
- ☐ the data trend shows no change and/or is flat in the number of students completing the 13.5 CTE units

2. If the data trend shows no change/flat, an increase, or decrease in the number of students completing the 13.5 CTE units, explain why.

> The pandemic is the definitive factor causing the decline in these numbers.

G. Program Graduate Employment Rates
Visit https://foothill.edu/programreview/prg-rev-docs/cte-graduate-employment-rates-2023-24.pdf to view your program data.

1. In the data table above, what does the graduate employment rate indicate for certificate/degree completers (e.g., Within one year after Community College Completion)?

- ☐ the data trend shows an increase in graduate employment
- ☑ the data trend shows a decrease in graduate employment
- ☐ the data trend shows no change and/or is flat in graduate employment

2. Describe the graduate employment rate trend for both certificates and degrees. If the projected data trend shows no change/flat, an increase, or decrease, explain why.

> The pandemic is the definitive factor causing a decline in this category.

This form is not yet ready.