

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

Name of Program: Sustainable Agriculture 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 Sustainable Agriculture Program is to prepare individuals to apply sustainable techniques to farm crop operations.

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

No, I am satisfied with the current mission statement.

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 mission of the program is to provide students with skills that make them successful and productive members of society.

The Sustainable Agriculture program strives to be the preferred choice for training in the field of agriculture (Goal 1). The program provides the essential training in the principles of sustainable agriculture techniques. Instructors are in constant communication with students and encourage career success (Goal 3). Students are taught valuable leadership skills through lab settings and are encouraged to give back to the community in which they live. This is modeled through our on campus garden and greenhouses. Each student possesses unique skills and they are encouraged to work together and learn from each other. The Sustainable Agriculture Advisory Committee consists of employers, recent graduates and community agribusiness leaders. This group is instrumental in guiding faculty in providing relevant skills and the use of technology. Our graduates are expected to be top candidates for job placement or qualify to a baccalaureate program at colleges and universities that have signed articulation agreements (Goals 2 & 3).

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 of Applied Science (AAS)	Sustainable Agriculture
Certificate	Sustainable Agriculture

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
No curriculum changes made	

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?)

No changes were made.

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

Summary of Advisory Committee Activities

Year	Meeting Dates	Recommendations / Activities
2019-2020	11/22/2019; Spring 2020 canceled due to COVID	Programs were reviewed, student career opportunities discussed, green machine was toured and increased indoor lab space was requested by the committee.
2020-2021	11/20/2020 via zoom; 6/2/2021 via email	Programs were reviewed, no suggestion for changes. COVID schedules were shared and information was shared about the new greenhouse and how the students were embracing the opportunity to have a specific place to plan and grow crops in this space.
2021-2022	12/01/2021 via email	An update on the partnership between Agriculture Extension, NCSU and WCC Agriculture was given. COVID schedules were discussed and recruiting issues due to COVID. Curriculum changes were discussed creating more momentum for students to complete their education. Plans were made to remove courses and add new courses to strengthen the finance skills of graduates.

(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 emerging need for the Agriculture Industry is to find capable and willing employees. I have met with employers to discuss their needs and have transferred this information to our current students. We will work together with stakeholders in the field to recruit students that will transition to the workforce they need.

Section 2: Program Outcomes**Outcome #1: Enrollment (unduplicated)****Baseline:** 9 # (Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21)**Standard:** 10 #**Target:** 11 #**Program Enrollment**

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2018-2019	8
2019-2020	8
2020-2021	12

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%	3	25.0%
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	3	37.5%	3	37.5%	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%	1	8.3%
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	3	37.5%	3	37.5%	4	33.3%
African American, Male	0	0.0%	2	25.0%	3	25.0%
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	3	37.5%	2	25.0%	4	33.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	2	25.0%	1	12.5%	1	8.3%
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	5	62.5%	5	62.5%	8	66.7%
Total	8	100.0%	8	100.0%	12	100.0%

Ethnicity & Age Range	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	1	12.5%	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	1	12.5%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	1	12.5%	1	8.3%
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	4	50.0%	3	37.5%	1	8.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	1	12.5%	1	12.5%	1	8.3%
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	5	62.5%	5	62.5%	3	25.0%
African American, 25-44	0	0.0%	1	12.5%	5	41.7%
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	12.5%	2	25.0%	4	33.3%
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	12.5%	3	37.5%	9	75.0%
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	12.5%	0	0.0%	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	12.5%	0	0.0%	0	0.0%
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	8	100.0%	8	100.0%	12	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 increased. I have found over the past 15 years that enrollment cycles up and down. I have tried to discover reasons for increases and decreases and there really is no logical explanation. We work hard every year to get the word out about our program. We attend recruiting events, FFA functions, local high schools and career fairs. Most of the students that I polled said that they found out about our program from the internet or from a friend or family member who graduated from the program.

The disaggregated data indicates that the students are predominantly male Caucasian and Hispanic, between the ages of 18-24.

Identify Enrollment 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	Increase our social media presence by posting weekly on Facebook.	Results will be measured by insights and interactions of posts on Facebook.

Outcome #2: Retention**Baseline:** 55.1 % (Average of last three years – 2018-19; 2019-20; 2020-21; program retention)**Standard:** 56 %**Target:** 57 %

Year	Program Retention Rate
2018-2019	42.4%
2019-2020	80.0%
2020-2021	42.9%

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	2	66.7%	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	2	66.7%	0	0.0%	0	0.0%
African American, Male	0	0.0%	2	50.0%	1	33.3%
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	1	33.3%	1	25.0%	1	33.3%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	1	25.0%	1	33.3%
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	1	33.3%	4	100.0%	3	100.0%
Total	3	100.0%	4	100.0%	3	100.0%

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%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	1	25.0%	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	2	66.7%	1	25.0%	1	33.3%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	1	25.0%	1	33.3%
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	2	66.7%	3	75.0%	2	66.7%
African American, 25-44	0	0.0%	1	25.0%	1	33.3%
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	0	0.0%	0	0.0%	0	0.0%
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	0	0.0%	1	25.0%	1	33.3%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	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	0	0.0%	0	0.0%	0	0.0%
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+	1	33.3%	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	33.3%	0	0.0%	0	0.0%
Total	3	100.0%	4	100.0%	3	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.)*

With low student enrollment, retention looks worse than it really is. Many of our sustainable agriculture students are part-time students. When work is good, retention decreases. In recent years, the job market has been good. There are more employers searching for a productive workforce.

The disaggregated data indicates that the student retention are female Caucasian between the ages of 18-24.

Identify Retention Action Items

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	Active advising of students.	Students will be contacted by email or text when they reach a critical number of absences. Students are also contacted when registration periods are about to open.

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)**Baseline:** 2 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)**Standard:** 3 #**Target:** 4 #

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2019-2020	0
2020-2021	3
2021-2022	2

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%	1	33.3%	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	0	0.0%	1	33.3%	0	0.0%
African American, Male	0	0.0%	0	0.0%	2	100.0%
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	0	0.0%	1	33.3%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	1	33.3%	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	0	0.0%	2	66.7%	2	100.0%
Total	0	0.0%	3	100.0%	2	100.0%

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%
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	0	0.0%	1	33.3%	0	0.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	1	33.3%	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	0	0.0%	2	66.7%	0	0.0%
African American, 25-44	0	0.0%	0	0.0%	2	100.0%
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	0	0.0%	1	33.3%	0	0.0%
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	0	0.0%	1	33.3%	2	100.0%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	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	0	0.0%	0	0.0%	0	0.0%
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	0	0.0%	3	100.0%	2	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 number of completers will increase as enrollment increases.

The disaggregated data indicates that the students are predominantly male between the ages of 18-24.

Identify Completer 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	Active advising.	Students will be advised when they are nearing completion of a certificate or AAS degree. Each student can view their progress on Self-Service and are also given a paper copy to verify and follow.

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.)

No third-party credentials or other assessments.

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

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

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)	Objective(s) Submitted	Use of Results
2019-20	Frontier 8ft. 3-point disk harrow with 20 blades on 9in. Spacing and a Integral Middle Buster and Mold board plow	Carried forward to 2020-21 Plan to report assessment.
2020-21	<ol style="list-style-type: none"> 1) Agribusiness / Sustainable Agriculture - Upfit of "Green Machine" box 2 2) Frontier 8ft. 3-point disk harrow with 20 blades on 9in. Spacing and a Integral Middle Buster and Mold board plow 	<ol style="list-style-type: none"> 1) <u>2020-21 End-of-Year Status</u>: The green machine has been upfitted and power installed. The two bay mini-system has also been installed. We will begin using this during the summer. We are looking forward to training new students on this new technology. The success of this outcome will be better reflected once students have a chance to use the new green machine. The work study students will get exposure to it this summer to work out any problems and our classes will begin using it Fall of 2021. Carry forward to the 2021-22 plan to report assessment. <u>2021-22 End-of-Year Status and Use of Results Assessment</u>: Students have been able to use the new system. We have found that we have minimal mildew and mold issues. Students have been trained on the new system and have learned to safely produce lettuce and greens in a hydroponic micro-environment. 2) <u>2020-21 End-of-Year Status Report</u>: We have not had the opportunity to use this disk because the land is now being used in partnership with agriculture extension. They have access to a local farmer's tractor and implements. We plan on using it this fall to train students to use the disk pulled by our maintenance tractor. Continue to carry forward for 2021-22 for assessment. <u>2021-22 End-of-Year Status Report and Use of Results</u>

		<p><u>Assessment:</u> The land is now being used in cooperation with Wayne County Extension. Equipment is being borrowed from a local farmer. The tractor we have will not pull the implement and this is why the disk harrow is no longer needed. The College is able to use a local farmers equipment since the implement will not work on our tractor.</p>
2021-22	Agriculture and Natural Resources - Half-Box Hydroponic System	Just installed and will be used this summer to test work study students. 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.

I do not have planning objective needs currently.

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

Even though the numbers do not show it, if we had a lead instructor in charge of this program who could make changes in the curriculum to diversify the program, we would see tremendous growth.

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

There is a need for a building on campus to hold indoor lab sections closer to outdoor facilities. We are also losing our storage space in Azalea and are in need of additional climate-controlled storage. This building would also be an excellent recruiting tool to showcase our program.

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

Academic and student support services are adequate.

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

Sustainable Agriculture's strengths are: 1) Broad topics are covered that apply to many different aspects of the Agriculture Industry, 2) Advising and relationships built between students and advisors, 3) Reputation of the program and work force it has created over the years.

Weaknesses include: 1) All of my students are working at least a part time job while taking classes. This makes retention and success more challenging. It also makes the number of classes students can commit to lower than they could be.

Opportunities include: 1) A building close to the outdoor lab area to be used for hands-on activities as well as recruitment.

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

Gabe Mitchell, Department Chair of Agriculture and Natural Resources/Lead Applied Agribusiness Technology Instructor/Lead Sustainable Agriculture 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:	<u> Dorothy Moore </u>	11/9/2022
Dean, Director, or AVP / Date:	<u> Dr. Ernie White </u>	11/9/2022
Administrator Approval / Date:	<u> Dr. Brandon M. Jenkins </u>	11/22/2022