Annual Assessment Report
for
Agriculture Technology Program

December 2005

Prepared by David Ringette
Program Review Health Indicator Summary

Agriculture Technology Program for 2005-2006

Overall Program Status

<table>
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<tr>
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<th>Cautionary</th>
<th>Unhealthy</th>
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Overall Program Demand

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Overall Program Efficiency

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Overall Program Outcome

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Mission Statements

College Mission Statement

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing culturally aware members of our community.

Program Mission Statement

The Windward Community Agriculture program prepares students for careers in horticulture enterprises.
Part I. Executive Summary of Program Status

The Agriculture Program has been in existence for more than 20 years. Over this time it has evolved with the demands of the community. From a farmer oriented program (Certificate of Completion in Agricultural Technology) to one oriented toward service agriculture (Certificate in Plant Landscaping). A future area for program exploration is urban tree care. Courses are offered when students are best able to attend, on evenings and weekends. It provides a service to the community where none other exists and is constantly modifying the course and program content to meet community needs.

The most negative rating is that of student enrollment numbers. These numbers fluctuate from year to year and seem to be correlated with employment rates. When unemployment rates are low people tend to work and make money. There is often such a demand for employees that wages rise and people chose to make money instead of going to college. When unemployment is high the opposite happens. The State of Hawaii now has a very low unemployment rate of 2.7%.

The Agriculture Program should and must continue to support the educational needs of the community. To do otherwise will make a mockery out of the WCC mission statement and remove an integral resource from this Island.
Part II. Program Description

History of the Program

In March 1998, the Chancellor for Community Colleges approved Windward Community College's request to implement a Certificate of Completion Program in Agricultural Technology effective Fall 1981. This program has been responsive to student employment goals, employees and employers in landscape and lawn maintenance, nursery, ornamental horticulture and other small agri-businesses. On Oahu, the Agricultural Technology Program is unique to the Community Colleges and is one of three serving the State of Hawaii at the two-year college level.

In June 1991, The College submitted a request to the Chancellor for Community Colleges for authorization to plan a Certificate of Completion Plant Landscaping. Permission was granted effective August 1991. In Fall 1992, a program review was conducted and the program received permanent status. On November 20, 1992, a turf grass/landscape training facility was dedicated. The 6-acre facility was planned and built through generous donations of money, time and equipment from industry organizations and businesses.

Program goals/Occupations for which this program prepares students

The current goals of the program are to:

1. Provide education for entry-level positions in the ornamental horticultural, landscape, lawn maintenance, nursery and related agribusiness industries such as retail plant outlets.

2. Respond to employer needs for educated operations level personnel who can perform in entry-level positions within a variety of local agribusiness industries.

3. Respond to employer and employee needs for in-service educational opportunities for those already employed in local agribusiness industries.

4. Provide non-majors the opportunity to acquaint themselves with horticulture businesses and explore their potential and interest in preparing for entry-level positions in the industry.

Program Student Learning Outcomes (SLOs)

1. Students will be able to describe common plant and insect life cycles, understand basic plant nutritional requirements, and plant propagation techniques.

2. Students will be able to demonstrate landscape maintenance skills or turfgrass maintenance skills.

3. Students will be able to recommend common controls for plant pests.

4. Students will be able to properly manage soil for plant growth.

5. Students will be able to operate common landscape and turfgrass equipment.

6. Students will be able to horticultural careers available on Oahu

Admission requirements

None

Credentials, licensures offered

None
Resources
The facilities to support the program, consisting of a six-acre par 3 hole turfgrass teaching facility and a 5,000 sq. ft. shade house, are the program's greatest physical strengths.

The working relationships with the Hawaii Golf Course Superintendents Association, the Landscape Industry Council of Hawaii and the Hawaii Turfgrass Association are very strong.

One full-time tenured faculty member and one full time APT staff support the program.

The program is the recipient of Kailua-Lanikai Outdoor circle student scholarships and numerous industry donations of equipment and supplies.

Articulation agreements
AG 149 to the WCC ASC-BRTRP
AG 120 DB at UHM and in the process of being articulated between MCC, Hawaii, UH Hilo, UHM. It is currently awaiting administrative review.

Community Connections, Advisory Committees, Internships, Coops, DOE Connections
Advisory Committee

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Distance Education Programs  
None
Part III. Quantitative Indicators for Program Review

Demand/Efficiency

Current and projected positions in the occupation (for CTE programs)
For Honolulu County, employment in the field is currently 3,530 with a projection of 4,120 for 2010. This is in the top 20 occupations with the most annual openings out of 700 occupations.

Annual new positions (for CTE programs)
New annual positions for Honolulu County are 150 per year.

Source www.hiwi.org

Program Demand

Agricultural Technology

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Minimum</th>
<th>Satisfactory</th>
<th>Actual</th>
<th>+/-</th>
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<tr>
<td>Annual job openings: Oahu (1)</td>
<td>20</td>
<td>50</td>
<td>99</td>
<td>+</td>
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<tr>
<td>Annual job openings: State (1)</td>
<td>80</td>
<td>100</td>
<td>371</td>
<td>+</td>
</tr>
<tr>
<td>No. student majors</td>
<td>3</td>
<td>5</td>
<td>9</td>
<td>+</td>
</tr>
<tr>
<td>No. sections taught</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>+</td>
</tr>
<tr>
<td>No. sections over-enrolled</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>+</td>
</tr>
<tr>
<td>Program cycle coverage</td>
<td>60%</td>
<td>80%</td>
<td>50%</td>
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Program Efficiency

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<thead>
<tr>
<th>Indicator</th>
<th>Minimum</th>
<th>Satisfactory</th>
<th>Actual</th>
<th>+/-</th>
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<tbody>
<tr>
<td>Average class size</td>
<td>8</td>
<td>10</td>
<td>9</td>
<td>-</td>
</tr>
<tr>
<td>No. small classes: ≤ 9</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>+</td>
</tr>
<tr>
<td>Class fit (actual enrollment/max enrollment)</td>
<td>25%</td>
<td>50%</td>
<td>39%</td>
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<tr>
<td>Advisory Committee updated</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Lecturer-taught classes</td>
<td>3</td>
<td>3</td>
<td>0</td>
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Program Outcomes

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<th>Indicator</th>
<th>Minimum</th>
<th>Satisfactory</th>
<th>Actual</th>
<th>+/-</th>
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<tr>
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<td>65%</td>
<td>70%</td>
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<td>Work in related field (n=0)</td>
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<tr>
<td>Graduation rate (n=0)</td>
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<td>3</td>
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Perkins III Core Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Baseline (%)</th>
<th>Performance (%)</th>
<th>+/-</th>
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<tr>
<td>1P1 Academic achievement</td>
<td>81.56</td>
<td>100.00</td>
<td>+</td>
</tr>
<tr>
<td>1P2 Vocational skills</td>
<td>91.53</td>
<td>100.00</td>
<td>+</td>
</tr>
<tr>
<td>2P1 Diploma/Equivalent/Degree/Credential</td>
<td>35.70</td>
<td>50.00</td>
<td>+</td>
</tr>
<tr>
<td>3P1 Placement: employment</td>
<td>70.52</td>
<td>33.33</td>
<td>-</td>
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<tr>
<td>3P2 Retention: employment</td>
<td>90.13</td>
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<td>4P1 Nontraditional participation</td>
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<td>4P2 Nontraditional completion</td>
<td>14.34</td>
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(1) from the Hawaii Workforce Informer, Department of Labor and Industrial Relations.
Plant Landscaping (PLNT) Health Indicators

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<td>50</td>
<td>74</td>
<td>+</td>
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<td>80</td>
<td>100</td>
<td>220</td>
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<td>No. student majors</td>
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Program Efficiency

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<td>+</td>
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(1) from the Hawaii Workforce Informer, Department of Labor and Industrial Relations.

****Information provided by the WCC OIR*****
Number of classes taught (n)Spring 2005  AG 82/182, 45, 40  7 credits
Fall  2004  AG 32 BCD, 36, 20/120  7 credits

Average class size is eleven based upon the preceding courses

FTE of BOR appointed program faculty
1.0 FTE- 14 credits of 30 credits taught in Agriculture, the remainder of the workload is comprised of USDA grant and teaching Biology 124

Semester credits taught by lecturers
None
### Part IV. Assessment Results Chart for Program SLOs

<table>
<thead>
<tr>
<th>Program SLO</th>
<th>AG 32</th>
<th>AG 36</th>
<th>AG 20/120</th>
<th>AG 82/182</th>
<th>AG 40</th>
<th>AG 44</th>
<th>AG 45</th>
<th>AG 80/180</th>
<th>AG 49/42</th>
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<tr>
<td>1.</td>
<td>X</td>
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<tr>
<td>2.</td>
<td></td>
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<td>X</td>
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<td>3.</td>
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<td>4.</td>
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**Program Student Learning Outcomes (SLOs)**

1. Students will be able to describe common plant and insect life cycles, understand basic plant nutritional requirements and plant propagation techniques.
2. Students will be able to demonstrate landscape maintenance skills or turfgrass maintenance skills.
3. Students will be able to recommend common controls for plant pests.
4. Students will be able to properly manage soil for plant growth.
5. Students will be able to operate common landscape and turfgrass equipment.
Part V. Curriculum Revision and Review

Ag 149  New Course  This course now aligns with the WCC ASCBRT Plant Biotechnology.
Ag 20/120  Articulated across all UH campuses. Provides ease of transfer to any UH campus
and can be used as a DB course throughout the UH system.

Program Outcome Guide

Prerequisites  None

Courses for all Certificates of Completion
Ag 20/120  Plant Science       Ag 32  Plant Disease and Pest Control
Ag 36  Pesticide Safety

Courses for CC in Plant Landscaping
Ag 45  Irrigation Principles and Design       Ag 93v  Cooperative Education
Ag 100  Agriculture Orientation: Careers

Courses for Specialization in Landscape Maintenance
Ag 80/180  Landscape Maintenance       Ag 44  Landscape Equipment

Courses for Specialization in Turfgrass Maintenance
Ag 82/182  Turfgrass Maintenance       Ag 40  Turfgrass Equipment

Courses for Certificate of Completion in Agricultural Technology
Ag 20/120, 32, 36, 45, 93v, 100
Ag 49/149  Plant Propagation

Capstone Assessment

GPA of 2.0 or greater

Intended Outcomes

1. Students will be able to describe common plant and insect life cycles, understand
   basic plant nutritional requirements and plant propagation techniques.
2. Students will be able to demonstrate landscape maintenance skills or turfgrass
   maintenance skills.
3. Students will be able to recommend common controls for plant pests.
4. Students will be able to properly manage soil for plant growth.
5. Students will be able to operate common landscape and turfgrass equipment.
Part VII. Analysis of the Program

Alignment with the mission statement. The WCC Agriculture Program prepares students for careers in agricultural enterprises, which is in congruence with the WCC mission of providing career development for members of our community.

Strengths and weaknesses based on analysis of data.

**Strengths**

The facilities to support the program, consisting of a six-acre par 3 hole turfgrass teaching facility and a 5,000 sq. ft. shade house, are the program’s greatest strength.

The working relationships with the Hawaii Golf Course Superintendents Association, the Landscape Industry Council of Hawaii and the Hawaii Turfgrass Association are very strong.

A full-time tenured faculty member supports the program.

The program is the recipient of Kailua-Lanikai Outdoor circle student scholarships and numerous industry donations of equipment and supplies.

There is solid demand for job openings on the island and in the State. This is the only Community College Agriculture program on Oahu.

**Weaknesses**

The program is restricted to three course offerings per semester. As a consequence, it now takes three semesters to complete the program (it was originally designed to be completed in two semesters).

The program’s faculty member teaches one liberal arts course per semester, taking time away from the Agriculture Program.

There is minimal campus effort to publicize and market the program.

The program is a one-person program affording little diversity of teaching style and content. Program coordination, which was once compensated for, is now expected without compensation.

The State has an extremely high employment rate. People then tend to work and earn money, thus education becomes lower on their priority and the priority of employers.
Plan of Action

The focus of the program is currently on the Plant Landscaping option. Agriculture Technology is offered only when a demonstrated student demand exists.

A feasibility study for a new program in urban tree care is being proposed to expand the career development opportunities at WCC.

Evidence of quality.
Ag 20/120 are approved for International Society of Arboriculture recertification credits
Ag 32 &36 are approved for State Dept. of Agriculture Pesticide licensing recertification credits
Ag 82/182 are approved for Golf Course Superintendents Association recertification credits

Evidence of student learning.
Seventy seven percent of students earned a C grade or higher

Resource sufficiency.
Physical resources are sufficient for program requirements. A supply budget of $500 per year is grossly inadequate to meet the needs of the program. Golf tournaments and plant sales MUST be held to provide the resources the program requires at a minimum level.

Recommendations for improving outcomes.
Expand program offerings by developing an urban tree care program
Provide more funding for supplies
Return release time for program coordination
Increase program marketing efforts
Appendices

A. Report Notes

Average class size = \( \frac{\sum e_1 + e_2 + \ldots + e_n}{n} \) where \( e \) is class enrollment.

Class fill rate = \( \frac{\sum p_1 + p_2 + \ldots + p_n}{n} \) where \( p \) is enrollment/max enrollment.

FTE workload is credits taught/full teaching load; note: a full teaching load is generally defined as 21 or 27 credits depending on the program.

Part IV. Assessment Results Chart for Program SLOs; show a 3-5 year trend; with changes made as a result of findings.

Part V. Curriculum Revision and Review; a minimum of 20% of existing courses are to be reviewed each year.
The WCC Agriculture Program has been operating on a $500 Supply budget for the past two years. This amount of money is inadequate to run a college horticulture program. Personnel have had to resort to using less than adequate materials (sweeping Chemical company floors for fertilizer, collecting plastic pots from nurseries) and to improvise repairs (the wide spread use of duct tape and wire). Supplemental funding is required to purchase supplies in order to provide students with the experiences needed to understand and practice horticulture and to maintain the Agriculture facilities. These supplemental funds have come from donations, golf tournaments, and plant sales. Funds from these events should be used to provide support for student experiences that the college is unable to support (attending seminars, neighbor island field trips).

Past Supply Budget Allocations Agriculture
These are the only years I was able to find documentation. (This was 15 years ago)
1990-91 $3135
1992-93 $2188

2003-04
Supplies 515.42
Equipment repair 85.51
Equipment (Chain saw, back lapper) 958.41 (ElF Grant)
Total 1566

2004-05
Supplies 615
Equipment repair 300
Chemicals 251
Total 1166

2005-06
Supplies 693
Equipment repair 256
Hand tools 559
Total (So Far) 1508 and counting

2003-05 Donations
Line Trimmer 450
Plastic Pots 170
Equipment 12,200
Total 12,820
Supplies include; pots, growing media, fertilizer, oil, gas, belts, tires, rooting hormone, safety gear, etc

The minimal level to maintain the agriculture facilities and provide supplies for student learning is approximately $1500 per year. WCC currently contributes one third of the required amount. It is time for the college to support an established program to the minimum level required.
Dear Chancellor Meixell,

We have recently been advised that Windward Community College (WCC) is considering the offering of an Urban Forestry Educational program. This is to voice strong support for this program by the Hawai‘i Department of Land and Natural Resources’ Kaulunani Urban and Community Forestry Program and to ask for your advice on how we can help to ensure that this program is accepted by the College.

A formal Urban Forestry Educational program has been desired and necessary in Hawai‘i for many years. Urban forestry work, including technically correct tree selection, pruning, assessment and care, has faced significant challenges due to the lack of competent educational resources readily available to local residents. Further, opportunities for professional career development of Hawaii’s youth and landscape workforce in the desirable field of arboriculture and urban forestry have been frustrated by the lack of locally available, structured educational programs.

WCC’s Urban Forestry Educational program would fill this void by providing local students and professionals with the resources required to gain the necessary knowledge and skills. Graduates of this program will possess certification of knowledge and skills that will enable them to procure professional positions within this dynamic industry. This program would increase the level of arboricultural professionalism and result in significant community benefits in the form of healthier, safer trees and enhanced aesthetic and material environmental benefits for Hawai‘i’s communities.

Ms. Angela Meixell
Chancellor, Windward Community College
45-720 Keaahala Road
Kaneohe, HI 96744.

Kaulunani Urban and Community Forestry Program

October 31, 2005

Kaulunani is a program of the DLNR, Division of Forestry and Wildlife and the USDA Forest Service,
1151 Punchbowl St. Rm. 325, Honolulu, HI 96813
Kaulunani and the arboriculture industry in general have a strong interest in the successful development and implementation of this program. Kaulunani has personnel and financial resources available to support urban forestry educational programs. Kaulunani is closely acquainted with professionals possessing formal arboricultural and urban forestry education, experience, knowledge and skills that could be available to support this program. Kaulunani also administers Federally subsidized grants to support educational programs in tree planting and care. These grants may be available to this program, with approval of a qualified application. However, funding amounts are small and are not intended to provide sustained or base funding.

Please support the offering of an Urban Forestry Educational program at WCC.

Please contact me if you have any questions about Kaulunani’s support of this program and to advise us how to proceed to ensure that this program will be offered at WCC.

Mahalo Nui Loa for your consideration,

Kevin K. Eckert
Chair, Kaulunani Urban and Community Forestry Council
President and Managing Director, Arbor Global LLC/Arbor Global Hong Kong Ltd.
International Society of Arboriculture Certified Arborist #WE-1785AU
Chair, Western Chapter ISA Arborist Certification Committee (Hawaii, California, Arizona, Nevada)